

## Reasonable Adjustments and Special Considerations Policy

### Introduction

This policy is primarily aimed at our Approved Training Centres/Providers (ATC/Ps) and learners who are delivering/registered on or have taken an IQL UK approved qualification or unit. It is also for use by our staff to ensure they deal with all reasonable adjustment and special consideration requests in a consistent manner.

### 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. They are made to an assessment for a qualification to enable a disabled learner to demonstrate his or her knowledge, skills and understanding of the levels of attainment required by the specification for that qualification.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity (unless the assessment is required as a standard, such as timed swims for a Pool Lifeguard Qualification).
- adapting assessment materials, such as providing materials in Braille
- providing assistance during assessment, such as a sign language interpreter or a reader
- re-organising the assessment room, such as removing visual stimuli for an autistic learner
- changing the assessment method, for example from a written assessment to a spoken assessment
- using assistive technology, such as screen reading or voice activated software
- providing the mechanism to have different colour backgrounds to screens for onscreen assessments or asking for permission for copying to different coloured paper for paper-based assessments
- providing and allowing different coloured transparencies with which to view assessment papers

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 programme. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.

### Definition of special considerations

Special consideration can be applied after an assessment if there was a reason the learner may have been disadvantaged during the assessment.

For example, special consideration could apply to a learner who had temporarily experienced:

- an illness or injury
- some other event outside of their control

and that has had, or is 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.

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 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.

ATC/Ps should note that

- 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 License to Practice (such as Pool Lifeguarding), it may not be possible to apply special consideration.
- in some circumstances, for example for on-demand assessments, it may be more appropriate to offer the learner an opportunity to take the assessment at a later date.

This policy will help ATC/Ps understand where reasonable adjustments can be made or special considerations can be taken into account without impacting on the robustness of a qualification.

Service providers in Britain have a legal duty to make 'reasonable adjustments' to ensure that people are not prevented from using their services because they have a disability. When deciding whether an adjustment is reasonable, service providers can consider issues such as the cost of the adjustment, the practicality of making it, health and safety factors, the size of the organisation, and whether it will achieve the desired effect.

A specific duty to make reasonable adjustment applies to qualifications bodies.

IQL UK and ATC/Ps are only required by law to do what is 'reasonable' to ensure that learners can access their services. As explained above, what is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to

maintain competence standards and to ensure the health and safety of all those involved, will also be taken into consideration.

This policy outlines:

- our arrangements for making reasonable adjustments and special considerations in relation to our qualifications
- how learners qualify for reasonable adjustments and special considerations
- the reasonable adjustments we will permit and those where permission is required in advance before they are applied
- what special considerations will be given to learners

### **ATC/Ps responsibility**

It is important that your staff involved in the management, assessment and quality assurance of our qualifications and your learners are fully aware of the contents of the policy.

During your ATC/Ps Quality Assurance Visit, our Customer Engagement Managers may check that your relevant colleagues and learners are aware of its contents and purpose.

### **Review arrangements**

We will review this policy annually as part of our self-evaluation arrangements and revise it as and when necessary in response to customer and learner feedback, changes in our practices, actions from the regulatory authorities or external agencies or changes in legislation.

If you would like to feedback any views please contact us via the details provided at the end of this policy.

### **Arrangements not covered by this policy**

Circumstances for both internal and external assessment not covered in this policy should be discussed with IQL UK before assessment takes place. Please contact us via the details provided at the end of this policy.

### **Appeals**

If you wish to appeal against our decision to decline requests for reasonable adjustments or special consideration arrangements, please refer to our Enquiries and Appeals Policy.

## Policy overview

IQL UK is committed to complying with all current and relevant legislation in relation to the development and delivery of our qualifications and, which at the time of writing includes, but is not limited to the Equality Act 2010.

As a recognised ATC/P, we expect you to have a fair access to assessment policy in operation, which reflects the following principles and guidelines.

Assessment should be a fair test of learners' knowledge and what they are able to do, however, for some learners the usual format of assessment may not be suitable. We ensure that our qualifications and assessments do not bar learners from taking our qualifications

We recognise that reasonable adjustments or special considerations may be required at the time of assessment where:

- learners have a permanent disability or specific learning needs
- learners have a temporary disability, medical condition or learning needs
- learners are indisposed at the time of the assessment.

