

INTRODUCTION

This policy is aimed at our centres and candidates who are delivering/registered on or have taken an IMI qualification/unit, apprenticeship standards or IMI Accredited Assessments or Learning Programmes (these will be referred to as IMI products for the duration of this document). It is also for use by our staff to ensure they deal with all reasonable adjustment and special consideration requests in a consistent manner and in accordance with Equalities Law 2010.

This policy outlines:

- how candidates qualify for reasonable adjustments and special considerations;
- the reasonable adjustments and special considerations we will apply;
- our arrangements for making reasonable adjustments and special considerations in relation to our IMI products.

Assessments should be a fair test of candidates' competence, skills and knowledge. However reasonable adjustments or special considerations may be required where:

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

The provision for reasonable adjustments and special consideration arrangements is made to ensure that candidates receive recognition of their achievement so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for candidates, nor advantages to give candidates a head start.

For ease of use this policy has been split into two sections:

- Section One – Making Reasonable Adjustments and
- Section Two – Making Special Considerations.

CENTRE'S RESPONSIBILITY

IMI approved centres must have fair access to assessment policy which reflects that of the IMI's reasonable adjustments & special considerations policy.

It is important that centre staff involved in the management, assessment and quality assurance of IMI products are fully aware of the contents of this policy. On their centre visits, our external quality assurers will check that the centre's relevant colleagues and candidate/s are aware of its contents and purpose.

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

Where the recruitment process identifies that the learner may not be able to demonstrate attainment and thus gain achievement in all of the assessments for the selected IMI product, this

must be communicated clearly to the learner.

A learner may still decide to proceed with a particular IMI product and not be entered for all or some of the assessments. Centres must ensure that learners are aware of:

- the range of options available, including any reasonable adjustments that may be necessary to enable the demonstration of attainment across all of the required assessments; and
- any restrictions on progression routes to the learner as a result of not achieving certain outcomes.

Centres have a responsibility to ensure that the process of assessment is robust and fair and allows the candidate to show what they know and can do without compromising the assessment criteria.

It is also the centre's responsibility to ensure that all applications for reasonable adjustments are based on the individual need of the candidate and that the evidence in support of the application is sufficient, reliable and valid (see section 'Supporting Evidence for Reasonable Adjustments'). A centre should maintain records of all cases for audit purposes and to monitor the effectiveness of the reasonable adjustments that have been made.

MAKING REASONABLE ADJUSTMENTS

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation. They are made to an assessment for an IMI product to enable a disabled candidate to demonstrate his or her knowledge, skills and understanding required by the specification for that IMI product.

Reasonable adjustments are approved or set in place before the assessment activity takes place.

The IMI and centres are only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

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

- changing usual assessment arrangements, for example allowing extra time, re-organising the assessment room or adapting assessment materials;
- providing assistance during assessment, such as a sign language interpreter or a reader;
- 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.

IDENTIFYING CANDIDATES ELIGIBLE FOR REASONABLE ADJUSTMENTS

Candidates will only be eligible for reasonable adjustments if their disability or difficulty places them at a substantial disadvantage in the assessment situation in comparison with a person who is not disabled or affected.

A centre must identify those candidates who are having difficulties or are likely to have difficulties accessing assessment.

A candidate 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 an IMI product. To assist with the early identification of candidates with access-related assessment needs, the centre should ensure that all staff who recruit, advice or guide potential candidates have had training to make them aware of access-related issues. Once the candidate's need has been identified, it should be documented for audit purposes.

Relevant centre staff should decide, in conjunction with the candidate, whether he or she will be able to meet the requirements of the assessment or whether adjustments will be required. It is important that the candidate is involved in this discussion as he or she knows best what the effect of their particular disability or difficulty is on how they do things. Where the implications of a particular difficulty are unclear, the centre should make use of specialist advice in order to determine how the difficulty will affect the candidate's performance in the assessment. The centre should avoid making assumptions, on the basis of previous experience, about whether adjustments may be necessary. Judgements should be made on the basis of individual need.

Any adjustment to assessment will be based on what the candidate needs to access the assessment.

Below are some examples of candidate needs that may be eligible for adjustments to assessments. This list is not exhaustive and it should be noted that some candidate needs will fall within more than one of the categories set out below.

- **Communication and interaction needs**

A candidate with communication and interaction difficulties may have problems with reading or writing, the effects of which could be reduced through the use of a reader, word processor, scribe, British Sign Language (BSL)/English interpreter, screen reading software or voice activated software. They may also benefit from extra time during assessments that are time-constrained to allow them to demonstrate their skills and knowledge.

- **Cognition and learning needs**

A candidate 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 candidate may need to have assessment material modified for hearing impairment and visual impairment. They may also need to use a BSL/English interpreter, practical assistant, reader and scribe. In addition they may benefit from the use of assistive technology and extra time to complete assessments.

- **Behavioural, emotional and social needs**

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

- **Candidates for whom English is an additional language**

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

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

APPROPRIATE REASONABLE ADJUSTMENTS

When identifying which adjustments the candidate will need in the assessment, centre staff should take into consideration the candidate's normal way of working, history of provision during teaching and during informal assessments and the assessment requirements of the IMI product. Certain simple adjustments may be all that is required, e.g. adjusting seat height or providing an arm rest, etc.

When considering whether an adjustment to assessment is appropriate, the IMI and our centres need to bear in mind the following:

- Adjustments to assessment should not compensate the candidate for lack of competence, skills or knowledge. The candidate 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 IMI product or the requirements of the associated assessment strategy.
- Candidates may not require the same adjustment for all types of assessment. For example, a dyslexic candidate may need extra time to complete a written test, but may not need extra time for a purely practical activity. The candidate should be consulted throughout the process

All candidates' performance must be assessed against set standards. As vocational qualifications, apprenticeships and accredited assessments and learning programmes may lead to employment, achievement of such must give a realistic indication to the potential employer of what the holder of the certificate can do. These standards cannot be altered, but it may be possible to change the delivery or process of assessment so that each candidate has an equal opportunity to demonstrate what they know, understand and can do, which means:

- any adjustment to assessment must not give the candidate an unfair advantage or disadvantage over other candidates.
- any adjustments to assessment should reflect the candidate's normal way of working providing this does not affect what is being assessed in any way.
- any adjustment to assessment must be supported by evidence which is sufficient, valid and reliable.
- all adjustments to assessment must be authorised by the Centre co-ordinator or a member of staff with delegated authority. Applications via Centres Hub will be processed on this assumption.

