

2.2.5 Reasonable Accommodation in Assessment

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Policy area:	2.2 Support for Learners
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Purpose

The purpose of this procedure is to detail how KWETB ensures the fair and consistent assessment of learners, through adapting assessment methods where necessary, to cater for the needs of learners with additional needs or personal needs. This procedure will ensure that the learner(s) requirements are addressed while not compromising the validity and reliability of the assessment process.

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

KWETB and its staff are committed to ensuring fairness, consistency and transparency across all activities and enable the learner to apply for reasonable accommodation where it is appropriate to maintain the principles of fairness and consistency. A successful application for reasonable accommodation by, or on behalf of, a learner, can result in changes to the assessment task or assessment instrument to be used for that learner.

All provision of FET Provision and FET Provision-Second Providers references the Equal Status Act, 2000, which requires education and training establishments to meet the needs of the learner with different abilities. A learner may apply for reasonable accommodation in respect of Specific Needs or in respect of Temporary Circumstances (for example, the impact of a serious injury that does not prevent the learner's attendance at the assessment event), but which may require additional supports).



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Such arrangements or adaptations are not intended to and should not reduce the validity and reliability of the assessment or compromise the standard for the award. Adaptations are amendments to the aspects of the assessment technique, instrument or task which prevent the learner's participation in the assessment or hinder the learner's ability to demonstrate that they have met the learning outcome(s).

Reasonable accommodation is applied where the recommended assessment technique(s) or instruments disadvantage learners in assessment and are put in place to enable the learner to demonstrate their knowledge, skill and competence and that they can perform to the standard required to achieve the award in question. Providing reasonable accommodation is not intended to make the assessment easier or more achievable, and the learner availing of them should neither be advantaged nor disadvantaged by their use. The required standard MUST still be achieved and demonstrated.

KWETB personnel are equipped to design assessment using the principles of Universal Design for Learning (UDL) and will apply these principles to the design of assessment, using the available guideline documents published by SOLAS.

The term 'Reasonable Accommodation refers to the adjustment or adaptation of assessment tasks as necessary to cater for the needs of learners whose personal situation means that the assessment would otherwise be unfair e.g., learners with a physical disability; specific learning disability and/or other learners covered by equality legislation. Reasonable Accommodations are intended to facilitate learners to demonstrate their level of accomplishment in relation to the assessment standards. They are not intended to compensate for lack of accomplishment and should not:

- Give an unfair advantage over other learners.
- Reduce the validity and reliability of the assessment
- Compromise the standard of the award.
- Any adaptation of the assessment by Learning Practitioner should facilitate the assessment learner to demonstrate their achievement without significantly altering the standard for the award.

The Learning Practitioner making adaptations should, as far as possible, seek to amend the aspect or aspects of the assessment technique or instrument which prevent(s) or hinders the learner's participation in the assessment. It should be used where the assessment technique(s) or instrument(s) disadvantage the learner, and should do no more than is necessary to allow the learner to demonstrate his or her level of accomplishment, Examples of types of Reasonable Accommodations which can be applied include the following:

- Modified presentation of assignments/examination papers e.g., enlargements
- Scribes/readers
- Sign language interpreter
- Practical assistants
- Rest periods/supervised breaks
- Adaptive equipment/software

- Use of assistive technology
- The use of bilingual dictionary for learners whose first language is not English
- Additional time

The implementation of these adaptations will ensure that all learners are assessed on an impartial basis.

KWETB centres delivering programmes for non-QQI awarding bodies are required to reference specific policies and procedures they may publish to ensure that the correct procedures are applied, and standards maintained.

These procedures should be read in conjunction with 1.3.5 Adapting Assessment.

Procedure – 2.2.5 Reasonable Accommodation in Assessment

1	The Programme Co-ordinator should ensure that all staff are aware of the policy and procedures regarding the provision of Reasonable Accommodation.
2	<p>At Induction, the Programme Co-ordinator should ensure that all learners are provided with information about what to do if they wish to apply for Reasonable Accommodation.</p> <p>The Programme Co-ordinator should ensure that this process is embedded in supports for learners regarding other elements of the programme, for example, on entry, so that all accommodations can be provided and tested, if necessary, in a timely fashion, without causing undue stress to the learner.</p> <p>Prior to assessment periods, the Learning Practitioner should ensure that all learners are provided with information about what to do if they wish to apply for Reasonable Accommodation.</p>
3	<p>The Programme Co-ordinator should co-ordinate the collation of applications for reasonable accommodation in any assessment period.</p> <p>The Programme Co-ordinator should communicate with all parties involved; documenting the processes and outcomes and ensuring formal documentation and schedules are changed if necessary.</p>
4	<p>The Programme Co-ordinator should ensure dialogue takes place between the Programme Co-ordinator, the Learning Practitioner and the learner to determine the needs of the learner and way to support and facilitate the learner in the assessment process.</p> <p>The Programme Co-ordinator can seek additional information.</p> <p>Learners should provide supported documentation.</p>

