

1.3.5 Adapting Assessment

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Policy area:	1.3 Assessment of Learners
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Purpose

The purpose of this procedure is to ensure that all learners are enabled to produce assessment evidence that is relevant to the learning outcomes being assessed without being inadvertently affected by specific barriers. Learners will be enabled to participate in authentic assessment that is aligned with their learning goals. It is the responsibility of KWETB personnel to adapt assessment where learners apply for reasonable accommodations in respect of a specific instance of assessment.

Scope

This procedure applies to all FET Provision and FET Provision-Second Providers. There is an integrated single policy, with integrated procedures for FET Provision and FET Provision-Second Providers.

Preamble

More broadly, KWETB will apply the principles of Universal Design for Learning (UDL) to the design of assessment to ensure that learners will have opportunities to participate in authentic assessment. These principles cover the why, what and how of learning, and ensure that assessment is a constructive part of learning. The principles are:

- Multiple means of engagement
- Multiple means of representation
- Multiple means of action and expression

Specific adaptations to assessment instruments.

Specific adaptations can be made to assessment in order to meet the needs of individual learners, in response to an individual application for reasonable accommodation, and recognising that the learner is the person best equipped to articulate their needs in respect of the assessment. In some cases, a single application for reasonable accommodation may span a number of assessment instances. The learner should not be exposed to excessive and time-consuming form filling in order to avail an adaptation to assessment.

In making decisions to adapt assessment, the standard to be attained must not be compromised in any way, in order to maintain the principles of fairness, validity and reliability of assessment. The method by which the learner produces evidence is adapted.

Examples of adaptations to assessment include, but are not limited to,

- Provision of rest breaks
- Split sessions/increased number of shorter sittings
- Provision of additional time to complete the assessment
- Readers
- Writers or scribes
- Sign language interpreters
- Overwriting
- Provision of computers or other assistive technology
- Audio recording
- Provision of a braille machine
- Enlarged print
- Adjusted background colours
- Separate rooms

It is recommended that contingency plans for adaptation are in place in advance of the assessment period, that these are routinely embedded in centre or school planning, with key responsibilities for implementation, and are reviewed periodically.

Assessment may also be adapted for a complete cohort of candidates due to force majeure. Instances of force majeure are not covered in this procedure.



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Procedure – 1.3.5 Adapting Assessment

1	<p>The Programme Co-ordinator should review the application for Reasonable Accommodation and meet with the learner to determine the best course of action. There should be clear communication around the assessment to determine why it needs to be adapted, consideration of how it will still meet learning objectives of the awarding body and outline of how best to adapt an assessment, who will devise it and what channels it needs to go through to be approved for use.</p> <p>The Programme Co-ordinator should consider the impact of the change in relation to timetables, learners, Learning Practitioners and approval of how the facilitation of the changed assessment event will occur.</p>
2	<p>The Programme Co-ordinator should ensure that GDPR policy and principles are always applied.</p>
3	<p>The Programme Co-ordinator should ensure that they document the justification for the adaptation.</p>
4	<p>The Programme Co-ordinator should decide how best to adapt the assessment or circumstances while ensuring that the standard for the assessment is not compromised.</p>
5	<p>The Programme Co-ordinator should document the decision regarding adaptation and inform the learner of the decision.</p>
6	<p>The Programme Co-ordinator should ensure that they act based on the decision. For example, if a reader or scribe is required, the Programme Co-ordinator should engage these services in accordance with good practice.</p> <p>The Programme Co-ordinator should ensure that such personnel are equipped with the knowledge and skills to carry out their assigned task while upholding the principles of assessment.</p> <p>The Programme Co-ordinator should ensure that if changes to the mode of assessment are required, these are drafted and approved as being of the same standard as the instrument being administered to other learners. The adaptation should facilitate the learner to demonstrate their achievement of the learning outcomes of the assessment without altering the standard of the award.</p> <p>The Programme Co-ordinator should ensure that if additional space is required, an additional invigilator is engaged.</p>
7	<p>If necessary, the Programme Co-ordinator should ensure they seek and document the approval of the awarding body to make the adaptation.</p>

8	<p>The Programme Co-ordinator should inform the learner of the adaptation made, and of any specific logistic arrangements to be applied – e.g., change of venue, presence of a scribe.</p> <p>The Programme Co-ordinator should explain how learning objectives will be addressed; weighting of assessment; clear guidelines about the assessment event and prior notice; expectation of evidence required and deadlines to be met.</p>
9	The Programme Co-ordinator should inform the Internal Verifier and External Authenticators of adaptations made.
10	The Programme Co-ordinator should ensure that copies of all documentation are retained and that records are maintained effectively.

Link to other Policies/Procedures

1.3.10	Internal Verification
1.3.11	External Authentication
2.2.5	Reasonable Accommodation in Assessment



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