

# BPP University – University Policies and Procedures

## Reasonable Adjustments Policy



<b>Scope</b>	Staff/Students
<b>Approved Date</b>	July 2024
<b>Approving Authority</b>	Education and Standards Committee
<b>Date Effective</b>	April 2025 (v1.1)
<b>Review Date</b>	July 2027
<b>Document Owner</b>	Education Services/Office for University Academic Quality
<b>Purpose</b>	Outlines the University's policy and procedure in relation to the granting of reasonable adjustments

### *Regulatory Mapping*

<b>BPP University General Academic Regulations</b>
Section E: Examinations, Assessment & Academic Practice

**BPP University**  
**University Policies and Procedures**  
**Reasonable Adjustments Policy**

<b>1. Context .....</b>	<b>2</b>
<b>2. General Principles .....</b>	<b>3</b>
<b>3. Applying for Reasonable Adjustments in Assessments .....</b>	<b>5</b>
<b>4. Reasonable Adjustments .....</b>	<b>5</b>
<b>5. Procedure for the Application of Exam Adjustments .....</b>	<b>6</b>
<b>6. Reasonable Adjustments: General Guidelines on Adjustments .....</b>	<b>6</b>
<b>7. Typical Adjustments (The following adjustments are here for guidance only and all cases will be considered on an individual basis) .....</b>	<b>6</b>
<b>8. Evidence in Support of Extra Time of up to 100% .....</b>	<b>7</b>
<b>9. Exceptional Reasonable Adjustments and Alternative Forms of Assessment .....</b>	<b>8</b>
<b>10. The use of computer and assistive software .....</b>	<b>9</b>
<b>11. General Guidance on Administering Reasonable Adjustments in Examinations .....</b>	<b>9</b>
<b>Policy Revision History .....</b>	<b>12</b>

## **1. Context**

- 1.1. In accordance with BPP University's commitment to Inclusive and fair practice and our legal responsibilities under the [Equality Act 2010](#), adjustments for examinations and assessments are designed to ensure that students entitled to reasonable adjustments as defined by the [Equality Act 2010](#) have an equal and fair opportunity to demonstrate their skills, knowledge and understanding during assessments.
- 1.2. All examination schedules should include the provision for amended/extended timings, flexible timetables and locations for students entitled to exam adjustments.
- 1.3. Some students may also require adjustments if they have difficulty attending examinations or assessments because of a commitment to religious observance/festivals or caring responsibilities. If this is the case, then students should speak to the Independent Advice Team for guidance on options.
- 1.4. In some instances alternative forms of assessments may be required to accommodate a student's needs.

## **2. General Principles**

- 2.1. The Learning Support Team is authorised to recommend reasonable adjustments for students with learning difficulties, disabilities and temporary illnesses. Prescribing reasonable adjustments for examinations forms a part of the Learning Support Agreement which is completed in accordance with the Learning Support Policy. Once a student has completed a Learning Support Agreement and signed a Disclosure agreement, information will be passed to the examinations team who are responsible for the implementation of the recommended reasonable adjustments.
- 2.2. Reasonable adjustments applicable to learning, teaching and assessments are designed to ensure fair access for all students.
- 2.3. In order to implement reasonable adjustments in assessments, information relating to a learning difficulty or disability will only be shared with examinations staff and awarding bodies with the consent (signed Disclosure) of the student.
- 2.4. For courses that have an assessment run by a Professional Statutory Awarding Body ((PSRB)), the PSRB will hold the responsibility for applying reasonable adjustments to their own assessments. In some cases, the process of requesting reasonable adjustments for a PSRB run assessment will be different to requesting them at BPP. Please consult with the Learning Support Team for advice for your specific qualification when you are discussing your Learning Support Agreement. BPP assessments will take into account the requirements and standards of professional bodies when applying reasonable adjustments for their own assessments.
- 2.5. While there is no duty to make reasonable adjustments to competence standards, the duty does apply to the assessment of that standard. There is a distinction between requiring students to demonstrate they have reached a required standard, and the method by which this is assessed.
- 2.6. All reasonable applications for reasonable adjustments in assessments will be considered.
- 2.7. Reasonable adjustments in examinations should reflect the student's normal way of working; namely the study strategies and learning methods utilised by the student in class or private study based activity.
- 2.8. Reasonable adjustment in examinations should not be assumed to have been authorised until appropriate evidence has been provided and confirmation of BPP University's agreement to the reasonable adjustment has been provided with staff and

student signatures on a Learning Support Agreement. Details of appropriate evidence can be found in BPP's [Learning Support Policy](#)

