

(Co-Production Associate Training)

Reasonable Adjustments and Special Consideration Policy

Name of responsible party	Carol Collins, Business Support Manager
Date PCC EMT approved policy	12 th October 2022
Date policy was equality screened	20 th October 2022
Date policy last went to Business Committee	25 th October 2022
Date to be reviewed	One Year

The content of this document should be read in conjunction with any COVID-19 guidance and other PCC policies and procedures. For further information contact the Head of Development and Corporate Services on 028 9536 2548.

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1.0 Introduction

The aim of this policy is to communicate the commitment of the Chief Executive, Board of Directors and Executive Management Team to the promotion of equality of opportunity in and by the Patient & Client Council (PCC) in respect of training and learning. In addition to Access to Fair Assessment the PCC operate a policy on reasonable adjustments and special considerations.

This policy sets out the procedures that employees and learners must follow when implementing reasonable adjustments and special considerations in respect of the PCC's training provision.

2. Scope of the Policy

This policy applies to employees and learners responsible for or subject to the delivery, assessment and internal verification of PCC accredited/endorsed course provision.

3.0 Key Principles

3.1 Definitions

A reasonable adjustment in the context of assessment is an adjustment that helps to reduce the effect of a disability or difficulty that places a learner at a substantial disadvantage in the assessment situation.

Special consideration in the context of assessment is where consideration is given to circumstances that occur just prior to or during assessment that place the learner at a disadvantage.

3.2 Reasonable Adjustment

Reasonable adjustments are intended to help reduce the effect of a disability or difficulty but must not affect the validity or reliability of the assessment outcomes.

An adjustment may involve;

- changing usual assessment arrangements
- adapting assessment materials
- providing assistance during assessment
- re-organising the assessment physical environment
- changing or adapting the assessment method
- using assistive technology.

The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners.

Not all adjustments described below will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Examples of reasonable adjustments;

- Allowing extra time, e.g. assignment extensions
- Using a different assessment location
- Use of coloured overlays, low vision aids, CCTV
- Use of assistive software
- Assessment material in large format or Braille
- Readers/scribes
- Practical assistants/transcribers/promoters
- Assessment material on coloured paper or in audio format
- Language-modified assessment material
- British Sign Language (BSL)
- Use of ICT/responses using electronic devices

4.0 Roles and Responsibilities

4.1 Reasonable Adjustment

The duty to make a reasonable adjustment is placed on the PCC as the service provider and a disabled learner has a right under the Disability Discrimination Act to request a reasonable adjustment to be made by the PCC. The reasonable adjustments must be agreed and made by the Tutor/Assessor and Internal Verifier prior to assessment commencing.

A learner does not have to be disabled (as defined by the Disability Discrimination Act 1995; [Protection against disability discrimination | nidirect](#)) to qualify for reasonable adjustment; nor will every learner who is disabled be entitled to reasonable adjustment.

All requests will be considered, and decisions relating to the request will be dependent upon how it will facilitate access for the learner. A reasonable adjustment is intended to allow access to assessment but can only be granted where the adjustment does not;

- affect the validity or reliability of the assessment;
- give the learner(s) in question an unfair advantage over other learners taking the same or similar assessment;
- influence the final outcome of the assessment decision.

The PCC Tutor/Assessor and Internal Verifier must ensure that reasonable adjustments are transparent and unbiased, recorded on relevant documentation and kept on record in accordance with the Retention of Learner Records Policy.

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4.2 Applying for Reasonable Adjustment

Learner requests for reasonable adjustments must comply with Awarding Organisation terms and conditions and applications for reasonable adjustments made according to the Awarding Organisation's procedures.

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4.3 Special Considerations

A special consideration is consideration given to a learner who was prepared for and present for assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near the time of assessment.

A special consideration cannot give a learner an unfair advantage but can be considered when their performance may be affected by circumstances beyond their control. Examples of such circumstances may be;

- recent personal illness
- accident
- bereavement
- serious disturbance during the assessment
- the alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate
- any part of an assessment has been missed due to circumstances beyond the control of the learner.

The PCC Tutor/Assessor must submit a written Special Consideration request to the Awarding Organisation. All applications for special consideration can only be made on a case-by-case basis and thus separate applications must be made for each learner.

4.3 Applying for Special Consideration

Learners may apply for special consideration during or after an assessment but may not apply for special consideration in the case of a permanent disability or learning difficulty. The scale of the adjustment will depend on the circumstances during the assessment and will be reflective of the difficulty faced by the learner.

Requests for special consideration must comply with the Awarding Organisation's terms and conditions and applications for special consideration made according to the Awarding Organisation's procedures.

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6.0 Equality Statement

Review

This policy will be reviewed no later than one year from its implementation.

Equality Impact

This policy has been screened for an equality implication as required by Section 75 of the NI act 1998 and is assessed as having no serious impact on the Section 75 groups. However, it is recognised that it might bring to attention learners that may be identified as having particular adjustment requirements in relation to, for example, disability, dependant status or ethnicity where English is a second language. The tutor/assessor will endeavour to provide the appropriate support in their development to help them meet the required standard. Whilst taking care to ensure that any proposed assessment methods are of equal quality and rigour to those being used for all learners in order to demonstrate that the learner with particular assessment requirements has achieved the standard expected.