



# THE DANG THEATRE AND DANCE SYLLABUS (DTDS) GRADED EXAMINATIONS POLICY REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS POLICY

## Introduction

This policy covers the following qualifications:

- The Dang Theatre and Dance Syllabus Graded Examinations
- The Dang Theatre and Dance Syllabus Medal Test Awards
- Level 3 and 4 Diplomas

This policy is aimed at teachers and candidates who are involved with DTDS Graded and Medal qualifications. DTDS staff and examiners should also refer to this policy.

The purpose of this policy is to set out the procedures that candidates, teachers and examiners should follow when implementing reasonable adjustments and special considerations. The policy also gives details of the service provided by DTDS for these arrangements. This policy is informed by the guidance provided by the Joint Council for Qualifications. Further information and guidance about reasonable adjustments can be found at [www.jcq.org.uk](http://www.jcq.org.uk).

This policy is available on our website at [www.thedangsyllabus.com](http://www.thedangsyllabus.com).

This policy will be subject to review and monitoring by RSL Awards and if necessary, will be amended and updated following feedback from candidates and centres. All versions of this policy will be approved by the RSL Awards Quality Committee and posted on our website dating each review.

Please note that we treat all records of reasonable adjustments and special consideration arrangements in confidence and retain them in accordance with our GDPR obligations.



If candidates wish to appeal against the decision by DTDS for reasonable adjustments or special consideration arrangements, please refer to our Appeals Policy, available to download from our website at [www.thedangsyllabus.com](http://www.thedangsyllabus.com).

## Issue And Review

The date of issue of this policy is January 2023. This policy will be reviewed annually in January of each preceding year.

## What Are Reasonable Adjustments And Special Considerations?

DTDS is committed to fair and equal assessment of its qualifications. We expect all candidates to have equal and fair access to all the assessments we provide.

We recognise that in some cases there will be a need for some candidates to have access to a range of accommodations to meet their individual needs and provide fair access to the assessments they are undertaking.

Reasonable adjustments can be applied for candidates who have a permanent disability or specific educational needs (SEN). Special considerations can be applied for candidates who have a temporary disability, medical condition or learning needs or who are indisposed at the time of the assessment.

The provision for reasonable adjustments and special consideration arrangements is made to ensure that candidates receive fair recognition of their achievement whilst maintaining the integrity of the assessment.

- **Reasonable adjustments**

A reasonable adjustment is defined as an action that will reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage during assessment.

Reasonable adjustments must not affect the integrity of the assessment, but may involve:

- Making changes for individuals to the standard assessment arrangements, for example allowing learners extra time to complete the assessment



- Adapting assessment materials, such as providing materials in Braille for those with visual impairments
- Providing access facilitators during assessment, such as a sign language interpreter or a reader
- Re-organising the assessment room, such as removing visual stimuli for an autistic learner

Reasonable adjustments are requested and approved by Head Office before the assessment takes place and supporting evidence must include the diagnosis by a medical professional or substantiated by an Educational Psychologist or Paediatric practitioner on headed paper. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work. Reasonable Adjustments apply to how the examination or assessment is conducted not the assessment of the work.

Every request for a reasonable adjustment will be considered on a case-by-case basis by DTDS. What is reasonable in terms of an adjustment to the assessment will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment.

- **Special consideration**

Special considerations are different to reasonable adjustments as they apply to a temporary illness or adverse circumstance that could affect the candidate's performance. This could be taken into account before, during or after the assessment. DTDS will consider applications for special consideration based on the information provided on a case-by-case basis supported by relevant evidence.

## Reasonable adjustment examples

Below are examples of adjustments that could be made for candidates with particular disabilities and/or learning difficulties. A more detailed explanation of these adjustments can be found at Appendix 1. The examples are not exhaustive and are for illustrative purposes only:

- **Cognition and learning needs**
  - (e.g. general and/or specific learning difficulties)



- Supervised rest breaks
- Extra time
- A practical assistant
- A prompter
- Coloured overlays
- Coloured/enlarged papers

- **Communication and Interaction need**

(e.g. Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN))

- Supervised rest breaks
- Extra time
- Modified language papers
- A scribe

- **Sensory and Physical Needs**

(e.g. Hearing Impairment (HI) Multi-Sensory Impairment (MSI), Physical Disability (PD), Vision Impairment (VI)).

- Supervised rest breaks
- Extra time
- A live speaker
- A Sign Language Interpreter
- A practical assistant

- **Social, Mental and Emotional Needs**

(e.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions).

- Supervised rest breaks
- Extra time
- A prompter
- Separate invigilation
- Alternative site arrangement
- Extra time



## Submitting Applications for Reasonable Adjustment Arrangements

Requests for reasonable adjustments must be sent to DTDS at least 4 weeks before the assessment. The forms to complete are available in the Teachers Hub or can be requested from [exams@thedang.com](mailto:exams@thedang.com). Requests for reasonable adjustments should be sent in with the examination application where possible.

