



# RoSPA Reasonable Adjustments & Special Considerations Policy 2025

<b>Policy Owner</b>	<b>RoSPA</b>
<b>Policy Lead</b>	<b>Head of Qualifications</b>
<b>Audience</b>	<b>OFQUAL, Centres, Learners</b>
<b>Legislation and Regulation</b>	<b>OFQUAL Conditions of Recognition (GCoR) G6, G7 P1 – P6</b>
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## **1. Guidance**

This policy should be read and implemented by RoSPA Centres involved in the delivery of our qualifications.

## **2. Introduction**

The purpose of this policy is to ensure fair access to assessments and qualifications for all Learners, particularly those with disabilities or other needs. RoSPA and its Centres will act with honesty and integrity in all regulated activities, including design, delivery, assessment, and decisions on adjustments and considerations, consistent with Ofqual's Principles Condition.

## **3. Definitions**

- Ofqual General Conditions of Recognition – GCoR

## **4. Policy statement**

This policy is aimed at RoSPA Centres and Learners who are delivering, or are registered on, a RoSPA qualification. It is also for use by our staff to ensure that they deal with all reasonable adjustment and special consideration requests in a consistent manner.

This policy outlines:

- RoSPA's arrangements for making reasonable adjustments and giving special consideration in relation to our qualifications
- How Learners qualify for reasonable adjustments and special consideration
- The reasonable adjustments we permit and those where permission is required in advance before they are applied
- Specific special consideration that can be given to Learners.

## **Policy**

### **Centre responsibility**

It is important that Centre staff involved in the management, assessment and quality assurance of qualifications are fully aware of the contents of the policy and can advise Learners appropriately.

Application of this policy within Centres will be monitored when Centre visits are carried out by External Quality Assurers.

RoSPA Centres have a duty to ensure the rights of Learners to access qualifications and assessments in a way most appropriate for their individual needs are upheld.

Centres must ensure they have an inclusive assessment process in place that adheres to disability and equality legislation and other regulatory criteria whilst ensuring standards of assessment are maintained.

**Please refer to Equality, Diversity and Accessibility Policy** which is available from the Qualifications Management System (QMS) <https://www.rosqualqms.com>.

All records, including the appropriate evidence to support a Reasonable Adjustment or Special Consideration must be retained by the Centre for at least three years from the end of the year to which they relate. Centres must make the Learner's evidence available to RoSPA when requested

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

Circumstances for both internal and external assessment that are not covered in this policy should be discussed with RoSPA before any assessments take place. Please contact us using the contact details provided at the end of this document.

### **Appeals**

If you wish to appeal against our decision to decline requests for reasonable adjustments or special consideration arrangements, please refer to the RoSPA Appeals Policy, which is available from the Qualifications Management System (QMS):

<https://www.rosqualqms.com>

### **Policy Overview**

To comply with equalities law, RoSPA have in place clear arrangements to make reasonable adjustments in relation to its qualifications, so that a Learner with special educational needs, disabilities or temporary injuries can demonstrate their knowledge, skills and understanding to the levels of attainment required by the qualification.

When designing and developing an assessment, we will always:

- Anticipate the diversity of the Learners likely to take it and the range of reasonable adjustments disabled Learners might need
- Consider whether an anticipated reasonable adjustment might raise accessibility issues for a particular task
- Decide how a task would be changed or replaced to make it accessible when used with Reasonable Adjustments or whether another Reasonable Adjustment should be used
- Introduce aspects of universal design to our assessments
- Develop clear specifications, well-designed assessments, source materials and mark schemes to help avoid bias and barriers to the recognition of attainment
- Design assessments that use a varied but coherent combination of techniques, where appropriate
- If a narrow range of assessments is used, ensure there are no ambiguities or hidden expectations in the assessment criteria, learning outcomes or schemes of assessment.

However, we acknowledge 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.



Often Learners are required to complete assessment evidence which can consist of a mixture of work products, practical assessments, assignments and knowledge tests. Making appropriate access arrangements in qualifications of this type can be easier than in qualifications where the mode of assessment is firmer.

It is important to establish the most appropriate method of obtaining evidence when a Learner is first accepted onto a course that leads to a qualification. The Learner may present their evidence in any format, if it enables them to demonstrate that they have met the specified assessment criteria. For example, a Learner may present their evidence through the medium of braille or audio or video recording, instead of written formats. Oral questioning or witness testimonies may replace written responses.

The provision for reasonable adjustments and special consideration is made to ensure that Learners receive recognition of their achievement without compromising the authenticity, comparability, validity and reliability of the assessment. They are not concessions to make the assessment easier for Learners, or to give them an unfair advantage. **For advice on permitted reasonable adjustments please see Appendix 2.**

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

- Through reasonable adjustments
- Through special considerations.

### **Definition of reasonable adjustments**

A reasonable adjustment is any action that helps to reduce the effect of a disability that places the Learner at a substantial disadvantage in the assessment situation. The adjustment is made to an assessment for a qualification, to enable the 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:

- Adapting assessment materials, such as providing braille
- Changing usual assessment arrangements. For example, allowing a Learner extra time to complete the assessment activity
- Providing assistance during assessment, such as a sign language interpreter, reader or increased time
- Reorganising 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 different coloured backgrounds to screens for onscreen assessments or asking for permission for copying to different coloured paper for paper-based assessments.

### **Definition of a special consideration**

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



For example, a special consideration could apply to a Learner who had temporarily experienced an illness or injury, or some other event outside of their control, which has had, or is likely to have had, a material effect on that Learner's ability to take an assessment.

If the application for special consideration is successful, the Learner's performance will be reviewed in the light of available evidence.

Special consideration should not give the Learner an unfair advantage or cause the user of the certificate to be misled regarding a Learner's achievements. The Learner's result must reflect their achievement in the assessment and not necessarily their potential ability.

Centres should note that where an assessment requires the Learner to demonstrate practical competence, or where criteria must be met fully, it may not be possible to apply special consideration.

## **Process for requesting reasonable adjustments or special considerations**

Please see **Appendix 1** for the full process of requesting reasonable adjustments and special considerations.

Firstly, the Centre should **refer** to the **Reasonable Adjustments Permissions Table in Appendix 3**. Some reasonable adjustments can be made at the discretion of the Centre, but others need permission from RoSPA. This table outlines some of the decisions on reasonable adjustments that can be made. However, Centres have a duty to seek advice from RoSPA if they are in any doubt about whether an adjustment is needed, or how it should be applied.

