

Pearson HE Reasonable Adjustment Policy

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Introduction

This policy applies to students studying for Pearson HNC/Ds and the Level 5 Diploma in Education and Training at New City College. It particularly applies to:

- (a) Internally assessed programmes;
- (b) Unit assessors for internally assessed programmes;
- (c) Internally assessed students, and
- (d) Centre staff involved in internally assessed programme administration.

The purpose of this policy is:

- to identify opportunities to make reasonable adjustments in line with awarding body requirements, using their documentation, where necessary;
- to apply reasonable adjustments in order to reduce the possible effect of a disability or learning difficulty that places the student at a substantial disadvantage during assessment;
- to meet legal obligations under the Equality Act 2010 relating to the protected characteristic of disability.
- not to compromise the integrity of assessment outcomes, or to give the student an assessment advantage over other students undertaking the same or similar assessments.

Definitions

Reasonable adjustment. This is any action that helps to reduce the effect of a disability or difficulty that places the student at a substantial disadvantage in an assessment situation, without prejudicing or compromising the reliability or validity of assessment outcomes or giving the student an assessment advantage over other students undertaking the same or similar assessments. Reasonable adjustment is agreed at the pre-assessment stage.

Reasonable adjustment

Reasonable adjustments may involve:

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

Reasonable adjustments permitted by awarding bodies may fall into the following categories:

- changes to assessment conditions;
- the use of mechanical and electronic aids;
- modification to the presentation of assessment material;
- alternative ways of presenting responses;
- use of access facilitators.

Examples of reasonable adjustments as defined by the above categories are listed below:

- 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/prompters
- assessment material on coloured paper or in audio format
- language-modified assessment material
- British Sign Language (BSL)
- use of ICT/responses using electronic devices

Student recruitment

Where the student discloses a disability, impairment and/or learning difficulty, programme teams will be consulted for their opinion as to the reasonable adjustments that can be made to their programmes and whether the said disability, impairment and/or learning difficulty is likely to adversely impact on student achievement and performance across one or more programme units. If this is the case, prospective students will be advised accordingly before enrolment onto the programme.

Applying reasonable adjustment

Approach

A student does not have to be disabled (as defined by legislation) to qualify for reasonable adjustment, nor will every student who is disabled be entitled to reasonable adjustment. Permitting reasonable adjustment is dependent upon how it will facilitate access for the student. 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 student(s) in question an unfair advantage over other students taking the same or similar assessment;
- influence the final outcome of the assessment decision.

A statement of Special Educational Needs (SEN) does not automatically qualify the student for reasonable adjustment to assessment, as:

- the SEN statement may not contain a recent assessment of the needs; and
- the reasonable adjustment may compromise assessment.

Students will be expected to:

- disclose in confidence to their lecturer(s) and/or student support services any disability, impairment or learning difficulty they are aware of which could adversely impact on their performance during internal unit assessment(s);
- notify their lecturer and/or student support services about any temporary illness, injury or indisposition that occurred during an internal assessment and which has or is likely to have adversely impacted the outcome and warrants special consideration.

Assessors will be expected to:

- inform the academic office as soon as possible of any disclosure or notification or apparent condition that could warrant reasonable adjustment and/or special consideration for their student;
- ensure that there is sufficient recording of any such reasonable adjustment and/or special consideration applied;
- liaise and co-operate with the student support services in relation to the above.

SCMs/GCDs will be expected to:

- record and follow-up any reported requests for reasonable adjustments and communicate these to the exams office who will make the appropriate request for the student to the awarding organisation concerned, where particular units or qualifications are not internally assessed.

Recording:

For Pearson qualifications that are internally assessed the College will not need to apply to Pearson to implement a reasonable adjustment, but it must:

- only make reasonable adjustments that are in line with this policy;
- record all reasonable adjustments made on form RA1;
- keep all RA1 forms on the appropriate student's record;
- make RA1 forms available to Pearson as required.

Pearson latest policies: <http://qualifications.pearson.com/content/demo/en/support/support-topics/exams/special-requirements/reasonable-adjustment.html/>