



# Reasonable Adjustments and Special Considerations Policy

March 2026

## Reasonable Adjustments and Special Considerations Policy

The College is committed to ensuring all students have fair and equal opportunity to achieve when undertaking assessments or exams on accredited courses.

### Purpose

The purpose of this policy is to provide staff and students with information about City Lit's approach to making reasonable adjustments and applying for special considerations for exams or assessments on accredited courses.

### Definitions

#### How do we define a disability?

For the purpose of this policy the definition of disability is that which is stated in the Equality Act 2010 namely that 'a person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities' 'That effect must be substantial (more than minor or trivial), adverse, and long term (has lasted or is likely to last for at least a year) This includes conditions which are controlled by medication which might be variable in effect, or which might recur. For example, a student who has cancer, HIV, multiple sclerosis or mental health difficulties, should be treated as disabled under the Act.'

Other definitions

CAMHS	Child and Adolescent Mental Health Services
HCPC	The Health and Care Professions Council
AISS	City Lit's Access, Inclusion and Study Support team
JCQ	Joint Council of Qualifications - a membership organisation comprising the eight largest providers of qualifications in the UK.
Accountable	The accountable person is the individual who is ultimately answerable for an activity or decision.
Responsible	The responsible person is the individual(s) who actually complete the task or performs the role or duty described in the policy. They are responsible for auctioning /implementing the policy. Responsibility can be shared. The degree of responsibility is determined by the individual who is accountable.

### Responsibilities

The Head of Access, Inclusion and Study Support (AISS) is responsible for ensuring that students are provided with appropriate reasonable adjustments, based on evidenced need.

The Exams Office is responsible for requesting special considerations according to awarding body procedures.

## Reasonable adjustments

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the student at a substantial disadvantage in the assessment situation. It is made to an assessment for a qualification to enable a disadvantaged student to demonstrate his or her knowledge, skills and understanding of the levels of attainment required by the specification for that qualification.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- changing usual assessment arrangements, for example allowing a student 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 student
- 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
- providing the mechanism to have different colour backgrounds to screens for onscreen assessments or asking for permission for copying to different coloured paper for paper-based assessments
- providing and allowing different coloured transparencies with which to view assessment papers

## Principles of making reasonable adjustments

These principles should be followed when making decisions about a student's need for adjustments to assessment:

- should not invalidate the assessment requirements of the qualification
- should not give the students an unfair advantage
- should reflect the student's normal way of working
- should be based on the individual need of the student

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the student access to the assessment or exam. The use of a reasonable adjustment will not be taken into consideration during the assessment of a student's work.

## Requesting assessment/exam arrangements

Students must speak to their tutor or get in touch with the AISS team at the start of the course to make sure that appropriate adjustments are arranged in time for the assessment/exam.

Due to deadlines set by awarding bodies for submitting requests for assessment/exam arrangements/adjustments, it is not possible to put in place assessment/exam arrangements/adjustments at short notice.

## Evidence of Need

Any request for reasonable adjustments must be supported by clear evidence or diagnosis – for example,

- a letter from CAMHS or a HCPC registered; or
- a letter from a hospital consultant; or
- a letter from Local Authority Psychology Service; or
- a letter from Local Authority Impairment Service; or
- a letter from Occupational Health Service; or
- a letter from Speech and Language Therapist (SaLT); or
- a current Statement of Special Educational Needs, or an Education, Health and care Plan, which confirms the candidate's disability.

City Lit is required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

## Special considerations

### What is special consideration?

*"Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.*

*Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination."*

[JCQ [A guide to the special consideration process](#) section 1]

Special consideration can be applied after an assessment if there was a reason the student may have been disadvantaged during the assessment.

For example, special consideration could apply to a student who has temporarily experienced:

- an illness or injury

- some other event outside of their control, and which has had, or is likely to have had, a material effect on that student’s ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Special consideration should not give the student an unfair advantage, nor should its use cause the user of the certificate to be misled regarding a student’s achievements. The student’s result must reflect his / her achievement in the assessment and not necessarily his / her potential ability.

Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the student. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the student and will be applied by the awarding body based on their criteria.

### Submitting applications for special consideration

Where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted by the City Lit’s Exam Office to the relevant awarding body following the published processes in JCQ special considerations guidance or according to the relevant awarding body’s procedures. Evidence to support applications will be kept on file until after the publication of results.

Staff and students should note that:

- where an assessment requires the student to demonstrate practical competence or where criteria have to be met fully, or in the case of qualifications that confer a License to Practice, it may not be possible to apply special consideration.
- in some circumstances, for example for on-demand assessments, it may be more appropriate to offer the student an opportunity to take the assessment at a later date.

### Contacts

Regarding questions about special considerations, please contact the Exams Office on 0204 583 1238 or email [exams@citylit.ac.uk](mailto:exams@citylit.ac.uk).

Regarding questions about reasonable adjustments, please contact the Access, Inclusion and Study Support team on 0204 534 0459 or email [support@citylit.ac.uk](mailto:support@citylit.ac.uk).

<b>Executive Owner</b>	Vice Principal - Quality
<b>Policy Owner</b>	Quality Manager
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### Version tracking

<b>Versions</b>	<b>Date</b>	<b>Author</b>	<b>Reason for changes</b>
1	15/04/19	Karin Kalfus	New

2	17/05/24	Karin Kalfus	Review – contacts updated
3	February 2026	Karin Kalfus	Review – review period extended to 2 years