Reasonable Adjustment and Special Consideration Policy	
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Policy prepared by	Director of Quality, Compliance & Excellence
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Introduction

Educationwise is committed to making its learning and assessment arrangements accessible and fair.

Learners may need changes or additional support because of a disability, health condition, learning need or other individual circumstances.

Educationwise will consider reasonable adjustments so that learners are not placed at a substantial disadvantage and can demonstrate their knowledge, skills and understanding.

Special consideration may also be available where a temporary illness, injury or unexpected event affects a learner's ability to take an assessment or demonstrate their level of attainment.

Any adjustment must maintain the standard and integrity of the qualification or assessment.

Purpose

The purpose of this policy is to:

- Explain the difference between reasonable adjustments and special consideration
- Explain how learners can request support
- Ensure requests are considered fairly and individually
- Make clear who is responsible for agreeing and applying adjustments
- Ensure Awarding Organisation and assessment requirements are followed
- Ensure appropriate records are maintained
- Provide a route for learners who are unhappy with a decision

Scope

This policy applies to learners enrolled on:

- Apprenticeships
- Adult Learning Provision
- Commercial courses
- Regulated qualifications
- Other education or training delivered by Educationwise
- Relevant subcontracted provision

For this policy, **Adult Learning Provision** includes programmes currently funded through Advanced Learner Loans and any future adult education funding streams delivered by Educationwise.

The policy applies to:

- Online assessment
- Remote assessment

- Face-to-face assessment
- Written assessment
- Practical assessment
- Professional discussion
- Observation
- Examinations
- Other forms of assessment used within Educationwise programmes

Where an Awarding Organisation, Assessment Organisation or End-Point Assessment Organisation has its own requirements, these must be followed.

Our approach

Educationwise will:

- Encourage learners to tell us about support needs as early as possible
- Consider each learner's needs individually
- Avoid making assumptions based only on a diagnosis or condition
- Consider what disadvantage the learner experiences
- Use suitable evidence to support decisions
- Consider the learner's normal way of working where relevant
- Apply adjustments consistently and fairly
- Follow the rules of the relevant Awarding Organisation or assessment body
- Keep appropriate records
- Review arrangements where a learner's needs change
- Explain decisions to learners

Different learners with the same condition may need different adjustments and the same learner may require different arrangements for different assessments.

Reasonable adjustments

A reasonable adjustment is a change made to remove or reduce a disadvantage experienced by a disabled learner when completing an assessment.

The aim is to allow the learner to demonstrate the knowledge, skills and understanding being assessed without changing the standard of the assessment.

Reasonable adjustments are normally planned and agreed before the assessment takes place.

Examples may include:

- Extra time where permitted
- Supervised rest breaks
- A separate or quieter assessment environment
- Accessible or enlarged materials
- Use of assistive technology

- Screen-reading software
- Voice recognition software
- Use of a reader
- Use of a scribe
- Use of a practical assistant where permitted
- Adjusted communication arrangements
- Colour or display changes
- Adapted equipment
- Changes to an online or remote assessment environment
- Other suitable arrangements permitted by the relevant assessment rules

An adjustment that changes the knowledge, skills or competence being assessed will not normally be allowed.

Ofqual requires awarding organisations to make suitable reasonable adjustments available while ensuring that an adjustment does not unfairly advantage or disadvantage learners or undermine the assessment.

Identifying a need

A need for a reasonable adjustment may be identified through:

- Learner disclosure
- Information, advice and guidance
- Enrolment or onboarding
- Initial assessment
- Cognassist where used
- Existing evidence
- Previous reasonable adjustment arrangements
- Tutor discussions
- Learner Inclusion Support
- Progress reviews
- Assessment preparation
- Observation of the learner's normal way of working
- A change in the learner's circumstances

A learner does not need to wait for Educationwise to identify a need. They can ask for support at any point.

Cognassist may help identify needs but completing Cognassist is not a requirement for requesting a reasonable adjustment.

Evidence of need

The evidence required will depend on:

- The learner's circumstances
- The adjustment requested

- The type of assessment
- The relevant Awarding Organisation or assessment requirements

Evidence may include:

- Existing medical or professional evidence
- An Education, Health and Care Plan
- Previous assessment arrangements
- Learner Inclusion Support records
- Tutor or assessor evidence
- Records showing the learner's normal way of working
- Assessment information
- A suitable specialist assessment where required
- Other evidence accepted by the relevant Awarding Organisation or assessment body

A formal medical diagnosis will not always be required.