DTDS reserves the right to refuse an entry from a candidate if the adjustment required would affect the integrity of the examination.

Each request should include the following information:

- The nature of the candidate's disability
  - The special assessment arrangements requested
  - Any supporting evidence or a copy of the evidence
- 
- **Evidence requirements**

Each application must be accompanied by supporting medical evidence where disabilities are present. For individuals with physical or mental conditions DTDS accept diagnostic confirmation on headed paper by medical practitioners and for learning needs from Educational Psychologists or SEN qualified personnel.

Subsequent applications for a reasonable adjustment must be accompanied by supporting evidence as a candidate's condition may change over time or a different adjustment may be required for an examination at a higher grade or in a different discipline. DTDS will only store supporting medical or other evidence for a maximum of 1 year in accordance with GDPR requirements.

## Special Considerations

Special considerations are granted for a temporary illness or indisposition. This can be applied for before, during or after the assessment has taken place.



- **Before the assessment**

A candidate may apply for special consideration prior to the assessment (for example if they have broken their arm a few weeks beforehand), although it would normally be more appropriate to apply for a reasonable adjustment where the condition is understood to be permanent rather than temporary.

Teachers and/or candidates need to complete the form available from Head Office and provide sufficient information to them about the disability, illness, injury or other circumstance and whether they feel that this is permanent or temporary. DTDS would then decide about how to process the application. In the case of a permanent disability this would be processed as a reasonable adjustment and for a temporary illness or indisposition this would be processed as a special consideration.

Examples of special consideration could be:

- deferring the examination to a later date
- allowing an adjustment to the examination process – these could be similar in nature to those granted for reasonable adjustments

Applications for a special consideration to be taken into account must be made no later than 7 days prior to the assessment taking place. DTDS will do its best to accommodate any special considerations however it may not always be possible to arrange for adjustments to be made in the timescales. In these cases, it may be appropriate to defer the assessment to a later date.

Applications should include:

- Centre name (if applicable)
- Candidate name
- Qualification title and level
- Date of the examination/assessment
- Summary of the temporary illness or indisposition affecting the candidate's performance
- Any medical/specialist evidence to support the application



- **During an assessment**

In some cases, a candidate can be affected by an event which happens on the day of the examination or in the examination itself. In these cases, an examiner or invigilator would decide about how the performance was affected and record a special consideration.

Examples of considerations which may be given could include:

- An assessment taking place later in the examination session
- The examination being deferred to a later date

- **After the assessment**

Teachers or candidates may in some cases apply for a special consideration after an assessment if there was a circumstance that affected the candidate's performance.

Examples of special considerations which would be considered include:

- serious disturbance or disruption during the examination such as a fire alarm or power failure
- temporary illness, injury, or indisposition either prior to or during the examination (but assuming that the candidate attempted to, or did, complete the examination, and did not elect to withdraw)
- illness during the examination of the examiner, pianist, or music operator
- recent bereavement or terminal illness of a member of the candidate's family, close friend, or pet
- serious and disruptive domestic crisis leading to acute anxiety

A candidate will not be eligible for special consideration due to:

- very minor disturbances during an examination which did not materially impact on their ability to demonstrate the requirements of the examination
- a permanent disability or difficulty which is known about at the time of entry to the examination (in these cases candidates should apply for reasonable adjustments)

- **Recording a special consideration during or after an assessment**

When recording a special consideration, examiners and invigilators should include:

- Centre name (if applicable)



- Candidate name
- Qualification title and level
- Date of the examination/assessment
- Summary of adverse circumstances affecting the candidate's performance in the assessment. The records of the special consideration should be submitted to DTDS as soon as possible after the assessment and not later than 7 working days after the assessment.

We can only accept requests for special consideration after the results of the assessment had been released in the following circumstances:

- The application has been overlooked at the centre and the oversight is confirmed by the person at the centre responsible for quality assurance
- Medical evidence comes to light about a candidate's condition, which demonstrates that the candidate must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment.





## Appendix 1: Detailed Information About Types Of Reasonable Adjustment

This section sets out the potential arrangements that can be made to DTDS assessments. As DTDS provides a range of assessments including practical and written, some arrangements may not be applicable to certain types of assessment. Each request for an adjustment to assessment will be taken on a case-by-case basis.

- **Extra time**

It may be permissible to allow an individual candidate extra time to complete an assessment if he or she has a learning difficulty/disability which affects the speed at which they are able to process the instructions (but not their ability to carry them out in accordance with the set standard).

The amount of extra time allowed should accurately reflect the extent to which the completion of the assessment will be affected by the candidate's difficulty.

