



Supporting learning
and performance

Guidance notes for centres on reasonable adjustments for learners with particular assessment requirements

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1. Guidance notes for centres on reasonable adjustments for learners with particular assessment requirements

Every EDI centre has a responsibility to ensure that **all** its learners are able to reach their full potential. When learners have:

- Physical, sensory or mental impairments
- Emotional or behavioural problems
- Temporary disability or sudden onset of a condition/circumstance requiring special consideration

Reasonable adjustments frequently have to be made so learners are given every opportunity to achieve. In making reasonable adjustments, care has to be taken that in avoiding disadvantaging one learner, over-compensation does not occur which gives that learner an unfair advantage over other learners. In making reasonable adjustments for learners, centre staff should involve the learners in making decisions about appropriate reasonable adjustments.

These guidance notes are designed to clarify for centres:

- When they can act alone without consulting the Awarding Organisation
- What steps to take when they are required to consult the Awarding Organisation
- What types of reasonable adjustments may be permitted

It has been written in accordance with guidelines given by Ofqual, FAB and JCQ to be in line with other Awarding Organisations.

Please note: the term examination will be used throughout this document to mean any test, examination or controlled assessment.

Data Protection

Any EDI centre making a request for a reasonable adjustment on behalf of a learner must obtain the learner's consent to send us personal data. In some instances EDI may require further sensitive information to support the application, for example a specialist assessor's report detailing the learner's particular needs. EDI will not use the learner's information for any other purpose without their consent (unless required to do so by law).

Definition and proof of disability

Learners are deemed to have a permanent physical, sensory or mental impairment if they can prove that they have had the particular condition for a period of at least a year. Examples of the proof that may be required include medical reports from doctors, psychiatrists, educational psychologists, specialist teachers, funding agencies etc. In the case of learners achieving competency based qualifications in the workplace, medical reports may not be available, but EDI will expect to see documentary evidence that the learner's particular assessment requirements have been identified during initial assessment and accommodated throughout the programme of work.

Temporary disability

Learners who have a physical, sensory or mental impairment that is under one year's duration, are deemed to have a temporary disability and centres need to be sure that reasonable adjustments really are necessary. For example, reasonable adjustments might not be needed if the learner is sitting a examination that is available on demand. Examples of temporary disability would include broken limbs, sickness or hospitalisation where it might be necessary for learners to sit examinations in hospital or their own homes. Advice should be sought from EDI on these occasions.

Special consideration and predicted grade

Special consideration is a post examination adjustment to a learner's work due to a disadvantage to the learner that could not have been predicted. This ensures that learners who suffer temporary illness, injury or indisposition at the time of examination are treated fairly.

Learners who are present for the examination but disadvantaged:

Examples of how learners can be disadvantaged are given below. This list is not exhaustive:

- Heavy cold
- Aching limbs etc going down with flu
- Severe headache
- Recent bereavement or bad news in the family
- Evacuation of building because of fire
- Equipment failure
- Serious building noise or other disturbance

The Special Consideration form and guidance is available on the EDI website and should be completed and submitted to internationalenquiries@ediplc.com before the examination or as soon as possible after the examination has finished.

Learners who are absent from a time-tabled examination or whose work is lost or damaged:

Learners who have missed an examination for acceptable reasons, and can produce medical evidence to support the absence, are eligible to apply for special consideration through their centre. Where the availability of the examination means that re-entry is possible within a reasonable length of time, centres should apply for special consideration enabling the learner to re-enter for the qualification free of charge within the next six months (permit to resit).

If re-entry for the qualification is not possible, an application for a Predicted Grade should be submitted with additional pre-existing evidence of attainment within four weeks of the examination. This evidence must have been produced by the learner under controlled conditions and match the content specification requirements of the qualification. Attainment evidence must be provided across all the assessment objectives.

Learners whose results are not available, for example due to papers going missing or technical issues with an on-screen examination may also apply for a predicted grade if re-entry for the qualification is not possible.