SUPPORTING EVIDENCE FOR REASONABLE ADJUSTMENTS

In order to ensure that any adjustment to assessment will only provide the candidate with the necessary assistance without giving him or her an unfair advantage over others, the centre must be clear about the extent to which the candidate 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 candidate with physical difficulties, profound hearing impairment or who are registered as blind or partially sighted, the centre should provide details including entry on any disability register. Where this detail is supplied no further evidence will be required.

Where the implications of the difficulty are not obvious, such as for learning difficulties, or mental health difficulties, the centre must provide additional evidence of the effect of the impairment on the candidate's performance in the assessment. Any of the following types of evidence would be acceptable. The centre should decide which of these will best assist understanding of the candidate's situation.

- **Evidence of assessment of the candidate's needs in relation to the particular assessment**

This should be carried out within the centre by the relevant member of staff with competence and responsibility in this area; staff include learning support staff, teaching staff, trainers, assessors and other specialist staff.

If necessary, external experts may be called upon to assess the candidate. This evidence should include an indication of how the centre plans to meet the candidate's needs and should show that the candidate 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 candidate may also be included.

- **History of provision within the centre**

This should include information about the support received by the candidate during the learning or training programme and during formative assessments. Evidence of the way in which the candidate'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 candidate is affected by the difficulty, including the effects of any medication that the candidate may be taking. In cases where it might be expected that there could be changes in the way the candidate is affected by the difficulty, there must be recent and relevant evidence of assessments and consultations carried out by an independent expert.

It should be noted, a candidate with a Statement of Special Educational Need does not automatically qualify for reasonable adjustments; the demands of the IMI product should be taken into account. The reasons for the statement may have only limited effect on achievement in the assessment. As such, an application that has previously been accepted for one type of qualification,

for example GCSE, will not necessarily be accepted for a vocational qualification. A completed application form (for example JCQ Form 8) on its own **does not** meet the evidence requirement. The application should always include the supporting evidence, not just a completed form.

RANGE OF REASONABLE ADJUSTMENTS

Appendix 1 (Reasonable Adjustments Permissions Table) lists the most commonly requested adjustments to standard assessment arrangements. It is not intended to be a comprehensive list and centres have a duty to seek advice from the IMI in any case where they do not consider that they have the necessary expertise to judge whether a reasonable adjustment is needed, and/or how it should be applied.

Centres should note that:

- not all the adjustments to assessments listed will be reasonable, permissible or practical in every situation. In some circumstances it may be more appropriate to select an alternative assessment task for the candidate. If in doubt, the Centre is advised to contact the IMI for advice.
- the candidate may not need, nor be allowed, the same adjustment for all IMI products. Some candidates may need a single adjustment; others may require a combination of several adjustments.
- any person used to facilitate a reasonable adjustment, i.e. interpreter, practical assistant etc. **MUST NOT** have a vested interest in the assessment outcome.
- adjustments to assessments will mostly be needed for assessments which are taken under constrained/examination conditions.

Appendix 2 (Reasonable Adjustments Guidance) details the available adjustments and 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.

Centres should refer to these appendices before making an application for reasonable adjustments.

OTHER CONSIDERATIONS

Health and safety considerations for practical assessments

The health and safety of all candidates and others must always be paramount. There are no circumstances when the health and safety of a candidate should be compromised in the name of assessment; a suitably qualified person in the centre should carry out a risk assessment related to the candidate's particular circumstances.

The risk assessment may reveal that it is not possible for the candidate to fulfil all the requirements of the assessment. In this case it may be appropriate to substitute another task. The centre should contact the IMI to discuss individual cases where further clarification is necessary.

Assessments which are taken under examination conditions

Where the method of assessment is rigidly determined, such as for assessments taken under specified conditions (e.g. IMI online assessments), there may be a greater need for adjustments to standard assessment arrangements in order to enable access in accordance with this policy. See Appendix 1.

Assessments which are not taken under examination conditions

With these types of assessments, the centre has greater flexibility to be responsive to an individual candidate's needs and to choose an assessment activity and method that will allow the candidate to demonstrate attainment.

These types of assessments may include, for example, coursework, set assignments which are researched in the candidate's own time, assessment activities devised by the centre or by the IMI, assessments where the candidate has to collect, present or describe evidence, information or opinion in order to demonstrate competence. The centre is advised to contact the IMI to discuss alternative arrangements that may be appropriate for specific situations.

To facilitate access where there is evidence of need, the centre may:

- allow the candidate to use any mechanical, electronic or other aids in order to demonstrate achievement as long as the aids:
 - are generally commercially available
 - reflect the candidate's normal way of working
 - enable the candidate to meet the specified criteria
 - do not give the candidate an unfair advantage
- present assessment materials or documents in a way that reflects the candidate'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 candidate to present their answers or evidence in any format as long as it enables them to demonstrate that they have met the assessment criteria, for example, answers or evidence do not have to be in written or spoken format unless specified by the assessment criteria.

The outcome produced by the candidate must at all times:

- 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 candidate, or when a permanent health condition/disability means a candidate'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 IMI products. Where reasonable adjustments are put in place for these types of assessments, the centre should check

whether permission needs to be obtained from the IMI. See Appendix 1.

Assessments for externally quality assured IMI products

Some IMI products require candidates to compile a portfolio of evidence which can consist of a mixture of work products, observation reports, witness statements, knowledge tests, etc.

Where there is an identified need, the candidate may present their evidence in any format as long as it enables them to demonstrate that they have met the specified assessment criteria, i.e. if the product states that the evidence must be logged electronically this must be adhered to.

The centre is required to ensure that it has the necessary and appropriate resources to enable a candidate to produce evidence of developing the portfolio.

While 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 and/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 the IMI or the external quality assurer. See Appendix 1.

