

1 Introduction

'Awarding Organisations must have in place the necessary systems and procedures to allow the provision of access arrangements, including Reasonable Adjustments. These should reflect the needs of individual learners and must also ensure that assessment continues to enable a valid, reliable and consistent judgement to be made about achievement of all learning outcomes against the stated assessment criteria.'

The Awarding Organisation must also arrange for special consideration to be given to learners that experience temporary illness, injury or indisposition at the time of an assessment. This should allow them to demonstrate the achievement they are capable of for the units that are subject to special consideration.' *Regulatory arrangements for the Qualifications and Credit Framework* (Ofqual August 2008, paras 5.7, 5.8 p27)

'An Awarding Organisation must, in accordance with Equalities Law, have in place clear arrangements for making Reasonable Adjustments in relation to the Qualifications which it makes available.' *General Conditions of Recognition* (Ofqual May 2011, Condition G6)

'An Awarding Organisation must have in place clear arrangements for Special Consideration to be given to Learners in relation to qualification which it makes available.' *General Conditions of Recognition* (Ofqual May 2011, Condition G7).

Each Centre is responsible for ensuring it has effective internal procedures for identifying learner needs, and that these procedures comply with the requirements of Disability and Equalities legislation.

1.1 The intended audience for this document is:

- Certa staff
- Centre staff responsible for Quality Assurance
- Assessors
- Internal Verifiers and Internal Moderators
- Quality Reviewers, External Verifiers and Access to HE External Moderators
- Key stakeholders involved in Unit and Qualification development
- Qualifications Regulators, eg, Ofqual and QAA

1.2 The policy, procedures and guidance set out in this document apply to:

- Qualifications regulated by Ofqual and offered by Certa
- Non-regulated Units approved and offered by Certa
- Access to HE Diplomas regulated by QAA and offered by Certa

1.3 The document sets out:

- The principles that should be followed when making decisions about (a) Reasonable Adjustments and (b) Special Considerations.
- The procedures which should be followed when (a) making Reasonable Adjustments and (b) implementing Special Considerations.

1.4 Certa has a duty to ensure that the integrity of Qualifications, Units and assessment is maintained at all times. At the same time Certa and Centres have a duty to uphold the rights of individual learners to access Qualifications, Units and assessment in a way most appropriate for their individual needs.

1.5 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. To avoid confusion, the terms “Access to HE” and “Access to HE Diplomas” will be used in full using upper case letters, wherever this type of provision is mentioned throughout the document.

1.6 Certa’s Qualifications and Units meet national standards of knowledge, skills and competences. These are defined in the units of assessment as Learning Outcomes and Assessment Criteria. The unit assessment grids, exemplar assessments and, where appropriate, external assessments, are designed to ensure that the required standards are met; they can not be altered by Centres.

1.7 Certa’s policy on assessment is to give all learners equal access and opportunity to demonstrate achievement, taking account of particular requirements, without giving unfair advantage over other learners.

1.8 To support this policy, Certa takes advice from relevant professional bodies, for example, those with expertise in disabilities and learning difficulties. Certa will continue to develop and refine its practice through regular review and feedback from these bodies, as well as from Centres, learners, External Verifiers and Access to HE External Moderators.

2. Reasonable Adjustments

2.1 General Information about Reasonable Adjustments

- 2.1.1 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.
- 2.1.2 Reasonable Adjustments must not affect the reliability and validity of the assessment outcomes.
- 2.1.3 Reasonable Adjustments must be approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the Qualification and/or Units. The work produced by the learner will be assessed in the same way as the work of other learners.
- 2.1.4 Awarding Organisations 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 or difficulty on the individual, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to ensure the reliability and validity of assessment, should be taken into consideration.
- 2.1.5 Reasonable Adjustments are generally not appropriate where the learner's particular difficulty directly affects performance in the attributes to be assessed.
- 2.1.6 Reasonable Adjustments are not necessarily needed by every learner at Entry Level. Certa refers to the [Joint Council for Qualifications Access Arrangements, Reasonable Adjustments and Special Considerations Policy](#) in making decisions and arrangements for Reasonable Adjustments at Entry Level.
- 2.1.7 Advice on any subject specific information regarding learners with particular requirements should be sought from the relevant qualification guide or from the Access to HE Handbook.
- 2.1.8 Different types of assessment make different demands on the learner and will influence (a) whether Reasonable Adjustments will be needed and (b) the kind of Reasonable Adjustment which may be put in place.
- 2.1.9 The adjustments that are appropriate for a particular assessment will depend upon:
- The specific assessment requirements of the Qualification and/or Units.
 - The type of assessment (see sections 2.2 and 2.3).
 - The particular needs and circumstances of the individual learner.

