

## **FAB Guide**

# **The Application of Reasonable Adjustments and Special Consideration in Vocational Qualifications**

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# Contents

## 1 INTRODUCTION

## 2 BACKGROUND

## 3 INCLUSION AND REASONABLE ADJUSTMENTS

## 4 DUTIES / RESPONSIBILITIES OF AWARDING BODIES

## 5 DUTIES/RESPONSIBILITIES OF CENTRES

## 6 TYPES OF ASSESSMENT AND REASONABLE ADJUSTMENTS

- 6.1 Health and Safety considerations for practical assessments
- 6.2 Assessments which are not taken under examination conditions
- 6.3 Assessments for externally verified qualifications

## 7 ABOUT THE CANDIDATE

- 7.1 Identifying candidates who are eligible for reasonable adjustments
- 7.2 Identifying candidates' needs
- 7.3 Identifying and obtaining supporting evidence

## 8 MAKING REASONABLE ADJUSTMENTS

- 8.1 Principles for making reasonable adjustments
- 8.2 The process for making the adjustment
  - Adjustments permitted by the centre
  - Adjustments agreed with the external verifier
  - Adjustments permitted by the awarding body
- 8.3 **Range of reasonable adjustments**
  - Changes to assessment conditions (8.3.1 – 8.3.5)
  - Use of mechanical, electronic and technological aids (8.3.6 – 8.3.8)
  - Modifications to the presentation of assessment material (8.3.9 – 8.3.14)
  - Alternative ways of presenting responses (8.3.15 – 8.3.18)
  - Use of access facilitators (8.3.19 – 8.3.24)

## 9 REQUIREMENTS FOR RECORD KEEPING WITHIN THE CENTRE

- 9.1 Requirements for recording adjustments to assessments agreed with the awarding body
- 9.2 Requirements for recording adjustments to assessments permitted by the centre

## 10 SPECIAL CONSIDERATION

- 10.1 Eligibility criteria
- 10.2 Applying for special consideration

## **11 MALPRACTICE**

### **APPENDIX**

#### **I FORMS**

- Form **1** – Form to apply for reasonable adjustments
- Form **2** – Form to apply for special consideration
- Form **3** – Form to complete where the centre or external verifier permitted reasonable adjustments
- Form **4** – Permissions Table

#### **II GLOSSARY**

#### **III RESOURCES**

## 1 INTRODUCTION

- 1.1** This guide has been written to help vocational awarding bodies and their centres meet their obligations on equality of access to qualifications and assessment, as required by relevant legislation, including the Equality Act 2010 and by the Ofqual document '*The General Conditions of Recognition*'.<sup>1</sup>
- 1.2** This guide provides an indication of good practice to assist vocational awarding bodies in the consistent application of reasonable adjustments to enable equal access to qualifications. It has been developed by the Federation of Awarding Bodies (FAB) with key stakeholders. Individual awarding bodies may adapt it to suit the requirements of the vocational qualifications they offer and to fit with their administrative systems.
- 1.3** This guide is advisory only and is intended for vocational awarding bodies to adopt in their own contexts. Each awarding body will take responsibility for their own use and implementation of the information in this guide and for its publication to, and use by, centres. FAB does not bear any responsibility for the use of the information in this guide and for its publication to, and use by, individual awarding bodies or centres. By adopting the information in this guide each awarding body takes responsibility for their publication, use and implementation of it. Each awarding body is responsible for any amendments and adaptations they make to the information for their specific needs.
- 1.4** The recommendations in this guide are not exhaustive and in every case it is for the awarding bodies and their approved centres to determine on a case-by-case basis whether reasonable adjustments are necessary and what reasonable adjustments will be effective.
- The information in this guide is applicable as at 1 January 2012. Awarding bodies are responsible for checking any updates and changes to the law.
- 1.5** The guide is intended to be used with centres which are approved to offer accredited vocational qualifications.
- 1.6** The guide sets out:
- the impact of legislation and the General Conditions of Recognition on access to assessment;
  - the principles which should be followed when making decisions about adjustments to assessment;
  - the responsibilities that awarding bodies and centres have to ensure that all candidates are given an equal opportunity to demonstrate attainment;
  - the procedures which should be followed when making adjustments to assessment requirements.
- 1.7** Similar information on providing access arrangements for GCE, VCE, GCSE, GNVQ, Entry Level and Key Skills has been published by the Joint Council for Qualifications (JCQ).<sup>2</sup>

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<sup>1</sup> *The General Conditions of Recognition, Ofqual May 2011.*

<sup>2</sup> '*Access Arrangements and Special Consideration Regulations and Guidance relating to Candidates who are eligible for Adjustments in Examinations*' (published annually at 1 September)

## 2 BACKGROUND

Awarding bodies have a duty to ensure that the integrity of their qualifications and assessment is maintained at all times. At the same time they and their centres have a duty to ensure that the rights of individual candidates to access qualifications and assessment in a way most appropriate for their individual needs are upheld. Equality legislation and the regulatory criteria give support and guidance to awarding bodies and their centres in creating an inclusive assessment process.

**Note:** where the terms ‘access-related needs’ or ‘access-related issues’ are used in this guidance, they refer to any entitlement to access the assessment process resulting from legislation, regulation, or good practice, provided that the standards of the assessment are maintained.

### 2.1 The Equality Act 2010

The Equality Act 2010 came into force on 10 September 2010. This Act replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. The intention was to make the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine **protected characteristics**, which cannot be used as a reason to treat people unfairly. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations (such as private clubs).

The Act require awarding bodies to make reasonable adjustments to assessment arrangements which place disabled candidates at a substantial disadvantage in comparison to candidates who are not disabled.

### 2.2 The General Conditions of Recognition

In their publication ‘*The General Conditions of Recognition May 2011*’, Ofqual makes a number of references to Equalities Law and states a number of requirements for awarding bodies, including:

### **Condition D2- Accessibility of qualifications**

*D2.1 An awarding organisation must ensure that it complies with the requirements of Equalities Law in relation to each of the qualifications which it makes available.*

*D2.2 An awarding organisation must monitor qualifications which it makes available for any feature which could disadvantage a group of Learners who share a particular Characteristic.*

### **Condition E4- Ensuring an assessment is fit for purpose and can be delivered**

*E4.2 In designing such an assessment, an awarding organisation must in addition ensure that the assessment –*

*(d) permits Reasonable Adjustments to be made, while minimising the need for them.*

### **Condition G2- Language of the assessment**

*G2.2 A Learner taking a qualification may be assessed in British Sign Language or Irish Sign Language where it is permitted by an awarding organisation for the purpose of Reasonable Adjustment.*

### **Condition G6 -Arrangements for Reasonable Adjustments**

*G6.1 For the purposes of this condition, Reasonable Adjustments are adjustments made to an assessment for a qualification so as to enable a disabled Learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.*

*G6.2 An awarding organisation must, in accordance with Equalities Law, have in place clear arrangements for making Reasonable Adjustments in relation to qualifications which it makes available.*

*G6.3 An awarding organisation must publish details of its arrangements for making Reasonable Adjustments, which must include details as to –*

- (a) how a Learner qualifies for a Reasonable Adjustment, and*
- (b) what Reasonable Adjustment will be made.*

### **Condition G7-Arrangements for Special Consideration**

*G7.1 For the purposes of this condition, Special Consideration is consideration to be given to a Learner who has temporarily experienced –*

- (a) an illness or injury, or*
- (b) some other event outside of the Learner's control, which has had, or is reasonably likely to have had, a material effect on that Learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.*

*G7.2 An awarding organisation must have in place clear arrangements for Special Consideration to be given to Learners in relation to qualifications which it makes available.*

*G7.3 An awarding organisation must publish details of its arrangements for giving Special Consideration, which must include details as to –*

- (a) how a Learner qualifies for Special Consideration, and*
- (b) what Special Consideration will be given.*

Awarding organisations are also required their centres to operate in line with the Equalities Law and this is stated in Condition C2 – Arrangements with Centres which states that the awarding organisation must:

- *require the Centre to undertake the delivery of the qualification required by the awarding organisation in accordance with Equalities Law, (Condition C2.3 (h)).*

### 3 INCLUSION AND REASONABLE ADJUSTMENTS

Awarding bodies and centres can demonstrate their commitment to ensuring that individual candidates can access qualifications and assessment in two ways:

- by recognising the diverse needs of candidates at the stage where qualifications and assessments are designed. An inclusive design approach will help to ensure that access is built in to the qualification and assessment for all candidates;
- by making appropriate reasonable adjustments to standard assessment arrangements, wherever this is required to enable access.

#### Definition of reasonable adjustments

- 3.1** A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation.
- 3.2** Reasonable adjustments must not affect the reliability and validity of the assessment outcomes.
- 3.3** Reasonable adjustments may include, but are not limited to:
- changing usual assessment arrangements, for example allowing a candidate extra time to complete the assessment activity;
  - adapting assessment materials, such as providing materials in Braille;
  - providing assistance during assessment, such as a sign language interpreter or a reader;
  - re-organising the assessment room, such as removing visual stimuli for an autistic candidate;
  - changing the assessment method, for example from a written assessment to a spoken assessment;
  - using assistive technology, such as screen reading or voice activated software.
- 3.4** Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the candidate access to the qualification.
- 3.5** Where reasonable adjustments have been applied the work produced by the candidate will be marked to the same standard as the work of other assessed candidates.
- 3.6** Awarding bodies and centres are only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, the impact of the disability on the individual, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will be taken into consideration.



## **4 DUTIES/RESPONSIBILITIES OF AWARDING BODIES**

To meet their responsibilities to individual candidates, and in terms of current equality legislation and regulatory requirements, vocational awarding bodies should, as far as is practicable:

- 4.1** have a policy in place to prevent discrimination in the assessment of skills and knowledge. This policy should conform to the requirements of the Equality Act and should be subject to regular review. Awarding bodies should communicate this policy to all their approved centres.
- 4.2** have effective systems in place to approve reasonable adjustments and special consideration. Special considerations are procedures implemented at the time of an examination to allow attainment to be demonstrated by a candidate who has been disadvantaged by temporary illness, injury, indisposition or adverse circumstances.
- 4.3** monitor and evaluate the use of reasonable adjustments and special consideration in order to ensure that these are effective and meet the requirements of current legislation. Each awarding body may approach this monitoring and evaluation activity in a way that best suits the needs of their centres and may include activities such as: centre visits, collation of learner feedback, comparisons of outcomes of cases where reasonable adjustments have/have not been applied etc.
- 4.4** provide clear and comprehensive guidance to approved centres on the procedures for making adjustments to assessment. The guidance should include information about when a centre is permitted to allow adjustments to assessments and when it has to apply to the awarding body for permission and the timescales for this. The guidance should specify the requirements for supporting evidence and record keeping. Awarding bodies should regularly review these procedures in the light of changes in legislation and regulation.
- 4.5** encourage centres to have policies and procedures in place to prevent discrimination against candidates with access-related assessment needs.
- 4.6** ensure that centres have effective internal systems to record where they permit reasonable adjustments. Awarding bodies should monitor these systems to ensure they continue to meet the requirements of the awarding body.
- 4.7** require that centres undertake that buildings used as assessment venues are accessible to all candidates.
- 4.8** consider the needs of all potential candidates when developing qualifications. Awarding bodies take steps to ensure that the needs of all candidates are considered when qualifications are being developed and reviewed and that inclusive assessment methods are incorporated. Assessment requirements should be clearly expressed so that any modifications to the assessment method or delivery may be made without compromising standards.
- 4.9** continually review competence standards of qualifications or contribute appropriately to the review of national occupational standards to ensure that such standards can be objectively justified.
- 4.10** consider the needs of all potential candidates when developing assessment material. The presentation of assessment material may prove a barrier for some candidates, e.g. a cluttered layout, unclear font type, long sentences and unnecessary visual content may be problematic for some candidates. The language used in assessment material should be clear, unambiguous and free from jargon. Externally set assessment tasks should be sufficiently varied and

flexible to ensure that no particular group of candidates is placed at a disadvantage.

