



# **GUIDE TO REASONABLE ADJUSTMENT**

**2018 - 2019**

## Contents

|   |    |
|---|----|
| GUIDE TO REASONABLE ADJUSTMENT .....  | 1  |
| 1. Duties/Responsibilities of Centres.....  | 5  |
| 3. Types of Assessment and Reasonable Adjustments.....  | 7  |
| 3.1 Health and safety considerations for practical assessments.....   | 7  |
| 3.2 Assessments which are not taken under examination conditions .....  | 7  |
| 3.3 Assessments for externally examined qualifications .....  | 9  |
| 3.4 Assessments which are taken under examination conditions (i.e. where the Learner is given set assessment material and a fixed amount of time to complete the assessment) .....  | 10 |
| 4. About the Learner .....  | 10 |
| 4.1 Identifying Learners who are eligible for adjustments .....   | 10 |
| 4.1.1 Communication and interaction needs .....   | 10 |
| 4.1.2 Cognition and learning needs .....  | 10 |
| 4.1.3 Sensory and physical needs .....  | 10 |
| 4.1.4 Behavioral, Emotional and Social needs.....   | 10 |
| 4.1.5 Learners for whom English is an additional language .....   | 10 |
| 4.2 Identifying Learners' needs.....  | 12 |
| 4.2.1 Identify those Learners who are having difficulties or are likely to have difficulties accessing assessment .....   | 12 |
| 4.2.2 Identify whether Reasonable Adjustments may be needed .....   | 12 |
| 4.2.3 Identify the appropriate adjustment .....   | 13 |
| 4.2.4 Ensure that the adjustment is in accordance with CIBTAC guidelines .....  | 13 |
| 4.3 Identifying and obtaining supporting evidence .....   | 13 |
| 4.3.1 Evidence of assessment of the Learner'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. . | 13 |
| 4.3.2 History of provision within the Centre.....   | 13 |
| 4.3.3 Written evidence produced by independent, authoritative, specialists .....  | 14 |
| 5. Making Reasonable Adjustments.....   | 14 |
| 5.1 Principles for making Reasonable Adjustments.....   | 14 |

|   |    |
|---|----|
| 5.2 The process for making the adjustment .....   | 16 |
| 5.3 Range of Reasonable Adjustments .....   | 16 |
| 5.4 Changes to assessment conditions .....  | 17 |
| 5.4.1 Extra time.....   | 17 |
| 5.4.2 Supervised rest breaks.....   | 18 |
| 5.4.3 Change in the organisation of the assessment room .....   | 18 |
| 5.5 Use of mechanical, electronic and technological aids .....  | 19 |
| 5.6 Modifications to the presentation of the assessment material .....  | 20 |
| 5.6.1 Assessment material in enlarged format.....   | 20 |
| <b>For paper-based assessments:</b> .....   | 20 |
| 5.6.2 Assessment material in Braille .....  | 20 |
| 5.6.3 Language modified assessment material.....  | 21 |
| 5.6.4 Assessment material in BSL (British Sign Language).....   | 21 |
| 5.6.5 Assessment material on coloured paper .....   | 22 |
| 5.6.6 Assessment material in audio format.....  | 22 |
| 5.7 Alternative ways of presenting Learner responses .....  | 22 |
| 5.7.1 Use of ICT to present responses .....   | 22 |
| 5.7.2 Spoken responses using electronic recording devices, for example CD Roms, memory sticks, audio<br>cassettes ..... | 24 |
| 5.7.3 Responses in BSL.....   | 24 |
| 5.7.4 Responses in Braille .....  | 25 |
| 5.8 Use of access facilitators.....   | 25 |
| 5.8.1 Reader .....  | 25 |
| Guidance for Centres .....  | 26 |
| Guidance for the reader.....  | 28 |
| 5.8.2 Scribe (sometimes called amanuensis).....   | 29 |
| Guidance for Centres .....  | 29 |
| Guidance for the scribe.....  | 31 |
| 5.8.3 British Sign Language (BSL)/English interpreter .....   | 32 |
| Guidance for the Centre .....   | 32 |
| Guidance for the BSL/English interpreter .....  | 34 |
| 5.8.4 Prompter .....  | 35 |

|  |                                     |
|--|-------------------------------------|
| Guidance for Centres .....   | 35                                  |
| Guidance for the prompter.....   | 37                                  |
| 5.8.5 Practical assistant.....   | 38                                  |
| Guidance for Centres .....   | 38                                  |
| Guidance for the practical assistant .....   | 40                                  |
| 5.8.6 Transcriber .....  | 41                                  |
| Guidance for Centres .....   | 41                                  |
| Guidance for the transcribe.....   | 42                                  |
| 6. Requirements for Record Keeping within the Centre.....                          | 43                                  |
| 6.1 Requirements for recording adjustments to assessments agreed with CIBTAC ..... | 43                                  |
| 7. Special Consideration .....   | 43                                  |
| 7.1 Eligibility criteria .....   | 43                                  |
| 7.2 Applying for Special Consideration.....  | 44                                  |
| 8. Malpractice.....  | 45                                  |
| APPENDIX A .....   | <b>Error! Bookmark not defined.</b> |
| APPENDIX B .....   | 49                                  |
| APPENDIX C .....   | 51                                  |

## Definition of Reasonable Adjustments

A Reasonable Adjustment is any action that helps to reduce the effect of a disability or difficulty that places the Learner at a substantial disadvantage in the assessment situation.

Reasonable Adjustments must not affect the reliability and validity of the assessment outcomes, but may involve:

- changing usual assessment arrangements, for example allowing a Learner extra time to complete the assessment activity
- adapting assessment materials, such as providing materials in larger font
- 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 Learner
- changing the assessment method, for example from a written assessment to a spoken assessment
- using assistive technology where applicable and if practical

Reasonable Adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the Learner access to the qualification. The work produced by the Learner will be marked in the same way as the work of other assessed Learners.

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.

