PADDLE SCOTLAND

Special Considerations and Reasonable Adjustments Policy

June 2026 v.2

Purpose of policy:

Paddle Scotland supports the promotion of paddlesport for people of all abilities and encourages them to take Paddle UK Awarding Body (BCAB) Personal Performance Awards, Safety training, Leadership Awards and Coaching Qualifications.

This policy provides guidance to Learners, Tutors, Assessors, Providers, Trainers and Internal Verification Officers on how they can best support people with special educational needs, disabilities, temporary illness or injury or other adverse circumstances outside their control, to ensure they are not unfairly disadvantaged when undertaking training and assessment.

This policy details appropriate modifications or adjustments that can be made to Training, Assessments and other events such as tutor moderation and/or orientation.

*Where referring to Paddle UK Awarding Body this document will use the terminology of "Awarding Body".

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This policy will be revised as and when necessary in response to customer and learner feedback or its effectiveness when used in practice. It is also scheduled for review every three years in line with Paddle Scotland Policy Review arrangements.

Introduction

Paddle Scotland is committed to ensuring everyone has the opportunity to participate fully in paddlesport training and assessments. We recognise each learner brings unique abilities, needs, and circumstances, and we aim to provide an inclusive environment where every individual can succeed.

Those who deliver sessions already go above and beyond to support participants - adapting activities, providing extra guidance, and using flexible approaches to meet a wide range of needs. This policy builds on that strong foundation of care and professionalism, offering guidance for when additional support or adjustments may be required, and setting out how we will respond in a fair, consistent and timely manner.

Our approach is rooted in respect, empathy, and practicality - making sure that reasonable adjustments and special considerations are part of what we already do well, and giving our providership the framework they need to continue removing barriers to participation.