- 4.11** design assessment material, as far as possible, in such a way that it can be used successfully with assistive technology such as screen reading software. The layout, particularly the use of tables, can be problematic when used with some screen reading software.
- 4.12** ensure that they have an effective appeals policy so that centres can appeal against decisions involving assessment arrangements for candidates with access-related needs.

This list is not intended to be exhaustive and awarding bodies must take all possible practical steps to apply reasonable adjustments, so as to promote equality of access for candidates who are placed at a substantial disadvantage in comparison to a person without disability or difficulty.

## 5 DUTIES/RESPONSIBILITIES OF CENTRES

To meet their responsibilities to individual candidates, and in terms of current equality legislation and regulatory requirements, a centre should, as far as is practicable:

- 5.1 have an access to assessment policy and communicate this to all staff and candidates. The centre should cultivate an atmosphere in which candidates feel free to disclose their access-related needs. It should be noted that the duty to make reasonable adjustments has an 'anticipatory' aspect. This means that the centre should consider what adjustments future candidates with disabilities or difficulties may need, and make appropriate provision in advance.
- 5.2 identify as early as possible, preferably before registering a candidate for a qualification, any difficulties the candidate may have in accessing assessment. To assist with this the centre should ensure that all staff who recruit, advise, or guide potential candidates have had training to make them aware of access-related issues. Early contact with the awarding body is advised, in order to determine whether reasonable adjustments to the assessment process are possible.
- 5.3 select an appropriate qualification for the candidate, based upon his / her particular circumstances. The centre should explain to the candidate the assessment requirements of the qualification and the planned programme of study. It should be made clear at the outset if the candidate will not be able to meet all the assessment criteria. The candidate may still decide to proceed with the qualification but enter only for part, or none, of the assessment. In this case the centre should explain to the candidate any restriction on progression to other qualifications as a result of not achieving all the criteria.
- 5.4 select an appropriate adjustment to make the assessment accessible to the candidate. In order to decide whether an adjustment is appropriate, the centre should consider the nature of the skills that are being assessed and the implications for assessment of the candidate's difficulties. The centre should involve the candidate in making any decisions about appropriate adjustments to assessment. In cases of doubt, the centre should contact the awarding body for advice on suitable and appropriate adjustments.
- 5.5 ensure that it can resource the selected adjustment to assessment. It is the centre's responsibility to arrange any assistance for the candidate, such as a reader, scribe, additional invigilator, British Sign Language (BSL)/English interpreter, etc.
- 5.6 follow the awarding body's procedures for requesting adjustments to assessment. The centre should apply for reasonable adjustments on behalf of the candidate, where necessary. All applications for adjustments to assessment must be supported by the Head of Centre or other member of staff with designated responsibility.
- 5.7 follow the awarding body's procedures for implementing adjustments to assessment. The centre will be required to implement the adjustments to assessment in accordance with the guidance given in sections **8.3.1 – 8.3.24**. It is the centre's responsibility to ensure that the candidate only uses the appropriate adjustments and that they keep records of these reasonable adjustments for audit purposes. If the centre exceeds the level of assistance and type of assistance as set out in these sections it may lead to malpractice investigations.
- 5.8 ensure that it has effective internal appeals procedures so that the candidate can query any decision taken by the centre not to allow an adjustment to assessment. These procedures should be made available to the candidate and

should include details of the grounds for appeal and the timescales associated with investigations of appeals.

- 5.9** design centre-set assessment activities or material in an inclusive way so that they are accessible to candidates with access-related needs. The centre should ensure that the language of the assessment is clear, unambiguous and free from jargon.
- 5.10** ensure that buildings used for assessment are accessible to all candidates, as far as is practicable.

This list is not intended to be exhaustive and centres must take all possible practical steps to apply reasonable adjustments, so as to promote equality of access for candidates who are placed at a substantial disadvantage in comparison to a person without disability or difficulty.

**5.11 Duties/responsibilities of Centres and the General Conditions of Recognition.**

Under Condition C2 –Centre Arrangements in the General Conditions of Recognition, awarding bodies are required to have in place a written enforceable agreement with each of their Centres. Part of this agreement must 'require the Centre to undertake the delivery of the qualification required by the awarding organisation in accordance with Equalities Law'.

Centres will therefore be bound by that agreement and required to ensure that they operate in line with Equalities Law.

## 6 TYPES OF ASSESSMENT AND REASONABLE ADJUSTMENTS

Different types of assessment make different demands on the candidate and will influence whether reasonable adjustments will be needed and the kind of reasonable adjustment which may be put in place.

The adjustments that are appropriate for a particular assessment will depend upon:

- the specific assessment requirements of the qualification;
- the type of assessment;
- the particular needs and circumstances of the individual candidate.

### 6.1 Health and safety considerations for practical assessments

There are no circumstances when the health and safety of a candidate should be compromised in the name of assessment. In a practical activity, if there is a concern that the effects of a person's disability or difficulty may have health and safety implications for him/herself and for others, a suitably qualified person in the centre should carry out a risk assessment related to the candidate's particular circumstances. The risk assessment should identify the risks associated with the particular activity, but should also take account of any reasonable adjustments put in place for the candidate which may remove or reduce the risk. The risk assessment may reveal that it is not possible for the candidate to fulfil all the requirements of the assessment. In this case it may be appropriate to substitute another task. The centre should contact awarding bodies to discuss individual cases where further clarification is necessary.

Assumptions should not be made about a disability or difficulty posing a health and safety risk, but the health and safety of all candidates and others must always be of paramount importance.

### 6.2 Assessments which are not taken under examination conditions

With these types of assessments the centre has greater flexibility to be responsive to an individual candidate's needs and choose an assessment activity and method that will allow the candidate to demonstrate attainment.

**6.2.1** These types of assessments may include, for example, coursework, set assignments which are researched in the candidate's own time, assessment activities devised by the centre or the awarding body, assessments where the candidate has to collect evidence in order to demonstrate competence.

**6.2.2** The assessment requirements for the majority of vocational qualifications fall into this group.

**6.2.3** In these types of assessments the candidate may meet the specified assessment criteria in any way that is valid. To facilitate access where there is evidence of need, the centre may:

- allow the candidate to use any mechanical, electronic or other aids in order to demonstrate achievement as long as the aids:
  - are generally commercially available;
  - reflect the candidate's normal way of working;
  - enable the candidate to meet the specified criteria;
  - do not give the candidate an unfair advantage.
- present assessment materials or documents in a way that reflects the candidate's normal way of working and enables him or her to meet the specified assessment criteria, for example, materials do not have to be in written format, unless specified by the assessment requirements.
- allow the candidate to present their answers or evidence in any format as long as it enables them to demonstrate that they have met the assessment

criteria, for example, answers or evidence do not have to be in written format unless specified by the assessment criteria.

- 6.2.4** The centre is advised to adopt a flexible approach in identifying alternative ways of achieving the assessment requirements. The centre is advised to contact individual awarding bodies to discuss alternative arrangements that may be appropriate for specific situations.
- 6.2.5** The outcome produced by the candidate must at all times:
- meet the requirements of the specifications regardless of the process or method used;
  - be assessable;
  - be able to be moderated or verified.
- 6.2.6** In the case of long-term illness of an individual candidate or when a permanent health condition/disability means a candidate's completion of assessment takes additional time it may be possible to permit an extension to the deadline for the submission of work for certification. A centre should note that it will not be possible to allow time extensions for all qualifications.
- 6.2.7** Where reasonable adjustments are put in place for these types of assessments, the centre should check whether permission needs to be obtained from the awarding body. The centre should ensure that they adhere to the awarding body's requirements for record keeping and supporting evidence.

### **6.3 Assessments for externally verified qualifications**

- 6.3.1** Vocational qualification candidates are often required to compile a portfolio of evidence which can consist of a mixture of work products, observation reports, witness statements, knowledge tests, etc. Making appropriate access arrangements in qualifications of this type can be more straight-forward than in qualifications where the mode of assessment is more firmly fixed.
- 6.3.2** The benefits of being able to vary the assessment evidence and choose the most appropriate method of obtaining evidence should be considered when the candidate is first accepted onto a programme.
- 6.3.3** Where there is an identified need, the candidate may present their evidence in any format as long as it enables them to demonstrate that they have met the specified assessment criteria. For example, a candidate may present their evidence through the medium of Braille, on audio cassette or on video. Alternatively, oral questioning or witness statements may replace written responses.
- Where evidence is produced in Braille or signed onto video, it is the centre's responsibility to ensure that a person who is suitably qualified in Braille or sign language is available to translate the material for the internal and external verifier if this is required.
- 6.3.4** Where the candidate uses alternative means of providing evidence, the method must have equal rigour to those used for other candidates.
- 6.3.5** The candidate must fulfil the demands of the criteria consistently over a period of time, regardless of method used to obtain the evidence. The assessment criteria may not be amended, re-worded or omitted.
- 6.3.6** The candidate may use any mechanical or electronic aids which are available in the workplace or which are commercially available in order to demonstrate competence. For example, these may include specially adapted equipment or assistive technology. The centre is required to provide the necessary resources to enable a candidate with access-related needs to produce evidence of developing the portfolio.

- 6.3.7** All adjustments should be consistent with the candidate's normal way of working and must not give the candidate an unfair advantage over others.
- 6.3.8** While assessors, internal and external verifiers normally prefer to see a portfolio made up of evidence which is varied, the centre should be prepared to accept a more restricted variety of evidence as a means of enabling access. It is sensible, however, for the centre representatives to discuss this matter with the internal and/or external verifier at an early stage.
- 6.3.9** The candidate must achieve all the required units to gain a qualification. It may sometimes be the case that some full qualifications are inaccessible because of a candidate's inability to demonstrate competence in all parts of the qualification. In these cases unit certification should be available.
- 6.3.10** Where reasonable adjustments are put in place for assessments that are externally verified, the centre should check whether permission needs to be obtained from the awarding body or the external verifier. The centre should ensure that they adhere to the awarding body's requirements for record keeping and supporting evidence.

## **7 ABOUT THE CANDIDATE**

### **7.1 Identifying candidates who are eligible for reasonable adjustments**

Candidates are only eligible for reasonable adjustments if their disability or difficulty places them at a disadvantage in the assessment situation, in comparison to a person who is not disabled.

- 7.1.1** Any adjustment to assessment will be based on what the candidate needs to access the assessment. Below are some examples of candidate needs that may be eligible for adjustments to assessments. This list is not exhaustive and it should be noted that some candidate needs will fall within more than one of the categories set out below.

#### **Communication and interaction needs**

A candidate with communication and interaction difficulties may have problems with reading or writing, the effects of which could be reduced through the use of a reader, word processor, scribe, BSL/English interpreter, screen reading software or voice activated software. They may also benefit from extra time during assessments that are time-constrained to allow them to demonstrate their skills and knowledge.

#### **Cognition and learning needs**

A candidate with learning difficulties and difficulties with comprehension may benefit from extra time in time-constrained examinations. They may also need assistance with reading and writing.

#### **Sensory and physical needs**

A candidate may need to have assessment material modified for hearing impairment and visual impairment. They may also need to use a BSL/English interpreter, practical assistant, reader and scribe. In addition they may benefit from the use of assistive technology and extra time to complete assessments.

#### **Behavioural, Emotional and Social needs**

The candidate may benefit from supervised rest breaks and separate accommodation, either within the centre or at an alternative venue. A candidate with attention difficulties may need the use of a prompter.

#### **Candidates for whom English is an additional language**

A candidate may benefit from extra time during assessments that are time constrained or the use of bilingual dictionaries.

- 7.1.2** The candidate will be eligible for reasonable adjustments if their performance during an assessment is likely to be substantially affected by a particular impairment. Many of these candidates will be defined as being disabled under the Equality Act.
- 7.1.3** An adjustment to assessment should only be considered where the difficulty experienced places the candidate at a disadvantage, in comparison with persons who are not disabled. Where the difficulty is minor, the centre should assist the candidate by offering help with study and assessment skills.
- 7.1.4** A candidate does not necessarily have to be disabled (as defined by the Equality Act) to be entitled to reasonable adjustments to assessment. Every candidate who is disabled will also not necessarily be entitled to or need an adjustment to assessment. The candidate may have developed coping mechanisms which minimise or remove the need for reasonable adjustments.



