

# Reasonable Adjustments and Special Considerations Policy Vocational Qualifications



# Reasonable Adjustments and Special Considerations policy

## 1. Introduction

This policy is aimed at centres, teachers and learners who are involved with RSL qualifications. RSL staff, external assessors and external quality assurers should also refer to this policy. This policy covers vocational qualifications only.

The purpose of this policy is to set out the procedures that centres should follow when implementing reasonable adjustments and special considerations. The policy also gives details of the service provided by RSL for these arrangements. This policy is informed by the guidance provided by the Joint Council for Qualifications. Further information and guidance about reasonable adjustments can be found at **[www.jcq.org.uk](http://www.jcq.org.uk)**.

This policy is available on our website at **[www.rslawards.com](http://www.rslawards.com)**.

This policy will be subject to review and monitoring by RSL and if necessary, will be amended and updated following feedback from learners and centres. All versions of this policy will be approved by the RSL Quality Committee and posted on our website dating each review.

Please note that we treat all records of reasonable adjustments and special consideration arrangements in confidence and retain them in accordance with our GDPR obligations.

If learners wish to appeal against the decision by RSL for reasonable adjustments or special consideration arrangements, please refer to our Appeals Policy, available to download from our website at **[www.rslawards.com](http://www.rslawards.com)**.



## 2. Issue and review

The date of issue of this policy is December 2019. This policy will be reviewed annually.

## 3. What are reasonable adjustments and special considerations?

RSL is committed to fair and equal assessment of its qualifications. We expect all learners to have equal and fair access to all the assessments we provide.

We recognise that in some cases there will be a need for some learners to have access to a range of accommodations to meet their individual needs and provide fair access to the assessments they are undertaking. This could include:

- learners who have a permanent disability or specific learning needs
- learners who have a temporary disability, medical condition or learning needs
- learners who are indisposed at the time of the assessment

Reasonable adjustments can be applied for learners who have a permanent disability or specific learning needs.

Special considerations can be applied for learners who have a temporary disability, medical condition or learning needs or who are indisposed at the time of the assessment.

The provision for reasonable adjustments and special consideration arrangements is made to ensure that learners receive fair recognition of their achievement whilst maintaining the integrity of the assessment.

### 3.1 Reasonable adjustments

A reasonable adjustment is defined as an action that will reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage during assessment. Reasonable adjustments apply to long term conditions such as dyslexia.

Reasonable adjustments must not affect the integrity of the assessment, but may involve:

- Making changes for individuals to the standard assessment arrangements, for example allowing learners extra time to complete the assessment
- Adapting assessment materials, such as providing materials in Braille for those with visual impairments
- Providing access facilitators during assessment, such as a sign language interpreter or a reader
- Re-organising the assessment room, such as removing visual stimuli for an autistic learner

For Vocational Qualifications, reasonable adjustments are managed within the centre. Reasonable Adjustments apply to how the examination or assessment is conducted not the assessment of the work. Centres do not need to apply to RSL for reasonable adjustments. For controlled external assessment, evidence of reasonable adjustments applied will need to be submitted with the learner evidence, using the 'Evidence of Reasonable Adjustment for Vocational Qualifications' form.



## 3.2 Special consideration

Special considerations are different to reasonable adjustments as they apply to a temporary illness or adverse circumstance that could affect the candidate's performance. For vocational qualifications, this could be taken into account before or during the assessment. RSL will consider applications for special consideration based on the information provided on a case by case basis.

## 4. Reasonable adjustment examples

Below are examples of adjustments that could be made for learners by the centre with particular disabilities and/or learning difficulties. The examples are not exhaustive and are for illustrative purposes only:

### 4.1 Cognition and learning needs

(e.g. general and/or specific learning difficulties)

- Supervised rest breaks
- Extra time
- A practical assistant
- A computer reader or a reader
- A word processor
- A scribe
- A prompter
- Coloured overlays
- Coloured/enlarged papers
- Modified language papers

### 4.2 Communication and Interaction needs

(e.g. Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN))

- Supervised rest breaks
- Extra time
- A computer reader or reader
- Modified language papers
- A word processor
- A scribe



### 4.3 Sensory and Physical Needs

(e.g. Hearing Impairment (HI) Multi-Sensory Impairment (MSI), Physical Disability (PD), Vision Impairment (VI)).

- Supervised rest breaks
- Extra time
- A computer reader or a reader
- A word processor
- A scribe
- A live speaker
- A Sign Language Interpreter
- A practical assistant
- Braille papers, modified enlarged and/or modified language papers

### 4.4 Social, Mental and Emotional Needs

(e.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions).

