



Imperial Society of
Teachers of Dancing

Access Arrangements & Reasonable Adjustments Policy

Contents

Section 1: Access Arrangements and Reasonable Adjustments	3
1.1 Introduction	3
1.2 Purpose of the Policy	3
1.3 Scope of the Policy	3
Section 2: Reasonable Adjustments	4
2.1 Responsibility of Centres/Schools and ADCs	4
2.1.1 Internal process for identifying access arrangement needs	4
2.1.2 Additional responsibilities for ADCs delivering DDE and /or DDP	4
2.2 Responsibility of candidates/parents/guardians	5
2.3 Responsibility of the Awarding Body.....	5
2.4 What are Reasonable Adjustments?	6
2.5 Range of disabilities, medical conditions, difficulties and learning needs	6
2.5.1 Temporary illness and/or indisposition.....	7
2.5.2 Challenges relating to range of movement/stamina/physical endurance	8
2.5.3 Gender identity	8
Section 3: The Application Procedure for Reasonable Adjustments	9
3.1 Application for Reasonable Adjustments for ISTD examinations.....	9
3.1.1 Application for Reasonable Adjustments for DDE assessments.....	9
3.1.2 Evidence of need	10
3.1.3 Time frames for submitting an Application for Reasonable Adjustments	11
Section 4: The review of Application for Reasonable Adjustments	12
4.1 Reviewing Applications for Reasonable Adjustments	12
Section 5: Examples of Reasonable Adjustments	13
5.1 Allocation of additional time in examinations	13
5.2 Adapting assessment environment.....	13
5.3 Adapting assessment material or process in assessments for DDE.....	14
a) Written assessments for Unit 1: Preparing for Safe Dance Teaching and Unit 5: Child Development.....	14
b) Unit 2: Adaptations for the Viva Voce assessment in Final Teaching Assessment.....	14
a) Unit 5: Child Development/DDE – Assignment 2 – Recorded Presentation Video	14
b) Centre-delegated adjustments – Level 6 Diploma in Dance Pedagogy (DDP).....	14
5.4 Certificate of Participation.....	15
Section 6: Appealing against a decision	15
6.1 Querying a Reasonable Adjustments decision (prior to exam/assessment)	15
6.2 Appealing against a Reasonable Adjustments decision (prior to exam/assessment)	15
Section 7: Reasonable Adjustments Process and GDPR data protection	15

Section 1: Access Arrangements and Reasonable Adjustments

1.1 Introduction

The Society is committed to make access arrangements and Reasonable Adjustments to ensure that all candidates can fully participate in their education by removing barriers faced by candidates with a disability. This policy exists to allow those candidates to participate in courses of training and assessments on the same basis as candidates without disability, in accordance with the Equality Act 2010.

Access arrangements allow candidates with special educational needs, disabilities, or temporary injuries to access the assessment without changing the demands of the assessment to comply with the duty of the Equality Act 2010 to make Reasonable Adjustments.

1.2 Purpose of the Policy

This policy explains how the Society sets out to meet its duty for access arrangements and Reasonable Adjustments under the Equality Act 2010. It identifies the Society's approach to supporting disabled candidates and formalises areas of responsibility.

The purpose of this policy is to ensure that candidates with special educational needs, disabilities, or temporary injuries are not placed at a substantial disadvantage during teaching and assessment in comparison to those who are not disabled. The Society is required to take such steps as it is reasonable to take to avoid the disadvantage, such as removing barriers to learning and assessment. A substantial disadvantage is defined by the Equality Act as one that is more than "minor or trivial".

The policy is set out to inform and guide Centres, Schools, Approved Dance Centres (ADCs) and teaching professionals who enter candidates into ISTD examinations and assessments in relation to their own responsibilities for learners who may need access arrangements and Reasonable Adjustments.

1.3 Scope of the Policy

Heads of Centres/Schools, Centre/School Teaching staff members, Centre/School Assessors and the ISTD Assessors/Examiners must read and familiarise themselves with the entire contents of this document.

Learners or candidates who intend to take ISTD examinations and assessments should also refer to this document for guidance.

This document is also provided for the Society's employees to support review and approval of applications for Reasonable Adjustments.