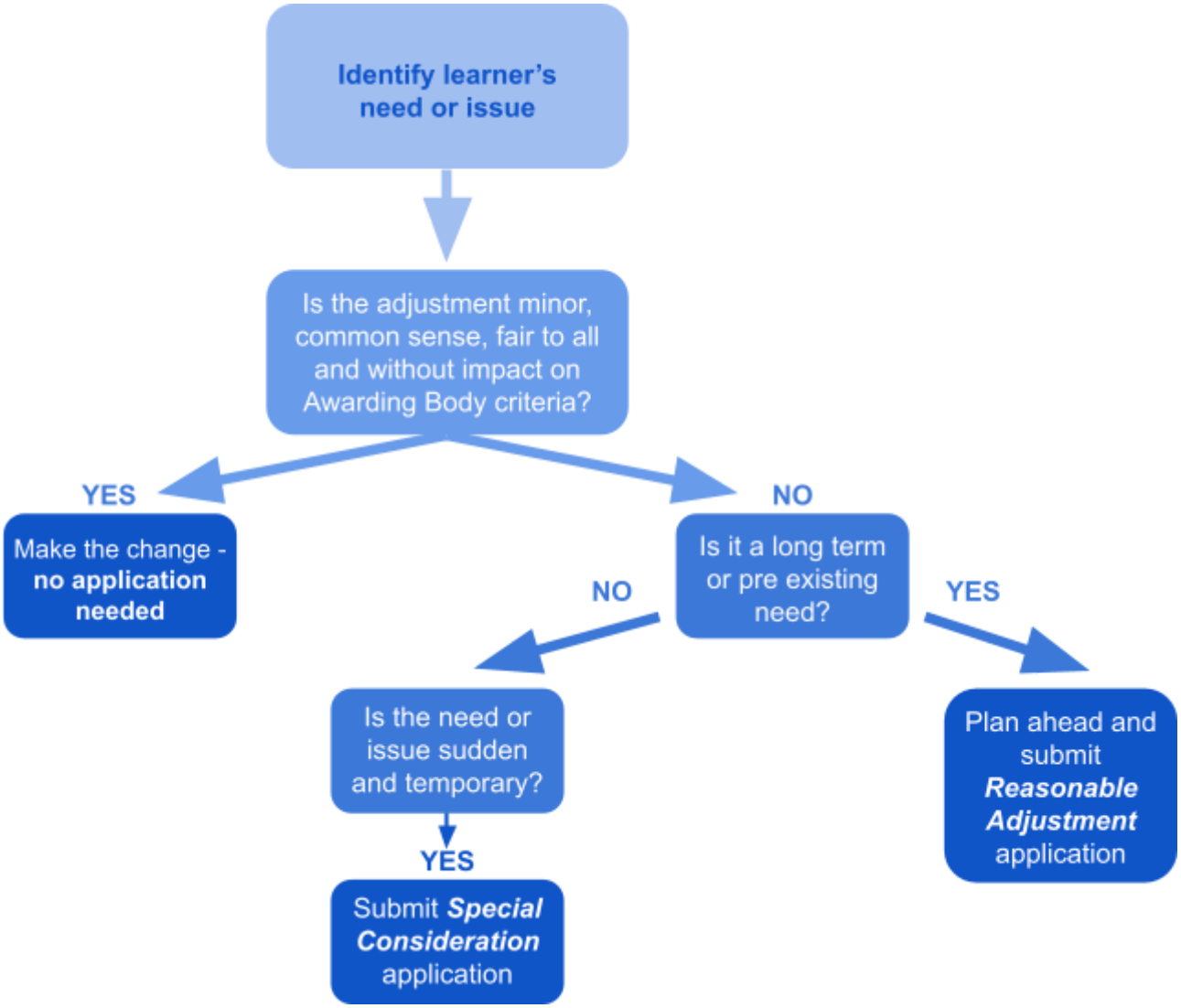
Rule of thumb

If the adjustment:

- is **minor**,
- is offered equally to all if needed,
- **doesn't** alter the assessment or training criteria or give an unfair advantage,

then **no** *Reasonable Adjustment* or *Special Consideration* application is needed.

Adjustments Decision Flowchart



Part 1 - Special Considerations

Special considerations can be considered when the Learner has been **affected** by adverse circumstances (unexpected short-term issues) beyond their control at the time of attendance to a qualification training or assessment course. Please note due to the nature of competence-based assessments, aegrotats* are not issued.

* An aegrotat is when a qualification is awarded when a candidate cannot complete all required assessment elements due to illness or other serious circumstances beyond their control, and where there is evidence they would likely have passed if they had completed them.

To ensure fairness, the Awarding Body offers special considerations for candidates who have a temporary illness, injury, or other sudden issue during an assessment. This applies if:

- A candidate could not attend or finish an assessment by the deadline, OR
- A candidate attended but believes their performance was badly affected by a sudden problem.

Learners will be eligible for special consideration if:

- They have missed up to 20% of the Guided Learning Hours on a **training** course.
- Their performance in an **assessment** is materially affected by such adverse circumstances.

Examples of when a Learner may be eligible for special consideration:

- Temporary illness or accident/injury at the time of the course. A doctor's note is required.
- Bereavement that impacts on the course. A candidate's note is acceptable.
- Domestic crisis that impacts on the course. A candidate's note is acceptable.
- Disadvantage due to a Reasonable Adjustment failing to provide adequate provisions. A candidate's note is acceptable.
- Disruption due to unforeseen weather conditions or events beyond the control of those involved (e.g. severe weather warnings, power outages, transport strikes, closed roads, or public emergencies). A candidate's note is acceptable.

See Appendix 1 for examples and further details.

For Training Courses

If a learner has missed part of a training course, the Tutor or Provider must review the programme's Guided Learning Hours to ensure that no more than 20% of the total has been missed. If this condition is met, no Special Consideration Application is required. When the learner is ready to reflect on their development needs, the Tutor or Provider should support them in creating a written action plan. This plan must clearly outline the missed learning and identify opportunities to address these gaps, ensuring the learner can cover the required content prior to assessment.

Tutors and Providers should submit course results as normal, including a note of any special considerations and a summary of the key points from the learner's written action plan in the course documentation.

