



## **The learndirect Group**

### **Fair Assessment and Reasonable Adjustment Policy**

| Governance          |                  |
|---------------------|------------------|
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| Approved By:        | Georgina Broster |
| Policy Owner:       | Head of Quality  |
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## **Fair Assessment and Reasonable Adjustment Policy**

Learndirect supports and complies with the requirements of the Equalities Act 2010. Learndirect is committed to upholding human rights relating to race relations, disability discrimination, and any special educational needs of our learners, and to provide equitable reasonable adjustments and special considerations for all learners registered on our qualifications.

### **Purpose**

The purpose sets out the necessary considerations to allow the provision of access arrangements, including reasonable adjustments for learners who disclose their needs for reasonable adjustments in their assessment to ensure that assessment decisions are valid, reliable and that consistent judgements are made regarding the achievement of learning outcomes against the stated assessment criteria.

This will also guide the process for how special consideration will be given to learners who experience temporary illness, injury, or indisposition at the time of assessment. Allowing them to demonstrate the achievement they are capable of for the units that are subject to special consideration.

### **Centre Responsibilities**

Staff must refer to the qualification specification and assessment guidance in full to ascertain whether there are any minimum standards requirements that a learner must meet during their assessment for a particular qualification:

- Have effective procedures in place to identify and support a learner's needs and that these procedures meet with the requirements of Equalities legislation.
- Do all it can to identify those learners who are experiencing difficulties or are likely to have difficulties accessing assessment or enrolment.
- Identify whether reasonable adjustments may be needed and if so, what the appropriate adjustment should be.
- Record and provide full details of the reasonable adjustments or special considerations required by learners.
- Have a responsibility to notify the appropriate awarding body to inform and /or discuss alternative arrangements that may be appropriate for specific situations.
- Provide supporting evidence to the awarding body.
- Keep all records for audit purposes where they are permitted to agree reasonable adjustments and will retain the documentation including assessment documentation for a period of 3 years.

### **Definition of Reasonable Adjustments**

A reasonable adjustment is any action that helps to reduce the effect of disability or difficulty that places a learner at a substantial disadvantage in the assessment situation. Appendix 1 is a non-exhaustive guide to adjustments which may be made to support learner circumstances and requirements.

Reasonable adjustments must not affect the reliability and validity of assessment outcomes but may involve:

- Changing usual assessment arrangements, for example, allowing a learner extra time to complete the assessment activity such as a practical task or written assessment
- Adapting assessment materials, such as providing questions in larger text, on coloured paper or in Braille
- Providing assistance during assessment, such as sign language interpreter or a reader
- Re-organising the area where assessment will take place to accommodate equipment, such as wheelchairs, or removing visual stimuli which may distract a learner
- Converting the assessment method into one that meets the needs of the learner without compromising the integrity of the assessment – for example from a written assessment to a spoken assessment
- Use of assistive technology, such as screen reading, or voice activated software for those visually impaired

The reasonable adjustments are to be identified, approved, and set in place before the assessment takes place.

The work produced by the learner must be assessed in the same way as the work of other assessed learners.

Where the learner provides evidence to demonstrate competence, this evidence may be adjusted to allow the learner to use mechanical, electronic, or other aids that:

- Generally, are commercially available and accessible to the learner
- Reflect the learner's normal way of working and do not hinder the learner
- Enables the learner to meet the specific criteria
- Does not give the learner an unfair advantage over assessment materials submitted by others

Adjustments that are not “reasonable” may not be approved. For example, the adjustment:

- Incurs an unreasonable cost to Learndirect or the awarding organisation
- Has an unreasonable timeframe in which to be achieved
- Negatively impacts the integrity or security of the assessment

### **Special Consideration**

Requests for special consideration will be considered for every learner who applies on an individual basis. A special consideration is a change to an assessment outcome, mark or grade made when the

learner, who is fully prepared and scheduled for assessment experiences temporary injury, illness, health or well-being problem at the time of the assessment.

Learners will be eligible for special consideration if they have completed the training and covered the whole course but performance in the assessment/coursework is materially affected by adverse circumstances beyond their control.

Special consideration should not give the learner an unfair advantage. Examples of when a learner may be eligible for special consideration:

- Temporary illness or accident/injury at the time of assessment
- Bereavement at the time of assessment
- Domestic crisis at the time of assessment
- Disadvantage due to Learndirect failing to provide adequate provisions

A learner will not be eligible for special consideration if, for example:

- No evidence is supplied to support that the learner has been affected at the time of assessment
- Any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence
- Preparation for assessment is affected by difficulties during the course, for example building works, lack of facilities or staff shortage

### **Equality, Diversity, and Inclusion Considerations**

Learndirect is committed to opposing all forms of discrimination including that based on protected characteristics such as age, disability, gender reassignment, race (including colour, nationality, and ethnic or national origins), religion or belief, sex, sexual orientation, marriage or civil partnership, pregnancy, and maternity. This list is not exhaustive.

