

NOCN Reasonable Adjustment and Special Considerations Policy & Procedure

1. Scope

This policy and procedure is for all NOCN Recognised Centres based in the UK, as well as applying to all staff who offer NOCN qualifications and units, including those offered through regional delivery partners. The principles of this policy and procedure will be used for international delivery, however the specific references to UK legislation and systems will not apply.

The intended audience for this document is:

- NOCN Directors and Board of Trustees
- NOCN Core and Associate staff
- All staff of NOCN Delivery Partners associated with NOCN provision
- All staff in NOCN recognised and partner Centres
- Qualification Regulators¹
- Learners studying NOCN Qualifications

2. Purpose

The purpose of this document is to support the process, procedure and aims to provide clear guidance to Centres about what to do if they believe a Reasonable Adjustment or Special Consideration is appropriate in an assessment situation.

3. Reasonable Adjustments and Special Considerations

Reasonable Adjustments should be requested if a learner is disabled or has a difficulty and would be at a substantial disadvantage in comparison with someone who does not, during an assessment or examination, in accordance with the Equality Act 2010. NOCN will endeavour to take reasonable steps to avoid disadvantaging individuals based on information provided by Centres.

Reasonable Adjustments should be approved or set in place before the assessment activity takes place. Reasonable Adjustments are permitted by the awarding organisation, however, where stipulated reasonable adjustments can be permitted at the discretion of the Centre.

¹ Ofqual in England; Qualifications Wales; CCEA Regulation in Northern Ireland or successor bodies

Reasonable Adjustments are approved depending on a range of factors submitted. The adjustment/s required will be dependent on a number of aspects and may well be unique to the individual involved. An adjustment may not be considered reasonable if it involves excessive/unreasonable cost or timeframes or that could affect the security or integrity of the assessment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration. The assessment produced by the individual will be marked in the same way as the work of other assessed individuals.

Reasonable Adjustments may include, but are not limited to:

- Changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity.
- Adapting assessment materials, such as providing materials in Braille.
- 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.

Special considerations are adjustments made to an individual's temporary requirements either before or at the time of an assessment such as temporary injury, indisposition or illness prior to the assessment, or unforeseen circumstances during an assessment.

If a Centre does not find the information they need within this process and procedure, they should send their queries to assurance@nocn.org.uk

3.1 Definitions

- A Reasonable Adjustment is an action taken to ensure that equal access and access arrangements are carried out where applicable. Under the Equality Act 2010, education and training providers and an Awarding Organisation have a duty to make reasonable adjustments for disabled people so they are not at a substantial disadvantage when carrying out an assessment.
- Special Considerations are access arrangements taken when an individual's examination performance is affected by unforeseen circumstances which are out of their control. Special consideration can be a pre-examination or post-examination adjustment that compensates

individuals who are suffering from a temporary illness or condition or who were otherwise disadvantaged at the time of the examination.

3.2 Timescales

- Where Centres are required to request a reasonable adjustment to be made from NOCN Group or our Delivery Partners, this must be received at least 10 working days before the assessment or examination is due to take place.
- Delivery Partners and NOCN Group must respond to requests for reasonable adjustment within 5 working days.
- Where a reasonable adjustment is required for a learner undertaking Security Licence linked qualifications, then the Centre must complete a Reasonable Adjustment Request Form at least 5 working days prior to the assessment and provide this to NOCN with the Exam Order form.
- Special Consideration should be requested as soon as the need is identified but no later than 7 working days after the assessment date.

4. Reasonable Adjustments and Regulation

4.1 Awarding Organisation Responsibilities

NOCN Group has a duty to ensure that the integrity of their qualifications and assessments are maintained at all times. At the same time, NOCN Group, its Delivery Partners and its Centres have a duty to ensure that the rights of individual learners to access qualifications and assessments in a way most appropriate for their individual needs are upheld. Equality legislation and the regulatory criteria give support and guidance to Awarding Organisations and their Centres in creating an inclusive assessment process.

The Equality Act 2010 sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person. The Act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations (such as private clubs). The Act requires Awarding Organisations to make reasonable adjustments to assessment arrangements which place disabled learners at a substantial disadvantage in comparison to learners who are not disabled.

Qualification regulators² state within their conditions of recognition that Awarding Organisations must take all reasonable steps to remove any disadvantage to learners which is unjustifiable, and to maintain records of any disadvantage which it believes is justifiable, and the reasons why.

