



TRANSCEND
AWARDS

Transcend Special Considerations Policy

Version 07: September 2025



FULL MEMBER
**FEDERATION OF
AWARDING BODIES**



CIMSPA[®]
Education Partner

Welcome!

Welcome to the **Transcend Special Considerations Policy**. This policy is designed for internal and external use. This policy applies to internal assessment across all Transcend vocational qualifications and works to ensure a fair and inclusive service in the delivery of the qualifications, ensuring ongoing compliance with Ofqual regulatory conditions.

Contents			Page
Section 1:	Policy Purpose	1.1 Context and culture 1.2 Scope and responsibilities	02
Section 2:	Policy Principles	2.1 Special consideration commitment 2.2 Special consideration definition 2.3 Special consideration eligibility	03
Section 3:	Policy Practices	3.1 Special consideration requests 3.2 Special consideration outcomes 3.3 Special consideration implementation 3.4 Special consideration monitoring 3.5 Special consideration complaints and appeals	05
Section 4:	Policy Performance	4.1 Evaluated and understood 4.2 Learn and improve	08
Appendix 1:		Aegrotat Award definition Aegrotat Award synopsis	09
Appendix 2:		Ofqual General Conditions of Recognition Alignment	11
Appendix 3:		Version control	12

Section 01: Policy Purpose

1.1 Context and culture

Transcend inspires individual and industry progression, performance and professionalisation as an **Evolutionary Education Enterprise**. We are immensely proud to be an awarding organisation regulated by Ofqual. We offer regulated qualifications, end-point assessment and a range of our own unique unregulated enrichment experiences. Our resolute dedication to the [UN Sustainable Development Goals](#) is what sets us apart! Education inequity must be eradicated! We must embrace each other's unique personality and encourage all people to reach their full potential. The quest for peace with prosperity in the preservation of our planet will never be achieved without **A UNITED TRANSFORMATIONAL EDUCATION FRAMEWORK**.

Our Purpose	Our Vision
<p>"Education is the most powerful weapon which you can use to change the world"</p> <p>Nelson Mandela</p>	<p>To be the GLOBAL influencer in sustainable transformation through inclusive education and enterprise experiences.</p>

We operate with the highest sense of propriety and integrity in the achievement of our vision. In doing so we inspire trust and operate with transparency, complying with all relevant legislation and regulation.

1.2 Scope and responsibilities

The rationale for this policy is to ensure a fair, equitable and inclusive service in the delivery of our qualifications. This policy is published for internal and external use. This includes senior officers, staff, technical partners, suppliers, recognised centres, their workforce and learners.

Responsibilities of committees		Responsibilities of Senior Officers and Staff	
Transcend Governing Body	Policy oversight	Transcend Chief Executive Officer	Policy development and deployment
Transcend Strategy and Standards Committee	Policy authorisation	Transcend Chief Controls Officer	Policy monitoring and allegations handling
The Transcend Operations Committee	Policy engagement	The Transcend Service Manager	Special considerations handling
The Transcend EQA Committees	Policy engagement	The Transcend Product Manager [SEND Officer]	Special considerations validation

Policy violations and all conflicts of interest should be reported to the [Transcend Strategy and Standards Committee](#), in line with the **Transcend Maladministration and Malpractice Policy**. Allegations will be managed without bias and corrective action will be taken in accordance with the **Transcend Penalties and Sanctions Policy** to prevent, mitigate, or manage any adverse effects.

Section 02: Policy Principles

2.1 Special Consideration Commitment

Transcend is committed to high levels of compliance with Equality Act 2010, the Human rights Act 1998, the UN Sustainable Development Goals and Ofqual expectations on equality practices. This policy is designed to communicate our approach to special consideration with the intent to reduce disadvantages caused by temporary difficulties experienced by the learner during an assessment. Our senior officers and staff are fully aware of the responsibilities and maintain up to date knowledge of common issues associated with special considerations. Due to the nature of our qualifications the assessments are designed to be internally assessed by our recognised centres. External assessment is not currently offered within our portfolio.