EPA assessments taken via Remote Proctoring

Where the end point assessment (EPA) is being completed via Remote Proctoring, reasonable adjustments will not be available via that method. Apprentices who do require reasonable adjustments will be required to use an alternative method of assessment on site, in person as appropriate. Please contact the IMI for more information if required.

PROCESS FOR REQUESTING REASONABLE ADJUSTMENTS

Centres should apply for a reasonable adjustment by completing a Reasonable Adjustment/Special Consideration Application Form via Centres Hub for all IMI assessments*. This must include the following information:

- candidate's name;
- candidate's IMI registration number;
- adjustment(s) being requested – listed in the Reasonable Adjustments section of the form and detailed in Appendices 1 and 2;
- specific unit(s)/assessment(s) the application refers to;
- reason for the request;
- information/evidence to support the request – see section 'Identifying and Obtaining Supporting Evidence'.

**Excluding Remote Proctoring of EPA.*

Requests for reasonable adjustments should be submitted at least 30 days before the assessment. The IMI will aim to respond to all requests within 10 working days of receipt.

If the application for reasonable adjustment is successful the application form will be approved via Centres Hub and detailed within apprentice record in SEPA if specific request relates to EPA assessment activity. Where required adjustments will be applied to the candidate's assessment timer. Other adjustments will be facilitated as detailed in Appendices 1 & 2.

If the application for reasonable adjustment is unsuccessful the application form will be rejected. The reason for the rejection will be included on the form as well as within SEPA (for EPA assessment activity only) and where applicable alternative adjustments will be suggested.

MAKING SPECIAL CONSIDERATIONS

Special consideration can be applied after an assessment if there was a reason the candidate may have been disadvantaged during the assessment. For example, temporary illness or injury, or some other event outside of their control and which has had a material effect on that candidate's ability to take and assessment or to demonstrate their level of attainment in an assessment.

Special consideration should not give the candidate an unfair advantage; neither should its use cause the user of the certificate to be misled regarding a candidate's achievements. The candidate's result must reflect their achievement in the assessment and not necessarily their potential ability.

Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the candidate. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the candidate. In some circumstances, for example for on-demand assessments, it may be more appropriate to offer the candidate an opportunity to take the assessment at a later date.

Centres should note that:

- where an assessment requires the candidate to demonstrate practical competence or where criteria have to be met fully, or in the case of IMI products that confer a License to Practice, it may not be possible to apply special consideration;
- where long term circumstances have prevented the candidate from reaching the competence standards it may not be possible to make an adjustment.

IDENTIFYING CANDIDATES ELIGIBLE FOR SPECIAL CONSIDERATIONS

A candidate who is fully prepared and present for a scheduled assessment may be eligible for special consideration. These circumstances include:

- temporary illness or accident/injury at the time of the assessment;
- bereavement at the time of the assessment (where whole groups are affected, normally only those most closely involved will be eligible);
- domestic crisis arising at the time of the assessment;
- serious disturbance during an examination, particularly where recorded material is being used;

- accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper or CD, failure of practical equipment, failure of materials to arrive on time;
- participation in sporting events, training camps or other competitions at an international level at the time of certification, e.g. representing their country at an international level in football or hockey;
- failure by the centre to implement previously approved access arrangements for that specific examination series.

Candidates will NOT be eligible for special consideration if preparation for or performance in the examination is affected by:

- long term illness or other difficulties during the course affecting revision time, unless the illness or circumstances manifest themselves at the time of the assessment;
- bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are on-going implications such as an inquest or court case;
- domestic inconvenience, such as moving house, lack of facilities, taking holidays at the time of the assessment;
- minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing;
- the consequences of committing a crime, where formally charged or found guilty; (However, a retrospective application for special consideration may be considered where the charge is later dropped or the candidate is found not guilty.)
- the consequences of taking alcohol or recreational drugs;
- the consequences of disobeying the centre's internal regulations;
- the failure of the centre to prepare candidates properly for the examination for whatever reason;
- staff shortages, building work or lack of facilities;
- misreading the timetable and/or failing to attend at the right time and in the right place;
- misreading the instructions of the question paper and answering the wrong questions;
- making personal arrangements such as a wedding or holiday arrangements which conflict with the examination timetable;
- submitting no controlled assessment/coursework/non-examination assessment at all, unless controlled assessment/coursework/non-examination assessment is scheduled for a restricted period of time, rather than during the course;
- missing all examinations and internally assessed components/units;
- failure to cover the course as a consequence of joining the class part way through;
- a disability or learning difficulties (diagnosed or undiagnosed) unless illness affects the candidate at the time of the assessment or where the disability exacerbates what would otherwise be a minor issue - (difficulties over and above those that previously approved access arrangements would have alleviated);
- failure by the centre to process access arrangements by the published deadline.

APPROPRIATE SPECIAL CONSIDERATIONS

Special consideration will normally be given by applying an allowance of marks to each component affected within a specification. The size of the allowance depends on the timing, nature and extent of the illness or misfortune as detailed in Appendix 3 (Special Consideration Guidance). The

maximum allowance given will be 5% of the total raw marks available in the component concerned, including controlled assessment/coursework/non-examination assessment.

The decision made by the IMI will be based on various factors which may vary from one subject to another. These may include:

- the severity of the circumstances;
- the date of the examination in relation to the circumstances; and
- the nature of the assessment, e.g. whether written papers are affected as opposed to controlled assessment/coursework/non-examination assessment, or whether a Practical Test or a Speaking Test is involved.

Special consideration cannot be applied in a cumulative fashion, e.g. on the basis of a domestic crisis at the time of the examination and the candidate suffering from a viral illness.

The IMI will not enter into discussion with candidates or their representative as to how much special consideration should be applied. Candidates must liaise with the training provider which made entries on their behalf in respect of an application for special consideration.

Where an assessment has been missed or is in the form of an on-line test, the Centre should offer the learner an opportunity to take the assessment at a later date.

Note: Charges may be applicable.

