Reasonable Adjustment & Special Consideration Policy

Cadet Vocational College commits to comply with the UK Equality Act 2010 to allow everyone access to vocational qualifications and ensuring learners are not substantially disadvantaged.

We aim to achieve this by facilitating open access to vocational qualifications for learners who are eligible for reasonable adjustment and / or special consideration in assessment, without compromising the assessment of the skills, knowledge, understanding or competence being measured.

We will recruit learners with integrity, ensuring assessment of each potential learner and making justifiable and professional judgements about the learner's ability to successfully complete the assessment and achieve the qualification. This assessment will identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

Access Arrangements:

Access arrangements allow learners with specific needs, such as special educational needs, disabilities or temporary debilitating illness or injuries fair access to assessment. An access arrangement, meeting the particular needs of an individual learner, should be agreed before starting an assessment in order to show what they know and can do without affecting the integrity of the assessment.

Giving due regard to access arrangements is the principle way in which centres comply with the duty under the UK Equality Act 2010 to make 'reasonable adjustments'.

Access 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 the assessment situation (*substantial is defined as meaning 'more than minor or trivial').

A reasonable adjustment must not compromise the validity or reliability of assessment outcomes but may involve:

- changing usual assessment arrangements
- adapting assessment material
- providing assistance during assessment

- re-organising the physical assessment environment
- changing or adapting the assessment method
- alternative ways of presenting responses
- using assistive technology

A reasonable adjustment should be approved and set in place before the assessment activity takes, place facilitating learners' access to the assessment activity. All adjustments agreed must remain reasonable: the learner may not need the same adjustment for all assessments.

The decision to apply a reasonable adjustment must be based on firm evidence of a barrier to assessment in accordance to Joint Council for Qualifications (JCQ) and awarding organisation guidance.

In order to ensure individual needs can be met, learners should be fully involved in any decisions about adjustments or adaptations.

Special Consideration:

Special consideration can be applied after an assessment if there was a reason the learner may have been disadvantaged at the time of assessment; such as temporary illness, injury or indisposition.

The nature of internally assessed units within vocational qualifications already allows reasonable flexibility to give the learner another opportunity to complete the assessment at a later date. Such arrangements should be made with the learner rather than a request for special consideration.

Applying for a reasonable adjustment or special consideration:

Cadet Vocational College staff and Tutors will at the earliest opportunity discuss with learners their individual needs before assessment takes place. This will allow for appropriate consideration to plan and resource any adjustment that is agreed to be reasonable.

Tutors and learners can also request for a reasonable adjustment or special consideration to be considered in writing to qa1@cvqo.org

Assessment following a reasonable adjustment:

Learners' work produced following a reasonable adjustment request will be assessed in the same way as the work from other learners.

A copy of the work and reasonable adjustment statement will be kept on record and be made available for external verification on request.

Lost or damaged work:

Learners' work which has been lost by the tutor or learner, whether this is at the youth organisation or missing in the post prior to arriving at our offices must be reported to us at the earliest opportunity.

In the event a learner's work has been lost prior to arriving at our offices, a review will be conducted by the Curriculum Manager around the circumstances leading to the loss of a learner's work and agree with the learner and tutor a plan of action.

In the event a learner's work has been lost after being received at the office and, despite every effort, it cannot be found or it has been accidently destroyed, we will apply the following conditions:

- We will immediately inform the tutor and learner.
- If the work was assessed before it was lost or damaged, grades will be submitted as normal.
- If the work was not assessed before it was lost or damaged, the Curriculum Manager, in conjunction with the Head of Curriculum, will agree a plan of action with the tutor and learner to generate the necessary evidence to demonstrate the learner's knowledge and understanding of the unit/s.

Posthumous Certification:

Applications for posthumous certification should be submitted on a SC1 Form together with details of the units and grades the learner had already achieved along with the units and grades they were expected to achieve. Pearson will work with the Head of Centre who must authorise the SC1 form and they may ask to see a copy of the death certificate before approving a posthumous certification.

This policy should be read alongside Cadet Vocational College's Special Educational Needs Policy.