2.2 Assessments Not Taken Under Examination Conditions

2.2.1 These types of assessment form the basis of the majority of Certa assessment activity. The Centre has greater flexibility to be responsive to an individual learner's needs, and to choose an assessment activity and method that will allow the learner to demonstrate attainment.

2.2.2 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.

2.2.4 The Centre may 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. Materials do not have to be in written format, for example, unless specified by the assessment requirements. The learner may use any mechanical or electronic aids that are available in the workplace, or which are commercially available, in order to demonstrate competence. This includes specially adapted equipment or assistive technology.

2.2.5 In a similar way, where there is an identified need, the Centre may allow learners 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 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 internal verifier, and for the Quality Reviewer and/or External Verifier.

2.2.7 The Centre is advised to contact Certa to discuss alternative arrangements that may be appropriate for specific situations. Please note that English must be the language of assessment for all Access to HE Diplomas and Ofqual regulated qualifications, except where British Sign Language (BSL) is allowed (see 2.2.5).

2.2.8 The learner must fulfil the demands of the criteria consistently over a period of time, regardless of the method used to obtain the evidence. The assessment criteria may not be amended, re-worded or omitted, and the adjustments must not give the learner an unfair advantage over others

2.2.9 The outcome produced by the learner must at all times:

- meet the requirements of the specifications regardless of the process or method used;
- be as rigorous as assessment methods used with other learners;
- be assessable;
- be able to be authenticated, and moderated/verified.

2.2.10 In the case of long-term illness of an individual learner, or when a permanent health condition and/or 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 and Units, most particularly in cases where the extension would be beyond the Qualification End date.

2.2.11 The Centre should check whether permission needs to be obtained from Certa or from the Quality Reviewer, External Verifier or Access to HE External Moderator; see The Permissions Table in Appendix 1. The Centre should ensure that Certa's requirements for record keeping and supporting evidence are met.

2.2.12 The Centre is required to provide the necessary resources to enable a learner with access-related needs to produce evidence of developing the portfolio.

2.2.13 While learners normally compile 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 the internal moderator and/or Quality Reviewer/External Verifier/Access to HE External Moderator at an early stage.

2.2.14 The learner must achieve all the required units to gain a Certa 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 will always be available.

2.2.15 In the case of the Access to HE Diploma, QAA regulations allow for an Aegrotat Diploma to be awarded in such circumstances. Further details may be obtained from the QAA website and from the Access to HE Handbook.

2.3 Assessments taken Under Examination Conditions

2.3.1 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 provide access. See Appendix 1, or contact Certa for advice.

2.4 Applying for Reasonable Adjustments

2.4.1 In cases where permission is required, Centres should apply for Reasonable Adjustments using the Reasonable Adjustments Form (see Appendix 3)

2.5 Identifying Learners who are Eligible for Reasonable Adjustments

2.5.1 In order to avoid, minimise or address identified inequalities or barriers, any adjustment to assessment will be based on what the learner reasonably needs to access the assessment. Some examples of learner needs that may require adjustments to assessments are listed below; the list is not exhaustive and some learner needs may fall within more than one of the categories:

- Communication and interaction needs
- Cognition and learning needs
- Sensory and physical needs
- Behavioural, emotional and social needs

2.5.2 The learner 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 learners will be defined as being disabled under the Disability Discrimination Act.

2.5.3 An adjustment to assessment should only be considered where the difficulty experienced places the learner at a substantial disadvantage in comparison with persons who are not disabled. Where the difficulty is minor, the Centre should assist the learner by offering help with study and assessment skills.

2.5.4 A learner does not necessarily have to be disabled (as defined by the Disability Discrimination Act) to be entitled to Reasonable Adjustments to assessment. Conversely, every learner who is disabled will not necessarily need or be entitled to an adjustment to assessment. The learner may have developed coping mechanisms which minimise or remove the need for assistance.

2.6 Identifying Learners' Needs

2.6.1 The Centre has a responsibility to ensure it has effective internal procedures for identifying learner needs and that these procedures comply with the requirements of Disability and Equalities legislation.

