



**TRANSCEND**  
AWARDS

## Transcend Reasonable Adjustments Policy

Version 07: September 2025



FULL MEMBER  
**FEDERATION OF  
AWARDING BODIES**



**CIMSPA**  
Education Partner

## Welcome!

Welcome to the **Transcend Reasonable Adjustment Policy**. This policy applies to the internal assessment across all of our regulated qualifications. It is designed to ensure a fair, equitable and inclusive service in the delivery of the qualifications, ensuring ongoing compliance with the Equality Act 2010 and the Ofqual regulatory conditions. To ensure best practice we have aligned elements of this policy to the guidance outlined by the Joint Council for Qualifications (JCQ).

Contents			Page
<b>Section 1:</b>	Policy Purpose	1.1 Context and culture 1.2 Scope and responsibilities	02
<b>Section 2:</b>	Policy Principles	2.1 Reasonable adjustments commitment 2.2 Reasonable adjustments definition 2.3 Reasonable adjustments preparation	03
<b>Section 3:</b>	Policy Practices	3.1 Reasonable adjustment preparation 3.2 Reasonable adjustment requests 3.3 Reasonable adjustment outcomes 3.4 Reasonable adjustment implementation 3.5 Reasonable adjustment monitoring 3.5 Reasonable adjustment complaints and appeals	06
<b>Section 4:</b>	Policy Performance	4.1 Evaluated and understood 4.2 Learn and improve	11
<b>Appendix 1:</b>	Reasonable adjustment categories Reasonable adjustment eligibilities Reasonable adjustment assessments Reasonable adjustment classifications		12
<b>Appendix 2:</b>	Glossary of Terms		26
<b>Appendix 3:</b>	Ofqual General Conditions of Recognition Alignment		28
<b>Appendix 4:</b>	Version Control		29

## Section 01: Policy Purpose

### 1.1 Context and culture

Transcend inspires individual and industry progression, performance and professionalisation as an **Evolutionary Education Enterprise**. We are immensely proud to be an awarding organisation regulated by Ofqual. We offer regulated qualifications, end-point assessment and a range of our own unique unregulated enrichment experiences. Our resolute dedication to the [UN Sustainable Development Goals](#) is what sets us apart! Education inequity must be eradicated! We must embrace each other's unique personality and encourage all people to reach their full potential. The quest for peace with prosperity in the preservation of our planet will never be achieved without **A UNITED TRANSFORMATIONAL EDUCATION FRAMEWORK**.

Our Purpose	Our Vision
<p>"Education is the most powerful weapon which you can use to change the world"</p> <p><b>Nelson Mandela</b></p>	<p>To be the <b>GLOBAL</b> influencer in sustainable transformation through inclusive education and enterprise experiences.</p>

We operate with the highest sense of propriety and integrity in the achievement of our vision. In doing so, we inspire trust and operate with transparency, complying with all relevant legislation and regulation.

### 1.2 Scope and responsibilities

The rationale for this policy is to ensure a fair, equitable and inclusive service in the delivery of our qualifications. This policy is published for internal and external use. This includes senior officers, staff, technical partners, suppliers, recognised centres, their workforce, and learners.

Responsibilities of committees		Responsibilities of Senior Officers and Staff	
The Transcend Governing Body	Policy oversight	The Transcend Chief Executive Officer	Policy development and deployment
The Transcend Strategy and Standards Committee	Policy management	The Transcend Chief Controls Officer	Policy monitoring and allegations handling
The Transcend Operations Committee	Policy engagement	The Transcend Service Manager	Reasonable adjustments handling
The Transcend EQA Committees	Policy engagement	The Transcend Product Manager [SEND Officer]	Reasonable adjustments validation

Policy violations and all conflicts of interest should be reported to the [Transcend Strategy and Standards Committee](#), in line with the **Transcend Maladministration and Malpractice Policy**. Allegations will be managed without bias and corrective action will be taken in accordance with the **Transcend Penalties and Sanctions Policy** to prevent, mitigate, or manage any adverse effects.

## Section 02: Policy Principles

### 2.1 Reasonable adjustments commitment<sup>1</sup>

Transcend is committed to ensuring compliance with Equality Act 2010 and Ofqual expectations on equality practices. To ensure best practice we have aligned the relevant aspects of this policy to current access arrangements guidance published by Joint Council for Qualifications (JCQ). Our senior officers and staff are fully aware of the responsibilities and maintain up to date knowledge of relevant legislation. We seek to uphold human rights relating to the protected characteristics of Equality Act 2010. With specific regard to the special educational needs of our learners we aim to ensure equality practices in validation and implementation of reasonable adjustments for learners registered on to our qualifications. We endeavour to ensure there are no unnecessary barriers to assessment, ensuring requirements and methods deployed are sufficiently flexible to enable the widest range of learners to demonstrate competence fairly and reliably.