## **7.2 Identifying candidates' needs**

Any adjustment to assessment should be based on the individual candidate's needs to access the assessment.

The centre has a responsibility to ensure it has effective internal procedures for identifying candidates' needs and that these procedures comply with the requirements of equality legislation.

A centre should ensure that it can:

### **7.2.1 Identify those candidates who are having difficulties or are likely to have difficulties accessing assessment.**

A candidate should be encouraged to make any access-related assessment needs known to the centre at the earliest opportunity, and before they are registered or entered for an assessment. To assist with the early identification of candidates with access-related assessment needs, the centre should ensure that all staff who recruit, advise or guide potential candidates have had training to make them aware of access-related issues. Once the candidate's need has been identified, it should be documented for audit purposes.

### **7.2.2 Identify whether reasonable adjustments may be needed.**

Relevant centre staff should decide, in conjunction with the candidate, whether he or she will be able to meet the requirements of the assessment or whether adjustments will be required. It is important that the candidate is involved in this discussion as he or she knows best what the effect of their particular disability or difficulty is on how they do things. Where the implications of a particular difficulty are unclear, the centre should make use of specialist advice in order to determine how the difficulty will affect the candidate's performance in the assessment. The centre should avoid making assumptions, on the basis of previous experience, about whether adjustments may be necessary. Judgments should be made on the basis of individual need. If an adjustment will be needed, it should be documented for audit purposes.

### **7.2.3 Identify the appropriate adjustment.**

When identifying which adjustments the candidate will need in the assessment, centre staff should take into consideration the candidate's normal way of working, history of provision during teaching and during informal assessments and the assessment requirements of the qualification. Certain simple adjustments may be all that is required, e.g. adjusting seat height or providing an arm rest. The same candidate may not require the same adjustment for all types of assessment. Different qualifications make different demands. For example, a dyslexic candidate may need extra time to complete a written test, but may not need extra time for a purely practical activity. Once the adjustment has been identified, it should be documented for audit purposes.

### **7.2.4 Ensure that the adjustment is in accordance with the awarding body guidelines.**

The centre must ensure that the adjustment will not impair the ability to assess the candidate's performance, skill or knowledge fairly in each assessment.

## **7.3 Identifying and obtaining supporting evidence**

Any application for an adjustment to assessment must be supported by evidence which is valid, sufficient and reliable.

### **7.3.1** In order to ensure that any adjustment to assessment will only provide the candidate with the necessary assistance without giving him or her an unfair advantage over others, the centre must be clear about the extent to which the candidate is affected by the disability or difficulty.

**7.3.2** Where the centre can verify evidence of the disability or difficulty and where the implications are clear, such as for a candidate with physical difficulties, profound hearing impairment or who are registered as blind or partially sighted, the centre does not need to provide further evidence of these physical difficulties.

**7.3.3** Where the implications of the difficulty are not obvious, such as for learning difficulties, or mental health difficulties, the centre will have to provide additional evidence of the effect of the impairment on the candidate's performance in the assessment. Any of the following types of evidence would be acceptable. The centre should decide which of these will best assist understanding of the candidate's situation:

- Evidence of assessment of the candidate's needs in relation to the particular assessment, made within the centre by the relevant member of staff with competence and responsibility in this area; staff include learning support staff, teaching staff, trainers, assessors and other specialist staff. If necessary, external experts may be called upon to assess the candidate. This evidence should include an indication of how the centre plans to meet the candidate's needs and should show that the candidate can cope with the level and content of the assessment. The evidence should be documented for audit purposes. Information from previous centres attended by the candidate may also be included.
- History of provision within the centre. This should include information about the support received by the candidate during the learning or training programme and during formative assessments. Evidence of the way in which the candidate's needs are being met during the learning programme should be documented for audit purposes.
- Written evidence produced by independent, authoritative, specialists. This could take the form of medical, psychological or professional reports or assessments. These reports should state the name, title and professional credentials of the person who carried out the assessments and wrote the report. The report should set out the nature of the difficulty and extent to which the candidate is affected by the difficulty, including the effects of any medication that the candidate may be taking. In cases where it might be expected that there could be changes in the way the candidate is affected by the difficulty, there will have to be recent and relevant evidence of assessments and consultations carried out by an independent expert.

**7.3.4** A candidate with a Statement of Special Educational Need does not automatically qualify for reasonable adjustments. The demands of the qualification should be taken into account. The reasons for the statement may have only limited effect on achievement in the assessment.

**7.3.5** It is the centre's responsibility to 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. A centre should maintain records of all cases for audit purposes and to monitor the effectiveness of the reasonable adjustments which have been made.

## 8 MAKING REASONABLE ADJUSTMENTS

### 8.1 Principles for making reasonable adjustments

These principles should be followed when making decisions about a candidate's need for adjustments to assessment.

Adjustments to assessments:

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

Awarding bodies and centres have a responsibility to ensure that the process of assessment is robust and fair and allows the candidate to show what they know and can do without circumventing the assessment criteria.

When considering whether an adjustment to assessment is appropriate, awarding bodies and centres need to bear in mind the following:

- 8.1.1** Adjustments to assessment should not compensate the candidate for lack of knowledge and skills. The candidate must be able to cope with the content of the assessment and be able to work at the level required for the assessment.
- 8.1.2** Any adjustment to assessment must not invalidate the assessment requirements of the qualification or the requirements of the assessment strategy. Competence standards should not be altered. While vocational awarding bodies should take all reasonable steps to ensure that a candidate with a disability or difficulty is not placed at a substantial disadvantage, in comparison with persons who are not disabled, in terms of access to assessment, there is no duty to make any adjustment to a provision, criterion or practice which is defined as a competence standard. All candidates' performance will be assessed against set standards. These standards cannot be altered, but it may be possible to change the delivery or process of assessment so that each candidate has an equal opportunity to demonstrate what they know and can do.
- 8.1.3** Any adjustment to assessment must not give the candidate an unfair advantage or disadvantage the candidate. The qualification of a candidate who had an adjustment to assessment must have the same credibility as that of any other candidate. As vocational qualifications may lead to employment, achievement of such qualifications must give a realistic indication to the potential employer of what the holder of the certificate can do.
- 8.1.4** Any adjustment to assessment must be based on the individual need of the candidate. Decisions about adjustments to assessment should be taken after careful consideration of the assessment needs of each individual candidate, the assessment requirements of the qualification and the nature and extent of the support given as part of normal teaching practice. A centre should not assume that the same adjustment will be required for all assessments. Different qualifications and different methods of assessments can make different demands on the candidate. The candidate should be consulted throughout the process.
- 8.1.5** Any adjustment to assessment should reflect the candidate's normal way of working providing this does not affect what is being assessed in any way. The candidate should have experience of and practice in the use of the adjustment.
- 8.1.6** Any adjustment to assessment must be supported by evidence which is sufficient, valid and reliable.

**8.1.7** All adjustments to assessment must be authorised by the Head of Centre or a member of staff with delegated authority.

**8.1.8** All adjustments to assessment must be implemented in accordance with the guidance given by the awarding body.

## **8.2 The process for making the adjustment**

There are three routes through which a candidate may be granted adjustments to assessment. These routes are to:

- Use reasonable adjustments permitted at the discretion of the centre;
- Consult the external verifier for permission;
- Apply to the awarding body for permission.

### **8.2.1 Adjustments permitted by the centre**

In some cases awarding bodies may permit the centre to implement reasonable adjustments without seeking prior permission from the awarding body.

Individual awarding bodies should, in these cases, provide guidance on the mechanisms for reporting back to the awarding body. Most awarding bodies will require the centre to report back when they have permitted reasonable adjustments. Form **3** in Appendix **1** can be used for this purpose.

The centre should declare that the information provided for the awarding body is accurate and that the adjustments to assessment have been made in accordance with the guidance of the awarding body. The declaration should be signed and dated by a member of the centre staff who has formally been given delegated authority for this by the Head of Centre.

### **8.2.2 Adjustments agreed with the external verifier**

For externally verified qualifications, the centre has to consult and inform the external verifier if reasonable adjustments have to be implemented.

### **8.2.3 Adjustments permitted by the awarding body**

The centre has to apply for adjustments to assessments on behalf of the candidate. Form **1** in Appendix **1** should be used for this purpose.

A separate form should be completed for each candidate and submitted by the deadline stipulated by the awarding body. It should be noted that applications received after the deadline may not be processed in time for the candidate to take the assessment.

The application should be signed and dated by a member of the centre staff who has formally been given delegated authority for this by the Head of Centre and should include the following declaration:

- the information in the application is accurate;
- the centre will be able to provide the arrangements requested if their use is approved by the awarding body;
- the reasonable adjustment will be implemented in accordance with the guidance given by the awarding body;
- the centre will not exceed the allowances given.

**8.2.4** A centre should keep records for audit purposes where they are permitted to agree reasonable adjustments, where they apply to the awarding body for permission or where they agree adjustments to assessment with the external verifier. Please see Section **9** for further details.

## **8.3 Range of reasonable adjustments**

The Permissions Table (Form **4** in Appendix **1**) lists the most commonly requested adjustments to standard assessment arrangements in a template which awarding bodies can use when considering where the decisions on applying different reasonable adjustments need to be applied. It is not intended

to be a comprehensive list and a centre is advised to contact the awarding body for advice on alternative ways of accessing assessment for particular situations. Centres and external verifiers have a duty to seek advice from awarding bodies in any case where they do not consider that they have the necessary expertise to judge whether a reasonable adjustment is needed, and/or how it should be applied.

The following sections provide guidance for centres on how various types of reasonable adjustments should be implemented.

Centres should note that:

- not all the adjustments to assessments described below will be reasonable, permissible or practical in particular situations. If in doubt, the centre is advised to contact individual awarding bodies for advice. In some circumstances it may be more appropriate to select an alternative assessment task for the candidate;
- the candidate may not need, nor be allowed, the same adjustment for all qualifications. Some candidates may need a single adjustment; others may require a combination of several adjustments;
- adjustments to assessments will mostly be needed for assessments which are taken under constrained/examination conditions.

The list of reasonable adjustments is organised under the following headings:

- Changes to assessment conditions (8.3.1 – 8.3.5)
- Use of mechanical, electronic and technological aids (8.3.6 – 8.3.8)
- Modifications to presentation of assessment material (8.3.9 – 8.3.14)
- Alternative ways of presenting responses (8.3.15 – 8.3.18)
- Use of access facilitators (8.3.19 – 8.3.24)

## Changes to assessment conditions

### 8.3.1 Extra time

Where assessment activities are time constrained a candidate may be allowed extra time during an assessment if he/she has a condition which affects the speed of processing.

**8.3.1.1** The amount of extra time allowed should accurately reflect the extent to which the completion of the assessment will be affected by the candidate's difficulty. 'Unlimited' extra time will not be allowed. It is the centre's responsibility to specify the amount of extra time the candidate will need, using as a guide the extra time required during formative assessments in the centre.

**8.3.1.2** Extra time will not be allowed for computer based assessments testing the time in which a skill is performed, such as keyboarding speed tests. Extra time may, however, be available for those computer based assessments where the manipulation of software, and not processing speed, is the primary aim of the assessment.

**8.3.1.3** Extra time for online assessments may have to be customised for each candidate. In these cases the centre is advised to contact the awarding body to apply for a time extension to be set up.

**8.3.1.4** Before the centre allows extra time for the candidate, the centre should be satisfied that the candidate can cope with the content of the qualification and that the candidate is medically fit to undertake the extended assessment.

**8.3.1.5** Extra time will not be allowed in practical activities where the timing is a crucial part of the assessment or in group activities where the candidate's performance will be assessed in conjunction with others.

### **8.3.2 Supervised rest breaks**

Where assessment activities are time constrained, a candidate may, if there is a demonstrated need, be allowed supervised rest breaks during an assessment.

**8.3.2.1** Supervised rest breaks may be taken either in or outside the assessment room. The duration of the breaks will not be deducted from the assessment time. The centre should be aware that, during the supervised rest breaks, the candidate is still under assessment conditions and that the usual regulations governing conduct of assessments will apply during this time.