- 2.6.2 Any particular requirements of an individual learner must have been recognised by the Centre currently making appropriate provision. A Centre should:
- identify those learners who are having difficulties or are likely to have difficulties accessing assessment;
 - identify whether Reasonable Adjustments may be needed;
 - identify the appropriate adjustment;
 - check whether permission is required from Certa (see Appendix 1);
 - make the adjustment in accordance with the Certa guidelines.

2.7 Identifying and Obtaining Supporting Evidence

- 2.7.1 In order to ensure that any adjustment to assessment will only provide the learner with the necessary assistance without giving her/him an unfair advantage over others, the Centre must be clear about the extent to which the learner is affected by the disability or difficulty.
- 2.7.2 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 are registered as blind or partially sighted, the Centre does not need to provide further evidence of these physical difficulties.
- 2.7.3 Where the implications of the difficulty are not obvious, such as for learning difficulties, or mental health difficulties, the Centre must 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:
- 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, or by external experts. Staff include learning support staff, teaching staff, trainers, assessors and other specialist staff. This evidence should include an indication of how the Centre plans to meet the learner's needs and should show that the candidate can cope with the level and content of the assessment; information from previous Centres may be included. The evidence should be documented for audit purposes.
 - 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.
 - 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 wrote the report. The report should set out the nature of the difficulty and extent to which the learner is affected, 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.

2.7.4 A learner with a Statement of Special Educational Need does not automatically qualify for Reasonable Adjustments. The demands of the units and qualification should be taken into account. The reasons for the statement may have only limited effect on achievement in the assessment.

2.7.5 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.

2.8 Reasonable Adjustments permitted without seeking prior permission

2.8.1 In some cases Certa may permit the Centre to implement Reasonable Adjustments without seeking prior permission; these circumstances are listed in the table in Appendix 1. The Centre must inform the Certa Quality Reviewer, External Verifier or Access to HE External Moderator when they make use of permitted Reasonable Adjustments, and must submit the relevant learner work for both internal and external verification and standardisation; this includes Access to HE Diploma learners.

2.8.2 The Centre should declare that the information provided for Certa is accurate and that the Adjustments to assessment have been made in accordance with Certa guidance. 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.

2.9 Adjustments agreed with the Quality Reviewer and/or External Verifier or External Moderator

2.9.1 In some cases the Centre must consult with and obtain agreement for Reasonable Adjustments from the Quality Reviewer, External Verifier or Access to HE External Moderator. These instances are listed in Appendix 1.

2.10 Adjustments for which Centres must seek permission

2.10.1 There are some situations where Centre is required to apply formally to Certa for adjustments to assessments; these are listed in Appendix 1.

2.10.2 A separate form should be completed for each learner and submitted by the deadline stipulated by Certa; 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 the Head of Centre or a member of staff with delegated authority assigned by the Head of Centre.

2.10.3 The form 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 Certa
- The Reasonable Adjustment will be implemented in accordance with the guidance given by the Certa
- The Centre will not exceed the allowances given.

2.10.4 Arrangements that require Certa permission include alteration to given assessment methods and/or arrangements and/or significant deviations from the Exemplar Assessments where they exist; see individual Qualification Specifications. The Centre must put in writing the particular requirements of the learner and the proposed arrangements to the Quality Reviewer, External Verifier or Access to HE External Moderator who has authority to give approval to the proposed alterations to the assessment methods.

2.10.5 Arrangements could include requesting external assessment tasks in Braille, large print or sans serif font (for registered dyslexics). Certa will provide, on request, special versions of external assessment. Requests for these must be included at the time learners are registered for external assessment, at least fifteen working days prior to the external assessment being taken.

2.11 The range of Reasonable Adjustments

2.11.1 The arrangements proposed must reflect the learner's normal way of working. The learner should therefore have experience of, and practice in, the use of any arrangement proposed for the Reasonable Adjustment for assessment, unless the need arises from a temporary injury or condition.

2.11.2 The Centre must ensure that the Reasonable Adjustments will assist the learner to demonstrate attainment without affecting or circumventing the assessment requirements for the qualification and/or unit of a qualification. Learners cannot be given credit for skills they are unable to demonstrate independently.

