



LONDON SCHOOL OF BUSINESS AND MANAGEMENT STUDIES

Fair Assessment, Reasonable Adjustment & Special Consideration Policy

Revised: September 2025

London School of Business and Management Studies (LSBS)

Fair Assessment, Reasonable Adjustment & Special Consideration Policy

1. Introduction and Purpose

1.1. The London School of Business and Management Studies (LSBS) is committed to ensuring that all assessments are conducted fairly, transparently, and consistently for every student.

1.2. This policy establishes LSBS's principles and procedures for fair assessment, including **reasonable adjustments** and **special consideration**, ensuring compliance with equal opportunity legislation and academic standards.

1.3. The objective is to support student achievement while upholding the integrity and rigour of academic awards.

2. Scope

2.1. This policy applies to all:

- Students enrolled on LSBS programmes (undergraduate, postgraduate, professional certifications)
- Internal and external assessment activities
- All staff involved in assessment design, delivery, and marking

2.2. It covers assessment design, administration, evaluation, results review, and appeals.

3. Principles of Fair Assessment

3.1. Validity and Reliability

Assessments will accurately measure the intended learning outcomes and produce consistent results.

3.2. Transparency

Students will receive clear guidance on assessment requirements, standards, criteria, and marking methods.

3.3. Equity and Inclusivity

All students should have an equal opportunity to demonstrate achievement, regardless of disability, background, or circumstance.

3.4. Academic Integrity

All assessments must protect academic standards, ensure integrity, and prevent academic misconduct.

3.5. Reasonable Adjustment and Special Consideration

Adjustments should be made where appropriate to ensure equality of access while preserving valid assessment outcomes.

4. Assessment Design and Implementation

4.1. Assessment tasks should be:

- Aligned with module outcomes
- Appropriate in level and scope
- Inclusive and accessible where possible

4.2. Assessment types may include:

- Coursework
- Presentations
- Examinations (online/offline)
- Group work
- Practical tasks/simulations

4.3. Assessments must include:

- Clear marking criteria
 - Submission deadlines
 - Instructions for academic conduct expectations
-

5. Reasonable Adjustment

5.1 Definition

Reasonable adjustment is a proactive measure to alter assessment conditions to reduce disadvantage for students with disabilities or other protected characteristics, without compromising learning outcomes or assessment standards.

5.2 Eligibility

Students with:

- Disabilities (physical, sensory, learning differences)
- Long-term health conditions
- Mental health conditions
- Other documented impairments

5.3 Examples of Reasonable Adjustment

Adjustments may include, depending on need:

- Extra time in exams
- Rest breaks during assessments
- Alternative formats (e.g., large print)
- Accessible venues and equipment
- Assistive technology
- Modified assignment conditions

5.4 Application Process

5.4.1 Students must submit a **Reasonable Adjustment Request** with supporting evidence from a qualified professional.

5.4.2 Evidence must be recent, relevant, and clearly describe barriers and suggested adjustments.

5.4.3 Applications should be made **before assessment periods** (ideally 6 weeks in advance).

5.4.4 The Disability Support Coordinator will review and approve adjustments.

5.4.5 Decisions will be communicated in writing, including the nature and duration of adjustments.

5.5 Review and Monitoring

Approved adjustments will be reviewed each academic year and when circumstances change.

6. Special Consideration

6.1 Definition

Special consideration is a reactive measure to adjust assessment outcomes where a student experiences unexpected circumstances that negatively affect performance.

6.2 Grounds for Special Consideration

- Illness/injury
- Bereavement or personal loss
- Emergency situations
- Significant adverse personal circumstances

6.3 Application and Evidence

6.3.1 Students must submit a **Special Consideration Request** within **5 working days** of the assessment.

6.3.2 Students must provide supporting evidence (medical note, police report, etc.) that verifies

timing and impact.

6.3.3 Failure to submit within the deadline may result in non-consideration unless good cause is demonstrated.

6.4 Outcomes of Special Consideration

Possible adjustments include, but are not limited to:

- Extension of deadlines
- Mark adjustments in line with assessment criteria
- Alternative assessment arrangements
- Deferral of assessment

6.4.1 Adjustment decisions must maintain assessment validity.

7. Roles and Responsibilities

7.1 Students

- Understand assessment requirements
- Submit forms and evidence on time
- Engage with disability support services if needed

7.2 Academic Staff

- Design fair assessments
- Provide clear instructions and criteria
- Mark consistently and objectively

7.3 Disability Support Coordinator

- Advise on reasonable adjustment
- Review and approve requests

- Maintain confidential records

7.4 Assessment Board

- Review and ratify special consideration outcomes
 - Ensure transparency and consistency in decisions
-

8. Confidentiality

8.1 All documentation and evidence relating to disability and personal circumstances will be treated confidentially and stored securely.

