

## Fair Assessment-Reasonable Adjustments & Special Considerations Policy

Prometheus is committed to providing equal rights, equal opportunities and mutual respect for everyone with whom the Services has contact. We recognise that people may be disadvantaged through various circumstances, and we will actively work to engage with all our employees and learners to understand and reduce disadvantages by making appropriate adjustments to enable the learner to access their learning. (*Equality, Diversity and Inclusion Policy*)

Prometheus has put in place the necessary systems and procedures to allow the provision of access arrangements, including reasonable adjustments. These should reflect the needs of individual learners and must also ensure that the assessment enables a valid, reliable, and consistent judgement to be made about access to and achievement of learning outcomes against the stated assessment criteria.

Prometheus's *Assessment Policy Statement* outlines our full commitment and expectations of both Tutors and learners. We believe all learners are entitled to receive a fair, rigorous, regular assessment appropriate to the individual's learning needs and the course's requirements.

Prometheus's *Admissions Policy* outlines our values and that we seek to recruit learners from a diverse learner's community. We are committed to promoting equal opportunities for all learners, recognising that our provision is enriched by a diverse student body that is reflective of the wider community. We welcome applications from individuals from all backgrounds. We recognise that learner potential is not always demonstrated merely by formal qualifications and are happy to accept applicants from all communities and backgrounds under-represented (subject to training eligibility criteria from awarding bodies).

Access arrangements allow learners to show what they know, and can do, without changing the demands of the assessment. We aim to ensure that all learners who have reasonable additional requirements are not substantially disadvantaged by the difficulties they may have in relation to:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs
- Specific learning difficulties, e.g. dyslexia, Meares Irlen syndrome

We will arrange the additional time and resources if a learner has a special need.

Staff conducting assessments are skilled at exploring and suggesting reasonable adjustments where the individual has not previously identified these. In addition, access arrangements are discussed and agreed upon before an assessment, allowing a learner with special educational needs, disabilities or temporary injuries to access the assessment.

Where individual or service delivery circumstances necessitate assessments taking place online, Prometheus will ensure that the learner has received details in advance of the assessment and has been offered support to access the assessment, where required, according to the awarding bodies' guidelines.

All tutors and learners are made aware of the existence of this policy at recruitment, and it can be found on Moodle.

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## Roles and responsibilities

- Tutors are responsible for providing an inclusive approach to initial assessments and teaching and learning. This includes high-quality assessment and differentiates teaching materials for individuals, including those with SEND, so they can fully access the training. Learners should also be encouraged and supported to use technology in the classroom and at home to support independent learning where possible. Assessors and tutors play an important role in encouraging learners to utilise the support available fully.
- Tutors and the support team will administrate and support applications to apply for additional support, for example, 1-1 support, reader, note taker, adaptive resources, specialist software, and examination adjustments in extra time or breaks required, according to awarding bodies guidelines.
- Tutors and the examination team will work together to ensure approved access arrangements are put in place in a timely manner for internal tests, assessments, mock examinations and examinations.
- The examinations team will publish examination schedules, including exam access arrangements and staffing for supporting access arrangements in examinations, such as separate rooms. The tutor, learner support, and examinations team will collaborate to provide readers or scribes. Staff supporting in exams will have received training in how to carry out this support within awarding bodies' regulations.
- Tutors will encourage learners to take ownership of the adjustments necessary for their access to learning and will support them to carry this information forward, where appropriate to future courses and learning opportunities.

## Procedures

Learners will be provided with the opportunity to disclose and discuss support requirements with tutors and support staff in a confidential setting at any time. Application is made through tutor and learner support needs application form in the process of self-referral or at:

- admission stage (telephone, enrolment);
- induction.
- prior to registration for examinations and controlled assessments;

## Exam Access Arrangements/ Reasonable adjustments

- Access arrangements allow learners with recognised support needs to access formal assessments without changing the demands of the assessment, e.g. (extra time and readers). In this way, awarding bodies and Prometheus comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'. Access arrangements are assessed, approved and implemented in accordance with awarding bodies' guidelines as appropriate.
- A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on several factors, including the learner's needs. An adjustment may not be considered reasonable if it involves unreasonable costs and timeframes or affects the Security or integrity of the assessment. There is no duty on the part of the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