2.11.3 The Permissions Table (Appendix 1) lists the most commonly requested adjustments to standard assessment arrangements in a template which can be

used when considering where the decisions on applying different Reasonable Adjustments need to be applied. It is not intended to be a comprehensive list and Centres are advised to contact Certa for advice on alternative ways of accessing assessment for particular situations.

2.11.4 Centres and Quality Reviewers/External Verifiers/Access to HE External Moderators have a duty to seek advice from Certa 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. Section 14.6 provides guidance for Centres on how various types of Reasonable Adjustments should be implemented.

2.11.5 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 Certa 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 units and qualifications. Some learners may need a single adjustment; others may require a combination of several adjustments;
- Adjustments to assessments will most commonly be needed for assessments which are taken under constrained/examination conditions.

2.11.6 The Reasonable Adjustments available are listed below. Conditions governing the use of each adjustment are provided in Appendix 2.

- RA1 Prior modification of external assessment papers.
- RA2 Assessment material in enlarged format
- RA3 Assessment material in Braille
- RA4 Assessment material in BSL
- RA5 Assessment material on coloured paper
- RA6 Assessment material in audio format
- RA7 Extra Time
- RA8 Supervised rest breaks
- RA9 Changes in organisation of the assessment room
- RA10 Separate accommodation within the Centre
- RA11 Taking the assessment at an alternative venue
- RA12 Use of coloured overlays, low vision aids, tinted spectacles, CCTV & OCR Scanners
- RA13 Use of assistive technology
- RA14 Use of bilingual dictionaries and bilingual translation dictionaries (but see section 2.2.7)
- RA15 Use of ICT to present responses
- RA16 Responses using electronic recording devices

- RA17 Responses in BSL
- RA18 Responses in Braille
- RA19 Reader
- RA20 Amanuensis or Scribe
- RA21 BSL interpreter
- RA22 Communicator
- RA23 Prompter
- RA24 Practical assistant
- RA25 Transcriber

2.12 Records

2.12.1 A Centre should keep records for audit purposes when Reasonable Adjustments are applied, whether they are permitted, or agreed by Certa or the Quality Reviewer/External Verifier/Access to HE External Moderator. All such records must be brought to the attention of the Quality Reviewer/External Verifier/Access to HE External Moderator and the relevant portfolios presented for verification.

2.12.2 The Centre should retain a copy of the application form and supporting evidence sent to Certa, and relevant documentation received from Certa. **These records are classed as assessment records and should be kept for at least 3 years from the end of the year to which they relate.**

3 Special Consideration

3.1 General principles

3.1.1 The overall principles of the policy are that the Special Considerations claimed:

- do not give learners an unfair advantage over other learners;
- do not compromise the integrity or credibility of the qualification, for the learner concerned, or other learners;
- are clearly tracked for audit, with supporting documentation where appropriate.

3.1.2 Each request for Special Consideration will be unique to each learner or assessment. These guidelines offer some broad principles for the Centre to follow. Further information should be sought in each case from Certa.

3.1.3 A learner who is fully prepared and present for a scheduled assessment, and is fully aware of the assessment requirements, may be eligible for Special Consideration if:

- performance in an assessment is affected by circumstances beyond the control of the learner, for example, recent personal illness (eg severe asthma attack, severe migraine or broken limb), accident, emotional distress (eg recent bereavement of a close family member, severe domestic crisis at the time of the assessment), serious disturbance during the assessment (eg, fire or accidental event);
- alternative assessment arrangements which were agreed in advance of the assessment prove 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 qualifications that have been achieved, to infer that the learner could have performed more successfully in the assessment.

3.1.4 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;
- s/he is suffering from a minor illness or subject to a minor disturbance;
- preparation for a component is affected by difficulties during the course, for example disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

- 3.1.5 Centres should note that it may not be possible to apply Special Consideration where an assessment requires the learner to demonstrate practical competence or where criteria have to be met fully, or in the case of qualifications that confer a Licence to Practice.
- 3.1.6 In some circumstances, for example on-demand assessments, it may be more appropriate to offer the learner an opportunity to take the assessment at a later date.
- 3.1.7 Special Consideration should not give the learner an unfair advantage, neither should its use cause the user of the certificate to be misled regarding a learner's achievements. The learner's result must reflect her/his achievement in the assessment and not necessarily her/his potential ability.
- 3.1.8 Learners should not be entered for the assessment if they are not in a fit state to take the assessment or if they cannot meet the minimum requirements for assessment.