However, Educationwise cannot approve an assessment adjustment where the relevant Awarding Organisation or assessment body requires specific evidence and that evidence has not been provided.

Current Ofqual guidance requires decisions to be based on sufficient evidence of how the learner's disability affects their ability to demonstrate what is being assessed.

Normal way of working

Where required by the relevant assessment rules, Educationwise will consider the learner's normal way of working.

This means that an assessment adjustment should normally reflect support or arrangements that are already used by the learner rather than being introduced only for the assessment without an identified need.

This may be evidenced through:

- Tutor records
- Learner Inclusion Support records
- Teaching and learning activity
- Practice assessments
- Progress reviews
- Previous assessment arrangements

The exact evidence required will depend on the Awarding Organisation or assessment body.

Learning support and assessment adjustments

Support used during teaching does not automatically mean that the same arrangement can be used in a formal assessment.

For example, a learner may use:

- Tutor prompting
- Additional explanations
- Particular software
- Additional support from another person

during normal learning.

The Awarding Organisation or assessment body may restrict this support during an assessment where it would affect what is being assessed.

Tutors must check the assessment rules before confirming that a particular arrangement will be available.

Requesting a reasonable adjustment

Learners should raise their needs as early as possible with:

- Their tutor or coach
- Learner Inclusion Support
- A Programme Coordinator
- The Examinations Officer
- Another relevant member of Educationwise staff

The request should explain:

- The difficulty or barrier experienced
- How it affects learning or assessment
- Any support currently being used
- The adjustment that may help
- Any relevant evidence already available

Educationwise will support the learner to understand what information is needed.

Considering a request

Educationwise will consider:

- The learner's individual needs
- The disadvantage experienced
- The assessment being completed
- The learner's normal way of working where relevant
- Available evidence
- Whether the proposed adjustment would be effective
- Whether it would change what is being assessed
- Awarding Organisation or assessment rules
- Whether the adjustment can reasonably be provided

Requests will be considered individually.

Having a particular diagnosis does not automatically result in a particular adjustment.

Equally, two learners with the same condition do not necessarily require the same arrangements.

Approval of reasonable adjustments

Some reasonable adjustments may be approved by Educationwise where the relevant Awarding Organisation has given the centre authority to do so.

Other adjustments must be approved by the Awarding Organisation or assessment body before they are used.

Educationwise will:

- Check the relevant rules
- Submit an application where required
- Provide the necessary evidence
- Record the decision
- Tell the learner what has been agreed
- Ensure relevant staff know the arrangements
- Apply the adjustment as approved

Educationwise cannot guarantee that an adjustment requested by a learner will be approved.

Where an external organisation makes the decision, Educationwise must follow that decision.

Apprenticeship assessment

Reasonable adjustments may also apply to apprenticeship assessment.

The organisation responsible for the apprenticeship assessment will determine what adjustments can be used during that assessment.

Educationwise will:

- Identify potential needs during the programme
- Discuss assessment arrangements with the learner
- Maintain appropriate evidence
- Share relevant information with the assessment organisation where lawful and required
- Support the learner with the application process
- Check that approved arrangements are understood before assessment

From April 2026, Ofqual's specific Apprenticeship Assessment Qualification Level Conditions apply to awarding organisations delivering apprenticeship assessments alongside the General Conditions of Recognition. These recognise that reasonable adjustments and special consideration may require changes to normal apprenticeship assessment conditions.

Educationwise will not promise a particular assessment adjustment before it has been approved where external approval is required.

Adult Learning Provision

Learners on Adult Learning Provision have the same right to raise a reasonable adjustment need.

Needs may be identified through:

- Information, advice and guidance
- Onboarding
- Learner disclosure
- Existing evidence
- Tutor discussions
- Appropriate initial assessment
- Learner Inclusion Support
- Needs that arise during the programme

Cognassist may be offered where it would help identify a learner's needs but it is not mandatory.

Learners do not need to complete Cognassist before asking for a reasonable adjustment.

Any adjustment to a regulated assessment must still meet the requirements of the relevant Awarding Organisation.

Commercial provision

Learners on commercial programmes may also request reasonable adjustments.

Educationwise will consider the learner's needs and the requirements of the course or qualification.

