

Chartered Banker

Reasonable Adjustments Policy

Learning and Assessment Arrangements for Students
with a Disability

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1. Introduction

The Chartered Banker Institute acknowledges that in accepting a student with a disability onto a qualification programme, some adjustments may need to be made with respect to learning, examinations and other assessments in order to accommodate the particular support needs of the individual.

By 'student with a disability', we mean a student who may have one or more of a wide range of physical, sensory and cognitive impairments and / or other additional needs.

Any special arrangements put in place must not compromise the academic credibility of the learning and assessment. They should also not put the student with a disability at a disadvantage, compared with students without a disability, by preventing them from adequately demonstrating their achievement of learning outcomes. Similarly, those special arrangements must not give the student with a disability an unfair advantage over students without a disability.

It should be noted that a student who has a disability or a specific learning difficulty, may or may not require special arrangements to be put in place with regard to the Chartered Banker Institute examinations.

Any student who has a specific learning difficulty, including dyslexia, must provide an Educational Psychological Report or other acceptable written medical evidence to this effect. Ideally, this report should have been issued within the last 10 years, however the Institute accepts that in some circumstances there is unlikely to be a change over time, so there is some flexibility with this.

If, however, the student was under 16 when the report was produced, a 'Review Assessment' should be undertaken by an appropriately qualified practitioner.

Also, for **all** students, if circumstances have changed since the original diagnosis, a 'Review Assessment' should also be undertaken.

Please also note that where a photocopy of the required evidence is provided, this **must be attested** (certified). Regrettably, we cannot act without written evidence.

2. Access to Learning Materials

The Chartered Banker Institute develops online learning materials which are accessible to learners. Online learning materials are built to support screen readers and screen zoom functionality, and we use appropriate delivery alternatives which include image ALT-tags, video captions and accessibility transcripts.

In individual cases, where there is medical evidence to support further appropriate and reasonable adjustments, we can provide black and white, high-resolution versions of study guides in PDF form to support those with visual impairments.

3. Students with a Specific Learning Difficulty (including Dyslexia)

Given satisfactory evidence, we will allow additional time in the examination up to the recommended time contained within the Report provided. The Report should indicate the degree to which dyslexia or specific learning difficulty might affect the student's examination performance and make specific recommendations for assessment arrangements.

Where an allocation of extra time for examinations has been detailed, this will normally be up to a

maximum of 25% unless a lesser amount is deemed necessary on the basis of the independent evidence.

Students who have a specific learning difficulty will not be penalised for poor spelling, grammar, punctuation, or poorly structured work in an assignment or an examination script. This is recognised as a reasonable adjustment under the Equality Act 2010.

4. Students with Other Disabilities

This could include students who are blind or partially sighted; are deaf or hard of hearing; have Multiple Sclerosis, Myalgic Encephalopathy (ME), back problems, head injuries, epilepsy, dexterity problems, e.g., a repetitive strain injury, or have mobility problems, e.g., wheelchair users.

In the above and all other situations, the supporting evidence required will vary according to the specific circumstances, but it will generally be from an external agency with detailed knowledge of the student's condition, e.g. an assessment from the Royal National Institute of the Blind, a report from a GP or consultant / specialist. Regrettably, we cannot act without written evidence.

Given satisfactory evidence, we will allow additional time in the examination up to the recommended time contained within the evidence provided. The evidence should indicate the degree to which the disability might affect the student's examination performance and make specific recommendations for assessment arrangements.

Where an allocation of extra time for examinations has been detailed, this will normally be up to a **maximum** of 25% unless a lesser amount is deemed necessary on the basis of the independent evidence.

5. Arrangements and Comfort Aids for Examinations in Pearson Vue Centres

In addition to the potential for extra time to be allocated, alternative practical arrangements will be considered by the Institute to allow students to fulfil their full potential during their examinations.

The arrangements will vary from student to student but could include the provision of a separate testing room or a Reader or Recorder. These arrangements need to be requested through the Institute in advance and once approved will be made available through our partnership with Pearson Vue.

In addition, a number of [Comfort Aids](#) are permitted in Pearson Vue centres without pre-approval from the Institute.

6. Conduct of Examinations

It is the responsibility of the invigilator to ensure that Chartered Banker Institute examinations involving students with a disability are conducted in accordance with the agreed alternative arrangements, including the allocation of extra time. As far as possible in other respects the usual rules for the conduct of examinations are observed.

If a student feels that their individually agreed needs have not been satisfactorily accommodated within the assessment process, they should email info@charteredbanker.com within **three working days** of the assessment.

Where a disability has not been declared prior to an examination, this cannot be considered retrospectively, unless the student has a valid reason for not having declared it.

7. Academic Transcripts and Qualification Certificates

Where special arrangements within the assessment process have been put in place for students due to a disability, this will not be indicated on their academic transcript or qualification certificate.

8. Request for Adjustments

Students should apply for alternative assessment procedures **at least one month before the date of the assessment**.

For learning materials, students should apply for reasonable alternatives as soon as possible before, or after commencing the learning.

Students should email the Institute at info@charteredbanker.com, enclosing the required documentary evidence to support their request.

Students should note that late applications may not be accommodated due to the difficulties in making the necessary arrangements at short notice.

Where a request for adjustments has been declined, students may appeal against the decision by writing to the Head of Quality Assurance and Standards within **seven** days of receiving the decline decision. The appeal decision by the Head of Quality Assurance and Standards is final.

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