



Supporting learning
and performance

Access Arrangements, Reasonable Adjustments and Special Consideration

October 2011

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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 that they 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.

These guidance notes are designed to clarify for Centres:

- When they can act alone without consulting the Examination Board
- What steps to take when they are required to consult the Examination Board

In making reasonable adjustments for learners, Centre staff should involve the learners in making decisions about appropriate reasonable adjustments.

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 required include medical reports from doctors, psychiatrists, educational psychologists, specialist teachers, funding agencies etc.

Once a learner has been proved to have a particular physical, sensory or mental impairment, reasonable adjustments may continue to be made even if there is improvement or remission in the identified disability.

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 need to be made if the learner is sitting a test 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 or assessments in hospital or their own homes. Approval should be sought from the Examination Board on these occasions.

Special consideration

Special consideration is given to disadvantaged learners in instances that could not possibly be predicted. This ensures that learners who suffer temporary illness, injury or indisposition at the time of independent/external assessment are treated fairly.

Learners who are present for the assessment 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

A note should be made on the supervision report attached to the examination papers or assessment material. This report then goes forward with the learners' scripts or answer books and the Examination Board will make the appropriate allowance, in accordance with agreed criteria.

Learners who are absent from an on-demand or time-tabled examination:

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 at the next available opportunity.

If re-entry for the qualification is not possible, an application for an enhanced 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 being assessed. Only one piece of work will be required as long as all of the assessment objectives have been covered at least once.

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 test. If, for example, learners are required as part of a test 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 test, 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. Where word processing has been used, Centres need to complete form PAR4 (see appendix) and attach it to the learners' scripts.

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

In-house assessment and practical assistants

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 external verifier or moderator is fully aware of the circumstances. There is no need to seek approval from the Examination Board.

A practical assistant may be required to help a learner in practical assessments 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.

External examinations or assessments and practical assistants

Where a practical assistant is going to assist in an external assessment or examination, approval must be sought from the Examination Board. **Centres must then complete form PAR3 (see appendix) and attach this to the learners' scripts along with the approval letter.**

2. Types of reasonable adjustments

Extra time

If it is necessary to allow extra time for a learner, eg learners with dyslexia, Centres should monitor the learner's progress to see exactly how much extra time is required. Centres may give up to 25% extra time without consulting the Examination Board if:

- This is carefully noted on form PAR1 (see appendix), which must be returned to the International Customer Support/QA team before the date of assessment and a photocopy attached to the answer sheets, answer books or scripts
- Proof of the learner's condition is attached to form PAR1

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 the Examination Board using form PAR2 (see appendix). The Centre will then receive written approval from the Examination Board and a copy of that approval should be returned with answer sheets, answer books or scripts detailing exactly how much extra time was allowed.

Supervised rest breaks

Alongside extra time, it is frequently necessary to give supervised rest breaks. Separate approval need not be sought for this, but the Centre should confirm to the Examination Board and anyone else involved in the assessment the length of such rest breaks and the nature of supervision. The supervision report attached to external examination or assessment material should be used for this purpose.

Use of readers, scribes and communicators or interpreters

The use of readers or scribes is permitted provided that it does not compromise the nature and content of the test. For example, in English tests the use of a scribe may be inappropriate if spelling is part of the test. Approval must be sought from the Examination Board before a reader or scribe is used and the following requirements must be agreed:

- Scribe and learner should be in a separate room so that other learners are not disturbed; this means that an extra test supervisor 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 test supervisor 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.
- Communicators (interpreters) and learners should be in a separate room so that other learners are not disturbed; this means that an extra test supervisor is needed to ensure that guidelines given under the heading **Communicators and interpreters** are not breached.

Where Centres intend to use readers, scribes and communicators they should:

- Seek approval from the Examination Board using form PAR2 (see appendix). Written approval will be given by the Examination Board. A copy of this, with the addition of form PAR3 completed by the scribe or reader, must be returned with the answer sheets, answer books or scripts.
- Have written instructions which are given to readers and scribes to ensure that they do not give learners extra advantage over other learners. The information that follows may help Centres to draw up instructions for readers and scribes.