SUPPORTING EVIDENCE FOR SPECIAL CONSIDERATIONS

Any application for an adjustment to assessment must be supported by evidence which is valid, sufficient and reliable. Examples of this may be (not limited to):

- Death certificate if applicable;
- Doctor's/hospital certificate for illness or injury;
- Witness statement for distressing events;
- Invigilation log for disruptions at the Centre on the day.

PROCESS FOR REQUESTING SPECIAL CONSIDERATIONS

Applications for special consideration must be made on a case by case basis. Separate applications must be made for each learner. The only exception to this is where a group of learners have been affected by a similar circumstance during an assessment, such as a fire alarm. In this case a list of learners affected must be attached to the application.

Centres should apply for a special consideration by completing a Reasonable Adjustment/Special Consideration Application Form via Centres Hub. This must include the following information:

- candidate's name
- candidate's IMI registration number
- consideration(s) being requested – listed in the Special Considerations section of the form
- specific unit(s)/assessment(s) the application refers to
- reason for the request

- information/evidence to support the request

Requests for special consideration should be submitted as soon as possible but not later than five working days after the assessment. We will aim to respond to all requests within 10 working days of receipt.

Requests for special consideration may be accepted after the results of assessment have been released only in the following circumstances:

- application for reasonable adjustment has been overlooked at the Centre and the oversight is confirmed by the Centre co-coordinator
- medical evidence comes to light about a candidate's condition, which demonstrates that the candidate must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment

In these circumstances the reasonable adjustment evidence must be supplied.

Once a certificate has been issued special consideration can no longer be applied.

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

If the application for special consideration is successful, the candidate's performance will be reviewed and any adjustments will be applied to the candidate's assessment result. It should be noted that a successful application of special consideration will not necessarily change a candidate's result.

If the application for special consideration is unsuccessful the application form will be rejected. The reason for the rejection will be included on the form.

APPEALS

If you wish to appeal against our decision to decline requests for reasonable adjustments or special consideration arrangements, please refer to section 1.8 Appeals Policy.

APPENDIX 1 – REASONABLE ADJUSTMENTS PERMISSIONS TABLE

- Permitted – Reasonable adjustment permitted at the discretion of the Centre
- Apply – Apply to IMI for permission
- *Permitted at the discretion of the Centre unless ICT is implicitly or explicitly excluded in the standard being assessed or in its associated Assessment Strategy or guidance documents.

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

APPENDIX 2 - REASONABLE ADJUSTMENTS GUIDANCE

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 candidate may be allowed extra time during an assessment if he/she has a condition which affects the speed of processing.
- The amount of extra time allowed should accurately reflect the extent to which the completion of the assessment will be affected by the candidate's difficulty. 'Unlimited' extra time will not be allowed. It is the centre's responsibility to specify the amount of extra time the candidate will need, using as a guide the extra time required during formative assessments in the centre.
- Extra time will not be allowed for computer based assessments testing the time in which a skill is performed, such as keyboarding speed tests. Extra time may, however, be available for those computer based assessments where the manipulation of software, and not processing speed, is the primary aim of the assessment.
- Extra time for onscreen assessments may have to be customised for each candidate. In these cases the centre is advised to apply for a time extension to be set up.
- Before the centre allows extra time for the candidate, the centre should be satisfied that the candidate can cope with the content of the IMI product and that the candidate 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 candidate'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 candidate an unfair advantage over others.

▪ Supervised rest breaks

- Where assessment activities are time constrained, a candidate may, if there is demonstrated need, be allowed supervised rest breaks during an assessment.

- Supervised rest breaks may be taken either in or outside the assessment room. The duration of the breaks will not be deducted from the assessment time. The Centre should be aware that, during the supervised rest breaks, the candidate is still under assessment conditions and that the usual regulations governing conduct of assessments will apply during this time.
- Rest breaks are not applicable where speed or time is a component of what is being assessed, although, if there is a natural break in the assessment, i.e. between tasks, supervised rest breaks can be allowed.
- For online assessments, the Centre needs to check with the IMI whether the time for rest breaks must be built into the extra time requested for the assessment. This is necessary because the test runs continuously on the system. The system must also be supervised during the break to ensure that no one else can interfere with the candidate's test during the break.

Summary:

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

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

- Minor changes to the organisation of the assessment room may benefit some candidates with autistic spectrum disorder, with visual or hearing impairment or with physical difficulties.
- Visually impaired candidates may benefit from sitting near a window so that they have good lighting.
- Deaf candidates may benefit from sitting near the front of the room and in good light.
- Some candidates may benefit from using chairs with arm rests or adjustable heights.
- Autistic candidates may benefit from having visual/noise stimuli, such as a ticking clock, removed from the room.

Summary:

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

▪ **Separate accommodation within the Centre**

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

Summary:

- Centres should ensure that, where candidates 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 candidate may be permitted to take an assessment at an alternative venue, for example at home or in hospital. IMI advice must be sought on this.
- The Centre should ensure that the candidate is medically fit to take the assessment.

Summary:

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

Use of mechanical, electronic and technological aids

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

- The centre should ensure that the candidate 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 candidate should be accommodated separately with separate invigilation if the use of any of these aids will disturb other candidates. In these cases the invigilator should be fully informed of the candidate's support.
- A centre should contact the IMI if they are unclear about whether any new technology will unfairly advantage the candidate or invalidate the assessment requirements.

Summary:

- The candidate should be familiar with how the aid works.
- The use of aids should not give the candidate an unfair advantage over other candidates or invalidate the assessment criteria.

▪ **Use of assistive technology, for example speech/screen reading software and voice activated software**

- Some candidates 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 IMI products where reading is the competence being assessed. Elsewhere, and especially in vocational areas, such software may be used to allow candidates 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 candidate an unfair advantage. Due to the rapid development of such technology, Centres should seek advice from the IMI if the implications of using certain kinds of assistive technology are unclear.
- It should be noted that the use of such software may introduce a hidden assessment agenda, in that the candidate has to master the use of the software in addition to mastering the assessment criteria. Some candidates may need extra time if they use such software.

Summary:

- The candidate should be familiar with how the assistive technology works.
- The assistive technology should not give the candidate an unfair advantage over other candidates or invalidate the assessment criteria.