Ofqual, the independent regulator of qualifications, examinations and assessments in England and of vocational qualifications in Northern Ireland sets out these conditions in their Conditions of Recognition for Awarding Organisations.

² Ofqual in England; Qualifications Wales; CCEA Regulation in Northern Ireland or successor bodies

Reference to Accessibility of Qualifications are detailed in Condition D2 (or any successor Conditions) within Ofqual's General Conditions of Recognition. Arrangements for Reasonable Adjustment are documented in Condition G6 and Arrangements for Special Considerations in Condition G7. Other conditions that refer to Equality of Opportunity include E4, G2, G3, G8, H1, H5 and I1.

As part of their signed Centre Agreement with NOCN or our Delivery Partners, Centres are required to adhere to these same conditions, as well as to follow this and any other policies and procedures issued by NOCN or our Delivery Partners. Therefore, Centre staff should familiarise themselves with the relevant Conditions by all of the relevant regulators for the qualifications that the learners are registered against.

4.2 Centre Responsibilities

To meet their responsibilities to individual learners, and in terms of current equality legislation and regulatory requirements, a Centre should, as far as is practicable:

- **Access to Fair Assessment Policy** - Have an access to assessment policy and communicate this to all staff and learners. The Centre should cultivate an atmosphere in which learners feel free to disclose their requirement for Reasonable Adjustment.
- **Staff training** - Ensure that all staff who advise, or guide potential learners have had training to make them aware of the impact of learning difficulty, disability or other concerns in relation to Reasonable Adjustment issues.
- **Decision-making** - The Centre should involve the learner in making any decisions about the application for Reasonable Adjustment.
- **Applying** - The Centre should apply for Reasonable Adjustment or Special Consideration on behalf of the learner, where necessary. The member of staff with designated responsibility must support all applications.
- **Record keeping** - Keep records of these Reasonable Adjustments and Special Considerations for Internal Quality Assurer and External Quality Assurer audit purposes. If the Centre exceeds the level of adjustment set out in these guidelines it may lead to malpractice investigations.
- **Appeals process for learners** - Have effective internal appeals procedures so that the learner can query any decision taken by the Centre not to allow a Reasonable Adjustment or Special Consideration.
- **Accessibility of buildings for assessment/exams** - Ensure that buildings used for assessment are accessible to all learners, as far as is practicable.

This list is not an exhaustive list and a Centre must take all possible practical steps to apply Reasonable Adjustments, so as to promote equality of access for learners who are placed at a substantial disadvantage in comparison to a person without disability or difficulty.

4.2 Health and Safety

There are no circumstances when the health and safety of a learner should be compromised in the name of assessment. In a practical activity, if there is a concern that the effects of a person's disability or difficulty may have health and safety implications for him/herself and for others, a suitably qualified person in the Centre must carry out a risk assessment related to the learner's particular circumstances. The risk assessment must identify the risks associated with the particular activity, but must also take account of any Reasonable Adjustments put in place for the learner which may remove or reduce the risk. The risk assessment may reveal that it is not possible for the learner to fulfil all the requirements of the assessment. In this case it may be appropriate to substitute another task.

The Centre should contact NOCN to discuss individual cases where further clarification is necessary. Assumptions must not be made about a disability or difficulty posing a health and safety risk, but the health and safety of all learners and others must always be of paramount importance.

5. Types of Assessment and Reasonable Adjustment

Different types of assessment make different demands on the learner and will influence whether Reasonable Adjustments will be needed and the kind of Reasonable Adjustment, which may be put in place. The adjustments that are appropriate for a particular assessment will depend upon:

- The specific assessment requirements of the qualification.
- The type of assessment.
- The particular needs and circumstances of the individual learner.

5.1 Assessments That Are Not Taken Under Examination Conditions

These types of assessment form the basis of the majority of NOCN assessment activity. With these types of assessments, the Centre has greater flexibility to be responsive to an individual learner's needs and choose an assessment activity and method that will allow the learner to demonstrate attainment. These types of assessments may include: coursework, set assignments which are researched in the learner's own time, assessment activities devised by the Centre or NOCN, assessments where the learner has to collect evidence in order to demonstrate competence. The assessment requirements for the majority of vocational qualifications fall into this group. In these types of assessments, the learner may meet the specified assessment criteria in any way that is valid.