For Assessment Courses

In the first instance, Assessors should make every effort to reschedule assessments for learners who are unable to attend as planned. Where applicable, Assessors or learners may request extensions to validity or registration periods to allow sufficient time for assessments to be completed. Such requests must be submitted to Paddle Scotland , and will be considered by the Paddle Scotland Delivery Centre Manager for submission to the Awarding Body.

Special consideration should only be applied as a last resort and must not compromise the integrity of the assessment or the reliability and validity of its outcomes. If a learner is unable to attend an alternative assessment session due to specific circumstances, special consideration may be appropriate and an application must be made (see below).

Awarding Body qualifications are based on demonstrating competence and candidates must show that they can do all parts of the assessment. Special considerations can be used to support candidates to do this through alternative means outside of the normal framework of the qualification. For example, a partial assessment on elements missed or reviewing alternative evidence that could be provided.

Applying for Special Consideration

Applications for special consideration are submitted by learners using the Special Consideration Form, available as a credential within the JustGo system. Assessors are expected to support learners in completing the form. Applications will only be considered if they are received within five working days of the assessment date (in advance or retrospectively).

Where possible, learners should provide supporting evidence of their circumstances. This could include, for example, a doctor's note, a police crime number, a note from a third party (such as a line manager), photographs, Web links etc. or, if none of these are available, a written statement from the learner (candidate's note).

Once an application has been received Paddle Scotland will consider whether an application to the Awarding Body is required and will submit this on behalf of the candidate. This is normally undertaken by the Paddle Scotland Delivery Centre Manager, or in their absence, an Internal Verifier. Candidates will be kept updated on the progress and status of their application.

For very sudden issues, Paddle Scotland will provide all assessors with appropriate guidance, clearly identifying how the assessor can use suitable judgements of special

considerations. Clear records must be kept of any agreed special considerations applied by Assessors within the course notes in JustGo.

Note: Tutors, Providers and Assessors can contact Paddle Scotland for support and guidance in these considerations.

Clear records must be kept of any agreed special considerations applied by Assessors within the course notes in JustGo.

Part 2 - Reasonable Adjustments

Reasonable adjustments are mandatory changes organisations must implement to eliminate or lessen disadvantages experienced by disabled individuals because of their disability. A person is considered disabled and eligible for reasonable adjustments if they have a physical or mental impairment that significantly and persistently affects their ability to perform daily activities.

Paddle Scotland and Awarding Body are fully committed to unimpeded access to, and equal opportunities in, training and assessment and to considering the needs of all potential Learners.

See Appendix 1 for examples and further details.

Reasonable adjustments for Personal Performance Awards

Candidates may face various challenges when attempting a Personal Performance Award. For example, a visually impaired paddler might struggle with directional paddling, or a physically impaired paddler may lack the necessary strength or balance for certain strokes. Providers should focus on offering tailored coaching and support to help each learner develop the required skills and understanding across all aspects of the award syllabus.

If a candidate's disability (sensory, physical, or learning) appears to hinder their ability to complete certain aspects of training or assessment, the Provider must be assured that, after appropriate coaching, the candidate: 'is unable to complete a specific part of the training or assessment, but can demonstrate understanding of how the skill is performed and for what purpose'. For this policy to be credible, it is crucial that the candidate participates in an appropriate coaching program (receiving coaching from a Provider) before any exception to a part of the training, assessment, or award is granted

Reasonable adjustments for Safety Training Courses

Awarding Body Safety Training courses are not competency-based. As such, Providers have the flexibility to support all learners in completing the training content in a manner that best meets their individual needs. Precourse information and communication is key to ensuring that the course is suitable for the learner and in supporting the tutor to accommodate specific learning needs within the framework of the course.

