



RAWDA COLLEGE

Rawda College Policy for Reasonable Adjustments and Special Considerations

- 1. Introduction:** This policy outlines the procedures for implementing reasonable adjustment arrangements and special considerations at Rawda College. The objective is to ensure that all learners are provided with equal opportunities to succeed in their studies and assessments, irrespective of their individual needs or circumstances. This policy is intended to be understood and applied by all staff members within the College. The aim of this policy is to make it straightforward for learners who are eligible for reasonable adjustments and/or special considerations to access our qualifications without compromising the assessment of the skills, knowledge, understanding, or competence being measured. This policy for reasonable adjustments and special considerations ensures learners can have fair access to learning and assessment. Assessment 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 must ensure that our qualifications and assessments do not inappropriately bar learners from taking our qualifications. The provision for reasonable adjustments and special consideration arrangements is made to ensure that learners receive recognition of their achievement so long as the equity, validity, and reliability of the assessment judgments can be assured. Such arrangements are not concessions to make assessment easier for learners, nor advantages to give learners a head start.
- 2. Reasonable Adjustments:** A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in a learning or assessment situation. Learners who require a reasonable adjustment are likely to be identified at enrolment, and we request the learner declare their need at this time. Information can be included in the application form and/or at a learner agreement meeting. The expectation, therefore, is that we will make the required amendments from the start of the program of learning. Reasonable adjustments must not affect the integrity of what needs to be assessed but may involve:
 - altering standard assessment arrangements, for example allowing learners extra time to complete the



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assessment activity • adapting assessment materials, such as providing materials in large print • re-organizing the teaching and assessment rooms so they are accessible to learners with physical disabilities

- 3. Special Consideration:** Special considerations can be applied before or after an assessment if there is a reason that the learner may have been disadvantaged at the time of the assessment. Reasons for special consideration could be temporary illness, injury, or adverse circumstances at the time of the assessment. This policy provides specific criteria for when a special consideration will be considered. The learner must provide documented evidence to show that their personal circumstances warrant a special consideration. For example, this might be a doctor's certificate or a signed letter confirming a family bereavement etc. All applications for special consideration should be made on a case-by-case basis and thus, separate applications must be made by each learner. Learners cannot enter a request for special considerations for assessment solely on the grounds of disability or learning difficulty. Such a request should be dealt with through the special arrangements process. Special consideration should not give the learner an unfair advantage. The learner's result must reflect his or her achievement in the assessment and not his or her potential ability.

We will consider the following: • there must be evidence to show why decisions on adjustments have been made • learners should potentially be able to achieve the assessment requirements. Adjustments to assessment should not compensate the learner for lack of knowledge and skills. The learner must be able to cope with the content of the assessment and be able to work at the level required for the assessment. • any adjustment to assessment must not give the learner an unfair advantage nor should it disadvantage the learner. The qualification of a learner who has had an adjustment to assessment must have the same credibility as that of any other learner. • any adjustment to assessment must be based on the individual needs of the learner at that point in time. Decisions about adjustments to assessment should be taken after careful consideration of the assessment needs of each individual learner. Learners will be consulted throughout the process. In cases where reasonable adjustments or special considerations for a learner to complete the assessment component, all details will be made available to the awarding body and recorded on the tracking sheets. Learners will be required to submit evidence to us to support special consideration. This may include medical evidence or any other appropriate information. These could include: • serious or terminal



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illness of the learner • serious or terminal illness of a parent or near relative • serious or terminal illness of a spouse • recent bereavement of a member of the immediate family • flare-up of severe congenital conditions such as diabetes, epilepsy • recent domestic crisis • recent physical assault trauma • broken limb

4. **Confidentiality:** We treat all records of reasonable adjustments and special consideration arrangements in confidence.
5. **Appeals:** If you wish to appeal against our decision not to approve reasonable adjustments or special consideration arrangements, please refer to our Appeals Policy.
6. **Review of Policy:** This policy will be reviewed annually to ensure its effectiveness, relevance, and compliance with legal and regulatory requirements.

Policy Version 1 was issued on 01/02/24 by Director of Education.

This policy is effective from 01/02/24

Next review is due on 31/01/25