LIBF

Part of Walbrook Institute London

Updated November 2024

Reasonable Adjustments Policy and Procedure for Financial Education Qualifications

The Reasonable Adjustment Policy and Procedure for Financial Education Qualifications applies to students for whom the standard arrangements for learning materials, the delivery of, and response to, the assessment may adversely affect their ability to demonstrate their true performance level.

Summary of Policy

We're committed to providing an inclusive educational experience for our centre's students, regardless of any disabilities or learning difficulties they may have. We realise that, without reasonable adjustment, students may be prevented from demonstrating their true level of ability during an assessment. This policy is designed to ensure that we

- provide an assessment and awarding system that supports equality and fairness to our students
- maintain the integrity and security of the assessment process.

The Reasonable Adjustments Policy recognises, but isn't limited to, the protected characteristics identified in the Equality Act 2010. It also applies to those students who have a specific learning difficulty or disability that has been notified prior to the assessment. We will, subject to approval, put into place reasonable adjustments to mitigate the impact of the identified disadvantage.

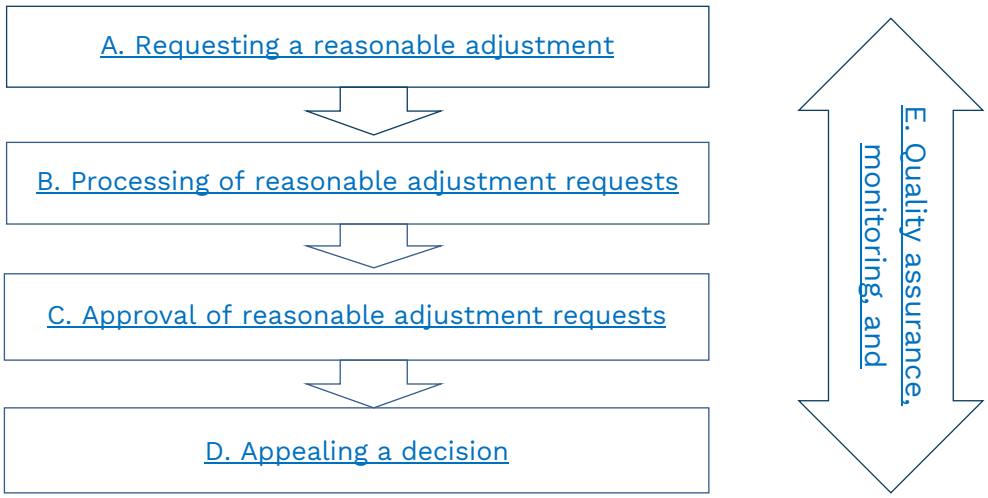
The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- Identifying a physical or mental impairment;
- Looking into adverse effects and assessing which are substantial;
- Considering if substantial adverse effects are long term;
- Judging the impact of long term adverse effects on normal day to day activities

LIBF

Part of Walbrook Institute London

Updated November 2024



Section A - requesting a reasonable adjustment

1.1 We recognise, but are not limited to, two major categories of special educational need, which may lead to the provision of reasonable adjustments:

- permanent or long-standing disability, illness or special educational needs, e.g., blindness, diabetes, dyslexia;
- temporary disability, illness or indisposition, e.g., broken arm, chronic pain.

1.2 For requests based upon permanent or long-standing disability, illness or special educational needs, the centre[1], on behalf of the student, should advise us when registering for the relevant qualification.

1.3 For requests based on temporary disability, illness or indisposition, the centre should advise us of the request at the earliest opportunity.

1.4 Each request must be:

- supported by relevant independent evidence from a medical professional, occupational health, educational psychologist or other recognised educational expert.
- made to us at least six weeks before the date the adjustment will need to be in place. If a request comes in after the recommended six weeks, we'll

[1] Centres are organisations who are involved with any part of the delivery of qualifications on behalf of LIBF. Centres may be schools, colleges or any other venue where the delivery of learning, including teaching and / or assessments, leading to a LIBF qualification is conducted.

assess each request on a case-by-case basis, but may not be able to put the adjustment in place in time for the assessment.

