

Reasonable Adjustments & Special Considerations *Policy.*

The AI Board's policy on reasonable adjustments and special considerations, and the processes that should be followed when applying them, for all staff in centres with responsibility for assessment, quality assurance and pastoral care.

SECTION 01

Introduction

This document provides the The AI Board policy relating to reasonable adjustments and special considerations and the processes that should be followed when considering them.

All staff in centres with a responsibility for assessment, quality assurance and pastoral care are required to be familiar with this policy. Centres should also have their own internal policy on reasonable adjustments and special considerations, and this will be reviewed by The AI Board as part of the normal monitoring procedures.

Centres should also view this policy along with the JCQ Guidelines for "Access Arrangements, Reasonable Adjustments and Special Consideration" – <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

Section 53 of the Equality Act 2010 states that awarding organisations must not discriminate, harass, or victimise when awarding qualifications and these matters apply to all centres delivering The AI Board qualifications.

SECTION 02

Reasonable Adjustments

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places a 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 the learner should be asked to declare their need at this time. Information should be gathered via the centre's learner application form and agreement sought to pass this information on to The AI Board as appropriate. It is important that the required adjustments are put in place from the start of the programme of learning.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- changing standard assessment arrangements, for example allowing learners extra time to complete the assessment activity

- adapting assessment materials, such as providing materials in large print

providing audio for those with a visual impairment to ensure learning takes place effectively and that the rules for assessment are clear

supporting a candidate with a Communications Expert/Interpreter for the use of British Sign Language or Sign Supported English (SSE)

Reasonable adjustments will be agreed by the Head of Quality and Assessment and set in place before the assessment activities take place; they constitute an arrangement to give the learner access to the assessment activities which are integral to achievement of the qualification. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work as the reasonable adjustment has already been made.

It should be noted that centres and The AI Board are required by law to only 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 uphold standards, will also be considered.

SECTION 03

Process for Reasonable Adjustments

- 1 Request for a reasonable adjustment is made during enrolment (or at a later date should the learner's situation change). After consideration by the centre, the request should be forwarded to the Head of Quality and Assessment at The AI Board.
- 2 Head of Quality and Assessment will consider the request and may discuss this with other senior colleagues. The decision may be to:
 - Grant the request and allow centre staff to put in place the necessary arrangements
 - Decline the request giving the centre the reasons why this decision has been made
- 3 The learner's files are updated to show whether a reasonable adjustment has been granted or not.
- 4 After assessments for the qualification have taken place, the effectiveness of the reasonable adjustment is reviewed, and lessons learnt for future cases are documented.

SECTION 04

Special Considerations

Special considerations can be applied before or after an assessment if there is a reason that the learner may be or 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.

The following are examples of circumstances which might be eligible for special consideration:

serious or terminal illness of the learner

serious or terminal illness of a near relative
serious or terminal illness of a spouse
recent bereavement of a member of the immediate family
flare-up of severe congenital conditions
recent domestic crisis
recent physical assault trauma

broken limb or similar physical impairment
being directly affected by a terrorism incident
being directly affected by a natural disaster

The learners must provide the centre with 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.

Following approval from The AI Board the centre should put arrangements in place to enable a learner, in extenuating circumstances, to complete the assessment at a later stage, if this is feasible, and thus be able to attempt to achieve the unit/qualification. For example, learners may be given extra time to demonstrate achievement of all the learning outcomes of a unit.

All applications for special consideration should only be made on a case-by-case basis and thus, separate applications must be made by each learner and for each unit affected.

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 reasonable adjustments 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.

During the external quality assurance process, the The AI Board EQA will review the circumstances surrounding each case of special consideration to ensure that the decision made maintains the equity, validity and reliability of the assessment for the learner and does not give the learner an unfair advantage.

SECTION 05

Process for Requests for Special Consideration

- 1 Request for special consideration is made by the learner providing all necessary evidence and submitting this to the appropriate member of staff at the centre. The centre will review the request and where appropriate pass this to The AI Board.
- 2 The The AI Board Head of Quality and Assessment considers the request and discusses this with other colleagues. The decision may be to:
 - Grant the request and asks centre staff to put in place the necessary arrangements
 - Declines the request giving the learner the reasons why this decision has been made
- 3 The learner's files are updated to show a special consideration has been granted.

- 4 After the programme of learning has taken place the effectiveness of the special consideration is reviewed, and lessons learnt for future cases are documented.

SECTION 06

Appeals

Centres and learners may appeal the judgements relating to reasonable adjustments and special considerations by following the process described in the The AI Board Enquiries and Appeals Policy.

SECTION 07

Evidence Requirements

If learners require arrangements for reasonable adjustments or special considerations, they should provide centres with evidence of their learning needs or medical condition. Centres must ensure that qualified personnel check that the evidence is current and relevant to the learner. Examples of evidence could be a relevant medical report from an appropriately qualified individual. The evidence and make it available to the The AI Board EQA during monitoring checks.

Evidence to support a reasonable adjustment or special consideration must be retained for 4 years after results of an assessment have been issued.

SECTION 08

Policy Review

This policy will be reviewed bi-annually or earlier should the situation require. Information from previous cases, regulations and legislation will be taken into account during the review.

SECTION 09

Review

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Version Control

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