



Statement of Policy

People Dancing is committed to:

- The principles and practice of equality of opportunity, as an underpinning element of what we stand for and how we operate as reflected in our aims and values
- Placing people, their aspirations, rights and choices at the centre of our understanding about the place and role of the arts in their lives
- Recognising the power and contribution of the arts and education in transforming and empowering the lives of individuals and their communities
- Respecting and advocating for the diversity of form and practice in the arts, the diversity of contexts in which the arts happen, and the diversity of reasons which lead people to be involved in arts activity
- Arts practice that is based on democratic ways of working
- Supporting the professional development and recognition of the work of all who create opportunities for participation in the arts
- Equality of opportunity in employment practice and in access to our services.

We recognise that groups and individuals experience discrimination on the grounds of cultural heritage, physical appearance, gender, disability, sexuality, marital status, class, age, economic circumstance, and religious or political belief. People Dancing is committed to ensuring the equality of access for all groups and individuals and no group or individual in contact with the company shall receive less favourable treatment than others or be discriminated against on the grounds described above.

Our work as an awarding organisation

As an awarding organisation People Dancing is committed to ensuring that the qualifications that we develop and deliver reflect the skills, knowledge and understanding needed to deliver diverse participatory arts practices with diverse populations in diverse contexts.

People Dancing also has a commitment to ensuring that consistent and high quality standards are maintained across the qualifications we design and deliver. To do this we must ensure that the standards and assessment mechanisms established for all our qualifications are maintained at all times.

To address both of these commitments we aim to:

- develop qualifications that reflect the needs of the diversity of learners that make up contemporary British society. We do this by including representatives from diverse backgrounds in the consultation, development and delivery processes relating to our qualifications.
- ensure assessment mechanisms can be adjusted to meet the needs of diverse learners, whilst retaining the integrity of the assessment process.

- commit to our own organisational development to identify and remove barriers to inclusion and promote equality.

What are reasonable adjustments in relation to People Dancing's qualification services?

Reasonable adjustments in relation to People Dancing's qualification services are changes that we make to ensure candidates who are disabled are not substantially disadvantaged when interacting with People Dancing or taking an assessment.

We recognise that at times it will be necessary to make reasonable adjustments to our assessment systems to reduce the barriers that some candidates might otherwise encounter with the assessment process. This may mean:

- Adjusting the way that assessment material is presented
- Offering candidates a range of mechanisms for submitting assessed material
- Providing or allowing for appropriate assistance during the assessment process

Types of reasonable adjustment that may be made include:

- Provision of additional time
- Provision of or acceptance of material in a different format (eg large print, Braille, aural)
- Provision of additional communication support (eg sign language interpreter)
- Physical or practical assistance

Please note that all assessment material must be submitted in English, Welsh or British Sign Language. Adjustments cannot be made in relation to language.

Reasonable adjustments should:

- Take steps to place the learner on a level playing field with other learners entering for the same or similar People Dancing qualification
- Maintain the integrity of the qualification and assessment process

Making a request for reasonable adjustment

If a learner wishes to make a request for reasonable adjustments after reading the assessment mechanisms set out in any qualification specification they should:

- Complete a Reasonable Adjustment Request Form, indicating on the form that a reasonable adjustment is being applied for
- Send a completed and signed Reasonable Adjustment Request Form in **at the same time** as they register to take the qualification. This must be received by People Dancing **a minimum of six weeks** prior to the first intended assessment date.
- Attach the necessary supporting documentation to the Reasonable Adjustment Request Form

Supporting documentation must consist of **one or more** of the following:

Written evidence from:

- a qualified medical professional
- a special needs teacher

- a school / college / university SENCO / Specialist Teacher
- a qualified optometrist
- a qualified audiologist
- a qualified and chartered educational psychologist

The written evidence should confirm the reason that the applicant has stated on the Reasonable Adjustment Request Form and should indicate the type of reasonable adjustment that should be applied (eg additional 25% of time). The name, qualifications and contact details of the qualified assessor must be included on the form.

External advice

People Dancing reserves the right to seek advice from a qualified expert in the event that the written information provided by the candidate does not provide sufficient information to allow People Dancing to make a judgement.

Reasonable adjustments criteria

People Dancing will decide, based on each student's circumstances and the recommendations within the submitted written evidence, which (if any) adjustments are reasonable. Factors we will consider when making that decision include:

- how (and by how much) a student's personal circumstance affects their ability to demonstrate their knowledge, understanding or skill in the assessment
- how well an adjustment helps a student deal with the difficulties they face when taking an assessment
- how much the adjustment would cost. A more expensive adjustment is less likely to be reasonable than a cheaper one
- how difficult it is for People Dancing to make the adjustment. A complicated adjustment is less likely to be reasonable than a straightforward one
- whether (and by how much) the adjustment could compromise the validity of the assessment. For example, an adjustment that gives someone an unfair advantage would not be reasonable

People Dancing's Senior Assessor will consider each application for reasonable adjustment on its own merit and will apply the following criteria for determining whether an application for reasonable adjustment will be granted.

- Whether the evidence of need provided by the applicant adequately supports the application
- Whether the candidate would gain an unfair advantage over other candidates if the request for reasonable adjustments was met
- Whether the application of reasonable adjustments would adversely affect the demands of the assessment
- Whether the assessment objectives can be maintained after the adjustment has been made
- Whether the adjustment could result in the candidate being given credit for skills, knowledge and understanding which they would not otherwise be able to demonstrate

An adjustment will not be reasonable if it affects the reliability or validity of assessment outcomes, or if it gives the learner an unfair (ie not reasonable) assessment advantage over other learners undertaking the same or similar assessments.

Reasonable adjustments that may be applied

It is important to understand that the adjustments for an individual student will depend on how their personal situation affects them when taking a particular assessment.

That means:

- different students with similar experiences of disability will not always get the same adjustments
- the same student might receive different adjustments for different assessments
- if a student's personal circumstances does not affect their ability to demonstrate what they know and can do in an assessment, then they will not receive any adjustments

The following adaptations are examples of what may be considered as facilitating access if they do not impact on any competence standards being tested:

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- assessment material on coloured paper or in audio format
- British Sign Language (BSL)
- changing or adapting the assessment method
- changing usual assessment arrangements
- extra time, e.g. assignment extensions
- modified language assessment material
- practical assistant
- prompter
- providing assistance during assessment
- reader
- scribe
- use of assistive software/technology
- use of coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices

It is important to note that not all the adjustments (as above) will be reasonable, permissible or practical in some situations. The learner may not need, or be allowed, the same adjustments for all assessments.

Special considerations

In circumstances where a candidate is experiencing temporary disadvantage (for example, as a result of an illness or broken bone), the candidate may apply for special to be taken in to account in relation to their assessment. Details can found in our Postponement, Cancellation and Special Considerations policy (C7).

Enquiries

If you have any questions about the Reasonable Adjustment request process you are advised to email admin@communitydance.org.uk in advance of submitting your request form.

Review

Each year we will undertake a review of the reasonable adjustments that have been requested in order to assess whether substantive changes need to be made to our qualifications to make them accessible to a broad range of learners.