Where the course leads to a regulated qualification, the relevant Awarding Organisation requirements will apply.

Online and remote assessment

As Educationwise delivers much of its provision online, reasonable adjustments may include changes to the way a learner accesses an online assessment.

This could include:

- Assistive software
- Accessible digital materials
- Adjustments to screen display
- Rest breaks
- Additional time where permitted
- Changes to communication arrangements
- A suitable alternative environment where required

Where remote invigilation or assessment software is used, Educationwise will check that the agreed adjustment is compatible with the platform and the relevant assessment rules.

Where it is not, Educationwise will consider another suitable arrangement with the relevant Awarding Organisation or assessment body.

Special consideration

Special consideration is different from a reasonable adjustment.

It applies where a learner temporarily experiences an illness, injury or another event outside their control which affects, or is likely to affect, their ability to:

- Take an assessment, or
- Demonstrate their level of attainment in an assessment.

Special consideration normally relates to an unexpected or temporary event rather than an ongoing support need that could have been planned for in advance.

Examples may include:

- Sudden illness
- Temporary injury
- Bereavement
- A serious personal event
- An unexpected safeguarding incident
- Significant disruption during an assessment
- A fire alarm or evacuation
- A serious technical problem during an online assessment
- Another unexpected event outside the learner's control

A short-term illness or temporary injury would not normally be dealt with as a reasonable adjustment but may fall within special consideration arrangements.

Special consideration does not guarantee extra marks

Special consideration does not automatically mean that a learner will receive additional marks.

Depending on the qualification and assessment rules, the outcome may include:

- An adjustment permitted by the Awarding Organisation
- Rearranging an assessment
- Allowing another assessment opportunity
- Using another form of special consideration allowed by the assessment rules
- No adjustment where the rules do not allow one

Educationwise will not promise a particular outcome.

The relevant Awarding Organisation or assessment body will determine what special consideration is available for its qualification. Ofqual requires awarding organisations to set out their eligibility criteria, evidence requirements, application process and available forms of special consideration.

Requesting special consideration

A learner should tell Educationwise as soon as possible where an unexpected event has affected an assessment.

They should contact:

- Their tutor or coach
- A Programme Coordinator
- The Examinations Officer
- Another relevant member of staff

The learner should provide as much information as reasonably possible about:

- What happened
- When it happened
- How it affected the assessment
- Any evidence available

Requests must be made within the deadline set by the relevant Awarding Organisation or assessment body.

Evidence for special consideration

Evidence will depend on the circumstances and the relevant rules.

It may include:

- An invigilator report
- Educationwise records
- Evidence of disruption
- Medical evidence where required
- Evidence of bereavement or another serious event where appropriate
- Technical logs for online assessment
- Other supporting information accepted by the Awarding Organisation

Educationwise will not routinely ask for unnecessary medical or personal information.

Only evidence needed to support the application will be collected.

Assessment disruption

Where an assessment is disrupted, staff should record:

- What happened
- The time and duration
- Which learners were affected
- Any immediate action taken
- Whether the assessment continued
- Any relevant technical or invigilation information

For online assessments, this may include:

- Loss of internet connection
- Platform failure
- Audio or video problems
- Remote invigilation failure
- Other significant technical problems

A minor inconvenience that does not materially affect the assessment will not normally require special consideration.

Roles and responsibilities

Learners

Learners are responsible for:

- Telling Educationwise about their needs as early as possible
- Providing relevant information
- Taking part in discussions about suitable support
- Providing evidence where reasonably required
- Following agreed assessment arrangements
- Reporting unexpected assessment problems promptly

Tutors and coaches

Tutors and coaches are responsible for:

- Discussing support needs throughout the programme
- Identifying possible barriers to assessment
- Referring learners for additional support where needed
- Supporting evidence of the learner's normal way of working
- Avoiding promises about adjustments before approval

- Making sure agreed strategies are used during learning
- Raising assessment needs early enough for applications to be made

Learner Inclusion Support

Learner Inclusion Support may:

- Discuss the learner's needs
- Help identify suitable support strategies
- Support reasonable adjustment evidence
- Work with the tutor to understand the learner's normal way of working
- Support reviews of agreed arrangements
- Provide information to support applications where appropriate

Referral to Learner Inclusion Support does not transfer responsibility for the learner away from their main tutor or coach.

