

Reasonable Adjustment and Special Consideration (Assessment) Policy

Date established:	March 2014
Updated:	Nov 2025
Reviewed:	Annually
Purpose:	This policy aims to set out MITSkills' position on the support of learners with a known disability that may impact assessment and/or learners with illness, injury or adverse circumstances that have arisen at or near an assessment requirement.

Policy Overview Reasonable Adjustment (Assessment)

MITSkills aims to provide genuine equality of opportunity to staff, learners, and prospective learners. Learners who have a disability shall, as far as is safe and allowing for reasonable adjustment, and their rights under the Equality Act 2010, not be excluded from participation in MITSkills' learning programmes with respect to or on account of disability or special needs made known to MITSkills.

MITSkills adheres to the Equality Act 2010, and the Equality Act 2010 Technical Guidance on Further and Higher Education as issued by the Equality and Human Rights Commission.

MITSkills recognises there may be a need for reasonable adjustment for assessment or examination so that a disabled learner is not disadvantaged by reason of their disability.

In the case of assessment for qualifications and examinations, MITSkills will be led by guidance for reasonable adjustment as issued by the Joint Council for Qualifications and awarding organisations or the appropriate awarding organisation or End Point Assessment Centre. Learners on HTQ/FdA courses will adhere to the appropriate Partner University/ Awarding body.

The JCQ guidance is found here: (Checked 2025)

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

All staff are advised to read the appropriate 2025/26 documents prior to contacting the appropriate awarding body on the link above

For the 2025/26 academic year, City & Guilds and NCFE are not aligned to the CAP/AAO system. Please refer to their websites for further information on the processes to be followed:

www.cityandguilds.com
www.ncfe.org.uk

EAL has its own Reasonable Adjustment, which can be found here

<https://intercom-help.eu/EAL-Connect-Support/en/articles/61071-how-can-i-apply-for-reasonable-adjustments-for-my-learners>

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Organisation to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

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 needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Organisations to make any adjustment to the assessment objectives being tested in an assessment. (JCQ)

The responsibility to identify a learner who may require reasonable adjustment for a known disability lies with the assessor/tutor, in anticipation of examinations or assessments. The responsibility for arranging a reasonable adjustment will lie with the centre coordinator for the qualification.

MITSkills may issue guidance on reasonable adjustment, but recognises that any such adjustments must be matched to the individual and, where required by awarding organisations' regulations. MITSkills will attempt to have adjustments agreed with the individual and/or the awarding organisation (where required). Any request for agreement to a reasonable adjustment (where appropriate due to guidance) will be made to the awarding organisation on behalf of the individual. All requests must be documented firstly by the assessor/tutor and then by the centre coordinator, who remains responsible for finalising any reasonable adjustment agreement with the individual and ensuring it complies with the awarding organisation stipulations.

In the event of a reasonable adjustment not being agreed or the likelihood that the form of a reasonable adjustment will not be agreed, then the Managing Director must be informed before the learner. This is to ensure that all steps have been taken to agree on a reasonable adjustment. The Centre Coordinator will be responsible for communicating a non-agreement and reasonable adjustment compromise could not be agreed, and any appeal, where appropriate, to the awarding organisation, then confirmed in writing to the learner.

Special Considerations

Special consideration is given following a period of assessment for a learner who was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near the time of assessment. MITSkills' policy is to follow the JCQ (Joint Council on Qualifications) general and vocational instructions for conducting exams. A copy of this document is available from the centre coordinators.

The JCQ define it as follows.

Special consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control at the time of the assessment. It is applied when the issue or event has 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 consideration can only go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their assessments. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for a qualification or a unitised examination. This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardise the standard of the qualification.

All assessments measure what a candidate knows and can do. The overall grade(s) awarded must reflect the level of attainment demonstrated in the assessment(s). The grades awarded do not necessarily reflect the candidate's true level of ability if attainment has been considerably affected over a long period of time.

Where long-term circumstances have prevented the candidate from reaching the competence standards, it may not be possible to make an adjustment.

Where assessment is in the form of an electronic test set and marked by a computer, then it will be more appropriate to offer the learner an opportunity to take the assessment at a later date.

A special consideration cannot give the student an unfair advantage, but it can be regarded as when a performance in an assessment is affected by circumstances beyond the control of the student, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment or alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate, or part of the assessment has been missed due to circumstances beyond the control of the student.

To ensure effective processing of applications for special consideration, centres **must** additionally submit evidence to support the application, such as a statement from a member of centre staff or any other appropriate information.

The Head of Centre and the Managing Director **must** authorise all applications for special consideration.

Complaints over Reasonable Adjustment or Special Consideration should be made in line with MITSkills' Complaints Policy; this does not prejudice any individual rights under the Equality Act 2010.

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