Reasonable adjustments for Instructor, Leadership and Coaching Assessments

As Awarding Body qualifications are competence-based, focused on practical skills, all candidates must meet all the required standards. Any adjustments made are done to help candidates show they meet these requirements without changing the standards themselves. **The important fact to acknowledge is that the adjustment does not change the purpose of the assessment but may alter the form.**

Applying for Reasonable Adjustments

In the first instance the tutor/assessor should consider if they can accommodate the learners needs within the normal parameters of the course requirements. If this is not possible, learners with more complex support needs can apply for reasonable adjustments. This should be done through Paddle Scotland, who will review the application and may put in place an adjustment or in more complex circumstances, or will apply to the Awarding Body on their behalf.

Applications are made by using the “Reasonable Adjustment Application” credential in JustGo.

We recommend that Reasonable Adjustments are applied for at least 4 weeks prior to the course start date. This will allow for clarity and agreement in advance of the course.

Once an application has been received Paddle Scotland will apply to the Awarding Body, on behalf of the candidate. This is normally undertaken by the Paddle Scotland Delivery Centre Manager, or in their absence, an Internal Verifier.

For very sudden issues, Paddle Scotland will provide all assessors with appropriate guidance, clearly identifying how the assessor can use suitable judgements of special considerations. Clear records must be kept of any agreed special considerations applied by Assessors within the course notes in JustGo.

Note: Tutors, Providers and Assessors can contact Paddle Scotland staff for support in these considerations.

Paddle Scotland maintains records of all reasonable adjustment applications for at least two-years, to allow the Awarding Body to check, monitor and evaluate processes.

Some types of physical impairment, sensory or learning disabilities, should not prevent access to qualifications but may require Tutors, Providers and Assessors to make some adjustments in their planning and/or delivery. Examples include but are not limited to:

- a moderate hearing or visual impairment
- a physical disability, resulting in restricted mobility
- Dyslexia

See Appendix 1 for examples.

Responsibility

The certificate or digital record for a training course or assessment, given to someone who required accommodations to perform part or parts of the training or assessment, will not have any comments or other statements on the certificate or digital record to indicate that accommodations were required.

Tutors, Providers, Assessors, and Paddle Scotland Staff must instruct Learners or their Guardian in their responsibility to:

- not tackle any activity that their certificate might indicate they are capable of, but which they know their disability may impede;
- tell any responsible person of their disability if they believe it may impede their ability to take part in the activity appropriately and safely.

Using Alternative Equipment

There are a number of reasons for using special equipment for a training or assessment course.

Certain disabilities may be mitigated through adaptations to craft, seats, backrests, paddles, etc. In some instances, it may be necessary to use totally different types of

equipment, e.g. craft that may not perform in the same way as the more common kayak/canoe used in that discipline. Some paddlers may find hand paddles more appropriate than conventional paddles. These and other factors may alter how outcomes are achieved.

In these situations, the Provider needs to be confident that, in using such different equipment, the paddler is performing to the best of their ability, subject to appropriate coaching, and can demonstrate relevant knowledge, understanding and potential outcomes using a different approach.

In Instructor, Leadership or Coach Assessments: If adaptations or special equipment falls outside the normal parameters of the assessment guidance reasonable adjustments need to be applied for through Paddle Scotland.

Learning Needs

It is recognised that due to a learning/memory disability, some paddlers may be able to perform parts of the training or assessment but may need more time to perform a task; may not be able to focus for sufficient time to complete all assessment tasks in one session. It is acceptable for these Learners to complete the training or assessment on a 'modular' basis.

The Assessor should track the progress of the Learner in such a way that if another Assessor were required to take over the assessment, they could easily 'pick up' what has been covered to date. Courses would be authorised in the normal way and the start and end date of the assessment identified. Each course has normal time limits during which the course must take place (see the course specific tutor notes). If a longer period of time between start and end date is required, a reasonable adjustment will need to be applied for in advance. Once all parts of the syllabus have been covered, the normal end-of-course process is completed and the certification and or digital records updated in the usual way.

Complaints and Appeals

If a Learner is dissatisfied with a decision regarding reasonable adjustments made or special consideration given by a Tutor, Provider or Paddle Scotland, please see Complaints Policy or Appeals Policy.