## **Making Requests to RoSPA for reasonable adjustments**

Where a Centre is required to apply to RoSPA for a reasonable adjustment, requests should be submitted no later than **seven days before the assessment**.

**Please note in some extenuating situations reasonable adjustments can be applied for one day before the assessment.**

If a Centre is making a request on behalf of its Learners, it should complete a Reasonable Adjustments and Special Consideration Request Form which is available from the QMS. The following supporting information should be provided:

- Name of the Learner
- Details of the qualification and assessment dates
- Nature of, and rationale for, the request
- Supporting information and evidence, such as medical evidence or a statement from the invigilator.

Learners can, in exceptional circumstances, make requests directly to RoSPA by contacting us on 0121 248 2115 or emailing us at **qualifications@ROSPA.com**

Learners should be made aware of the nature of the assessments and of this policy prior to the course, so that requests can be made in advance for reasonable adjustments. However,



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we are aware that in some cases the Learner may not have requested reasonable adjustments until after they have started the course. If a reasonable adjustment is required that the Centre is not permitted to decide on, the Centre should contact RoSPA immediately on **0121 248 2115**.

### **Reasonable adjustment decisions that can be made by the Centre**

If a reasonable adjustment has been made at the discretion of the Centre, details of the reasonable adjustment should still be recorded on the Reasonable Adjustments and Special Consideration Request Form on the Learner's record in the QMS and full records retained by the Centre.

### **Recording reasonable adjustments and special considerations on the QMS**

In all cases where reasonable adjustments or special considerations have been made by RoSPA or by the Centre, this should be recorded on the Learner's record on the course booking on the QMS (see QMS User guide available on the QMS homepage for instructions).

### **How RoSPA will deal with requests**

We will aim to respond to all requests within **two** working days of receipt. If we are unable to respond within this time frame, we will provide you with an estimated response date.

## **5. Responsibility and review**

RoSPA will review and update this policy annually and revise it on an ad hoc basis, in response to customer and Learner feedback, observations from our monitoring data, changes in our practices, current best practice, guidance from qualifications regulator or external agencies, or changes in relevant legislation. RoSPA will use lessons learned from confirmed cases and trends to improve qualification design and assessment processes. We will keep centres and stakeholders informed of any major policy changes or systemic issues to maintain public confidence. Where an event could cause an Adverse Effect, RoSPA will notify Ofqual promptly and cooperate fully under GCoR B3 and B6. To prevent non-compliance, we will also carry out annual risk assessments on adjustment processes and provide targeted training for Centres.

If you would like to feed back any views or opinions or have a query about any aspect of this policy, please contact us using the details below.

### **Contact us:**

Telephone RoSPA on 0121 248 2115  
Email us at: [qualifications@ROSPA.com](mailto:qualifications@ROSPA.com)

Or write to us at:

- RoSPA  
RoSPA House  
28 Calthorpe Road  
Birmingham  
B15 1RP



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## 6. Evidence

Effectiveness of this policy will be measured against our customer and Learner feedback, and observations from our monitoring data.

### Approved by

**Name:** Monique Klein **Date:** 2/9/2026

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### Appendix 1: Related Documents

Document Title	Relationship to this policy
Ofqual GCoR G6, G7	Rules about reasonable adjustments and special considerations: <a href="https://www.gov.uk/government/publications/ofqual-handbook-general-conditions-of-recognition-section-g-setting-and-delivering-the-assessment-guidance">Ofqual Handbook: General Conditions of Recognition - Section G - Setting and delivering the assessment - Guidance - GOV.UK (www.gov.uk)</a>
Equality, Diversity and Accessibility Policy	Adherence to disability and equality legislation and other regulatory criteria whilst ensuring standards of assessment are maintained.  Available via the Qualification Management System (QMS).
Appeals Policy	Appeal against decisions to decline requests for reasonable adjustments or special consideration arrangements.  Available via the Qualification Management System (QMS).

## Appendix 2 - Making reasonable adjustments

### Principles of making reasonable adjustments

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

- Adjustments should not invalidate the assessment requirements of the qualification
- Adjustments should not give the Learner an unfair advantage
- Adjustments should reflect the Learner's normal way of working
- Adjustments should be based on the individual needs of the Learner
- Adjustments should allow the Learner an equal opportunity to show what they can do and what they know, without altering competence standards.

RoSPA, and our Centres, have a responsibility to ensure that the process of assessment is robust, fair and allows the Learner to show what they know and can do, without compromising the assessment criteria. Decisions will be impartial, evidence-based, and proportionate, considering individual circumstances and impact on fairness.

When considering whether an adjustment to assessment is appropriate, RoSPA and our Centres should consider the following:

- Adjustments to assessment should not compensate the Learner for lack of knowledge and skills. The Learner must be able to cope with the content of the assessment and be able to work at the level required for the assessment
- Any adjustment to assessment must not invalidate the assessment requirements of the qualification or the requirements of the assessment strategy. Competence standards should not be altered. RoSPA 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 do not require adjustments or considerations. However, 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 Learner 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 compared to other Learners. The qualification of a Learner who has 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 needs of the Learner. Decisions about adjustments to assessment should be taken after careful

consideration of the assessment needs of each individual Learner, the assessment requirements of the qualification and the nature and extent of the support given as part of normal teaching practice. A Centre should not assume that the same adjustment will be required for all assessments or Learners with specific needs. 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 valid, authentic, current, sufficient, and reliable (VACSR)
- All adjustments to assessment must be authorised by the Head of Centre, or a member of staff with delegated authority and implemented in accordance with the guidance given.

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

There are three routes through which a Learner may be granted adjustments to assessment.

These routes are:

- Use reasonable adjustments permitted at the discretion of the Centre
- In some cases, RoSPA may permit the Centre to implement reasonable adjustments without seeking prior permission. In these cases, RoSPA requires Centres to keep records for inspection, including any declarations that are signed and dated by a member of the Centre staff, who has been formally delegated authority for this by the Head of Centre
- Apply to RoSPA for permission. Centre to apply using the Reasonable Adjustments & Special Considerations Form which is available on the QMS. A decision will be made by either the RoSPA management team or the Centre's allocated External Quality Assurer (EQA).

