



The Qualification Hub

Policy, Procedures and Documents

Reasonable Adjustments and Special Consideration Policy

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thequalificationhub.com |



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Introduction

This policy applies to TQH centres, learners, staff and other stakeholders involved in the delivery, assessment, quality assurance and award of TQH qualifications. It is also intended for use by TQH staff to ensure that reasonable adjustment and special consideration requests are managed consistently.

This policy outlines:

- our arrangements for making reasonable adjustments and special considerations in relation to our qualifications
- how learners qualify for reasonable adjustments and special considerations
- the reasonable adjustments we will permit and those where permission is required in advance before they are applied
- what special considerations will be given to learners

Centre's responsibility

It is important that your staff involved in the management, assessment and quality assurance of our qualifications and your learners are fully aware of the contents of the policy.

On their centre visits, our External Quality Assurance (EQA) checks that your relevant colleagues and learners are aware of its contents and purpose.

Review arrangements

We will review the policy annually as part of our self-evaluation arrangements and revise it as and when necessary, in response to customer and learner feedback, changes in our practices, actions from the regulatory authorities or external agencies or changes in legislation.

If you would like to feedback any views, please contact us via the details provided at the end of this policy.

Arrangements not covered by this policy

Circumstances for both internal and external assessment not covered in this policy should be discussed with us before assessment takes place. Please contact us via the details provided at the end of this policy.



Appeals

If you wish to appeal against our decision to decline requests for reasonable adjustments or special consideration arrangements, please refer to our Appeals Policy.

Policy overview

We are committed to promoting equality of opportunity and ensuring that learners are not disadvantaged on the grounds of disability or other protected characteristics, in accordance with the Equality Act 2010.

As a recognised TQH centre, we expect you to have a Fair Access to Assessment Policy in operation which reflects the following principles and guidance.

Assessment should be a fair test of learners' knowledge and what they are able to do, however, for some learners the usual format of assessment may not be suitable. We ensure that our qualifications and assessments do not bar learners from taking our qualifications.

We recognise that reasonable adjustments or special considerations may be required at the time of assessment where:

- learners have a permanent disability or specific learning needs
- learners have a temporary disability, medical condition or learning needs
- learners are indisposed at the time of the assessment.

The provision for reasonable adjustments and special consideration arrangements is made to ensure that learners receive recognition of their achievement so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for learners, nor advantages to give learners a head start.

There are 2 ways in which access to fair assessment can be maintained:

- through reasonable adjustments and
- through special considerations.

Process for requesting reasonable adjustments and/or special considerations

If a centre is making a request on behalf of its learners, it should be submitted through The Hub, together with all supporting evidence, and in doing so supply relevant supporting information. For example:



- learner's name and, where available, learner number or booking reference.
- nature of, and rationale for, the request
- supporting information/evidence where relevant (eg medical evidence or a statement from the Internal Quality Assurance (IQA) or any other appropriate information)

All requests, supporting evidence, decisions, rationale, approvals, communications and review outcomes will be recorded within The Hub to provide a complete audit trail and support regulatory compliance, transparency and future monitoring.

Learners may, in exceptional circumstances, submit requests directly to TQH via qualityassurance@thequalificationhub.com. Such requests will be reviewed by the Head of Quality Assurance, who may liaise with the recognised centre where appropriate before reaching a decision.

Requests for reasonable adjustments should be submitted no later than 10 working days before the assessment.

Requests for special consideration should be submitted as soon as possible after the assessment and not later than 5 working days after the assessment. Requests for special consideration may only be accepted after the results of assessment have been released in the following circumstances:

- application has been overlooked at the centre and the oversight is confirmed by the centre co-ordinator
- medical evidence comes to light about a learner's condition, which demonstrates that the learner must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment
- for onscreen assessments where results are immediately available.

If the application for special consideration is successful, the learner's performance will be reviewed in the light of available evidence. It should be noted that a successful application of special consideration will not necessarily change a learner's result.

How we will deal with requests

We aim to respond to all requests within five working days of receiving all relevant supporting evidence. Where this is not possible, we will advise the centre or learner of the reason for the delay and provide an expected response date.