The provision for reasonable adjustments and special consideration arrangements is made to ensure that learners receive recognition of their achievement so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for learners, nor advantages to give learners a head start. Where a qualification has assessment criteria that relate to a specific job role (such as Pool Lifeguarding) it may not be possible to change the assessment method because the integrity of the qualification would be compromised.

There are 2 ways in which access to fair assessment can be maintained:

- through reasonable adjustments and
- through special considerations.

## Process for requesting reasonable adjustments [and/or special considerations]

If an ATC/P is making a request on behalf of its learners it should complete a Reasonable adjustments and special consideration request and put this in writing to IQL UK either through email, via [mail@iql.org.uk](mailto:mail@iql.org.uk) or a letter addressed to; IQL UK, River House, High Street, Broom, Alcester, B50 4HN.

The written request should include the following information:

- learner's name and IQL UK registration number

- nature of, and rationale for, the request
- supporting information/evidence (e.g. medical evidence or a statement from the invigilator or any other appropriate information)

Learners can, in exceptional circumstances, make requests direct to IQL UK either through email, via [mail@iql.org.uk](mailto:mail@iql.org.uk) or a letter addressed to; IQL UK, River House, High Street, Broom, Alcester, B50 4HN.

Requests for reasonable adjustments should be submitted no later than 30 days before the assessment.

Requests for special consideration should be submitted as soon as possible after the assessment and not later than 5 working days after the assessment. Requests for special consideration may only be accepted after the results of assessment have been released in the following circumstances:

- application has been overlooked at the ATC/P and the oversight is confirmed by the ATC/P co-coordinator
- 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 assessment, even though the problem revealed itself only after the assessment
- for onscreen assessments where results are immediately available.

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.

### **How IQL UK will deal with requests**

We will acknowledge all requests within 48 hours of receipt and aim to respond in this period. If the request is more complex we will provide you with an estimated response date.

### **Contact us**

If you have any queries about the contents of the policy, please contact IQL UK via

E: [mail@iql.org.uk](mailto:mail@iql.org.uk)

T: 01789 773 994

## Section 1 - Making reasonable adjustments

### Principles for making reasonable adjustments

These principles should be followed when making decisions about a learner's need for adjustments to an assessment. Such adjustments:

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

We and our ATC/P 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 compromising the assessment criteria.

When considering whether an adjustment to assessment is appropriate, IQL UK and our ATC/P need to bear in mind the following (where appropriate for the related qualification):

- 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. Whilst we 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' performance must 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, understand and can do.
- Any adjustment to assessment must not give the learner an unfair advantage or disadvantage over other learners. 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. An ATC/P 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 ATC/P Coordinator or a member of staff with delegated authority.

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

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

- Use reasonable adjustments permitted at the discretion of the ATC/P

In some cases IQL may authorise a centre to implement specified types of reasonable adjustments without seeking prior permission on each occasion. In these cases IQL requires ATC/Ps to keep records for inspection (including any declaration that are signed and dated by a member of the centre staff who has formally been given delegated authority for this by the ATC/P Coordinator).

- Apply to IQL UK for permission
- Agree the adjustment with the assigned IQL UK Customer Engagement Manager to the ATC/P

ATC/Ps should keep records of adjustments they have requested from IQL UK. These records should normally be kept for 7 years following the assessment to which they apply.

It is recommended that ATC/Ps nominate members of staff to take responsibility for demonstrating the implementation and recording of adjustments to assessments for monitoring by IQL UK or the regulatory authorities.

## **Qualification specific information**

### **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 ATC/P 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 ATC/P should contact IQL UK to discuss individual cases where further clarification is necessary.

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

### **Assessments which are taken under examination conditions**

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 enable access in accordance with the arrangements outlined below.

### **Identifying learners who are eligible for reasonable 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 or affected.

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 License to Practice (such as Pool Lifeguarding), it may not be possible for reasonable adjustments to be made.

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 will fall within more than one of the categories set out below.



### **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, word processor, scribe, British Sign Language (BSL)/English interpreter, screen reading software or voice activated software. They may also benefit from extra time during assessments that are time-constrained to allow them to demonstrate their skills and knowledge.

### **Cognition and learning needs**

A 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.

### **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.

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

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

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

A learner may benefit from extra time during assessments that are time constrained or who are using a bilingual dictionary.