- Supervised rest breaks
- Extra time
- A prompter
- Separate invigilation
- Alternative site arrangement
- Extra time
- A word processor
- A computer reader or a reader
- A scribe

### 4.5 Use of individuals to facilitate assessments

Where a person is appointed to facilitate an access arrangement, e.g.:

- A Sign Language Interpreter
- A practical assistant
- A scribe
- A reader
- A live speaker

He/she is responsible to the centre or teacher. The person appointed must not be the learner's music teacher, relative, friend or peer.

The centre/teacher must make sure that the person appointed is appropriately trained and understands the rules of the particular access arrangement they are facilitating.



## 5. Process for applying Reasonable Adjustments in RSL Vocational Qualifications

All learners undertaking RSL Vocational Qualifications must apply for Reasonable Adjustments directly with their delivery centre. Centres are therefore expected to have their own policies and procedures for applying reasonable adjustments to assessments. RSL do not manage reasonable adjustments at approved centres but require evidence of their application to be submitted alongside controlled assessment evidence or as part of the moderation process for internally assessed units. RSL expect all approved centres to assess the capability of each candidate to complete RSL Vocational Qualifications at the enrolment stage and factor any adjustments into their delivery planning accordingly.

For Controlled External Assessment, if learners are entitled to additional time, this time must be allocated within the controlled external assessment window and under controlled conditions. This time will need to be logged on the controlled external assessment log which is submitted with the assessment evidence. Centres will also need to provide a completed [‘Evidence of Reasonable Adjustment Applied for Vocational Qualifications’](#) form with the evidence for the learner.

## 6. Evidence requirements

Centres must ensure that learners applying for reasonable adjustments present medical evidence of their learning difficulty or disability. For individuals with physical or mental conditions, RSL accept diagnostic confirmation on headed paper by medical practitioners and for learning needs from Educational Psychologist or SEND qualified personnel.

## 7. Special considerations

Special considerations are granted for a temporary illness or indisposition. This can be applied for before, or during the assessment has taken place. As controlled external assessment for vocational qualifications takes place over a 12-week period, special considerations will not be considered following the deadline of submission.

Please allow 10 working days for decisions on requests for Special Considerations.

### 7.1 Before the assessment

A centre may apply for special consideration for a learner prior to the assessment (for example if they have broken their arm a few weeks beforehand), although it would normally be more appropriate to apply a reasonable adjustment where the condition is understood to be permanent rather than temporary.

Centres need to provide sufficient information to the RSL about the disability, illness, injury or other circumstance and whether they feel that this is permanent or temporary. RSL would then make a decision about how to process the application. In the case of a permanent disability, the centre should process this as a reasonable adjustment and a temporary illness or indisposition this would be processed as a special consideration.



Special consideration will normally be granted as an extension to the deadline for submission of evidence.

Applications for a special consideration to be taken into account must be made no later than 10 working days prior to the end of the controlled assessment window. Centres will need to complete an 'Application for Special Consideration for Vocational Qualifications' form alongside supporting evidence. RSL will do its best to accommodate any special considerations, however it may not always be possible to arrange for adjustments to be made in the timescales.

Applications should include:

- Centre name Learner/ Learner name
- Qualification title and level
- Summary of the temporary illness or indisposition affecting the learner's performance
- The details of what special consideration the centre would like to be put into place.
- Any medical evidence to support the application

## 7.2 During an assessment

In some cases, a learner can be affected by an event which happens on the day of the assessment or in the assessment itself. In these cases, a teacher would make a decision about how the performance was affected and record a special consideration.

Special consideration will normally be granted as an extension to the deadline for submission of evidence.

RSL cannot grant special considerations for requests for marks to be adjusted due to illness or injury affecting performance that has been submitted for assessment. The assessment and grading criteria must be fairly applied across all learners.

## 8. Centre checklist for applications

### 8.1 Reasonable Adjustments:

- Managed within the centre.
- For controlled external assessment, submit an **'Evidence of Reasonable Adjustment Applied for Vocational Qualifications'** form with the evidence for the learner.
- Evidence could include diagnostic confirmation on headed paper by medical practitioners and for learning needs from Educational Psychologist or SEND qualified personnel.

### 8.2 Special Considerations:

- **'Application for Special Consideration for Vocational Qualifications'** form
- Supporting evidence e.g. Doctor's note