Definition of reasonable adjustments

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. They are made to an assessment for a qualification to enable a disabled learner 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 learner 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 learner
- 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

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

We and our centres are only 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.

Definition of special considerations

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

For example, special consideration could apply to a learner who had 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 learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

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

Where appropriate and permitted by the qualification specification, special consideration may result in an adjustment to the assessment outcome or another appropriate remedy, depending on the circumstances and the nature of the assessment.

Centres should note that

- Where an assessment requires the learner 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 it may be more appropriate to defer the assessment and provide the learner with an opportunity to complete it at a later date.

Contact us

If you have any queries regarding this policy, please contact TQH via qualityassurance@thequalificationhub.com



Section 1 - Making reasonable adjustments

Principles of making reasonable adjustments

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

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

We and our centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

When considering whether an adjustment to assessment is appropriate, we and our centres need to bear in mind the following (where appropriate for the related qualification):

- Adjustments to assessment should not compensate the learner for lack of knowledge and skills. The learner must be able to cope with the content of the assessment and be able to work at the level required for the assessment.
- Any adjustment to assessment must not invalidate the assessment requirements of the qualification or the requirements of the assessment strategy. Competence standards should not be altered. Whilst we will take all reasonable steps to ensure that a learner with a disability or difficulty is not placed at a substantial disadvantage, in comparison with persons who are not disabled, in terms of access to assessment, there is no duty to make any adjustment to a provision, criterion or practice which is defined as a competence standard. All learners' performance must be assessed against set standards. These standards cannot be altered, but it may be possible to change the delivery or process of assessment so that each learner has an equal opportunity to demonstrate what they know, understand and can do.
- Any adjustment to assessment must not give the learner an unfair advantage or disadvantage over other learners. The qualification of a learner who had an adjustment to



assessment must have the same credibility as that of any other learner. As vocational qualifications may lead to employment, achievement of such qualifications must give a realistic indication to the potential employer of what the holder of the certificate can do.

- Any adjustment to assessment must be based on the individual need of the learner. Decisions about adjustments to assessment should be taken after careful consideration of the assessment needs of each individual learner, the assessment requirements of the qualification and the nature and extent of the support given as part of normal teaching practice. A centre should not assume that the same adjustment will be required for all assessments. Different qualifications and different methods of assessments can make different demands on the learner. The learner should be consulted throughout the process.
- Any adjustment to assessment should reflect the learner's normal way of working providing this does not affect what is being assessed in any way. The learner should have experience of and practice in the use of the adjustment.
- Any adjustment to assessment must be supported by evidence which is sufficient, valid and reliable.
- All reasonable adjustments implemented by the centre must be authorised by the Head of Centre or an appropriately authorised member of staff acting under delegated authority. Where approval from TQH is required, adjustments must also be approved in accordance with this policy before they are implemented.

The process for making the adjustment

There are three routes through which a learner may be granted adjustments to assessment. These routes are to:

- Use reasonable adjustments permitted at the discretion of the centre

In some cases, we may permit the centre to implement reasonable adjustments without seeking prior permission. In these cases, we require centres to keep records for inspection. (including any declaration that is signed and dated by a member of the centre staff who has formally been given delegated authority for this by the Head of Centre).

Records should also be maintained within The Hub where appropriate.

- Apply to TQH for approval



- Agree the adjustment with TQH where required by this policy, the qualification specification or the associated qualification requirements.

Centres should keep records of adjustments they have permitted and those they have requested from us. These records should normally be retained in accordance with TQH's records management and data retention arrangements. The Hub will maintain a complete audit trail of requests submitted to TQH, supporting evidence, decisions, approvals and communications.

Recognised centres must nominate one or more members of staff with responsibility for coordinating reasonable adjustment and special consideration arrangements and for maintaining the associated records for monitoring by TQH and the regulatory authorities.