**8.3.2.2** Rest breaks are not applicable where speed or time is a component of what is being assessed, although, if there is a natural break in the assessment, i.e. between tasks, supervised rest breaks can be allowed.

**8.3.2.3** For online assessments, the centre needs to check with the awarding body whether the time for rest breaks must be built into the extra time requested for the assessment. This will be necessary if the test runs continuously on the system. The system must also be supervised during the break to ensure that no one else can interfere with the candidate's test during the break.

### **8.3.3 Change in the organisation of the assessment room**

Minor changes to the organisation of the assessment room may benefit some candidates with autistic spectrum disorder, with visual or hearing impairment or with physical difficulties.

**8.3.3.1** Visually impaired candidates may benefit from sitting near a window so that they have good lighting.

**8.3.3.2** Deaf candidates may benefit from sitting near the front of the room and in good light.

**8.3.3.3** Some candidates may benefit from using chairs with arm rests or adjustable heights.

**8.3.3.4** Autistic candidates may benefit from having visual/noise stimuli, such as a ticking clock, removed from the room.

### **8.3.4 Separate accommodation within the centre**

It may be necessary to accommodate the candidate separately if they are using readers, scribes, BSL/English interpreters, or word processing equipment which may disturb other candidates.

### **8.3.5 Taking the assessment at an alternative venue**

In certain circumstances the candidate may be permitted to take an assessment at an alternative venue, for example at home or in hospital.

**8.3.5.1** The centre should ensure that the candidate is medically fit to take the assessment.

## **Use of mechanical, electronic and technological aids**

### **8.3.6 Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners**

**8.3.6.1** The centre should ensure that the candidate has had sufficient practice in the use of these aids and that any electronic aids are in good working order.

**8.3.6.2** For assessments taken under examination conditions, the candidate should be accommodated separately with separate invigilation if the use of any of these

aids will disturb other candidates. In these cases the invigilator should be fully informed of the candidate's support.

- 8.3.6.3** A centre should contact the individual awarding body if they are unclear about whether any new technology will unfairly advantage the candidate or invalidate the assessment requirements.

**8.3.7 Use of assistive technology, for example speech/screen reading software and voice activated software**

Some candidates may benefit from the use of software that reads the assessment material to them and records their spoken responses.

- 8.3.7.1** Speech software should not be allowed for qualifications where reading is the competence being assessed. Elsewhere, and especially in vocational areas, such software may be used to allow candidates to have access to assessments that are appropriate for them and enable them to show their proficiency.
- 8.3.7.2** The centre should ensure that the use of assistive technology will not invalidate the assessment requirements or give the candidate an unfair advantage. Due to the rapid development of such technology, the centre should seek advice from the awarding body if the implications of using certain kinds of assistive technology are unclear.
- 8.3.7.3** It should be noted that the use of such software may introduce a hidden assessment agenda, in that the candidate has to master the use of the software in addition to mastering the assessment criteria. Some candidates may need extra time if they use such software.

**8.3.8 Use of bilingual dictionaries or bilingual translation dictionaries (manual or electronic)**

The use of bilingual dictionaries and bilingual translation dictionaries (including BSL/English dictionaries/glossaries) can be allowed in all vocational assessments unless its use is expressly forbidden by the assessment requirements.

- 8.3.8.1** For timed assessments, if the centre is satisfied that the candidate can cope with the subject content, but the candidate's knowledge and comprehension of English, Welsh or Irish (Gaelige) impairs his/her ability to complete the assessment within the normal time allocated, an additional allowance of extra time may be permitted.
- 8.3.8.2** The centre should note that the Ofqual General Conditions of Recognition state that:

*G2.1 An awarding organisation must ensure that all Learners taking its qualifications are assessed in –*

- (a) English in England, and*  
*(b) English or Irish in Northern Ireland,*

*except to the extent that the use of another language is permitted by this condition.*

*G2.2 A Learner taking a qualification may be assessed in British Sign Language or Irish Sign Language where it is permitted by an awarding organisation for the purpose of Reasonable Adjustment.*

*G2.3 A Learner taking a qualification may be assessed in any other language where it is one of the primary objectives of the qualification –*

- (a) for the Learner to gain knowledge of, skills in, and understanding of that language, or
- (b) to support a role in the workplace, providing that proficiency in English or Irish is not required for the role supported by the qualification.

*G2.4 Where an awarding organisation makes available a qualification in more than one language, the awarding organisation must take all reasonable steps to ensure that assessments in different languages ensure a consistent Level of Demand for Learners.*

*General Conditions of Recognition, May 2011, Condition G2*

- 8.3.8.3** The centre should check the dictionaries used by the candidate to make sure they do not contain notes which would give the candidate an unfair advantage. Where permission is given to use electronic dictionaries, the centre must check that the equipment does not contain additional functionality that will give the candidate an unfair advantage. If such functionality is present, it must be disabled or the equipment disallowed.

## **Modifications to the presentation of the assessment material**

### **8.3.9 Assessment material in enlarged format**

#### **For paper-based assessments**

- 8.3.9.1** Enlargements for paper-based assessments may be used. Examples of these include:

- unmodified enlarged papers where the standard paper is photocopied from A4 to A3, thus enlarging the whole paper and retaining the original layout and visual presentation.
- modified enlarged paper where the paper is modified by simplifying the layout and where necessary reducing the content while still meeting the same objectives as those tested in the original paper.

- 8.3.9.2** Where the awarding body provides externally set assessment material in enlarged format, the centre will have to apply by the deadlines set by individual awarding bodies.

- 8.3.9.3** Where the centre is permitted to make the enlargements to externally set assessment material, it should take responsibility for the security of the material and for ensuring that the entire document is enlarged. The candidate may be penalised for any errors in his/her work which occur as a result of incomplete enlargement of the material.

- 8.3.9.4** Centres should note that assessment material containing scale diagrams cannot be enlarged.

- 8.3.9.5** It is the centre's responsibility to provide centre-devised assessment material/resource or reference material in a suitable format for the candidate.

#### **8.3.9.6 On-screen assessments**

If the default font and text size used for an on-screen assessment is not suitable for the candidate, screen magnification software programmes may provide an option to magnify the text to a suitable size. Advanced screen magnification software programmes provide options to change colours and fonts.



### **8.3.10 Assessment material in Braille**

Assessment material may be provided in Braille for a blind or visually impaired candidate.

**8.3.10.1** The material will be modified to remove any visual content prior to brailleing.

**8.3.10.2** Diagrams in the assessment material can be produced as tactile diagrams.

**8.3.10.3** Where the awarding body provides externally set assessment material in Braille, the centre should meet the awarding body's deadlines for applying for this. If Braille assessment material has been ordered, but is no longer required, the centre should inform the awarding body immediately as any costs incurred in producing such material may be passed to the centre.

**8.3.10.4** Permission may be given to the centre to Braille externally set assessment materials. Individual awarding bodies should advise when this can be permitted.

**8.3.10.5** Where the centre is permitted to Braille externally set assessment material, it should take responsibility for the security of the material and for ensuring that the entire document is brailled. The candidate may be penalised for any errors in his/her work which occur as a result of errors in the brailled material.

**8.3.10.6** Braille is not always an appropriate adjustment for the candidate, not all blind people are fluent in Braille.

**8.3.10.7** It is the centre's responsibility to arrange for the brailleing of centre-devised assessment material/resource or reference materials.

### **8.3.11 Language modified assessment material**

The carrier language in assessment material may be modified for a deaf candidate whose first language is either English or British Sign Language (BSL). In either case, the candidate's English may be limited and modified assessment material may be necessary. BSL is a language in its own right and has its own grammar, syntax and vocabulary and written assessment material will have to be modified for most deaf candidates for whom BSL is their first language.

**8.3.11.1** Technical language may not be modified. The modified version of the assessment material should contain the same questions as the standard version and the same answers will be expected from the candidate.

**8.3.11.2** In listening tests, a transcript of the test may be provided, which can be read to the candidate by a live speaker. This will enable the candidate to lip-read the text.

**8.3.11.3** Where the awarding body provides language modified externally set assessment material, the centre will have to apply by the deadlines set by individual awarding bodies.

**8.3.11.4** Where the centre is permitted to modify externally set assessment material, they should take responsibility for the security of the material and for the accuracy of the modification. The candidate may be penalised for any errors in his/her work which occur as a result of inaccurate modification of the material.

**8.3.11.5** It is the centre's responsibility to arrange for the modification of centre-devised assessment material/resource or reference materials.

### **8.3.12 Assessment material in BSL (British Sign Language)**

Where the centre cannot provide a BSL/English interpreter for the assessment, and if language modified assessment material does not provide sufficient assistance, a BSL version of assessment material may be provided on videotape instead of (or in addition to) the assessment material in written English. This facility may not be permitted for assessments where reading or listening is the competence being assessed.

- 8.3.12.1** Where the awarding body will provide externally set assessment material in BSL, the centre will have to apply by the deadlines set by individual awarding bodies.
- 8.3.12.2** Where the centre is permitted to translate externally set assessment material into BSL, they should take responsibility for the security of the material and for the accuracy of the translation. The candidate may be penalised for any errors in his/her work which occur as a result of errors in the material.
- 8.3.12.3** It is the centre's responsibility to arrange for the translation of centre-devised assessment material/resource or reference materials into BSL.
- 8.3.12.4** Centres should note that this adjustment will not be suitable for all assessments and that they need to contact the awarding body for further advice if they are unclear whether this adjustment is appropriate.
- 8.3.12.5** Centres should read the guidance for BSL/English interpreters in section **8.3.21** in conjunction with this section.

### **8.3.13 Assessment material on coloured paper**

- 8.3.13.1** Where the awarding body provides externally set assessment material on coloured paper, the centre will have to apply by the deadlines set by individual awarding bodies.
- 8.3.13.2** Where the centre is permitted to photocopy externally set assessment material onto coloured paper, it should take responsibility for the security of the assessment material and for ensuring that the entire document is copied.
- 8.3.13.3** The candidate may be penalised for any errors in his / her script which occur as a result of incomplete copying of the document.
- 8.3.13.4** It is the centre's responsibility to provide centre-devised assessment material/resource or reference material on coloured paper, if required
- 8.3.13.5 On-screen assessments**  
It may be possible to provide a screen background in a colour that is suited to the candidate's needs.

### **8.3.14 Assessment material in audio format**

Where there is evidence of need, assessment material may be provided in audio format. This facility is not available if reading is the competence being assessed or if the assessment material has visual content that is crucial to the understanding of the questions, such as illustrations, tables, diagrams or sketches.

- 8.3.14.1** Where the awarding body provides externally set assessment material in audio format, the centre will have to apply by the deadlines set by individual awarding bodies.
- 8.3.14.2** Where the centre is permitted to produce an audio version of externally set assessment material, they should take responsibility for the security of the material and for ensuring that the recording is accurate. The candidate may be

penalised for any errors in his/her work which occur as a result of errors in the recording.

- 8.3.14.3** It is the centre's responsibility to provide centre-devised assessment material/resource or reference material in a suitable format for the candidate.

### **Alternative ways of presenting candidate responses**

A candidate should be provided with the means to present their responses by the method most appropriate and familiar to them, as long as the use of methods will not invalidate the requirements of the assessment. The use of ICT is generally perceived to have a positive impact on helping candidates to access assessment.

The guidance given below relates to the use of ICT in written assessments. ICT can normally be used for centre-devised and portfolio work unless the use of ICT is expressly prohibited by the qualification specification.

#### **8.3.15 Use of ICT to present responses**

The use of ICT in this context should be taken to include word processors, personal computers (PCs) and other microprocessor controlled devices producing output in text or other forms such as graphics and diagrams.