Section 2: Reasonable Adjustments

2.1 Responsibility of Centres/Schools and ADCs

In accordance with the Equality Act 2010, Centres/Schools and ADCs are required by law to do what is 'reasonable' in terms of giving access to learning and training. What is reasonable will depend on the individual circumstances, cost implications, and the practicality and effectiveness of the adjustments. Other factors, such as the need to maintain Competency standards and health and safety, should also be taken into consideration.

The Society's own approach to access arrangements and Reasonable Adjustments as described in this document aims to guide Centres/Schools and ADCs in how they could review a learner's specific needs and decide what is 'reasonable' for making adaptations or adjustments to the learner's training leading up to the examination or assessment. We encourage Centres/Schools and ADCs to discuss the needs and requirements of a candidate with a disability or learning need during the learner enrolment meeting. As explained below, there are different requirements for Centres/Schools and Approved Dance Centres (ADCs).

2.1.1 Internal process for identifying access arrangement needs

Centres/Schools and Approved Dance Centres (ADCs) should have an internal process which identifies access arrangement needs for learners who have disability, medical condition, or a learning need. The Centre/School and ADC should ensure that all staff who recruit, advise, or guide potential candidates have had training to make them aware of access arrangement processes. Learners' specific disability or need should be evidenced securely in accordance with the GDPR regulations.

The ISTD examinations process states that, where possible, it is recommended that an application for Reasonable Adjustments should be made to the Society as early as possible in the learner's training for a specific examination. For example, if a learner with a disability is starting their training for a graded or vocational examination, it is beneficial for the school/teacher to make an application for Reasonable Adjustments early in the learner's training so we can work together to ensure that any Reasonable Adjustments are reviewed and agreed in time to form part of the training leading up to the examination.

Centres/schools and ADCs must comply with data sharing and GDPR regulations at all times and get the candidate's or the candidate's parent/guardian's signed consent before applying to ISTD to request adjustments.

2.1.2 Additional responsibilities for ADCs delivering DDE and/or DDP

The Society has additional requirements for ADCs who are approved to deliver the ISTD professional dance teaching qualifications (DDE/DDP).

Where possible, a Special Educational Needs Coordinator (SENCo) or an equivalent member of staff, fully supported by teaching staff and Head of ADC, must lead on the access arrangements and Reasonable Adjustments process. ADCs should have robust processes in place to ensure that the details of the candidate's disability and/or learning needs and any adjustments made to the learner's training is recorded and evidenced. When the ADC is reviewed or audited, ISTD may wish to see records of access arrangements and Reasonable Adjustments.

ADCs should make Reasonable Adjustments for the learning and training of a candidate with a disability or learning need in accordance with the Society's guidelines provided in this document. Section 5.3.

If a candidate with a disability or learning need requires an adjustment or adaptation to be made to the assessment, the ADC/Recognised Tutor should apply to the ISTD to request Reasonable Adjustments before entering the candidate for assessment as per the published timeframes.

Centre/School/ADCs must ensure that all applications for Reasonable Adjustments are based on the individual need of the candidate and that the evidence in support of the application is sufficient, reliable, and valid. Failure to comply with the regulations contained in this document have the potential to constitute malpractice which may impact on the candidate's result(s).

Centre Delegated Adjustments: Centre delegated adjustments can be made by the ADC for assessments of the ISTD Diploma in Dance Pedagogy (DDP) only. Where centre delegated adjustments have been made, there is no need for the ADC to make an application to the Society to make Reasonable Adjustments.

Centre delegated adjustments must comply with the guidance for Reasonable Adjustments as described in this document and must ensure that the integrity of the assessment is safeguarded. ADCs who are delivering the DDP qualification should have a robust policy and internal processes to manage and monitor Reasonable Adjustments made to the assessment process. For inspection and/or external moderation purposes, the Society may ask to see supporting evidence of need and details of Reasonable Adjustments made to a particular assessment. ADCs must retain all relevant information in accordance with the GDPR regulations. Some of the examples of these adjustments are listed in Section 5 of this document.

2.2 Responsibility of candidates/parents/guardians

Candidates/parents/guardians should be encouraged to inform the Centre of any additional support or learning needs prior to the start of the candidate's training programme so that the Centre can support the learning and progress of that individual.