The learner's need of the dictionary does not in itself justify allowing the learner extra time, unless the learner has to refer to the dictionary so often that examination time is used for this purpose instead of answering the questions.

### **Identifying learners' needs**

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

The ATC/P has a responsibility to ensure it has effective internal procedures for identifying learners' needs and that these procedures comply with the requirements of disability and equal opportunity legislation.

An ATC/P may choose to use the following guide:

- Identify those learners 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 ATC/P 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 ATC/P 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.

- Identify whether reasonable adjustments may be needed

Relevant ATC/P 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 ATC/P should make use of specialist advice in order to determine how the difficulty will affect the learner's performance in the assessment. The ATC/P 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 is needed, it should be documented for audit purposes.

- Identify the appropriate adjustment

When identifying which adjustments the learner will need in the assessment, ATC/P 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.

- Ensure that the adjustment is in accordance with the guidelines in this policy

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

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

Any application for an adjustment to assessment must be supported by evidence which is valid, sufficient and reliable using the form at the back of this policy.

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 ATC/P must be clear about the extent to which the learner is affected by the disability or difficulty.

Where the ATC/P 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 ATC/P 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 ATC/P 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 ATC/P should decide which of these will best assist understanding of the learner's situation.

- Evidence of assessment of the learner's needs in relation to the particular assessment, made within the ATC/P 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 ATC/P 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 ATC/P attended by the learner may also be included.

- History of provision within the ATC/P

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 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 ATC/P 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. An ATC/P should maintain records of all cases for audit purposes and to monitor the effectiveness of the reasonable adjustments that have been made.

## **Section 2 - Making special considerations**

We will review the circumstances and evidence surrounding each request for special consideration to ensure that the decision made maintains the equity, validity and reliability of the assessment for the learner and does not give the learner an unfair advantage.

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 e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment
- alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate
- part of an assessment has been missed due to circumstances beyond the control of the 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 ATC/P 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, e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes

### Appendix 1 – Reasonable adjustments permissions table

This table outlines some of the decisions on reasonable adjustments that can be made. However, ATC/P ‘sand external verifiers have a duty to seek advice from IQL UK in any case where they are in doubt if an adjustment is needed or how it should be applied.

- Permitted – Reasonable adjustment permitted at the discretion of the ATC/P
- Apply – Apply to IQL UK for permission

Reasonable adjustment	Assessments NOT taken under examination conditions	Assessments taken under examination conditions
Extra time up to 25%	Permitted	Permitted/ Apply *
Extra time in excess of 25%	Permitted	Apply
Supervised rest breaks	Permitted	Apply
Change in the organisation of assessment room	Permitted	Permitted
Separate accommodation within the ATC/P	Permitted	Permitted
Taking the assessment at an alternative venue	Permitted	Permitted
Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners	Permitted	Apply
Use of assistive software	Permitted/ Apply *	Apply
Use of bilingual and bilingual translation dictionaries	Permitted	Apply
Assessment Material in enlarged format	Permitted	Apply
Assessment material in Braille	Apply	Apply
Language modified assessment material	Apply	Apply
Assessment material in BSL	Apply	Apply
Assessment material on coloured paper	Permitted	Apply
Assessment material in audio format	Apply	Apply
Use of ICT	Permitted/ Apply *	Apply
Responses using electronic devices	Permitted	Apply
Responses in BSL	Permitted	Apply
Responses in Braille	Permitted	Apply
Reader	Permitted	Apply
Scribe	Permitted	Apply
BSL/English interpreter	Permitted	Apply
Prompter	Permitted	Apply

Practical assistant	Apply	Apply
Transcriber	Permitted	Apply
Other	Apply	Apply

\* Permitted at the discretion of the ATC/P unless ICT is implicitly or explicitly excluded in the Standard being assessed or in its associated Assessment Strategy or Qualification Manual

## Appendix 2 - Range of reasonable adjustments

The Permissions Table (in Appendix 1) lists the most commonly requested adjustments to standard assessment arrangements. It is not intended to be a comprehensive list and ATC/P and external verifiers have a duty to seek advice from IQL UK 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.