Qualification specific information

Health and safety considerations for practical assessments

There are no circumstances when the health and safety of a learner should be compromised in the name of assessment. In a practical activity, if there is a concern that the effects of a person's disability or difficulty may have health and safety implications for him/herself and for others, a suitably qualified person in the centre should carry out a risk assessment related to the learner's particular circumstances. The risk assessment should identify the risks associated with the particular activity but should also take account of any reasonable adjustments put in place for the learner which may remove or reduce the risk. The risk assessment may reveal that it is not possible for the learner to fulfill all the requirements of the assessment. In this case it may be appropriate to substitute another task. The centre should contact the Head of Quality Assurance where further guidance or approval is required.

Assumptions should not be made about a disability posing a health and safety risk, but the health and safety of all learners and others must always be of paramount importance.

Assessments which are not taken under assessment conditions

With these types of assessments, the centre has greater flexibility to be responsive to an individual learner's needs and choose an assessment activity and method that will allow the learner to demonstrate attainment.

These types of assessments may include, for example, coursework, set assignments which are researched in the learner's own time, assessment activities devised by the centre or by us,



assessments where the learner has to collect, present or describe evidence, information or opinion in order to demonstrate competence.

The assessment requirements for many vocational qualifications fall into the above.

In these types of assessments, the learner may meet the specified assessment criteria in any way that is valid. To facilitate access where there is evidence of need, the centre may:

- allow the learner to use any mechanical, electronic or other aids in order to demonstrate achievement as long as the aids:
 - are generally commercially available
 - reflect the learner's normal way of working
 - enable the learner to meet the specified criteria
 - do not give the learner an unfair advantage.
- present assessment materials or documents in a way that reflects the learner's normal way of working and enables him or her to meet the specified assessment criteria, for example, materials do not have to be in written or spoken format, unless specified by the assessment requirements.
- allow the learner to present their answers or evidence in any format as long as it enables them to demonstrate that they have met the assessment criteria, for example, answers or evidence do not have to be in written or spoken format unless specified by the assessment criteria.

Recognised centres should adopt a flexible approach when identifying appropriate methods of enabling learners to demonstrate achievement, provided the assessment criteria and qualification requirements continue to be met. Centres should contact the Head of Quality Assurance where further guidance is required.

The outcome produced by the learner must at all times:

- meet the requirements of the specifications regardless of the process or method used
- be assessable
- be able to be moderated or verified.

In the case of long-term illness of an individual learner or when a permanent health condition/disability means a learner's completion of assessment takes additional time where this is permitted by the qualification specification and the qualification's assessment arrangements.



Where reasonable adjustments are implemented, recognised centres must ensure they comply with the approval requirements set out in this policy, maintain the required supporting evidence and retain appropriate records within The Hub where applicable.

Assessments for externally quality assured qualifications

Many TQH qualifications require learners to compile a portfolio of evidence which may consist of a combination of work products, practical observations, professional discussions, witness testimonies, assignments, knowledge assessments and other forms of evidence identified within the qualification specification. Making appropriate reasonable adjustments for these assessment methods is often more straightforward than for assessments where the assessment method is fixed.

The benefits of selecting appropriate assessment methods and evidence should be considered when the learner is first accepted onto the programme and throughout the delivery of the qualification.

Where there is an identified need, the learner may present evidence in an alternative format, provided this enables them to demonstrate that they have met the specified assessment criteria. For example, evidence may be presented in Braille, audio or video format, or through oral responses where this does not compromise the competence requirements of the qualification.

Where evidence is produced in Braille, British Sign Language (BSL) or another alternative format, it is the centre's responsibility to ensure that an appropriately qualified individual is available to support interpretation where required by the assessor, Internal Quality Assurer or External Quality Assurer (EQA).

Where alternative methods of presenting evidence are used, they must provide the same level of validity, authenticity and reliability as those used by other learners.

Learners must continue to meet all assessment criteria consistently, regardless of the method used to generate or present the evidence. Assessment criteria, learning outcomes and competence requirements must not be amended, omitted or reduced.