Assessments should be a fair test of a learner's knowledge, skills, and behaviors. However, for some learners the usual format of assessment may not be suitable. We ensure that barriers to access to qualifications and assessments are mitigated or justified during the development of a qualification in consideration of the protected characteristics for validity purposes. Reasonable adjustments are only eligible under certain protected characteristics where this has been approved in the specification to each qualification. This policy supplements the information within each specification to ensure that the qualification integrity is always upheld. Equality experts are consulted during the development of each qualification to ensure that we mitigate barriers to access wherever practicable.

We recognise that reasonable adjustments may be required at the time of assessment where learners have a permanent disability, temporary difficulty or specific learning needs which may require a reasonable adjustment. The provision for reasonable adjustment arrangements is made to ensure that learners receive recognition of their achievement so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make the assessment easier for learners, nor should they give learners with certain characteristics an advantage.

Due to the nature of our sector scope, the assessments within our qualifications are designed to be internally assessed by our recognised centres. External assessment is not currently offered within our portfolio. We therefore require each recognised centre to submit reasonable adjustment requests with supporting evidence on behalf of their learners. All adjustments must be approved by the awarding organisation prior to implementation. We have a duty to support recognised centres with the reasonable adjustment process. We are also required to ensure data is collected in relation to the number of reasonable adjustments made, approved and to prevent the potential misuse.

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<sup>1</sup> This serves to ensure compliance with Ofqual Condition G6.2, G6PI, G6NI

## 2.2 Reasonable adjustments definition<sup>2</sup>

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in an assessment situation or environment. Reasonable adjustments are made to an assessment for a qualification to enable a learner with difficulties or disabilities to demonstrate knowledge, skills and understanding of the levels of attainment required by the assessment specification.

## 2.3 Reasonable adjustments principles<sup>3</sup>

The following principles should be followed when making decisions about a learner's need for adjustments to assessment. Arrangements must be:

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

Our process of validating any adjustment is robust, fair and allows the learner to show what they know and what they can do without compromising the assessment criteria. The following factors are considered when validating an adjustment to assessment:

**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.

**Adjustments to assessment** must not invalidate the assessment requirements of the qualification or the requirements of the assessment strategy. Competence standards should not be altered. We take all reasonable steps to ensure that a learner with a disability or difficulty is not placed at a substantial disadvantage. However, in comparison with persons who do not experience difficulties or adverse circumstances in terms of access to assessment, there is no duty to make any adjustment to a provision, criterion or practice which is defined as a competence standard. All learners' performances 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.

**Adjustments to assessment** must not give the learner an unfair advantage or disadvantage over other learners. The qualification of a learner who had an adjustment to assessment must have the same credibility as that of any other learner. As vocational qualifications may lead to employment, achievement of such qualifications must give a realistic indication to the potential employer of what the holder of the certificate can do.

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<sup>2</sup> This serves to ensure compliance with Ofqual Condition G6.1

<sup>3</sup> This serves to ensure compliance with Ofqual General Conditions G7.3, G7PI

**Adjustments to assessment** must be based on the individual need of the learner. Decisions about adjustments to assessment should be taken after careful consideration of the assessment needs of each individual learner, the assessment requirements of the qualification and the nature and extent of the support given as part of normal teaching practice. A centre should not assume that the same adjustment will be required for all assessments. Different qualifications and different methods of assessments can make different demands on the learner. The learner should be consulted throughout the process.

**Adjustments to assessment** should reflect the learner's normal way of working providing this does not affect what is being assessed in any way. The learner should have experience of and practice in the use of the adjustment. Any adjustment to assessment must be supported by evidence which is sufficient, valid, and reliable.

## Section 03: Policy Practices<sup>4</sup>

### 3.1 Recognised centre reasonable adjustment preparation

Recognised centres must act with integrity when recruiting learners onto qualifications. They must ensure learners have the correct information and advice on qualifications and that each qualification will meet their needs. The recruitment process requires the centre to assess each potential learner's capabilities to make justifiable and professional judgments about the learner's potential to successfully complete the assessment and achieve the qualification, checking the learning outcomes and assessment criteria of mandatory units as well as selecting the most appropriate route of optional units, where applicable.