2.2 Special Consideration Definition¹

Special consideration is the implementation of arrangements at the time of an assessment to allow competence to be demonstrated by learners who have been disadvantaged or were unable to attend the assessment due to emotional or physical difficulties, or adverse circumstances. Special consideration can be applied after an assessment if there is evidence to conclude the learner may have been disadvantaged during the assessment. For example, special consideration could apply to a learner who had temporarily experienced an illness, injury or some other event outside of their control and which has had, or is likely to have had, a material effect on that learner's ability to take an assessment or demonstrate the expected level of attainment.

Special consideration should not give the learner an unfair advantage, neither should its third parties to be misled regarding a learner's achievements. The learner's result must reflect valid achievement in the assessment and potential ability. Special consideration may result in a post-assessment adjustment to the mark or grade of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner. It is noted that:

- where an assessment requires the learner to demonstrate practical competence, where criteria must be met fully, or in the case of qualifications that confer a License to Practice, it may not be possible to apply special consideration.
- in some circumstances such as on-demand assessments it may be appropriate to offer the learner an opportunity to retake the assessment at a later date.

¹ This serves to ensure compliance with Ofqual General Conditions G7.1, G7PI, G7NI,

2.2 Special Consideration Eligibility

Assessment must be a fair test of a learner's knowledge and what they are able to do. However, for some learners, temporary circumstances may make this difficult. We recognise that special considerations may be required at the time of assessment where; learners have a temporary disability, condition, adverse circumstance or are indisposed at the time of the assessment.

Special consideration arrangements are made to ensure that learners receive recognition of their achievement so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for learners, nor should they give learners with certain characteristics an advantage. There will be situations where learners should not be entered for a special consideration in an assessment. Only minor adjustments can be made to the achievement because to do more than this would jeopardise the standard of the qualification. A learner will not be eligible for special consideration if:

- no evidence is supplied by the centre that the learner has been affected at the time of the assessment by a condition, issue or difficulty
- any part of the assessment is missed due to personal arrangements including holidays, moving home or unauthorised absence
- preparation for a component of the overall assessment is affected by difficulties during the course such as disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

It is also important to note that it may not be possible to apply special consideration in instances where criteria have not been fully met, qualifications confer licence to practise, or the assessment requires the demonstration of practical competence.

A learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- part of an assessment has been missed due to circumstances beyond the control of the learner
- alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate
- performance in an assessment is affected by circumstances beyond the control of the learner such recent personal illness, accident, bereavement, serious disturbance during the assessment
- there is a sufficient difference between the part of the assessment to which special consideration is applied and other parts of the qualification that have been achieved to infer that the learner could have performed more successfully in the assessment.

Section 03: Policy Practices

3.1 Special consideration requests²

Recognised centres are required to put arrangements in place to enable a learner, in extenuating circumstances to complete their assessment and achieve the qualification. Only when this is unsuccessful should an application for special consideration be made. Applications for special consideration can only be made on a case-by-case basis and separate applications must be made for each learner.

To apply for special consideration the recognised centre must complete the ***Transcend Learner RA/SC request*** which is contained within the Transcend Awarding Management System [TAMS]. The form should be fully completed, and relevant supporting evidence uploaded, on behalf of the learner. Evidence examples include medical reports, diagnostic tests, and witness testimonies.

Certification claims should not be made for affected learners before the outcome of the application is received by the centre and special consideration cannot be considered once learner achievement has been claimed and certificated. Any requests for guidance should be sent to the [Transcend Service Team](#) as soon as the potential issue is known. This will allow for appropriate guidance to be given at the earliest stage.

² This serves to ensure compliance with Ofqual Condition Guidance: G7.2, **G7PI, G7NI**

3.2 Special consideration outcomes³

We will acknowledge receipt of a special consideration request within 5 working days. We will then validate the request and provide an update or outcome within another 5 working days. All validations are carried out rigorously and objectively by a person of appropriate competence who has no personal interest in the outcome. This serves to prevent conflict and to maintain objectivity. The centre and the learner may be contacted to request additional information to enable valid outcomes to be confirmed. Aegrotat requests are validated in accordance with Appendix 01.

