



Introduction

The Association of British Riding Schools (ABRS) is a national member body for riding school, trekking and livery businesses. The ABRS approves qualifications that are delivered at Member Riding Schools and other training centres; these training venues are referred to in this Policy as **Centres**. The ABRS is committed to providing candidates with an equal opportunity to achieve qualifications through the provision of alternative assessment arrangements where these are necessary.

Reasonable Adjustments

Standard assessment arrangements can be altered and adapted to reduce the impact of an inequality that puts the learner at a disadvantage.

Inequality may arise through:

- A permanent or long-term disability or specific learning need
- A temporary disability, medical condition or specific learning need
- Indisposition at the time of the examination/assessment
- English being a second, or additional, language

What is 'reasonable' is determined by a learner's individual circumstances, the impact of any inequality/disability, and the cost and effectiveness of the proposed alterations or adaptations.

If there is a need for Reasonable Adjustment, then the learner must request permission from the Centre prior to implementation. This should be done in writing, using email or letter.

Centres should:

- Enable any candidate to make a request for reasonable adjustment, and give due consideration as to how this might affect successful completion of the qualification.
- Diagnose the requirements of each candidate individually, making use of specialist advice where necessary and advise candidates accordingly.
- Agree with the candidate prior to commencing the course and/ assessment, the adjustments that are required.
- Ensure that the candidate is adept in the use of the special arrangements.
- Ensure that suitably qualified personnel check that the evidence is current and relevant to the candidate.
- Ensure that all records and evidence relating to reasonable adjustments are kept for three years following certification.

Any reasonable adjustment for assessment must ensure that the candidate can still present evidence which:

- Meets the specification
- Allows assessment
- Does not unfairly advantage the candidate

Centres can make the reasonable adjustments without making a formal application to ABRS. However, Centres are advised to consult with their External Verifier/Moderator before confirming that a request for reasonable adjustment has been approved. The Centre is expected to report to ABRS those arrangements agreed and

those declined. The Centre's processes and procedures for dealing with and implementing Reasonable Adjustments and subsequent assessment decisions will be monitored by the External Moderator/Verifier.

Translators, readers and writers

A translator/reader/writer is a person who, on request, will translate/read/write for the candidate:

- All or any part of the examination/assessment paper
- Any part/all of the candidate's answers

The use of a translator/reader/writer should neither advantage the candidate unfairly nor disadvantage the candidate further. The translator/reader/writer should not normally be the candidate's course trainer or a subject specialist, but there may be circumstances where this is deemed acceptable. In such cases, this should be noted.

On no account should a relative, colleague or friend of the candidate be used as a translator/ reader/ writer.

It is recommended that prior to undertaking the examination/assessment the candidate, wherever possible, should have had practice with a translator/reader/writer. Candidates using the services of a translator/reader/writer should be accommodated separately to avoid disturbing other candidates. However, several such candidates attempting the same assessment may be accommodated together in the same venue.

The translator/reader/writer should be a responsible adult who is able to translate/read/write legibly accurately and at a reasonable rate. The translator/reader may repeat the same question(s) as often as requested providing it is within the time allowed.

Translators/readers and writers must not in any way attempt to modify either the content of the answers given by candidates or any of the specific qualification requirements. The translator/writer should at all times translate/write down answers exactly as they are dictated. During the examination/assessment the translator/reader/writer must not give any factual help to the candidate nor offer any suggestions concerning which questions to attempt, when to move on to the next question or in which order the questions should be answered.

Translators, readers and writers are responsible to the Centre.

It should be noted that failure to comply with any of these guidelines could result in the candidate being disqualified.

Special Consideration

Special consideration is consideration to be given to a learner who has temporarily experienced an illness or injury, or some other event outside of the learner's control, which has had, or is reasonably likely to have had, a material effect on that learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Examples of circumstances in which a learner may be eligible for special consideration include:

- Category (a) an injury or illness such as a broken arm or glandular fever
- Category (b) bereavement or other form of emotional shock

Examples of circumstances in which a learner is not eligible for special consideration include:

- Where personal arrangements impact on assessment or attainment
- Where preparation for the assessment is affected by environmental factors within the Centre such as building work or staff shortages

Special consideration given to a learner allows the extension of the original agreed timeframe for the completion of the assessment. Responsibility for determining the need to apply special consideration, and the length of time appropriate, is devolved to Centres.

They are best placed to make judgments on the specific circumstances of individual learners. Centres must keep a record of the decision made, and of the evidence to support this decision. Centres are expected to apply special consideration with integrity. Centres must inform the ABRS of all decisions to apply special consideration in writing prior to, or as soon as possible after, their internal assessment process. The External Moderator must also be informed of all special consideration decisions at the start of their visit. Notification of the decision to apply special consideration must confirm:

That the Centre has read and understood the ABRS's definition of special consideration as set out:

- The name of the learner
- The ULN of the learner
- The agreed timeframe for completion of the assessment.

The ABRS will confirm to the Centre, in writing, that their special consideration decision has been accepted and recorded.

The ABRS will monitor the use of special consideration over time, and will investigate its use within individual centres where necessary. Special consideration will not be considered if achievement has already been claimed and certificated.

Complaint

If a candidate does not believe that reasonable adjustments have been made they can make a complaint to the ABRS using the ABRS – Tests, Qualifications or Examinations Complaints Form.

Review Arrangements

The policy will be reviewed every three years, or in the following circumstances:

- Changes in legislation and/or government guidance
- As a result of any other significant change or event