The Predicted Grade form is available on the EDI website and should be completed and submitted to internationalenquiries@ediplc.com.

Proof of competence

Reasonable adjustments can only be made to assist a learner to prove competence, i.e. the learner must have the required knowledge, understanding and ability for a particular task or examination. If, for example, learners are required as part of an examination to prove that they can spell and use the rules of grammar correctly, they would be allowed the use of a keyboard but the spell check and grammar check would have to be disabled. However, if learners were sitting a customer service examination, which required in-depth knowledge of the service industry, with spelling and grammar taking a secondary place, the keyboard could be used with its spelling and grammar checkers on.

Centres should be very careful when carrying out initial assessments that the learner is truly capable of demonstrating full competence/attainment in the proposed programme of learning. Learners cannot be given credit for skills they are unable to demonstrate independently.

Portfolio/coursework and access arrangements

Where the production of a portfolio or a file of coursework is involved, learners should be given all the assistance they usually receive in the workplace, workshop or classroom. Centres should ensure that the visiting Quality Advisor is fully aware of the circumstances. There is no need to seek approval from EDI.

A practical assistant may be required to help a learner in practical examinations to carry out tasks at the learner's instructions 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.

2. Types of reasonable adjustments

For all applications where the PAR1 form is submitted – this must be completed in full by the centre. If an application is received and the form is not fully complete or the supporting evidence is missing (where applicable) it will be returned to the centre.

Extra time

If it is necessary to allow extra time for a learner, centres should monitor the learner's progress to see exactly how much extra time is required.

An application **must** be submitted to EDI using the PAR1 form in advance of the examination. Proof of the learner's condition should be attached to the PAR1 form where appropriate

Medical, physical, psychological requirement or a visual or hearing impairment

Where a learner has a medical, physical or psychological requirement, or a visual or hearing impairment, appropriate evidence of need does not need to be submitted with the application but must be available if requested.

Learning difficulties

In this instance the centre must assess the needs of the learner using one of the below and submit to EDI – this list is not exhaustive and other documentation may be accepted:

- a Special Educational Needs (SEN) statement relating to their secondary education
- an assessment carried out by a qualified psychologist
- an assessment carried out by a specialist teacher

Entry Level qualifications

In the case of on-screen examinations, an application must be made prior to the examination in order for the 25% extra time to be allocated.

Centre staff should be careful not to assume that every learner needing extra time should be given 25% across the board. Some learners may need less and some learners may need considerably more. Where learners need more time – in severe cases up to 100% - approval must be sought from EDI using the PAR1 form with accompanying evidence of need.

Extra time over 25% cannot be allocated to on-screen examinations – these must be scheduled as paper based.

Supervised rest breaks

Alongside extra time, it may be necessary to give supervised rest breaks. Separate approval is not required for this, but the centre should confirm to EDI after the examination using the PAR1 form, the length of such rest breaks and the nature of supervision.

Use of readers, scribes, oral language modifiers, sign language interpreters, practical assistants or prompters (communicators)

The use of communicators is permitted provided that it does not compromise the nature and content of the examination. For example, in English tests the use of a scribe may be inappropriate if spelling is part of the examination.

The following requirements must be met:

- Scribe and learner should be in a separate room so that other learners are not disturbed; this means that an extra invigilator is needed to ensure that the scribe writes exactly at the learner's dictation and does not add material which is not the learner's own work. The scribe should be capable of writing legibly at a reasonable speed.
- Reader and learner should be in a separate room so that other learners are not disturbed; this means that an extra invigilator is needed to ensure that the reader does not, for example, emphasise the correct answer when giving answers to a multiple-choice question. The reader's voice should be clear and unambiguous.
- Oral language modifiers/interpreters and learners should be in a separate room so that other learners are not disturbed; this means that an extra invigilator is needed.

Where centres intend to use a communicator they should:

- Seek approval from EDI using the PAR1 form with accompanying evidence of need where applicable. Written approval will be given by EDI. A copy of this, with the addition of the PAR2 and PAR2a forms completed by the communicator, must be submitted with the learner's work (these must be kept on file where the examination is on-screen).
- Have written instructions which are given to communicators to ensure that they do not give learners extra advantage over other learners.