3.2 Applying for Special Considerations

- 3.2.1 A Centre should apply for Special Consideration using the form supplied by Certa (see Appendix 4). A separate form should normally be completed for each learner for each unit or qualification. However, in cases where a group of learners has been disadvantaged by a particular event (for example fire alarm) a single form should be submitted with a list of learners attached.
- 3.2.2 The form should specify the circumstances and any arrangements made to support the learner (for example, extra time). The form should be returned with the learner's work and copies of any original supporting evidence/certification to Certa, within seven days of the end of the assessment period. Centres should retain a copy of each form and the original documentation for three years.
- 3.2.3 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.
- 3.2.4 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.
- 3.2.5 The application for Special Consideration should be submitted as soon as possible after the assessment and not later than seven 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 learner's condition, which demonstrates that the learner was 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.

3.2.6 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.

4. Useful links

<http://Certa.org.uk>

<http://www.jjsctechdis.ac.uk>

<http://ofqual.gov.uk>

<https://www.gov.uk/government/organisations/home-office/about/equality-and-diversity>

5. Policy Responsibility and Review

Certa will review this policy and procedure biennially and revise it when necessary in response to customer and stakeholder feedback, changes in practice, requirements of the Qualifications Regulators or external agencies or changes in legislation. The review will ensure that procedures continue to be consistent with the regulatory criteria and are applied properly and fairly.

Appendix 1: Permissions Table

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 but must not affect the reliability and validity of the assessment outcomes.

Reasonable Adjustments are usually made to the assessment to accommodate the needs of a single or small number of learners. Reasonable Adjustments should be **approved or set in place before the assessment activity takes place. Reasonable Adjustments permitted at the discretion of the centre should be agreed with the Internal Verifier and included in the sampling process for internal verification.**

The Permissions Table lists the most commonly requested adjustments to standard assessment arrangements. It is not intended to be a comprehensive list and Centres and Quality Reviewer/External Verifier/Access to HE External Moderators have a duty to seek advice from Certa 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.

KEY: A - Reasonable Adjustment permitted at the discretion of the centre
B - Consult Quality Reviewer/External Verifier/Access to HE External Moderator for permission
C - Apply to Certa for permission

Reasonable Adjustment	Internally set and internally assessed	Externally set and internally assessed	Externally set and externally assessed	Externally set examination
*The amount of extra time allowed will vary according to length of examination. Quality Reviewer/External Verifier/Access to HE External Moderator may need to refer to Certa for guidance. #Use of bi-lingual dictionary should be carefully considered to ensure that the validity of assessment outcomes are not compromised.				
Extra time	A	A	A	B/C*
Supervised rest breaks	A	A	B	B
Changes in organisation of the assessment room	A	A	B	B
Separate accommodation within the centre	A	A	A	B
Taking the assessment at an alternative venue	A	A	A	C
Use of coloured overlays, low vision aids, tinted spectacles, cctv and OCR scanners	A	A	A	C
Use of assistive technology	A	B	C	C
Use of bilingual and bilingual translation dictionaries	C	C	C	C
Assessment material in enlarged format	A	A	C	C
Assessment material in Braille	A	C	C	C
Language modified assessment material	A	C	C	C
Assessment material in BSL	A	C	C	C
Assessment material on coloured paper	A	A	B	C
Assessment material in audio format	A	C	C	C
Use of ICT to present responses	A	A	B	C
Responses using electronic recording devices	A	B	C	C
Responses in BSL	A	B	C	C
Reader	A	B	B	C
Scribe	A	A	B	C
BSL interpreter	A	C	C	C
Prompter	A	B	B	C
Practical Assistant	B	B	C	C
Transcriber	A	A	B	C

Appendix 2 Range of Available Reasonable Adjustments

RA1 Prior modification of external assessment papers.

Certa centres offering the whole qualifications will have received the External Assessment Pack as part of the set of documents. Any necessary photocopying onto coloured paper or other modification for an individual learner, such as change of font for ease of reading, etc. can be carried out before the assessment takes place, as long the modification is carried out under secure conditions and the modified documents are stored securely alongside the External Assessment Pack. Certa must be informed in all cases, eg via the Quality Reviewer/External Verifier/Access to HE External Moderator.