'Unlimited' extra time will not be allowed. DTDS will set a maximum amount of extra time in relation to the individual candidate's requirements which must be adhered to by the centre or examiner.

The centre or teacher is responsible for ensuring the candidate can cope with the content of the examination and that the candidate is medically fit to undertake an extended assessment period before additional time is requested.

Extra time will not be allowed in cases where the timing is a crucial part of the assessment or in group activities where the candidate's performance will be assessed in conjunction with others.

DTDS may apply the following extensions to time allowances during the assessment. This will be applied to particular sections of the examination where the candidate may require additional time to process written or verbal instructions or directions. In all cases evidence must be presented that the extra time is in accordance with the candidate's normal way of working.



25% extra time may be added for a candidate who has evidence of requiring additional time for verbal explanation or instruction. This may apply to the following sections of an assessment:

Unset work where an examiner may have to repeat instructions or break down an exercise for a candidate to be able to demonstrate that exercise. Examples of candidates who may need this include those with dyslexia, memory problems or other learning difficulties meaning that they need instructions repeated.

Set exercises where a candidate requires the examiner to repeat an instruction or where the candidate needs the exercise to be broken down into smaller elements and requires extra time to complete these.

In certain exceptional cases a candidate may be allowed up to 50% extra time however there must be a strong justification for this.

In very exceptional cases a candidate may be allowed more than 50% extra time in order to manage a very substantial impairment. These will be granted on a case-by-case basis in the light of the candidate's needs and medical evidence provided by the applicant.

- **Supervised rest breaks**

Additional rest breaks could be permissible for some candidates.

Rest breaks could be incorporated into the format of the assessment within the assigned time schedule.

A rest break is not the same as extra time. Should a rest break be required, the examination should be paused and restarted when the candidate is ready to continue.

- **Sign Language Interpreter**

A Sign Language Interpreter can be used during assessment, but only where this does not compromise a candidate's ability to complete the assessment themselves. Where Sign Language is the primary means of communication for a candidate with hearing



impairment, these candidates may have the support of a BSL/ English interpreter to sign the instructions or directions to them which are being given.

Where a Sign Language Interpreter is used in an assessment, RSL will also permit additional time to allow for instructions to be relayed to the candidate via the interpreter

The centre or teacher is responsible for providing a Sign Language Interpreter.

The Sign Language Interpreter should be recruited with integrity by the centre/teacher and hold an appropriate qualification in the sign language and a good working knowledge of the content of the assessment. They must not be the candidate's music teacher relative, friend or peer.

A candidate should, wherever possible, have had previous experience of working with a Sign Language Interpreter and should have used this arrangement during their classes.

- **Prompter**

A prompter may be permitted where a candidate has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating. For example, the candidate:

- has little or no sense of time (e.g., candidates with ADHD or ASD); or
- persistently loses concentration; or
- is affected by an obsessive-compulsive disorder which leads them to keep revising a question rather than moving onto other questions

Live speaker for pre-recorded examination components.

Exam venues are allowed to provide a live speaker for pre-recorded examination components, e.g., listening examinations, to a candidate where it is their normal way of working within the centre. The candidate will have persistent and significant difficulties in following speech at normal speed.

For aural tests, clear amplification may be necessary to improve the candidate's ability to hear, or a transcript of a listening test may be read to enable the candidate to also lip/speech-read.



The live speaker will speak or read aloud the contents of the CD or tape in a Listening examination.

The live speaker should, wherever possible, be the candidate's subject or specialist teacher. However, an invigilator must be present in the examination room at all times.

- **Practical assistant**

A practical assistant must not be allowed to carry out physical tasks or demonstrate physical abilities where they form part of the assessment objectives. RSL will grant the use of a practical assistant only in particular cases where there is a clear need for such assistance and a defined set of activities that the practical assistant is required to perform.

- **Alternative assessment arrangements**

In some cases, it may be permissible for a candidate to be assessed in an alternative way. For example, this could include:

- Modification of the examination room (e.g. placement of the examiner or equipment)
- Allowing the candidate to be examined on their own
- Allowing the candidate to be examined with friends/peers
- Allowing the teacher to be present in the examination room. Where a modification of the examination room is proposed, this must not impact on the assessment. The examiner must be able to see the candidate performing so that they can make an accurate assessment against the standards.

- **Coloured/Enlarged Paper (e.g., A3 unmodified enlarged papers)**

DTDS can provide coloured or enlarged versions of question papers or assessment material. This should be agreed in advance with DTDS.

- **Other modifications to assessment materials**



DTDS will take requests for other forms of modification to assessment materials on a case-by-case basis. DTDS will require sufficient evidence that the modification requested does not impact on the integrity of the assessment nor gives the candidate an unfair advantage. Such modifications should be within the candidate's normal way of working.