The following information may help centres to draw up instructions for communicators.

Readers

A reader is a responsible adult who reads the instructions of the question paper and where allowed the questions to the learner.

The reader should be known to the learner but should not normally be the learner's own subject teacher and **must not** be a relative, friend or peer.

An application **must** be submitted to EDI prior to the learner's examination using the PAR1 form with evidence attached where applicable.

A reader will not be allowed if a learner's literacy difficulties are primarily caused by English not being the learner's first language.

In English and other modern languages, the reader must not be used for any reading examination. A learner who would normally be eligible for a reader may be permitted extra time of up to 50%.

Computer software which reads out a scanned paper but does not translate or interpret the paper may also be approved as a reader. However in an examination testing reading this software would not be permitted; a learner approved for the use of a reader in this situation may be allowed extra time of up to 50%. Where an application for this is approved, centres are permitted to open question papers up to one hour before the start time of the examination.

Visual impairment

Appropriate evidence of need must be kept on file at the centre.

Learning difficulties

The learner should have been assessed using an up to date nationally standardised test conducted by a specialist. In relation to reading accuracy, comprehension or speed a standardised score of less than 85 or 'below average' is required. The evidence must be submitted where applicable with the PAR1 form.

The rules for a human reader:

- Read only as requested by the learner. The learner may choose to read some parts of the examination themselves.
- Read accurately. If the reader is working with a deaf or hearing impaired learner, the reader must articulate clearly.
- Only read the exact wording (instructions and questions), and not give meanings of words, rephrase or interpret anything.
- Repeat instructions and questions on the paper only when specifically requested to do so by the learner.
- At the learner's request consult a dictionary where this is allowed and read out entries.
- Read, as often as requested, the answers already recorded, but may not act as proof-reader.
- Do not advise the learner regarding which questions to do, when to move on to the next question, or the order in which the questions should be answered.
- May enable a visually impaired learner to identify which piece of visual material relates to which question, but should neither give factual help to the learner nor offer any suggestion.
- Is permitted to help a visually impaired learner using diagrams, graphs and tables to obtain the information that the print/amended print copy would give to a sighted learner.
- If requested, give a visually impaired learner the spelling of a word which appears on the paper, but otherwise spellings must not be given.
- Refer any problems during the examination to the invigilator.
- Must complete PAR2 and PAR2a forms after the examination and submit with the learner's work (these must be kept on file where the examination is on-screen).

JETSET and/ English for Business / Commerce (reading component)

As a reasonable adjustment, learners who are classed as disabled under the terms of the DDA, and use assistive technology as their normal way of reading, can demonstrate that they are able to independently meet the requirements of the reading standards through the use of computer/screen reader software.

A human reader **cannot** be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the requirements can be requested for learners with disabilities who cannot use assistive technology, see PAR4.

Entry Level qualifications

For Entry Level qualifications the centre is not required to have each learner individually assessed by a specialist, the centre must determine the need based on the learner's normal way of working.

Scribes (or Amanuenses)/voice recognition software

A scribe is a responsible adult who, in an examination but not in orals, writes or word processes a learner's dictated answers to the questions.

The scribe should be known to the learner but should not normally be the learner's own subject teacher and **must not** be a relative, friend or peer.

An application **must** be submitted to EDI prior to the learner's examination using the PAR1 form with evidence attached where applicable.

A scribe will not be allowed if a learner's literacy difficulties are primarily caused by English being a second language.

In English and other modern languages, the scribe must not be used for any writing examination. A learner who would normally be eligible for a scribe may be permitted extra time of up to 50%.

Visual impairment

A scribe will be allowed where a learner's visual impairment has a significant effect and the learner cannot touch-type, use a braille, handwrite or use any other appropriate method to record their answers.