ATC/Ps should note that:

- Not all the adjustments to assessments described below will be reasonable, permissible or practical in particular situations. If in doubt, the ATC/P is advised to contact IQL UK 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

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

- Changes to assessment conditions
- Use of mechanical and electronic aids
- Modifications to presentation of assessment material
- Alternative ways of presenting responses
- Use of access facilitators

### Changes to assessment conditions

#### 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 the 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. It is the ATC/Ps responsibility to specify the amount of extra time the learner will need, using as a guide the extra time required during formative assessments in the ATC/P
- Extra time will not be allowed for computer based assessments testing the time in which a skill is performed, such as keyboarding speed tests. Extra time may, however, be available for those computer based assessments where the manipulation of software, and not processing speed, is the primary aim of the assessment
- Extra time for onscreen assessments may have to be customised for each learner. In these cases the ATC/P is advised to contact IQL UK to apply for a time extension to be set up
- Before the ATC/P allows extra time for the learner, the ATC/P 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
- 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

**Summary:**

- 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

**Supervised rest breaks**

- Where assessment activities are time constrained, a learner may, if there is demonstrated need, be allowed supervised rest breaks during an assessment
- 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 ATC/P 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 are not applicable where speed or time is a component of what is being assessed, although, if there is a natural break in the assessment, i.e. between tasks, supervised rest breaks can be allowed
- For onscreen assessments, the ATC/P needs to check with IQL UK whether the time for rest breaks must be built into the extra time requested for the assessment. This is necessary because the test runs continuously on the system. The system must also be supervised during the break to ensure that no one else can interfere with the learner's test during the break

**Summary:**

- ATC/P must ensure that both the learner and his/her work is 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

**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

**Summary:**

The ATC/P should consider the needs of the individual learner and, where possible, arrange the assessment room to suit the learner.

**Separate accommodation within the ATC/P**

- It 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

**Summary:**

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

**Taking the assessment at an alternative venue**

- In certain circumstances the learner may be permitted to take an assessment at an alternative venue, for example at home or in hospital. IQL UK advice must be sought on this



- The ATC/P should ensure that the learner is medically fit to take the assessment

**Summary:**

For assessments in alternative venues, 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 dispatch of the learner's work should be followed.

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

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

- The ATC/P 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
- An ATC/P should contact IQL UK if they are unclear about whether any new technology will unfairly advantage the learner or invalidate the assessment requirements

**Summary:**

- 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 should not be allowed for qualifications where reading is the competence being assessed. Elsewhere, and especially in vocational areas, such software may be used to allow learners to have access to assessments that are appropriate for them and enable them to show their proficiency
- The ATC/P 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, ATC/Ps should seek advice from IQL UK 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

**Summary:**

- 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

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

- The use of bilingual dictionaries and bilingual translation dictionaries (including BSL/English dictionaries/glossaries) can be allowed in all vocational assessments unless its use is expressly forbidden by the assessment requirements
- An additional allowance of extra time may be permitted for timed assessments, if the ATC/P is satisfied that the learner can cope with the subject content, but the learner's knowledge and comprehension of English, impairs his/her ability to complete the assessment within the normal time allocated
- The ATC/P should note that the regulatory authorities state that:

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

*(a) for the Learner to gain knowledge of, skills in, and understanding of that language, or*

*(b) to support a role in the workplace, providing that proficiency in English or Irish is not required for the role supported by the qualification.*

Ofqual's General Conditions of Recognition 2011

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

**Summary:**

The use of a bilingual dictionary should not give the learner an unfair advantage over other learners or invalidate the assessment criteria.

## Modifications to the presentation of the assessment material

### Other languages and use of translators

- IQL UK primarily offer its qualifications and units in the language of English. Nonetheless IQL UK will undertake to support the delivery of our qualifications in other languages, most notably Welsh, Irish (Gaeilge) and British Sign Language where appropriate and upon request and evidence of sufficient demand. For example a learner may be assessed in any other language where it is one of the primary objectives of the qualification:
  - for the Learner to gain knowledge of, skills in, and understanding of that language, or
  - to support a role in the workplace, providing that proficiency in English, Irish or Welsh is not required for the role supported by the qualification
- In implementing any arrangements to support other UK-based languages, IQL UK may engage with the relevant regulatory body to seek further advice and guidance on the most appropriate arrangements to put in place to ensure comparability of assessments, moderation and awarding
- Assessments in other languages will only be allowed where proficiency in English, Welsh or Irish is not required in the workplace for individuals to be deemed capable of carrying out the role (associated with the qualification). At all times requests from ATC/P /learners for reasonable adjustments in relation to the use of other languages must be approved by IQL UK in advance so as to ensure that final assessments would be comparable to that offered in English (Welsh and/or Irish)

