


UHL Apprenticeship and Development Centre Reasonable Adjustments Policy

Centre Lead	Judith George Centre Education Manager - UHL Apprenticeship and Development Centre	
Written By	Judith George Centre Education Manager - UHL Apprenticeship and Development Centre	
Checked and Approved by Board Director Lead	Clare Teeney Chief People Officer	<i>Signature</i> 
Consultation	UHL Apprenticeship and Development Centre	
Version	V2	
Supersedes	V1	
Date of Original Approval	November 2018	
Next review Planned	December 2025	
Supporting Document(s)	<ul style="list-style-type: none"> • ILM: Reasonable Adjustments Policy (V2 December 2015) • Joint Council for Qualifications: Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments. With effect from 1 September 2017 to 31 August 2018 • The Equality Act (2010) • Religion and Belief Policy • ALS Guide 	

Contents

1. Rationale.....	3
2. Definitions of Reasonable Adjustments	3
3. Requesting Reasonable Adjustments/Additional Learner Support (ALS)	3
4. Additional Learning Support and Reasonable Adjustments	4
5. Procedure for checking and recording the need for reasonable adjustments	5
6. Awarding body requirements	5
7. Centre Support.....	7
Appendix 1.....	8
Appendix 2.....	10

Document Amendment and Review Log

December 2023	V2.1 Change of name	13/12/2022	JS
April 2024	V2.2 Document branding updated	23/04/2024	JS

1. Rationale

The University Hospitals of Leicester Apprenticeship and Development Centre is committed to delivering high quality standards and qualifications in a fair, honest and consistent manner to all its learners. Learners who have a permanent or temporary disability, specific learning need or medical condition may need additional learning support to help them complete the programme. In order to make sure that their result reflects their achievement in the assessment they might also need a different assessment method or an adaptation to the usual one. The Centre is committed to putting into place reasonable adjustments to support these learners.

2. Definitions of Reasonable Adjustments

- 2.1 What is reasonable is dependent on the individual circumstances, the nature of the request and the impact of any disability on the individual, cost implications and the practicality and effectiveness of the adjustment.
- 2.2 In line with awarding body requirements, adjustments to assessment must:-
 1. Not make the assessment easier
 2. Not give the learner an unfair advantage
 3. Be based on the individual need of the learner
 4. Be auditable and capable of being internally and externally quality assured
 5. Preferably reflect the learner's normal way of working
 6. Give a realistic indication to a current and future employer what the holder of the standard/qualification can do.
- 2.3 Additional Learner Support (ALS) may be needed outside the assessments also. Appendix 1 is the form learners are made aware of on induction to support them with their needs.

3. Requesting Reasonable Adjustments/Additional Learner Support (ALS)

- 3.1 The template on Appendix 1 will help the learner make the initial request for ALS. This can be accessed and submitted at any time throughout the programme to support changing needs.
- 3.2 Some reasonable adjustments are requested on a frequent basis and can be routinely accommodated. These include;

1. A low impact hearing or visual impairment
 2. A physical disability such as that resulting in reduced restricted mobility
 3. Dyslexia
 4. Dyscalculia
 5. Dyspraxia
 6. Asperger's
 7. Attention Deficit Hyperactivity Disorder
 8. Autism.
- 3.3 Should an alternative adjustment be needed e.g. high impact hearing impairment and a hearing loop these can be accommodated with sufficient notice. It is recommended that known adjustments are highlighted during the enrolment process, or as they occur to enable the Centre to access the necessary items.

4. Additional Learning Support and Reasonable Adjustments

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification. The Centre will support timely access to the requests wherever possible and access the Trusts Equality and Diversity lead for guidance as needed. Learners should be aware that a copy of their additional learning support requests will be kept in their learner file (e and/or manual) until the end of their course.

- 4.1 Reasonable adjustments for assessment may include, but are not limited to:
1. Coloured paper and/or coloured overlays
 2. Different font/print size for hand-outs
 3. Positioning the learner in the classroom to accommodate hearing or sight issues
 4. Providing suitable seating
 5. Additional breaks.
- 4.2 Reasonable adjustments for examinations may include, but are not limited to:
1. The provision of special equipment
 2. The provision of a reader
 3. The provision of a prompter
 4. The use of ear defenders to reduce distraction
 5. A separate room
 6. Extra time allowance
 7. Rest breaks
 8. Assuring accessibility to the examination venue.

5. Procedure for checking and recording the need for reasonable adjustments

- 5.1 Learners are required to undergo initial assessment for English and Maths for all apprenticeships. The enrolment form requires the learner to state if they consider themselves to have a learning difficulty and/or disability and/or health problem and acknowledge if they need extra support throughout their course and/or special arrangements for assessments and/or examinations. The learner should declare a known condition at this point. If the condition emerges during the course of the programme the learner should raise it with their Facilitator at the earliest opportunity to enable their needs to be reviewed and supported.
- 5.2 Support needs may change on a permanent or temporary basis during the programme and Appendix 1 can be used to support this at any point. The form should be shared with the Centre to enable the relevant support to be put in place. There may be times when this cannot be completed instantly and in these circumstances the Centre will advise the earliest date that this can be supported as soon as possible.
- 5.3 It is the responsibility of the Practitioners to check Individual Learning Records and familiarise themselves of any learners they teach and to ensure that the required adjustments are implemented. They should seek assistance from their line manager if they feel they need support to accommodate this.
- 5.4 It is the responsibility of the named Facilitator to check Individual Learning Records and familiarise themselves of any learners they assess and to ensure that the required adjustments are implemented. They should seek assistance from their line manager if they feel they need support to accommodate this.
- 5.5 It is the responsibility of the administration team to ensure any additional learner support forms received are shared with the relevant programme trainer/assessor and filed securely in the learners file.