Centres should keep records of adjustments they have permitted and those they have requested from RoSPA. These records should normally be kept for three years following the assessment to which they apply.

It is recommended that Centres nominate members of staff to take responsibility for demonstrating the implementation and recording of adjustments to assessments, for monitoring by RoSPA or the qualifications regulator.

## **Qualification specific information**

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

There are no circumstances in which the health and safety of a Learner should be compromised in the context 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 themselves or others, a suitably qualified person in the Centre should carry out a risk assessment related to the Learner's particular circumstances. The risk assessment should identify the risks associated with the 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 fulfil all the requirements of the assessment. In this case it may be appropriate to substitute another task or delay assessment in the event of temporary disability/need. Where this is the case, timescales should be agreed with RoSPA.

The Centre should contact RoSPA to discuss individual cases where further clarification is necessary.

Assumptions should not be made that a disability will pose a health and safety risk, but the health and safety of all Learners and others must always be of paramount importance.

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

With assessments which are not taken under examination conditions, the Centre has greater flexibility to be responsive to an individual Learner's needs and choose an assessment activity and method that will allow the Learner to demonstrate attainment.

These types of assessments may include:

- Coursework
- Set assignments which are researched in the Learner's own time
- Assessment activities devised by the Centre or by RoSPA
- Assessments where the Learner must collect, present or describe evidence, information, or opinion, to demonstrate competence.

The assessment requirements for many vocational qualifications fall into the above.

In these types of assessments, the Learner may meet the specified assessment criteria in any way that is valid. To facilitate access where there is evidence of need, the Centre may:

- Allow the Learner to use any mechanical, electronic or other aids to demonstrate achievement if the aids:
  - Are generally commercially available
  - Reflect the Learner's normal way of working
  - Enable the Learner to meet the specified criteria
  - Do not give the Learner an unfair advantage

- Present assessment materials or documents in a way that reflects the Learner's normal way of working and enables him or her to meet the specified assessment criteria. For example, materials do not have to be in written or spoken format, unless specified by the assessment requirements
- Allow the Learner to present their answers or evidence in any format, if it enables them to demonstrate that they have met the assessment criteria. For example, answers or evidence do not have to be in written or spoken format unless specified by the assessment criteria.

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

The outcome produced by the Learner must always:

- Meet the requirements of the specifications, regardless of the process or method used
- Be assessable
- Be able to be moderated or quality assured.

In the case of long-term illness of an individual Learner, or when a permanent health condition or disability means a Learner's completion of assessment takes additional time, it may be possible to permit an extension to the deadline for the submission of work for certification. A Centre should note that it will not be possible to allow time extensions for all qualifications.

Where reasonable adjustments are put in place for these types of assessments, the Centre should check whether permission needs to be obtained from RoSPA. The Centre should ensure that they adhere to RoSPA's requirements for record keeping and supporting evidence.

### **Assessments for externally quality assured qualifications**

Some qualifications require Learners to compile a portfolio of evidence which can consist of a mixture of work products, observation reports, witness statements, knowledge tests, etc. Making appropriate access arrangements in qualifications of this type can be easier than in qualifications where the mode of assessment is more firmly fixed.

The benefits of being able to vary the assessment evidence and choose the most appropriate method of obtaining evidence should be considered when the Learner is first accepted onto a programme.

Where there is an identified need, the Learner may present their evidence in any format if it enables them to demonstrate that they have met the specified assessment criteria. For example, a Learner may present their evidence through the medium of braille, audio or video

recording, instead of written formats. Oral questioning or witness testimonies may replace written responses.

Where evidence is produced in Braille or video recorded using British Sign Language (BSL), it is the Centre's responsibility to ensure that a person who is suitably qualified in Braille or British Sign Language (BSL) is available to translate the material for the internal and external quality assurer or Trainer/Assessor, if this is required.

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

The Learner must fulfil the demands of the criteria consistently over a period of time, regardless of the method used to obtain the evidence. The assessment criteria may not be amended, re-worded or omitted.

The Learner may use any mechanical or electronic aids which are available in the workplace, or which are commercially available, to demonstrate competence. These may include specially adapted equipment or assistive technology. The Centre is required to ensure that a Learner has the necessary and appropriate resources to enable the Learner with access-related needs to produce evidence of developing the portfolio.

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

While Trainers/Assessors, Internal and External Quality Assurers normally prefer to see a portfolio made up of evidence which is varied, the Centre should be prepared to accept a more restrictive variety of evidence as a means of enabling access. It is sensible, however, to discuss this matter with the Internal or External Quality Assurer at an early stage.

Where reasonable adjustments are put in place for verified types of assessments, the Centre should check whether permission needs to be obtained from RoSPA. The Centre should ensure that they adhere to RoSPA's requirements for record keeping and supporting evidence.

### **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, 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.

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 these could be reduced using a reader, word processor, scribe, British Sign Language (BSL) or 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 fully.

#### **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 or visual impairment. They may also need to use a BSL interpreter, practical assistant, reader or scribe. Adapted vehicles may be used for in-vehicle assessments. In addition, they may benefit from the use of assistive technology and extra time to complete assessments.

#### **Behavioural, Emotional and Social needs**

The Learner may benefit from supervised rest breaks and separate accommodation, either within the Centre 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 when using a bilingual dictionary. RoSPA will allow the provision of a reader and/or writer for Learners who do not speak English as their preferred language, as well as the use of bilingual dictionaries and translation software. Centres wishing to provide these reasonable adjustments must notify RoSPA prior to the assessment taking place.

The Learner's need for a dictionary or translation software does not in itself justify allowing the Learner extra time unless the Learner must refer to the dictionary or translation software 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 Centre has a responsibility to ensure it has effective internal procedures in place for identifying Learner needs and that these procedures comply with the requirements of disability and equal opportunities legislation.

A Centre may choose to use the following guide:



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

- Identify whether reasonable adjustments may be needed.

Relevant Centre staff should decide, in conjunction with the Learner, whether they 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 they will know best what the impact of their disability or difficulty is. Where the implications of a particular difficulty are unclear, the Centre should make use of specialist advice to determine how the difficulty will affect the Learner's performance in the assessment. The Centre should avoid making assumptions, based on previous experience, about whether adjustments may be necessary. Judgments should be made based on 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, Centre staff should take into consideration the Learner's normal way of working, the 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. For example, adjusting seat height or providing an arm rest. The same Learner may not require the same adjustment for all types of assessment. Different qualifications have different demands. For example, a Learner living with dyslexia may need extra time to complete a written test but may not need extra time for a 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 Centre 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, authentic, current, sufficient and reliable, using the Reasonable Adjustments and Special Consideration Request Form which is accessed within the forms section of the QMS.