Where the recruitment process identifies that the learner may not be able to demonstrate attainment and thus gain achievement in all parts of assessment for the selected qualification, this must be communicated clearly to the learner. A learner may still decide to proceed with the study of a particular qualification and not be entered for all or part of the assessment. The centre should 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 required assessment
- any restrictions on progression routes to the learner because of not achieving certain outcomes
- where an assessment requires the learner to demonstrate practical competence or where criteria must be met fully, or in the case of qualifications that confer a License to Practice, it may not be possible to apply reasonable adjustments
- in some circumstances, for example for on-demand assessments, it may be more appropriate to offer the learner an opportunity to retake the assessment at a later date.

Recognised centres must therefore conduct an initial assessment of each learner which must include a review of difficulties of disabilities and reasonable adjustments that may be needed in line with the qualification delivery conditions. Recognised centres must ensure that they collect evidence to ensure of decisions associated with reasonable adjustments are valid. The table overleaf is designed to showcase the rationale, nature and types of evidence which should be reviewed.

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<sup>4</sup> This serves to ensure compliance with Ofqual General Conditions G6.3, G6PI, G6NI

<b>Reasonable adjustment eligibility and evidence requirements</b>	
<p>The recognised centre must ensure that any reasonable adjustment request is supported by evidence which is valid, sufficient, and reliable. To ensure that any adjustments to assessment will only provide the learner 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 learner is affected. Where the centre can verify evidence where the implications are clear, such as for a learner with physical difficulties, profound hearing impairment or who are registered as blind, the centre does not need to request further evidence of these physical difficulties. Where the implications of the difficulty are not obvious, such as for learning difficulties, or mental health difficulties, the centre should request additional evidence of the effect of the impairment on the learner's performance in the assessment. Any of the following types of evidence would be acceptable. The centre should decide which of these will best assist the understanding of the learner's situation.</p>	
<p><b>Assessment testimonies by qualified individuals [doctors, health officers, SENCO specialists]</b></p>	<p>Evidence of assessment of the learner's needs in relation to the particular assessment, made 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 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.</p>
<p><b>Assessment via learner progress and monitoring during the programme</b></p>	<p>This should include information about the support received by the learner during the learning or training programme and during formative assessments. Evidence of the way in which the learner's needs are being met during the learning programme should be documented for audit purposes.</p>
<p><b>Reports written by independent, authoritative, specialists.</b></p>	<p>This could take the form of medical, psychological, or professional reports or assessments. These reports should state the name, title and professional credentials of the person who carried out the assessments and wrote the report. The report should set out the nature of the difficulty and extent to which the learner is affected by the difficulty, including the effects of any medication that the learner may be taking. In cases where it might be expected that there could be changes in the way the learner is affected by the difficulty, there will have to be recent and relevant evidence of assessments and consultations carried out by an independent expert.</p> <p>A learner with proof of an Educational Health Care Plan does not automatically qualify for reasonable adjustments. The demands of the qualification should be considered. The reasons for the EHCP may have only limited effect on achievement in the assessment.</p>
<p>It is the centre's responsibility to ensure that all learner access requests are based on the individual need of the learner and that the evidence in support of the application is sufficient, reliable, and valid.</p>	

## 3.2 Reasonable adjustment requests

Reasonable adjustments should be requested at the point of registration wherever practicable. It is noted however that the need for adjustments may arise during the programme and the recognised centre must make the requested as soon as possible. To apply for reasonable adjustments on behalf of a learner the recognised centre should complete the **Transcend Learner RA/SC Request** via the Transcend Awarding Management System (**TAMS**). The form should be fully completed, and relevant supporting evidence uploaded. Learners will only be eligible for reasonable adjustments where the qualification delivery conditions contained in each specification confirm their eligibility in line with the protected characteristics.

## 3.3 Reasonable adjustment outcomes

We will acknowledge receipt of a reasonable adjustments request within 5 working days. We will then validate the request and provide an update or outcome within another 5 working days. All validations are carried out rigorously and objectively by a person of appropriate competence who has no personal interest in the outcome. This serves to prevent conflict and to maintain objectivity. The centre may be contacted to request additional information to enable valid outcome to be confirmed.

We validate the learner's eligibility in accordance with the evidence provided, the qualification delivery conditions and the *Reasonable Adjustment Categories and Conditions* in Appendix 1. The range 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

Where no evidence is provided, a request for this information will be made. Where evidence is provided, and it is deemed insufficient, the recognised centre and occasionally the learner or their carers may be consulted. Finally, where evidence is deemed to be clear, sufficient, and consistent it is then validated against the request details and eligibility is assessed.