- 8.3.15.1** For many candidates with additional support needs, computers provide an effective means of independent communication. Consideration should be given to whether the candidate can meet the assessment criteria using a computer.
- 8.3.15.2** A computer should only be used if it is appropriate to the candidate's needs and if the candidate is confident in its use, can use it effectively and if it reflects his / her normal way of working. The candidate should be consulted before a decision is taken whether the use of ICT is an appropriate adjustment.
- 8.3.15.3** When a computer is used, other than as a basic word processor, the centre needs to consider the effect and appropriateness of facilities like spell-checkers, electronic dictionaries, thesauri, calculators, predictive software, etc that are available.
- 8.3.15.4** The use of the computer should not create a misleading impression of the candidate's attainment or confer an unfair advantage over other candidates.
- 8.3.15.5** The centre should ensure that workstations are adapted for the needs of the candidate, and that enabling technologies, (for example screen reading software, coloured background, adapted keyboard, large tracker ball mouse, sticky keys) are available.
- 8.3.15.6** Where it is apparent that assessment objectives cannot be met fully if a computer is used, the centre should suggest alternative arrangements.

#### **8.3.16 Spoken responses using electronic recording devices, for example CD Roms, memory sticks, audio cassettes**

Where there is evidence of need, the candidate may be permitted to record their responses electronically.

- 8.3.16.1** This arrangement will only be available for assessments where there is no requirement for the candidate to produce visual material.

- 8.3.16.2** Where the candidate's responses are recorded electronically, the centre should provide an authenticated transcript of the candidate's responses.
- 8.3.16.3** It will be the centre's responsibility to ensure that the transcript is an accurate reflection of the candidate's responses and to keep this and the original recording as a record of the assessment.

### **8.3.17 Responses in BSL**

Where there is evidence of need, the candidate may be allowed to sign their responses to questions.

- 8.3.17.1** Signing of responses should not be permitted if the ability to write or speak English, Welsh or Irish (Gaelige) is being assessed.
- 8.3.17.2** A candidate can sign full responses in BSL. Where the candidate is required to show knowledge of an expression / name in their response, this must be finger-spelt. This must all be videoed for quality assurance purposes.
- The centre will provide a translation of the responses for assessment.
- 8.3.17.3** The centre should ensure that the person doing the translation is appropriately qualified.
- 8.3.17.4** The centre should ensure that sufficient recording equipment is available and that it is in good working order.
- 8.3.17.5** Where the centre provides a transcript of the candidate's response, the centre should ensure that the transcript is authenticated and an accurate reflection of the candidate's responses. The centre should keep this as a record of the assessment.

### **8.3.18 Responses in Braille**

Where there is evidence of need, a candidate may be permitted to present their responses in Braille.

- 8.3.18.1** In these cases an authenticated transcript of the candidate's responses should be provided by the centre.
- 8.3.18.2** It will be the centre's responsibility to ensure that the transcript is an accurate reflection of the candidate's responses and to keep the transcript for their records.

## **Use of access facilitators**

### **8.3.19 Reader**

A reader is a person who, when requested, will read to the candidate all or part of the assessment material and the candidate's written responses.

- 8.3.19.1** Where there is evidence of need a reader may be allowed in all assessments where reading or understanding of the written word is not an assessment requirement or the competence being assessed.
- 8.3.19.2** The centre should, in consultation with the candidate, decide whether the use of a reader will be an effective arrangement. The candidate may be more comfortable with:
- the use of speech/screen reading software which reads out the material without decoding or interpreting it

- accessing the assessment material in electronic format, in Braille or through sign language.
- 8.3.19.3** The centre is responsible for making the necessary arrangements for the provision of a reader.
- 8.3.19.4** The reader should not normally be the candidate's own tutor or assessor, except in circumstances where it is necessary to do so. In such cases, the awarding body should be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a reader.
- 8.3.19.5** The centre should select the reader on the basis of their ability to work effectively with the candidate. The reader should be able to read accurately and at a reasonable rate and should have sufficient knowledge of the subject to read technical terms accurately.
- 8.3.19.6** A candidate should, wherever possible, have had previous practice in working with the reader and should have used this arrangement during the training programme leading up to the assessment.
- 8.3.19.7** The centre should ensure that the candidate and reader are clear about the limitations of the reader's role.
- 8.3.19.8** A separate invigilator must be present when a reader is used to ensure that the guidance regarding readers is followed.
- 8.3.19.9** The centre should give the reader clear instructions regarding what they are required to do and what they may and may not do during the assessment. These instructions should also be given to the invigilator.
- 8.3.19.10** For a candidate requiring a reader and a scribe, the same person may act as both as long as permission has been given for both arrangements.
- 8.3.19.11** The candidate using a reader should be accommodated separately so as not to disturb other candidates.
- 8.3.19.12** Where a candidate is not eligible for the use of a reader, it may be helpful for the candidate to read the questions aloud. In these circumstances the candidate must be accommodated in a separate room so that other candidates are not disturbed. Separate invigilation should be arranged in these cases. The invigilator may not correct the reading of the candidate.
- 8.3.19.13** The reader is responsible to, and should be approved by the Head of Centre or the centre staff member with delegated responsibility.
- 8.3.19.14** The reader:
- should read only as requested by the candidate. The candidate may choose to read some parts of the assessment him/herself.
  - should read accurately. If the reader is working with a deaf or hearing impaired candidate, the reader should articulate clearly.
  - should only read the exact wording (instructions and questions), and not give meanings of words, rephrase or interpret anything.
  - should repeat instructions and questions on the paper only when specifically requested to do so by the candidate.
  - may consult a dictionary, where this is allowed, at the candidate's request and read out entries
  - should read, as often as requested, the answers already recorded, but may not act as proof-reader
  - should not advise the candidate regarding which questions to do, when to move on to the next question, or the order in which the questions should be answered

- may enable a visually impaired candidate to identify which piece of visual material relates to which question, but should neither give factual help to the candidate nor offer any suggestion
- is permitted to help a visually impaired candidate using diagrams, graphs and tables to obtain the information that the print/amended print copy would give to a sighted candidate
- should, if requested, give a visually impaired candidate the spelling of a word which appears on the paper, but otherwise spellings must not be given.
- should refer any problems during the assessment to the invigilator.

### **8.3.20 Scribe (sometimes called amanuensis)**

A scribe is a person who, in an assessment, writes down or word processes a candidate's dictated responses. Where there is evidence of need, a scribe may be allowed in all assessments where writing or keyboarding is not the competence being assessed.

- 8.3.20.1** The centre should, in consultation with the candidate, decide whether the use of a scribe is an appropriate adjustment. As the effective use of a scribe requires high level communication skills from the candidate, the centre is advised to consider whether the candidate would be more comfortable with the use of a computer. The candidate is also more likely to use a word processor rather than a scribe in the workplace.
- 8.3.20.2** For a candidate requiring a scribe and a reader, the same person may act as both, provided permission has been given for both.
- 8.3.20.3** The use of a scribe should not affect the assessment requirements for the qualification being assessed. In some cases the writing of answers by the candidate may be the skill being assessed.
- 8.3.20.4** The centre should select a scribe on the basis of their ability to work effectively with the candidate. A scribe should be able to produce an accurate record of the candidate's responses, write legibly and/or word process at a reasonable speed, and have sufficient knowledge of the subject to be able to record technical terms correctly.
- 8.3.20.5** The centre is responsible for making the necessary arrangements for the provision of a scribe.
- 8.3.20.6** A scribe is not permitted in an assessment requiring word processing.
- 8.3.20.7** A scribe should not normally be the candidate's own tutor or assessor, except when it is necessary to do so. In such cases, the awarding body should be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a scribe.
- 8.3.20.8** A candidate should, wherever possible, have had previous practice in working with the scribe and used this arrangement during their learning programme.
- 8.3.20.9** The centre should ensure that the candidate and scribe are clear about the limitations of the scribe's role.
- 8.3.20.10** The centre should give the scribe clear instructions regarding what he/she is required to do/what he/she is not allowed to do during the assessment. These instructions should also be given to the invigilator.
- 8.3.20.11** The candidate using a scribe should be accommodated separately so as not to disturb other candidates.

- 8.3.20.12** A separate invigilator should be present when a scribe is used to ensure that the guidance regarding scribes is followed.
- 8.3.20.13** The scribe is responsible to and should be approved by the Head of Centre or the centre staff member with delegated responsibility.
- 8.3.20.14** During the assessment a scribe:
- should check with the candidate for which parts of the assessment they wish to have their responses scribed. The candidate may choose to write some responses him/herself.
  - should neither give factual help to the candidate nor offer any suggestions.
  - should not advise the candidate regarding which questions to do, when to move on to the next question or the order in which the questions should be answered.
  - should write down answers exactly as they are dictated. Where spelling accuracy and punctuation is being tested, the scribe must follow explicit instructions from the candidate. The scribe may not take responsibility for spelling technical words.
  - should write a correction on a typescript or Braille sheet if requested to do so by the candidate.
  - should not assist the candidate to produce any diagrammatical or graphical material. If assistance with this is needed, approval should be obtained from the awarding body in advance of the assessment. Exceptions to this are Entry Level qualifications where the scribe is allowed to draw or add to diagrams in accordance with the candidate's instructions.
  - may, at the candidate's request, read back what has been written but no comment must be made about any part of the candidate's response.
  - should immediately refer any problems in communication during the examination to the invigilator.

### **8.3.21 British Sign Language (BSL)/English interpreter**

Although British Sign Language (BSL) is now recognised as an official language of the UK, it is not a statutory language, unlike English, Welsh and Irish (Gaelige).

The regulatory criteria state:

*“Awarding bodies may allow assessment in British Sign Language in accordance with criteria 14 to 20 in the section reasonable adjustments and Special Consideration.”*

(The statutory regulation of external qualifications in England, Wales and Northern Ireland, 2004 – Paragraph **41**)

Where BSL is the primary means of communication for a deaf candidate, these candidates may have the support of a BSL/English interpreter to sign the questions (or part questions) where they are undertaking written assessments.

For assessments where reading or speaking and listening are the competences being assessed, BSL or any other sign language may only be used for the assessment material rubric and instructions.

**8.3.21.1** The centre should ensure that the BSL interpreter has an appropriate qualification in the sign language and a good working knowledge of the content of the assessment. Some awarding bodies may provide the centre with a specification for the person allowed to interpret the written assessment material into BSL.

**8.3.21.2** A candidate should, wherever possible, have had previous experience of working with a BSL/English interpreter and should have used this arrangement during the learning programme leading up to the assessment.

- 8.3.21.3** The centre should ensure that the candidate and the person providing the interpretation is clear about the limitations of the latter's role in the assessment situation.
- 8.3.21.4** The centre should ensure that the person providing the interpretation has access to the assessment material in advance of the assessment, to prepare for the signing. This arrangement should be agreed with the awarding body.
- 8.3.21.5** The interpretation should not give the candidate an unfair advantage and care must be taken not to indicate the meaning of technical words, where the candidate's understanding of these words is inherent in the purpose of the question. The interpretation should not explain or clarify. In some instances it may be more appropriate to finger-spell a word.
- 8.3.21.6** Any words or phrases interpreted for the candidate because a standard sign is not available or appropriate should be underlined on the assessment material, which, if separate from the answer book, should be attached to the candidate's answer book. Amended versions of questions should be shown on the assessment material.
- 8.3.21.7** The candidate using a BSL/English interpreter should be accommodated separately so as not to disturb other candidates.
- 8.3.21.8** A separate invigilator should be present when a BSL/English interpreter is used to ensure that guidance regarding BSL/English interpreters is followed.
- 8.3.21.9** The BSL/English interpreter:
- should have access to the assessment material in advance of the examination to prepare for the signing. The awarding body should advise how long before the assessment the BSL/English interpreter can have access to the assessment material
  - should not interpret technical language or give additional explanations
  - may, at the candidate's request, sign any labels or text connected with reference material such as maps, diagrams or graphs. The candidate should, however, study the reference material independently.

### **8.3.22 Prompter**

A candidate with severe attention problems may benefit from the use of a prompter in timed assessment situations to draw their attention back to the assessment task.

- 8.3.22.1** The centre should, in consultation with the candidate, decide whether the use of a prompter is an appropriate arrangement.
- 8.3.22.2** The centre is responsible for making the necessary arrangements for the provision of a prompter.
- 8.3.22.3** Where the problem is one of concentration, consideration should be given to allowing supervised rest breaks rather than a prompter.
- 8.3.22.4** A prompter should not normally be the candidate's own tutor or assessor, except when it may be necessary to do so. In such cases the awarding body should be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a prompter.
- 8.3.22.5** Prompters should be sufficiently familiar with the candidate to recognise when his / her attention is no longer on the assessment task and that he or she is not, for example, looking away from the paper whilst thinking.