	A parent/guardian should attend all meetings for learners U18.
5	<p>The Programme Co-ordinator should ensure they review the application for reasonable accommodation.</p> <p>The Programme Co-ordinator should ensure they meet with the learner to determine the best course of action.</p>
6	<p>The Programme Co-ordinator should ensure that they carry out the mapping stage which includes:</p> <ul style="list-style-type: none"> ○ why it needs to be adapted ○ consideration of how it will still meet learning objectives of the awarding body ○ outline of how best to adapt the assessment ○ who will devise it and what channels it needs to go through to be approved for use. ○ consideration of the impact of the change needs to be considered regarding timetables, learners, Learning Practitioners ○ approval of how the facilitation of the changed assessment event will occur.
7	<p>The Programme Co-ordinator should ensure they identify the level of the need of the learner in the following way:</p> <ol style="list-style-type: none"> a. The learner, advocate or guardian should complete an application form for Reasonable Accommodation. In the case of specific needs, an application must be completed at least four weeks in advance of the assessment. deadline/scheduled date. In the case of temporary circumstances, an application must be made as soon as possible. b. Ask the learner to provide evidence of his or her disability. This evidence can include, for example, medical reports; educational psychologist's report; occupational therapist's report; guidance counsellor's report. c. Meet with the learner to discuss her or his needs. d. Analyse the application for Reasonable Accommodation, taking all the evidence into account. Additional evidence may be sought from the learner. e. Inform the learner (parent/guardian for U18s) in writing of the outcome of the application within 7 working days of receipt of the completed application. This can be either successful or unsuccessful. f. Inform Learning Practitioners of the outcome of the application process and requirements for adaptation if a successful application was made.
8	The Programme Co-ordinator should determine which aspects of the assessment will require adaptation, in consultation with Learning Practitioners.

	The Learning Practitioner should adapt the assessment, ensuring that the standard for the award is not compromised in any way and strictly adhering to the principles of assessment, and the standard for the award.
9	<p>The Programme Co-ordinator should adjust the centre's Assessment Plan if necessary.</p> <p>For FET Provision-Second Providers, additional time allocation is recorded as part of the Assessment plan and a separate F04 for the assessment is required. Contracted Training should be made aware that no additional charge will be passed onto the ETB for this provision.</p>
10	The Programme Co-ordinator should inform all stakeholders of the adjustment to the Assessment Plan.
11	The Programme Co-ordinator should ensure they procure additional supports if necessary.
12	The Programme Co-ordinator should ensure they track and record all stages of the application for Reasonable Accommodations.
13	<p>The Programme Co-ordinator should ensure they document and file all documents of meetings.</p> <p>The Programme Co-ordinator should ensure that all documentation is confidential and stored in a secure place.</p>
14	The Programme Co-ordinator should ensure they document provision of Reasonable Accommodations on Internal Verification Report.

Appeals for Reasonable Accommodation in Assessment:

1	<p>The learner (or parent/guardian for U18s) have a right to appeal if they are dissatisfied with any aspect of the decision in relation to their application for Reasonable Accommodation in Assessment. The appeal must be made in writing using the Reasonable Accommodation Assessment Appeal form.</p> <p>The learner should submit this application to the Co-ordinator/Programme Manager within 5 working days from the date of notification.</p>
2	<p>The Programme Co-ordinator should submit the Reasonable Accommodation in Assessment Appeal Form with the original Reasonable Accommodation in Assessment Application and Approval form to the Adult Education Officer.</p> <p>The appeal decision must be based solely on the information originally used to assess eligibility. Where new supporting information becomes available this is</p>

	considered as a new application and every effort will be made to process it in advance of the assessment.
3	The Programme Co-ordinator should inform the learner (parent/guardian for U18s) of the appeal decision within 5 working days of receipt of the completed Reasonable Accommodation in Assessment Appeal Form.

Records and Retention:

1	The Programme Co-ordinator should retain all records of application for Reasonable Accommodation and supporting evidence until the learner has completed their programme of learning and the assessment process is complete.
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Link to other Policies/Procedures

1.3.2	Information to learners about Assessment
1.3.5	Adapting Assessment
1.3.10	Internal Verification
2.1.1	Student Induction
2.1.3	Information to Learners
3.4.1	Learner Records
3.4.4	GDPR

Resources

Resources	<ul style="list-style-type: none"> • Reasonable Accommodation in Assessment Application and Approval Form • Reasonable Accommodation in Assessment Appeal Form • Guidelines for use of Bilingual Dictionaries • An Easy-to-Read Version of the Reasonable Accommodation for FET Provision (tbc)
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