To ensure that any adjustment to assessment will only provide the Learner with the necessary assistance, without giving them an unfair advantage over others, the Centre must be clear about the extent to which the Learner is affected by the disability or difficulty.

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

Where the implications of the difficulty are not obvious, such as for learning or mental health difficulties, the Centre will have to provide additional evidence of the effect of the impairment on the Learner's performance in the assessment. The Centre should decide what will best assist understanding of the Learner's situation, but any of the following types of evidence would be acceptable:

- ***Evidence of assessment of the Learner's needs in relation to the assessment, conducted within the Centre by a relevant member of staff with competence and responsibility in this area, such as learning support staff, teaching staff, trainers, assessors and other specialist staff***

If necessary, external experts may be called upon to assess the Learner. This evidence should include an indication of how the Centre plans to meet the Learner's needs and should show that the Learner can cope with the level and content of the assessment. The evidence should be documented for audit purposes. Information from previous Centres attended by the Learner may also be included.

- ***History of provision within the Centre***

This should include information about the support received by the Learner during the learning or training programme and during formative assessments. Evidence of the way in which the Learner's needs are being met during the learning programme should be documented for audit purposes

- ***Written evidence produced by independent, authoritative specialists***

This could take the form of medical, psychological or professional reports or assessments. These reports should state the name, title and professional credentials of the person who 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 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 considered. The reasons for the statement may have only limited effect on achievement in the assessment.

It is the Centre's responsibility to ensure that all applications for reasonable adjustments are based on the individual needs of the Learner and that the evidence in support of the application is sufficient, reliable and valid. A Centre should maintain records of all cases for audit purposes and monitor the effectiveness of the reasonable adjustments that have been made.

## Range of reasonable adjustments

The Reasonable Adjustments Permissions Table in **Appendix 3** lists the most commonly requested adjustments to standard assessment arrangements. It is not intended to be a comprehensive list, and Centres and External Quality Assurers (EQAs) have a duty to seek advice from RoSPA in any case where they do not consider that they have the necessary expertise to judge whether a reasonable adjustment is needed, or how it should be applied.

Centres should note that:

- Not all the adjustments to assessments described below will be reasonable, permissible, or practical in particular situations. If in doubt, the Centre is advised to contact RoSPA 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, but others may require a combination of several adjustments
- Adjustments to assessments will mostly be needed for assessments which are taken under constrained or 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 they have 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 Centre's 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 Centre
- Extra time for onscreen assessments may have to be customised for each Learner. In these cases, the Centre is advised to contact RoSPA to apply for a time extension to be applied
- Before the Centre allows extra time for the Learner, the Centre should be satisfied that the Learner can cope with the content of the qualification and that the Learner is medically fit to undertake the extended assessment
- 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 or environment. The duration of the breaks will not be deducted from the assessment time. The Centre should be aware that, during the supervised rest breaks, the Learner is still under assessment conditions and that the usual regulations governing conduct of assessments will apply
- 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, such as between tasks, supervised rest breaks can be allowed
- For onscreen assessments, the Centre needs to check with RoSPA whether the time for rest breaks should 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:**

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



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

- Minor changes to the organisation of the assessment room may benefit some Learners living with Autism Spectrum Disorder and those with visual or hearing impairment or 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
- Learners living with Autism Spectrum Disorder may benefit from having visual or auditory stimuli removed from the room, such as a ticking clock.

#### **Summary:**

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

### **Separate accommodation within the Centre**

- It may be necessary to accommodate the Learner separately if they are using readers, scribes, BSL or English interpreters, or word processing equipment, which may disturb other Learners.

#### **Summary:**

Centres 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. Advice from RoSPA must be sought on this.
- The Centre 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 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**

- The Centre should ensure that the Learner has had sufficient practice in the use of these aids and that any electronic aids are in good working order.
- For assessments taken under examination conditions, the Learner should be accommodated separately with separate invigilation if the use of any of these aids will disturb other Learners. In these cases, the invigilator should be fully informed of the Learner's support.
- A Centre should contact RoSPA 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 or screen reading, or 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 Centre should ensure that the use of assistive technology will not invalidate the assessment requirements or give the Learner an unfair advantage. Due to the rapid development of such technology, Centres should seek advice from RoSPA if the implications of using certain kinds of assistive technology are unclear.
- It should be noted that the use of such software may introduce an additional unintended element to the assessment, 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 assistive technology works.
- The assistive technology should not give the Learner an unfair advantage over other Learners or invalidate the assessment criteria.

**Use of manual or electronic bilingual dictionaries or bilingual translation software**

- The use of bilingual dictionaries and bilingual translation software, including BSL or English dictionaries and 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 Centre is satisfied that the Learner can cope with the subject content, but the

knowledge and comprehension of English might impair the ability to complete the assessment within the normal time allocated,

- The Centre should note that the qualifications regulator in England, Ofqual, states in their 2011 General Conditions of Recognition 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."*
- The Centre 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 and bilingual translation software, the Centre must check that the equipment does not contain any 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 and/or bilingual translation software should not give the Learner an unfair advantage over other Learners or invalidate the assessment criteria.

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

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

- For paper-based assessments enlargements may be used. Examples of these include:
  - Unmodified enlarged papers where the standard paper is photocopied from A4 to A3, thus enlarging the whole paper and retaining the original layout and visual presentation
  - Modified enlarged paper where the paper is modified by simplifying the layout and, where necessary, reducing the content while still meeting the same objectives as those assessed in the original paper
- Where RoSPA can provide externally set assessment material in enlarged format, the Centre must apply no later than 10 weeks before the date of the assessment
- Where the Centre is permitted to make the enlargements to externally set assessment material, it should take responsibility for the security of the material and for ensuring that the entire document is enlarged. The Learner may be penalised for any errors in work which occur as a result of incomplete enlargement of the material
- Centres should note that assessment material containing scale diagrams cannot be enlarged
- It is the Centre's responsibility to provide Centre-devised assessment materials and resources, or reference material, in a suitable format for the Learner.

