

Reasonable Adjustments Policy

We believe that a learner's individual characteristics and work situation must be taken into account in order to provide the appropriate access to training and assessment. We establish at the planning stage whether or not the learner has special assessment requirements and plan appropriately. An Individual Learning Plan can be completed in order to ensure learner needs are met.

In accordance with the Equality Act 2010 reasonable adjustments may be made where it could be determined that one learner may be at a substantial disadvantage to another based upon the definitions provided in the Act. Adjustments may be made based upon the needs of the learner, the effectiveness of the adjustment, the cost implications of the adjustment and depending upon how the adjustment will affect the learner and any other learners. Adjustments will not normally be authorised if they involve unreasonable costs to Awarding Organisations or the Centre (us), unreasonable timeframes or affects the integrity and standards of assessment.

Centres should fully consider each learner with regard to the following;

- Physical disability – is the venue/assessment area suitable for those with physical disabilities including sight impairment and mobility.
- Language – if the learner has English as a second or other language (ESOL) they may require more time to complete written tests or to prepare verbal answers. Likewise, some people with dyslexia find it difficult to answer questions 'on the spot' and may have issues regarding short term memory retention.
- Intellectual - learners with learning difficulties may need more support and guidance tailored to the individuals needs.
- Social – some learners may be lacking in confidence, or overwhelmed by assessment practices. Assessors and Internal Quality Assurors need to be friendly and natural and provide positive, motivating feedback allowing the learner to demonstrate ability. An example may be a learner who finds it difficult to visualise scenarios during role play type activities. In this instance a different approach to the assessment criteria may be considered.
- Work Situations - some learners may be working in sensitive situations or working shifts. Assessors and Internal Quality Assurors may need to consider arranging assessment sessions so as to minimise interruptions to the work environment or unnecessary stress on the learner.

Reasonable adjustments can include (but are not limited to) the following;

1. Allowing additional time to complete written tests / practical tasks
2. Offering the use of a scribe for written tests
3. Accepting verbal responses to written questions (these must be recorded)
4. Allowing the use of transcribed materials to prepare/support a learner for assessment
5. Use of visual aids (e.g. videos) to support formal questions (e.g. to identify different medical conditions)
6. Allowing the use of a translator (including sign language) to prepare/support a learner through assessment.
7. Changing the layout or venue of the assessment area to allow access

Where we are unable to identify or agree reasonable adjustments or we have concerns regarding a learner's ability to complete assessment we will contact the Awarding Organisation immediately to discuss further options.

Individual Learning Plan – Assessment

Discuss and record the learners specific needs:

Discussions should include, but not be limited to:

- English as a second or other language
- Literacy/Numeracy
- Diagnosed learning differences such as Dyslexia, Dyspraxia, Autism
- Learning Styles (e.g. visual, auditory, kinaesthetic (pragmatist) etc)
- Restricted mobility
- Restricted availability

Notes

Based on the above, agree how these issues will be addressed:

Consideration should be given but not limited to the following:

- Alternative methods of assessment
- Additional resources required by the trainer/learner/assessor

Notes

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