### 1. Duties/Responsibilities of Centres

To meet their responsibilities to individual Learners and in terms of current disability and equal opportunity legislation and regulatory requirements, a Centre should, as far as is practicable:

- have an access to assessment policy and communicate this to all staff and Learners. The Centre should cultivate an atmosphere in which Learners 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 Learners with disabilities or difficulties may need, and make appropriate provision in advance

- identify as early as possible, preferably before registering a Learner for a qualification, any difficulties the Learner may have in accessing assessment. To assist with this the Centre should ensure that all staff who recruit, advise or guide potential Learners have had training to make them aware of access-related issues. Early contact with CIBTAC is advised, in order to determine whether Reasonable Adjustments to the assessment process are possible
- select an appropriate qualification for the Learner, based upon his/her particular circumstances. The Centre should explain to the Learner the assessment requirements of the qualification and the planned programme of study. It should be made clear at the outset if the Learner will not be able to meet all the assessment criteria. The Learner 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 Learner any restriction on progression to other qualifications as a result of not achieving all the criteria
- select an appropriate adjustment to make the assessment accessible to the Learner. 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 Learner's difficulties. The Centre should involve the Learner in making any decisions about appropriate adjustments to assessment. In cases of doubt, the Centre should contact CIBTAC for advice on suitable and appropriate adjustments
- ensure that they can resource the selected adjustment to assessment. It is the Centre's responsibility to arrange any assistance for the Learner, such as a reader, scribe, additional invigilator (this should not be the reader but another individual), British Sign Language (BSL)/English interpreter, etc
- follow CIBTAC's procedures for requesting adjustments to assessment as laid out in this guidance. The Centre should apply for Reasonable Adjustments on behalf of the Learner. All applications for adjustments to assessment must be supported by the Head of Centre or other member of staff with designated responsibility
- follow CIBTAC'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 this guide. It is the Centre's responsibility to ensure that the Learner only uses those adjustments agreed with CIBTAC and that they keep records of 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
- ensure that they have effective internal appeals procedures so that the Learner can query any decision taken by the Centre not to allow an adjustment to assessment. These procedures should be made available to the Learner and should include details of the grounds for appeal and the timescales associated with investigations of appeals

- design Centre set assessment activities or material in a way so that they are accessible to Learners with access-related needs. The Centre should ensure that the language of the assessment is clear, unambiguous and free from jargon
- ensure that buildings used for assessment are accessible to all Learners, 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 Learners who are placed at a substantial disadvantage in comparison to a person without disability or difficulty.

### **3. Types of Assessment and Reasonable Adjustments**

Different types of assessment make different demands on the Learner 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 Learner

#### **3.1 Health and safety considerations for practical assessments**

There are no circumstances when the health and safety of a Learner 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 Learner'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 Learner which may remove or reduce the risk. The risk assessment may reveal that it is not possible for the Learner to fulfill all the requirements of the assessment. In this case it may be appropriate to substitute another task.

The Centre should contact CIBTAC 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 Learners and others must always be of paramount importance.

#### **3.2 Assessments which are not taken under examination conditions**

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

These types of assessments may include, for example, coursework, set assignments which are researched in the Learner's own time, assessment activities devised by the Centre or CIBTAC or assessments where the Learner has to collect evidence in order to demonstrate competence.

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

In these types of assessments the Learner 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 Learner to use any mechanical, electronic or other aids in order to demonstrate achievement as long as the aids:
  - are generally commercially available
  - reflect the Learner's normal way of working
  - enable the Learner to meet the specified criteria
  - do not give the Learner an unfair advantage
- present assessment materials or documents in a way that reflects the Learner'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 Learner 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

The Centre is advised to adopt a flexible approach in identifying alternative ways of achieving the assessment requirements. The Centre is advised to contact CIBTAC to discuss alternative arrangements that may be appropriate for specific situations.

The outcome produced by the Learner must at all times:

- meet the requirements of the specifications regardless of the process or method used
- be assessable
- be able to be externally examined

In the case of long-term illness of an individual Learner or when a permanent health condition/disability means a Learner'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.

Where Reasonable Adjustments are put in place for these types of assessments, the Centre should gain permission from CIBTAC. The Centre should ensure that they adhere to the CIBTAC's requirements for record keeping and supporting evidence.

### **3.3 Assessments for externally examined qualifications**

Learners are often required to compile a portfolio of evidence which can consist of a mixture of range sheets, log sheets, treatment plans, assignments etc. Making appropriate access arrangements can be straight forward. The benefits of being able to vary the assessment evidence and choose the most appropriate method of obtaining evidence should be considered when the Learner is first accepted onto a programme.

Where there is an identified need, the Learner 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 Learner 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 external examiner if this is required.

Where the Learner uses alternative means of providing evidence, the method must have equal rigor to those used for other Learners.

The Learner must fulfill 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.

The Learner 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 Learner with access-related needs to produce evidence of developing the portfolio. The Centre is required to seek permission from CIBTAC prior to implementing the use of any mechanical or electronic aids.

All adjustments should be consistent with the Learner's normal way of working and must not give the Learner an unfair advantage over others.

While external examiners normally prefer to see a portfolio made up of evidence which is varied, the Centre should be prepared to accept a more restrictive variety of evidence as a means of enabling access. It is sensible, however, to discuss this matter with CIBTAC at an early stage.

The Learner must achieve all the required units to gain the full qualification. It may sometimes be the case that some full qualifications are inaccessible because of a Learner's inability to demonstrate competence in all parts of the qualification. In these cases unit certification should be available.

### **3.4 Assessments which are taken under examination conditions (i.e. where the Learner is given set assessment material and a fixed amount of time to complete the assessment)**

Where the method of assessment is more rigidly determined, such as for assessments taken under specified conditions, there may be a greater need for adjustments to standard assessment arrangements in order to give access.

## **4. About the Learner**

### **4.1 Identifying Learners who are eligible for adjustments**

*Learners will only be eligible for Reasonable Adjustments if their disability or difficulty places them at a substantial disadvantage in the assessment situation, in comparison to a person who is not disabled.*

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

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

A Learner 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, 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.

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

A Learner 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.

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

A Learner 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.

#### **4.1.4 Behavioral, Emotional and Social needs**

The Learner may benefit from supervised rest breaks and separate accommodation. A Learner with attention difficulties may need the use of a prompter.

#### **4.1.5 Learners for whom English is an additional language**

A Learner may benefit from the use of a bilingual dictionary.

A bilingual translation dictionary must:

- only be used in examinations by Learners whose first language is not English, Irish or Welsh; and
- reflect the Learner's normal way of working within the Centre

Centres must have clear evidence that a computer reader or reader is needed. So as not to give an unfair advantage, the centre's application and evidence must confirm that the Learner has persistent and significant difficulties in accessing written text and is disabled within the meaning of the Equality Act 2010.

A standard bilingual translation dictionary must be used by the Learner. This may be an electronic bilingual translation dictionary or more typically a hard copy paper bilingual translation dictionary. Monolingual dictionaries (which define words and phrases), translators (including web based translators), wordlists or glossaries must not be used.