The learner's eligibility is evaluated in accordance with the evidence provided. Where no evidence is provided, a request for this information will be made. Where evidence is provided and is deemed insufficient, the recognised centre will be consulted. Finally, where evidence is deemed to be clear, sufficient, and consistent the learner's eligibility is assessed and validated.

Decisions regarding special consideration are based on various factors. These will vary across situations, learners, and qualifications. These factors may refer to the severity of the circumstance, the date of the assessment and the nature of the assessment such as portfolio, practical observation, presentation, or professional discussion. It is crucial that special consideration does not affect the validity or reliability of assessment, influence the outcome of assessment, or give the learner in question an unfair assessment advantage.

Examples of special considerations include:

- Special consideration may be granted to a learner because of failing an assessment for medical or compassionate reasons. In this situation, the learner may be offered an opportunity for reassessment in the whole or in part of the assessment within 12 months of the initial assessment date, where relevant.
- Special consideration may be granted to a learner who may not have been able to attend or to complete the scheduled assessment through illness, injury or acceptable and justified personal circumstances. In these circumstances, an alternative date for the assessment may be made for learners within 30 days of the original date and the fee carried over. An extension to a learner's registration period may be required as a direct result of a special consideration request. Where learners are eligible, this will be granted.

Where the outcomes are positive clear guidance will be provided to the recognised centre for implementation. In cases where the request for special consideration is rejected, a clear reason will be provided to the centre and where appropriate additional advice, or recommendations provided.

³ This serves to ensure compliance with Ofqual General Conditions: G7.2, G7.3, I1.1, G7PI, G7NI

3.3 Special consideration implementation

Special considerations are approved by the awarding organisation. Where this is granted is the responsibility then of the recognised centre to put these in place for the learner. Recognised centres must adhere to the approved outcomes confirmed by the awarding organisation.

3.4 Special consideration monitoring

When monitoring the effectiveness of the arrangements made it is crucial that special considerations do not affect the validity or reliability of assessment, influence the outcome of assessment, or give the learner in question an unfair assessment advantage.

Recognised centres are required to monitor the effectiveness of the special considerations and report feedback via the original *awarding organisation Learner RA/SC Request per learner*.

As an ethical awarding organisation, we also monitor the effectiveness of the arrangements made for each learner and all learners collectively to enable us to continuously mitigate any barriers to access wherever practicable.

Allocated EQAs will monitor the implementation of special considerations. They will contact recognised centres to plan additional interventions where the nature of the special considerations suggests that close monitoring is required. In other cases, they might simply contact the recognised centre and request feedback on the process to ensure that the learners needs were met, and the special considerations was delivered effectively.

We will also monitor the number and nature of considerations in accordance with national databases and intel to ensure that our services are aligned, and all recognised centres are managing their responsibilities as they should be.

3.5 Special consideration complaints and appeals

If learner is concerned about the way in which the recognised centre has handled their request for or implementation of special considerations, they must make a complaint to the recognised centre in the first instance. After following the recognised centre's procedure, they are then eligible to bring the matter to the awarding organisation.

If the learner is unhappy about the final decision associated with a special considerations request made by the awarding organisation, they should make their appeal direct to us in line with the ***Transcend Appeals Policy***.

Section 04: Policy Performance

4.1 Policy assessment and refinement

4.1.1 Evaluation and understanding

This policy is subject to systematic evaluation for effectiveness and efficiency. Evaluation is based on feedback collected which is understood and shared. Upon receipt of valid evidence which suggests change is required the change management process is initiated. We are also proactive in managing our policies and conduct formal assessments on an annual basis.

In doing so, we pay due regard to all credible evidence and consider relevant data across systems and feedback from stakeholders. This ensures the policy remains appropriate, is understood, and deployed effectively to prevent adverse effects. During this process appropriate measures are selected to establish timely, relevant, and accurate results.

4.1.2 Learning and improvement

When conducting evaluation and assessments we consider the emerging trends analysis, measurement, learning and benchmarking to inspire creativity and generate innovative solutions to improve performance in a timely manner. This is achieved through several activities, which are undertaken to identify sound practices and improvement opportunities. The results are used to identify, prioritise, plan, and implement the relevant refinements and improvements.