To facilitate access where there is evidence of need, the Centre may: Allow the learner to use any mechanical, electronic or other aids in order to demonstrate achievement as long as the aids:

- Are generally commercially available;
- Reflect the learner's normal way of working;
- Enable the learner to meet the specified criteria;
- Do not give the learner an unfair advantage.
- Present assessment materials or documents in a way that reflects the learner's normal way of working and enables him or her to meet the specified assessment criteria, for example, materials do not have to be in written format, unless specified by the assessment requirements.
- Allow the learner to present their answers or evidence in any format as long as it enables them to demonstrate that they have met the assessment criteria, for example, answers or evidence do not have to be in written format unless specified by the assessment criteria.

The Centre is advised to adopt a flexible approach in identifying alternative ways of achieving the assessment requirements. The Centre is advised to contact an NOCN representative to discuss alternative arrangements that may be appropriate for specific situations.

The outcome produced by the learner must at all times:

- Meet the requirements of the specifications regardless of the process or method used.
- Be assessable.
- Be able to be moderated or verified.

In the case of long-term illness of an individual learner or when a permanent health condition/disability means a learner's completion of assessment takes additional time, it may be possible to permit an extension to the deadline for the submission of work for certification. A Centre should note that it will not be possible to allow time extensions for all qualifications.

Where Reasonable Adjustments are put in place for the types of assessments listed above, the Centre must establish whether or not permission needs to be obtained from NOCN or its representative beforehand. The Centre must also ensure that they adhere to NOCN requirements for record keeping and supporting evidence.

Assessments that are undertaken for Functional Skills Qualifications at Entry level can be carried out in non-examination conditions, the assessment time however, must be adhered to and the assessment must be kept securely until such time that the assessment time has been achieved and the assessment completed before being submitted for IQA and EQA purposes. All entry documents must be retained securely by the centre for three years.

5.1 Assessments That Are Taken Under Examination Conditions

Where the method of assessment is more rigidly determined, such as for assessments taken under specified conditions, there may be a greater need for adjustments to standard assessment arrangements in order to give access.

5.2 Assessments for Externally Verified Qualifications

Vocational qualification learners are often required to compile a portfolio of evidence which can consist of a mixture of work products, observation reports, witness statements, knowledge tests, etc. Making appropriate access arrangements in qualifications of this type can be more straightforward than in qualifications where the mode of assessment is more firmly fixed.

The benefits of being able to vary the assessment evidence and choose the most appropriate method of obtaining evidence should be considered when the learner is first accepted onto a programme.

Where there is an identified need, the learner may present their evidence in any format as long as it enables them to demonstrate that they have met the specified assessment criteria. For example, a learner may present their evidence through the medium of Braille, on audiocassette or on video. Alternatively, oral questioning or witness statements may replace written responses. Where evidence is produced in Braille or signed onto video, it is the Centre's responsibility to ensure that a person who is suitably qualified in Braille or Sign Language is available to translate the material for the Internal and External Verifier if this is required.

Where the learner uses alternative means of providing evidence, the method must have equal rigour to those used for other learners.

The learner must fulfil the demands of the criteria consistently over a period of time, regardless of method used to obtain the evidence. The assessment criteria may not be amended or omitted. The assessor in Competency qualifications may ask the assessment question in a way which pertains particularly to the learners workplace, employer or circumstance. As long as the integrity of the assessment criteria is not compromised.

The learner may use any mechanical or electronic aids which are available in the workplace or which are commercially available in order to demonstrate competence. For example, these may include specially adapted equipment or assistive technology. The Centre is required to provide the necessary resources to enable a learner with access-related needs to produce evidence of developing the portfolio.

All adjustments should be consistent with the learner's normal way of working and must not give the learner an unfair advantage over others.

While Assessors, Internal and External Verifiers normally prefer to see a portfolio made up of evidence that is varied, the Centre should be prepared to accept a more restricted variety of evidence as a

means of enabling access. It is sensible, however, for the Centre representatives to discuss this matter with the Internal and/or External Verifier at an early stage.

Where Reasonable Adjustments are put in place for assessments that are externally verified, the Centre must check whether permission needs to be obtained from NOCN or its representative. The Centre should ensure that they adhere to NOCN requirements for record keeping and supporting evidence.