- 8.3.22.6** Under no circumstances may the prompter draw the attention of the candidate to part of the question paper or the candidate's answer paper.
- 8.3.22.7** The prompter should sit near enough to be able to observe the candidate and draw his / her attention back to the task. This should, however, be organised as unobtrusively as possible. The candidate's attention may be drawn back to the task using a light tap on the candidate's arm or shoulder or, alternatively, on the desk (though not in a way that may be taken to indicate any part of the examination question paper). Verbal prompting should not normally be used. The method used by the prompter to bring back the candidate's attention should be agreed before the assessment between the candidate and the prompter and should be acceptable to the centre. It should be noted that some candidates with emotional and behavioural sensitivity/vulnerability and/or mental health conditions may not be comfortable with a 'light tap' prompt. A form of verbal prompting should be considered and agreed for these candidates.
- 8.3.22.8** In the case of an epileptic candidate where the problem is one of temporary absencing, the normal procedure to help that candidate will be allowed.
- 8.3.22.9** The centre should ensure that the candidate and prompter are clear about the limitations of the prompter's role.
- 8.3.22.10** The centre should give the prompter clear instructions regarding what they are required to do and what they may and may not do during the assessment. These instructions should also be given to the invigilator.
- 8.3.22.11** The centre should ensure that the candidate and the prompter have had experience of working together.
- 8.3.22.12** A separate invigilator should be present when a prompter is used to ensure that the guidance regarding prompters is followed. The invigilator should be fully informed of the strategies used to regain the candidate's attention.
- 8.3.22.13** The prompter is responsible to and should be approved by the Head of Centre or the centre staff member with delegated responsibility.
- 8.3.22.14** During an assessment a prompter:
- should draw the candidate's attention back to the task in hand;
  - should use the method of prompting agreed with the candidate;
  - should not give factual help to the candidate or offer any suggestions;
  - should not advise the candidate regarding which questions to do, when to move on to the next question or the order in which the questions should be done. For Entry Level qualifications it may be appropriate for the prompter to direct the candidate to where they were last;
  - should be prepared for periods of inactivity during the assessment, but should remain vigilant
  - should immediately refer any problems during the assessment to the invigilator.

### **8.2.23 Practical assistant**

A practical assistant is a person who, during an assessment, carries out practical tasks at the instruction of the candidate. Examples of the kinds of tasks with which the practical assistant may assist are, turning the pages of the question paper or, guiding a candidate using a Braille paper to the correct page they need.

- 8.3.23.1** The centre should, in consultation with the candidate, decide whether the use of a practical assistant is an appropriate arrangement. A practical assistant will not normally be allowed in those qualifications where the practical skill is the focus of the assessment.

- 8.3.23.2** The centre is responsible for making the necessary arrangements for the provision of a practical assistant.
- 8.3.23.3** The practical assistant should be familiar with the requirements of the assessment, but should not normally be the candidate's own teacher/tutor/assessor except when it is necessary to do so. In such cases, the awarding body should be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a practical assistant.
- 8.3.23.4** A practical assistant should be a person who is able to ensure the safety of the candidate and carry out his/her instructions accurately.
- 8.3.23.5** The centre should prepare clear written instructions for the practical assistant on the assistance they are able to give the candidate. A copy of these instructions should also be given to the invigilator and candidate. The centre should note that the practical assistant may not perform tasks for which the candidate will receive credit.
- 8.3.23.6** The use of a practical assistant should not modify the specification requirements. For example, where the manipulation of apparatus or making accurate visual observations may be the skill being assessed, the use of a practical assistant will not be permitted.
- 8.3.23.7** A candidate using a practical assistant may need to be accommodated separately from other candidates. In these cases a separate invigilator should be present to ensure that the guidance regarding practical assistants is followed. During practical assessments, the assessor should be present in addition to the practical assistant.
- 8.3.23.8** During a practical assessment, a practical assistant:
- should follow the instructions prepared by the centre on the level and kind of assistance that can be given to the candidate;
  - should ensure the safety of the candidate and those around him / her;
  - should not give factual help to the candidate or offer any suggestions;
  - should not advise the candidate which questions to do, when to move on to the next question or the order in which the questions should be done;
  - should carry out instructions exactly as they are given unless to do so would cause a hazard. If the practical assistant does not understand the candidate's instructions, he/she may ask for clarification but must not lead the candidate in any way or attempt to interpret the candidate's wishes; if incorrect or inadequate instructions are given by the candidate this must be reflected in the outcome of the assessment;
  - should not expect to assist the candidate throughout the entire assessment (there may be parts of the assessment which the candidate can do without help and thus gain credit for demonstrating the required skills);
  - should immediately refer any problems during an assessment to the invigilator/supervisor.

### **8.3.24**     **Transcriber**

This arrangement may be used by a candidate in the following circumstances:

- Where the candidate's handwriting is illegible, but he or she is unable to use a computer or dictate responses - it may not be allowed where writing by hand is the competence being assessed;
- Where the candidate's responses are produced in Braille or in BSL.

The transcriber will produce a transcript to assist the examiner/assessor in the assessment of a candidate's work. The examiner/assessor will assess the candidate's work and will only refer to the transcript if it is impossible to decipher any part of the candidate's response(s). (For responses produced in Braille or BSL the examiner/assessor may refer solely to the transcript).

- 8.3.24.1** The centre should, in consultation with the candidate, decide whether the use of a transcript will be an effective arrangement.
- 8.3.24.2** The centre should give the transcriber clear instructions regarding what they are required to do after the assessment.
- 8.3.24.3** The transcript should be produced by a member of the centre's staff who is familiar with the candidate's handwriting, is fully competent in Braille (where the transcription is for candidate's responses produced in Braille), or who has the required skills in BSL (where the transcription is for candidate's responses produced in BSL).
- 8.3.24.4** The transcript(s) should be securely attached to the back of the candidate's work and be included with the other work from the centre for dispatch to the assessor in the normal way. The production of the transcript should not delay the dispatch of scripts to the assessor.
- 8.3.24.5** The centre should not inform the assessor of the reason why a transcript was necessary.
- 8.3.24.6** The transcriber:
- should produce the transcript in a separate copy of the question paper/answer booklet or on lined or unlined white paper as appropriate.
  - may handwrite or word process the transcript. If handwritten, dark blue or black ink should be used. Pencil must never be used.
  - should, for examinations, produce the transcript immediately after the examination under secure conditions.
  - should not involve the candidate in the production of the transcript.
  - should normally transcribe complete answers. In cases where only occasional words need to be transcribed, these may be written on a photocopy of the candidate's script. On no account should the candidate's original script be marked or annotated in any way.
  - should normally be a word-for-word transcription, i.e. an exact copy of what the candidate has written. The transcriber may not insert or omit words or alter their order. In English, Welsh or Irish (Gaelige) or modern foreign language examinations any errors, including those of spelling, punctuation and grammar, must be transcribed as given by the candidate and must not be corrected. In other qualifications, the transcriber may correct the spelling of non-technical words.
  - should indicate any corrections to spelling on the verbatim transcript using a different colour ink, but not red, green or purple ink. Pencil must not be used for this purpose.
  - should not transcribe diagrammatical material. Assessment of such material will be based on the candidate's own work.

## **9 REQUIREMENTS FOR RECORD KEEPING WITHIN THE CENTRE**

### **9.1 Requirements for recording adjustments to assessments agreed with the awarding body.**

The centre should retain a copy of the application form and supporting evidence sent to the awarding body, and relevant documentation received from the awarding body. Awarding bodies should advise the centre how long these records should be kept.

### **9.2 Requirements for recording adjustments to assessments permitted by the centre.**

The centre should keep records of their decisions to permit adjustments to assessments. These records should include any supporting evidence. Awarding bodies should advise the centre how long these records should be kept.

## 10 SPECIAL CONSIDERATION

Each request for special consideration will be unique to that candidate or assessment. These guidelines offer some broad principles for the centre to follow. Further information should be sought in each case from the appropriate awarding body.

The General Conditions of Recognition state that:

### **Condition G7-Arrangements for Special Consideration**

*G7.1 For the purposes of this condition, Special Consideration is consideration to be given to a Learner who has temporarily experienced –*

- (a) an illness or injury, or*
- (b) some other event outside of the Learner's control, which has had, or is reasonably likely to have had, a material effect on that Learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.*

*G7.2 An awarding organisation must have in place clear arrangements for Special Consideration to be given to Learners in relation to qualifications which it makes available.*

*G7.3 An awarding organisation must publish details of its arrangements for giving Special Consideration, which must include details as to –*

- (a) how a Learner qualifies for Special Consideration, and*
- (b) what Special Consideration will be given.*

Special consideration may be given following a scheduled assessment to a candidate:

- who is present for the assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances which arose at or near the time of assessment
- who misses part of the assessment due to circumstances outside their control.

**Centres should note that, where an assessment requires the candidate to demonstrate practical competence or where criteria have to be met fully, or in the case of qualifications that confer a Licence to Practise, it may not be possible to apply special consideration.**

**In some circumstances, for example for on-demand assessments, it may be more appropriate to offer the candidate an opportunity to take the assessment at a later date.**

Special consideration should not give the candidate an unfair advantage, neither should its use cause the user of the certificate to be misled regarding a candidate's achievements. The candidate's result must reflect his / her achievement in the assessment and not necessarily his / her potential ability.

Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the candidate. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the candidate.

### 10.1 Eligibility criteria

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

- performance in an assessment is affected by circumstances beyond the control of the candidate e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment;
- alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate;
- part of an assessment has been missed due to circumstances beyond the control of the candidate;
- 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 candidate could have performed more successfully in the assessment.

A candidate will **not** be eligible for special consideration if:

- no evidence is supplied by the centre that the candidate has been affected at the time of the assessment by a particular condition;
- any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence;
- preparation for a component is affected by difficulties during the course, e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

## 10.2 Applying for special consideration

A centre should apply for special consideration using the form supplied by their awarding body. Form **2** in Appendix **1** is a suitable example of this. A separate form should normally be completed for each candidate for each qualification. However, in cases where a group of candidates has been disadvantaged by a particular event (e.g. fire alarm) a single form should be submitted. A list of candidates affected should be attached to the form.

The candidate needs to submit evidence in support of special consideration. This may include medical evidence or a statement from the invigilator or any other appropriate information.

The application should be signed and dated by a member of the centre staff who has formally been given delegated authority by the Head of Centre. The signatory must declare that the information given is accurate.

The application for special consideration should be submitted as soon as possible after the assessment and not later than 7 working days after the examination. Requests for special consideration may only be accepted after the results of the examination have been released in the following circumstances:

- application has been overlooked at the centre and the oversight is confirmed by the Head of Centre;
- medical evidence comes to light about a candidate's condition, which demonstrates that the candidate must have been affected by the condition at the time of the examination, even though the problem revealed itself only after the assessment;
- for on-screen assessments where results are immediately available.

If the application for special consideration is successful, the candidate's performance will be reviewed in the light of available evidence. It should be noted that a successful application of special consideration will not necessarily change a candidate's result.

## 11 MALPRACTICE

A centre should note that failure to comply with the guidance regarding adjustments to assessments set out by individual awarding bodies has the potential to constitute malpractice and may lead the awarding body to withhold the candidate's result. Failure to comply is defined as any or all of the following:

- putting in place arrangements without seeking prior approval from the awarding body, where this is required;
- exceeding the allowances agreed with the awarding body;
- agreeing delegated adjustments that are not supported by evidence;
- failing to maintain records of reasonable adjustments and special considerations for audit;
- failing to report delegated adjustments to the awarding body, where this is required.

## APPENDIX 1 – FORMS FOR CENTRES

On the following pages, you will find:

- Form 1: A template form that can be used by a centre when applying to the awarding body for reasonable adjustments.
- Form 2: A template form that can be used by a centre when applying to the awarding body for special consideration.
- Form 3: A template form that can be used by the centre to record those reasonable adjustments that have been permitted by the centre or external verifier.
- Form 4: A permissions table that can be completed by the awarding body indicating which reasonable adjustments can be made by the centre without prior permission from the awarding body and those adjustments that can be made by the centre without seeking permission.