Candidate/parent/guardian should be encouraged to:

- a) Disclose a disability and/or medical condition as early as possible or at the time of enrolment.
- b) Provide information to the relevant person in the Centre/School/ADC to ensure appropriate support is in place as early as possible in the academic year/duration of training.
- c) Provide up-to-date medical evidence and/or educational psychologist assessment and/or assessment of need as and when required.
- d) Inform the Centre/School/ADC of any changes to circumstances that may affect the level of support required.
- e) Access and engage with the recommended support.
- f) Take responsibility for managing training once suitable support has been put in place.
- g) Provide feedback to the Centre/teacher on experiences to improve service and practices.
- h) When applying for Reasonable Adjustments for ISTD examinations and assessments, provide the most up to date medical report, relevant evaluation and fit to sit and/or a doctor's fit note-where applicable.

2.3 Responsibility of the Awarding Body

The Society is committed to providing an inclusive environment which enables all candidates to achieve their highest potential. The Equality Act 2010 requires an Awarding Body to make Reasonable Adjustments where a person with a disability would be at a substantial disadvantage in comparison with a candidate without a disability. In such circumstances, the Society is required to take reasonable steps to alleviate or reduce that disadvantage. Awarding bodies are not under obligation to adjust the academic or other standard being applied when conducting an examination/assessment. All candidates will be assessed against the same assessment criteria.

The Society is committed to fulfil its duty to make adjustments in examinations and assessments for eligible candidates and will not charge additional fee for making adjustments.

The Society will do the following:

- a) Ensure that the Society's legal obligation under the Equality Act 2010 to make Reasonable Adjustments is met.
- b) Provide procedural guidance to Centres/Schools/ADCs supporting candidates with disabilities, learning differences, hidden illnesses, and long-term medical conditions.
- c) Have in place robust and fair processes and procedures for Reasonable Adjustments applications.
- d) Maintain confidentiality and ensure sensitive information is shared in an appropriate need to know manner.
- e) Ensure that the details of candidates are recorded, monitored, and kept appropriately to comply with the Data Protection and GDPR Regulations.

2.4 What is Reasonable Adjustments?

Reasonable Adjustments is defined as: “an adjustment made to an assessment for a qualification so as to enable a disabled candidate to demonstrate their knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.” (From Ofqual, General Conditions of Recognition)

Reasonable Adjustments are changes or adaptations made to an assessment or to the way an assessment is conducted to reduce or remove a disadvantage, or a barrier caused by a candidate's disability.

The Society's Reasonable Adjustment Policy has the following key principles when making decisions. Adjustments should:

- not invalidate the assessment requirements of the qualification
- not give the candidates an unfair advantage
- reflect the candidate's normal way of working
- be based on the individual need of the candidate.

There is no duty on awarding bodies to change competence standards within vocational qualifications. It is not possible to change assessment objectives, assessment standards or requirements within a qualification to safeguard the integrity of the qualification. The Society can agree to make Reasonable Adjustments to the assessment processes and syllabus content to make the work accessible and alleviate a barrier to allow the candidate to show what they know and can do. What the candidate presents for assessment is then marked at the same standard as any other candidate.

2.5 Range of disabilities, medical conditions, difficulties and learning needs

The Society's policy aims to address a wide range of disabilities and learning needs that may become a barrier for accessing examinations and assessments.

The Equality Act 2010 defines disability as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to perform normal day to day activities.

The Society's Reasonable Adjustments policy covers the following:

- A medical condition, e.g., epilepsy or diabetes
- A physical disability, e.g., scoliosis, multiple sclerosis
- A sensory impairment, e.g., visual or hearing impairment
- Specific learning difficulties, e.g., dyslexia
- Developmental disorders, e.g., autism spectrum disorder
- Social, emotional, or mental health difficulties, e.g., anxiety, panic attacks.

The above is not exhaustive range of conditions, learning needs and disabilities for Reasonable Adjustments. In addition, we may also consider making Reasonable Adjustments for candidates who have:

- Short term illness or injury or indisposition - depending on specific circumstances, i.e., when the illness/injury/indisposition happened in relation to the date of the examination - See section 2.5.1
- Reduced muscular strength and stamina due to maturity - See further information in Section 2.5.2

2.5.1 Temporary illness and/or indisposition

The Society's access arrangements enable candidates who have temporary injuries, temporary illness, or other indisposition and/or protected characteristics under the Equality Act 2010 which present a barrier to access assessments.