Learning difficulties

The learner should have been assessed using an up to date nationally standardised test conducted by a specialist. In writing the learner's spelling, speed, grammatical accuracy is assessed at a standardised score of less than 85 or 'below average'. Or where the learner's writing is incomprehensible, grammatically unintelligible or produced at such a slow speed that the learner is unable to complete even with extra time. The evidence must be submitted where applicable with the PAR1 form.

The rules for a human scribe:

- Check with the learner which parts of the examination they wish to have their responses scribed. The learner may choose to write some responses themselves.
- Do not give factual help to the learner or offer any suggestions.
- Do not advise the learner regarding which questions to do, when to move on to the next question or the order in which the questions should be answered.
- Write down answers exactly as they are dictated. Where spelling accuracy and punctuation is being tested, the scribe must follow explicit instructions from the learner. The scribe may not take responsibility for spelling technical words.
- Write a correction on a typescript or Braille sheet if requested to do so by the learner.
- Do not assist the learner to produce any diagrammatical or graphical material. If assistance with this is needed, approval should be obtained from the Awarding Organisation in advance of the examination. Exceptions to this are Entry Level qualifications where the scribe is allowed to draw or add to diagrams in accordance with the learner's instructions.
- May, at the learner's request, read back what has been written but no comment must be made about any part of the learner's response.
- Immediately refer any problems in communication during the examination to the invigilator.
- Must complete PAR2 and PAR2a forms after the examination and submit with the learner's work (these must be kept on file where the examination is on-screen).

JETSET and/ English for Business / Commerce (writing component)

As a reasonable adjustment, learners who are classed as disabled under the terms of the DDA, and use assistive technology as their normal way of producing texts can demonstrate that they are able to independently meet the requirements of the writing standards through use of a computer and appropriate software.

A human scribe **cannot** be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the requirements can be requested for learners with disabilities who cannot use assistive technology, see PAR4.

Entry Level qualifications

For Entry Level qualifications the centre is not required to have each learner individually assessed by a specialist, the centre must determine the need based on the learner's normal way of working.

Oral Language Modifiers (OLM)

An Oral Language Modifier is a responsible adult who may clarify the carrier language used in the examination paper when requested to do so by a learner. The Oral Language Modifier must not explain subject-specific terms or technical terms. Part of an examination may be the learner's ability to understand these terms. An explanation of these terms to a learner would compromise the standards required in the examination and could constitute malpractice.

The OLM should be known to the learner but should not normally be the learner's own subject teacher and **must not** be a relative, friend or peer.

An application **must** be submitted to EDI prior to the learner's examination using the PAR1 form with evidence attached where applicable.

An OLM will not be allowed if a learner's literacy difficulties are primarily caused by English, Irish or Welsh being a second language.

An OLM will not be allowed to read questions or text in papers (or sections of papers) which test reading. A learner who would normally be eligible for an Oral Language Modifier, but is not permitted this arrangement in certain examinations, may be granted extra time of up to 50%.

An OLM may also act as a reader; a separate application for a reader is not required.

If an OLM uses sign language interpretation, they must only sign the instructions/rubric, but not the questions, in English examinations. Text/source material/extracts **must not** be signed.

The rules for an Oral Language Modifier:

- Only rephrase or explain the carrier language of a question paper when specifically requested by the learner.
- Do not rephrase or explain technical/subject specific terms.
- Do not change source material.
- Take great care when explaining words in questions so as not to change the nature of the question which could disadvantage the learner.
- Must ensure that the method of communication used reflects normal classroom practice.
- Must go through the instructions/rubric and read the questions to the learner. (Where permitted, reading to learners is part of the role of an Oral Language Modifier)
- Must complete PAR2 and PAR2a forms after the examination and submit with the learner's work (these must be kept on file where the examination is on-screen)
- Must record on the PAR2a notes of any re-phrasing or explaining. Where no rephrasing or explaining took place this must also be noted on the PAR2a form.
- Must ensure that a note of the communication method used, e.g. the use of BSL, is made clear on the PAR2a form.