## **On-screen assessments**

- If the default font and text size used for an on-screen assessment is not suitable for the Learner, screen magnification software programmes may provide an option to magnify the text to a suitable size. Advanced screen software programs used by RoSPA provide options to change screen colours and fonts.

### **Summary:**

- Where appropriate, the Centre should meet RoSPA's deadline for requesting enlarged assessment material, normally no later than 10 weeks before the date of the assessment
- In cases where the Centre is permitted by RoSPA to enlarge assessment material, the Centre should take responsibility for the security of the material and for ensuring that the entire document is enlarged
- Learners should become familiar with the ways the screen may be adapted in onscreen exams by using the practice tests.

## **Assessment material in Braille**

- Assessment material may be provided in Braille for a blind or visually impaired Learner
- The material will be modified to remove any visual content prior to brailing
- Diagrams in the assessment material can be produced as tactile diagrams
- Where RoSPA can provide externally set assessment material in Braille, the Centre must apply no later than 10 weeks before the date of the assessment. If Braille assessment material has been ordered, but is no longer required, the Centre should inform RoSPA immediately, as any costs incurred in producing such material may be passed to the Centre
- Permission may be given to the Centre to convert externally set assessment materials to Braille. RoSPA will advise when this can be permitted
- Where the Centre is permitted to convert externally set assessment material to Braille, it should take responsibility for the security of the material and for ensuring that the entire document is in Braille. The Learner may be penalised for any errors in work which occur because of errors in the material that is in Braille
- Braille is not always an appropriate adjustment for the Learner, as not all blind people are fluent in Braille
- It is the Centre's responsibility to arrange for the Centre-devised assessment materials, resources, or reference materials to be produced in Braille.

### **Summary:**

Where appropriate, the Centre should meet RoSPA's deadline of no later than 10 weeks before the date of the assessment for requesting assessment material in Braille.

In cases where the Centre is permitted by RoSPA to use Braille assessment material, the Centre should take responsibility for the security of the material and for ensuring that the entire document is in Braille.

### **Language modified assessment material**

- The carrier language in assessment material may be modified for a deaf Learner whose preferred language is either English or BSL. In either case, the Learner's English may be limited and modified assessment material may be necessary. BSL is a recognized language and has its own grammar, syntax and vocabulary. Written assessment material will have to be modified for most deaf Learners for whom BSL is their preferred language
- Technical language may not be modified. The modified version of the assessment material should contain the same questions as the standard version, and the same answers will be expected from the Learner
- In listening tests, a transcript of the test may be provided, which can be read to the Learner by a live speaker. This will enable the Learner to lip-read the text
- Where RoSPA can provide language modified externally set assessment material, the Centre will have to apply no later than 10 weeks before the date of the assessment.
- Where the Centre is permitted to modify externally set assessment material, they should take responsibility for the security of the material and for the accuracy of the modification. The Learner may be penalised for any errors in work which occurs because of inaccurate modification of the material
- It is the Centre's responsibility to arrange for the modification of Centre-devised assessment materials and resources, or reference materials.

### **Summary:**

Where appropriate, the Centre should meet RoSPA's deadline for requesting language modified assessment material, normally no later than 10 weeks before the date of the assessment.

In cases where the Centre is permitted by RoSPA to modify assessment material, the Centre should take responsibility for the security of the material and for the accuracy of the modification.

### **Assessment material in BSL (British Sign Language)**

- Where the Centre cannot provide a BSL interpreter for the assessment, and if language modified assessment material does not provide sufficient assistance, a supporting BSL version of assessment material may be provided on DVD in written English. This facility may not be permitted for assessments where reading or listening is the competence being assessed.
- Where RoSPA can provide externally set assessment material in BSL, the Centre will have to apply no later than 10 weeks before the date of the assessment.



- Where the Centre is permitted to translate externally set assessment material into BSL, they should take responsibility for the security of the material and for the accuracy of the translation. The Learner may be penalised for any errors in work which occurs because of errors in the material.
- It is the Centre's responsibility to arrange for the translation of Centre-devised assessment materials and resources, or reference materials into BSL.
- Centres should note that translation of Centre-devised assessment materials and resources or reference materials into BSL will not be suitable for all assessments, and they will need to contact RoSPA for further advice if they are unclear whether this adjustment is appropriate.
- Centres should read the guidance for BSL interpreters in conjunction with this section.

### **Summary:**

- The Centre should meet RoSPA's deadline for requesting assessment material in BSL, normally no later than 10 weeks before the date of the assessment
- In cases where the Centre is permitted to translate the assessment material into BSL, it should take responsibility for the security of the material and for the accuracy of the translation
- The Centre should provide sufficient playback equipment that is in full working order.

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

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

### **Summary:**

- Where RoSPA can provide externally set assessment material on coloured paper, the Centre will have to apply by the deadlines set by RoSPA, normally no later than 10 weeks before the date of the assessment
- Where the Centre is permitted to photocopy externally set assessment material onto coloured paper, it should take responsibility for the security of the assessment material and for ensuring that the entire document is copied
- The Learner may be penalised for any errors in the script which occur because of incomplete copying of the document.

### **On-screen assessments**

- Learners may normally be able to select a screen background in a colour that is suited to their needs. It is advised that Learners explore the selection available using the practice test before they take an assessment.

## **Summary:**

- Where appropriate, the Centre should meet RoSPA's deadline for requesting externally set assessment material on coloured paper, normally no later than 10 weeks before the date of the assessment.
- Where the Centre is permitted to modify the assessment material, it should take responsibility for the security of the assessment material and for the accuracy of the modification.

## **Assessment material in audio format**

- Where there is evidence of need, assessment material may be provided in audio format. This facility is not available if reading is the competence being assessed or if the assessment material has visual content that is crucial to the understanding of the questions, such as illustrations, tables, diagrams, or sketches
- Where RoSPA can provide externally set assessment material in audio format, the Centre will have to apply no later than 10 weeks before the date of the assessment
- Where the Centre is permitted to produce an audio version of externally set assessment material, they should take responsibility for the security of the material and for ensuring that the recording is accurate. The Learner may be penalised for any errors in the work which occur because of errors in the recording
- It is the Centre's responsibility to provide Centre-devised assessment materials and resources, or reference material, in a suitable format for the Learner.