6. Models of Assessment

6.1 Internally set and internally assessed

Many NOCN qualifications require this type of assessment. Typically, this may be referred to as portfolio based assessment where assessment is planned and delivered internally by centre staff to meet the needs and interests of their learners whilst ensuring they cover the unit learning outcomes and assessment criteria. Assessment planning should ensure that each assessment activity is accessible to the group and differentiation planned for any individual who may have differing needs to the rest of the cohort.

An example of this: A written question and answer worksheet could be produced to assess a knowledge based learning outcome. However, this could be used as a verbal question prompt sheet with the assessor scribing or recording the verbal responses from a learner who has low levels of literacy/English skills or is a reluctant writer.

6.2 Externally set and internally assessed

Externally set assessments are those that are created and provided by NOCN for assessment purposes. They are marked internally by assessors based within the centre and then internally verified to ensure consistency and reliability of assessment across all learners. These will then be sampled by the External Verifier to confirm achievement and reliability of assessment.

Typical examples of this type of assessment are:

- Entry level functional skills assessments for English, ICT and Mathematics
- Functional Skills English, Speaking, Listening and Communication component at level one and level two.
- Any qualification that has a 'benchmark' assessment activity that a centre may be planning to use. The benchmark assessment will be created and provided by NOCN.

6.3 Externally set and externally assessed

Externally set assessments are those that are created and provided by NOCN for assessment purposes. These are sent to NOCN, or delivery partners, to be marked externally. Examples of this model of assessment are NOCN Functional Skills ICT, Mathematics, English Reading and English Writing at level one and level two.

These can be either paper based or on-line assessment activities.

7. Supporting Evidence

Any application for an adjustment to assessment must be supported by evidence that is valid, sufficient and reliable.

In order to ensure that any adjustment to assessment will only provide the learner with the necessary assistance without giving him or her an unfair advantage over others, the Centre must be clear about the extent to which the learner is affected by the disability or difficulty.

Where the Centre can verify evidence of the disability or difficulty and where the implications are clear, such as for a learner with physical difficulties, profound hearing impairment or who are registered as blind or partially sighted, the Centre does not need to provide further evidence of these physical difficulties.

Where the implications of the difficulty are not obvious, such as for learning difficulties, or mental health difficulties, the Centre will have to provide additional evidence of the effect of the impairment on the learner's performance in the assessment. Any of the following types of evidence would be acceptable. The Centre should decide which of these will best assist understanding of the learner's situation:

- Evidence of assessment of the learner's needs made within the Centre by the relevant member of staff with competence and responsibility in this area; staff include learning support staff, teaching staff, trainers, assessors and other specialist staff. Information from previous Centres attended by the learner may also be included.
- History of provision within the Centre. This should include information about the support received by the learner during the learning or training programme and during formative assessments. Evidence of the way in which the learner's needs are being met during the learning programme must be documented for audit purposes.
- Written evidence produced by independent, authoritative, specialists. This could take the form of medical, psychological or professional reports or assessments.

A learner with a Statement of Special Educational Need does not automatically qualify for Reasonable Adjustments. It is the Centre's responsibility to ensure that all applications for Reasonable

Adjustments are based on the individual need of the learner and that the evidence in support of the application is sufficient, reliable and valid.

A Centre must maintain records of all cases for audit purposes and to monitor the effectiveness of the Reasonable Adjustments that have been made.

8. Principles for Making Reasonable Adjustments

These principles should be followed when making decisions about a learner's need for Reasonable Adjustments to assessment. Adjustments to assessments:

- Must not invalidate the assessment requirements of the qualification.
- Must not give the learner an unfair advantage.
- Must reflect the learner's normal way of working.
- Must be based on the individual needs of the learner.

NOCN has a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without circumventing the assessment criteria. When considering whether an adjustment to assessment is appropriate, NOCN and Centres must bear in mind the following:

- Adjustments to assessment must not compensate the learner for lack of knowledge and skills. The learner must be able to cope with the content of the assessment and be able to work at the level required for the assessment.
- Any adjustment to assessment must not invalidate the assessment requirements of the qualification or the requirements of the assessment strategy. Competence standards must not be altered and all learners' performance will be assessed against set standards. It may be possible to change the delivery or process of assessment so that each learner has an equal opportunity to demonstrate what they know and can do.
- Any adjustment to assessment must not give the learner an unfair advantage or disadvantage the learner. The qualification of a learner who had an adjustment to assessment must have the same credibility as that of any other learner. As vocational qualifications may lead to employment, achievement of such qualifications must give a realistic indication to the potential employer of what the holder of the certificate can do.
- Any adjustment to assessment must be based on the individual needs of the learner. A Centre should not assume that the same adjustment will be required for all assessments. Different qualifications and different methods of assessments can make different demands on the learner. The learner should be consulted throughout the process.
- Any adjustment to assessment must reflect the learner's normal way of working providing this does not affect what is being assessed in any way. The learner should have experience of and practice in the use of the adjustment.

