

## 1. Introduction, Scope & Purpose

- 1.1. MetaGedu Apprenticeships recognises that some apprentices might need reasonable adjustments to be made to enable them to fairly demonstrate their knowledge, skills and understanding. Apprentices may be eligible for reasonable adjustments if their ability to access an assessment is likely to be substantially affected by a particular impairment, for example, communication and interaction, cognition and learning, physical or behavioural, emotional and social needs.
- 1.2. The Reasonable Adjustments Policy provides definitions and examples of Reasonable Adjustments which may occur for an apprentice or group of apprentices during an assessment. The nature of any reasonable adjustment depends on the apprentice's particular requirements and the assessment method being considered.
- 1.3. Reasonable adjustment may not be appropriate if the apprentice's particular difficulty directly affects performance in the attributes being assessed. Reasonable adjustments must not affect the reliability or validity of assessment outcomes, nor must they give the apprentice an assessment advantage over other apprentices undertaking the same or similar assessments.

## 2. Policy Overview

### 2.1. The reason for this policy is to:

- explain how appropriate adjustments can be made to assessments for apprentices who have difficulties or disabilities that affect their ability to complete the assessments
- explain how consideration can be given to apprentices who experience temporary events outside of their control that affect their performance or ability to take an assessment
- ensure that the integrity of our assessment materials and the skills, knowledge, understanding or competence being measured is not compromised.

### 2.2. Defining Reasonable Adjustments

- MetaGedu recognise that apprentices who have a permanent or temporary disability, specific learning needs or medical condition might find it difficult to complete their programme without extra support, adaptations or alternative assessment methods. This is defined as a reasonable adjustment.
- MetaGedu will work with apprentices to give them a fair and equal chance of demonstrating their knowledge, skills and understanding to achieve the assessment standards.
- MetaGedu cannot and will not attempt to change the assessment standards or criteria, however, we will apply for reasonable adjustments on behalf of an apprentice where the need has been identified. Requests should be based on the reasonable adjustments made by the employer to enable the apprentice to undertake their work.
- What is 'reasonable' must be based on the individual need of the apprentice and their assessed requirements. It will depend on the individual circumstances, the impact of the condition on the individual, cost implications, the practicality and effectiveness of the adjustment, and rules and regulations set by external awarding organisations. The nature and extent of the support given as part of the apprentice's role in the workplace should also be taken into consideration.

### **2.3. Making reasonable adjustments**

MetaGedu takes a flexible approach to on programme assessments that do not make up part of the learner Endpoint assessment process or form part of an awarding body's requirements set out in a qualification. This allows for reasonable adjustments to be made to meet individual's needs, as long as any conditions set by external bodies are met.

### **2.4. The adjustments requested must:**

- not give the apprentice an unfair advantage
- not compromise or invalidate the assessment requirements of the standard
- be based on the individual need of the apprentice
- reflect the apprentice's normal way of working.

### **2.5. For all reasonable adjustments we will ensure that the adjustments made:**

- enable the apprentice to meet the specified criteria at the required level
- do not give the apprentice an unfair advantage
- meet the requirements set out in the assessment plan regardless of the process or method used
- are as rigorous as assessment methods used with other apprentices
- can be moderated or verified
- are appropriate for the apprentices and their normal way of working.

### **2.6. Reasonable adjustments may involve:**

- Changing standard assessment arrangements, e.g. allowing apprentices extra time to complete the assessment where centres give a deadline
- Adapting assessment materials e.g., providing materials electronically
- Access arrangements or use of a separate room
- Providing extra support or aids (e.g. - readers or scribes)
- Use of word processing or other assistive technology.
- Changing the visual appearance of the assessment software to better suit the apprentice's needs.

### **2.7. Initial Assessment**

MetaGedu Apprenticeships will ask all learners to complete thorough initial assessments before coming onto a programme of study. This may be via electronic or manual assessments, but they are designed to ensure the appropriate support can be put in place to support the learner through their learning journey.

If any learning difficulties and/or disabilities are identified, it is important that a meeting is arranged with the apprentices and their employer so that all parties have a shared understanding of the desired learning outcomes, the results of the initial assessment activities and how this information will inform a tailored training plan. The parties must agree that with the implementation of the tailored training plan, the apprentices will be able to demonstrate the understanding, knowledge and skills in the chosen apprenticeship standard an apprenticeship and that the employer will provide the individual with the appropriate support and supervision to carry out both their job role and their apprenticeship (including end-point assessment).

### **Learning support funding**

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Learning support funding is available to meet the costs of putting in place reasonable adjustments, as set out in section 20 of the Equality Act 2010, for apprentices who: Have a learning difficulty or disability as defined in Section 15ZA(6) of the Education Act 1996 (as amended by section 41 of the Apprenticeships, Skills, Children and Learning Act 2009) as defined in the Apprenticeship Funding rule.