The bilingual translation dictionary **must not**:

- contain/display pictures; or
- provide an explanation or clarification of words and phrases. As an example, a Chinese to English bilingual translation dictionary must simply be the word in Chinese and the equivalent word in English

Bilingual translation dictionaries to be used in the examination must be:

- held in the centre under secure conditions; and
- thoroughly checked by the examiner to ensure that no unauthorised information such as notes and revision data have been enclosed within or written on the pages of the dictionary. A Learner using a bilingual translation dictionary which contains notes will lose their marks and their right to this access arrangement

The application of up to 10% extra time when a Learner uses a bilingual translation dictionary (this will be in rare and exceptional circumstances)

Extra time must only be awarded where **all** of the following exist:

- the Learner's first language is not English, Irish or Welsh
- the Learner entered the United Kingdom within three years of the examination(s) with no prior knowledge of the English language
- English is not one of the languages spoken in the family home
- prior to their arrival in the United Kingdom the Learner was not educated in an International school where some or the entire curriculum was delivered in English

- prior to their arrival in the United Kingdom the Learner was not prepared for or entered for IGCSE qualifications where the question papers were set in English
- prior to their arrival in the United Kingdom the Learner was not prepared in English for other qualifications, e.g. IELTS qualifications
- the Learner has to refer to the bilingual translation dictionary so often that examination time is used for this purpose, delaying the answering of questions
- the provision of extra time of up to 10% reflects the Learner's usual way of working with the dictionary
- Extra time will not be awarded to a Learner using a bilingual dictionary in order to compensate for difficulties in reading and writing in English. To clarify this point the bilingual dictionary is for the purpose of translating isolated complex terms, not to support in translating the majority of the paper

## **4.2 Identifying Learner s' needs**

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

The Centre has a responsibility to ensure that they have effective internal procedures for identifying Learners' needs and that these procedures comply with the requirements of Disability and Equal Opportunity legislation.

A Centre may choose to use the following guide:

### **4.2.1 Identify those Learner s who are having difficulties or are likely to have difficulties accessing assessment**

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

### **4.2.2 Identify whether Reasonable Adjustments may be needed**

Relevant Centre staff should decide, in conjunction with the Learner, 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 Learner 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 Learner'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.

### **4.2.3 Identify the appropriate adjustment**

When identifying which adjustments the Learner will need in the assessment, Centre staff should take into consideration the Learner'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, etc. The same Learner may not require the same adjustment for all types of assessment. Different qualifications make different demands. For example, a dyslexic Learner 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.

### **4.2.4 Ensure that the adjustment is in accordance with CIBTAC guidelines**

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

## **4.3 Identifying and obtaining supporting evidence**

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

In order to ensure that any adjustment to assessment will only provide the Learner 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 Learner is affected by the disability or difficulty.

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

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 Learner'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 Learner's situation.

### **4.3.1 Evidence of assessment of the Learner'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 Learner. This evidence should include an indication of how the Centre plans to meet the Learner's needs and should show that the Learner 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 Learner may also be included.

### **4.3.2 History of provision within the Centre**

This should include information about the support received by the Learner during the learning or training programme and during formative assessments. Evidence of the way in which the

Learner's needs are being met during the learning programme should be documented for audit purposes.

#### **4.3.3 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 Learner is affected by the difficulty, including the effects of any medication that the Learner may be taking. In cases where it might be expected that there could be changes in the way the Learner is affected by the difficulty, there will have to be recent and relevant evidence of assessments and consultations carried out by an independent expert.

A Learner 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.

It is the Centre's responsibility to ensure that all applications for Reasonable Adjustments are based on the individual need of the Learner 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.

## **5. Making Reasonable Adjustments**

### **5.1 Principles for making Reasonable Adjustments**

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

Adjustments to assessments:

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

CIBTAC and its Centres have a responsibility to ensure that the process of assessment is robust and fair and allows the Learner to show what they know and can do without circumventing the assessment criteria.

When considering whether an adjustment to assessment is appropriate, Centres need to bear in mind the following:

- adjustments to assessment should not compensate the Learner for lack of knowledge and skills

The Learner must be able to cope with the content of the assessment and be able to work at the level required for the assessment.

- 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 CIBTAC will take all reasonable steps to ensure that a Learner 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 Learners' performances 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 Learner has an equal opportunity to demonstrate what they know and can do.

- Any adjustment to assessment must not give the Learner an unfair advantage or disadvantage the Learner

The qualification of a Learner who had an adjustment to assessment must have the same credibility as that of any other Learner. 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.

- Any adjustment to assessment must be based on the individual need of the Learner

Decisions about adjustments to assessment should be taken after careful consideration of the assessment needs of each individual Learner, 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 Learner. The Learner should be consulted throughout the process.

- Any adjustment to assessment should reflect the Learner's normal way of working providing this does not affect what is being assessed in any way.

The Learner should have experience of and practice in the use of the adjustment.

- Any adjustment to assessment must be supported by evidence which is sufficient, valid and reliable
- All adjustments to assessment must be authorised by the Head of Centre or a member of staff with delegated authority
- All adjustments to assessment must be implemented in accordance with the guidance given by CIBTAC

## 5.2 The process for making the adjustment

### Adjustments permitted by CIBTAC

The Centre must apply for adjustments to assessments on behalf of the Learner. The Application for Reasonable Adjustments form (Appendix A) should be used for this purpose. A separate form should be completed for each Learner at the time of registration or prior to this time if possible. It should be noted that applications received after the deadline may not be processed in time for the Learner 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 CIBTAC
- the Reasonable Adjustment will be implemented in accordance with the guidance given by CIBTAC
- the Centre will not exceed the allowances given
- A Centre should keep records for audit purposes where they are permitted to agree Reasonable Adjustments, where they apply to CIBTAC for permission

## 5.3 Range of Reasonable Adjustments

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 Learner

The Application for Reasonable Adjustments form (Appendix A) lists the most commonly requested adjustments to standard assessment arrangements. It is not intended to be a comprehensive list and a Centre is advised to contact CIBTAC for advice on alternative ways of accessing assessment for particular situations.

Centres have a duty to seek advice from CIBTAC 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 CIBTAC for advice. In some circumstances it may be more appropriate to select an alternative assessment task for the Learner
- the Learner may not need, nor be allowed, the same adjustment for all qualifications. Some Learners 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

## **5.4 Changes to assessment conditions**

### **5.4.1 Extra time**

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

The amount of extra time allowed should accurately reflect the extent to which the completion of the assessment will be affected by the Learner's difficulty. 'Unlimited' extra time will not be allowed.