## **Summary:**

- Where appropriate, the Centre should meet RoSPA's deadline for requesting assessment material in audio format, no later than 10 weeks before the date of the assessment.
- Where the Centre is permitted to produce an audio version of the assessment material, they should take responsibility for the security of the material and for ensuring that the entire document is copied.
- The Centre should ensure that sufficient playback equipment is provided in full working order.

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

A Learner should be provided with the means to present responses by the method most appropriate and familiar to them, if the use of methods will not invalidate the requirements of the assessment. The use of Information and Communications Technology (ICT) is generally perceived to have a positive impact on helping Learners to access assessment.

The guidance given below relates to the use of ICT in written assessments. ICT can normally be used for Centre-devised and portfolio work unless the use of ICT is expressly prohibited by the qualification specification.

## **Use of ICT to present responses**

- The use of ICT in this context should be taken to include word processors, personal computers (PCs) and other microprocessor-controlled devices, producing output in text or other forms such as graphics and diagrams
- For many Learners with additional support needs, computers provide an effective means of independent communication. Consideration should be given to whether the Learner can meet the assessment criteria using a computer
- A computer should only be used if it is appropriate to the Learner's needs, if the Learner is confident in its use, can use it effectively and it reflects the normal way of working. The Learner should be consulted before a decision is taken on whether the use of ICT is an appropriate adjustment
- When a computer is used, other than a basic word processor, the Centre needs to consider the effect and appropriateness of the facility, which could include spell-checkers, electronic dictionaries, thesauri, calculators and predictive software.
- The use of the computer should not create a misleading impression of the Learner's attainment or confer an unfair advantage over other Learners
- The Centre should ensure that workstations are adapted for the needs of the Learner and that enabling technologies, such as screen reading software, coloured background, adapted keyboard, large tracker ball mouse and sticky keys are available
- Where it is apparent that assessment objectives cannot be met fully if a computer is used, the Centre should suggest alternative arrangements.

## **Summary:**

The Centre should ensure that:

- The computer is used solely by the Learner and not by someone acting on the Learner's behalf, unless the Learner has permission to use a scribe
- The computer is working correctly at the time of an assessment. It is the Centre's responsibility to arrange the ICT provision for the Learner
- The Learner has access only to those facilities, such as spelling and grammar checker, voice activated software and speech reading software, which have been agreed in advance with RoSPA
- The Learner cannot gain access to existing files or documents. Where a system operates from a DVD, the Learner must be supplied with a formatted disk containing only the software required for the assessment
- The computer should be free-standing and not be connected to the internet unless this is required in the assessment. If it is connected to the internet, a supervisor should strictly monitor access
- The Learner is accommodated separately if the use of a computer is likely to distract other Learners. In this case separate invigilation should be arranged
- The Learner is present when their work is printed. It is normal practice for a printed version of the Learner's work to be submitted and authenticated for assessment and

not the disk

- Where a question-and-answer booklet is provided, the Learner might need to answer some questions in the booklet and type other answers. Answers should be clearly labelled, and the printout must be attached to the question paper or answer booklet
- The Learner should be familiar with and able to use the computer and its software
- The Learner's work is saved frequently, if possible, using an auto-save facility.

### **Spoken responses using electronic recording devices.**

- Where there is evidence of need, the Learner may be permitted to record their responses electronically
- Spoken responses will only be available for assessments where there is no requirement for the Learner to produce visual material
- Where the Learner's responses are recorded electronically, the Centre should provide an authenticated transcript on paper of the Learner's responses
- It will be the Centre's responsibility to ensure that the transcript is an accurate reflection of the Learner's responses and to keep this and the original recording as a record of the assessment.

### **Summary:**

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

### **Responses in BSL**

- Where there is evidence of need, the Learner may be allowed to sign their responses to questions
- Signing of responses should not be permitted if the ability to write or speak English, Welsh or Irish (Gaeilge) is being assessed
- A Learner can sign full responses in BSL. Where the Learner is required to show knowledge of an expression or name in their response, this must be finger spelt
- The Centre will provide a paper translation of the responses for validation purposes
- The Centre should ensure that the person doing the translation is appropriately qualified
- Where the Centre provides a transcript of the Learner's response, the Centre should ensure that the transcript is authenticated and an accurate reflection of the Learner's responses. The Centre should keep this as a record of the assessment.

## **Summary:**

- The Centre should check whether permission should be sought from RoSPA to sign the Learner's responses.

## **Responses in Braille**

- Where there is evidence of need, a Learner may be permitted to present their responses in Braille
- In these cases, an authenticated paper transcript of the Learner's responses should be provided by the Centre
- It will be the Centre's responsibility to ensure that the transcript is an accurate reflection of the Learner's responses and to keep the transcript for their records.

## **Summary:**

- The Centre should select a transcriber with the required level of skill in Braille and fully brief them on responsibilities.

## **Use of access facilitators**

### **Reader**

- A reader is a person who, when requested, will read to the Learner all or part of the assessment material and the Learner's written responses
- Where there is evidence of need, a reader may be allowed in all assessments where reading is not being assessed
- The Centre should, in consultation with the Learner, decide whether the use of a reader will be an effective arrangement. The Learner may be more comfortable with:
  - The use of speech or screen reading software, which reads out the material without decoding or interpreting it
  - Accessing the assessment material in electronic format, in Braille, or through sign language
- The Centre is responsible for making the necessary arrangements for the provision of a reader
- The Reader should not normally be the Learner's own tutor or Trainer/Assessor, except in circumstances where it is necessary to do so. In such cases, RoSPA should be specifically consulted. On no account may a relative, friend or peer of the Learner be used as a reader
- The Centre should select the Reader based on their ability to work effectively with the Learner. The Reader should be able to read accurately, at a reasonable rate and should have sufficient knowledge of the subject to read technical terms accurately

- A Learner should, wherever possible, have had previous practice in working with the Reader and should have used this arrangement during any training program leading up to the assessment
- The Centre should ensure that the Learner and Reader are clear about the limitations of the Reader's role
- A separate Invigilator must be present when a Reader is used to ensure that the guidance regarding readers is followed
- The Centre should give the Reader clear instructions regarding what they are required to do and what they may and may not do during the assessment. These instructions should also be given to the Invigilator
- For a Learner requiring a Reader and a Scribe, the same person may act as both if permission has been given for both arrangements
- The Learner using a Reader should be accommodated separately so as not to disturb other Learners
- Where a Learner is not eligible for the use of a Reader, it may be helpful for the Learner to read the questions aloud. In these circumstances the Learner must be accommodated in a separate room so that other Learners are not disturbed. Separate invigilation should be arranged in these cases. The Invigilator may not correct the reading of the Learner
- The Reader is responsible to, and should be approved by, the Head of Centre or the Centre staff member with delegated responsibility.