Before a claim for learning support funding can be made, a further detailed assessment may need to be undertaken to identify whether an apprentice has a learning difficulty or disability that directly impacts their ability to complete the apprenticeship on which they are enrolled.

Where the assessment identifies a need for reasonable adjustments to enable the apprentice to complete their apprenticeship and where the provision of reasonable adjustments will incur costs to the provider, this must be clearly evidenced and documented. This must include:

- Documented evidence demonstrating the apprentice's learning difficulty or disability;
- A documented assessment of how progress towards completion of the apprenticeship would be directly impacted without reasonable adjustments being put in place;
- Details of the reasonable adjustments necessary to enable the apprentice to complete their apprenticeship; and
- A documented and clear plan for delivering reasonable adjustments throughout the apprenticeship. This plan must be agreed upon and signed off by the apprentice and with the apprentice's consent, it should be shared with the apprentice's employer.

All of this evidence must be in place and reasonable adjustments being delivered, in order to qualify for learning support funding for each month that it is claimed. Further information about the evidence requirements can be found in the Apprenticeship Funding Rules.

## **2.8. Progress Reviews**

Progress reviews should be used to discuss the apprentice's progress against the training plan, which might include discussing any new information or potential changes in circumstances that might impact the training plan. This could include any additional training required, or any additional prior learning or learning support needs that have come to light since the original initial assessment and/or the last progress review.

If learning support funding is being accessed for the reasonable adjustments to support a learner then additional documented evidence of monthly progress reviews throughout the apprenticeship to ensure that reasonable adjustments are necessary for the content of training, English and maths tuition and/or end-point assessment at different points during the apprenticeship. This evidence will need to confirm the effectiveness of reasonable adjustments and how these have been adapted where necessary.

## **2.9. Special considerations**

MetaGedu Apprenticeships recognised that during an apprenticeship some apprentices will have to cope with a range of illnesses and experiences which are part of the normal course of events in life. In many cases, these circumstances will have little or no noticeable

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effect on the end-point assessed performance. However, there may be serious circumstances of a medical or personal nature, which affect apprentices for a significant period of time during the end-point assessment period, which are beyond their control and which have a recognisable effect on their performance. In these situations, MetaGedu Apprenticeships can apply to the awarding organisation for special consideration to request that they consider amending a grade or mark in the assessment to reflect an extenuating circumstance that has impacted the apprentice's performance or to request that an awarding organisation take an extenuating circumstance into account when an assessment is marked ahead of that assessment being completed. This application must be done following the awarding organisation's policy and will only apply if there is a valid, evidenced reason for making the request. If the application is successful, this may lead to a small post-assessment adjustment to the apprentice's results, but not necessarily so. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the apprentice.

**Common examples of extenuating circumstances include** injury, illness and bereavement. However, we do not define those circumstances which are serious and which are not. However, the following are examples of circumstances which will probably not be taken into account:

- circumstances over which an apprentice has some control through prior planning (e.g., moving house, getting married, computer problems, workload)
- circumstances experienced by all or most apprentices (e.g., financial difficulties) minor illnesses of a short-term nature

Special Considerations only apply to an apprentice who has temporarily experienced an illness or injury, or some other event outside of their control which has had or is reasonably likely to have had an effect on their ability to take an assessment or on their level of attainment in an assessment. Special considerations may not be used in cases of apprentices with long-term disabilities or additional learning needs. If an apprentice's performance in an assessment has the potential to be impacted by a disability or additional learning need, a reasonable adjustment request should be made to the relevant awarding organisation.

### **2.10. Time for Policy Review**

This Policy is to be reviewed annually.

### **2.11. Dissemination**

The Policy is available for current and potential clients and apprentices to view.

### **2.12. Disclaimer**

MetaGedu reserve the right to amend this reasonable adjustment and special considerations policy at any time to comply with new legislation and guidance.

## **3. Roles & Responsibilities**

### **3.1. Apprenticeship Development Coaches are responsible for:**

- Reviewing the initial assessments
- Meeting with the employer and apprentice to agree on appropriate support and a bespoke training plan to enable the apprentice with the opportunity to achieve their agreed apprenticeship.
- Reviewing the learner's progress and support plans in progress review meetings

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- Completing the required records to claim learning support funding if appropriate
- Following the awarding organisation's processes for applying for reasonable adjustments or special considerations.

**3.2. Heads of Quality and Compliance are responsible for:**

Monitoring the implementation of this policy and ensuring compliance with the Apprenticeship funding rules.

**4. Change History**

Version	Changes made to previous version	Approved By	Date
v1	Initial release	Eric Sykes	28/02/2023
v2	Font Changes	Eric Sykes	12/06/2023