



Rambert Grades

Reasonable Adjustment and Special Consideration Policy

2024

Rambert Grades is committed to the promotion of diversity and equity of opportunity. It places a duty on all involved in the assessment of candidates to use and promote methods and procedures that enable learners to optimise opportunities to realise their potential and take pride in their achievement. We start from the ethos that all movement material should be explored by the individual and demonstrated in line with the potential of the candidate. In addition to this, Reasonable Adjustments and Special Considerations can be applied for, should a Member feel that the Examiner needs a greater level of knowledge to assess a candidate.

In order to promote diversity and equity and to adhere to current Disability Discrimination legislation Rambert Grades provides open access to learners who are eligible for Reasonable Adjustments without compromising the assessment of the required skills, knowledge and understanding.

Assessment Practice is based on the following principles:

- Safeguarding of the health and safety and wellbeing of all examination candidates
 - Setting of suitable targets for achievement
 - Responding to diverse learning needs
 - Removing potential barriers to learning and assessment for individuals and groups of examination candidates
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Definition of Reasonable Adjustment

A Reasonable Adjustment is defined as an action that will reduce the effect of a disability or difference that places the learner at a substantial disadvantage during assessments.

Reasonable Adjustments do not affect the integrity of the assessment but may involve, in the case of graded examinations, practical considerations in the way the examination is organised or carried out.

The candidate must be informed and advised by the Teacher regarding the nature of the target examination making sure that it meets their needs and provides suitable progression. Teachers should discuss the qualification specification with candidates. If as a result of discussion with the potential candidate it is decided that the complete requirements of assessment cannot be met then she/he should be aware of:

- The range of options available, including any Reasonable Adjustments to enable demonstration of attainment in all areas
- Any alternative progression as a result of not achieving certain outcomes

Eligibility for Reasonable Adjustments

Rambert Grades recognises that disabilities are of a diverse nature and invites Teachers to use their experience to support access to qualifications by use of the Reasonable Adjustment procedures without compromising the assessment of the skills, knowledge, understanding or performance being measured. The same standard of assessment will apply to all candidates regardless of the use of Reasonable Adjustments.

A learner does not have to be disabled as defined by the Disability Discrimination Act (1995) to qualify for Reasonable Adjustment; nor will every learner who is disabled be entitled to Reasonable Adjustment. Allowing Reasonable Adjustments is dependent on learner needs and the extent to which they can facilitate the removal of barriers to fair assessment. Adjustment measures must not:

- Affect the validity or reliability of assessment
- Give the learners in question unfair advantage over other learners undertaking similar assessment
- Influence the final outcome of assessment decisions

Procedures

Reasonable Adjustment arrangements must be approved before an examination is submitted for assessment. Rambert Grades must be informed as soon as possible so that arrangements and support, if required, can be made/put in place.

Teachers should discuss any Reasonable Adjustment needs with candidates and their parents/guardians in advance of an examination application and provide documentation stating the reasons for a Reasonable Adjustment request and detailed on the Reasonable Adjustment form

The completed Reasonable Adjustment Form should be uploaded to the exam portal, including medical evidence if necessary, to assist the Examiner in understanding the nature of the request, and suggested candidate requirements which could include the following:

- Allowance of extra time for the examination/or part of an examination (including taking an exercise more slowly than the recommended speed or allowing extra time for the creative task)
- Allocation of a particular space in the studio
- Allowance for a solo assessment
- Use of additional materials such as props, supports etc
- Use of Sign Language or other interpretation

Once a decision has been taken by the Head of Quality Assurance and Enhancement, this will be communicated to the submitting Teacher letting them know if the application for Reasonable Adjustment has been successful and if so what adjustments should be made to the Examination.

Definition of Special Considerations

Special Considerations are different to Reasonable Adjustments as they apply to a disadvantage that occurs to the candidate either just before or during the assessment.

Reasons for Special Consideration could be temporary illness, injury or adverse circumstances at the time of assessment. This is also applicable for long term illnesses, disabilities or learning difficulties that do not require the exam session to be changed (Reasonable Adjustment).

This procedure is designed to uphold the principle of fair assessment and cannot be used to promote the advantage of one learner over another. Neither can it be used to make the difference between a pass and unsuccessful grading.

Procedures

Rescheduling an examination is an option and can be organised, so that a candidate has a chance to recover.

If rescheduling is not an option, due to the nature of the issue or the scheduling of examinations, the Teachers Section of the Special Consideration form should be submitted with the Examination recording. The Teacher should explain the possible disadvantages the candidate experienced. This form should be submitted along with the Examination footage.

Post Examination

If a candidate has been disadvantaged by temporary illness, injury or adverse circumstances, Special Considerations may result in a small post-assessment adjustment of the mark. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the learner. The final judgement and mark will be made by the Examiner.

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