RA2 Assessment material in enlarged format

Where appropriate, the Centre should meet Certa deadlines for requesting enlarged assessment material. In cases where the Centre is permitted by the Certa to enlarge assessment material, the Centre should take responsibility for the security of the material and for ensuring that the entire document is enlarged.

RA3 Assessment material in Braille

Where appropriate, the Centre should meet Certa deadlines for requesting assessment material in Braille. In cases where the Centre is permitted by Certa to braille assessment material, the Centre should take responsibility for the security of the material and for ensuring that the entire document is in braille.

RA4 Assessment material in British Sign Language (BSL)

The Centre should meet Certa deadlines for requesting assessment material in BSL. In cases where the Centre is permitted to translate the assessment material into BSL, it should take responsibility for the security of the material and for the accuracy of the translation. The Centre should provide sufficient playback equipment that is in full working order.

RA5 Assessment material on coloured paper

Where appropriate, the Centre should meet Certa deadlines for requesting externally set assessment material on coloured paper. Where the Centre is permitted to modify the assessment material, it should take responsibility for the security of the assessment material and for the accuracy of the modification.

RA6 Assessment material in audio format

Where appropriate, the Centre should meet Certa deadlines for requesting assessment material in audio format. Where the Centre is permitted to produce an audio version of the assessment material, it should take responsibility for the security of the material and for ensuring that the entire document is copied. The Centre should ensure that sufficient playback equipment is provided in full working order.

RA7 Extra Time

Invariably applied to examination based assessment. 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. The amount of extra time must be realistic.

RA8 Supervised rest breaks

Centres should ensure that both the learner and her/his 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.

RA9 Changes in organisation of the assessment room

The Centre should consider the needs of each individual learner and, where possible, arrange the assessment room to suit the learner.

RA10 Separate accommodation within the Centre

Centres should ensure that, where learners are accommodated separately for assessments taken under examination conditions, usual examination conditions apply and separate invigilation is arranged.

RA11 Taking the assessment at an alternative venue

For assessments taken under examination conditions, standard examination conditions should be in place at the alternative venue and the standard procedures for security of assessment material and despatch of the learner's work should be followed.

RA12 Use of coloured overlays, low vision aids, tinted spectacles, CCTV & OCR Scanners

The learner should be familiar with the aid provided. The use of aids should not give the learner an unfair advantage over other learners or invalidate the assessment criteria.

RA13 Use of assistive technology

The learner should be familiar with the assistive technology. The assistive technology should not give the learner an unfair advantage over other learners or invalidate the assessment criteria.

RA14 Use of bilingual dictionaries and bilingual translation dictionaries

The use of a bilingual dictionary should not give the learner an unfair advantage over other learners or invalidate the assessment criteria. Please note for, that Access to HE Diplomas and Ofqual regulated qualifications, the language of assessment **must** be English (or BSL, where appropriate).

RA15 Use of ICT to present responses

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 Centre's responsibility to arrange the ICT provision for the learner;
- the learner has access only to those facilities (for example spell/grammar checker, voice activated software, speech reading software,) that have been agreed in advance with Certa;
- the learner is not able to gain access to existing files or documents. Where a system operates from flash drive, CD or pen drive, the learner must be supplied with a formatted flash drive, CD or pen drive containing only the software required for the assessment;
- 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 digital version;
- where a question/answer booklet is provided, the learner might need to answer some questions in the booklet and type other answers. Answers should be

clearly labelled and the printout must be attached to the question paper/answer booklet;

- the learner should be proficient in the use of the computer and its software;
- the learner's work must be saved frequently using an auto-save facility.

RA16 Responses using electronic recording devices

The Centre should check whether Certa's permission is needed 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 use of the equipment will disturb other learners.

RA17 Responses in British Sign Language (BSL)

The Centre should check whether permission should be sought from Certa 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.

RA18 Responses in Braille

A scribe should not be allowed where such use would invalidate the assessment requirements.

RA19 Reader

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 engage the Reader and fully brief her/him on her/his responsibilities. A separate invigilator should be present when a Reader is used. A Reader must not be allowed where such use would invalidate the assessment requirements.

A Reader is required to read, on request, all or part of the assessment or any part of the learner's response. The Reader must read accurately and at a reasonable rate. The Reader may repeat as necessary any instructions given on an assessment, as well as the questions and answers already recorded. The Reader may assist a visually impaired learner using tactile diagrams, graphs and tables to obtain the information, which the printed paper would give to a sighted learner. The Reader must, if required, spell out any word, which occurs in the assessment.