- Any adjustment to assessment must be supported by evidence which is sufficient, valid and reliable.
- All adjustments to assessment must be authorised by the Head of Centre or a member of staff with delegated authority such as a teacher or tutor qualified in assessing special educational needs.

9. Permissions Table

The Permissions Table lists the most commonly requested adjustments to standard assessment arrangements. It is not intended to be a comprehensive list and Centres have a duty to seek advice from NOCN or its Delivery Partners (as appropriate) in any case where they do not consider that they have the necessary expertise to judge whether a Reasonable Adjustment is needed, and/or how it should be applied.

Please note that many of these reasonable adjustments are dependent on the content of the Qualification Specification and the skills or knowledge being assessed.

We would advise that you read the appropriate appendix along with your Qualification Specification before deciding if you need to apply to NOCN or delivery partners, or can make a discretionary decision within your centre.

KEY: **CD - Reasonable Adjustment permitted at the discretion of the Centre**
AO - Apply to Awarding Organisation for permission

| Reasonable Adjustment | Assessment Models (Please see next page for more detail.) | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------|----------------------------------------|---------------------|
| | Internally set and internally assessed | Externally set and internally assessed | Externally set and externally assessed | Externally set exam |
| Modified Assessment Materials The following adjustments will need a greater period of notice to NOCN and partner organisations. Please contact as soon as the need is identified to agree timescales. | | | | |
| Assessment material in enlarged format | CD | CD | AO | AO |
| Assessment material in Braille | CD | AO | AO | AO |
| Language modified assessment material | CD | AO | AO | AO |
| Assessment material in BSL | CD | AO | AO | AO |
| Assessment material on coloured paper | CD | CD | AO | AO |
| Assessment material in audio format | CD | AO | AO | AO |
| Use of ICT to present responses | CD | AO | AO | AO |
| Responses using electronic recording devices | CD | AO ¹ | AO | AO |
| Responses in BSL or SSE | CD | AO | AO | AO |

10. Applying for a Reasonable Adjustment Using a Wide Range Achievement Test or Similar

Centres can use Wide Range Achievement Tests (WRAT) and similar assessment tools in order to evidence their request for learner reasonable adjustments. These can be used either as a “Tool” or as a guide to assist them in their initial assessment of the learners where appropriate.

It is a requirement that the centres present the WRAT to the Awarding Organisation as a whole and completed document in their application for the Reasonable Adjustment to be granted.

The documentary evidence within the WRAT must show that the learner does meet the requirements to receive a reasonable adjustment.

| Reasonable Adjustment | Assessment Models (Please see next page for more detail.) | | | |
|----------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------|----------------------------------------|---------------------|
| | Internally set and internally assessed | Externally set and internally assessed | Externally set and externally assessed | Externally set exam |
| Assessment Conditions | | | | |
| Extra time ³ | CD | AO | AO | AO |
| Supervised rest breaks | CD | AO | AO | AO |
| Rooms and Venues | | | | |
| Changes in organisation of the assessment room | CD | CD | AO | AO |
| Separate accommodation within the Centre | CD | CD | AO | AO |
| Taking the assessment at an alternative venue | CD | CD | AO | AO |
| Use of aids and assistive technology | | | | |
| Use of coloured overlays and tinted spectacles | CD | CD | AO | AO |
| Use of assistive technology low vision aids, cctv and OCR scanners | CD | AO | AO | AO |
| Use of bilingual dictionaries and bilingual translation ⁴ | CD | AO | AO | AO |
| Use of Facilitator | | | | |
| Reader | CD | AO | AO | AO |
| Scribe | CD | AO | AO | AO |
| Sign Language Interpreter BSL and SSE | CD | AO | AO | AO |
| Prompter | CD | AO | AO | AO |
| Practical Assistant | CD | AO | AO | AO |
| Transcriber | CD | AO | AO | AO |

³ The amount of extra time allowed will vary according to length of examination.