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

- The use of bilingual dictionaries and bilingual translation dictionaries (including BSL/English dictionaries/glossaries) can be allowed in all vocational assessments unless its use is expressly forbidden by the assessment requirements.
- An additional allowance of extra time may be permitted for timed assessments, if the Centre is satisfied that the candidate can cope with the subject content, but the candidate's knowledge and comprehension of English, impairs his/her ability to complete the assessment within the normal time allocated.
- The Centre should note that the regulatory authorities state that:
 - *An awarding organisation must ensure that all Learners taking its qualifications in England are assessed in English, except to the extent that the use of another language is permitted by this condition.*
 - *A Learner (candidate) taking a qualification may be assessed in British Sign Language where it is permitted by an awarding organisation for the purpose of Reasonable Adjustment.*
 - *A Learner (candidate) 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 is not required for the role supported by the qualification.*

(Ofqual's General Conditions of Recognition October 2017 – G2.1 to G2.3)

- The Centre should check the dictionaries used by the candidate to make sure they do not contain notes which would give the candidate an unfair advantage. Where permission is given to use electronic dictionaries, the Centre must check that the equipment does not contain additional functionality that will give the candidate an

unfair advantage. If such functionality is present, it must be disabled or the equipment disallowed.

Summary:

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

Modifications to the presentation of the assessment material

▪ Assessment material in enlarged format

- For paper-based assessments enlargements for paper-based assessments 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 tested in the original paper.
- 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 candidate may be penalised for any errors in his/her 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 material/resource or reference material in a suitable format for the candidate.

▪ Online assessments

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

Summary:

- In cases where the Centre is permitted by the IMI to enlarge assessment material, the Centre should take responsibility for the security of the material and for ensuring that the entire document is enlarged.
- Candidates 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 candidate.
- The material will be modified to remove any visual content prior to brailleing.
- Diagrams in the assessment material can be produced as tactile diagrams.
- Permission may be given to the Centre to Braille externally set assessment materials. The IMI will advise when this can be permitted.
- Where the Centre is permitted to Braille externally set assessment material, it should take responsibility for the security of the material and for ensuring that the entire document is brailled. The candidate may be penalised for any errors in his/her work which occur as a result of errors in the brailled material.
- Braille is not always an appropriate adjustment for the candidate, not all blind people are fluent in Braille.
- It is the Centre's responsibility to arrange for the brailleing of Centre-devised assessment material/resource or reference materials.

Summary:

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

▪ **Language modified assessment material**

- The carrier language in assessment material may be modified for a deaf candidate whose first language is either English or British Sign Language (BSL). In either case, the candidate's English may be limited and modified assessment material may be necessary. BSL is a language in its own right and has its own grammar, syntax and vocabulary and written assessment material will have to be modified for most deaf candidates for whom BSL is their first 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 candidate.
- In listening tests, a transcript of the test may be provided, which can be read to the candidate by a live speaker. This will enable the candidate to lip-read the text.
- 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 candidate may be penalised for any errors in his/her work which occur as a result of inaccurate modification of the material.
- It is the Centre's responsibility to arrange for the modification of Centre-devised

assessment material/resource or reference materials.

Summary:

- In cases where the Centre is permitted by the IMI 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/English interpreter for the assessment, and if language modified assessment material does not provide sufficient assistance, a BSL version of assessment material may be provided on DVD instead of (or in addition to) the assessment material in written English. This facility may not be permitted for assessments where reading or listening is the competence being assessed.
- 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 candidate may be penalised for any errors in his/her work which occur as a result of errors in the material.
- It is the Centre's responsibility to arrange for the translation of Centre-devised assessment material/resource or reference materials into BSL.
- Centres should note that translation of Centre-devised assessment material/resource or reference materials into BSL will not be suitable for all assessments and that they need to contact the IMI for further advice if they are unclear whether this adjustment is appropriate.
- Centres should read the guidance for BSL/English interpreters in conjunction with this section.

Summary:

- 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 material/resource or reference material on coloured paper, if required.

Summary:

- 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 candidate may be penalised for any errors in his/her script which occur as a result of incomplete copying of the document.

Online assessments

- Candidates may be able to select a screen background in a colour that is suited to their needs. Where this is available, it is advised that candidates explore the selection using the practice test before they take an assessment.

▪ 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 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 candidate may be penalised for any errors in his/her work which occur as a result of errors in the recording.
- It is the Centre's responsibility to provide Centre-devised assessment material/resource or reference material in a suitable format for the candidate.

Summary:

- 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 candidate responses

A candidate should be provided with the means to present their responses by the method most appropriate and familiar to them, as long as the use of methods will not invalidate the requirements of the assessment. The use of ICT is generally perceived to have a positive impact on helping candidates 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 IMI product 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 candidates with additional support needs, computers provide an effective means of independent communication. Consideration should be given to whether the candidate can meet the assessment criteria using a computer.

- A computer should only be used if it is appropriate to the candidate's needs and if the candidate is confident in its use, can use it effectively and if it reflects his/her normal way of working. The candidate should be consulted before a decision is taken whether the use of ICT is an appropriate adjustment.
- When a computer is used, other than as a basic word processor, the Centre needs to consider the effect and appropriateness of facilities like spell-checkers, electronic dictionaries, thesauri, calculators, predictive software, etc. that are available.
- The use of the computer should not create a misleading impression of the candidate's attainment or confer an unfair advantage over other candidates.
- The Centre should ensure that workstations are adapted for the needs of the candidate, and that enabling technologies, (for example screen reading software, coloured background, adapted keyboard, large tracker ball mouse, 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 candidate and not by someone acting on the candidate's behalf unless the candidate 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 candidate.
- the candidate has access only to those facilities (e.g. spell/grammar checker, voice activated software, speech reading software,) which have been agreed in advance with the IMI.
- the candidate is not able to gain access to existing files or documents. Where a system operates from CD, the candidate 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 and if it is connected to the Internet then access to the Internet is strictly monitored by a supervisor.
- the candidate is accommodated separately if the use of a computer is likely to distract other candidates. In this case separate invigilation should be arranged.
- the candidate is present when his/her work is printed. It is normal practice for a printed version of the candidate's work to be submitted and authenticated for assessment, and not the disk.
- where a question/answer booklet is provided, the candidate might need to answer some questions in the booklet and type other answers. Answers should be clearly labelled and the printout must be attached to the question paper/answer booklet.
- the candidate should be familiar with and able to use of the computer and its software.
- the candidate's work is saved frequently and, if possible, using an auto-save facility.