- 2.9. Students may not require the same adjustments in each subject or module. Subjects and their methods of assessments may vary, leading to different demands of the student.
- 2.10. Reasonable adjustments to examinations can only be implemented with accurate and up-to-date (see below) evidence which specifically outlines the requirements of the student.
- 2.11. The University reserves the right to interpret and recommend the implementation of reasonable adjustments in consideration of other factors such as awarding body regulations, academic standards, the availability of resources and the notice provided before the examination sit.
- 2.12. A reasonable adjustment may be granted for the duration of a student's programme of studies as per the Learning Support Agreement but these may reviewed either at the request of the student or the Learning Support Team as appropriate. For example when a change is required to reflect a change in the student's wellbeing or condition.
- 2.13. All applications for reasonable adjustments to examinations should be submitted to the Learning Support Team at least four weeks prior to the start date of the assessment period. This is to ensure that they can be put in place in time. Applications received for reasonable adjustments within four weeks will still be considered but may not be possible to implement in time. If it is not possible to implement reasonable adjustments in time and a student is entitled to them, students can apply for Extenuating Circumstances to delay your assessment to allow for any adjustments to be put in place. Details on this process are in the Examinations and [Extenuating Circumstances policy](#)
- 2.14. The Learning Support Team and Examinations Office reserve the right not to implement reasonable adjustments to examinations or assessments where deadlines are missed or suitable evidence is not produced prior to the assessment
- 2.15. All information relating to an individual's learning difficulty or disability will be processed in accordance with the UK General Data Protection Regulations and the Data Protection Act 2018 and BPP's Privacy Policy.

### **3. Applying for Reasonable Adjustments in Assessments**

- 3.1. For all BPP University examinations, applications for reasonable adjustments must be submitted to the Learning Support representative at least four weeks prior to the start date of the assessment for which those adjustments are required. BPP University cannot guarantee that reasonable adjustments will be provided where notification has not been given at least four weeks prior to the assessment. Students are advised to consider applying for Extenuating Circumstances if they are considered eligible but it has not been possible to implement adjustments in time.
- 3.2. Importantly, Professional Statutory Regulatory Bodies will have their own deadlines for making applications for reasonable adjustments and this should be checked with the relevant examinations body by the student. A request for reasonable adjustments may be required when the student applies/registers for the examination
- 3.3. Where the disability, learning difficulty, or medical condition and/or its effect on the assessment are likely to change a new adjustment must be applied for each year. A re-evaluation of the requirements and appropriate support may be required.

### **4. Reasonable Adjustments**

#### **4.1. Examples:**

- (a) Additional time
- (b) A separate room
- (c) A scribe/amanuensis
- (d) A reader
- (e) A BSL interpreter
- (f) A prompter
- (g) Assessment materials in a different format:
  - Coloured/enlarged paper
  - Braille papers and tactile diagrams with Braille labels
  - Tactile diagrams with print labels
  - Transcript of listening test/video
- (h) Coloured overlays
- (i) A computer

- (j) Assistive technology
  - (k) Supervised rest breaks
  - (l) Alternative formats of assessments are also available, which meet the programme objectives and learning outcomes in level and scope with those of the validated assessment which it replaces
- 4.2. The list above is not exhaustive and where reasonable other adjustments may be considered as appropriate to individual needs.

## **5. Procedure for the Application of Exam Adjustments**

- 5.1. In the first instance reasonable adjustments for examinations will be considered when forming the initial Learning Support Agreement for a student with a learning difficulty and/or a Disability. This information will be forwarded to the exams team for processing and implementation.
- 5.2. Independent requests for students who do not have an active Learning Support Agreement should be sent to the Learning Support Team, with supporting evidence.
- 5.3. The Learning Support Team will ensure that support is requested from all other departments for whom the adjustment is relevant.
- 5.4. Details of the agreed reasonable adjustment will be sent to the exams team for implementation.

## **6. Reasonable Adjustments: General Guidelines on Adjustments**

- 6.1. Where reasonable and appropriate, the student's individual needs and normal way of working should always be considered. Supervised rest breaks should be considered before making a request for extra time, since they may be more appropriate, e.g. for students with medical or psychological conditions.