⁴ Use of bi-lingual dictionaries should be carefully considered to ensure that the validity of assessment outcomes are not compromised. The Centre should refer to specific guidance in the qualification guide.

The Special Educational Needs (SEN) Teacher or Tutor is required to compile and sign the WRAT document, demonstrating their level of qualifications pertaining to SEN. They will be required to sign all relevant supporting documents.

11. Applying for a Reasonable Adjustment

A planned action is required to reduce the effect of a disability or difficulty in the assessment situation. This will reflect a learner's 'usual' way of working.

- ✓ Identify the required adjustment.
- ✓ Agree this need with the Internal Verifier.
- ✓ Review NOCN's Reasonable Adjustment policy and procedure and any other guidance provided.
- ✓ Check the Permissions Table.

11.1 Centre Permitted Reasonable Adjustment

- ✓ Complete a Reasonable Adjustment request form at least 10 days* prior to the assessment. A form is required for each learner.
- ✓ Have it signed by the Head of Centre or designated person.
- ✓ Collect the supporting evidence for audit purpose.
- ✓ Forwarded to NOCN for analysis purposes within 2 working days after the assessment or examination **or** presented to your NOCN External Quality Assurer at your next monitoring visit.

11.2 NOCN Approval for Reasonable Adjustment Required

The designated person must complete a Reasonable Adjustment request form accessed from Quartzweb, *at least* 10 working days^{5*} prior to the assessment. NOCN will reply within 5 working days.

In the case of Short Programmes, the Centre must contact NOCN or its Delivery Partners as soon as they establish that an adjustment will be required, in order to agree the timescales required.

⁵ 5 working days for Security qualifications. The request for Reasonable Adjustment must be submitted with your Exam Order form.

12. Applying for a Special Consideration

This is a 'temporary' condition that will disadvantage the learner in an assessment situation (for example temporary illness, injury or adverse circumstance).

- ✓ Identify the required adjustment.
- ✓ Read the appropriate Reasonable Adjustment information sheet – see appendices.
- ✓ Check the Permissions Table.
- ✓ Check the Eligibility for Special Consideration statement.
- ✓ Complete the Special Considerations Application form kept on Quartzweb.
- ✓ Have it signed by Head of Centre or designated person.
- ✓ Up-date the invigilator on how this adjustment will take place.
- ✓ Collect supporting evidence.
- ✓ Send by email to NOCN, or delivery partners within 2 working days of the date of the examination or externally set assessment.

13. Eligibility Criteria for a Special Consideration

A learner who is fully prepared and present for a scheduled assessment **may** be eligible for Special Consideration if:

- Performance in an assessment is affected by circumstances beyond the control of the learner e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment.
- Alternative assessment arrangements that were agreed in advance of the assessment proved inappropriate or inadequate.
- Part of an assessment has been missed due to circumstances beyond the control of the learner.
- There is a sufficient difference between the part of the assessment to which Special Consideration is applied and other parts of the qualification that have been achieved to infer that the learner could have performed more successfully in the assessment.

A learner will **not** be eligible for Special Consideration if:

- The Centre does not supply any evidence that the learner has been affected at the time of the assessment by a particular condition.
- Any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence.
- Preparations for a component is affected by difficulties during the course, e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

14. Malpractice

A Centre should note that failure to comply with the guidance regarding adjustments to assessments set out by NOCN has the potential to constitute malpractice and may lead NOCN or its Delivery Partners (as appropriate) to withhold the learner's result. Failure to comply is defined as any or all of the following:

- Putting in place arrangements without seeking prior approval from NOCN or its Delivery Partners (as appropriate), where this is required.
- Exceeding the allowances agreed with NOCN or its Delivery Partners (as appropriate).
- Agreeing delegated adjustments that are not supported by evidence;
- Failing to maintain records of Reasonable Adjustments and Special Considerations for audit.
- Failing to report delegated adjustments to NOCN or its Delivery Partners (as appropriate), where this is required.

15. Quality Assurance

This policy will be reviewed on an annual basis. Next review date: April 2019

| Version | Approved by | Date | Next Review Date |
|---------|-------------|----------|------------------|
| V3.0 | GHE | May 2018 | April 2019 |