Examples of temporary indisposition include:

- Temporary illness
- Injury
- Pregnancy.

Temporary Illness/Injury

All applications are reviewed on case-by-case basis as each case is different. We may accept the application for Reasonable Adjustments if the temporary illness, injury, or indisposition happened before the exam timetable is booked and the application is received within the published time frames. It is important to note that if a temporary illness, injury, and indisposition occurs either just before or during the assessment, this should be addressed as Special Consideration instead.

If a candidate has a temporary illness or suffered injury before booking the exam timetable, we recommend that the teacher should first consider postponing the examination for when the issues provide less of a barrier for taking the examination. However, if the candidate/parent/guardian wishes to go ahead with the examination, the teacher may make an application for Reasonable Adjustments before the exam timetable is booked and within the published application timeframes. We remind teachers that Reasonable Adjustments are intended to assist candidate to demonstrate their attainment without affecting or circumventing the assessment requirements. The candidate will be marked against the same assessment criteria as everybody else.

Pregnancy

Pregnancy is not considered a medical condition or disability. The Society welcomes candidates who want to sit for examination during their pregnancy however, the teacher on behalf of the pregnant candidate should make an application for Reasonable Adjustments for the examination and submit a doctor's letter. We can then consider medical evidence as necessary and the examiner will be made aware of the candidate's pregnancy regardless of any adjustment being requested, as the examiner needs to be informed. The teacher may also request additional time for breaks. The Society reserves the right to refuse entry to pregnant candidates for health and safety reasons.

What is not covered under Reasonable Adjustments?

Some temporary illness, injury or indisposition can only be addressed as special consideration which is minor adjustments made to the marking after the examination. These are:

- A temporary illness/injury that occurred just before the assessment or after booking the exam timetable
- A temporary illness/injury that happened on the day or during the assessment.

We cannot make Reasonable Adjustments to the assessment for the above however, we can offer special consideration. Special consideration does not make any changes to the assessment process. Reasonable Adjustments and special consideration are two different types of adjustments. For further information please refer to the Special Consideration Policy which is

available on the ISTD website.

2.5.2 Challenges relating to range of movement/stamina/physical endurance

We acknowledge that mature candidates may have limitations in their range of movement/muscular strength/stamina which may act as a disadvantage in performing work in the higher level examinations. In such circumstances candidates can apply to take Advanced 1 and 2 through the medium of an Analysis Examination.

The candidate or the teacher (on behalf of the candidate) does not normally need to apply for an ARA but should request an Advanced 1 Analysis or Advanced 2 Analysis examination by submitting a request to in writing to the ISTD ARA Administrator.

Advanced 1 Analysis and Advanced 2 Analysis examinations may also be recommended as an outcome from an ARA.

2.5.3 Gender identity

The Society is committed to ensure that our assessments are accessible, inclusive, and fair for all. In addition to the above, the Society enables candidates to enter for their preferred syllabus according to the gender with which they identify in relation to dance. Candidates can choose which syllabus they wish to enter and notify the Society before the examination session is booked. There is no need to make an application for Reasonable Adjustments however, it is advisable that this is notified to us by email on **ara@istd.org** before the exam timetable is booked so that we can inform the Examiner prior to the examination.

Section 3: The application procedure for Reasonable Adjustments

3.1 Application for Reasonable Adjustments for ISTD Examinations

Teachers, on behalf of a candidate seeking Reasonable Adjustments, must make an application to the Society early in the candidate's journey to ensure the agreed adjustments are embedded in the learning process.

To make an application for Reasonable Adjustments, the teacher making the application on behalf of the candidate should complete the Application for Reasonable Adjustments form for examinations providing a clear description of every adjustment being requested to the syllabus content. It will be necessary to state whether the requested adjustments are minor, moderate, or substantial.

To submit application, the teacher on behalf of the candidate will need to send the following documents by email to ara@istd.org:

- A completed Reasonable Adjustments Application Form - signed by the Teacher
- Evidence of need: Supporting documentation (see Section 3.1.2).

The documents listed above must be submitted at the same time. Incomplete applications may cause delays. Applications must be sent to the ISTD ARA Administrator within the specified time frames in Section 3.1.3.

