



Reasonable Adjustment and Special Consideration Policy

The Speedo SwimSquads Approved Centre endeavours to make sure that there are no unnecessary barriers to qualification assessment by ensuring that the requirements and methods used are flexible enough to enable the widest range of learner access to ASA accredited qualifications, as well as fairly and reliably demonstrate their competence for attainment.

Policy aim and purpose

This policy has been established to facilitate access to assessment and qualifications for learners who are eligible for adjustments in the range of assessments applied across ASA accredited qualifications. Adjustments are set out in two categories:

Reasonable adjustment: This is implemented prior to the start of a qualification where a learner is deemed to be at a significant disadvantage to another learner due to disability. Any adjustment is not intended to give the learner an unfair advantage, but to provide all learners with access to a level playing field in which to demonstrate their skills, knowledge and understanding to the levels of attainment required by the specification of the qualification, without compromising the qualification assessment criteria or outcomes.

Special consideration: This may be given following an assessment to ensure that a learner with a temporary illness, injury or indisposition at the time of assessment is given some recognition of the difficulty they have faced, which has affected the learner's ability to take the assessment or demonstrate his or her attainment in an assessment. Clearly, any special consideration granted cannot take away the difficulty the learner has faced and can only be a relatively minor adjustment to ensure that the integrity of the standard is not compromised. There will be instances when a learner is either too unwell or distressed to cope with an assessment and this needs to be borne in mind.

In establishing the appropriate support provision, SSSAC aims to ensure appropriate arrangements, implemented as a result of reasonable adjustment or special consideration, are applied accurately and effectively to allow learners to demonstrate their skills, knowledge and understanding to achieve assessment criteria and ultimately the qualification pursued.

Therefore, this policy aims to :

- Describe the practice for dealing with identification, justification and recording of data
- Identify individual roles and responsibilities
- Explain how to manage those reasonable adjustments or special consideration implemented in accordance with UK and UAE Equalities law.

Recruitment.

SSSAC aims to recruit with integrity onto ASA qualifications. To this end, learners will be provided with accurate information and the correct advice for the qualification that they have chosen. This will include an initial assessment of the learner's potential to successfully achieve their chosen qualification. This assessment should identify and communicate to the learner what support will be in place to support learning and access to assessment.

Where the recruitment process identifies that the learner may not be able to demonstrate attainment, thus gain achievement in parts of the assessment, this will be communicated to the learner clearly from the outset. A learner may still decide to proceed with pursuing a qualification and not be entered for all or part of the assessment.

Learners will be made aware of:

- The learning programme requirements and assessment criteria
- The range of options available, including access arrangements that may be necessary, to enable the demonstration of assessment criteria attainment.
- Any restrictions on progression routes to the learner as a result of not achieving all or part of the qualification.
- That relevant personnel are aware of access related issues, protocol and procedures.

Specialist advice may be used in identifying a learner's disabilities, where required.

SSSAC will do the following to allow fullest access to ASA qualifications.;

- Ensure buildings, assessment sites and resources used for delivery and assessment are accessible to all learners, as far as practical.
- Ensure appropriate equipment and personnel are available for selected adjustments to assessment, in accordance with this policy, such as electrical equipment or any assistive personnel (e.g. Reader, Scribe, Practical Assistant)
- Ensure adjustments made are justified, permitted and agreed the ASA Awarding Body and the level /type of assistance provided is appropriate.
- Record and securely retain all adjustment requests and decisions made within each learner file held by SSSAC.
- Consider what reasonable adjustments future learners may need and make appropriate provision in advance.

Reasonable adjustment.

In accordance with Equalities Law, a reasonable adjustment must be available for learners in order to lessen or remove the effects of a 'substantial (meaning more than minor or trivial) disadvantage' during assessment. It is important to note that not all arrangements will be practical in particular situations as the learner may not need, nor be allowed, the same adjustment for all assessments.

All possible, practical steps must be taken to apply reasonable adjustments and promote equality of access for learners who are placed at a 'substantial disadvantage' in comparison to other learners without a disability or difficulty. Where applied, these arrangements must not affect the reliability or validity of assessment criteria and outcomes, nor must they give the learner an unfair assessment advantage over other learners undertaking the same or similar qualifications. By way of example, arrangements permissible are inclusive of, but not limited to, the following:

- Modifying assessment materials, such as large font
- Providing appropriate assistance during assessment, such as a Scribe, Reader, Practical Assistant.
- Using assistive technology, mechanical and electronic aids, such as computer software which scans but does not encode or interpret assessment questions.
- Alternative ways of presenting responses, such as a word processor.
- Allowing extra time for completion of work.

Eligibility and application of reasonable adjustments .