Before the Centre applies for extra time for the Learner, the Centre should be satisfied that the Learner can cope with the content of the qualification and that the Learner is medically fit to undertake the extended assessment. In order to award up to 25% extra time, supporting evidence must be available e.g. statement of special educational needs relating to secondary education or an education, health and care plan which confirms the Learner's disability

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 Learner's performance will be assessed in conjunction with others.

Please Note:

- Extra time should not be allowed where its use will invalidate the assessment criteria
- Extra time should not give the Learner an unfair advantage over others

- Extra time should not be allowed if a Learner's literacy difficulties are primarily caused by English, Irish or Welsh not being his/her first language

#### **5.4.2 Supervised rest breaks**

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

The Centre must be satisfied that the Learner has an impairment which has a substantial and long term adverse affect, giving rise to persistent and significant difficulties ( the Learner is disabled within the meaning of the Equality Act)

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 Learner is still under assessment conditions and that the usual regulations governing conduct of assessments will apply during this time.

Rest breaks may not be applicable where speed or time is a component of what is being assessed for example in a practical assessment.

Please Note:

- Centres should ensure that both the Learner and his/her work are supervised during the break
- the duration of the break should not be deducted from the assessment time. Rest breaks should not be allowed where their use would invalidate the assessment criteria

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

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

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

Deaf Learners may benefit from sitting near the front of the room and in good light.

Some Learners may benefit from using chairs with arm rests or adjustable heights.

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

Please Note:

- the Centre should consider the needs of the individual Learner and, where possible, arrange the assessment room to suit the Learner

- separate accommodation within the Centre may be necessary to accommodate the Learner separately if they are using readers, scribes, BSL/English interpreters, or word processing equipment which may disturb other Learners
- Centres should ensure that, where Learners are accommodated separately for assessments taken under examination conditions, usual examination conditions apply and separate invigilation is arranged.

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

This includes the use of coloured overlays, low vision aids and tinted spectacles

The Centre should ensure that the Learner has had sufficient practice in the use of these aids and that any electronic aids are in good working order.

For assessments taken under examination conditions, the Learner should be accommodated separately with separate invigilation if the use of any of these aids will disturb other Learners. In these cases the invigilator should be fully informed of the Learner's support.

A Centre should contact CIBTAC if they are unclear about whether any new technology will unfairly advantage the Learner or invalidate the assessment requirements.

Please Note:

- the Learner should be familiar with how the aid works
- the use of aids should not give the Learner an unfair advantage over other Learners or invalidate the assessment criteria
- use of assistive technology, for example speech/screen reading software and voice activated software

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

Speech software software may be used to allow Learners to have access to assessments that are appropriate for them and enable them to show their proficiency.

The Centre should ensure that the use of assistive technology will not invalidate the assessment requirements or give the Learner an unfair advantage. Due to the rapid development of such technology, the Centre should seek advice from CIBTAC if the implications of using certain kinds of assistive technology are unclear.

It should be noted that the use of such software may introduce a hidden assessment agenda, in that the Learner has to master the use of the software in addition to mastering the assessment criteria. Some Learners may need extra time if they use such software.

Please Note:

- the Learner should be familiar with how the assistive technology works
- the assistive technology should not give the Learner an unfair advantage over other Learners or invalidate the assessment criteria

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

### **5.6.1 Assessment material in enlarged format**

**For paper-based assessments:**

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

It is the Centre's responsibility to provide Centre-devised assessment material/resource or reference material in a suitable format for the Learner.

### **5.6.2 Assessment material in Braille**

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

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

Diagrams in the assessment material can be produced as tactile diagrams. The Centre will bear the cost of this adjustment to assessment material.

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

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

Please Note:

- Where appropriate, the Centre should meet CIBTAC deadlines for requesting brailled assessment material

### **5.6.3 Language modified assessment material**

The carrier language in assessment material may be modified for a deaf Learner whose first language is either English or British Sign Language (BSL).

In either case, the Learner'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 Learners for whom BSL is their first language.

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 Learner.

Please Note:

- Where CIBTAC provides language modified externally set assessment material, the Centre will have to apply by the deadlines set. The Centre will bear the cost of this adjustment to assessment material
- It is the Centre's responsibility to arrange for the modification of Centre-devised assessment material/resource or reference materials

### **5.6.4 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.

Please Note:

- Where CIBTAC will provide externally set assessment material in BSL, the Centre will have to apply by the deadlines set. The Centre will bear the cost of this adjustment to assessment material
- It is the Centre's responsibility to arrange for the translation of Centre-devised assessment material/resource or reference materials into BSL
- Adjustment will not be suitable for all assessments and Centres need to contact CIBTAC for further advice if they are unclear whether this adjustment is appropriate
- Centres should read the guidance for BSL/English interpreters

### **5.6.5 Assessment material on coloured paper**

Where CIBTAC provides externally set assessment material on coloured paper, the Centre will have to apply by the deadlines set.

It is the Centre's responsibility to provide Centre-devised assessment material/resource or reference material on coloured paper, if required.

Please Note:

- Where appropriate, the Centre should meet CIBTAC deadlines for requesting externally set assessment material on coloured paper

### **5.6.6 Assessment material in audio format**

Where there is evidence of need, assessment material may be provided in audio format. Where CIBTAC provides externally set assessment material in audio format, the Centre will have to apply by the deadlines set. The Centre will bear the cost of this adjustment to assessment material.

It is the Centre's responsibility to provide Centre-devised assessment material/resource or reference material in a suitable format for the Learner.

Please Note:

- the Centre should ensure that sufficient playback equipment is provided in full working order

## **5.7 Alternative ways of presenting Learner responses**

A Learner 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 Information and Communication Technology (ICT) is generally perceived to have a positive impact on helping Learners 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.

### **5.7.1 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.

For many Learners with additional support needs, computers provide an effective means of independent communication. Consideration should be given to whether the Learner can meet the assessment criteria using a computer.

A computer should only be used if it is appropriate to the Learner's needs, if the Learner is confident in its use, can use it effectively and if it reflects his/her normal way of working.

The Learner should be consulted before a decision is taken whether the use of ICT is an appropriate adjustment.

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.

The use of the computer should not create a misleading impression of the Learner's attainment or confer an unfair advantage over other Learners.

The Centre should ensure that workstations are adapted for the needs of the Learner and that enabling technologies, (for example screen reading software, coloured background, adapted keyboard, large tracker ball mouse, sticky keys) are available.

Where it is apparent that assessment objectives cannot be met fully if a computer is used, the Centre should suggest alternative arrangements.

