

College Policy

Reasonable Adjustment Policy for Pearson Higher National Students (2024-25)

25th July 2024



Senior Leadership Responsibility	Deputy Chief Executive - Curriculum and Quality- Adam Fahey
Policy Author	Executive Director Quality, Teaching and Learning) – Matthew Twitchett
Roles Responsible for Reviewing	Executive Director Quality, Teaching and Learning.
Issue date of current version	24-25 V1
Date to be reviewed	August 2025
Type of policy	Public

Significant changes following review of policy – 25th July 2024

Page Number or Heading Name	Details of significant change	Changes made by
Page 12 & 13 - Appendix 1	Form Added to documents	Matthew Twitchett

Equality Impact Assessment

The aim of an equality impact assessment (EIA) is to consider the equality implications of any new or amended policy, procedure, practice, project, function on different groups of staff, students and visitors to the college. This EIA tool provides a simple framework that helps evaluate whether the change may inadvertently disadvantage protected characteristics and identify ways to proactively advance and promote equality.

You will need to consider each of the equations and provide information as to consideration and any changes made in relation to Equality, diversity and inclusion.

Date EIA completed.	25-7-24
Name of person responsible for completing the EIA	Matthew Twitchett
Role of person responsible for completing the EIA	Executive Director of Quality, Teaching and Learning
Who is affected by the policy / decision / change	Students and Staff employed
What's the reason for the new policy / change in policy, practice, process etc.	This is a yearly review and update required by awarding organisations

You will need to consider whether it's possible that the proposed new policy / change in policy /procedure/practice etc could discriminate or unfairly discriminate or disadvantage people. You should consider:

Who gets to participate	Who does not, or who now does not due to the changes proposed / made.
Who is at an advantage	Who is at a disadvantage, and again has this changed?
Who will benefit	Who will not benefit (or who did and now doesn't due to the changes proposed in policy
Who can access the policy	Who cannot, or now cannot.

Protected Characteristic	What degree of impact does the change have (score 1-5 with one being lowest impact and 5 being the highest)	What is a potential positive, neutral or negative impact? Include what you have considered. Are there any barriers?	What action will be taken to address any negative impact or remove any potential barriers identified? Note if we are not able to resolve anything identified.	Date by when and whom will this action be taken.
Age	1	None identified		
Disability	2	Some students may need support in understanding the policy and help in requesting a reasonable adjustment. This will be provided by the student support teams in the College.	Students with an identified disability can seek support from a Carer/Parent or Guardian and the College in requesting a reasonable adjustment	As and when required
Gender (Sex)	1	None identified		
Gender Reassignment	1	None identified		
Marriage or Civil Partnership	1	None identified		
Pregnancy / Maternity	1	None identified		
Race	1	None identified		
Religion or Religious Belief	1	None identified		
Sexual Orientation	1	None identified		
Any other element that needs to be considered.	1	None identified		

Note:

1. The terms stated under protected characteristics are the terminology used in the Equality Act 2010.
2. As part of the policy approval process Executive Board will consider the EIA assessment and any potential barriers which we may not be able to overcome and whether the action proposed will mitigate sufficiently within legislation or whether we decide to not implement the new policy if the risk are significant. If the policy is approved the EIA is also approved.

1. Introduction

1.1 This policy applies to students studying for Pearson BTEC Higher Nationals at South Essex College Group in particular to:

- Internally assessed programmes,
- Unit assessors for internally assessed programmes,
- Internally assessed students, and
- Centre staff involved in internally assessed programme administration.

2. The purpose of this policy and procedure is:

2.1 to identify opportunities to make reasonable adjustments in line with awarding body requirements, using their documentation, where necessary;

2.2 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;

2.3 to meet legal obligations under the Equality Act 2010 relating to the protected characteristic of disability.

2.4 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.

3. Definitions

3.1 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.

3.2 Reasonable adjustments may involve:

- changing usual assessment arrangements
- adapting assessment materials
- providing assistance during assessment
- re-organising the assessment physical environment
- changing or adapting the assessment method

- using assistive technology

3.3 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

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

- allowing extra time, e.g. assignment extensions
- using 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/promoters
- assessment material on coloured paper or in audio format
- language-modified assessment material
- British Sign Language (BSL)
- Use of ICT/responses using electronic devices

4. Procedure

4.1 A student must disclose a reasonable adjustment as early as possible. This should be completed during the students application/interview stage via their tutor or at the start of the programme. Failure to do this could result in the awarding organisation (Pearson) failing to accept this. Please complete form in appendix 1 to request a reasonable adjustment.

4.2 If the request is for temporary illness or something not know at the start of the programme/application stage the student should inform their tutor as soon as possible after they know to provide as much time to allow arrangements to be made in consultation with the awarding organisation.

4.3 Reasonable adjustments may not always be accepted by the College of awarding organisation.

5. Student recruitment

5.1 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.

6. Applying reasonable adjustment

6.1 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.

6.2 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

6.3 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.

6.4 Students will be expected to:

- disclose in confidence to their tutor(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) as soon as possible, preferably at application/interview;
- notify their tutor 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 on the same and warrants special consideration.
- Complete the form in Appendix 1 if applying for reasonable adjustment

6.5 Tutors will be expected to:

- inform the academic office and examinations 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.
- Complete Reasonable Adjustments form and send to Head of School for counter signature

6.6 HE Student Support Services will be expected to:

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

7.0 Recording:

- Tutor must complete the internal reasonable adjustment form.
- Forms to be sent to Head of School for counter signature.
- Copy to be held in course management folder.
- Copy to be sent to Head of Examinations.
- Head of Examinations to make requests to the appropriate awarding organisation and keep a record of the documentation for inspection.
- Head of Examination to send confirmation of reasonable adjustments to the Quality and Compliance Manager.

7.1 For Pearson BTEC 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 Edexcel, latest policies and Reasonable Adjustment Forms
<http://qualifications.pearson.com/content/demo/en/support/support-topics/exams/special-requirements/reasonable-adjustment.html/>

Policy End



Appendix One - Application of Reasonable Adjustment for FE Qualifications

For Internal Centre Use Only

A Tutor must use this form to record a reasonable adjustment applied by the centre.

All reasonable adjustments must be applied in line with College Policy. A copy of this form must be retained by the centre and made available to the awarding organisation or the regulatory authorities as required

Centre Number		Centre Name	
Learner Registration		Learner Name	
Assessment Date/Session			

Qualification Title	Unit numbers and titles to which reasonable adjustment applies

Reason for application	Reasonable adjustment made	Supporting Evidence

Declaration

I confirm that:

- This form contains accurate details of the reasonable adjustment applied.
- There is sound evidence to grant this reasonable adjustment.
- The adjustment will not: compromise assessment validity or reliability; affect the outcome of the assessment; give the learner in question an unfair assessment advantage over other learners undertaking the same

or similar assessment.

- The reasonable adjustment has been made in line with awarding organisation policy.
- The students' knowledge, skills and understanding will be appropriately assessed and the learner will be able to demonstrate the assessment criteria required by the specification following application of the reasonable adjustment.

Name of School (Please Print)	Head of School	Date
Name of Tutor (Please Print)	Tutor Signature	Date

A copy of this form must be retained by the centre and made available to awarding organisations or the Regulatory authorities as requested.