- **Spoken responses using electronic recording devices, for example CD ROMs, memory sticks, audio cassettes**

- Where there is evidence of need, the candidate may be permitted to record their responses electronically.
- Spoken responses will only be available for assessments where there is no requirement for the candidate to produce visual material.
- Where the candidate's responses are recorded electronically, the Centre should provide an authenticated transcript on paper of the candidate's responses.
- It will be the Centre's responsibility to ensure that the transcript is an accurate reflection of the candidate'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 IMI to record the candidate's responses electronically.
- Recording the candidate'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 candidate using recording equipment should be accommodated separately, with separate invigilation, where its use will not disturb other candidates.

▪ **Responses in BSL**

- Where there is evidence of need, the candidate 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 candidate can sign full responses in BSL. Where the candidate is required to show knowledge of an expression/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 candidate's response, the Centre should ensure that the transcript is authenticated and an accurate reflection of the candidate's responses. The Centre should keep this as a record of the assessment.

Summary:

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

▪ Responses in Braille

- Where there is evidence of need, a candidate may be permitted to present their responses in Braille.
- In these cases an authenticated paper transcript of the candidate'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 candidate'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 him/her on their responsibilities.

Use of access facilitators

▪ Reader

- A reader is a person who, when requested, will read to the candidate all or part of the assessment material and the candidate'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 candidate, decide whether the use of a reader will be an effective arrangement. The candidate may be more comfortable with:
 - the use of speech/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 candidate's own tutor or assessor, except in circumstances where it is necessary to do so. In such cases, the IMI should be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a reader.
- The Centre should select the reader on the basis of their ability to work effectively with the candidate. The reader should be able to read accurately and at a reasonable rate and should have sufficient knowledge of the subject to read technical terms accurately.
- A candidate should, wherever possible, have had previous practice in working with the reader and should have used this arrangement during any training programme

leading up to the assessment.

- The Centre should ensure that the candidate 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 candidate requiring a reader and a scribe, the same person may act as both as long as permission has been given for both arrangements.
- The candidate using a reader should be accommodated separately so as not to disturb other candidates.
- Where a candidate is not eligible for the use of a reader, it may be helpful for the candidate to read the questions aloud. In these circumstances the candidate must be accommodated in a separate room so that other candidates are not disturbed. Separate invigilation should be arranged in these cases. The invigilator may not correct the reading of the candidate.
- The reader is responsible to, and should be approved by the Centre co-ordinator or the Centre staff member with delegated responsibility.

During the assessment a reader:

- should read only as requested by the candidate. The candidate may choose to read some parts of the assessment him/herself;
- should read accurately. If the reader is working with a deaf or hearing impaired candidate, the reader should articulate clearly;
- should only read the exact wording (instructions and questions), and not give meanings of words, rephrase or interpret anything;
- should repeat instructions and questions on the paper only when specifically requested to do so by the candidate;
- may consult a dictionary, where this is allowed, at the candidate's request 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 candidate 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 candidate to identify which piece of visual material relates to which question, but should neither give factual help to the candidate nor offer any suggestion;
- is permitted to help a visually impaired candidate using diagrams, graphs and tables to obtain the information that the print/amended print copy would give to a sighted candidate;

- should, if requested, give a visually impaired candidate 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 candidate to undertake the assessment.
- The centre should select a reader and fully brief him/her on their responsibilities.
- A separate invigilator should be present when a reader is used.
- A reader should not be allowed where such use would invalidate the assessment requirements.

▪ **Scribe (sometimes called amanuensis)**

- A scribe is a person who, in an assessment, writes down or word processes a candidate'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 candidate has injured their arm and is unable to write.
- The Centre should, in consultation with the candidate, 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 candidate, the Centre is advised to consider whether the candidate would be more comfortable with the use of a computer, especially where the candidate is likely to use a word processor rather than a scribe in the workplace.
- For a candidate 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 IMI product being assessed. In some cases the writing of answers by the candidate may be the skill being assessed. Voice recognition technology (assistive technology) may be used in the writing component of IMI products where its use reflects the candidate's normal way of writing.
- The Centre should select a scribe on the basis of their ability to work effectively with the candidate. A scribe should be able to produce an accurate record of the candidate's responses, write legibly and/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 candidates own tutor or assessor, except when it is necessary to do so. In such cases, the IMI should be specifically consulted. On

no account may a relative, friend or peer of the candidate be used as a scribe.

- A candidate should, wherever possible, have had previous practice in working with the scribe and used this arrangement during their learning programme.
- The Centre should ensure that the candidate and scribe are clear about the limitations of the scribe's role.
- The Centre should give the scribe clear instructions regarding what he/she is required to do and what he/she is not allowed to do during the assessment. These instructions should also be given to the invigilator.
- The candidate using a scribe should be accommodated separately so as not to disturb other candidates.
- 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 candidate for which parts of the assessment they wish to have their responses scribed. The candidate may choose to write some responses him/herself;
- should neither give factual help to the candidate nor offer any suggestions;
- should not advise the candidate 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 tested, the scribe must follow explicit instructions from the candidate. 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 candidate;
- should not assist the candidate to produce any diagrammatical or graphical material. If assistance with this is needed, approval should be obtained from the IMI in advance of the assessment. Exceptions to this are Entry Level qualifications where the scribe is allowed to draw or add to diagrams in accordance with the candidate's instructions;
- may, at the candidate's request, read back what has been written but no comment must be made about any part of the candidate's response;
- should immediately refer any problems in communication during the examination to the invigilator.

Summary:

- The Centre should check that the use of scribe is the most appropriate arrangement to enable the candidate to undertake the assessment.
- The Centre should select a scribe and fully brief him/her on their responsibilities.

