

# Reasonable Adjustments and Special Considerations Policy and Procedure

Academic Year 2025–2026

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## Purpose of the Policy and Procedure

London Management School ('LMS') is committed to ensuring that learners can have fair access to learning and assessment.

The purpose of this Policy is to make it straightforward for learners at LMS who are eligible for reasonable adjustments and/or special considerations to access our qualifications without compromising the assessment of the skills, knowledge, understanding or competence being measured.

This policy reflects the following principles and guidelines:

- Assessment should be a fair test of learners' knowledge and what they are able to do. However, for some learners, the usual format of assessment may not be suitable. LMS therefore ensures that assessments do not inappropriately prevent learners from taking our courses, as reflected in this Policy.
- The provision for reasonable adjustments and special consideration arrangements is made to ensure that learners receive recognition of their achievement so long as the equity, validity and reliability of the assessment judgements can be assured. Such arrangements are not concessions to make assessment easier for learners, nor advantages to give learners a head start.

## Scope

This policy applies to all courses delivered at London Management School at all its centres and affiliate centres worldwide.

## Actions to Implement this Policy

All staff at LMS have a responsibility to give active and full support of this policy by ensuring that it is known and understood by staff and learners, and that it is implemented effectively.

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## Definitions

### Reasonable Adjustments

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in a learning or assessment situation.

A reasonable adjustment is determined during the pre-assessment planning stage and involves any measure that helps to mitigate the impact of a disability or difficulty that puts the learner at a significant disadvantage. Learners are therefore encouraged to declare their need at the enrollment stage as information can then be used to make the required amendments from the start of the programme of learning.

An adjustment is not considered reasonable if it compromises the reliability or validity of the assessment outcomes or if it gives the learner an unfair advantage over other learners taking the same or similar assessments.

A reasonable adjustment may involve:

- altering standard assessment arrangements, e.g., allowing learners extra time to complete the assessment activity
- adapting assessment materials, such as providing materials in large print
- providing a sign language interpreter or a reader to ensure learning takes place and the rules for assessment are clear
- re-organising the teaching and assessment rooms so they are accessible to learners with physical disabilities.

Reasonable adjustments must be agreed before the learning and assessment activities take place. They constitute an arrangement to give the learner access to the learning and assessment activity which are integral to the programme of study. The use of a reasonable adjustment should **not** be taken into consideration during the assessment of a learner's work as the reasonable adjustment has already been made.

LMS is only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to uphold standards and health and safety, must also be considered.

### Special Considerations

Special Consideration is a post assessment adjustment to a learner's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Special considerations can be applied after an assessment if there is a reason that the learner may have been disadvantaged at the time of the assessment.

Reasons for special consideration could be temporary illness, injury or adverse circumstances at the time of the assessment.

Learners must provide documented evidence to show that their personal circumstances warrant a special consideration. For example, this might be a doctor's certificate or a signed letter confirming a family bereavement etc.

Learners cannot enter a request for special considerations for assessment solely on the grounds of disability or learning difficulty. Such a request should be dealt with through the process for reasonable adjustments.

Special consideration should not give the learner an unfair advantage. The learner's result must reflect his or her achievement in the assessment and not his or her potential ability.

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## Examples

### Reasonable Adjustments

Reasonable adjustments are modifications made to ensure that learners with disabilities or specific needs are not substantially disadvantaged in assessments. These adjustments may be tailored to meet individual needs and are designed to provide equal access to educational opportunities.

**Extended Time during Exams:** Providing extra time for students with disabilities such as dyslexia, ADHD or other conditions that affect reading and processing speed.

**Alternative Assessment Methods:** Offering oral examinations, practical demonstrations, or allowing assignments in different formats (e.g., video presentation instead of a written paper) for students who have difficulty with traditional written exams.

**Physical Accessibility Modifications:** Ensuring that classrooms, labs, and other facilities are accessible to students with mobility impairments. This may include installing ramps, adjusting classroom layouts or providing accessible furniture.

**Assistive Technology:** Providing specialised software, screen readers or other technology to assist learners with visual, hearing, or motor impairments.

**Flexible Deadlines:** Allowing extensions on assignment deadlines for students with chronic illnesses or mental health conditions that may cause them to need more time to complete their work.

**Quiet or Separate Exam Room:** Providing a distraction-free environment for students with anxiety disorders, ADHD, or other conditions that make it difficult to concentrate in a standard exam setting.

#### **Note-taking Support:**

- Arranging for a peer note-taker or providing lecture notes in advance for students who have difficulties with taking notes due to a disability.
- Some students may benefit from being allowed to digitally record lectures, enabling them to review the material at their own pace. This is particularly helpful for students who may need to revisit complex information multiple times to fully understand it.

### Special Considerations

Special considerations are temporary accommodations provided in response to unforeseen circumstances that may affect a learner's performance in assessments or exams.

**Illness or Injury:** Granting an extension or deferral of an exam or assignment if a learner is unable to complete it on time due to a significant illness or injury (e.g., flu, surgery, or hospitalisation).

**Bereavement:** Offering additional time or an alternative assessment if a learner experiences the death of a close family member or friend shortly before or during an assessment period.