In addition, in Entry Level Assessments a Reader may decode certain terms in order to give the learner access to the assessment, but no explanation of technical terms may be given. The Reader must be prepared for periods of inactivity. In English, Welsh, Irish and Other Languages, the Reader must not be used for any reading test.

When a Reader assists a learner, help must not be given with the subject matter being assessed. This support must not give the learner an unfair advantage or disadvantage. It must not invalidate the assessment. Additional time may also be available and a separate room will be necessary if the learner is to dictate responses. The Head of Centre should ensure that Readers are acceptable and responsible adults, familiar with the subject matter being tested and have worked with the learner before the examination. A relative of the learner may not act as a Reader.

RA20 Amanuensis or Scribe

The Centre should check that the use of a Scribe is the most appropriate arrangement to enable the learner to undertake the assessment. The Centre should engage the Scribe and fully brief him/her on his/her responsibilities. A separate invigilator should be present when a Scribe is used.

A Scribe is required to write out answers given by the learner. The Scribe must be able to write legibly, or type at a reasonable speed, and should have a working knowledge of the subject. The Scribe must write down the answers exactly as they are dictated. The Scribe must draw or add to diagrams strictly in accordance with the learner's instructions. The learner will not be expected to indicate spellings. The Scribe should work at the learner's pace. In English, Welsh, Irish and Other Languages, the Scribe must not be used for any writing test.

When a Scribe assists a learner, help must not be given with the subject matter being assessed. This support must not give the learner an unfair advantage or disadvantage. It must not invalidate the assessment. Additional time may also be available and a separate room will be necessary if the learner is to dictate responses. The Head of Centre should ensure that Scribes are acceptable and responsible adults, familiar with the subject matter being tested and have worked with the learner before the examination. A relative of the learner may not act as a Scribe.

RA21 British Sign language (BSL) interpreter

The Centre should check that the use of BSL interpreter is the most appropriate arrangement to enable the learner to undertake the assessment. The Centre should

engage the BSL interpreter and fully brief him/her on his/her responsibilities. A separate invigilator should be present when a BSL interpreter is used. A BSL interpreter should not be allowed where such use would invalidate the assessment requirements. The BSL interpreter should meet the person specification provided by Certa, or should have an appropriate qualification in the sign language so as not to disadvantage the learner

RA22 Communicator

A Communicator is required to communicate questions to the learner upon request.

A Communicator should use a means of communication which is appropriate to the needs of the learner and may include saying a word or phrase, rephrasing orally, and use of the appropriate signing mode or writing. The Communicator should give the essence of the learner's signed response in the assessment without inferring any meaning that was not clear in the signed response. Learners who are signing their responses must not be in a position to see other learners' signed responses. The Communicator should work at the learner's pace. A Communicator must not be used in English, Welsh, and Irish Speaking and Listening Tests and Other Languages Speaking Tests. For the Access to HE Diplomas and Ofqual regulated qualifications, the language of communication must be English (or BSL where appropriate).

When a Communicator assists a learner, help must not be given with the subject matter being assessed. This support must not give the learner an unfair advantage or disadvantage. It must not invalidate the assessment. Additional time may also be available and a separate room will be necessary if the learner is to dictate responses. The Head of Centre should ensure that Communicators are acceptable and responsible adults, familiar with the subject matter being tested and have worked with the learner before the examination. A relative of the learner may not act as a Communicator.

RA23 Prompter

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 engage the Prompter and fully brief him/her on his/her 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.

RA24 Practical assistant

A Practical Assistant is required to help a learner in Practical Assessments, to carry out tasks at the learner's instruction and ensure the safety of the learner. This support must not give the learner an unfair advantage. The Practical Assistant must work strictly in accordance with the learner's instructions and should not perform tasks independently of the learner.

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 his/her 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.

When a Practical Assistant assists a learner, help must not be given with the subject matter being assessed. This support must not give the learner an unfair advantage or disadvantage. It must not invalidate the assessment. Additional time may also be available and a separate room will be necessary if the learner is to dictate responses. The Head of Centre should ensure that Practical Assistants are acceptable and responsible adults, familiar with the subject matter being tested and have worked with the learner before the examination. A relative of the learner may not act as a Practical Assistant.

RA25 Transcriber

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 engage the Transcriber and fully brief him/her on his/her responsibilities. A Transcriber should not be allowed where such use would invalidate the assessment requirements.

