



**ABMA EDUCATION
REASONABLE ADJUSTMENTS
AND SPECIAL CONSIDERATIONS
POLICY
RASC/POL/010**



Contents

ABMA Education Reasonable Adjustments and Special Considerations Policy	3
Introduction	3
Centre Responsibility	3
Review Arrangements.....	4
Appeals	4
Policy Overview	4
Process For Requesting Reasonable Adjustments and/or Special Considerations.....	5
How ABMA Will Deal With Requests	6
Definition of Reasonable Adjustments.....	6
Definition of Special Considerations	7
Contact Us	8

ABMA Education Reasonable Adjustments and Special Considerations Policy

Introduction

This policy is aimed at our customers, including learners, who are delivering/enrolled on or have taken an ABMA Education (hereafter 'ABMA') approved qualification or unit. It sets out the process you should follow when submitting Reasonable Adjustment or Special Considerations request to us and outlines the process for how we will respond.

This policy outlines:

- our arrangements for making reasonable adjustments and special considerations in relation to our qualifications,
- how learners qualify for reasonable adjustments and special considerations, and
- what special considerations will be given to learners.

If centres require further guidance on what constitutes as reasonable adjustment or special consideration, then a copy of the ABMA Education Reasonable Adjustments and Special Consideration Manual can be issued to centres.

Centre Responsibility

It is important that your staff involved in the management, assessment and quality assurance of our qualifications and your learners are fully aware of the contents of the policy.

On their centre visits, our External Quality Assurers (EQAs) may check that your relevant colleagues and learners are aware of its contents and purpose.

You should keep records of adjustments and special considerations that your centre has requested from ABMA. These records should normally be kept for **3 years** following the assessment to which they apply.

It is recommended that centres nominate members of staff to take responsibility for demonstrating the implementation and recording of adjustments and special considerations to assessments for monitoring by ABMA or the Regulatory Bodies.

Review Arrangements

We will review the policy annually as part of our self-evaluation arrangements and revise it as and when necessary, in response to customer and learner feedback, changes in our practices, actions from Ofqual or external agencies or changes in legislation.

If you would like to feed back any views, please contact us via the details provided at the end of this policy.

Appeals

If you wish to appeal against our decision to decline requests for reasonable adjustments or special consideration arrangements, please refer to our Appeals Policy.

Policy Overview

We comply with all current and relevant legislation in relation to the development and delivery of our qualifications and, which at the time of writing includes, but is not limited to the Equality Act 2010. We seek to uphold human rights relating to race relations, disability and special educational needs of our learners and to provide equal reasonable adjustments and special considerations for all learners registered on our qualifications.

As a recognised centre, we expect you to have a fair access to assessment policy in operation, which reflects the following principles and guidelines.

Assessments should be a fair test of learners' knowledge and what they are able to do, however, for some learners the usual format of assessment may not be suitable. We ensure that our qualifications and assessments do not bar learners from taking our qualifications by offering a variety of assessment methods.

We recognise that reasonable adjustments or special considerations may be required at the time of assessment where:

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

The provision for reasonable adjustments and special consideration arrangements is made to ensure that the assessment opportunities are equal for all learners, so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for learners, nor advantages to give learners a head start.

There are two ways in which access to fair assessment can be maintained:

- through reasonable adjustments, or
- through special considerations.

Process For Requesting Reasonable Adjustments and/or Special Considerations

If a learner wishes to apply for reasonable adjustments or special considerations, the head of the centre can make the request on their behalf.¹ RASC applications should be submitted using the ABMA Education Reasonable Adjustments and Special Considerations Form, which can be found on our website.

When submitting an application, the centre should supply all relevant supporting information:

- learner's name, registration number and contact details,
- the type of reasonable adjustment or special consideration required,
- nature of, and rationale for, the request, and
- supporting information/evidence (e.g. medical evidence or any other appropriate information).

Only in exceptional circumstances can learners make requests directly to us by contacting us directly using the contact details below.

