

## **Special Considerations and Reasonable Adjustments Policy**

**Centre Name:** Footprint School of Business (FSOB)

**Standard:** NCFE Requirements for Reasonable Adjustments and Special Considerations

**Date:** 1 April 2026

**Review Date:** Annually

### **1. Policy Statement**

Footprint School of Business (FSOB) is committed to ensuring fair and equal access to assessment for all learners in accordance with NCFE regulations. The centre recognises its responsibility to implement reasonable adjustments and special considerations to minimise barriers to assessment while maintaining the integrity, validity, and reliability of qualifications.

This policy ensures that:

- No learner is disadvantaged due to disability, illness, or adverse circumstances
- Adjustments do not compromise assessment standards
- All decisions are evidence-based, transparent, and auditable

### **2. Scope**

This policy applies to:

- All NCFE-accredited qualifications delivered at FSOB
- All learners registered with the centre
- All staff involved in teaching, assessment, quality assurance, and administration

### **3. Definitions**

#### **3.1 Reasonable Adjustments**

Adjustments made before an assessment to reduce the impact of a learner's disability or difficulty without affecting the assessment objectives.

Examples include:

- Extra time
- Modified assessment materials

- Use of assistive technology
- Alternative assessment methods

### **3.2 Special Considerations**

Adjustments made after an assessment where a learner has been affected by temporary adverse circumstances.

Examples include:

- Illness during assessment
- Bereavement
- Significant personal disruption

## **4. Principles**

FSOB adheres to the following principles:

- Adjustments must be individualised and evidence-based
- They must not alter the competence standards being assessed
- All learners must be treated fairly and consistently
- Decisions must be documented and subject to internal and external quality assurance
- Applications must be timely and compliant with NCFE requirements

## **5. Roles and Responsibilities**

### **5.1 Centre Management**

- Ensure policy implementation and compliance with NCFE
- Allocate resources for learner support

### **5.2 Quality Nominee**

- Oversee application and approval processes
- Liaise with NCFE where required
- Ensure audit readiness

### **5.3 Assessors**

- Identify learner needs at an early stage
- Recommend appropriate adjustments
- Complete and maintain documentation

#### **5.4 Internal Quality Assurer (IQA)**

- Review decisions for consistency and fairness
- Verify use of Form VQ/IA for internal assessments
- Monitor implementation of approved adjustments

#### **5.5 Learners**

- Disclose needs and provide supporting evidence
- Engage with agreed support arrangements

### **6. Identification of Learner Needs**

Learner needs are identified through:

- Initial assessment and diagnostic testing
- Enrolment declarations
- Learning support assessments
- Ongoing tutor observation

All identified needs are recorded in:

- Individual Learning Plans (ILPs)
- Learner support records

### **7. Reasonable Adjustments Procedure**

#### **7.1 Application Process**

1. Assessor identifies need and consults learner
2. Evidence is collected (e.g. medical report, educational psychologist report)
3. Application is completed using centre documentation
4. Internal approval is granted or escalated to NCFE where required

## 7.2 Approval Levels

Type of Adjustment	Approval Authority
Centre-delegated adjustments	FSOB Quality Nominee
Non-standard adjustments	NCFE approval required

## 7.3 Documentation Requirements

The following must be maintained:

- Evidence of need
- Adjustment approval records
- Assessment records showing implementation
- Learner consent where applicable

## 7.4 Use of Form VQ/IA

For internal assessments:

- Form VQ/IA must be completed and reviewed to document any reasonable adjustments applied
- The form must clearly state:
  - Type of adjustment
  - Justification
  - Evidence reviewed
  - Approval signature
- The Internal Quality Assurer (IQA) will:
  - Verify accuracy and appropriateness
  - Ensure compliance with NCFE standards
  - Sample forms as part of IQA activity

## 8. Special Considerations Procedure

### 8.1 Eligibility

Special consideration may be applied where a learner:

- Has experienced temporary illness or injury
- Has suffered bereavement or emotional distress
- Was affected by unforeseen circumstances during assessment

## **8.2 Application Process**

1. Learner informs assessor immediately or within required timeframe
2. Evidence is collected (e.g. medical note)
3. Application is submitted to Quality Nominee
4. Decision made or escalated to NCFE

## **8.3 Types of Adjustments**

May include:

- Adjustment to marks (where permitted)
- Deferral of assessment
- Alternative assessment opportunity

## **8.4 Limitations**

Special consideration:

- Cannot be applied where no evidence is provided
- Cannot compensate for lack of preparation
- Must not compromise qualification standards

## **9. Record Keeping**

FSOB will maintain accurate and secure records including:

- Reasonable adjustment applications
- Special consideration requests
- Supporting evidence

- Completed **Form VQ/IA**
- IQA sampling records

Records will be retained in line with the centre's Data Protection and Retention Policy.

## **10. Internal Quality Assurance and Monitoring**

- All adjustments are subject to IQA sampling
- Trends are reviewed as part of:
  - Self-Assessment Report (SAR)
  - Quality Improvement Plan (QIP)
- Findings inform staff training and continuous improvement

## **11. Staff Training**

All relevant staff will receive training on:

- NCFE requirements
- Identifying learner needs
- Completing Form VQ/IA
- Applying adjustments consistently

## **12. Appeals**

Learners have the right to appeal decisions regarding:

- Reasonable adjustments
- Special considerations

Appeals will be managed in accordance with the centre's Appeals Policy.

## **13. Equality and Diversity**

This policy supports FSOB's commitment to:

- Inclusivity
- Equality of opportunity

- Non-discrimination

#### **14. Review and Continuous Improvement**

This policy will be:

- Reviewed annually
- Updated in line with NCFE guidance
- Evaluated through learner and staff feedback