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**Access to Assessment/Reasonable Adjustment**

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| **Responsible** | Steph Dingle |
| **Accountable Author** | Nikki Blake |

**Version History**

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This Policy has been developed by Somerset Centre for Integrated Learning (SCIL), part of Somerset Council. All training programmes have a commitment to providing a supportive learning environment which enables all Students, Apprentices, Learners and Trainees (SALTs) who have chosen to study with SCIL to achieve their full potential.

To keep in line with the Equality Act 2010, this policy has been put into place at SCIL to remove barriers that would otherwise disadvantage SALTs with special needs or other special considerations. The policy is not to place any unfair advantage on these SALTs but to enable them the same support and understanding as everyone else.

It is the aim of SCIL to provide the same access to assessment for all SALTs, including those who need reasonable adjustments or special considerations. So, although SCIL does not change the standards or criteria for a SALT’s assessment, the organisation will take a positive approach to flexible and responsive assessment strategies and methods.

There is no list that defines what merits reasonable adjustments or special consideration. Some SALTs may need help because, for example, they are hearing or visually impaired, or in hospital and in need of special arrangements for their assessment. Some may merit extra time on an assessment because of learning difficulties. All these are protected under the Somerset Council Equal Opportunities Policy that SCIL adheres to.

**Getting approval for SALTs:**

Requests for adjustments should be raised at the time of application, where SALTs should state if they have an additional need or require extra support.

It is the SALT’s responsibility to inform SCIL of their circumstances before the course/programme commences. If a SALT requires reasonable adjustment or special consideration, approval must be obtained before any adjustments are made or agreed to.

SCIL have a responsibility, wherever possible, to make the necessary arrangements in order to meet the SALT’s needs.

**Assessment:**

If a SALT requires special consideration or reasonable adjustments for an assessment, SCIL must get approval to adjust the assessment situation, before the event, taking into consideration the awarding organisations guidance. The centre Quality Assurance coordinator or Internal Verifier can agree minor adjustments and considerations. All agreements must be recorded in writing.

For more significant reasonable adjustments or special considerations you must obtain specific agreement from the assessment centre/awarding organisation. An application form must be completed and sent to the assessment centre/awarding organisation in order to obtain the necessary permission.

**Exams**:

If a SALT requires a reasonable adjustment for a controlled assessment e.g. Functional Skills exam, a SCIL reasonable Adjustment request form must be submitted either by the SALT or their tutor [2. SCIL Reasonable adjustment request form.docx](https://somersetcc.sharepoint.com/:w:/r/sites/EPS-CurricTeachAssess/SCIL%20Study%20Centre%20Courses/Apprenticeships/6.%20Functional%20Skills/3.%20Reasonable%20adjustment%20requests/2.%20SCIL%20Reasonable%20adjustment%20request%20form.docx?d=w50f767c4061848048a22ba6992bf8450&csf=1&web=1&e=be8gYt)

The request will be reviewed by the relevant parties within SCIL, and the decision will be communicated to the SALT within 30 working days. If reasonable adjustments are awarded, SCIL administrator will ensure this is recorded on the relevant Awarding Organisations portals. SALTs will be made aware that in the unlikely event that the EQA doesn’t agree with the Reasonable Adjustment, the Awarding Organisation hold the right to disqualify a SALT from a previously completed assessment or cancel a certificate.

Awarding Organisations are regulated by four regulators across the UK who set requirements for reasonable adjustments and special consideration. The requirements are:

* Ofqual – General Conditions of Recognition (2018), Conditions G6 and G7
* Qualifications Wales – Standard Conditions of Recognition (2017), Conditions G6 and G7
* SQA Accreditation – Regulatory Principles (2014) Principle 11
* CCEA Regulation – General Conditions of Recognition (2016) Conditions g6 and G7

**Examples and situations**

Below are examples of situations that may require the implementation of the Reasonable Adjustments and Special Considerations Policy:

**Hearing impairment**

Arrangements may include:

* communicators / interpreters (including lip speakers)
* extra time allowance
* mechanical and electronic aids
* induction loops.

SALTs whose hearing loss causes a linguistic disability may have assessments with modified wording, as recommended by a specialist teacher of the deaf.

**Visual impairment**

Arrangements may include:

* an amanuensis (who takes dictation)
* a reader
* tapes
* question papers with large print, Braille or Moon
* a keyboard to produce typescript answers or raised type responses
* extra time allowance in a written, time-constrained assessment
* mechanical/electronic aids

**Physical impairment – permanent or temporary**

SALTs may be allowed

* an amanuensis and/or reader and/or interpreter
* extra time allowance
* appropriate mechanical/electronic aids.

**Learning difficulties**

In the case of SALTs with specific learning difficulties/dyslexia we may allow:

* extra time allowance
* tapes
* use of a keyboard to produce typescripts of answers
* an amanuensis and/or a reader
* other audio/visual aids appropriate to the individual’s needs

**Medical conditions**

For SALTs with medical conditions such as diabetes, epilepsy and respiratory disorders SCIL will consider every case on its merits. For instance, extra time may be allowed for the assessment, if it’s medically justified.

**SALTs with a poor grasp of English**

If a SALT has good oral communication but their written language is poor, it may be possible to run an identical assessment orally rather than in writing. By recording the assessment (video or audio) the assessor can then make detailed notes of the questions and answers.

If a SALT has both poor oral and written communication skills it may be possible to enlist a fellow SALT who has a good grasp of both languages, as a translator and/or interpreter. Translating the assessment vehicle before the assessment is especially important and could be done in a small group context. The assessor could then assess the written work with the SALT and interpreter present and include additional notes for clarification with the translator signing the assessment to confirm that these extra notes are a true reflection of the additional information the SALT supplied.

As with all different assessment methods, SCIL and relevant awarding organisations will need to be informed of this requirement and have received a completed application/request form in advance. Approval must be given of the proposed arrangements before the assessment takes place.

**The process for requesting reasonable adjustments or special considerations.** Copies of alldocumentation related to reasonable adjustment and special consideration requests, must be sent to SCIL where they will be retained for three academic years.

If a request for reasonable adjustments or special consideration is declined, the SALT is able to appeal the decision using the process set out in SCIL’s Appeals and Complaints policy.

**Site accessibility**

SCIL will also ensure that buildings/ facilities can be accessed by all. This includes ensuring access to lifts, wide doors and ramps. Staff will be trained to know how to access this equipment or will have contacts if there are any faults with certain equipment to ensure they all can be adequately used.

**Appendix 2 – HEI**

**DSA assessments, students registered on University of Worcester courses**

If a student on a Higher Education course feels that they may have a specific learning difficulty, such as dyslexia they can request an assessment. Tutors may also suggest to a student that they may find it helpful to complete an assessment.

The University of Worcester Disability and Dyslexia Service offers confidential, one to one advice and guidance to students with disabilities, learning differences and medical conditions. Please see the link below for further information:

[Home - Service Site - University of Worcester](https://www2.worc.ac.uk/disabilityanddyslexia/)