Use of prompters

An application **must** be submitted to EDI prior to the learner's first examination. (No evidence is needed to support this arrangement.) A prompter may be permitted where a learner has little or no sense of time, or loses concentration easily, or is affected by an obsessive-compulsive disorder which leads them to keep revising a question rather than moving onto other questions. In such instances a learner may be assisted by a prompter who can keep the learner focused on the need to answer a question and then move on to answering the next question.

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

The invigilator may act as a prompter. If the prompter is acting as a reader or scribe, different invigilation arrangements will apply. 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.

Readers

A reader is required to read, on request, all or part of the test or assessment, or any part of a learner's response. The reader must read accurately and at a reasonable rate. The reader may repeat, as necessary, any instructions given on a question paper, as well as the questions and answers already recorded. The reader may help visually impaired learners using tactile diagrams, graphs and tables to obtain the information that the printed paper would give to a sighted learner. The reader must, if required, spell out any word that occurs in the question paper or assessment. In addition, in Entry-Level Certificate examinations, a reader may explain instructions on the examination paper in order to give the learner access to the question but **must not give any explanation of technical terms**. The reader must be prepared for periods of inactivity. **In English and other modern languages, the reader must not be used for any reading test.**

Scribes (or Amanuenses)

A scribe is required to write out answers dictated by the learner. The scribe must be able to write legibly, at a reasonable speed and should have a working knowledge of the subject. The scribe must write down the answers **exactly** as dictated by the learner. The scribe must draw or add to diagrams strictly in accordance with the learner's instructions. The learner will not be expected to dictate spellings. The scribe should work at the learner's pace. **In English and other modern languages, the scribe must not be used for any writing test.**

Communicators and interpreters

A communicator is required to communicate questions to a learner upon request. A communicator should use a means of communication that is appropriate to the needs of a learner; this may include saying a word or phrase, rephrasing orally or use of the appropriate signing mode such as British Sign Language or writing. The communicator should give the essence of the learner's signed response on the examination paper or assessment without inferring any meaning that was not clear in the signed response.

Readers, scribes, communicators and practical assistants

When a learner is assisted by any of the above people, 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. 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 or assessment

A relative of the learner **may not** act as a reader, scribe, communicator or practical assistant.

Some learners may need to have their answers transcribed, e.g. if they have poor motor control, or they may need a prompter where the concentration span is not good. Approval must be sought from the Examination Board in such instances using form PAR2. Written approval will be given and a copy of that approval must be returned with answer sheets, answer books and scripts.

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 his or her attainment as quickly and fluently as possible.

It is anticipated that learners who are able to produce work for assessment 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.

Where a word processor has been used, Centres need to complete form PAR4 and attach it to the learner's scripts.

Learners must have access only to those facilities that have been agreed in advance.

Transcripts

A transcript may be permitted where as a result of impairment a learner's handwriting is illegible or so difficult to read that it would be beneficial for an examiner to be able to refer to a transcript of the learner's work for clarification. An application must be submitted to EDI prior to the learner's first examination.

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 but not in red, green or purple ink/pencil. It may be helpful to enlarge the photocopy to A3.

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 Examination Board.

Reasonable adjustments which may be made without Examination Board approval

The following adjustments may be made without seeking approval from the Examination Board but the nature and extent of such support should be stated explicitly and reported to everyone involved in the assessment of the learner. For example, Form PAR1 should be returned to the Examination Board before the date of assessment in the case of external tests or assessments. For in-house assessments, the moderator or verifier should be informed.

- Low vision aids, overlays etc
- Braille of non-secure assessment material
- Amplification, taped questions and responses
- Supervised rest breaks
- Extra time up to 25%
- Bilingual translation dictionaries (where use is permitted)
- Use of word processors if the test or assessment allows for this.

3. Other considerations

External assessment

Braille or large print examination papers or assessment materials may already be available from the Examination Board and Centres should write to the Examination Board requesting these.

Sufficient time should be allowed for the Examination Board to produce modified examination papers or assessment materials and a period of 4 months is usually necessary. All requests for reasonable adjustments should be made at least 8 weeks before the date of assessment.