It is the responsibility of the teacher/school or ADC to obtain a written consent from the candidate or the candidate's parent/guardian before submitting the application and supporting documents to the ISTD. Although the ISTD is not required to see evidence of written consent, it is recommended that the teacher/school keeps a copy of the signed consent for their records.

Under no circumstances should an Application for Reasonable Adjustments be sent directly to the Examiner.

Any request for Reasonable Adjustments must have been approved before a candidate can be assessed.

If a Reasonable Adjustments is approved after an examination session has been booked, and it is classified as substantial, it may be necessary to reschedule the examination to accommodate for the time needed to ensure the agreed Reasonable Adjustments can be put in place.

Supporting evidence must be submitted to make the initial Reasonable Adjustments application, or to request any change to the Reasonable Adjustments arrangements and/or to the type or location of examination for which a Reasonable Adjustments are requested.

The ISTD will keep the detail of any Reasonable Adjustments that have been approved, and the type of examination and location (at an exam centre or using remote invigilation) for which it has been approved, on file, to be referenced in support of applications for future examinations of the same type and location. All personal data will be kept as per the Data Protection and GDPR Regulations.

3.1.1 Application for Reasonable Adjustments for DDE Assessments

To request for a Reasonable Adjustments to be made to the assessment, the Tutor on behalf of the DDE candidate should complete and submit the Application for Reasonable Adjustments form for Assessments at least 28 days before the Intent to Enter deadline. The Tutor will need to provide a clear description of every adjustment being requested to the assessment as required in the application form. It will be necessary to state whether the requested adjustments are minor, moderate, or substantial.

Any Reasonable Adjustments requested by the teacher on behalf of the candidate must:

- reflect the current needs of the individual candidate as far as is reasonably possible in the design of assessment
- not invalidate the assessment requirements set out in the specification for the relevant qualification
- not give the candidate an unfair advantage compared to candidates for whom Reasonable Adjustments are not being made
- not have unreasonable costs and timeframes.

The following documents should be sent by email to ara@istd.org within the published time frames:

- A completed Reasonable Adjustments Application for Assessments signed by the Tutor
- Evidence of need: Supporting documentation.

It is the responsibility of the ADC to obtain a written consent from the candidate before submitting the application and supporting documents to the ISTD. Although the ISTD is not required to see evidence of a written consent, it is recommended that the ADC keeps a copy of the signed consent for their records.

All documents listed above must be submitted at the same time. Incomplete applications may cause delays. Applications must be sent to the ISTD ARA Administrator within the specified time frames -see 3.1.3.

Under no circumstances should an Application for Reasonable Adjustments sent directly to an Assessor.

Any request for Reasonable Adjustments must have been approved by ISTD before a candidate can be assessed.

3.1.2 Evidence of Need

Applications for Reasonable Adjustments must be supported by a copy of the original, official documentation from a medical professional, a full qualified chartered educational psychologist or other appropriately qualified expert (where applicable). Reasonable Adjustments applications received outside the specific timelines and/or with no supporting documentation may be rejected and will cause delays in processing.

All documentation must be provided on official, headed paper and be dated:

- **Visual impairment**
A written statement from a qualified optometrist or signed medical practitioner's report
- **Dyslexia**
A signed statement from a fully qualified and chartered educational psychologist, someone with a special needs teacher qualification or a school SENCO/specialist teacher
- **Medical and physical difficulties**
A signed medical practitioner's report or doctor's note
- **Psychological, neurological, dyspraxia or other learning difficulties**
A signed statement from a fully qualified and chartered educational psychologist, someone with a special needs teacher qualification or a school SENCO/specialist teacher.

All information disclosed by candidates will remain confidential and in accordance with Data Protection and GDPR Regulations.

In cases where changes might be expected in the way a candidate is affected by their condition, there must be recent and relevant evidence of assessments and consultations carried out by an independent expert.

If any changes to the approved Application for Reasonable Adjustments are made, a new application with supporting documentation must be submitted. Teachers should be aware that published timeframes will apply from the submission date of the amended application.

3.1.3 Time frames for submitting an Application for Reasonable Adjustments

We require different application time frames for ISTD Examinations and DDE Assessments.

