

Adjustments and Considerations Policy

Welcome Skills Limited is committed in providing all learners with an equal opportunity to achieve qualifications through the provision of alternative assessment arrangements where necessary;

Inequality may arise through:

- A permanent or long term disability or specific learning need
- A temporary disability, medical condition or specific learning need
- Indisposition at the time of the examination/assessment
- English being a second, or additional, language

If any adjustments or considerations are required, the following form must be returned with the exam papers.

Learner Name:.....DOB:..... Date of Training:.....Venue:.....Qualification Title:.....

Nature and degree of particular assessment or special consideration requirements

Supporting documentation for alternative assessment or special consideration requirement:
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Alternative assessment or special consideration arrangements provided for the above learner:

I herewith confirm that the above learner has been supported throughout the training and external assessment.

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Signature:.....Name:.....Date:.....

We have a responsibility to identify any learner’s special assessment requirements and give consideration as to how they might affect successful completion of the qualification.
Welcome Skills Limited will:

- 1.1 diagnose the requirements of each learner individually
- 1.2 agree with the learner prior to commencing the course the special assessment or special consideration required
- 1.3 offer special considerations and advise learners accordingly
- 1.4 ensure that suitably qualified personnel check and support the relevant learner

2. The principle of special assessment requirements means:

- the learner meets the specification laid down by the Awarding Organisation
- special considerations allows assessment to take place within the expected timescale
- does not unfairly advantage the learner.

3. Categories of special assessment or consideration requirements are:

3.1 Physical impairment:

The use of:

- a reader and/or writer and/or interpreter
- an alternatively presented question paper, e.g. enlarged or modified print, paper colour.
- Extra 25% time allowance.

3.2 Visual impairment:

The use of:

- a reader and/or writer and/or interpreter
- an alternatively presented question paper, e.g. enlarged or modified print, paper colour.
- Extra 25% time allowance.

3.3 Hearing impairment:

The use of:

- communicator and/or interpreter
- any additional aids as recommended by a specialist teacher of deaf people.
- Extra 25% time allowance.

3.4 Learning difficulties (e.g.dyslexia)

The use of:

- a reader and/or writer
- audio/visual aids as appropriate to the needs of the learner

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- an alternatively presented question paper, e.g. enlarged or modified print, paper colour.
- Extra 25% time allowance

3.5 Medical conditions:

- Individual arrangements as appropriate to the learner's needs.
- Extra 25% time allowance
- The writer should at all times write down answers exactly as they are dictated.

3.6 English as a second, or additional, language:

The use of:

- Use of awarding Bodies foreign language examination papers if available
- a non-electronic bi-lingual dictionary
- a reader and/or writer.
- Extra 25% time allowance

3.7 Readers and writers:

General responsibilities for readers and writers.

A reader/writer is a person who on request, will read/write for the learner:

- all or any part of the examination/assessment paper
- any part/all of the learner's answers.

A reader may also act as a writer and vice-versa.

- The use of a reader/writer should neither advantage the learner unfairly nor disadvantage the learner further.
- The reader/writer should not normally be the learner's course trainer or a subject specialist, but there may be circumstances where this is unavoidable. In such cases, it should be noted on the Special assessment or consideration paper
- Readers and writers must not in any way attempt to modify either the content of the answers given by a learner
- Test support should encourage that the learners has a practice with a reader/writer.
- Learners using the services of a reader/writer should be accommodated separately to avoid disturbing other learners. However, several such learners attempting the same paper may be accommodated together in the same venue.
- During the examination/assessment the reader/writer must not give any factual help to the learner nor offer any suggestions concerning which questions to attempt, when to move on to the next question or in which order the questions should be answered.
- Both readers and writers are responsible to the test supervisor.
- Test supervisor should note that failure to comply with any of these guidelines could result in the learner being disqualified

Things to take into consideration about a reader:

- The reader should be a responsible adult who is able to read accurately and at a reasonable rate.

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- The reader may read the same question(s) as often as requested providing it is within the time allowed.
- The spelling of a word can be given only if it is requested.

3.8 Further guidance to centres using writers

- Learners may dictate answers to writers if they have either a long-term or a temporary disability that prevents them from completing the examination/assessment in the usual way.
- The writer should be a responsible adult who is able to produce an accurate record of the learner's answers and who can write legibly and at a reasonable speed.

Ensure that all records and evidence relating to reasonable adjustments are kept for three years following certification

Monitoring and Annual review

The objectives of this policy will be monitored monthly at the managers' meetings. This policy and process will be included in the quality audit procedure and will have links with the Matrix standard. The self-assessment process, which is written around the Common Inspection Framework, will address the issues/requirements raised in this paper. However, it will be reviewed at the next self-assessment and recorded in the SAR. This will ensure the systems are in-place, reviewed and improved on an annual basis.

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