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

▪ **British Sign Language (BSL)**

- Although British Sign Language (BSL) is now recognised as an official language of the UK, it is not a statutory language, unlike English, Welsh and Irish (Gaeilge).
- The regulatory criteria state: “A Candidate 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 September 2013 – G2.2).
- Where BSL is the primary means of communication for a deaf candidate, these candidates may have the support of a BSL/English interpreter to sign the questions (or part 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 the sign language and a good working knowledge of the content of the assessment.
- A candidate should, wherever possible, have had previous experience of working with a BSL/English interpreter and should have used this arrangement during the learning programme leading up to the assessment.
- The Centre should ensure that the candidate 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 IMI.
- The interpretation should not give the candidate an unfair advantage and care must be taken not to indicate the meaning of technical words, where the candidate’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 finger-spell a word.
- Any words or phrases interpreted for the candidate 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 candidate’s answer book. Amended versions of questions should be shown on the assessment material.
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- The candidate using a BSL/English interpreter should be accommodated separately so as not to disturb other candidates.
- A separate invigilator should be present when a BSL/English interpreter is used to ensure that guidance regarding BSL/English interpreters is followed.

The BSL interpreter:

- should have access to the assessment material in advance of the examination to prepare for the signing. The IMI will advise how long before the assessment the BSL/English interpreter can have access to the assessment material;
- should not interpret technical language or give additional explanations;
- may, at the candidate's request, sign any labels or text connected with reference material such as maps, diagrams or graphs. The candidate 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 candidate to undertake the assessment.
- The Centre should select a BSL interpreter and fully brief him/her on their responsibilities.
- A separate invigilator should be present when a BSL interpreter is used.
- A BSL interpreter should not be allowed where such use would invalidate the assessment requirements.
- The BSL interpreter should have an appropriate qualification in the sign language so as not to disadvantage the candidate.

▪ Prompter

- A candidate with severe attention problems 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 candidate, 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 problem is one of concentration, consideration should be given to allowing supervised rest breaks rather than a prompter.
- A prompter should not normally be the candidate's own tutor or assessor, except when it may be necessary to do so. In such cases the IMI should be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a prompter.
- Prompters should be sufficiently familiar with the candidate to recognise when his/her attention is no longer on the assessment task and that he or she is not, for example, looking away from the paper whilst thinking.

- Under no circumstances may the prompter draw the attention of the candidate to part of the question paper or the candidate's answer paper.
- The prompter should sit near enough to be able to observe the candidate and draw his/her attention back to the task. This should, however, be organised as unobtrusively as possible. The candidate's attention may be drawn back to the task using a light tap on the candidate's arm or shoulder or, alternatively, 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 prompter to bring back the candidate's attention should be agreed before the assessment between the candidate and the prompter and should be acceptable to the Centre. It should be noted that some candidates with emotional and behavioural sensitivity/vulnerability and/or mental health conditions may not be comfortable with a 'light tap' prompt. A form of verbal prompting should be considered and agreed for these candidates.
- In the case of an epileptic candidate where the problem is one of temporary absence, the normal procedure to help that candidate will be allowed.
- The Centre should ensure that the candidate and prompter are clear about the limitations of the prompter's role.
- The Centre should give the prompter 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 candidate and the prompter have had experience of working together.
- A separate invigilator should be present when a prompter is used to ensure that the guidance regarding prompters is followed. The invigilator should be fully informed of the strategies used to regain the candidate's attention.
- The prompter is responsible to and should be approved by the Head of Centre or the Centre staff member with delegated responsibility.

During an assessment a prompter:

- should draw the candidate's attention back to the task in hand;
- should use the method of prompting agreed with the candidate;
- should not give factual help to the candidate or offer any suggestions
- should not advise the candidate 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 prompter to direct the candidate to where they were 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 prompter is the most appropriate arrangement to enable the candidate to undertake the assessment.
- The Centre should select a prompter and fully brief him/her on their responsibilities.
- A separate invigilator should be present when a prompter is used.
- A prompter should not be allowed where such use would invalidate the assessment requirements.

▪ **Practical assistant**

- A practical assistant is a person who, during an assessment, carries out practical tasks at the instruction of the candidate. Examples of the kinds of tasks with which the practical assistant may assist are, turning the pages of the question paper or, guiding a candidate using a Braille paper to the correct page they need.
- The centre should, in consultation with the candidate, decide whether the use of a practical assistant is an appropriate arrangement. A practical assistant will not normally be allowed in those IMI products where the practical skill is the focus of the assessment.
- The Centre is responsible for making the necessary arrangements for the provision of a practical assistant.
- The practical assistant should be familiar with the requirements of the assessment, but should not normally be the candidate's own teacher/tutor/assessor except when it is necessary to do so. In such cases, the IMI should be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a practical assistant.
- A practical assistant should be a person who is able to ensure the safety of the candidate and carry out his/her instructions accurately.
- The Centre should prepare clear written instructions for the practical assistant on the assistance they are able to give the candidate. A copy of these instructions should also be given to the invigilator and candidate. The Centre should note that the practical assistant may not perform tasks for which the candidate will receive credit.
- The use of a practical assistant should not modify the specification requirements. For example, where the manipulation of apparatus or making accurate visual observations may be the skill being assessed, the use of a practical assistant will not be permitted.
- A candidate using a practical assistant may need to be accommodated separately from other candidates. In these cases a separate invigilator should be present to ensure that the guidance regarding practical assistants is followed. During practical assessments, the assessor should be present in addition to the practical assistant.

During a practical assessment, a practical assistant:

- should follow the instructions prepared by the Centre on the level and kind of assistance that can be given to the candidate;
- should ensure the safety of the candidate and those around him/her;
- should not give factual help to the candidate or offer any suggestions;
- should not advise the candidate which questions to do, when to move on to the next question or the order in which the questions should be done;
- should carry out instructions exactly as they are given unless to do so would cause a hazard. If the practical assistant does not understand the candidate's instructions, he/she may ask for clarification but must not lead the candidate in any way or attempt to interpret the candidate's wishes; if incorrect or inadequate instructions are given by the candidate this must be reflected in the outcome of the assessment;
- should not expect to assist the candidate throughout the entire assessment (there may be parts of the assessment which the candidate can do without help and thus gain credit for demonstrating the required skills);
- should immediately refer any problems during an assessment to the invigilator/supervisor.