### Summary

- IQL UK may permit the use of a translator if there is a strong rationale and it is clear that the lack of English, Welsh or Irish would not prevent a learner carrying out the role that the unit/qualification relates
- IQL UK will not permit the use of an interpreter
- If the ATC/P were to employ the translator themselves IQL UK reserves the right to quality assure the assessments and the ATC/P must be able to produce evidence of the translator's credentials
- IQL UK also reserve the right to employ its own translator to carry out an assessment and/or support our quality assurance of the ATC/Ps arrangements
- Should a translator be used at the ATC/P then IQL UK's Customer Engagement Managers will include learners that have had the support of a translator within their monitoring sample

## Transcriber

This arrangement may be used by a learner if prior agreement is given by IQL UK, you can contact IQL UK via;

E: [mail@iql.org.uk](mailto:mail@iql.org.uk)

T: 01789 773 994

## Appendix 3 - Glossary

Term	Definition
Access to Assessment	The removal of artificial and unnecessary barriers to the process of judging an individual's competence.
Appeal	A process through which an awarding organisation or ATC/P may be challenged on the outcome of a decision
Assessment	The process of making judgments about the extent to which a learner's work meets the assessment criteria for a qualification or unit, or part of a unit.
Assessment criteria	The requirements that a learner needs to meet in order to achieve success (or a given grade) in a qualification or unit, or part of a unit.
Assessment method	The means by which an individual's competence is judged.
Assessment needs	The adjustments that some individuals require to the assessment strategy and/or assessment task in order to demonstrate that they can meet the required standard.
Assessment task	An activity undertaken by an individual learner to show that he or she can meet the required standard.
Assessor	The person who assesses a learner's work.
Assistive technology	Mechanical or electronic devices which help individuals with particular needs to overcome these limitations.
BSL/English interpreter	An individual who interprets communication into and from British Sign Language
Carrier language	The language communication used by the awarding organisation to set an assessment task or test (which may not be the first/preferred language of the learner)
CCTV	Closed circuit television
ATC/P Approved Training Centre/Provider	An organisation or consortium accountable to an awarding body for the assessment arrangements leading to a qualification or units.
Competence	The ability to perform to the required standard
Enabling technologies	See assistive technology
Externally set	Examinations or assessment tasks or assignments which are determined by the awarding body
External verifier	Person who checks that an ATC/Ps assessment and quality assurance procedures comply with the requirements of the awarding organisation and the regulators.
Invigilator	A person who supervises individuals taking an examination or assessment

Learning programme	A course of study
Oral language modifier	Person who can modify/rephrase the carrier language of an assessment for a learner whose first/preferred language is English, but who has specific difficulties with written language
Malpractice	Actions and practices which threaten the integrity of public qualifications
Moderation	The process of checking that assessment standards have been applied correctly and consistently between assessors, between ATC/Ps and over time, and making adjustments to results where required to compensate for any differences in standard that are encountered.
Portfolio	A collection of work submitted for assessment.
Prompter	Person who draws the learner's attention back to the task in hand
Practical assistant	Person who carries out practical tasks at the instruction of the learner
Reasonable adjustment	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. Arrangements are approved in advance of an examination or assessment.
Risk assessment	An estimation of the likelihood of something unfortunate happening as a result of a course of action.
Scribe	Person who writes down or word processes a learner's dictated responses
Qualification specification	A detailed statement or document which sets out the aims, purpose, content, structure, and assessment arrangements for a qualification.
Standards	The combination of knowledge, understanding and skills required to perform a job or task to the level of competence required in the workplace.
Sector body	A body (such as a Sector Skills Council) recognised by the regulatory authorities as responsible for formulating and reviewing standards of occupational competence for an employment sector.
Special consideration	Procedures implemented at the time of an examination to allow attainment to be demonstrated by a learner who has been disadvantaged by temporary illness, injury, indisposition or adverse circumstances at the time of the examination.
Speech software	A computer programme that reads text
Transcript	A full written or typewritten copy of information or material originally provided in writing, speech or sign language.
Voice activated software	A computer programme which responds to spoken instructions.