Centres may wish to photocopy test or assessment materials on coloured paper and this is permissible without approval from the Examination Board. **Such test or assessment materials may only be opened one hour before the start of the test or assessment. The packet containing original and photocopied test or assessment materials must be resealed and stored securely.**

Summary of when approval is needed for reasonable adjustments

Temporary disability (dependent on circumstance)
Special consideration
Extra time over 25%
Prompters
Practical assistant during external assessment
Readers
Scribes
Communicators or interpreters
Braille or large print exam papers or assessment materials
Word processing
Transcripts

Summary of when approval is not needed for reasonable adjustments

Extra time up to 25%
Supervised rest periods
Practical assistant in in-house assessment
Low vision aids, overlays etc
Braille of non-secure assessment material
Amplification, taped questions and responses
Bilingual translation dictionaries
Photocopying of assessment material on coloured paper

Where it is identified above that approval from the Examination Board is not necessary, it is important that Centres report in to the Examination Board where reasonable adjustments have been made which fall into those categories. This assists examiners, moderators etc and also helps the Examination Board to monitor its commitment to helping all learners to achieve.

If there is the slightest doubt about whether a reasonable adjustment is permissible or not, the Centre should seek clarification from the Examination Board.

4. Inclusion statement for JETSET

Speaking and 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 use of sign language provided this is made accessible to all participants in the discussion (It is recognised that BSL (British Sign Language) 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 and listening where BSL is the learner's normal way of communicating in the contexts described by the standards). No other languages are permitted as alternatives to English;
- Can include access to augmentative speech equipment and such software as constitutes the learner's normal way of working;
- Does not depend solely on the use of written language or require the individual(s) with whom the learner is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

Reading

Reading is defined as the independent decoding and understanding of written language and text in a purposeful context.

"Text" is defined as materials that include the use of words that are written, printed, on screen or presented in Braille.

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 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 PAR5.

Writing

Writing is defined as the independent construction of written text to communicate in a purposeful context.

"Text" is defined as above and which are presented in a way that is accessible for the intended audience.

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 requirements for independence. As a last resort, an exemption from the requirements can be requested for learners with disabilities who cannot use assistive technology, see PAR5.



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Form PAR1

Monitoring of reasonable adjustments not requiring prior approval

Centre name:

Centre code:

Date of examination or assessment:

Test or assessment name:

Reasonable adjustments have been made for the following learners and proof of disability is attached.

Learner number	Learner name	Nature of disability	Reasonable adjustment made

Signed:

Date:

Name:

Position:

Contact email or telephone number:

Please return to the International Customer Support / QA department 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.

Form PAR2

Learners requiring reasonable adjustments

Centre name:

Centre code:

Date of examination or assessment:

Test or assessment name:

The following learner/s requires reasonable adjustments and proof of disability is attached. Approval is sought to offer these as listed:

Learner number	Learner name	Nature of disability	Reasonable adjustment required

Signed:

Date:

Name:

Position:

Contact email or telephone number:

Please return to the International Customer Support / QA department 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 letter from Quality Assurance.



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Form PAR3

Monitoring of reasonable adjustments

This form must be completed and attached to the learner's work where assistance has been provided.

Centre name:

Centre code:

Date of examination or assessment:

Learner name:

Learner number:

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

Use of reader (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)

Use of Scribe (tick box)

I confirm that I have written entirely at the learner's dictation. Details of any extra help given are recorded on the attached report.

Signed (approved Scribe)

Use of Communicator (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 Communicator)

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 Communicator)

Signed:
(Quality Contact for Centre)

Date:

Form PAR4

Monitoring of reasonable adjustments

Use of Word Processing or Keyboards

Centre name:

Centre code:

Date of examination or assessment:

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 or assessment.

Signed:
(Quality Contact)

Date:

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



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Form PAR5

Application for exemption – JETSET only

Centre name:

Centre code:

Date of examination or assessment:

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

Signed:

Date:

Name:

Position:

Contact email or telephone number:

Please return to the International Service Delivery department 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 letter from EDI.

Notes

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