Summary:

- The centre should check that the use of a practical assistant is the most appropriate arrangement to enable the candidate to undertake the assessment.
- The centre should select a practical assistant and fully brief him/her on their responsibilities.
- A separate invigilator should be present when a practical assistant is used.
- A practical assistant should not be allowed where such use would invalidate the assessment requirements.

▪ **Other languages and use of translators**

- The IMI primarily offer its products in the language of English. Nonetheless the IMI will undertake to support the delivery of our products in British Sign Language where appropriate and upon request.
- In implementing any arrangements to support British Sign Language, the IMI may engage with the relevant regulatory body to seek further advice and guidance on the most appropriate arrangements to put in place to ensure comparability of assessments, moderation and awarding.

Summary:

- The IMI may permit the use of a translator if there is a strong rationale and it is clear that the lack of English, Welsh or Irish would not prevent a candidate carrying out the role that the unit/qualification relates.
- The IMI will not permit the use of an interpreter.
- If the centre were to employ the translator themselves the IMI reserves the right to quality assure the assessments and the centre must be able to produce evidence of the translator's credentials.
- The IMI also reserve the right to employ its own translator to carry out an assessment and/or support our quality assurance of the centre's arrangements.

- Should a translator be used at the centre the IMI's external quality assurer will include candidates that have had the support of a translator within their monitoring sample.

▪ **Transcriber**

- This arrangement may be used by a candidate in the following circumstances:
 - where the candidate's handwriting is illegible, but he or she is unable to use a computer or dictate responses - it may not be allowed where writing by hand is the competence being assessed, or
 - where the candidate's responses are produced in Braille or in BSL.
- The transcriber will produce a transcript to assist the examiner/assessor in the assessment of a candidate's work. The examiner/assessor will assess the candidate's work and will only refer to the transcript if it is impossible to decipher any part of the candidate's response(s). (For responses produced in Braille or BSL the examiner/assessor may refer solely to the transcript).
- The centre should, in consultation with the candidate, decide whether the use of a transcript will be an effective arrangement.
- The centre should give the transcriber clear instructions regarding what he/she is required to do after the assessment.
- The transcript should be produced by a member of the centre's staff who is familiar with the candidate's handwriting, is fully competent in Braille (where the transcription is for candidate's responses produced in Braille), or who has the required skills in BSL (where the transcription is for candidate's responses produced in BSL).
- The transcript(s) should be securely attached to the back of the candidate's work and be included with the other work from the centre for dispatch to the assessor in the normal way. The production of the transcript should not delay the dispatch of scripts to the assessor/marker.
- The centre should not inform the assessor/marker of the reason why a transcript was necessary.

The transcriber:

- should produce the transcript in a separate copy of the question paper/answer booklet or on lined or unlined white paper as appropriate;
- may handwrite or word process the transcript. If handwritten, dark blue or black ink should be used. Pencil must never be used;
- should, for examinations, produce the transcript immediately after the examination under secure conditions;
- should not involve the candidate in the production of the transcript;
- should normally transcribe complete answers. In cases where only occasional words need to be transcribed, these may be written on a photocopy of the candidate's script. On no account should the candidate's original script be marked or annotated in any way;

- should normally be a word-for-word transcription, i.e. an exact copy of what the candidate has written. The transcriber may not insert or omit words or alter their order. In English, any errors, including those of spelling, punctuation and grammar, must be transcribed as given by the candidate and must not be corrected. Where English is not primarily being assessed, the transcriber may correct the spelling of non-technical words;
- should indicate any corrections to spelling on the verbatim transcript using a different colour ink, but not red, green or purple ink. Pencil must not be used for this purpose;
- should not transcribe diagrammatical material. Assessment of such material will be based on the candidate's own work.

Summary:

- The centre should check that the use of a transcriber is the most appropriate arrangement to enable the candidate to undertake the assessment.
- The centre should select a transcriber and fully brief him/her on their responsibilities.
- A transcriber should not be allowed where such use would invalidate the assessment requirements.

APPENDIX 3 – SPECIAL CONSIDERATIONS GUIDANCE

For candidates who are present for the assessment but disadvantaged. The following circumstances must apply at the time of the assessment.

- **5% This is the maximum allowance and will be reserved for the most exceptional cases, such as:**
 - terminal illness of the candidate;
 - terminal illness of a parent/carer;
 - very recent death of a member of the immediate family;
 - very serious and disruptive domestic crisis at or near the time of the examination.
- **4% Very serious problems such as:**
 - life-threatening illness of candidate or member of immediate family;
 - major surgery at or near the time of the examination;
 - severe disease;
 - severe injury arising from a car accident;
 - very recent death of member of extended family;
 - severe or permanent bodily injury occurring at the time of the examination;
 - serious domestic crisis at the time of the examination.
- **3% A more common category, (more cases will fall into this category) including:**
 - recent traumatic experience such as death of a close friend or distant relative;
 - recent illness of a more serious nature;
 - flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack;
 - recently broken limbs;
 - organ disease;
 - physical assault trauma before an examination;
 - recent domestic crisis;
 - witnessing a distressing event on the day of the examination.
- **2% The most common category of allowance - the majority of cases will fall within this category:**
 - illness at the time of the assessment;
 - broken limb on the mend;
 - recent viral illness;
 - concussion;
 - effects of pregnancy (not pregnancy per se);
 - hay fever on the day of an examination;
 - extreme distress on the day of an examination; (not simply exam related stress)
- **1% Reserved for more minor problems:**
 - noise during examination which is more than momentary;
 - illness of another candidate which leads to disruption in the examination room;
 - stress or anxiety for which medication has been prescribed;
 - minor ailments;
 - headache;
 - minor upset arising from administrative problems, such as wrong time allocated.

Issue Number	Effective Date	Amendments	Reason for Amendments
9	20 December 2023	1. Added clarification about remote proctoring in 'Other Considerations' and 'Process for requesting reasonable adjustments'.	1. To clarify that remote proctoring of end-point assessments is not available for apprentices that require reasonable adjustments.