Please Note:

The Centre should ensure that:

- the computer is used solely by the Learner and not by someone acting on the Learner's behalf unless the Learner has permission to use a scribe
- the computer is working correctly at the time of an assessment. It is the Learner's responsibility to arrange the ICT provision for the Learner
- the Learner has access only to those facilities (e.g. spell/grammar checker, voice activated software, speech reading software,) which have been agreed in advance with CIBTAC
- the Learner is not able to gain access to existing files or documents
- the computer should be free-standing and not be connected to the Internet, unless this is required in the assessment
- the Learner is accommodated separately if the use of a computer is likely to distract other Learners. In this case separate invigilation should be arranged

- the Learner is present when his/her work is printed. It is normal practice for a printed version of the Learner's work to be submitted and authenticated for assessment, and not the disk
- the Learner should be proficient in the use of the computer and its software
- the Learner's work is saved frequently and, if possible, using an auto-save facility

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

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

This arrangement will only be available for assessments where there is no requirement for the Learner to produce visual material.

Where the Learner's responses are recorded electronically, the Centre should provide an authenticated transcript of the Learner's responses.

It will be the Centre's responsibility to ensure that the transcript is an accurate reflection of the Learner's responses and to keep this and the original recording as a record of the assessment.

Please Note:

- the Centre should seek permission from CIBTAC to record the Learner's responses electronically
- recording the Learner's responses electronically should not be allowed where it will invalidate the assessment requirements
- the Centre should ensure that the appropriate recording equipment is provided in full working order
- the Learner using recording equipment should be accommodated separately, with separate invigilation, where its use will not disturb other Learners

### **5.7.3 Responses in BSL**

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

A Learner can sign full responses in BSL. Where the Learner 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.

Please Note:

- the Centre will provide a translation of the responses for assessment
- the Centre should ensure that the person doing the translation is appropriately qualified
- the Centre should ensure that sufficient recording equipment is available and that it is in good working order
- Where the Centre provides a transcript of the Learner's response, the Centre should ensure that the transcript is authenticated and an accurate reflection of the Learner's responses. The Centre should keep this as a record of the assessment
- the Centre should seek permission from CIBTAC to sign the Learner's responses on video
- signing of the Learner's responses on video should not be allowed where it will invalidate the assessment requirements.

#### **5.7.4 Responses in Braille**

Where there is evidence of need, a Learner may be permitted to present their responses in Braille. In these cases an authenticated transcript of the Learner's responses should be provided by the Centre.

Please Note:

- It will be the Centre's responsibility to ensure that the transcript is an accurate reflection of the Learner's responses and to keep the transcript for their records
- The Centre should select a transcriber with the required level of skill in Braille and fully brief him / her on their responsibilities
- Presenting the Learner's responses in Braille should not be allowed where it will invalidate the assessment requirements

### **5.8 Use of access facilitators**

#### **5.8.1 Reader**

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

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.

## Guidance for Centres

The Centre should, in consultation with the Learner, decide whether the use of a reader will be an effective arrangement. The Learner 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

The Centre is responsible for making the necessary arrangements for the provision of a reader.

The reader should not normally be the Learner's own tutor, except in circumstances where it is necessary to do so. In such cases, CIBTAC should be specifically consulted. On no account may a relative, friend or peer of the Learner be used as a reader.

The Centre should select the reader on the basis of their ability to work effectively with the Learner.

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.

A Learner 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. The Centre should ensure that the Learner and reader are clear about the limitations of the reader's role. A separate invigilator must be present when a reader is used to ensure that the guidance regarding readers is followed.

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.

For a Learner requiring a reader and a scribe, the same person may act as both as long as permission has been given for both arrangements.

The Learner using a reader should be accommodated separately so as not to disturb other Learners.

Where a Learner is not eligible for the use of a reader, it may be helpful for the Learner to read the questions aloud. In these circumstances the Learner must be accommodated in a separate room so that other Learners are not disturbed.

Separate invigilation should be arranged in these cases. The invigilator may not correct the reading of the Learner.

The reader is responsible to, and should be approved by, the Head of Centre or the Centre staff member with delegated responsibility.

Please Note:

- The Centre should check that the use of a reader is the most appropriate arrangement to enable the Learner to undertake the assessment
- The Centre should select a reader and fully brief him / her on their responsibilities
- A separate invigilator should be present when a reader is used
- A reader should not be allowed where such use would invalidate the assessment requirements



## Guidance for the reader

The reader:

- should read only as requested by the Learner. The Learner 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 Learner, 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 Learner
- may consult a dictionary, where this is allowed, at the Learner'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 Learner 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 Learner to identify which piece of visual material relates to which question, but should neither give factual help to the Learner nor offer any suggestion
- is permitted to help a visually impaired Learner using diagrams, graphs and tables to obtain the information that the print/amended print copy would give to a sighted Learner
- should, if requested, give a visually impaired Learner 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

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

A scribe is a person who, in an assessment, writes down or word processes a Learner'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.

#### **Guidance for Centres**

The Centre should, in consultation with the Learner, decide whether the use of a scribe is an appropriate adjustment.

For a Learner requiring a scribe and a reader, the same person may act as both, provided permission has been given for both.

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 Learner may be the skill being assessed.

The Centre should select a scribe on the basis of their ability to work effectively with the Learner.

A scribe should be able to produce an accurate record of the Learner'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.

The Centre is responsible for making the necessary arrangements for the provision of a scribe.

A scribe is not permitted in an assessment requiring word processing.

A scribe should not normally be the Learner's own tutor or assessor, except when it is necessary to do so. In such cases, CIBTAC should be specifically consulted. On no account may a relative, friend or peer of the Learner be used as a scribe.

A Learner should, wherever possible, have had previous practice in working with the scribe and used this arrangement during their learning programme.

The Centre should ensure that the Learner and scribe are clear about the limitations of the scribe's role.

The Centre should give the scribe clear instructions regarding what he/she is required to do and what he/she is not allowed to do during the assessment. These instructions should also be given to the invigilator.

The Learner using a scribe should be accommodated separately so as not to disturb other Learners.

A separate invigilator should be present when a scribe is used to ensure that the guidance regarding scribes is followed.

The scribe is responsible to and should be approved by the Head of Centre or the Centre staff member with delegated responsibility.

