



# Special Considerations and Reasonable Adjustment Policy

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## Introduction

**'Special Considerations'** means the arrangements made to modify assessments for candidates experiencing illness, injury or disability.

Special Considerations can be split into two separate areas; pre-assessment and post-assessment.

**Pre-assessment special considerations**, which are approved before an examination or assessment, are intended to allow attainment to be demonstrated; for example the production of a modified paper for a candidate with a visual impairment, whose need has previously been established. These are also known as reasonable adjustments.

**Post-assessment special considerations**, which may be given following an examination or assessment, are intended to ensure that a candidate with a temporary illness, injury or indisposition at the time the assessment is conducted is given some recognition of the difficulty he/she has faced. These are also known as extenuating circumstances.

There will be instances when a candidate is either too unwell or distressed to cope adequately with an assessment and in such cases the special consideration may be to allow the candidate to take the assessment at a later date as if for the first time, with no maximum limit on his/her attainment.

**KINGSMERE COLLEGE LONDON** has a responsibility to ensure that all its candidates have equal opportunities to reach their full potential. In some instances candidates may require adjustments to the assessment process to give them an equal opportunity.



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## Examples

### Pre-assessment Special Considerations

The table below lists some examples of common special considerations or disabilities or effects that may lead to the application of pre-assessment adjustments. This is not an exhaustive list:

Special Consideration type	Examples	Typical adjustment
Communication and Interaction	Written communications difficulties, autism, dominant hand injury	Extra time, scribe, word processor
Cognition and Learning	Learning difficulty, dyspraxia, dyslexia	Extra time, reader, scribe
Sensory and Physical Needs	Restricted language/vocabulary, visual impairment, colour blindness	Braille paper, large print, coloured paper, extra time
Behavioural, Emotional and Social Needs	Obsessive-compulsive disorder (OCD), Asperger's syndrome, Tourette's syndrome	Prompter, rest breaks, alternative venue



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## **Post-assessment Special Considerations**

An application may be made for post-assessment special consideration either:

1. When a candidate's performance in an examination may have been affected by circumstances beyond his/her control, for example:
2. a personal trauma or upset shortly before or at the time of the examination, such as bereavement or family crisis
3. a minor injury occurring immediately before the examination, such as a sprained wrist
4. a sudden malfunction of the computer immediately before the examination, if it is required as part of the assessment
5. serious disturbance at the time of the examination, such as noise from nearby building works
6. any other circumstances as deemed acceptable by the Awarding body Assessments Board.

**OR**

1. When the examination is not completed due to circumstances beyond the candidate's control, for example:
2. illness part way through an examination
3. disruption to the examination by external factors, such as a fire alarm or power failure.

Post-assessment special considerations are intended to allow for those who suffer sudden minor illness or injury at the time of the examination and do not include those who are injured in advance of the examination or are ill at the time. It is not advisable for a candidate who is unwell to attend for an examination, nor for those experiencing illness or injury to be assessed under disadvantageous circumstances that cannot be taken into account by the examiner.



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## 4. Procedure

### 4.1 Eligibility for Special Consideration

Candidates may be eligible for special consideration if they have been affected by:

- Illness, injury, or other physical or mental health conditions during or immediately before an assessment.
- Bereavement or other significant personal circumstances.
- Disruption during the conduct of an assessment (e.g., technical failure, noise disturbance, or administrative error).

### 4.2 Making a Request

- Candidates must submit a Special Consideration Request Form within five working days of the affected assessment.
- Forms and supporting evidence (e.g., medical certificates, official letters, or statements) should be sent to the Quality Assurance Lead via email at:
- [qa@kingsmerecollege.ac.uk](mailto:qa@kingsmerecollege.ac.uk)
- The Programme Leader will support the candidate in completing the form if needed.

### 4.3 Review and Approval Process

- The Quality Assurance Lead will review all submitted requests, ensuring completeness and validity of evidence.
- If the case meets awarding organisation criteria, the Centre will forward the request to Awarding body using the official form and channels.
- The Centre will maintain a full record of the request, evidence, and final outcome.

### 4.4 Notification of Outcome

- Candidates will be informed of the decision in writing within 10 working days of submission.
- Outcomes may include mark adjustments, allowance for resubmission, or deferral of assessment opportunities, as determined by the awarding organisation

## 5. Record Retention

All records relating to special consideration requests, supporting evidence, and correspondence will be retained securely for a minimum of three years, in line with the College's Data Management and Record Retention Policy.



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## 6. Review and Continuous Improvement

This procedure will be reviewed annually to ensure continued compliance with awarding organisation requirements and internal quality standards. Updates will be approved by the Centre Director and communicated to all staff responsible for assessment and learner support.

## Reasonable Adjustments

**Kingsmere College London** is committed to ensuring that learners undertaking distance or online learning are not placed at a substantial disadvantage in assessment as a result of a disability, learning difficulty, or other recognised individual need. Reasonable adjustments are implemented to remove barriers specific to remote delivery and digital assessment environments, while maintaining academic standards and assessment integrity.

Reasonable adjustments must not compromise the validity, reliability, or security of assessment, alter approved learning outcomes or assessment criteria, or provide an unfair advantage.

Learners must continue to demonstrate achievement of all assessment requirements to the required standard.

In the context of distance learning, reasonable adjustments may include, but are not limited to:

- Modification of online assessment arrangements, such as extended submission windows where appropriate
- Adaptation of digital assessment materials to improve accessibility
- Use of alternative assessment formats where permitted and academically appropriate
- Alternative methods for presenting responses, including typed, recorded, or orally presented submissions
- Use of approved assistive technologies, accessibility tools, or specialist software
- Adjustments to online assessment environments, including interface or navigation adaptations



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Each request for reasonable adjustment is considered individually, recognising that distance learning presents distinct challenges and that learner needs may vary significantly. Adjustments are approved only where they are proportionate, appropriate, and do not undermine assessment standards.

Reasonable adjustments must normally be agreed and implemented **in advance of the assessment taking** place, allowing sufficient time for implementation within the digital learning environment.

All work produced following the application of a reasonable adjustment is assessed against the same criteria and standards as work produced by other learners and remains subject to internal and external quality assurance processes.

The College maintains secure and auditable records of all reasonable adjustments approved for distance learning assessments. These records are retained and made available for scrutiny by External Quality Assurers or regulatory bodies where required.

Where there is uncertainty regarding the appropriateness of a proposed adjustment, or where there is a risk that the adjustment may affect the validity or reliability of assessment, the College will seek guidance prior to implementation.

## **Reasonable Adjustments – Decision-Making Flow**

### **1.Learner Request**

The learner submits a request for reasonable adjustment, supported by appropriate evidence, as early as possible and prior to the assessment deadline.

### **2.Initial Review**

The request is reviewed by the designated academic or quality representative to confirm:

- Relevance to distance learning delivery
- Evidence of substantial disadvantage
- Compatibility with assessment requirements

### **3. Assessment of Impact**

The proposed adjustment is evaluated to ensure it:

- Does not alter learning outcomes or assessment criteria
- Does not compromise validity, reliability, or security
- Is proportionate and appropriate to the learner's needs



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### **4. Decision and Approval**

- Where appropriate, the adjustment is approved internally
- Where uncertainty exists, further guidance is sought before approval

### **5. Implementation**

Approved adjustments are implemented within the distance learning platform prior to assessment commencement.

### **6. Recording and Monitoring**

- The adjustment and rationale are formally recorded
- Evidence is retained for quality assurance and audit purposes

### **7. Quality Assurance**

Adjusted assessments remain subject to internal moderation and external quality assurance processes.