

Reasonable Adjustment and Special Consideration Policy

1.0 Purpose

This policy outlines the steps that learners and staff should take when personal circumstances make it impossible for them to complete their qualification and / or necessitate special arrangements or adaptations. Regent Institute Middle East (RIME) is dedicated to ensuring that all learners' work is evaluated fairly and equally.

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment period and all necessary reasonable adjustment arrangements must have been implemented before the time of their assessment.

Special considerations are made to ensure that learners are not disadvantaged by any exceptional circumstances that may arise prior to, or during the assessment.

2.0 Reasonable Adjustment

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not compromise the assessment process or the assessment objectives and may involve:

- Changing standard assessment arrangements, for example, allowing learners extra time to complete the assessment activity
- Adapting assessment materials
- Providing access facilitators during assessment, for example, a sign language interpreter or reader.

3.0 Applications for Reasonable Adjustment

Requests for making reasonable adjustments should be made using the Reasonable Adjustments Request Form.

The form should be completed and returned to the administration office as soon as possible, to allow sufficient time for the reasonable adjustments to be made. The minimum amount of notice required is 15 working days.

Reasonable adjustments can be requested by anyone who has a disability or a difficulty that places them at a substantial disadvantage in the assessment situation and a reasonable adjustment would



reduce the effect of this and provide a fair assessment. Examples of reasonable adjustments include (the list is not exhaustive):

- Allowing extra time e.g., assignment extensions
- Using a different assessment location
- Use of coloured overlays, low vision aids
- Use of assistive software
- Assessment material in large format or Braille
- Readers / scribes
- Assessment material on coloured paper or audio format
- Use of sign language
- Use of ICT / responses using electronic devices.

4.0 Special Consideration

Special consideration can be applied after an assessment if there was a reason the learner may have been disadvantaged during the assessment. The following is a list of examples which might be eligible for special considerations (the list is not exhaustive):

- Serious illness of the learner
- Serious illness of immediate family e.g., a parent or child
- Bereavement of an immediate family member
- Incapacitating illness of the learner
- Recent domestic crises
- Accident and injury to the learner
- Trauma caused by a recent event or experience.

Learners cannot enter a plea for special considerations for assessment solely on the grounds of disability or learning difficulty.

Special consideration should not give the learner an unfair advantage. The learner's results must reflect his or her achievement in the assessment and not necessarily his or her potential ability.

5.0 Applications for Special Consideration

Learners who believe that they have been disadvantaged through circumstances beyond their control can request that special consideration is made regarding the outcomes of their assessment.

The learner must inform the assessor at the time. RIME will then complete the Special Consideration Request Form and send it to the administration office as soon as possible and no later than seven working days after the assessment.

Applications must be accompanied by supporting evidence e.g., in the case of an illness, a doctor's letter or a statement of events from the centre. The institute will confirm receipt of the request within two working days and provide written feedback on the decision to both the institute and learner within seven working days of receipt of the request.

6.0 Monitoring

Staff Members Involved

Senior Management Team

Director of Studies

Academic Staff

Support Staff

7.0 Review

This Policy will be reviewed annually by the RIME Senior Management Team.

It may also be reviewed in the case of any substantial change, whichever is earlier.

For advice and support please contact the Academic Head.

Policy Information

PURPOSE Policy Information	
Title	Reasonable Adjustment and Special Consideration Policy
Document number	0169/87
Purpose	This policy outlines the steps that learners and staff should take when personal circumstances make it impossible for them to complete their qualification and / or necessitate special arrangements or adaptations. RIME is dedicated to ensuring that all learners' work is evaluated fairly and equally.
Audience	Learners
Category	Academics
Next review date	March, 2027

Version Control

Version	Author	Amended by	Date	Comments
1.01	DoS	DGS	26/9/2022	Policy approved by RIME Governance Committee
2.01	AH	QAC	20/3/2023	Policy approved by RIME Quality Assurance Committee
3.01	AH	QAC	18/3/2024	Policy approved by RIME Quality Assurance Committee
4.01	AH	QAC	20/3/2025	Policy approved by RIME Quality Assurance Committee
4.01	AH	QAC	20/3/2026	Policy approved by RIME Quality Assurance Committee