Entry Level qualifications

For Entry Level qualifications the centre is not required to have each learner individually assessed by a specialist, the centre must determine the need based on the learner's normal way of working.

Sign Language Interpreter

The use of a Sign Language Interpreter should reflect the learner's normal way of working within the centre.

An application **must** be submitted to EDI prior to the learner's examination using the PAR1 form, no evidence is needed to support this application. The Sign Language Interpreter must complete the PAR2 and PAR2a forms after the examination and submit with the learner's work (these must be kept on file where the examination is on-screen)

The role of a Sign Language Interpreter is to present the questions in a different language without:

- Changing the meaning of the questions or text
- Adding any additional information or omitting information
- Providing an explanation as to what the question requires of the learner

British Sign Language (BSL) is recognised as official languages of the United Kingdom. Sign Language interpretation is done 'live' in the presence of the learner during the examination in order to allow for the learner's regional variations in BSL signs. Consequently, sign language interpretation cannot be checked by the Awarding Organisation for accuracy. Great care **must** be taken not to disadvantage or advantage the learner.

Sign Language Interpreters can be used to sign the instructions/rubric and questions to learners taking writing papers, however technical terms or subject-specific language must be finger-spelt and not signed by the Sign Language Interpreter as the learner's ability to interpret these forms part of the examination.

Sign Language Interpreters may only sign the instructions/rubric in English papers.

Learners may only be permitted to sign their answers in question papers or in controlled examination/coursework where it is possible to finger spell the answers or where the answers involve single words.

For examinations where reading is the competence being assessed, no part of the examination may be signed; however the learner may sign to show that they have understood the question/text.

JETSET and/ English for Business / Commerce (Speaking & Listening)

The needs of individual learners will vary but, as guidance, the term should be interpreted as meaning communication, discussion and presentation that can include the use of sign language provided this is made accessible to all participants in the discussion (it is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of speaking, listening and communication. No other languages are permitted as alternatives to English).

Practical assistants

The provision of a practical assistant should reflect the learner's normal way of working, except in cases where a temporary injury gives rise to the need for a practical assistant.

An application **must** be submitted to EDI prior to the learner's examination using the PAR1 form. Evidence of the learner's need must be kept on file.

A practical assistant will be allowed in certain subjects when a learner cannot perform practical tasks independently due to significant difficulties resulting from impaired physical co-ordination or vision.

The use of a practical assistant should not modify the specification requirements. For example, where the manipulation of apparatus or making accurate visual observations may be the skill being assessed, the use of a practical assistant will not be permitted.

The rules for a Practical Assistant:

- Follow the instructions prepared by the centre on the level and kind of assistance that can be given to the learner.
- Ensure the safety of the learner and those around them.
- Do not give factual help to the learner or offer any suggestions.
- Do not advise the learner which questions to do, when to move on to the next question or the order in which the questions should be done.
- Carry out instructions exactly as they are given unless to do so would cause a hazard. If the practical assistant does not understand the learner's instructions, he/she may ask for clarification but must not lead the learner in any way or attempt to interpret the learner's wishes; if incorrect or inadequate instructions are given by the learner this must be reflected in the outcome of the examination.
- Do not expect to assist the learner throughout the entire examination (there may be parts of the examination which the learner can do without help and thus gain credit for demonstrating the required skills).
- Immediately refer any problems during an examination to the invigilator/supervisor.
- Must complete PAR2 and PAR2a forms after the examination and submit with the learner's work (these must be kept on file where the examination is on-screen).

Prompters

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

An application **does not** need to be submitted to EDI and no evidence is required to be kept on file.

The provision of a prompter should reflect the learner's normal way of working.

A separate invigilator should be present when a prompter is used. The invigilator should be fully informed of the strategies used to regain the learner's attention. The prompter may also act as a reader or scribe. This will need to be applied for additionally using the PAR1 form.

The prompter should be known to the learner but should not normally be the learner's own subject teacher and **must not** be a relative, friend or peer.