**Significant Personal Circumstances:** Allowing adjustments for learners facing severe personal challenges, such as being a victim of a crime, homelessness or significant family disruption (e.g., divorce of parents).

**Natural Disasters:** Implementing alternative assessment arrangements if a student is affected by natural disasters like floods, fires, or severe weather conditions that disrupt their ability to attend classes or complete assessments.

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## Procedure for Requesting Reasonable Adjustments for Assessment

Please note: Any adjustments made for assessment must align with the learner's regular method of working.

### Responsibilities and Timescales

#### Learner Responsibilities:

- **Completion of the Request Form:** Learners are responsible for completing the Request for Reasonable Adjustments form. This form should be filled out thoroughly, providing all necessary details about the requested adjustment.
- **Submission Deadline:** The completed form must be submitted to LMS **no later than 20 working days** before the scheduled assessment activity. This ensures there is sufficient time to process and implement any approved adjustments.
- **Provision of Evidence:** Learners must provide relevant evidence of their specific learning need or medical condition alongside the request form. This evidence should be recent, relevant, and meet the standards set by the concerning Awarding Body/University. Examples of acceptable evidence include a medical diagnosis, an educational psychologist's report, or documentation from a registered healthcare professional.

#### Centre Responsibilities:

- **Receipt and Acknowledgment:** Upon receiving the Request for Reasonable Adjustments form, LMS will acknowledge receipt **within 2 working days**.
- **Review Process:** LMS will review the request and the accompanying documentation **within 7 working days** of receipt. This review will assess the validity of the evidence provided and the reasonableness of the requested adjustment in the context of the assessment's requirements.
- **Communication of Outcome:** LMS will communicate the outcome of the request to the learner **within 3 working days** after the review process is completed. This communication should be clear and include the reasons for the decision.

### Possible Outcomes

**Approval of the Reasonable Adjustment:** If the request is approved, the learner will be informed, and arrangements for the adjustment will be implemented promptly. LMS will ensure that all necessary steps are taken to facilitate the adjustment in time for the assessment.

**Rejection of the Request Due to Insufficient Evidence:** If the request is rejected due to a lack of sufficient evidence, the learner will be notified and advised on the additional documentation required to support their case.

**Rejection of the Request Based on Unreasonableness:** If the request is deemed unreasonable, such as if it compromises the integrity of the assessment or gives the learner an unfair advantage, LMS will explain the reasons for this decision to the learner. The learner may also be advised on any further steps they can take if they wish to appeal the decision.

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## Procedure for Requesting Special considerations for Assessment

Special considerations are accommodations made in response to unforeseen circumstances that may have impacted a learner's performance during an assessment. These considerations are applied retrospectively and are typically granted based on specific, verified circumstances.

### Responsibilities and Timescales

#### Learner Responsibilities:

- **Completion of the Request Form:** Learners are responsible for completing the Request for Special Considerations form, ensuring that all relevant sections are filled out accurately.
- **Submission Deadline:** This form should be submitted **no later than 7 working days** after the assessment activity has taken place. Timely submission is critical to ensure that any potential adjustment to the assessment outcome can be considered.
- **Provision of Evidence:** Learners must provide appropriate evidence to support their request for special consideration. This evidence should meet the requirements set by ATHE. Acceptable evidence might include a medical certificate, a death certificate, or other official documentation that substantiates the reason for the request.

#### Centre Responsibilities:

- **Receipt and Acknowledgment:** LMS will acknowledge receipt of the Request for Special Considerations form **within 2 working days**.
- **Review Process:** LMS will review the request and the accompanying evidence **within 7 working days** of receipt. This review will consider the validity of the circumstances described and the appropriateness of any potential adjustments to the assessment outcome.
- **Communication of Outcome:** The outcome of the request will be communicated to the learner **within 3 working days** after the review process is completed. The communication will include a clear explanation of the decision made.

### Possible Outcomes

**Consent to Assess the Student's Performance in Light of the Evidence:** If the request is approved, the learner's performance will be assessed with the special consideration in mind, which may involve adjusting the grade, offering a re-sit, or other appropriate actions.

**Denial of the Student's Request:** If the request is denied, the learner will be informed of the decision along with the specific reasons. The learner may also be advised on any further steps they can take if they wish to appeal the decision.

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## Appeals against Decisions

If a learner disagrees with the centre's decision, they may appeal through the Appeals Process outlined in the **Appeals Policy**.

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## Confidentiality of Information and Data

LMS may require access to confidential information when processing requests for reasonable adjustments and/or special considerations. In these cases, LMS is committed to protecting the privacy and security of any information and data provided. All personal information will be securely stored and will only be used for the purpose of assessing and fulfilling the request. The

handling and processing of this data will strictly adhere to relevant data protection laws, such as the General Data Protection Regulation (GDPR) or other applicable legislation.

Information will not be disclosed to third parties unless absolutely necessary. For instance, disclosure may be required to comply with requests from the relevant awarding body or other relevant regulatory or statutory entities. In such cases, information will be shared in a controlled and secure manner, ensuring that only the necessary data is disclosed, and only to authorised parties. LMS will take all reasonable steps to ensure that any shared information is protected and used appropriately.

Information and data will be maintained securely for the time specified by the concerning awarding body/university.

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