Examinations

We require that applications for Reasonable Adjustments for examinations must be made to ISTD as early as possible in the learner's training. If for any reason this was not done, we require that the teacher to send their Application for Reasonable Adjustments within the following time frames to allow for suitable arrangements to be put in place:

Type of examination	Application time frame for 'Minor' adjustments	Application time frame for 'Moderate' adjustments	Application time frame for 'Substantial' adjustments
Examinations	Minimum 28 days before the intended date of examination	At least 12 weeks before the intended date of examination	At least six months before the intended date of examination

We will not accept applications received outside the published time frames and may reject an application if the Teacher already booked the exam timetable. We strongly advise against booking the exam timetable before receiving a decision from the ISTD as rescheduling exam session will incur additional fees.

DDE Assessments

All Applications for Reasonable Adjustments for Assessments must be made within the following time frames:

Type of examination	Application time frame for 'Minor' adjustments	Application time frame for 'Moderate' or 'Substantial' adjustments
DDE Unit 2 Final Teaching Assessment	Minimum 28 days before the intended date to film the FTA	Minimum 28 days before the intended date to film the FTA
DDE Online Assessments Unit 1 and 5	Minimum 28 days before the Intent to Enter deadline	Minimum 28 days before the Intent to Enter deadline

Section 4: The review of Application for Reasonable Adjustments

4.1 Reviewing applications for Reasonable Adjustments

Applications for Reasonable Adjustments are evaluated and considered as case-by-case basis. In the initial stage ISTD ARA Administrator will check and review the following before progressing on to the next stage:

- Application received within the specified timeframe
- Application for Reasonable Adjustments form is signed correctly and completed fully
- Teacher/tutor provided a clear description of every adjustment being requested to the syllabus content/assessment
- All supporting documents are included and satisfactory
- Application is sent by email to ara@istd.org directly.

Applications for Reasonable Adjustments will be acknowledged by email within three working days. The teacher/tutor will be notified if there are any missing documents or should the ISTD require further information. The process and timelines for reviewing applications for Reasonable Adjustments may vary significantly depending on the complexity of each case and whether Minor or Moderate or Substantial adjustments are requested.

Minor Adjustments

- The ARA Administrator checks and reviews the requested adjustments and notifies the teacher with a decision within 21 days.
- If the requested Reasonable Adjustments are approved, the ARA Administrator notifies the Examiner/ Assessor with the details of the requested adjustments.

'Moderate' or 'Substantial' Adjustments

- Application is reviewed and forwarded to the relevant Head of Faculty Development (HoFD)/Lead Examiner or Lead Assessor for further review.
- HoFD/Lead Examiner or Lead Assessor makes a recommendation to approve/decline/suggest amendments if necessary to the requested adjustment(s). For some substantial adjustments, the application may be sent to the HoFD for further review (for ISTD exams only).
- The ARA Administrator reviews the HoFD/Lead Examiner's or Lead Assessor's decision and notifies the teacher/tutor of the decision. For moderate applications, a decision will be provided within 8 weeks of the date of the application. For substantial applications, a final decision will be provided within 5 months of the date of the application. If the application is for an assessment (DDE), a decision will be notified within 21 days after the date of the application.
- The teacher books the exam session and/or timetable and confirms the exam session number to the ARA administrator (for exams only).
- ISTD allocates an Examiner/Assessor.
- ISTD notifies the Examiner /Assessor.

An application may be declined if the Reasonable Adjustments:

- involves unreasonable costs
- involves unreasonable timeframes, or
- affects the security and/or integrity of the qualification.

Please note that if a teacher/tutor wishes to make changes to approved Reasonable Adjustments, further approval and additional supporting evidence may be required and may involve longer time frames.

The examination or assessment cannot take place until the approval process has been completed and a decision is provided by the ISTD ARA Administrator.

The Society reserves the right to refuse entry to an exam if we believe that the candidate's wellbeing and safety may be at risk by taking the examination. If this is the case, we may ask candidate to provide supporting evidence from a relevant medical practitioner or expert to assure us that they are fit to take the examination without health risk or further injury.