## **7. Typical Adjustments (The following adjustments are here for guidance only and all cases will be considered on an individual basis)**

- 7.1. *General communication difficulties:* Students may require extra time to demonstrate skills. They may need to use a computer for word processing. In some instances, a scribe may be required.
- 7.2. *Students with a hearing impairment:* Additional time should be allowed, if requested. Some students may also be allowed additional writing time, and/or the use of a BSL signer or interpreter for oral exams.

- 7.3. *Students with a visual impairment:* Additional time; students may also require modified materials, e.g. Braille, larger font sizes, specific coloured paper, and/or a computer with a screen reader/voice recognition software, large keyboards.
- 7.4. *Students with a specific learning difficulty such as dyslexia or dyspraxia.* Normally 25% additional time and/or the use of a word processor; for students whose writing speed is very slow a scribe may be recommended.
- 7.5. *Students on the autism spectrum:* A quiet room, rest breaks and in some cases a prompter. When a student has little or no sense of time, or loses concentration easily, or is affected by an obsessive-compulsive disorder which leads them to keep revising a question rather than moving onto other questions a prompter may be required.
- 7.6. *Students with emotional difficulties:* A low occupancy room may be appropriate and rest breaks of up to 10 minutes per hour.
- 7.7. *Students with mental health conditions:* Extra time up to 25% and/or rest breaks and/or a quiet or low occupancy room.
- 7.8. *Students with mobility difficulties or physical disabilities:* A scribe, ergonomic support; including chairs, height adjustable desks and gel pads; accessible locations and a close proximity to facilities including toilets must be available.
- 7.9. In some cases it may be appropriate to recommend multiple adjustments to reflect a combination of health, disability or learning difficulties in the same student.

## **8. Evidence in Support of Extra Time of up to 100%**

- 8.1. In demonstrably exceptional circumstances, extra time up to 100% may be authorised. There should be clear and compelling evidence and reason for this reasonable adjustment. Applications for this adjustment must be submitted at least one month prior to the start of the assessment period. Evidence would take the same format as “Evidence in support of a medical, physical or psychological requirement or a visual or hearing impairment” in the Learning Support Policy, with specific reference to the requirement for enhanced extra time, including evidence of how the amount of extra time has been determined.

## **9. Exceptional Reasonable Adjustments and Alternative Forms of Assessment**

- 9.1. In addition to the reasonable adjustments for timed invigilated examinations in demonstrably exceptional circumstances, alternative forms of assessment may be available.<sup>1</sup>.
- 9.2. All alternative forms of assessment must substantiate that they represent an effective and reasonable means of avoiding disadvantage and that there is no equally effective, reasonable, alternative means of avoiding that disadvantage.
- 9.3. The opportunity to submit an application for alternative forms of assessment to the Reasonable Adjustments and Support Panel should be discussed at a meeting with the Learning Support Team (e.g. with a Disability Advisor). Applications to the Reasonable Adjustment & Access Panel should be made by Learning Support on behalf of the student. Direct submissions from students will not be accepted.
- 9.4. There may be different deadlines and application processes to request reasonable adjustments for assessments managed by Professional Statutory Awarding Bodies (PSRB) to approve any alternative formats of assessment. The Learning Support Team will be able to advise students of any additional process required to ensure reasonable adjustments are applied for with their PSRB .
- 9.5. The student must provide evidence as to why they are unable to sit their examination in timed invigilated conditions with the range of reasonable adjustments available to them. The evidence should be compelling and in the format set out under “Evidence in support of a Medical, Physical or Psychological Conditions, including Mental Health Conditions and/or a Visual or Hearing impairment,” outlined in the University Policies and Procedures – Learning Support.
- 9.6. The alternative form of assessment must assess the same intended learning outcomes as the standard assessment.
- 9.7. Alternative forms of assessments will be conducted under conditions that are as far as possible equivalent to those of standard assessments.
- 9.8. When making a decision on the appropriateness of an alternative form of assessment, academic staff and learning support team will be guided by the competence standards

---

<sup>1</sup> According to UCAS definitions, a care leaver is defined as a young person who has been in the care of a local authority and/or Health & Social Care Trust for at least 13 weeks since the age of 14. In University a care leaver is often a person aged between 18 and 21 who, immediately before turning 18, was under the care of a Local Authority.

A carer is defined as anyone who has a commitment to providing unpaid care to a family member or friend who could not cope without their support. This may be due to illness, disability, a mental health issue, or substance misuse.



for the award and the regulatory requirements of any associated professional or awarding body.