A learner does not have to be disabled to qualify for a reasonable adjustment, nor will every learner who is disabled be entitled to reasonable adjustment. Allowing the application of a reasonable adjustment is dependent on how it will facilitate a learner's access to assessment. Reasonable adjustments may take on a number of forms, however may only be granted where adjustment does not:

- ♣ Affect the validity or reliability of the assessment
- ♣ Give the learner in question an unfair advantage over other learners taking the same or similar assessments
- ♣ Influence the final outcome of the assessment decision.

SSSAC will apply reasonable adjustments in a clear, transparent and unbiased manner. All reasonable adjustments made will be recorded using the Reasonable Adjustments Notification (Appendix 1). Once completed, these will be held by the centre in the relevant learners file and should be available at all times for scrutiny, when requested, by the ASAAB.

All reasonable adjustments are subject to meeting the requirements of the appropriate specification and assessment criteria for ASA qualifications.

It is the responsibility of SSSAC to ensure any access arrangement implemented by the centre, on behalf of the learner, is based on firm evidence highlighting the barrier of assessment. SSSAC will not be required to apply to the ASAAB for reasonable adjustments requested, however must:

- ♣ Only make reasonable adjustments that are in line with this policy
- ♣ Record all reasonable adjustments made on the Reasonable Adjustments Notification
- ♣ Keep all notification forms within the appropriate learners file

- ♣ Make all notification forms available to the ASAAB as required.

Requesting reasonable adjustments from the ASAAB

In the event a learner's need for access is in doubt and a centre is unaware of the provision which they should provide, the centre should contact the Administration and Finance Manager (QFM) for advice and guidance. If the adjustment requested is not appropriate, the ASAAB will source and provide an alternative method to enable the learner to demonstrate competence.

Assessing achievement

Where reasonable adjustments are applied, SSSAC will ensure achievement is given only for the skills demonstrated by the learner and that the reasonable adjustment applied does not compromise the outcomes of the assessment (as identified within eligibility and application of reasonable adjustments). Where reasonable adjustments are applied, SSSAC is required to evaluate the outcomes on behalf of the learner via completion of the evaluation section of the Reasonable Adjustments Notification and retain within the appropriate learners file. The ASAAB will monitor the application of reasonable adjustments applied through the centre review process.

In the event a learner is not satisfied with the access arrangements made by SSSAC, the concern should be reported to SSSAC and ensure it is reported formally to the ASAAB where, upon receipt, it will be reviewed and acted upon should corrective action be required.

Inappropriate use of reasonable adjustments

If a centre misuses this policy, the ASAAB will take appropriate action. Such action may range from advice and action for the centre through to the implementation of steps to manage assessment malpractice. This could ultimately lead to the recall of certificates, removal of qualification approval or removal of ASA Approved Centre status.

Special Education Needs (SEN)

Please note that a statement of SEN does not automatically qualify the learner for a reasonable adjustment as:

- ♣ The SEN statement may not contain a recent assessment of needs
- ♣ The reasonable adjustment may compromise assessment.

Synopsis of reasonable adjustments

Type of need	Learners special needs	Reasonable adjustment
Sensory and physical needs	Visual impairment	OCR scanners Low vision aid Prompter Reader
		Large print Modified enlarged format A4-A3 Modified language Tactile diagrams Voice activated computer
		Prompter Colour naming
	Hearing Impairment	BSL Communicator Live Speaker
		Amplification equipment Coloured overlays Transcriber (transcript of tape)
		Additional tapes / CD / DVD Speech / screen reading software
	Physical disabilities (e.g dyspraxia)	Practical assistant Reader Scribe Voice activated software Word processor
	Illness / injury / medical	Coursework extension
		Enable a competent person to conduct the demonstration
	Psychological	Alternative accommodation / venue
Communication and foreign language needs	First language is not English but is Irish (or Gaeilge) or Welsh	Provision of qualification specifications and assessment materials in Welsh / Irish
Cognition and learning needs	Dyslexia	Photocopy onto coloured paper Word processor
	Learning difficulties	Reader Prompter
	Handwriting difficult to decipher	Transcriber Word Processor

The following assistive personnel and equipment may be used in the application of reasonable adjustments provided by the centre:

Communicator	A communicator may be used to interpret learners responses in British Sign Language (BSL)
Practical Assistant	A Practical Assistant may be used to undertake practical tasks at the instruction of the learner during the assessment.
Prompter	A Prompter may be used with learners who have little or no sense of time, to draw their attention back to the assessment task.
Reader	A Reader may be used to read all, part or only certain words of assessment materials, as requested by the learner, as well as read the learners written response.
Scribe	A Scribe may be used to write down or type the learner's answers exactly as spoken during the assessment.
Trans	A Transcriber may be used to produce a transcript after completion of assessment, to assist the Assesor in the assessment of learner work where handwriting is illegible or responses are in Braille/BSL
Word processor	A word processor may be used by learners whose disability impairs their handwriting or if it illegible. Work must be signed by the learner, completed and printed within deadline set

All assistive equipment and personnel used are required to be contained within the reasonable adjustments framework for the best interests of the learner and to prevent disadvantaging others who are not affected by any difficulties or particular needs. Deliberate exploitation of reasonable adjustments to affect the assessment outcome or enable the learner to unfairly achieve the qualification constitutes malpractice and an investigation will be conducted.