These forms are just examples that can be adopted and adapted by an awarding body. For information on which form to use, a centre should consult their awarding body.



## FORM 1 – TO APPLY FOR REASONABLE ADJUSTMENTS

Please complete a separate form for each individual candidate and send a completed copy to the awarding body by the stipulated deadline.

Centre no	<input type="text"/>	Centre name	<input type="text"/>
Candidate no	<input type="text"/>	Candidate name	<input type="text"/>
		Assessment Date/ Session	<input type="text"/>

Qualification code	Qualification level	Qualification title	Unit/component number/code

Reason for application:

Reasonable adjustments required (please be specific):

**Evidence in support of the application**

This may include:

- The centre's assessments of candidate's needs
- History of provision within the centre
- Medical certificate
- Psychological or other professional assessment report

Please provide details of supporting evidence:

Please provide details of access facilitator required (where applicable):

**Declaration:**

I confirm that:

- the information provided is accurate
- the centre will be able to provide the arrangements requested
- the reasonable adjustments will be implemented in accordance with the guidance given by the awarding body

Name: .....

Signature: .....

Position in centre: .....

Date: .....

**For office use only:**

## FORM 2 – TO APPLY FOR SPECIAL CONSIDERATION

Please complete a separate form for each individual candidate and send a completed copy to the awarding body by the stipulated deadline.

Centre no	<input type="text"/>	Centre name	<input type="text"/>
Candidate no	<input type="text"/>	Candidate name	<input type="text"/>
		Assessment Date/ Session	<input type="text"/>

Qualification code	Qualification title and level	Unit/component number/code	Did not attend	Attended but disadvantaged

Summary of adverse circumstances affecting performance in assessment:

Evidence in support of the application

This may include:

- Medical or psychological evidence
- Statement from the invigilator

Please provide details of supporting evidence:

**Optional Information**

**In cases of partial absence, an awarding body may require the following information from the centre:**

- **List four candidates estimated to be of comparable standard**

**Candidate numbers:** ..... ..

**Declaration:**

**I confirm that the information provided is accurate.**

**Name:** .....

**Signature:** .....

**Position in centre:** .....

**Date:** .....

**For office use only:**

**FORM 3 – TO COMPLETE WHERE THE CENTRE OR THE EXTERNAL VERIFIER HAS PERMITTED REASONABLE ADJUSTMENTS**

Please list the candidates granted reasonable adjustments by the centre or by the external verifier. Please do not list candidates for whom applications have been made to the awarding body.

**Centre number:** ..... **Centre name:** .....

This form should be returned to the awarding body by ...[dd/mm/yyyy].... A copy of the form should be retained by the centre and made available to the awarding body or the regulatory authorities as required.

Please complete as appropriate:

Candidate number	Candidate name	Qualification code	Qualification title and level	Qualification component/unit	Reason for Application	Reasonable Adjustment Made	Supporting evidence

**I confirm that:**

- this form contains the details of all the reasonable adjustments permitted by the centre or external verifier
- the adjustments to assessment have been made in accordance with the guidance of the awarding body

**Name:** .....

**Signature:** .....

**Position in centre:** .....

**Date:** .....

## FORM 4 – PERMISSIONS TABLE (TO BE COMPLETED BY AWARDING BODIES)

**Awarding body:** .....

**Date of issue:** .....

### Key

The following key can be used by awarding bodies to indicate where the decisions on reasonable adjustments can usually be made. However, centres and external verifiers have a duty to seek advice from awarding bodies in any case where they do not consider that they have the necessary expertise to judge whether a reasonable adjustment is needed, and/or how it should be applied.

**A – Reasonable adjustment permitted at the discretion of the centre**

**B – Consult external verifier for permission**

**C – Apply to the awarding body for permission**

Reasonable adjustment	Assessments which are NOT taken under examination conditions	Assessments which are taken under examination conditions
Extra time up to .....		
Extra time in excess of .....		
Supervised rest breaks		
Change in the organisation of assessment room		
Separate accommodation within the centre		
Taking the assessment at an alternative venue		
Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners		
Use of assistive software		
Use of bilingual and bilingual translation dictionaries		
Assessment material in enlarged format		
Assessment material in Braille		
Language modified assessment material		
Assessment material in BSL		
Assessment material on coloured paper		
Assessment material in audio format		
Use of ICT		
Responses using electronic devices		
Responses in BSL		
Responses in Braille		
Reader		
Scribe		
BSL/English interpreter		
Prompter		
Practical assistant		
Transcriber		
Other		

## APPENDIX 3 – GLOSSARY

<b>Term</b>	<b>Definition</b>
Access to Assessment	The removal of artificial and unnecessary barriers to the process of judging an individual's competence.
Appeal	A process through which an awarding body or centre may be challenged on the outcome of a decision.
Assessment	The process of making judgements about the extent to which a candidate's work meets the assessment criteria for a qualification or unit, or part of a unit.
Assessment criteria	The requirements that a candidate needs to meet in order to achieve success (or a given grade) in a qualification or unit, or part of a unit.
Assessment method	The method by which an individual's competence is judged.
Assessment needs	The adjustments that some individuals require to the assessment strategy and/or assessment task in order to demonstrate that they can meet the required standard.
Assessment task	An activity undertaken by an individual candidate to show that he or she can meet the required standard.
Assessor	The person who assesses a candidate's work.
Assistive technology	Mechanical or electronic devices which help individuals with particular needs to overcome these limitations.
BSL/English interpreter	An individual who interprets communication into and from British Sign Language.
Carrier language	The language used by the awarding body to set an assessment task or test (which may not be the first/preferred language of the candidate).
CCTV	Closed circuit television.
Centre	An organisation or consortium accountable to an awarding body for the assessment arrangements leading to a qualification or units.
Competence	The ability to perform to the required standard.
Enabling technologies	See assistive technology.
Externally set	Examinations or assessment tasks or assignments which are determined by the awarding body.
Invigilator	A person who supervises individuals taking an examination or assessment.
Learning programme	A programme or course of study.
Oral language modifier	Person who can modify/rephrase the carrier language of an assessment for a candidate whose first/preferred language is English, but who has specific difficulties with written language.
Malpractice	Actions and practices which threaten the integrity of public qualifications.
Moderation	The process of checking that assessment standards have been applied correctly and consistently between assessors, between centres and over time, and making adjustments to results where required to compensate for any differences in standard that are encountered.
Portfolio	A collection of work submitted for assessment.
Prompter	Person who draws the candidate's attention back to the task in hand.
Practical assistant	Person who carries out practical tasks at the instruction of the candidate.

Reasonable adjustment	Any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation. Arrangements are approved in advance of an examination or assessment.
Risk assessment	An estimation of the likelihood of something unfortunate happening as a result of a course of action.
Scribe	Person who writes down or word processes a candidate's dictated responses
Qualification specification	A detailed statement or document which sets out the aims, purpose, content, structure, and assessment arrangements for a qualification.
Standards	The combination of knowledge, understanding and skills required to perform a job or task to the level of competence required in the workplace.
Sector body	A body (such as a Sector Skills Council) recognised by the regulatory authorities as responsible for formulating and reviewing standards of occupational competence for an employment sector.
Special consideration	Procedures implemented at the time of an examination to allow attainment to be demonstrated by a candidate who has been disadvantaged by temporary illness, injury, indisposition or adverse circumstances at the time of the examination.
Speech software	A computer programme that reads text.
Transcript	A full written or typewritten copy of information or material originally provided in writing, speech or sign language.
External verifier	Person who checks that a centre's assessment and quality assurance procedures comply with the requirements of the awarding body and the regulators.
Voice activated software	A computer programme which responds to spoken instructions.



## APPENDIX 3 - RESOURCES

<p><b>ABILITYNET</b> PO Box 94 Warwick CV34 5WS</p> <p>Tel: 0800 269545 Fax: 01926 407425 Email: <a href="mailto:enquiries@abilitynet.org.uk">enquiries@abilitynet.org.uk</a> Website: <a href="http://www.abilitynet.org.uk">www.abilitynet.org.uk</a></p>	<p><b>ACTION FOR BLIND PEOPLE</b> 14-16 Verney Road London SE16 3DZ</p> <p>Telephone: 020 7635 4800 Website: <a href="http://www.actionforblindpeople.org.uk">www.actionforblindpeople.org.uk</a></p>
<p><b>ACTION FOR ME</b> PO Box 2778 Bristol BS1 9DJ Tel: 0845 123 2380 or 0117 927 9551 Fax: 0117 9279552 Email: <a href="mailto:support@actionforme.org.uk">support@actionforme.org.uk</a> Website: <a href="http://www.actionforme.org.uk">www.actionforme.org.uk</a></p>	<p><b>ADULT DYSLEXIA ORGANISATION</b> Ground Floor Secker House Minet Road Loughborough Estate London SW9 7TP</p> <p>Helpline: 020 7924 9559 Helpline: <a href="mailto:dyslexiahq@dial.pipex.com">dyslexiahq@dial.pipex.com</a></p>
<p><b>AFASIC</b> 1st Floor, 20 Bowling Green Lane, London EC1R 0BD</p> <p>Tel: 020 7490 9410 Fax: 020 7251 2834 Website: <a href="http://www.afasic.org.uk">www.afasic.org.uk</a></p>	<p><b>ARTHRITIS CARE</b> 18 Stephenson Way London NW1 2HD</p> <p>Tel: 020 7380 6500 Email: <a href="mailto:info@arthritiscare.org.uk">info@arthritiscare.org.uk</a></p> <p><b>Website:</b> <a href="http://www.arthritiscare.org.uk">www.arthritiscare.org.uk</a></p>
<p><b>ASSOCIATION FOR SPINA BIFIDA AND HYDROCEPHALUS</b> 42 Park Road Peterborough PE1 2UQ England</p> <p>Tel: 01733 555988 Fax: 01733 555985 Email: <a href="mailto:info@asbah.org">info@asbah.org</a> Website: <a href="http://www.asbah.org">www.asbah.org</a></p>	<p><b>ASTHMA UK</b> Summit House 70 Wilson Street London EC2A 2DB</p> <p>Tel: 020 7786 4900 Fax: 020 7256 6075 Email: <a href="mailto:info@asthma.org.uk">info@asthma.org.uk</a> <b>WEBSITE:</b> <a href="http://WWW.ASTHMA.ORG.UK">WWW.ASTHMA.ORG.UK</a></p>
<p><b>AVERT – Aids Education and Research Trust</b> 4 Brighton Road, Horsham, West Sussex RH13 5BA</p> <p>Tel: 01403 210202 Website: <a href="http://www.avert.org">www.avert.org</a></p>	<p><b>BACKCARE</b> 16 Elmtree Road, Teddington, Middlesex TW11 8ST</p> <p>Helpline: 0845 130 2704 Tel: 020 8977 5474 Fax: 020 8943 5318 <b>WEBSITE:</b> <a href="http://WWW.BACKCARE.ORG.UK">WWW.BACKCARE.ORG.UK</a></p>
<p><b>BILD (British Institute of Learning Disabilities)</b> Campion House Green Street Kidderminster Worcestershire DY10 1JL</p>	<p><b>BRITISH DEAF ASSOCIATION</b> 18 Leather Lane London EC1N 7SU</p> <p>Tel: 020 7405 0090 Fax: 020 7588 3527</p>