Live speaker for pre-recorded examinations

Centres are allowed to provide a live speaker for pre-recorded examinations to a learner where it is their normal way of working. An Application **does not** need to be submitted to EDI for this and no evidence is required to be kept on file.

General guidelines for the use of a communicator

When a learner is assisted by any of the above, 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 examination. In addition to the practical support offered, additional time may also be required.

In making reasonable adjustments for practical support for learners, the person responsible for quality in the centre should ensure that such people are:

- Acceptable and responsible adults
- Familiar with the subject matter being tested
- People who have assisted the learner before the examination

A relative, friend or peer of the learner **may not** act as a reader, scribe, modifier, interpreter or practical assistant.

Read aloud

This is permitted where it forms the learner's normal way of working. An application **does not** need to be submitted to EDI and no evidence is required to be kept on file.

Bi-lingual dictionary

An application **does not** need to be submitted to EDI for this; however bi-lingual dictionaries may not be used in examinations in English, Irish, Welsh or modern foreign languages. The use of a bi-lingual dictionary should reflect the learner's normal way of working.

25% extra time may be permitted where the learner has been resident in the UK for less than 2 years. An application must be submitted to EDI using the PAR1 form along with relevant supporting evidence.

Use of word processing or keyboards

The term word processing should be taken to include word processors, personal computers and other microprocessor controlled devices. The most appropriate method of answering should be the one that will enable the learner to demonstrate their attainment as quickly and fluently as possible.

It is anticipated that learners who are able to produce work for examination by handwriting or drawing will do so. Learners with disabilities may be permitted to produce their answers via a word processor in cases where their disability means they cannot present answers in the usual way.

Centres are allowed to provide a word processor with the spell check/predictive text disabled to a learner where it is their normal way of working within the centre. (This also extends to the use of electronic brailers).

An application prior to the examination **does not** need to be submitted to EDI and no evidence is required to be kept on file.

Where a word processor has been used, centres **must** complete Part 7 of the Invigilator Declaration (for English for Business / Commerce) or the PAR3 form (for all other subjects) and submit with the learner's work.

Transcripts

This arrangement must only be used where a learner cannot use a word processor.

A transcript is a copy of the learner's script which is made after the examination has taken place and **without the participation of the learner**. It may be a full copy written on a spare answer booklet or a partial copy where only certain words need clarification. In this case, the original script must be photocopied and the words written clearly above the learner's writing on the photocopy but not in red, green or purple ink/pencil. It may be helpful to enlarge the photocopy to A3.

No application needs to be submitted to EDI for approval and no evidence is required to be kept on file; however the PAR2 form must be completed and submitted with the learner's work (these must be kept on file where the examination is on-screen).

All Braille scripts must be transcribed by the centre.

The transcript **must** be produced by a member of the centre's staff, which may include the learner's subject teacher, who is familiar with the learner's handwriting or is fully competent in the Braille code for the subject concerned.

The transcript **must** be word for word, an exact copy of the learner's script. The purpose is to produce a legible version of what the learner has written. Where a learner has spelt or Brailled a non-technical word incorrectly, the transcriber may write it correctly in the transcript, but **must not** insert or omit any words, nor alter their order. Technical terms **must not** be corrected.

The production of the transcript **must not** delay the dispatch of scripts to the Awarding Organisation.

[Modified / Enlarged / Braille Papers](#)

A PAR1 form **must** be submitted at least eight weeks prior to the examination for all requests of this type.

Centres may wish to photocopy examination materials on coloured paper and this is permissible with approval from the Awarding Organisation. Such examination materials may only be opened one hour before the start of the examination. The packet containing original and photocopied examination materials must be resealed and stored securely.

3. Other considerations

Reasonable adjustments which may be made without Awarding Organisation approval

The following adjustments may be made without making an application to the Awarding Organisation; no evidence is required to be kept on file.

