

# Reasonable Adjustments Policy

## 1. Introduction

Reasonable Adjustments may be granted in circumstances which address and help to reduce the effect of a disability or difficulty which would substantially disadvantage a learner during an examination or assessment situation.

## 2. Scope

This policy applies to all learners registered with the Academy of Business Professionals (ABP).

## 3. Identification of Learner Needs

- 3.1 ABP has measures in place in which the requirement for a reasonable adjustment is identified prior to the learner undertaking any of its offered qualifications and/or assessments. This is highlighted during the enrolment of the learner onto the qualification(s).
- 3.2 Any adjustment should be based on the individual learner's need to access the assessment. ABP has the responsibility to provide effective procedures for the identification of learners' needs which comply with the requirements of relevant disability and discrimination legislation of Bangladesh.
- 3.3 ABP will:
  - 3.3.1 Identify learners having or likely to have difficulties accessing assessment;
  - 3.3.2 Ensure its staff decide, in conjunction with the learner, what adjustment may be required;
  - 3.3.3 Take into consideration, when identifying the adjustment(s) necessary, the learner's normal way of working and how previous assessment has been made during teaching, as well as the assessment requirements of the qualification or standard;
  - 3.3.4 Document the request and rationale for audit purposes, once the appropriate adjustment has been identified.
- 3.4 Any application for Reasonable Adjustment must be supported, where appropriate, by information/evidence, which is valid, sufficient, reliable and justifiable.
- 3.5 In the case of learners for whom the implications of a difficulty are not immediately obvious, specialist advice will need to be taken. This may mean requesting an opinion from a qualified medical practitioner as to the adjustments that could be made.
- 3.6 If the Reasonable Adjustment is permitted by ABP, the Reasonable Adjustment form must be completed and submitted to it at the end of the assessment together with the associated examination/assessment materials.

## 4. Language Translators

- 4.1 Please note, ABP does not allow the use of translators to assist learners who do not speak, write or understand English.
- 4.2 It does however, allow the provision of a reader and/or writer for learners who do not speak English as their first language, as well as the use of translation dictionaries.

## 5. Role Definition of Readers and Writers

- 5.1 A reader/writer is a person who, on request, will read or write for a learner who is able to demonstrate a need for this provision. This provision may be used for:
- 5.1.1 All or part of the examination or assessment papers; and
  - 5.1.2 All or any part of the learner's answers.
- 5.2 The reader/writer cannot be the learner's course tutor/trainer. On no account will such a facilitator be a relative or friend of the learner or anyone with a vested interest in the outcome of the assessment.
- 5.3 Readers/writers must not in any way attempt to modify either the content of the answers given by the learner or to alter the specific qualification or end-point assessment requirements.
- 5.3.1 Permitted readers should not be related to the learners.
  - 5.3.2 Permitted readers must only read assessment questions and answers in English.
  - 5.3.3 Permitted readers must not intentionally or unintentionally lead the learner, in any way.
  - 5.3.4 Permitted readers are not allowed to provide definitions of words.
  - 5.3.5 Permitted readers should not act as the invigilator.
- 5.4 Separate accommodation should be made available for learners, single or as a group requiring the services of a reader/writer in order not to disturb other learners.
- 5.5 Invigilators/Assessors supervising an assessment or examination may not act as a reader/writer.
- 5.6 Failure to act on these guidelines could result in the learner's disqualification.
- 5.7 ABP will allow the use of over-writers for hearing impaired learners.
- 5.8 Overwriting should commence as near as possible to the start time of the examination and should normally be in pen on the learner's paper. Should extensive modifications be necessary, a separate paper with the answers written in full should be attached to the original question paper.

## 6. Reasonable Adjustment Principles

- 6.1 Adjustments to assessments should be based on the following principles:
- 6.1.1 Adjustments should not compromise the assessment requirements or validity of the qualifications or end-point assessment;
  - 6.1.2 They should not provide the learner with an unfair advantage;
  - 6.1.3 They should be consistent with the learner's normal way of working;
  - 6.1.4 They should be based on the individual need of the learner;
  - 6.1.5 They should allow learners an equal opportunity to show what they can do and what they know without altering competence standards; and,
  - 6.1.6 Adjustments should not pose an increased risk to the safety and/or wellbeing of the learner, assessor or invigilator.

## 7. Remote Invigilation

In case any reasonable adjustment requires a remote invigilation method to be applied, ABP will decide and inform the learners the manner in which it will proctor such assessments.

## 8. Appealing a Decision Regarding Reasonable Adjustment

Should a learner disagree with ABP's decision in relation to a reasonable adjustment, they can file an appeal to escalate the matter to ABP's governing body whose decision, upon reviewing the appeal, will be deemed final and binding on the learner with respect to their request for reasonable adjustment.