6. Awarding body requirements

In addition to following this policy staff need comply with any specific additional requirements of the awarding body. These are detailed below.

6.1 City and Guilds

- For City and Guilds the Centre doesn't need to make an application to put into place reasonable adjustments for qualifications that are internally assessed.
- All reasonable adjustments made in relation to internal assessments must be recorded on Form VQ/IA and held on file within the Centre for inspection by an awarding body.

- Form VQ/IA is available electronically at: <http://www.icq.org.uk/exams-office/access-arrangements-and-special-consideration/forms>.
- Where the Facilitator/IQA/Programme Lead is unsure if the reasonable adjustment proposed is in line with the guidance, they must notify the Centre Education Manager. It is the responsibility of the Centre Education Manager to contact City and Guilds should advice be needed.

6.2 Institute for Leadership and Management

6.2.1 For ILM no prior approval is needed for:

- i) Using a signer, reader or writer
- ii) Allowing extra time to complete an assessment
- iii) Using coloured overlays, mechanical or electronic aids
- iv) Assessment documentation with large print or other
- v) Changes in seating arrangements
- vi) The use of approved assessment methods.

6.2.2 An approval request must be made for any other adjustments by the Centre Education Manager via e-mail to the Assessment Hub at ilmassessment@i-i-m.com . They will need to know:

- i) Which qualification /programme and which assessment
- ii) The Centres assessment of the learner's need
- iii) The reason for the application and why ILM's assessment instrument is inappropriate
- iv) The proposed adjustment and the rationale for using it.

6.2.3 Requests must be made at least 10 working days in advance of the intended use of the assessment activity. Reasonable adjustments must be approved by ILM before the assessment activity takes place.

6.3 Pearson

6.3.1 For Pearson qualifications that are internally assessed by the Academy:

- Can make reasonable adjustments that are in line with this policy
- The Centre Education Manager must record all reasonable adjustments made on form RA1
- The Centre Education Manager must keep all RA1 forms on the appropriate learners' records
- Must make RA1 forms available to Pearson as required.

6.3.2 Pearson latest policies: <https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/reasonable-adjustment.html>

7. Centre Support

- 7.1 Centre staff will be able to access a generic guide on how to support the provision of additional learner support however should further assistance be required the first point of contact external to the Centre would be the Equality and Diversity Lead for the Trust. The Equality and Diversity Lead for the Trust will provide relevant information, advice and guidance.

Appendix 1 Additional Learner Support Request

ADDITIONAL TRAINING SUPPORT FOR LEARNERS REQUEST

This form should be used when additional support is required at a training event to ensure that a full contribution can be made. E.g. hand outs are required in large print, hearing loop system required.

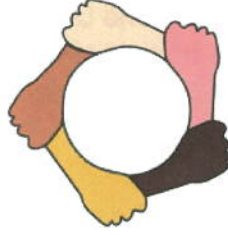
Please complete with as much detail as possible and send it to the topic lead prior to the booked session to enable them to make advance preparations as necessary.

Learners name	
Learners contact number and email	
Managers name and contact number /email (if required)	
Date of booked session	
Programme/Topic booked	
Additional training support requested	

© June 2018 All rights reserved.
Leicester Hospitals NHS Trust.



Additional Learner Support



Learner Guide



What is Additional Learner Support and who needs it?

As a member of the UHL team you are required to undertake both role related and mandatory training during your employment to help you perform your role safely. You may also be attending training for professional or personal development.

Here at UHL we try our best to make all of our training as interactive as possible and encourage all learners to take part throughout the session so that you can take away as much as possible from it. However, some of us need additional support during training sessions. For example, if you have difficulty with reading or writing or are partially sighted or have difficulty hearing, you may not feel able to join in and so may not get the full benefit from the session. If we are aware before the session that you need additional support, we can make every effort to provide it.

This brochure is designed to give you an idea of the areas where learners may feel they would like additional support during training, and what to do to request that support. If however there something else we haven't mentioned that you need please do tell us.

What can I get help with?



Hearing

- Induction Loop
- Lip reading
- British Sign Language



Access/Mobility

- Wheelchair access
- Individual desk
- Back problems – stand up & walk around during the session



Sight

- Large print
- Larger keyboard
- Laptop software
- Separate laptop to show PowerPoint slides



Language

- English may not be your first language



Reading & Dyslexia

- Reading assistant
- Coloured paper to help with dyslexia



Writing and Maths

- Support with writing and maths through assessment tools and free education sessions in work time
- Supported activities at the event
- Copy of PowerPoint slides so information already written down
- Extra hand outs with key messages or points

How can I get additional support?

Complete the Request Form on the back of this brochure and send it the trainer or department who is leading this session. For core mandatory training and induction this would be the Learning@uhl-tr.nhs.uk.

If you need support in a way that is not listed please still complete the request form so we can assess your request.

Thank you.

Appendix 2 Process Flow for Reasonable Adjustments/Additional Learner Support Requests