Special Considerations

Any special consideration granted cannot remove the difficulty experienced by the learner at the time of assessment and can only be a relatively small adjustment to ensure the integrity of the assessment is not compromised.

Learners who have fully prepared for the assessment and successfully completed the whole qualification, but whose performance during assessment is affected by adverse circumstances outside of their control, will be eligible for special consideration.

It is important to note that it may not be possible to apply for special consideration in instances where:

- ♣ Assessment requires the demonstration of practical competence
- ♣ Criteria have to be met fully
- ♣ Units/qualifications confer license to practice.

A special consideration must not give the learner an unfair advantage, nor must its use cause the user of a certificate to be misled regarding a learner's achievement. The learner's result must reflect real achievement in assessment and not potential ability. To this end, special consideration can only be a small post-assessment adjustment to the outcome result.

Responsibility for approving special considerations lies with the ASAAB. The decision made will be based on various factors, which will vary from learner to learner, and from one subject to another. These factors may include the severity of the circumstances, the date of assessment, and the nature of the assessment.

Eligibility and application of special consideration

A learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- ♣ The learner's performance in an assessment is affected by adverse circumstances beyond the learner's control (e.g. injury, recent temporary illness, accident, bereavement, serious disturbance at the time of the assessment)
- ♣ The learner missed a component of the assessment or was not present at the time of the assessment and has been disadvantaged due to circumstances beyond their control
- ♣ Accidental events related to the organisation of the assessment or the provision of access arrangements affected the learner's performance
- ♣ Alternative arrangements agreed prior to assessment proved inappropriate or inadequate
- ♣ Sufficient differentiation is shown between the parts of assessment to which the special consideration was applied, and other parts of the qualification which have been achieved, to conclude that the learner could have performed more successfully during the assessment.

Learners will not be eligible for special consideration if:

- ♣ A component of the assessment is missed due to personal arrangements, including holidays or unauthorised absence
- ♣ All components of the assessment were missed without a viable reason
- ♣ The learner fails to request access arrangements on time
- ♣ Preparation for a component is affected by difficulties during the qualification (e.g. disturbances through building work, permanent illness/disability, lack of proper facilities, changes in or shortages of staff, or industrial disputes)
- ♣ The application for special consideration is submitted without the relevant evidence to demonstrate that the learner's performance has been affected at the time of the assessment by a particular condition.

The following are examples of circumstances that may be eligible for special consideration (this is not exhaustive):

- ♣ Terminal illness of the learner
- ♣ Terminal illness of a parent
- ♣ Recent bereavement of a member of immediate family
- ♣ Serious and disruptive domestic crises leading to acute anxiety about the family
- ♣ Incapacitating illness of the learner
- ♣ Severe car accident
- ♣ Recent traumatic experience such as death of a close friend or distant relative
- ♣ Flare up of severe congenital conditions such as epilepsy, diabetes, severe asthma attack
- ♣ Recent domestic crises
- ♣ Recent physical assault trauma
- ♣ Broken limb on the mend.

Unlike reasonable adjustments, there are no circumstances whereby SSSAC can apply its own special consideration. Applications must be made directly to the ASAAB.

Requesting Special Consideration

SSSAC will do its utmost to put arrangements in place to enable a learner, in extenuating circumstances, to complete assessment and thus achieve the qualification. Only when this is unsuccessful should an application for special consideration be made. All applications for special consideration may only be made on a case by case basis and thus separate applications must be made for each learner.

Applications for special consideration should be submitted to the ASAAB by SSSAC to (awardingbody@swimming.org). To ensure effective processing of the application the centre must submit:

- ♣ Special Consideration Application Form 9 no less than 20 (UK) working days after the assessment, so completed with learner no less than 15 (UK) working days after the assessment.
- ♣ Personal achievement record of the learner
- ♣ Evidence to support the application such as a medical certificate, a doctor's letter, a statement from the Tutor / Assessor or any other appropriate information.