<p>Tel: 01562 723010  Fax: 01562 723029  Email: <a href="mailto:enquiries@bild.org.uk">enquiries@bild.org.uk</a>  Website: <a href="http://www.bild.org.uk">www.bild.org.uk</a></p>	<p>Email: <a href="mailto:bda@bda.org.uk">bda@bda.org.uk</a>  Website: <a href="http://www.bda.org.uk">www.bda.org.uk</a></p>
<p><b>BRITISH DYSLEXIA ASSOCIATION</b>  Unit 8 Bracknell Beeches  Old Bracknell Lane  Bracknell  RG12 7BW</p> <p>Tel: 0845 251 9002  Fax: 0845 251 9005  Email: <a href="mailto:helpline@bdadyslexia.org.uk">helpline@bdadyslexia.org.uk</a>  Website: <a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a></p>	<p><b>BRITISH LIVER TRUST</b>  2 Southampton Road  Ringwood  BH24 1HY</p> <p>Tel: 01425 481 320  Fax: 01425 481 335  Email: <a href="mailto:info@britishlivertrust.org.uk">info@britishlivertrust.org.uk</a>  Website: <a href="http://www.britishlivertrust.org.uk">www.britishlivertrust.org.uk</a></p>
<p><b>BRITISH LUNG FOUNDATION</b>  73-75 Goswell Road  London  EC1V 7 ER</p> <p>Tel: 020 7688 5555  Website: <a href="http://www.lunguk.org">www.lunguk.org</a></p>	<p><b>BRITISH STAMMERING ASSOCIATION</b>  15 Old Ford Road  London  E2 9PJ</p> <p>Tel: 020-8983 1003  Fax: 020-8983 3591  Email: <a href="mailto:mail@stammering.org">mail@stammering.org</a>  Website: <a href="http://www.stammering.org">www.stammering.org</a></p>
<p><b>CANCER RESEARCH UK</b>  Angel Building  407 St John's Street  London  EC1V 4AD</p> <p>Website: <a href="http://www.cancerresearchuk.org">www.cancerresearchuk.org</a></p>	<p><b>DEAFAX</b>  The Saunderton Estate  Wycombe Road  Saunderton  Buckinghamshire  HP14 4BF  United Kingdom (UK)</p> <p>Telephone: +44 [0] 1494 568885  Email: <a href="mailto:info@deafax.org">info@deafax.org</a>  Website: <a href="http://www.deafax.org.uk">www.deafax.org.uk</a></p>
<p><b>DIABETES UK</b>  Macleod House,  10 Parkway, London NW1 7AA  Tel: 020 7424 1000  Fax: 020 7424 1001</p> <p>Email <a href="mailto:info@diabetes.org.uk">info@diabetes.org.uk</a>  Website: <a href="http://www.diabetes.org.uk">www.diabetes.org.uk</a></p>	<p><b>DISABLED LIVING FOUNDATION</b>  380-384 Harrow Rd  London  W9 2HU</p> <p>Tel: 020 7289 6111  Website: <a href="http://www.dlf.org.uk">www.dlf.org.uk</a></p>

<p><b>DISABILITY ALLIANCE/DISABILITY RIGHTS UK</b></p> <p>12 CITY FORUM 250 CITY ROAD LONDON EC1V 8AF</p> <p>Tel:020 7247 8776 Fax:020 7247 8765 Email:office@disabilityalliance.org Website:www.disabilityalliance.org</p>	<p><b>DYSLEXIA ACTION</b></p> <p>Park House, Wick Road Egham, Surrey TW20 0HH</p> <p>Tel: 01784 222300 Fax: 01784222333 <b>WEBSITE: <u>WWW.DYSLEXIAACTION.ORG.UK</u></b></p>
<p><b>DYSPRAXIA FOUNDATION</b></p> <p>8 West Alley Hitchin Herts SG5 1EG</p> <p>Tel: 01462 455016 Fax: 01462 455052 Helpline: 01462 454986 Email: <a href="mailto:dyspraxia@dyspraxiafoundation.org.uk">dyspraxia@dyspraxiafoundation.org.uk</a> Website: <a href="http://www.dyspraxiafoundation.org.uk">www.dyspraxiafoundation.org.uk</a></p>	<p><b>EPILEPSY ACTION</b></p> <p>New Anstey House Gate Way Drive Yeadon Leeds LS19 7XY</p> <p>Tel: 0113 210 8800 Fax: 0113 391 0300 Email: <a href="mailto:epilepsy@epilepsy.org.uk">epilepsy@epilepsy.org.uk</a> Website: <a href="http://www.epilepsy.org.uk">www.epilepsy.org.uk</a></p>
<p><b>EQUALITY AND HUMAN RIGHTS COMMISSION</b></p> <p>England: <b>0845 604 6610</b> Textphone: 0845 604 6620 Email: <a href="mailto:englandhelpline@equalityhumanrights.com">englandhelpline@equalityhumanrights.com</a></p> <p>Scotland: <b>0845 604 5510</b> Textphone: 0845 604 5520 Email: <a href="mailto:scotlandhelpline@equalityhumanrights.com">scotlandhelpline@equalityhumanrights.com</a></p> <p>Wales: <b>0845 604 8810</b> Textphone: 0845 604 8820 Email: <a href="mailto:waleshelpline@equalityhumanrights.com">waleshelpline@equalityhumanrights.com</a></p> <p>Website:www.equalityhumanrights.com</p>	<p><b>GUIDE DOGS FOR THE BLIND ASSOCIATION</b></p> <p>Burghfield Common, Reading RG7 3YG</p> <p>Tel: 0118 983 5555 Email: <a href="mailto:guidedogs@guidedogs.org.uk">guidedogs@guidedogs.org.uk</a> Website: <a href="http://www.guidedogs.org.uk">www.guidedogs.org.uk</a></p>

<p><b>HAEMOPHILIA SOCIETY UK</b>  First Floor  Petersham House  57a Hatton Garden  LONDON  EC1N 8JG</p> <p>Tel: 020 7831 1020  Fax: 020 7405 4824  Freephone helpline: 0800 018 6068  Email: <a href="mailto:info@haemophilia.org.uk">info@haemophilia.org.uk</a>  Website: <a href="http://www.haemophilia.org.uk">www.haemophilia.org.uk</a></p>	<p><b>INSULIN DEPENDENT DIABETES TRUST</b>  PO Box 294  Northampton  NN1 4XS</p> <p>Telephone: 01604 622837  Fax: 01604 622838  Email: <a href="mailto:enquiries@iddtinternational.org">enquiries@iddtinternational.org</a>  Website: <a href="http://www.iddt.org">www.iddt.org</a></p>
<p><b>JISC TechDis</b>  C/O The Higher Education Academy Building  Innovation Way  York Science Park  YORK  YO10 5BR</p> <p>Tel: 01904 717580  Fax: 01904 717505  Email: <a href="mailto:helpdesk@Techdis.ac.uk">helpdesk@Techdis.ac.uk</a></p> <p>Website: <a href="http://www.jisctechdis.ac.uk">www.jisctechdis.ac.uk</a></p>	<p><b>LEONARD CHESHIRE DISABILITY</b>  Leonard Cheshire Disability  66 South Lambeth Road  London  SW8 1RL</p> <p>Tel: 020 3242 0200  Fax: 020 3242 0250  Email: <a href="mailto:info@LCDisability.org">info@LCDisability.org</a>  Website: <a href="http://www.lcdisability.org">www.lcdisability.org</a></p>
<p><b>LEUKAEMIA &amp; LYMPHOMA RESEARCH</b>  39-40 Eagle Street  London  WC1R 4TH</p> <p>Tel: 020 7405 0101  Email: <a href="mailto:info@beatingbloodcancers.org.uk">info@beatingbloodcancers.org.uk</a>  Website: <a href="http://www.leukaemialymphomaresearch.org.uk">www.leukaemialymphomaresearch.org.uk</a></p>	<p><b>THE LYMPHOMA ASSOCIATION</b>  PO Box 386  Aylesbury  Bucks  HP20 2GA</p> <p>Admin Tel: 01296 619400  Helpline: 0808 808 5555  Email: <a href="mailto:information@lymphomas.org.uk">information@lymphomas.org.uk</a>  Website: <a href="http://www.lymphomas.org.uk">www.lymphomas.org.uk</a></p>
<p><b>MARIE CURIE CANCER CARE</b>  89 Albert Embankment  London  SE1 7TP</p> <p>Website: <a href="http://www.mariecurie.org.uk">www.mariecurie.org.uk</a></p>	<p><b>ME ASSOCIATION</b>  ME Association Head Office  7 Apollo Office Court  Radclive Road  Gawcott  Bucks  MK18 4DF</p> <p>Tel: 01280 818964 (9.30am to 3.30pm)  Email: <a href="mailto:administration@meassociation.org.uk">administration@meassociation.org.uk</a>  Website: <a href="http://www.meassociation.org.uk">www.meassociation.org.uk</a></p>
<p><b>MENTAL HEALTH FOUNDATION</b>  Website: <a href="http://www.mentalhealth.org.uk">www.mentalhealth.org.uk</a></p>	<p><b>MIND</b>  15-19 Broadway  London  E15 4BQ</p> <p>Tel: 020 8519 2122  Fax: 020 8522 1725  Email: <a href="mailto:contact@mind.org.uk">contact@mind.org.uk</a>  <b>WEBSITE: WWW.MIND.ORG.UK</b></p>

<p><b>MS SOCIETY</b> 372 Edgware Road, London NW2 6ND</p> <p>Tel: 020 8438 0700 Fax: 020 8438 0701 Website: <a href="http://www.mssociety.org.uk">www.mssociety.org.uk</a></p>	<p><b>MUSCULAR DYSTROPHY CAMPAIGN</b> 61 Southwark Street London SE1 0HL</p> <p>Tel: 020 7803 4800 Email: <a href="mailto:info@muscular-dystrophy.org">info@muscular-dystrophy.org</a> Website: <a href="http://www.muscular-dystrophy.org">www.muscular-dystrophy.org</a></p>
<p><b>NATIONAL AUTISTIC SOCIETY</b> 393 City Road London EC1V 1NG</p> <p>Tel: 020 7833 2299 Fax: 0207833 9666 Helpline: 0845 600 8585 Email: <a href="mailto:nas@nas.org.uk">nas@nas.org.uk</a></p>	<p><b>NATIONAL DEAF CHILDREN'S SOCIETY</b> 15 Dufferin Street London EC1Y 8UR</p> <p>Tel: 020 7490 8656 Minicom: 020 7490 8656 Fax: 020 7251 5020 Email: <a href="mailto:ndcs@ndcs.org.uk">ndcs@ndcs.org.uk</a> Website: <a href="http://www.ndcs.org.uk">www.ndcs.org.uk</a></p>
<p><b>PATOSS, The Professional Association of Teachers of Students with Specific Learning Difficulties</b> PO Box 10 Evesham Worcs WR11 1ZW</p> <p>Tel: 01386 712650 Fax: 01386 712716 Website: <a href="http://www.patoss-dyslexia.org">www.patoss-dyslexia.org</a></p>	<p><b>RNIB</b> Royal National Institute of the Blind</p> <p>Tel: 020 7388 1266 Fax: 020 7388 2034 Helpline: 0303 123 9999 Email: <a href="mailto:helpline@rnib.org.uk">helpline@rnib.org.uk</a> Website: <a href="http://www.rnib.org.uk">www.rnib.org.uk</a></p>
<p><b>THE RNIB ACCESS CONSULTANCY SERVICES</b> PO Box 173 Peterborough PE2 6WS</p> <p>Tel: 01733 375 370 Email: <a href="mailto:businesslink@rnib.org.uk">businesslink@rnib.org.uk</a></p>	<p><b>RNID</b> 19-23 Featherstone Street London EC1Y 8SL</p> <p>Telephone: 0808 808 0123 Textphone: 0808 808 9000 Email: <a href="mailto:informationline@hearingloss.org.uk">informationline@hearingloss.org.uk</a> Website: <a href="http://www.rnid.org.uk">www.rnid.org.uk</a></p>
<p><b>SCOPE</b> 6 Market Road London N7 9PW</p> <p>Tel: 020 7619 7100 Helpline: 0808 800 3333 Email: <a href="mailto:response@scope.org.uk">response@scope.org.uk</a> Website: <a href="http://www.scope.org.uk">www.scope.org.uk</a></p>	<p><b>SENSE – for Deafblind People</b> 101 Pentonville Road London N1 9LG</p> <p>Tel: 0845 127 0060 / 020 7520 0999 Text: 020 7272 9648 Textphone: 0845 127 0062 / 020 7520 0959 Fax: 0845 127 0061 / 020 7520 0958 E-mail: <a href="mailto:info@sense.org.uk">info@sense.org.uk</a> Website: <a href="http://www.sense.org.uk">www.sense.org.uk</a></p>