Learndirect is further committed that all reasonable adjustments and special considerations will be made with a view to protect positive equality, diversity, and inclusion outcomes.

### **Enquiries**

Whether enquiring about a new or existing request learners should raise their concern using the 'contact us' feature of their learning portal. If they are unable to access this, they should contact us at: [learnersupport@learndirect.com](mailto:learnersupport@learndirect.com).

### **Appeals**

If a learner is dissatisfied with a decision regarding reasonable adjustment or special consideration made by Learndirect, the learner will be advised to follow the Appeals process. The appeals procedure is readily available for all learners in their learning platform and online. In the first instance the learner should raise their concern using the 'contact us' feature of their learning portal. If they are unable to access this, they should contact us at: [learnersupport@learndirect.com](mailto:learnersupport@learndirect.com).

The Head of Faculty and Internal Verifier will manage any appeals and the response to the learner. Learndirect will aim to respond, where possible, to appeals within 20 working days.

A written record will be maintained in the case of all appeals, including the outcome and reasons for the outcome. Full details of an appeal will be made available to the awarding organization on request.

## Appendix 1. Adjustments Guide

The following is a non-exhaustive list. Not all adjustments will be reasonable or available. To use search the list of common reasons for adjustments and apply the numbers quoted below in numerical order.

### Available Adjustments

1. Extra time
2. Deadline extension
3. Script submission in place of video
4. Audio/Video submission in place of written
5. Pre-recorded evidence allowed
6. Physical copies of learning materials
7. Text to speech/Screen reader/Voice recognition software allowed
8. Timed rest breaks
9. BSL Interpreter
10. Learner provided scribe/reader
11. Personal support worker in attendance
12. Additional resubmissions/retakes
13. 1-2-1 Tutor support
14. Break in learning
15. Change to lower-level course (where available)
16. Tutor reassignment
17. Extension to learning window
18. Change to different course

(Numerical order - from least impact to most)

| Medical Diagnosis / Vulnerability  | Assessment Support |                      |            |                  |                         | Holistic Support  | Best Practice  |
|--|--------------------|----------------------|------------|------------------|-------------------------|-------------------|--|
|  | Timed Assessment   | Practical Assessment | Assignment | Presentation     | Professional Discussion |                   |  |
| Dyslexia/Dyspraxia/Dyscalculia   | 1, 7, 8, 10        | 1,7,8                | 2,3,4      | 1,5              | 1,5                     | 13,14,15,17,18    | Make reasonable allowances for spelling & typographical errors.  |
| Autism spectrum /processing (inc. ADHD)/memory disorders                               | 1,7,8,12           | 1,7,8,11,12          | 2,3,4,12   | 1,5,11,12        | 1,5,11                  | 13,14,15,16,17,18 | Be aware that learner may appear to be curt/rude/disrespectful without intention. Be clear and concise in communications. Break instructions down into small chunks. |
| Mental health concerns (e.g. anxiety or depression)                                    | 1,8,12             | 1,8,12               | 2,12       | 1,12             | 1,12                    | 13,14,15,16,17,18 | Signpost to open resources where applicable (e.g. mind.org.uk, mentalhealth-uk.org).   |
| Visual issues  | 1,4,7              | 1,4,7                | 1,4,7      | 1,4,7            | 1,4,7                   | 17                |  |
| Hearing issues   | 1,9                | 1,9                  | 1,9        | 1,9              | 1,9                     | 17                |  |
| Speaking issues  | N/A                | 3,7                  | 3,7        | 3,7              | 3,7                     | 17                |  |
| Physical disabilities (e.g. wheelchair user, paraplegia, quadriplegia, cerebral palsy) | 1,7,8,12           | 1,7,8,11,12          | 2,3,4,12   | 1,3,7,8,10,11,12 | 1,3,7,8,10,11,12        | 14,15,17,18       |  |
| Behavioural issues   |                    |                      |            |                  |                         | 14,15,17,18       | Consideration should be given to moving the learner to a course which requires less tutor interaction.   |
| Working at levels below course that is enrolled on - unable to work at required level  |                    |                      |            |                  |                         | 14,15,17,18       | Consideration should be given to moving the learner to a lower-level course.   |