Tutor/Assessor Orientation and Moderation

Special Consideration and Reasonable Adjustments can be applied to Tutor/Assessor training, orientation and moderation where the course content is covered by an established training programme and specific performance outcomes.

Appendix 1. Examples of considerations and practical adjustments

Consideration and suggested options for Providers, Tutors and Assessors (**Special Consideration / Reasonable Adjustment applications not required unless stated**). The following examples are a guide and are not exhaustive, other circumstances may require special consideration and reasonable adjustments - use professional judgement and seek advice if unsure.

Note that BCAB qualifications do not use written assessment methods, and as such are not covered within this policy. Only assessment methods set by Awarding Body are followed.

* Reasonable Adjustment / Special Consideration application required for Leadership, Instructor and Coach Assessments only.

Learner Need / Situation	Practical Training and Assessment Adjustment	Application required?	Online Learning, eLearning and written requirements	Application required?
Moderate hearing impairment	Meet with the learner and/or guardian and explore what works for them, how they manage their learning and communication.	No	Meet with the learner and/or guardian and explore what works for them, how they manage their learning and communication.	No
	Consider the structure of activities and agree/manage when hearing aids can, cannot or may not be safe to be worn.	No	Use captioning in meeting software, videos and ensure narrated sections either have a script or the full information in a hand out/ presentation.	No

Learner Need / Situation	Practical Training and Assessment Adjustment	Application required?	Online Learning, eLearning and written requirements	Application required?
Moderate hearing impairment cont'd.	Raise awareness within the group and at the comfort of the learner.	No	Use of images and diagrams works well but ensure the purpose of an image is clear and use image alt text when required.	No
	Allow more time for questions and questioning. Assessor derived questions, group work, breakouts and professional discussions would benefit from the questions being provided ahead of time.	No		
	Planned modular approach.	No		
	Consider a "Hearing Buddy".	*Reasonable Adjustment		
	Additional time (outside of the normal course requirements) for candidates to complete **assessment** activities.	*Reasonable Adjustment		
Moderate visual impairment	Meet with the learner and/ or guardian and explore what works for them, how they manage their learning and communication.	No	Meet with the learner and/ or guardian and explore what works for them, how they manage their learning and communication.	No

Learner Need / Situation	Practical Training and Assessment Adjustment	Application required?	Online Learning, eLearning and written requirements	Application required?
Moderate visual impairment cont'd.	Run the session in a well-lit area or room.	No	Use Screen Reading Software or an assistant to enhance meeting software, videos and ensure narrated sections either provide the full information or in a hand out/ presentation the screen reader can access.	No
	Consider the area, removing objects which are not necessary but complicate the area, provide distraction or trip hazards.	No	Use of images and diagrams need to have descriptive image alt text to give the detail of what the image is for. Allow more time for questions and questioning. Assessor derived questions, group work and breakouts and professional discussions would benefit from the questions being recorded and/ or provided ahead of time (25% more time is a good rule of thumb).	No
	Assessment materials, tasks, professional discussions can be recorded and/ or screen reading software used.	No		
	Planned modular approach.	No		

Learner Need / Situation	Practical Training and Assessment Adjustment	Application required?	Online Learning, eLearning and written requirements	Application required?
Moderate visual impairment cont'd.	Buddying learners up.	*Reasonable Adjustment		
	The learner may use an assistant or video to aid observations and enhance what they 'see' so the learner can demonstrate their competence and describe what they would do next, focused areas for coaching, etc.	*Reasonable Adjustment		
	Additional time (outside of the normal course requirements) for candidates to complete **assessment** activities.	*Reasonable Adjustment		
Physical disabilities, resulting in restricted mobility	Meet with the learner and/ or guardian and explore what works for them, how they manage their learning.	No	Meet with the learner and/ or guardian and explore what works for them, how they manage their learning.	No