Please Note:

- the Centre should check that the use of scribe is the most appropriate arrangement to enable the Learner to undertake the assessment
- the Centre should select a scribe and fully brief him / her on their responsibilities
- a separate invigilator should be present when a scribe is used
- a scribe should not be allowed where such use would invalidate the assessment requirements



### **Guidance for the scribe**

During the assessment a scribe:

- should check with the Learner for which parts of the assessment they wish to have their responses scribed. The Learner may choose to write some responses him/herself
- should neither give factual help to the Learner nor offer any suggestions
- should not advise the Learner 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
- should write a correction on a typescript or Braille sheet if requested to do so by the Learner
- should not assist the Learner to produce any diagrammatical or graphical material. If assistance with this is needed, approval should be obtained from CIBTAC in advance of the assessment, and may, at the Learner's request be read back what has been written but no comment must be made about any part of the Learner's response
- should immediately refer any problems in communication during the examination to the invigilator

### **5.8.3 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).

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

#### **Guidance for the Centre**

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.

A Learner 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.

The Centre should ensure that the Learner and the person providing the interpretations are clear about the limitations of the interpreter's role in the assessment situation.

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 CIBTAC.

The interpretation should not give the Learner an unfair advantage and care must be taken not to indicate the meaning of technical words, where the Learner'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.

Any words or phrases interpreted for the Learner because a standard sign is not available or appropriate should be underlined on the assessment material, which, if separate from the answer sheet, should be attached to the Learner's answer sheet.

Amended versions of questions should be shown on the assessment material.

The Learner using a BSL/English interpreter should be accommodated separately so as not to disturb other Learners.

A separate invigilator should be present when a BSL/English interpreter is used to ensure that guidance regarding BSL/English interpreters is followed.

Please Note:

- the Centre should check that the use of BSL/English interpreter is the most appropriate arrangement to enable the Learner to undertake the assessment
- the Centre should select a BSL/English interpreter and fully brief him / her on their responsibilities
- a separate invigilator should be present when a BSL/English interpreter is used
- a BSL/English interpreter should not be allowed where such use would invalidate the assessment requirements
- the BSL/English interpreter should meet the person specification provided by the awarding body, or should have an appropriate qualification in the sign language so as not to disadvantage the Learner



### **Guidance for the BSL/English interpreter**

- the BSL/English interpreter should have access to the assessment material in advance of the examination to prepare for the signing
- CIBTAC will advise how long before the assessment the BSL/English interpreter can have access to the assessment material
- the BSL/English interpreter should not interpret technical language or give additional explanations however may, at the Learner's request, sign any labels or text connected with reference material such as maps, diagrams or graphs. The Learner should, however, study the reference material independently

#### **5.8.4 Prompter**

A Learner 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.

#### **Guidance for Centres**

The Centre should, in consultation with the Learner, decide whether the use of a prompter is an appropriate arrangement.

The Centre is responsible for making the necessary arrangements for the provision of a prompter.

Where the problem is one of concentration, consideration should be given to allowing supervised rest breaks, if appropriate, rather than a prompter.

A prompter should not normally be the Learner's own tutor or assessor, except when it may be necessary to do so. In such cases CIBTAC should be specifically consulted.

On no account may a relative, friend or peer of the Learner be used as a prompter.

Prompters should be sufficiently familiar with the Learner to recognise when his/her attention is no longer on the assessment task and that he/she is not, for example, looking away from the paper whilst thinking.

Under no circumstances may the prompter draw the attention of the Learner to part of the question paper or the Learner's answer paper.

The prompter should sit near enough to be able to observe the Learner and draw his/ her attention back to the task. This should, however, be organised as unobtrusively as possible.

The Learner's attention may be drawn back to the task using a light tap on the Learner'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 Learner's attention should be agreed before the assessment between the Learner and the prompter and should be acceptable to the Centre and Examiner.

It should be noted that some Learners 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 Learners.

In the case of an epileptic Learner where the problem is one of temporary absence, the normal procedure to help that Learner will be allowed.

The Centre should ensure that the Learner and prompter are clear about the limitations of the prompter's role.

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.

The Centre should ensure that the Learner and the prompter have had experience of working together.

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 Learner's attention.

The prompter is responsible to and should be approved by the Head of Centre or the Centre staff member with delegated responsibility.

Please Note:

- the Centre should check that the use of a prompter is the most appropriate arrangement to enable the Learner to undertake the assessment
- the Centre should select a prompter and fully brief him/her on their responsibilities
- a separate invigilator should be present when a prompter is used
- a prompter should not be allowed where such use would invalidate the assessment requirements



### **Guidance for the prompter**

During an assessment a prompter:

- should draw the Learner's attention back to the task in hand
- should use the method of prompting agreed with the Learner
- should not give factual help to the Learner or offer any suggestions
- should not advise the Learner regarding which questions to do, when to move on to the next question or the order in which the questions should be done
- 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

### **5.8.5 Practical assistant**

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

### **Guidance for Centres**

The Centre should, in consultation with the Learner, 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.

The Centre is responsible for making the necessary arrangements for the provision of a practical assistant.

The practical assistant should be familiar with the requirements of the assessment, but should not normally be the Learner's own teacher/tutor/assessor except when it is necessary to do so. In such cases CIBTAC should be specifically consulted. On no account may a relative, friend or peer of the Learner be used as a practical assistant.

A practical assistant should be a person who is able to ensure the safety of the Learner and carry out his/her instructions accurately.

The Centre should prepare clear written instructions for the practical assistant on the assistance they are able to give the Learner. A copy of these instructions should also be given to the invigilator and Learner. The Centre should note that the practical assistant may not perform tasks for which the Learner will receive credit.

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.

A Learner using a practical assistant may need to be accommodated separately from other Learners. In these cases a separate invigilator should be present to ensure that the guidance regarding practical assistants is followed. During practical assessments, the examiner must be present in addition to the practical assistant.

Please Note:

- The Centre should check that the use of a practical assistant is the most appropriate arrangement to enable the Learner to undertake the assessment

- the Centre should select a practical assistant and fully brief him/her on their responsibilities
- a separate invigilator should be present when a practical assistant is used
- a practical assistant should not be allowed where such use would invalidate the assessment requirements



### **Guidance for the practical assistant**

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 Learner
- should ensure the safety of the Learner and those around him/her
- should not give factual help to the Learner or offer any suggestions
- should not advise the Learner 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 Learner's instructions, he/she may ask for clarification but must not lead the Learner in any way or attempt to interpret the Learner's wishes; if incorrect or inadequate instructions are given by the Learner this must be reflected in the outcome of the assessment
- should not expect to assist the Learner throughout the entire assessment (there may be parts of the assessment which the Learner 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

### **5.8.6 Transcriber**

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

- where the Learner's handwriting is illegible, but he or she is unable to use a computer or dictate responses
- where the Learner's responses are produced in Braille or in BSL. The transcriber will produce a transcript to assist the examiner in the assessment of a Learner's work. The examiner will assess the Learner's work and will only refer to the transcript if it is impossible to decipher any part of the Learner's response(s). (For responses produced in Braille or BSL the examiner may refer solely to the transcript)

### **Guidance for Centres**

The Centre should, in consultation with the Learner, decide whether the use of a transcriber will be an effective arrangement.