Requests for reasonable adjustments should be submitted no later than 10 weeks before the assessment (except for British/Irish Sign Language and audio format which must be applied for no later than 15 weeks before the assessment).

Requests for special consideration should be submitted as soon as possible and no later than 1 week after the assessment.

All applications for reasonable adjustments and special consideration for external assessments must be made to ABMA by the stipulated deadlines and must be approved by ABMA prior to implementation.

Requests for special consideration may only be accepted after the results of assessment have been released in the following circumstances:

- the application has been overlooked at the centre and the oversight is confirmed by the centre co-coordinator,

¹ Learners and/or their parents/carers are not entitled to apply directly to ABMA. Representations must be made to the head of centre where the learner was registered. The head of centre's decision as to whether to proceed with the application is subject to the centre's internal RASC arrangements.

- medical evidence comes to light about a learner's condition, which demonstrates that the learner must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment, or
- for on-screen assessments where results are immediately available.

If the application for special consideration is successful, the learner's performance will be reviewed in the light of available evidence. It should be noted that a successful application of special consideration will not necessarily change a learner's result.

How ABMA Will Deal With Requests

We will aim to respond to all requests within 5 working days of receipt. If we are unable to respond within this timeframe, we will provide you with an estimated response date.

ABMA will retain all applications of reasonable adjustments and special considerations for a minimum of 3 years. All records and data received by ABMA will be treated in accordance with our Data and Privacy Policy.

Definition of Reasonable Adjustments

A reasonable adjustment is any measure taken to mitigate the impact of a disability or difficulty that puts the learner at a disadvantage during assessments. These adjustments are approved or implemented **before** the assessment takes place and are designed to ensure that a disabled learner can access the assessment and demonstrate their knowledge, skills, and understanding of the levels of attainment required by the specification for that qualification.

ABMA and centres are required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

The use of a reasonable adjustment **will not** be taken into consideration during the assessment of a learner's work: assessments for learners who have been granted a reasonable adjustment will be marked in the same manner as all other assessments. Consequently, reasonable adjustments do not affect the integrity of what needs to be assessed.

Reasonable adjustments may involve:

- changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity,
- adapting assessment materials, such as providing materials in Braille,

- providing assistance 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,
- changing the assessment method, for example from a written assessment to a spoken assessment,
- using assistive technology, such as screen reading or voice activated software,
- providing the mechanism to have different colour backgrounds to screens for on-screen assessments or asking for permission for copying to different coloured paper for paper-based assessments, and/or
- providing and allowing different coloured transparencies with which to view assessment papers.

Definition of Special Considerations

Special considerations refer to adjustments or allowances made in assessment situations to account for temporary or exceptional circumstances that may adversely affect a learner's performance. These considerations ensure that learners who experience unforeseen difficulties, such as illness, injury, or other significant disruptions, are given a fair opportunity to demonstrate their true abilities and knowledge without being unfairly disadvantaged.

Special considerations can be applied **after** an assessment if there was a reason the learner may have been disadvantaged during the assessment.

A learner who is fully prepared and present for a scheduled assessment may be eligible for special considerations if:

- performance in an assessment is affected by circumstances beyond the control of the learner e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment,
- alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate,
- part of an assessment has been missed due to circumstances beyond the control of the learner, and/or
- there is a sufficient difference between the part of the assessment to which special consideration is applied and other parts of the qualification that have been achieved to infer that the learner could have performed more successfully in the assessment

A learner will not be eligible for special consideration if:

- no evidence is supplied by the centre that the learner has been affected at the time of the assessment by a particular condition,
- any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence, or

- preparation for a component is affected by difficulties during the course, e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

Special considerations aim to provide an equitable assessment process without giving the learner an unfair advantage.

Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

Centres should note that:

- where an assessment requires the learner to demonstrate practical competence or where criteria have to be met fully, or in the case of qualifications that confer a license to practice, it may not be possible to apply special consideration, and
- in some circumstances, for example for on-demand assessments, it may be more appropriate to offer the learner an opportunity to take the assessment at a later date.

Contact Us

If you have any queries about the contents of the policy, please contact us at:

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