1.5 Centres applying to us for reasonable adjustments on behalf of an individual student should use the application form for centre applications and return this to the Assessment Operations team fcexams@libf.ac.uk.

1.6 The centre isn't required to provide special educational needs (SEN) statements for each individual request made. However, confirmation must be made that relevant supporting evidence is available and must be supplied upon the request of the Assessment Operations team.

1.7 We may request to see evidence at any point during the academic year, as we regularly and thoroughly monitor each centre's application and use of reasonable adjustments. This monitoring allows us to take action if a centre is not appropriately implementing these adjustments, ensuring that any potential misuse is identified and addressed.

1.8 We're not responsible for obtaining evidence to support a request for reasonable adjustments, but will provide advice on its requirements and the suitability of any evidence.

1.9 We reserve the right not to put in place reasonable adjustments if appropriate evidence isn't provided upon request.

1.10 We will:

- only implement a reasonable adjustment that maintains the security, reliability, validity, and integrity of an assessment, and
- not implement any reasonable adjustment that invalidates the assessment requirements for an award or in such a way that may adversely affect other students.

1.11 Some adjustments may not be implemented if they

- involve unreasonable costs to us;
- involve unreasonable timeframes or;
- affect the security, reliability, validity, and integrity of the qualification itself.

1.12 In cases where reasonable adjustments are implemented in response to a specific centre request under this policy, we won't normally consider further compensation for the identified disadvantage.

1.13 Any information supplied by the centre in respect of a claim for reasonable adjustments will be treated as confidential and only be supplied to staff on a need-to-know basis.

1.14 If, at any time, a centre fails to comply with the requirements laid out in this policy, then it may be considered through our Centre Malpractice and Maladministration policy. Failing to comply could involve:

- putting in place reasonable adjustments that we haven't approved;
- allowing reasonable adjustments which aren't supported by appropriate evidence;
- not putting in place appropriate arrangements for students with learning difficulties / disabilities where they've been permitted through this policy;
- charging a student a fee for an adjustment where that adjustment is necessary to remove any potential disadvantage based upon medical evidence.

Section B - processing of reasonable adjustment requests

2.1 Each request will be acknowledged within five working days. Subsequently, and normally within a further ten working days, the Assessment Operations team will contact the centre with the outcome.

2.2 If the Assessment Operations team are unable to immediately identify or agree an adjustment(s), they'll advise the centre in writing of the timescale for resolving the matter and will ensure the centre is kept fully informed of progress.

Section C - approval of reasonable adjustment requests

3.1 The Assessment Operations team will confirm the reasonable adjustment in writing.

3.2 We aim to implement an equitable assessment / examination system that doesn't disadvantage any of our students or call into question the security or integrity of our qualifications. Therefore, when a centre makes an application for reasonable adjustments, each application is judged upon its individual merits.

3.3 Should the student's circumstances change or they wish to request a further adjustment, the centre should contact the relevant team as set out above. The centre may be required to provide additional evidence to support any changes to the reasonable adjustment.

3.4 Should the reasonable adjustment request be rejected, the Assessment Operations team will provide the centre with a clear reason for the rejection and, where appropriate, suggest suitable alternative adjustments to those requested.

Section D - appealing a decision

4.1 If a centre is unhappy with the result of a request for reasonable adjustment, they may appeal the outcome in accordance with the Appeals Policy.

Section E - quality assurance, monitoring, and review

5.1 Records of all applications for reasonable adjustments, and their outcomes, are maintained by us for the duration of the student's study period.

5.2 We'll collect and analyse records of complaints regarding reasonable adjustments and any decisions relating to those complaints

5.3 The policy and procedures are formally approved by the Regulatory Compliance Committee.

5.4 The policy and procedures have been developed to comply with all relevant legislation, including the Equality Act 2010, and externally benchmarked to be in line with recognised best practice.

5.5 We're subject to regulation by the qualifications regulatory authorities, Ofqual, Qualification Wales, and CCEA.