The Centre should give the transcriber clear instructions regarding what he/she is required to do after the assessment.

The transcript should be produced by a member of the Centre's staff who is familiar with the Learner's handwriting, is fully competent in Braille (where the transcription is for Learner's responses produced in Braille), or who has the required skills in BSL (where the transcription is for Learner's responses produced in BSL).

The transcript(s) should be securely attached to the back of the Learner's work and be included with the other work from the Centre.

Please Note:

- the Centre should check that the use of a transcriber is the most appropriate arrangement to enable the Learner to undertake the assessment
- the Centre should select a transcriber and fully brief him/her on their responsibilities
- A transcriber should not be allowed where such use would invalidate the assessment requirements



## Guidance for the transcribe

The transcriber:

- should produce the transcript in a separate copy of the question paper 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, for examinations
- produce the transcript immediately after the examination under secure conditions
- should not involve the Learner 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 Learner's script. On no account should the Learner'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 Learner has written. The transcriber may not insert or omit words or alter their order. 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. Pencil must not be used for this purpose
- should not transcribe diagrammatical material. Assessment of such material will be based on the Learner's own work

## 6. Requirements for Record Keeping within the Centre

### 6.1 Requirements for recording adjustments to assessments agreed with CIBTAC

The Centre should retain a copy of the application form and supporting evidence sent to CIBTAC and relevant documentation received from CIBTAC. These records should be kept for at least 6 years.

## 7. Special Consideration

Each request for special consideration will be unique to that Learner or assessment. These guidelines offer some broad principles for the Centre to follow. Further information should be sought in each case from CIBTAC.

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

- 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

Please Note:

- where an assessment requires the Learner to demonstrate practical competence or where criteria have to be met fully it may not be possible to apply special consideration
- in some circumstances it may be more appropriate to offer the Learner an opportunity to take the assessment at a later date.

Special consideration should not give the Learner an unfair advantage, neither should its use cause anyone to be misled regarding a Learner's achievements. The Learner'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 Learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the Learner. This will be decided by the CIBTAC Education Team.

### 7.1 Eligibility criteria

A Learner 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 Learner eg 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 Learner
- there is a sufficient difference between the part of the assessment to which special consideration is applied and other parts of the qualification that have been achieved to infer that the Learner could have performed more successfully in the assessment.

A Learner will not be eligible for special consideration if:

- no evidence is supplied by the Centre that the Learner has been affected at the time of the assessment by a 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, eg disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes

## 7.2 Applying for Special Consideration

A Centre must apply for special consideration using the Application for Special Consideration form (Appendix B). A separate form should normally be completed for each Learner for each qualification. However, in cases where a group of Learners has been disadvantaged by a particular event (e.g. fire alarm) a single form should be submitted and a list of Learners affected should be attached to the form.

The Learner 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 examination 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:

- the Application has been overlooked at the Centre and the oversight is confirmed by the Head of Centre

- medical evidence comes to light about a Learner's condition, which demonstrates that the Learner must have been affected by the condition at the time of the examination, even though the problem revealed itself only after the examination

If the Application for Special Consideration is successful, the Learner'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 Learner's result.

Please Note: CIBTAC will not issue an aegrotat award (to show that the Learner has fulfilled all the requirements of the course but not sat the final examination) under any circumstances.

## **8. Malpractice**

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

- putting in place arrangements without seeking prior approval from CIBTAC
- exceeding the allowances agreed with CIBTAC
- failing to maintain records of Reasonable Adjustments and Special Considerations for audit
- failing to report delegated adjustments to CIBTAC, where this is required

# APPENDIX A



## CIBTAC CENTRE REQUEST FOR REASONABLE ADJUSTMENT

This form should be completed for **any** Learner requiring Reasonable Adjustments to be put in place by their Centre in preparation for examination of the Learner.

Please retain a copy of this form for your own records along with a signed Privacy Notice to show Learner has approved the sharing of sensitive data. The form must be submitted to CIBTAC at the time of registration. Please note that failure to complete all necessary sections of this form may result in the application being delayed.

### Centre contact details (please complete all boxes)

|                  |                              |          |  |
|------------------|------------------------------|----------|--|
| Full Centre name |                              |          |  |
| Contact name     |                              | Position |  |
| Signature        |                              | Date     |  |
| Telephone        |                              | Fax      |  |
| E-mail           | (important for confirmation) |          |  |

|   |  |               |    |    |      |
|---|--|---------------|----|----|------|
| Learner name                                  |  | Date of Birth | DD | MM | YYYY |
| Learner registration number                   |  |               |    |    |      |
| Qualification Title                           |  |               |    |    |      |
| Units where Reasonable Adjustment is required |  |               |    |    |      |

|            |  |                                      |  |
|------------|--|--------------------------------------|--|
| Extra time |  | Assessment material in Welsh/Gaelige |  |
|------------|--|--------------------------------------|--|

|   |  |   |  |
|---|--|---|--|
| Supervised rest breaks                            |  | Assessment material in enlarged font  |  |
| Change in the organisation of the assessment room |  | Assessment material in Braille  |  |
| Separate accommodation within the Centre          |  | Assessment material in BSL  |  |
| Alternative assessment venue                      |  | Assessment material in audio format   |  |
| Practical assistant                               |  | Language modified assessment material (please state specific nature of modification required in the comments box below) |  |
| Use of low vision aids                            |  | Responses using electronic devices  |  |
| Use of tinted spectacles                          |  | Responses in BSL  |  |
| Reader  |  | Responses in Braille  |  |
| Scribe  |  | Transcriber   |  |
| Use of assistive software                         |  | BSL/English interpreter   |  |
| Use of bilingual translation dictionary           |  | Prompter  |  |
| Assessment material coloured paper                |  | Other (please state requirement in the comments box below)  |  |

**Description of nature of disability, health problem and/or learning difficulty-, including Learner's normal way of working and additional time requirements**

Documentary evidence in support of the application must be attached

Evidence submitted to CIBTAC in support of the application

|   | Attached |  |
|---|----------|--|
| Centre assessment of the Learners needs               |          |  |
| History of provision within the Centre                |          |  |
| Medical certificate                                   |          |  |
| Psychological or other professional assessment report |          |  |
| Other (please state in comments box below)            |          |  |

Comments

Declaration (please tick as appropriate)

I confirm that:

|   |  |
|---|--|
| the information provided is accurate.   |  |
| the Centre will be able to provide the Reasonable Adjustments requested.                        |  |
| the Reasonable Adjustments will be implemented in accordance with the guidance given by CIBTAC. |  |
| the Centre <u>requires CIBTAC to help</u> provide the Reasonable Adjustments requested.         |  |

Please return the completed form to the *Account Executive*

CIBTAC Use:



## APPENDIX B

### CIBTAC CENTRE REQUEST FOR SPECIAL CONSIDERATIONS

This form should be completed for **any** Learner requiring Special Considerations.