- Amplification equipment
- Bilingual translation dictionaries (without extra time). Electronic dictionaries, monolingual dictionaries (which define words and phrases) reading pens, translators, wordlists or glossaries **must not** be used. Monolingual dictionaries may be used in Functional Skills.
- Braille
- Closed circuit television (CCTV)
- Colour naming by the invigilator for learners who are Colour Blind
- Coloured Overlays
- Low vision aid/magnifier
- Optical character reader (OCR) scanners
- Separate invigilation within the centre
- Word Processor

Exemptions

Where a reasonable adjustment that does not undermine the competence standard cannot be offered, an **exemption** may be granted from one or more assessed sub-components of the standard. Where such an exemption is granted, an indication will be placed on the certificate.

Centres may apply for this using the PAR4 form and each application will be judged on a case by case basis.

Form PAR1 - Application for learners requiring reasonable adjustment

This form **must** be completed in full and submitted at least **four** weeks before the examination date.

Applications for modified papers **must** be submitted at least **eight** weeks before the examination date.

Where up to date evidence has previously been supplied for a learner we do not require copies for each additional request.

Centre name:

Centre code:

The following learner/s requires reasonable adjustments and proof of disability is attached where applicable.

Learner number	Learner name	Examination code	Examination title and level	Examination date	Nature of disability	Reasonable adjustment required	Evidence submitted Y/N

Signed:

Date:

Name:

Position:

Contact email or telephone number:

Please return to the International Team either by email to internationalenquiries@ediplc.com or by post before the date of examination.

A copy of this form (and PAR2/2a where applicable) should be attached to the learner's scripts with a copy of the approval from International Quality Assurance.

For on-screen exams PAR2/2a should be retained on file at centre.

Form PAR2 - Monitoring of reasonable adjustments

This form must be completed and attached to the learner's examination papers and sent back to EDI (for on-screen examinations a copy must be kept on file) to show what assistance has been provided.

Centre name:

Centre code:

Date of examination:

Learner name:

Learner number:

Please complete the appropriate box, giving details of the assistance you provided.

- Use of reader (tick box)
- Use of Scribe (tick box)

I confirm that I have not decoded or explained any specialist terms to the learner. Any unusual occurrences are detailed on the attached report.

Signed (approved Reader/Scribe)

- Use of OLM/Sign Language Interpreter (tick box)

I confirm that I have not given any assistance beyond the level permitted. Any unusual occurrences are detailed on the attached report.

Signed (approved OLM/SLI)

- Use of Practical Assistant (tick box)

I confirm that I have not performed any task for the learner for which marks are credited. Any unusual occurrences are detailed in the attached report.

Signed (approved Practical Assistant)

- Use of Transcript (tick box)

I confirm that I have faithfully copied the learner's work and not made any adjustments to spelling, punctuation, grammar etc

Signed (Transcriber)

Signed:
(Quality Contact for Centre)

Date:



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Form PAR2a - Monitoring of reasonable adjustments

Report on assistance given by reader / scribe / oral language modifier / sign language interpreter / practical assistant

Centre name:

Centre code:

Date of examination:

Learner name:

Learner number:

Signed:

Date:

Position:

Form PAR3 - Monitoring of reasonable adjustments

Use of Word Processing or Keyboards

Centre name:

Centre code:

Date of examination:

Learner name	Learner number

The learners listed above produced the attached scripts/answer books etc in accordance with the guidance on the use of word processors or keyboards for the examination.

Signed:

Date:

Position:

Please ensure that this cover sheet is firmly attached to the scripts or answer books.



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Form PAR4 - Application for exemption – JETSET

This form must be completed in full

Centre name:

Centre code:

Date of examination or examination:

Examination title:

The following learner/s requires exemptions from part of the assessment and proof of disability is attached. Approval is sought to offer these as listed:

Learner number	Learner name	Nature of disability	Exemption required (please use the sub-component number for ESW)

Signed:

Date:

Name:

Position:

Contact email or telephone number:

Please return to the International Team either by email to internationalenquiries@ediplc.com or by post before the date of assessment.

A copy of this form should be taken and attached to the learner's scripts with a copy of the approval from International Quality Assurance. For on-screen exams this should be retained on file at the centre.

EDI

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Supporting learning
and performance