Appendix 3 Form to Apply for 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 assessment outcomes and must be as rigorous as assessment methods used with other learners.

Please read the Access to Fair Assessment Policy and procedure prior to completing this form. The permissions table lists the most commonly requested adjustments to standard assessment arrangements. Reasonable Adjustments permitted at the discretion of the Centre should be agreed with the Internal Verifier and included in the sampling process for internal verification. For Reasonable Adjustments permitted at the discretion of the Quality Reviewer/External Verifier/Access to HE External Moderator please contact the Quality Reviewer/External Verifier/Access to HE External Moderator directly for a decision. For all other Reasonable Adjustments please complete this form.

This form should be used by Centres to apply for Reasonable Adjustments on behalf of each individual learner. If the learner is registered on a number of units please list all the units on this form, do NOT submit individual applications for each unit.

The form should be submitted to Certa at least 15 working days prior to the learner undertaking the assessment. Requests for Braille translations must be submitted at least 30 working days prior to the assessment.

PLEASE KEEP A COPY OF THIS APPLICATION FOR 3 YEARS FROM THE END OF THE YEAR TO WHICH IT RELATES

Centre Name:		Centre Number:	
Site Address:			
Date of assessment:		Assessment time:	
Qualification Code, Title & Level (if applicable)			
Unit (s) Title & Level			
Learner Full Name	Registration No.	Post Code	
Reason for application			
Reasonable Adjustments required			
Supporting evidence: <i>This must include one or more of (a) the Centre's assessments of candidate's / learner's needs, (b) history of provision within the Centre (c) medical certificate (d) psychological or other professional assessment report.</i>			

Appendix 3 Form to Apply for Reasonable Adjustments

Details of how the reliability and validity of the assessment will be maintained:

Declaration: I confirm that:

- the information in the application is accurate;
- the Centre will be able to provide the arrangements requested if the application is approved.
- the Reasonable Adjustments will be implemented in accordance with the guidance given by Certa.
- the Centre will not exceed the allowances given.

Name:			
Signature:		Date:	
Position in Centre:		Contact No. and E-mail	

For use by Certa:

Application Received:	Application acknowledged:	Application agreed:
Further action:		

Appendix 4 Form to apply for Special Consideration

Special consideration is a process that allows learners that suffer from temporary illness, injury or indisposition at the time of an assessment to demonstrate the achievement they are capable of for the units that are subject to special consideration. 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 the assessment
- where alternative assessment arrangements which were agreed in advance of the assessment prove inappropriate or inadequate
- who misses part of the assessment due to circumstances outside their control.

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 the assessment 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.

Centres should note that, where an assessment requires the learner to demonstrate practical competence, it may not be possible to apply special consideration. In addition in some circumstances, it may be more appropriate to offer the learner an opportunity to take the assessment at a later date rather than apply special considerations. Please consult the Access to fair assessment policy and procedure prior to completion of the form.

This form should be used by Centres to apply for special consideration on behalf of each individual learner or assessment. This application should be submitted as soon as possible after the assessment and not later than seven working days after the assessment.

PLEASE KEEP A COPY OF THIS APPLICATION FOR 3 YEARS FROM THE END OF THE YEAR TO WHICH IT RELATES

Centre Name:		Centre Number:	
Site Address:			
Date of assessment:		Assessment time:	
Qualification Code, Title & Level (if applicable)			
Unit (s) Title & Level			
Learner Full Name	Registration No.	Post Code	

Provide details of circumstances affecting performance in assessment

--

Supporting evidence. *May include Medical or psychological evidence, or Statement from the invigilator / verifier*

Appendix 4 Form to apply for Special Consideration

Provide details of the measures taken (or suggested)

Partial absence *In cases of partial absence, please indicate an estimation of what the learner would have achieved in normal circumstances and list four learners estimated to be of a comparable standard.*

Estimation of learner achievement

List four learners estimated to be of a comparable standard. **Learner Numbers:**

Declaration

I confirm that the information provided above is accurate

Name:

Signature:

Date:

Position in Centre:

Contact No. and E-mail

For use by Certa:

Application Received:

Application acknowledged:

Application agreed:

Further action:

Appendix 5 Ofqual General Conditions of Recognition

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 the 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.

G7: Arrangements for Special Considerations

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 qualification 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.