Please retain a copy of this form for your own records along with a signed Privacy Notice to show Learner has approved the sharing of sensitive data. The form must be submitted to CIBTAC no later than 7 working days after the date of examination. Please note that failure to complete all necessary sections of this form may result in the application being delayed.

#### Centre contact details (please complete all boxes)

|                  |                              |  |  |
|------------------|------------------------------|--|--|
| Full Centre name |                              |  |  |
| Contact name     | Position                     |  |  |
| Signature        | Date                         |  |  |
| Telephone        | Fax                          |  |  |
| E-mail           | (important for confirmation) |  |  |

|   |               |    |    |      |
|---|---------------|----|----|------|
| Learner name                                  | Date of Birth | DD | MM | YYYY |
| Learner registration number                   |               |    |    |      |
| Qualification Title                           |               |    |    |      |
| Units where special consideration is required |               |    |    |      |

Description of nature of problem leading to request for Special Considerations

|  |
|--|
|  |
|--|

Documentary evidence in support of the application must be attached

|  | Attached |  |
|--|----------|--|
| Centre statement                           |          |  |
| Medical certificate                        |          |  |
| Professional assessment report             |          |  |
| Other (please state in comments box below) |          |  |
| Comments                                   |          |  |

Declaration (please sign)

I confirm that:

The information provided is accurate.

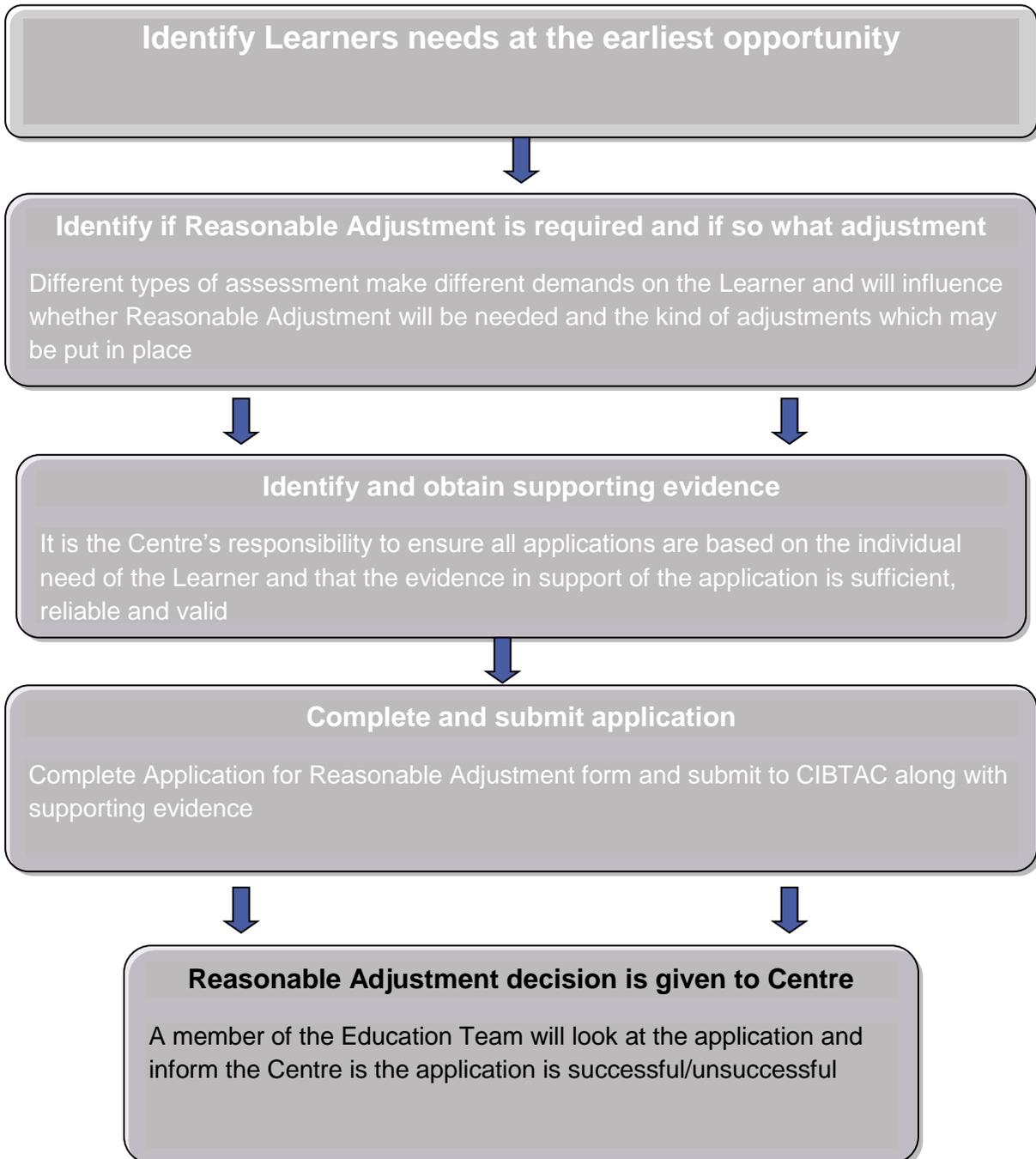
Please return the completed form to the Account Executive

CIBTAC Use:

# APPENDIX C



## CIBTAC APPLICATION FOR REASONABLE ADJUSTMENT



## APPENDIX D



### Data Protection/Privacy Notice example

So that we can process your application for reasonable adjustment we need your consent to share some of your personal data with other organisations. This data may relate to your health, medical condition or disability. In some cases, we may need to provide more detailed personal information to support the application for reasonable adjustment being made on your behalf.

If you are happy for us to share your data please provide your consent by completing the declaration below. We will not use your data for any other purpose without your consent (unless authorised to do so by law).

#### Declaration

For the purpose of processing my reasonable adjustment application, I consent to the use of my name, date of birth and other relevant data as set out above. I understand that this information will not be used for any other purpose without my consent unless authorised by law.

Signed .....

Date .....

Print Name .....