Learners may use appropriate mechanical, electronic or assistive technology that is commonly available within the workplace or commercially available, provided its use reflects the learner's normal way of working and does not provide an unfair advantage. Centres are responsible for ensuring that learners have access to appropriate resources to enable them to produce the required assessment evidence.

Any reasonable adjustment must reflect the learner's normal way of working and must not compromise the validity, reliability or integrity of the assessment.



Whilst assessors, Internal Quality Assurers and External Quality Assurers will normally expect to see a range of evidence across the assessment process, recognised centres should be prepared to accept a more limited range of evidence where this is necessary to meet an individual learner's access needs, provided the assessment requirements continue to be fully met. Where appropriate, recognised centres should discuss such arrangements with the allocated External Quality Assurer at an early stage.

Where reasonable adjustments are proposed for externally quality assured assessments, recognised centres must comply with the approval requirements contained within this policy and, where required, obtain approval from TQH before implementing the adjustment. Centres must also maintain the required supporting evidence and records in accordance with this policy.

Assessments undertaken under controlled assessment conditions

Whilst most TQH qualifications are assessed through practical observation, portfolio evidence, there may be occasions where assessment activities are undertaken under specified or controlled assessment conditions. In such circumstances, appropriate reasonable adjustment arrangements may be implemented in accordance with this policy, provided they do not compromise the validity, reliability or integrity of the assessment.

Identifying learners who are eligible for reasonable adjustments

Learners will only be eligible for reasonable adjustments if their disability or difficulty places them at a substantial disadvantage in the assessment situation, in comparison to a person who is not disabled or affected.

Any adjustment to assessment will be based on what the learner needs to access the assessment. Below are some examples of learner needs that may be eligible for adjustments to assessments. This list is not exhaustive, and it should be noted that some learner needs will fall within more than one of the categories set out below.

Communication and interaction needs

A learner with communication and interaction difficulties may have problems with reading or writing, the effects of which could be reduced through the use of a reader, word processor, scribe, British Sign Language (BSL)/English interpreter, screen reading software or voice activated software. They may also benefit from additional time where the assessment is subject to time constraints and where this does not compromise the assessment requirements.



Cognition and learning needs

A learner with learning difficulties or difficulties with comprehension may benefit from additional time where assessments are subject to time constraints. They may also require support with reading, writing or the presentation of assessment evidence, where permitted by the qualification requirements.

Sensory and physical needs

A learner may need to have assessment materials or assessment activities adapted for hearing impairment and visual impairment. They may also need to use a BSL/English interpreter, practical assistant, reader and scribe. In addition, they may benefit from the use of assistive technology and extra time to complete assessments.

Behavioral, Emotional and Social needs

The learner may benefit from supervised rest breaks and separate accommodation, either within the centre or at an alternative venue. A learner with attention difficulties may need the use of a prompter.

Learners for whom English is an additional language

A learner may benefit from additional time where assessments are subject to time constraints or, where permitted by the qualification requirements, the use of a bilingual dictionary.

Identifying learners' needs

Any adjustment to assessment should be based on the individual learner's needs to access the assessment.

The centre has a responsibility to ensure it has effective internal procedures for identifying learners' needs and that these procedures comply with the requirements of disability and equal opportunity legislation.

A centre may choose to use the following guide:



- Identify those learners who are having difficulties or are likely to have difficulties accessing assessment

A learner should be encouraged to make any access-related assessment needs known to the centre at the earliest opportunity, and preferably before they are registered or entered for a qualification. To assist with the early identification of learners with access-related assessment needs, the centre should ensure that all staff who recruit, advise or guide potential learners have had training to make them aware of access-related issues. Once the learner's need has been identified, it should be documented and retained within the centre's records. Where a request is submitted to TQH, all supporting evidence, decisions and communications will also be recorded within The Hub to provide a complete audit trail.

- Identify whether reasonable adjustments may be needed

Relevant centre staff should decide, in conjunction with the learner, whether he or she will be able to meet the requirements of the assessment or whether adjustments will be required. It is important that the learner is involved in this discussion as he or she knows best what the effect of their disability or difficulty is, on how they do things. Where the implications of a particular difficulty are unclear, the centre should make use of specialist advice to determine how the difficulty will affect the learner's performance in the assessment. The centre should avoid making assumptions, based on previous experience, about whether adjustments may be necessary. Judgments should be made based on individual need. If an adjustment is needed, it should be documented for audit purposes.