- 9.9. Decisions on alternative forms of assessment or atypical reasonable adjustments can be made in consultation with a Reasonable Adjustment and Support Panel to ensure consistency and best practice followed throughout BPP University.
- 9.10. In most cases, the format of the alternative assessment will be an assessment paper to be completed over a specified period of time. Each piece of assessment may be followed by an authentication session to verify that the assessment piece is the student's own work, in order to preserve academic integrity. This may take the form of a brief question and answer session relating to the student's alternative assessment submission.
- 9.11. The outcome of each assessment will be communicated to students in the usual way and students have the same entitlement to feedback.
- 9.12. Students may appeal decisions of the Reasonable Adjustments and Support Panel under the Student Appeals Procedure as set out at Part K of these Regulations.

## **10. The use of computer and assistive software**

- 10.1. Where the use of a University computer is agreed for examinations, this will, as far as possible, be situated at the University location where the main course of study takes place.
- 10.2. A range of specialist equipment and assistive technology is available which is based on individual requirements and where students use a University computer.
- 10.3. In limited circumstances and by agreement only, when taking an assessment at a BPP location students are encouraged to use their own computer where for example JAWS, Dragon or Supernova is installed and where this includes personalised dictionaries and keyboard short commands.
- 10.4. Permitted materials may be made available in PDF or Word format.
- 10.5. Reading Pens are not permitted.

## **11. General Guidance on Administering Reasonable Adjustments in Examinations**

- 11.1. Where the student requires the services of a reader and scribe, a separate invigilator should also be present. The reader or scribe should not provide assistance with academic content, or factual information nor provide any advice in relation to how to respond to a question.

- 11.2. A reader will only be considered for students with substantially impaired reading ability and will not be allowed to supplement a candidate's general levels of literacy.
- 11.3. Supervised rest breaks are appropriate for students with low concentration or who are affected by undue stress or during pregnancy; supervised rest breaks will also be permitted for other medical and psychological reasons on an individual basis.
- 11.4. Rest breaks are allocated per hour of the examination. Students can 'bank' the rest breaks and take them as required but cannot take a rest break of more than 15 minutes in any 1 hour. The student is not permitted to leave the immediate vicinity of the examination during the rest breaks and must be supervised at all times. The examination time will be stopped and restarted during each rest break.
- 11.5. The rest break is not included in any extra time allowance. Rest breaks should also not be used as time to work on the assessment
- 11.6. Where a student develops a serious illness or medical condition immediately prior to or during an Exam, the Exams Officers should ensure that medical advice is sought to ensure that the student is well enough to sit the exam. The student must meet the requirements of BPP University's 'Fit to Sit' Policy. This is to ensure that BPP University meets its duty of care to students during the examination period. (See the "Fit to Sit" Policy).
- 11.7. A 'low occupancy' room is defined as room which accommodates up to 40 students. This may vary depending on the demands at a particular BPP location.
- 11.8. Students may be allocated the use of their own room to sit examinations, where reasonable, for example when they require a scribe or a reader.
- 11.9. Adjustments for life-long conditions (e.g. dyslexia/visual impairment) are permitted for the duration of the student's time at BPP University. However, the amount of additional time allowed can be re-evaluated at the student's request or the request of the Learning Support Team providing that there is appropriate supporting evidence.
- 11.10. Extra time is not permissible for examinations where the time in which a skill is performed forms part of the assessment criteria. This would be an example of exam adjustments impinging on academic or professional standards.
- 11.11. Exam adjustments cannot be provided for students who fail to attend the examination at the scheduled time.

- 11.12. Assessments are marked as per the [Internal Examination and Assessment Feedback Policy](#), reasonable adjustments do not include changing BPP's marking approach, this is to ensure fairness for all students/learners.
- 11.13. If a student is unable to take an examination on a particular day for legitimate reasons (for example having two scheduled in one day would be too onerous) or the quantity of extra time for the examination adjustment requires that the exam is taken over two consecutive days, arrangements may be made for the student to sit the examination at an alternative time. This process must be agreed in advance with the Learning Support Team and Exams Teams to ensure it is possible to do so. In some cases it may also require approval by the School and Awarding Body.

## Policy Revision History

Version Number	Description	Author	Reviewed by	Date
1.0	Movement of Policy to stand-alone section for ease of referencing	Director of Academic Governance & Proctor	Dean of Academic Quality & Policy	July 2024
1.1	Updating of terminology to ensure this reflects current University services, and adjustment of terminology to support recent changes in legislation.	Head of Welfare and Student Support	Director of Academic Governance & Proctor/Dean of Academic Quality & Policy	March 2025