Programme Coordinators and Examinations Officer

The relevant Programme Coordinator or Examinations Officer is responsible for:

- Checking Awarding Organisation requirements
- Supporting or submitting applications
- Checking deadlines
- Confirming decisions
- Communicating approved arrangements to relevant staff
- Maintaining required records
- Reporting assessment disruption where required

Assessors and invigilators

Assessors and invigilators are responsible for:

- Applying approved arrangements correctly
- Following assessment instructions
- Recording any unexpected incidents
- Reporting concerns promptly
- Ensuring an adjustment is not changed without appropriate approval

Curriculum and delivery leads

Curriculum and delivery leads are responsible for:

- Supporting appropriate IAG
- Ensuring staff understand the process
- Supporting timely identification of needs
- Ensuring assessment requirements are understood
- Escalating concerns where required

IQA and Quality and Compliance Team

The IQA and Quality and Compliance Team will:

- Monitor the consistent use of reasonable adjustments
- Sample records where appropriate
- Check that Awarding Organisation requirements are followed
- Review any concerns or errors
- Identify themes and improvement actions
- Support staff guidance and standardisation

Recording decisions

Educationwise will maintain appropriate records of:

- Requests
- Evidence considered
- Applications made
- Decisions
- Approved arrangements
- Assessment incidents
- Special consideration applications
- Outcomes
- Appeals or complaints

Records will be stored securely and retained in line with:

- Educationwise's Records Retention Schedule
- Awarding Organisation requirements
- Funding requirements
- Legal requirements

A blanket six-year retention period will not automatically apply where a different period is required.

Data protection

Information about a learner's disability, health or support needs may include special category personal data.

Educationwise will:

- Collect only information that is needed
- Keep it secure
- Restrict access
- Share it only where there is an appropriate reason
- Explain where information needs to be provided to an Awarding Organisation or assessment body

- Handle information in line with the Data Protection Policy and Privacy Policy

If an adjustment cannot be provided

There may be situations where a requested adjustment cannot be approved because it would:

- Change what is being assessed
- Affect a required competence standard
- Give an unfair advantage
- Breach Awarding Organisation rules
- Prevent the assessment from remaining valid
- Not be supported by the evidence required

Where this happens, Educationwise will:

- Explain the reason
- Consider whether another suitable adjustment is available
- Support the learner to understand the relevant assessment rules
- Provide information about the appeal or complaint route where appropriate

Appeals and complaints

Where a learner is unhappy with a reasonable adjustment or special consideration decision, the route will depend on who made the decision.

Where the decision was made by Educationwise, the learner may raise the matter through the Learner Appeals and Complaints Policy and Procedures.

Where the decision was made by an Awarding Organisation or assessment body, Educationwise will explain the relevant external appeal or review process and support the learner to access it where appropriate.

Ofqual expects awarding organisations to have arrangements for appeals relating to special consideration decisions.

Monitoring and quality assurance

Educationwise will monitor reasonable adjustments and special consideration to check that arrangements are:

- Fair
- Consistent
- Timely
- Properly recorded
- Supported by appropriate evidence
- Applied correctly
- In line with external requirements

Monitoring may include:

- IQA sampling
- Learner feedback
- Review of applications
- Review of declined applications
- Assessment incidents
- Complaints and appeals
- Awarding Organisation feedback
- External quality assurance
- Staff standardisation

Any themes or gaps may lead to:

- Updated staff guidance
- Changes to processes or Ways of Working
- Additional training
- Quality Improvement Plan actions
- Risk actions
- Further monitoring

Related policies and procedures

This policy should be read alongside:

- Learner Support Policy
- Information, Advice and Guidance Policy
- Equality, Diversity and Inclusion Policy
- Examination Policy
- Malpractice and Maladministration Policy
- Learner Appeals and Complaints Policy and Procedures
- Data Protection Policy
- Privacy Policy
- Safeguarding and Prevent Policy
- Relevant Learner Inclusion Support Ways of Working
- Awarding Organisation and assessment body requirements

Monitoring and review

This policy will be reviewed annually or sooner where:

- Awarding Organisation requirements change
- Ofqual requirements change
- Apprenticeship assessment arrangements change
- A complaint or appeal identifies a weakness
- An external quality assurance visit identifies an issue
- Educationwise changes its assessment arrangements
- There is evidence that adjustments are not being applied consistently

The Quality and Compliance Team will oversee the review and any significant issues will be escalated through Educationwise's normal quality and governance arrangements.