- Identify the appropriate adjustment

When identifying which adjustments the learner will need in the assessment, centre staff should take into consideration the learner's normal way of working, history of provision during teaching and during informal assessments and the assessment requirements of the qualification. Certain simple adjustments may be all that is required, e.g. adjusting seat height or providing an arm rest, etc. The same learner may not require the same adjustment for all types of assessment. Different qualifications make different demands. For example, a dyslexic learner may need extra time to complete a written test but may not need extra time for a purely practical activity. Once the adjustment has been identified, it should be documented for audit purposes.

- Ensure that the adjustment is in accordance with the guidelines in this policy

The centre must ensure that the adjustment will not impair the ability to assess the learner's performance, skill or knowledge fairly in each assessment.



Identifying and obtaining supporting evidence

Any application for a reasonable adjustment must be supported by evidence that is valid, sufficient and reliable. Requests should be submitted through The Hub in accordance with this policy, together with all relevant supporting evidence.

To ensure that any adjustment to assessment will only provide the learner with the necessary assistance without giving him or her an unfair advantage over others, the centre must be clear about the extent to which the learner is affected by the disability or difficulty.

Where the centre can verify evidence of the disability or difficulty and where the implications are clear, such as for a learner with physical difficulties, profound hearing impairment or who are registered as blind or partially sighted, the centre does not need to provide further evidence of these physical difficulties.

Where the implications of the difficulty are not obvious, such as for learning difficulties, or mental health difficulties, the centre will have to provide additional evidence of the effect of the impairment on the learner's performance in the assessment. Any of the following types of evidence would be acceptable. The centre should decide which of these will best assist understanding of the learner's situation.

- ***Evidence of assessment of the learner's needs in relation to the assessment, made within the centre by the relevant member of staff with competence and responsibility in this area; staff include learning support staff, teaching staff, trainers, assessors, and other specialist staff.***

If necessary, external experts may be called upon to assess the learner. This evidence should include an indication of how the centre plans to meet the learner's needs and should show that the learner can cope with the level and content of the assessment. The evidence should be documented and retained within the centre's records. Where approval from TQH is required, the supporting evidence, decision and rationale will also be recorded within The Hub to provide a complete audit trail.

- ***History of provision within the centre.***

This should include information about the support received by the learner during the learning or training programme and during formative assessments. Evidence of the way in which the learner's needs are being met during the learning programme should be documented for audit purposes.

- ***Written evidence produced by independent, authoritative, specialists.***



This could take the form of medical, psychological, or professional reports or assessments. These reports should state the name, title and professional credentials of the person who carried out the assessments and wrote the report. The report should set out the nature of the difficulty and extent to which the learner is affected by the difficulty, including the effects of any medication that the learner may be taking. In cases where it might be expected that there could be changes in the way the learner is affected by the difficulty, there will have to be recent and relevant evidence of assessments and consultations carried out by an independent expert.

A learner with a Statement of Special Educational Need does not automatically qualify for reasonable adjustments. The demands of the qualification should be considered. The reasons for the statement may have only a limited effect on achievement in the assessment.

It is the recognised centre's responsibility to ensure that all requests for reasonable adjustments are based on the individual needs of the learner and that the supporting evidence is valid, sufficient and reliable. Centres must retain appropriate records for monitoring and audit purposes, while TQH will maintain a complete audit trail of requests submitted for approval through The Hub.

Range of reasonable adjustments

TQH qualifications are assessed through practical observation and/or portfolio evidence. Where professional discussion is used, it forms part of learner reflection or supports the assessment process and is not a standalone assessment method unless this is explicitly stated within the relevant qualification specification.