SSSAC must authorise all applications for special consideration. Applications must be submitted to the ASAAB within seven calendar days of the assessment having taken place. Following receipt of the application, the ASAAB will confirm receipt within two working days and will usually give a decision within a further 10 working days. Where a case is complex, the ASAAB will inform the centre if a decision cannot be made within the timescale specified.

During the processing of an application, the ASAAB will only liaise with the Key Contact of SSSAC making the claim on behalf of the learner, and not with the learner or their designated third party.

It is important to note that special consideration applications will not be considered where learner achievement has been claimed and certificated.

An extension to a learner's registration period may be required as a direct result of a special consideration request. Where learners are eligible in line with these arrangements and who have made an appropriate request, this will be granted.

Where special consideration is granted, the outcomes are required to be monitored. Therefore, a courtesy call will be conducted to the learner, from the AFM, after the arrangements have been implemented to collect this information. In the event the learner is not satisfied with the ASAAB's decision or the arrangements made by the centre, they should report their concerns via this mechanism and corrective action will be taken (if appropriate).

Conferment of aegrotat awards

The ASAAB will consider applications from learners who, for medical reasons (temporary illness or indisposition) or compassionate reasons have been unable to take or complete the usual assessment requirements, to be recommended for an aegrotat awarded qualification. Aegrotat awards may be issued to a learner where there is sufficient evidence that, if not for illness or other valid cause, the learner would have reached the standard required.

A learner who, in the opinion of the centre, has satisfactorily completed all the requirements of a qualification but due to medical or compassionate reasons has been unable to take or complete assessments, and evidently will not have the opportunity to take further assessments in future for valid reasons, may be considered eligible for an aegrotat award.

Alternatively, the learner may be granted the opportunity, on the ASAAB's recommendation, to take or complete the assessment at the next available, suitable date.

Learners affected by illness or other sufficient cause, after they have completed 75% of the qualification or completed and passed all components of the assessment and before the end of the final assessment, may complete the *Special Consideration Request* to apply for an aegrotat award, which will be evaluated in accordance with the following eligibility requirements. Learners may be eligible for an aegrotat award if all the following conditions have been fulfilled and the required evidence is provided:

- ♣ The learner was prevented, by illness or other sufficient cause, from beginning or completing the assessment(s)
- ♣ The learner has met all requirements of the qualification
- ♣ The learner's performance and work during the qualification has been satisfactory
- ♣ The learner has provided relevant evidence, including sufficient medical certification in the case of illness/injury, or appropriate documentation in other cases
- ♣ The learner submitted the Special Consideration Request to apply for an aegrotat award ♣ The learner is unlikely to be able to complete the qualification at a subsequent date (relevant evidence must be provided where possible)
- ♣ The learner has received a statement from SSSAC which proves the learner's performance is satisfactory, that the learner's prior performance demonstrates that they would have passed but for the illness / event occurring
- ♣ The learner has submitted their record of achievement.

Learners must be made aware that if they are affected by extenuating circumstances over the whole period of the qualification, they will be not issued an aegrotat award

Procedure for the issue of an aegrotat award

Learners taken ill prior to or during the period of an assessment must contact their Medical Practitioner immediately and obtain a medical certificate/evidence. SSSAC should be informed as soon as possible so that assessment arrangements can be adjusted if necessary and help given to effect the following procedures. The medical certificate/evidence should be forwarded without delay to the ASAAB via email (awardingbody@swimming.org), accompanied by the completed *Special Consideration Request* for attention of the Administration and Finance Manager. This is required to be forwarded prior to any assessment being considered by an Assessor. This will then be handled in line with the special consideration procedure and outcomes. Learners taking assessments, who wish for compassionate circumstances to be taken into account, should provide details within the request to enable a full evaluation of the situation to be conducted.

Monitoring of access arrangements

In responding to requests for reasonable adjustments or special consideration, SSSAC aims to ensure that the arrangements made will be valid, reliable and applied to accurately reflect the learner's competence to meet qualification assessment outcomes. On this basis, we will continually monitor the application of access arrangements to verify learners are not given an unfair advantage over learners without particular needs. In accordance with the continued drive for quality development, SSSAC monitors and evaluates the effectiveness of its access arrangements procedure annually to ensure that the requirements of current legislation and learners particular needs are met. SSSAC will adhere to ASAAB policy in this and ensure that compliance with requirements in all areas are met.

ASAAB policies are available on the website www.britishswimming.org.

Where a centre fails to agree with an ASAAB decision made in respect of this policy, the centre has the right of appeal. SSSAC will undertake this if it becomes necessary.

Monitoring and Review of Policy

This policy and its procedures will be reviewed annually to ensure that it remains fit for purpose and reflects the types of reasonable adjustments or special consideration that may arise, and how access arrangements are managed in accordance with the requirements of Equalities Law.

The next policy review will be January 2017.