8.2 Information will only be shared with relevant personnel on a need-to-know basis.

9. Appeals

9.1 Students may appeal decisions on reasonable adjustments or special consideration based on procedural error or unfair application.

9.2 Appeals must be submitted within **10 working days** of receiving the decision.

9.3 The Appeals Committee will review and decide impartially.

10. Monitoring and Review

10.1 The Policy will be reviewed every **three years** or sooner if required by regulatory changes.

10.2 Feedback from staff and students will inform updates.

11. Related Policies

- Academic Integrity & Misconduct Policy

- Assessment Regulation Framework
 - Equality, Diversity & Inclusion Policy
 - Data Protection & Confidentiality Policy
-

Appendices

A. Reasonable Adjustment Request Form

B. Special Consideration Request Form

C. Examples of Supporting Evidence

- Medical certificate
- Psychological report
- Police/Coroner documents
- Letters from relevant professionals

Notes for Students

What Is Fair Assessment?

At LSBS, fair assessment means that:

- You are assessed only on the learning outcomes of your programme
- Assessments are clear, transparent, and consistently marked
- You are not disadvantaged by disability or unexpected circumstances

Fair assessment ensures equality of opportunity **without lowering academic standards**.

2. Assessment Information You Will Receive

Before each assessment, LSBS will provide:

- Assessment type and format
 - Submission or examination date
 - Marking criteria and grading scale
 - Instructions on academic integrity
-

3. Reasonable Adjustment

What is Reasonable Adjustment?

Reasonable adjustment is **planned support** for students with disabilities, long-term health conditions, or learning differences.

It allows you to demonstrate your learning fairly without changing what is being assessed.

Examples

- Extra exam time
- Rest breaks
- Alternative formats (e.g., large print)
- Assistive software
- Accessible assessment venues

How to Apply

1. Complete the Reasonable Adjustment Request Form
2. Provide supporting evidence from a qualified professional
3. Submit at least **6 weeks before** the assessment period

Approved adjustments apply throughout the academic year and are reviewed annually.

4. Special Consideration

What Is Special Consideration?

Special consideration is for **unexpected events** that affect your performance close to or during an assessment.

Examples

- Illness or injury
- Bereavement
- Serious personal emergency

How to Apply

1. Submit the Special Consideration Form
2. Include appropriate evidence
3. Apply within **5 working days** of the assessment

Possible Outcomes

- Deadline extension
 - Deferred assessment
 - Adjusted mark (within regulations)
-

5. What Special Consideration Cannot Do

- Remove assessments entirely
 - Guarantee a pass or higher grade
 - Be applied without evidence
-

6. Confidentiality

All personal and medical information is treated confidentially and shared only with authorised staff.

7. Appeals

You may appeal a decision if:

- Procedures were not followed
- Evidence was not properly considered

Appeals must be submitted within **10 working days** of notification.

PART B: OFFICIAL FORMS & CHECKLISTS

1. Reasonable Adjustment Request Form (Template)

Student Information

- Full Name:
- Student ID:
- Programme & Level:

Nature of Disability / Condition

- Description of condition:
- Duration (short-term / long-term):

Requested Adjustments

- Extra time
- Rest breaks
- Alternative assessment format
- Assistive technology
- Other (please specify)

Supporting Evidence

- Type of evidence submitted:

- Issuing professional/organisation:
- Date of report:

Student Declaration

I confirm the information provided is accurate and consent to LSBS reviewing this information for assessment purposes.

Signature:

Date:

2. Special Consideration Request Form (Template)

Student Information

- Name:
- Student ID:
- Module / Assessment Title:

Nature of Circumstances

- Date(s) affected:
- Description of circumstances:

Impact on Assessment

- How did this affect your performance or ability to submit?

Evidence Attached

- Medical certificate
- Death certificate
- Police report
- Other (specify)

Student Declaration

Signature:

Date:

3. Staff Checklist – Reasonable Adjustment

- Evidence reviewed
 - Adjustment is reasonable
 - Learning outcomes unaffected
 - Student notified in writing
 - Assessment team informed
 - Record securely stored
-

4. Staff Checklist – Special Consideration

- Application received within deadline
- Evidence verified
- Circumstances meet policy criteria
- Recommendation recorded
- Assessment Board approval
- Student informed of outcome