#### The Reader:

- Should read only as requested by the Learner. The Learner may choose to read some parts of the assessment themselves
- Should read accurately. If the Reader is working with a deaf or hearing-impaired Learner, the reader should articulate clearly
- Should only read the exact wording (generally instructions and questions) and not explain meaning, rephrase, or interpret anything
- Should repeat instructions and questions on the paper only when specifically requested to do so by the Learner
- May consult a dictionary, at the Learner's request, where this is allowed, and read out entries
- Should read, as often as requested, the answers already recorded but may not act as proof-reader
- Should not advise the Learner regarding which questions to do, when to move on to the next question, or the order in which the questions should be answered
- May enable a visually impaired Learner to identify which piece of visual material relates to which question but should neither give factual help to the Learner nor offer any suggestion

- Is permitted to help a visually impaired Learner using diagrams, graphs and tables to obtain the information that the print copy, or amended print copy, would give to a sighted Learner
- Should, if requested, give a visually impaired Learner the spelling of a word which appears on the paper, but otherwise spellings must not be given
- Should refer any problems during the assessment to the Invigilator.

## **Summary**

- The Centre should check that the use of a Reader is the most appropriate arrangement to enable the Learner to undertake the assessment
- The Centre should select a Reader and fully brief them on the responsibilities of the role
- A separate Invigilator should be present when a Reader is used
- A Reader should not be allowed where this would invalidate the assessment requirements.

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

- A Scribe is a person who, in an assessment, writes down or types a Learner's dictated responses. Where there is evidence of need, a Scribe may be allowed in all assessments where writing or keyboarding is not the competence being assessed. The most common need for a scribe is where a Learner has injured their arm and is unable to write
- The Centre should, in consultation with the Learner, decide whether the use of a Scribe is an appropriate adjustment. As the effective use of a Scribe requires high level communication skills from the Learner, the Centre is advised to consider whether the Learner would be more comfortable with the use of a computer, especially where the Learner is likely to use a word processor rather than a Scribe in the workplace
- For a Learner requiring a Scribe and a Reader, the same person may act as both, provided permission has been given for both
- The use of a Scribe should not affect the assessment requirements for the qualification being assessed. In some cases, the writing of answers by the Learner may be the skill being assessed. Voice recognition technology (assistive technology) may be used in the writing component of a qualification, where its use reflects the Learner's normal way of writing
- The Centre should select a Scribe based on the ability to work effectively with the Learner. A Scribe should be able to produce an accurate record of the Learner's responses, write legibly or word process at a reasonable speed and have sufficient knowledge of the subject to be able to record technical terms correctly
- The Centre is responsible for making the necessary arrangements for the provision of a Scribe
- A Scribe is not permitted in an assessment requiring word processing or ICT

- A Scribe should not normally be the Learner's own tutor or Trainer/Assessor, except when it is necessary to do so. In such cases, the awarding body should be specifically consulted. On no account may a relative, friend or peer of the Learner be used as a Scribe
- A Learner should, wherever possible, have had previous practice in working with the Scribe and used this arrangement during their learning program
- The Centre should ensure that the Learner and Scribe are clear about the limitations of the Scribe's role
- The Centre should give the Scribe clear instructions regarding what they are required to do, and what they are not allowed to do, during the assessment. These instructions should also be given to the Invigilator
- The Learner using a Scribe should be accommodated separately so as not to disturb other Learners
- A separate Invigilator should be present when a Scribe is used to ensure that the guidance regarding scribes is followed
- The Scribe is responsible to, and should be approved by, the Head of Centre or the Centre staff member with delegated responsibility.

  

- During the assessment, a Scribe:
  - Should check with the Learner which parts of the assessment they wish to have the responses scribed. The Learner may choose to write some responses themselves
  - Should neither give factual help to the Learner, nor offer any suggestions
  - Should not advise the Learner regarding which questions to do, when to move on to the next question or the order in which the questions should be answered
  - Should write down answers exactly as they are dictated. Where spelling, accuracy and punctuation is being assessed, the Scribe must follow explicit instructions from the Learner. The Scribe may not take responsibility for spelling technical words
  - Should write a correction on a typescript or Braille sheet, if requested to do so by the Learner
  - Should not assist the Learner to produce any diagrammatical or graphical material. If assistance with this is needed, approval should be obtained from RoSPA in advance of the assessment
  - 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
  - Should immediately refer any problems in communication during the examination to the Invigilator.

#### **Summary:**

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

- The Centre should select a Scribe and fully brief them on the responsibilities of the role
- A separate Invigilator should be present when a Scribe is used
- A Scribe should not be allowed where the use would invalidate the assessment requirements.

### **BSL (British Sign Language)**

- Although BSL is now recognised as an official language of the UK, it is not a statutory language, unlike English, Welsh and Irish (Gaeilge)
- The qualifications regulator's criteria state: "*A Learner taking a qualification may be assessed in British Sign Language or Irish Sign Language where it is permitted by an awarding organisation for the purpose of Reasonable Adjustment*" (Ofqual's General Conditions of Recognition 2011 – G2.2)
- Where BSL is the primary means of communication for a deaf Learner, these Learners may have the support of a BSL interpreter to sign the questions, or parts of questions, where they are undertaking written assessments
- For assessments where reading or speaking and listening are the competences being assessed, BSL or any other sign language may only be used for the assessment material rubric and instructions
- The Centre should ensure that the BSL Interpreter has an appropriate qualification in sign language and a good working knowledge of the content of the assessment
- A Learner should, wherever possible, have had previous experience of working with a BSL Interpreter and should have used this arrangement during the learning program leading up to the assessment
- The Centre should ensure that the Learner and the person providing the interpretation is clear about the limitations of the latter's role in the assessment situation
- The Centre should ensure that the person providing the interpretation has access to the assessment material in advance of the assessment, to prepare for the signing. This arrangement should be agreed with the awarding body
- The interpretation should not give the Learner an unfair advantage and care must be taken not to indicate the meaning of technical words, where the Learner's understanding of these words is inherent in the purpose of the question. The interpretation should not explain or clarify. In some instances, it may be more appropriate to fingerspell a word
- Any words or phrases interpreted for the Learner because a standard sign is not available or appropriate should be underlined on the assessment material which, if separate from the answer book, should be attached to the Learner's answer book. Amended versions of questions should be shown in the assessment material
- The Learner using a BSL Interpreter should be accommodated separately so as not to disturb other Learners
- A separate Invigilator should be present when a BSL Interpreter is used to ensure that guidance regarding BSL interpreters is followed.