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- Any learners entitled to exam access arrangements will have details added to the examination timetable and tutor, and IQA informed.
- Applications for exam access should be completed in line with the appropriate awarding body application process and should reflect a learner's normal way of working.
- Appropriate documentation will be required for exam access adjustments such as:
  - a. A letter from a doctor, hospital consultant, psychiatrist, a speech and language therapist.
  - b. A letter from the local authority sensory impairment service or occupational health service.
  - c. An EHCP confirms the candidate's SEND and includes evidence of the candidate's current difficulties and how they impact teaching and learning in the classroom.

## **Types of reasonable adjustments**

The learner must have the required knowledge, understanding and ability for a particular task or examination, as reasonable adjustments can only be made to assist a learner in proving competence.

In all types of the following cases, reasonable adjustments will be made according to the guidelines of the awarding concerned.

- Extra time
- The use of a computer or keyboard
- The use of word processing software
- Reader (a person who reads to the learner)
- Writer (a person who writes an exam on behalf of the learner)

## **Special Considerations**

Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or other indisposition at the time of the assessment. This may have had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment. Special considerations are dealt with in line with the individual awarding body policies.

Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because doing more than this would jeopardise the examination standard.

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Special consideration could be applied after an assessment if there was a reason the learner may have been disadvantaged during the assessment.

For example, special consideration could apply to a learner who has temporarily experienced:

- an illness or injury
- some other event outside of their control
- serious disturbance during an examination, particularly where recorded material is being used and which has had, or is likely to have had, a material effect on that learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Special consideration should not give the learner an unfair advantage, nor should its use cause the certificate used to be misled regarding a learner's achievements. The learner's result must reflect his/her achievement in the assessment and not necessarily his/her potential ability. If successful, special consideration may result in a small post-assessment adjustment to the learner's mark. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

As Training Providers, we also must take into consideration due to certain exam board restrictions that: -

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

### **Appeals by a learner:**

According to the Appeals Procedure Policy, learners have the right to appeal a decision made by Instant Security.

### **Access to Assessment –Computer Use in Exam Conditions**

Where required, according to awarding bodies guidelines, Prometheus will provide a learner with a word processor with the spelling and grammar check facility/ predictive text switched off. Using a word processor will need to be the learner's normal way of working. Prometheus follows the criteria below when allowing a learner to use a word processor in an exam:

- Their work is not legible due to a disability
- A medical condition
- A physical condition
- A sensory impairment
- poor handwriting

Below are Prometheus requirements relating to using a computer in exam assessment. If a learner is granted the use of a computer to write his/her exams by the awarding body, the examination team will inform the learner of this decision and will also arrange a suitable room where computers will be subject to availability.

All examinations taking place using computers must comply with the usual "Notice to Candidates and Examinations Rules."

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## **Use of a computer in exams – Instructions for examination centres**

The computer used for examinations must be set up according to the following rules:

- No access to material stored as memory.
- No access to spell checker or related software (unless the awarding body regulations state or they inform the Exam Centre that permission is given).
- No access to the calculator (learners who are allowed to use a calculator should bring their own approved calculator as specified in the "candidate notes").
- No access to the Internet (unless the awarding body informs the Exam Centre that permission is given).
- No access to a translation dictionary or any other dictionary unless specified in the awarding body regulations.

## **Before the start of the examination**

The invigilator will remind learners to ensure that their candidate number, the paper code and title, and the respective question number appear on each page of answers. The learner's name must not appear on any part of the printed document.

## **After the examination**

The electronic file containing the exam answers must be saved immediately and passed to the invigilator or Exams Officer. The provided examination answer book cover should be completed according to the instructions and must include the candidate number.

A copy of the examination answers should be printed and all pages, including any rough work, should be inserted inside the examination answer book and secured together with string. The standard Prometheus exam form and the attendance sheet must also be completed by the invigilator and returned with the answer book to the Exam Officer.

If applicable, please retain an electronic copy of the candidate's script until the Exam's Officer has confirmed safe receipt of the answer book by email.