Section 5: Examples of Reasonable Adjustments

The following is a non-exhaustive list of Reasonable Adjustments that may be applied; other adjustments may be considered on a case-by-case basis. It is important to note that the adjustments listed below may not be reasonable, permissible, or practical in all situations. A candidate may not need, or be allowed, the same adjustments for all assessments.

5.1 Allocation of additional time in examinations

If a candidate has any disability or difficulty which is likely to hinder their performance in an examination, they may request a range of adjustments to the conditions of their examination.

If necessary, up to 25% extra time can be granted for the stipulated time allowance of one candidate taking a particular examination. If a candidate is likely to have difficulties for a small part of the demand within an examination, we cannot allow extra time that is disproportionate to the duration of this component.

Up to 25% extra time may be granted in dance examinations, for:

- recovery between dance exercises
- time to process instructions/memory recall/repetition of instructions by the examiner.

The examiner also has the right to stop an examination if they consider that there is a risk to the health or safety of the candidate if they continue.

5.2 Adapting assessment environment

There is no duty for an Awarding Body to make changes to assessment objectives, assessment standards or assessment criteria within a qualification. Whilst we cannot change the assessment standard to allow a disabled candidate to achieve a qualification, we can approve adaptations to the content to make the work accessible. These adaptations may vary depending on the candidate's specific needs and are treated on case-by-case basis. What the candidate presents for assessment is then marked at the same standard as any other candidate.

The assessment criteria are what make up the elements of examination– e.g., Barre work = 16 exercises, Centre work = 14 exercises etc. The candidate cannot be exempt from any of the elements, and the assessment criteria will not be amended.

Although each case is unique and the same adjustments may not be agreed for other assessments, the following are a few examples of Reasonable Adjustments we may agree to make to assessment environment and administration:

- Candidates in groups in examinations may be rotated so that the candidate may not be required to lead the group, as this can in some circumstances add undue pressure.
- Additional equipment may be used in the examination, such as special microphones and hearing equipment for deaf candidates; yoga mats for those with back/pelvis issues, soft/jazz shoes for comfort/protection.
- If the examination is being taken outside the United Kingdom, and the candidate does not speak English, permission must be sought in advance for the use of a translator.
- Perform pointe-work on demi-pointe or on-pointe whilst supported at the barre, if the candidate has difficulties impacting their feet.
- We may permit a candidate to sit an examination at a venue other than the examination centre to alleviate or reduce a specific barrier.
- For candidates who have hearing impairment, the music in the studio could be adjusted so that it is amplified and/or the Examiner could use microphone for candidates wearing hearing aids.
- Alternatively, candidates with a hearing impairment who are taking examinations at an exam centre may be given written instructions instead.
- Candidates with a hearing impairment who are taking examinations via remote invigilation, may request that their interaction with the invigilator/examiner is conducted in writing, using the live chat facility.
- We may permit the Teacher to be present during the examination if this would help the candidate's anxiety or ability to remain focused.
- Music could be edited to slow down in order to suit the candidate's specific needs.

5.3 Adapting assessment material or process in assessments for DDE

a) Written Assessments for Unit 1: Preparing for Safe Dance Teaching and Unit 5: Child Development

These assessments are conducted as online written assessments with no time pressure. Candidates are marked against the assessment criteria in each Learning Outcome and are not marked for punctuation or spelling. However, candidates who have severe dyslexia may request the assessor to be made aware of their difficulties in producing written assignments.

b) DDE/Unit 2: Adaptations for the Viva Voce Assessment in Final Teaching Assessment

Viva Voce assessments are conducted by ISTD Assessors on a live video call. The session will last for duration of 15 minutes in total:

- Extended time may be given to eligible candidates who may have difficulties in understanding or responding to verbal instructions. This may be extra 15 minutes added to the Viva session.
- Assessor's questions could be provided in writing or via live chat.
- Candidate who has speech impediment or difficulties with speech/verbal communication could provide their answers in writing via live chat instead of responding to questions verbally.
- Candidates with hearing impairment may request to have their own BSL interpreter be present during the Viva Voce session.

c) Unit 5: Child Development/DDE – Assignment 2: Recorded presentation video

Candidates with speech impediment, Tourette's syndrome or who may find speaking in front of a camera extremely difficult may be given one of the following adjustments:

- Presentation could be recorded as a PowerPoint presentation with the candidate's face appearing in small corner of the page.
- 25% extra time may be given to candidates who may have impairment or difficulties with speech. The length of the video presentation should not be longer than 7.5 minutes.
- 25% reduction may be granted to candidates with Tourette's syndrome or any disability that effects the speech. This would reduce the amount of time they are required to speak to 3.5 minutes. The word count allowance for each slide can be increased by 20% on top of the existing 20%-word count tolerance as a supplement for the reduced time.
- For candidates who have extreme anxiety, the tutor or another person may be present during the recording of the presentation but should not attempt to prompt or correct the candidate.

d) Centre delegated adjustments – Level 6 Diploma in Dance Pedagogy (DDP)

ADCs should have a policy and internal process to manage and oversee access arrangements and Reasonable Adjustments for all centre assessments. The below are some examples of Reasonable Adjustments that can be made to centre assessments:

- Extensions on deadlines – ADCs should have a clear policy on extensions. Typically, an extension of 2 weeks can be granted by the Course Leader, but anything more needs to be considered by the Head of Centre or Programme Manager.
- Verbal presentations instead of written essays.
- Viva Voce: Extended time may be given to candidates who may have impairment or difficulties in understanding or responding to verbal instructions. This may be extra 15 minutes added to the Viva session.
- Presentation adaptations – similar adaptations for DDE Unit 5.
- Practical work can be adapted so that the candidate can show their knowledge in a Viva Voce or produce written work instead. However, this adjustment should not be made to the Final Teaching Assessment.

5.4 Certificate of Participation

We recognise that there may be some candidates with severe disabilities who train for an ISTD dance qualification and want to take the examination with the knowledge that their disability will likely prevent them from meeting the assessment criteria required for the examination they intend to take.

The candidate or the teacher on behalf of the candidate may apply for Reasonable Adjustments before the examination is booked and request a Certificate of Participation. Certificate of Participation allows the candidate to participate in the examination process to the best of their ability and often in the same examination session as their peers, but the work demonstrated is not assessed by the examiner or graded by the ISTD. The outcome for the candidate will be an award of a Certificate of Participation which confirms that the candidate participated in the examination. It should be noted and made clear to the candidate and/or guardians or parents that this does not constitute the award of a qualification.

Certificate of Participation cannot be issued for dance teaching examinations.

Section 6: Appealing against a decision

6.1 Querying a Reasonable Adjustments decision (prior to exam/assessment)

Should a teacher on behalf of a candidate be dissatisfied with the ISTD's decision to decline a Application for Reasonable Adjustments, the teacher can raise a Reasonable Adjustments Query in line with the Society's Appeals Policy.

We may either uphold the original decision or change it and this will be communicated to the teacher by email within five working days of the query being received.

6.2 Appealing against a Reasonable Adjustments decision (prior to exam/assessment)

Where a candidate has exhausted the query process and remains dissatisfied with the outcome, they may formally appeal the Reasonable Adjustments decision, in line with the ISTD's Appeals Policy.

Please note: If a Reasonable Adjustments query or appeal is received after an exam session has been booked, and the decision is taken to allow the Reasonable Adjustments, it may be necessary to reschedule the exam session to put in place the Reasonable Adjustments that need to be made.

Section 7: Reasonable Adjustments Process and GDPR data protection




All data collected from candidates/teachers in relation to applications for reasonable adjustment are treated as sensitive data under current GDPR Regulations. To apply to ISTD to request adjustments, you will need to share your candidate's information which is regarded as sensitive data under current GDPR Regulations. This means that the teacher/centre will need the candidate's signed consent (if they are over 16) to share their confidential data with the ISTD who may hold the data for as long as necessary including time for any potential appeal, and to convey it securely to the examiner. If the candidate is under 16 years old, you will need the parent's/guardian's signed consent. ISTD will not accept applications for Reasonable Adjustments unless the teacher/school has declared that they have the appropriate consent.

We will securely destroy the information when it is no longer required but may hold anonymised data to be aggregated for reports and analysis. ISTD operates its Access Arrangements and Reasonable Adjustments Policy in line with current regulations.

The Imperial Society of Teachers of Dancing exists to advance excellence in dance teaching and education. Membership of the Imperial Society of Teachers of Dancing is the passport to artistic and professional progression. Find out more **istd.org**



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