### The BSL Interpreter:

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

### **Summary:**

- The Centre should check that the use of BSL Interpreter is the most appropriate arrangement to enable the Learner to undertake the assessment
- The Centre should select a BSL Interpreter and fully brief them on the responsibilities of the role
- A separate Invigilator should be present when a BSL Interpreter is used
- A BSL Interpreter should not be allowed where this would invalidate the assessment requirements
- The BSL Interpreter should have an appropriate qualification in sign language, so as not to disadvantage the Learner.

### **Prompter**

- A Learner with severe attention difficulties may benefit from the use of a Prompter, in timed assessment situations, to draw their attention back to the assessment task
- The Centre should, in consultation with the Learner, decide whether the use of a Prompter is an appropriate arrangement
- The Centre is responsible for making the necessary arrangements for the provision of a prompter
- Where the difficulty is one of concentration, consideration should be given to allowing supervised rest breaks rather than a Prompter
- A Prompter should not normally be the Learner's own tutor or Trainer/Assessor, except when it may be necessary to do so. In such cases RoSPA should be specifically consulted. On no account may a relative, friend or peer of the Learner be used as a Prompter
- Prompters should be sufficiently familiar with the Learner to recognise when attention is no longer on the assessment task and not that they are, for example, simply looking away from the paper whilst thinking
- Under no circumstances may the Prompter draw the attention of the Learner to part of the question paper or the Learner's answer paper
- The Prompter should sit near enough to be able to observe the Learner and draw attention back to the task. This should, however, be as unobtrusive as possible. The

Learner's attention may be drawn back to the task using a light tap on the Learner's arm or shoulder or on the desk (though not in a way that may be taken to indicate any part of the examination question paper). Verbal prompting should not normally be used. The method used by the Promoter to bring back the Learner's attention should be agreed before the assessment between the Learner and the Promoter and should be acceptable to the Centre. It should be noted that some Learners with emotional or behavioural sensitivities or vulnerabilities, or mental health conditions, may not be comfortable with a physical prompt. A form of verbal prompting should be considered and agreed for these Learners

- In the case of a Learner with epilepsy, where the problem is one of temporary absenting, the normal procedure to help that Learner will be allowed
- The Centre should ensure that the Learner and Promoter are clear about the limitations of the Promoter's role
- The Centre should give the Promoter clear instructions regarding what they are required to do, and what they may and may not do, during the assessment. These instructions should also be given to the Invigilator
- The Centre should ensure that the Learner and the Promoter have had experience of working together
- A separate Invigilator should be present when a Promoter is used, to ensure that the guidance regarding prompters is followed. The Invigilator should be fully informed of the strategies used to regain the Learner's attention
- The Promoter is responsible to, and should be approved by, the Head of Centre or the Centre staff member with delegated responsibility.

During an assessment a Promoter:

- Should draw the Learner's attention back to the task in hand
- Should use the method of prompting agreed with the Learner
- Should not give factual help to the Learner or offer any suggestions
- Should not advise the Learner regarding which questions to do, when to move on to the next question or the order in which the questions should be done. For Entry Level qualifications, it may be appropriate for the Promoter to direct the Learner to where he/she was last
- Should be prepared for periods of inactivity during the assessment but should remain vigilant
- Should immediately refer any problems during the assessment to the Invigilator.

### **Summary:**

- The Centre should check that the use of a Promoter is the most appropriate arrangement to enable the Learner to undertake the assessment
- The Centre should select a Promoter and fully brief them on the responsibilities of

the role

- A separate Invigilator should be present when a Promter is used
- A Promter should not be allowed where such use would invalidate the assessment requirements.

### Appendix 3 – Reasonable Adjustments Permissions Table

Key:

- Centre – Reasonable adjustment permitted at the discretion of the Centre



accidents don't have to happen

- EQA – Consult External Quality Assurer (EQA) for permission
- MT – RoSPA Management Team (QPMs and Responsible Officer)
- RoSPA – Apply to RoSPA

<b>Reasonable Adjustment</b>	<b>Assessments NOT taken under examination conditions</b>	<b>Assessments taken under examination conditions</b>
Extra time up to 25%	RoSPA (EQA Decision)	RoSPA (MT Decision)
Extra time more than 25%	RoSPA (MT Decision)	RoSPA (MT Decision)
Supervised rest breaks	Centre	Centre
Change in the organisation of assessment room	Centre	Centre
Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners	Centre	Centre
Taking the assessment at an alternative venue	Centre	Centre
Separate accommodation within the Centre	Centre	Centre
Use of assistive software	RoSPA (MT Decision)	RoSPA (MT Decision)
Use of bilingual and bilingual translation dictionaries	Centre	RoSPA (MT Decision)
Assessment material in enlarged format	Centre	RoSPA (MT Decision)
Assessment material in Braille	RoSPA (EQA Decision)	RoSPA (MT Decision)
Language modified assessment material	RoSPA (EQA Decision)	RoSPA (MT Decision)
Assessment material in BSL	RoSPA (EQA Decision)	RoSPA (MT Decision)
Responses in Braille	RoSPA (EQA Decision)	RoSPA (MT Decision)
Reader	Centre	RoSPA (MT Decision)
Scribe	RoSPA (EQA Decision)	RoSPA (MT Decision)
BSL/English interpreter	RoSPA (EQA Decision)	RoSPA (MT Decision)

Prompter	Centre	RoSPA (MT Decision)
Practical Assistant	Centre	RoSPA (MT Decision)
Transcriber	Centre	RoSPA (MT Decision)
Any Other	RoSPA (EQA Decision)	RoSPA (MT Decision)

## Appendix 4: Document Provenance

Date endorsed	Category	Summarise changes made	Reason for change	Consulted	Changes endorsed by
XXXXX	New Policy			ELT, ARCom, BOT	BOT
August 2025	Policy Review	Updated contact email address	New email address	---	---