Appendix 01: Special Consideration Aegrotat Awards

Aegrotat Award Definition

The term *aegrotat* is used primarily in the United Kingdom and Commonwealth of Nations. A learner who is too ill to finish the qualification may be awarded an *aegrotat* award if the learner otherwise would have passed assessments.

We will consider special consideration requests from learners who, for medical reasons such as imminent illness, injury, indisposition or for compassionate reasons have been unable to take or complete the usual assessment.

Aegrotat awards may be issued to a learner where there is sufficient evidence that, but for illness or other valid cause, the learner would have reached the standard required.

Aegrotat Award Requests⁴

A learner who in the opinion of recognised centre, has satisfactorily completed all the requirements of a course but who, for medical or compassionate reasons has been unable to take or complete assessments, and evidently will not have the opportunity to take the reassessment in the future for valid reasons, may be considered eligible for an aegrotat award.

Alternatively, the learner may be granted the opportunity, on our recommendation, to take or complete the assessment at the next available and suitable date. Learners affected by illness or other sufficient cause after they have completed 75% of the assessments OR passed all formative assessment with summative assessment outstanding may be submitted for special consideration via an aegrotat request.

⁴ This serves to ensure compliance with Ofqual General Conditions G7.3

The learner may be eligible for an aegrotat award if all the following conditions have been fulfilled and the required evidence is provided:

- The learner was prevented, by illness or other sufficient cause, from beginning or completing the assessment
- The learner has met all requirements of the programme
- The learner performance during the programme has been at the appropriate standard
- The learner provided relevant evidence, such as sufficient medical certification or appropriate documentation
- The learner is unlikely to be able to return to complete the qualification at a subsequent date and this is supported with evidence
- The learner's recognised centre has submitted a special consideration request for an aegrotat award on their behalf
- The learner's recognised centre statement confirms and evidenced that the learner's performance on programme was at the right standard
- The learner's recognised centre statement confirm that they would have passed, but for the illness/event occurring
- learner's recognised centre has submitted their Record of Achievement and all other assessment paperwork

Aegrotat awards are only issued where the relevant qualification standards permit. Therefore, each request is considered on a case-by-case basis and considers the standards. Learners must be aware that if they are affected by extenuating circumstances over the whole period of the programme, they will not be issued an aegrotat award.

Appendix 02: Ofqual General Conditions of Recognition Alignment

This document supports our compliance with the following Ofqual General Conditions of Recognition.

Condition title	Condition alignment
Condition G7: Arrangements for Special Consideration	G7.1, G7.2, G7.3
Condition I1: Appeals process	I1.1

Appendix 03: Policy Version Control

This document is subject to version control. We will request feedback from stakeholders in advance of any change and publish the updated document via our website. All changes will be tracked here and confirmed as an updated version.

Version	Publication date	Publication Details
Version 01	Jan 2019	Publication 01
Version 02	Sep 2020	Publication 02 Section 1.2 Scope and responsibilities updated for clarity.
Version 03	Sep 2021	Publication 03 Section 1.3 Scope and responsibilities updated for clarity. Service Manager duties added. Branding <i>Commitment to Excellence</i> updated to <i>Commitment to Transformation</i> .
Version 04	Sep 2022	Publication 04 Structure of the policy is updated to include sections defined by numbers for ease of reading. Section 1.1 Context and culture updated to reflect the organisational change of control. Section 4.1 Updated to align to new EFQF Model.
Version 05	Sep 2023	Publication 05 Sections 1 updated to reflect the new Transcend Engagement Team contact email. Section 1.3 Scope and responsibilities updated to reflect staff change.
Version 06	Sep 2024	Publication 06 Section 1.1 and 1.2 merged into 1.1 Section 1.3 and 1.4 merged into 1.2
Version 07	Sep 2025	Publication 07 Section 1.3 Responsibilities of Senior Officers and Staff updated to reflect changes in the organisational structure.