Consequently, the reasonable adjustments described within this policy have been designed to reflect TQH's assessment methodology. Adjustments are intended to remove unnecessary barriers to assessment while maintaining the validity, reliability and integrity of the qualification. Any adjustment must not compromise the competence requirements, learning outcomes or assessment criteria of the qualification.

The examples provided below are not exhaustive. Centres should seek advice from TQH whenever they are uncertain whether a proposed adjustment is appropriate.

Changes to assessment arrangements

Where appropriate and supported by evidence, TQH may approve changes to the way an assessment is conducted. Examples include:

- allowing additional time where an assessment activity is subject to time constraints
- permitting supervised rest breaks



- conducting an assessment in a quieter location where this supports the learner's needs
- changing the layout of the assessment environment to minimise unnecessary distractions
- conducting practical observations at an alternative suitable venue where appropriate.

All assessment arrangements must continue to allow the learner to demonstrate the required knowledge, skills and competence without providing an unfair advantage.

Accessible assessment materials

Where assessment materials or supporting documentation require adaptation to meet a learner's needs, TQH may approve reasonable modifications provided these do not alter the assessment requirements.

Examples may include:

- enlarged print
- Braille
- audio versions of assessment documentation
- accessible digital formats
- British Sign Language (BSL) interpretation
- language modifications that improve accessibility without changing the assessment demand.

Requests requiring adapted materials should normally be submitted at least four weeks before the planned assessment activity.

Assistive technology

Learners may use appropriate assistive technology where this reflects their normal way of working and does not compromise the validity of the assessment.

Examples include:

- screen readers
- voice recognition software
- speech-to-text software
- adapted keyboards or pointing devices



- other specialist assistive technologies.

Centres must ensure learners are familiar with the technology before it is used for assessment purposes.

Alternative methods of presenting evidence

Where appropriate, learners may present assessment evidence using an alternative format provided the evidence remains authentic, valid and capable of being assessed against the published assessment criteria.

Examples may include:

- typed portfolio evidence
- audio recordings
- video evidence
- photographic evidence
- digital portfolios
- British Sign Language recordings.

Regardless of the format used, the learner must still demonstrate that all assessment criteria have been achieved.

Access facilitators

Where supported by appropriate evidence, TQH may approve the use of access facilitators during assessment.

Examples include:

- readers
- scribes
- British Sign Language interpreters
- practical assistants
- communication support workers
- specialist support workers.



Access facilitators must not provide guidance, coaching or assistance that would compromise the validity of the assessment. Their role is limited to removing barriers to access rather than assisting the learner to achieve the assessment requirements.

Practical observations

As many TQH qualifications include practical observation as a key assessment method, reasonable adjustments may be applied to the assessment environment or the method by which evidence is gathered, provided that the learner is still able to demonstrate the required competence.

Adjustments must not reduce the required standard of performance or alter the competence being assessed.

Where health and safety considerations apply, centres must undertake an appropriate risk assessment before the assessment takes place and discuss any concerns with TQH before proceeding.

Portfolio evidence

Reasonable adjustments relating to portfolio assessment may include adjustments to how evidence is presented, recorded or submitted.

Centres may support learners by accepting evidence in different formats, provided:

- the evidence remains authentic, valid and sufficient;
- the assessment criteria remain unchanged;
- the learner has personally produced or demonstrated the evidence;
- the evidence can be reviewed through TQH's quality assurance arrangements.

Other languages

TQH normally delivers and assesses qualifications in English.

Requests to assess learners in another language will only be considered where permitted by the qualification specification and where doing so does not compromise the validity, reliability or integrity of the qualification or its intended occupational purpose.

Any such requests must be approved by TQH in advance.



Record keeping

Centres must retain records of all reasonable adjustments implemented for learners together with the supporting evidence and rationale for the decision.

Where TQH approval is required, centres must not implement the adjustment until approval has been confirmed.

All requests, supporting evidence, decisions, rationale, approvals, communications and review outcomes will be recorded within The Hub to provide a complete audit trail and will be reviewed through TQH's quality assurance arrangements where appropriate.