Learner Need / Situation	Practical Training and Assessment Adjustment	Application required?	Online Learning, eLearning and written requirements	Application required?
Physical disabilities, resulting in restricted mobility	Ensure the areas to be used are uncluttered to enable unrestricted movement, use of support to transition between land and water is acceptable, as long as the learner can meet the responsibilities regarding the safety of their peers/ group.	No	Any adjustment already discussed can be applied as is required, for example, time, assistant, screen readers, etc.	No
	Planned modular approach.	No		
	Learner uses adapted / specialised pieces of equipment that fall outside the parameters of **assessment** guidance.	*Reasonable Adjustment		
	Additional time (outside of the normal course requirements) for candidates to complete **assessment** activities.	*Reasonable Adjustment		
Dyslexia	Meet with the learner and/ or guardian and explore what works for them, how they manage their learning and communication.	No	Meet with the learner and/ or guardian and explore what works for them, how they manage their learning and communication.	No

Learner Need / Situation	Practical Training and Assessment Adjustment	Application required?	Online Learning, eLearning and written requirements	Application required?
Dyslexia cont'd.	Learners may need more time to locate positions, read instructions etc.	No	Consider the purpose of images and diagrams to ensure the reason for their use is clear.	No
	Additional time (outside of the normal course requirements) for candidates to complete **assessment** activities.	*Reasonable Adjustment	Additional time for questions and questioning.	No
	Planned modular approach.	No	Record and / or provide questions ahead of time.	No
Anxiety / Stress	Meet with the learner and/ or guardian and explore what works for them, how they manage their learning and communication.	No	Meet with the learner and/ or guardian and explore what works for them, how they manage their learning and communication.	No
	Conduct assessments in a familiar and comfortable environment.	No	Consider camera "off" options, group sizes, use of chat box based on the above discussion.	No
	Provide encouragement and constructive feedback.	No	Additional time for breaks.	No

Learner Need / Situation	Practical Training and Assessment Adjustment	Application required?	Online Learning, eLearning and written requirements	Application required?
Anxiety / Stress cont'd.	Break down tasks into smaller, manageable steps - planned Modular approach.	No		
	Offer a quiet space before or during the assessment.	No		
	Planned modular approach	No		
	For severe diagnosed cases, additional time (outside of the normal course requirements) for candidates to complete **assessment** activities.	*Reasonable Adjustment		
	Change **assessment** to modular approach (unplanned).	*Special Consideration		
Language Barriers	Meet with the learner and/ or guardian and explore what works for them, how they manage their learning and communication.	No	Meet with the learner and/ or guardian and explore what works for them, how they manage their learning and communication.	No
	Use plain language and avoid jargon.	No	Use plain language and avoid jargon.	No

Learner Need / Situation	Practical Training and Assessment Adjustment	Application required?	Online Learning, eLearning and written requirements	Application required?
Language Barriers cont'd.	Use visual demonstrations over verbal explanations.	No	Use visual demonstrations over verbal explanations.	No
	Provide translated materials.	No	Provide translated materials.	No
	Planned modular approach.	No		
Temporary & sudden injury / illness	Postpone / reschedule to a later date, if training or assessment has not started.	No	Consider camera "off" options.	No
	Change **training** to modular approach (unplanned).	No Detailed course notes	Record session and provide access to recording - ensure consent from all attending obtained. Consider follow up 1:1 options - professional discussion, reflection, Q&A etc.	*Special Consideration
	Shorten **training** session(s) if fatigue is a concern - **no more** than 20% of Guided Learning Hours (GLH) can be missed.	*Special Consideration		
	Change **assessment** to modular approach (unplanned).	*Special Consideration		

Learner Need / Situation	Practical Training and Assessment Adjustment	Application required?	Online Learning, eLearning and written requirements	Application required?
Environ-mental e.g. severe weather warnings, power outages, transport strikes, closed roads, or public emergencies).	Postpone / reschedule to a later date, if training or assessment has not started.	No		
	Shorten **training** session(s) if conditions are a concern / impacting the learner - **no more** than 20% of Guided Learning Hours (GLH) can be missed.	*Special Consideration		
	Change **training** to modular approach (unplanned).	No Detailed course notes		
	Change **assessment** to modular approach (unplanned).	*Special Consideration		