



SPECIAL CONSIDERATIONS POLICY

SCCU LIMITED

VERSION 1.1

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Version Control

VERSION	REVIEWER NAME	DATE	NEXT REVIEW	COMMENTS
1.0		13/09/2021	13/09/2022	Comments here.
1.1		January 2024	January 2025	Addition of additional reasons for special considerations and False Applications section.

Introduction

1. A "special consideration" refers to an allowance made by exam boards for learners who have been disadvantaged during their studies or assessments due to exceptional circumstances.
2. Unlike reasonable adjustments, special considerations are not covered under UK Law, and there is no right to demand them, as they are discretionary and granted based on specific circumstances surrounding an assessment.
3. However, where learners are disadvantaged by exceptional circumstances (as outlined later in this policy) out of their control, they may apply for special consideration.

Scope

4. This policy applies to all learners and apprentices who wish to request special consideration.

Roles and Responsibilities

5. Special Considerations can be made to Program Tutors (in person) or the Apprenticeship and AEB Manager (in writing via email or letter).
6. The Learning Support Coordinator is the point of escalation for requests.
7. The awarding organisation or end point assessment organisation defines the parameters for special considerations.

Special Considerations

General Guidance

8. Special considerations may be granted following an assessment or exam in exceptional circumstances where a learner is disadvantaged by an issue or occurrence beyond their control that has a detrimental effect on their ability to perform during the assessment.
9. The issue or occurrence must have had or is reasonably likely to have had, a material effect on a candidate's ability to take the assessment or demonstrate their normal level of attainment in an assessment.
10. The issue or occurrence may affect an individual physically or mentally.

11. The following are considered legitimate reasons why a learner may request special considerations. This list is not exhaustive:

- Bereavement. The death of a close relative/significant other (of a nature which, in an employment context, would have led to an absence for compassionate leave).
- Serious unplanned short-term illness or injury (of a nature which, in an employment context, would have led to an absence of sick leave) and which could reasonably compromise the learner's performance.
- Acute mental health issues, such as a new diagnosis of severe depression or anxiety or the admission of the learner to a mental health facility.
- Significant adverse personal/family circumstances (for example, personal assault, witnessing a traumatic event, a close relative being in surgery at the time of assessment, flooding or fire of primary residence, divorce proceedings, court summons, etc.).
- A significant disruption of an examination or assessment or technical issue or failure (for example, a power outage, an emergency evacuation, excessive noise, extreme temperatures, inappropriate or unsafe environment, etc.).
- Severe adverse weather conditions leading to a learner being unable to attend an examination or complete an assessment in the required timeframe.
- Other environmental factors (for example, the learner being unable to attend an examination due to the need to stay at home during a pandemic).

12. The following will not be considered valid requests for special considerations. This list is not exhaustive:

- Long-term conditions or illnesses that the learner was aware of before starting the course or taking the assessment or exam.
- Planned surgery that the learner was aware of before starting the course or taking the assessment or exam.
- Any other incident that the learner could or should have planned for.

Applying for Special Considerations

13. Learners should advise their Programme Tutor or Learning Support Coordinator as soon as possible when requesting special consideration.
 - a. If raised with the Programme Tutor, this will discuss the matter with the Learning Support Coordinator.
14. Where a learner has already completed the exam or assessment, this should be no more than five working days post-assessment.
15. Initially, the request may be via the telephone; however, the learner will be required to follow up their request in writing.
 - a. Requests relating to apprenticeships should be submitted by email or letter, addressed to the Apprenticeship and AEB Manager.
16. This written request must include:
 - Full Name.
 - Address.
 - Date of Birth.
 - Course or Learning Session Details.
 - Date of examination or assessment (giving the deadline if applicable in ongoing assessment situations).
 - Date of request for special consideration.
 - Details of the reason for the request.
17. SCCU may request evidence before considering the request.
18. The following are examples of evidence that may be required to support the request. This list is not exhaustive:
 - Copy of a death certificate.
 - Letter of support/explanation, a GP summary of diagnosis, a Fit for Work note, or other medical evidence from a Registered Health Professional.
 - A self-certification of illness or injury.
 - Admission paperwork for an in-patient stay at a healthcare facility.

- Letter of support/explanation from a third party such as an insurance provider or a lawyer/solicitor.
- Court summons or legal filing.
- Police report.
- Exam invigilator incident report.
- Proof of advice to stay at home.

Outcome of Special Consideration Requests

19. The outcome of the request depends on several factors, including:

- The time the request was submitted.
- The nature of the request.
- The evidence submitted.
- The regulations of and guidance from the respective awarding body or end-point assessment organisation.

20. The outcome of successful requests may be:

- Deferred assessment date.
- Opportunity to take/complete an exam/assessment at a future date.
- Adjusted mark/grade.
- A predicted grade being assigned.
- Allowing for resubmission of work.

21. SCCU cannot accept liability for the outcome of a special consideration where the decision is made by the awarding body or end-point assessment organisation.

False Applications

22. It is crucial that learners submit applications for special considerations only where the claim is legitimate and genuinely warranted by circumstances significantly affecting their assessment performance.

23. Any misuse or fraudulent representation in applications for special considerations will lead to disciplinary action.