Section 2 – Special Consideration

Principles of Special Consideration

TQH will consider requests for special consideration where exceptional circumstances, outside the learner's control, have adversely affected their ability to demonstrate their knowledge, skills or competence during an assessment.

Each request will be considered individually, taking account of the available evidence, the assessment method, the qualification requirements and the need to maintain the validity, reliability and integrity of the qualification.

Special consideration will only be applied where it is appropriate to do so and must never compromise the competence requirements, learning outcomes or assessment criteria of the qualification.

Circumstances where Special Consideration may be granted

A learner who was prepared for, and undertaking, an assessment may be eligible for special consideration where:

- their performance was adversely affected by circumstances beyond their control, such as illness, injury, bereavement or another exceptional event;
- an approved reasonable adjustment proved to be inappropriate or insufficient during the assessment;
- part of the assessment could not be completed because of circumstances outside the learner's control;
- the available assessment evidence indicates that the learner's performance was likely to have been adversely affected by the exceptional circumstances.



Each request will be considered on its own merits and supported by appropriate evidence.

Circumstances where Special Consideration will not normally be granted

Special consideration will not normally be granted where:

- insufficient evidence has been provided to support the request;
- the learner was absent for reasons within their own control, including holidays or unauthorised absence;
- poor preparation, lack of revision, inadequate teaching, staffing issues or other routine operational matters affected the learner;
- granting the request would compromise the competence requirements or assessment criteria of the qualification.

Outcomes of Special Consideration

Following review, TQH may:

- confirm that no further action is appropriate;
- permit the learner to complete outstanding assessment activities where this is appropriate and permitted by the qualification specification;
- approve another appropriate remedy that maintains the validity and integrity of the qualification.

As TQH qualifications are assessed through practical observation and/or portfolio evidence, special consideration will not normally result in adjustments to assessment outcomes where competence has not been demonstrated. Learners must still satisfy all published assessment criteria before certification can be awarded.

All requests, supporting evidence, decisions, rationale, approvals, communications and review outcomes will be recorded within The Hub to provide a complete audit trail.

Summary

The Qualification Hub (TQH) is committed to ensuring that all learners have fair and equal access to assessment whilst maintaining the validity, reliability and integrity of its qualifications.

TQH qualifications are assessed through practical observation and/or portfolio evidence. Where professional discussion is used, it forms part of learner reflection or supports the assessment process and is not a standalone assessment method unless this is explicitly stated within the relevant qualification specification.



Reasonable adjustments are approved before assessment to remove unnecessary barriers for learners with disabilities or long-term needs, provided they do not compromise the assessment requirements or competence standards.

Special consideration applies after an assessment where exceptional temporary circumstances have adversely affected a learner's ability to demonstrate their competence. Decisions are made on an individual basis and do not remove the requirement for learners to meet all published assessment criteria before certification can be awarded.

All requests are managed through TQH's quality assurance arrangements and recorded within The Hub to ensure consistency, transparency and a complete audit trail.

Appendix 1 – Reasonable Adjustment Approval Matrix

Reasonable Adjustment	Portfolio Evidence	Practical Observation	TQH Approval Required
Additional time (where appropriate)	Centre discretion	Centre discretion	No*
Supervised rest breaks	Centre discretion	Centre discretion	No
Alternative assessment location	Centre discretion	Centre discretion	No
Reorganisation of assessment environment	Centre discretion	Centre discretion	No
Assistive technology	Centre discretion	Centre discretion	Sometimes
Accessible assessment materials (large print, Braille, audio, accessible digital formats)	Apply to TQH	Apply to TQH	Yes
British Sign Language (BSL) interpreter	Apply to TQH	Apply to TQH	Yes
Reader	Centre discretion	Centre discretion	No



Scribe	Centre discretion	Centre discretion	No
Practical assistant	Apply to TQH	Apply to TQH	Yes
Alternative format for portfolio evidence (audio, video, digital evidence)	Centre discretion	N/A	No
Other adjustments not covered above	Apply to TQH	Apply to TQH	Yes

* Where the assessment activity is genuinely subject to time constraints and the adjustment does not compromise the assessment requirements.

