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**Special Consideration and Adjustments Policy**

Version: 1.0

**Purpose**

Special consideration is a post-examination adjustment that compensates candidates who were suffering from a temporary illness or condition or who were otherwise disadvantaged at the time of the examination

It is made to an assessment for a qualification to enable a disadvantaged learner to demonstrate his or her knowledge, skills and understanding of the levels of attainment required by the specification for that qualification.

**Scope**

MCTC Management , BTEC Management , Academic Board , Students

**Definition**

**Special Consideration**

Special consideration will be made upon the student academic process if there are any exceptional circumstances outside of the student’s control, that may have a negative effect upon performance or ability to meet a deadline or to do the presentation.

**Reasonable Adjustment**

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation.

**Policy**

**Special Consideration**

Special consideration can be applied after an assessment if there was a reason the learner may have been disadvantaged during the assessment.

For example, special consideration could apply to a learner who has temporarily experienced

* Bereavement – death of close relative/friend/significant other (of a nature which, in an employment context, would have led to an absence in accordance with the compassionate leave)
* Serious short-term illness or accident (of a nature which, in an employment context, would have led to an absence of sick leave)
* Significant adverse personal/family circumstances
* Significant disruption of an examination
* Severe adverse weather conditions
* A significant failure of due process by the University
* Other significant exceptional factors for which there is evidence of stress causes.

Special consideration should not give the learner an unfair advantage, nor should its use cause the user of the certificate to be misled regarding a learner’s achievements. The learner’s result must reflect his / her achievement in the assessment and not necessarily his / her potential ability.

Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner. And which has had, or is likely to have had, a material effect on that learner’s ability to take an assessment or demonstrate his or her level of attainment in an assessment.

**Reasonable Adjustments Policy**

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

* Changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity
* Adapting assessment materials, such as providing technical tools to adjust.
* Providing assistance during assessment, such as a sign language interpreter or a reader
* Re-organising the assessment room, such as removing visual stimuli for an autistic learner
* Changing the assessment method, for example from a written assessment to a spoken assessment
* Using assistive technology, such as screen reading or voice activated software
* Providing the mechanism to have different colour backgrounds to screens for onscreen assessments or asking for permission for copying to different coloured paper for paper-based assessments
* Providing and allowing different coloured transparencies with which to view assessment papers

**Special Consideration and Adjustments Policy**

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| Person Responsible | CEO , Student Service ,Programme Leader , Academc Head |
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