Reasonable adjustments must not affect the integrity of the assessment. Examples of outcomes include:

- changing assessment arrangements such as allowing a learner extra time
- adapting assessment materials, such as providing materials in Braille
- providing assistance during assessment, such as with sign language interpreter or a reader
- re-organising the assessment room, such as removing visual stimuli for a learner with autism
- changing the assessment method, for example, from a practical assessment to a spoken assessment
- using assistive technology, such as screen-reading or voice activated software
- providing the mechanism to have different colour backgrounds or copying to different coloured paper
- providing different coloured transparencies with which to view assessment materials.

Organisations are required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual's circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health, safety and safeguarding laws will also be taken into consideration when confirming the outcomes. An adjustment will not be approved if it:

- involves unreasonable costs
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

### 3.4 Reasonable adjustment implementation

Reasonable adjustments are approved by the awarding organisation. It is the responsibility then of the recognised centre to put these in place before the assessment activity takes place. Reasonable adjustments constitute an arrangement to give the learner access to the training and assessment programme. Recognised centres must adhere to the approved outcomes confirmed by the awarding organisation.

### 3.5 Reasonable adjustment monitoring

When monitoring the effectiveness of the arrangements made it is crucial that reasonable adjustments do not affect the validity or reliability of assessment, influence the outcome of assessment, or give the learner in question an unfair assessment advantage.

Recognised centres are required to monitor the effectiveness of the reasonable adjustments and report feedback via the original *Transcend Learner RA/SC Request* on TAMS.

As an ethical awarding organisation, we also monitor the effectiveness of the arrangements made for each learner and all learners collectively to enable us to continuously mitigate any barriers to access wherever practicable.

Allocated EQAs will monitor the implementation of reasonable adjustments. They will contact recognised centres to plan additional interventions where the nature of the reasonable adjustment suggests that close monitoring is required. In other cases, they might simply contact the recognised centre and request feedback on the process to ensure that the learner's needs were met, and the reasonable adjustment was delivered effectively.

We will also monitor the number and nature of adjustments in accordance with national databases and intel to ensure that our services are aligned, and all recognised centres are managing their responsibilities as they should be.

### 3.5 Reasonable adjustment complaints and appeals

If a learner is concerned about the way in which the recognised centre has handled their request for or implementation of adjustments, they must make a complaint to the recognised centre in the first instance. After following the recognised centre's procedure, they are then eligible to bring the matter to the awarding organisation.

If the learner is unhappy about the final decision associated with a reasonable adjustment request made by the awarding organisation, they should make their appeal direct to us in line with the ***Transcend Appeals Policy***.

## Section 04: Policy Performance

### 4.1 Policy assessment and refinement

#### 4.1.1 Evaluation and understanding

This policy is subject to systematic evaluation for effectiveness and efficiency. Evaluation is based on feedback collected which is understood and shared. Upon receipt of valid evidence which suggests change is required the change management process is initiated. We are also proactive in managing our policies and conduct formal assessments on an annual basis.

In doing so, we pay due regard to all credible evidence and consider relevant data across systems and feedback from stakeholders. This ensures the policy remains appropriate, is understood, and deployed effectively to prevent adverse effects. During this process appropriate measures are selected to establish timely, relevant, and accurate results.

#### 4.1.2 Learning and improvement

When conducting evaluation and assessments we consider the emerging trends analysis, measurement, learning and benchmarking to inspire creativity and generate innovative solutions to improve performance in a timely manner. This is achieved through several activities, which are undertaken to identify sound practices and improvement opportunities. The results are used to identify, prioritise, plan, and implement the relevant refinements and improvements.

## Appendix 01: Reasonable Adjustment Categories and Conditions

Reasonable adjustments categories	
<p>Learners will only be eligible for reasonable adjustments if their difficulty or disability places them at a substantial disadvantage in the assessment situation, in comparison to a person who is not affected. Any adjustment to assessment will be based on what the learner needs to access within 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.</p>	
Communication and interaction needs <sup>5</sup>	Cognition and learning needs
<p>A learner with communication and interaction difficulties may have problems with reading or writing, the effects of which could be reduced through the use of a reader, word processor, scribe, British Sign Language (BSL)/English interpreter, screen reading software or voice activated software. They may also benefit from extra time during assessments that are time-constrained to allow them to demonstrate their skills and knowledge.</p>	<p>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</p>
Sensory and physical needs	Behavioural, Emotional and Social needs
<p>A learner may need to have assessment material modified for hearing impairment and visual impairment. They may also need to use a BSL/English interpreter, practical assistant, reader, and scribe. In addition, they may benefit from the use of assistive technology and extra time to complete assessments.</p>	<p>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.</p>
Learners for whom English is an additional language	
<p>A learner who is using a bilingual dictionary may benefit from extra time during assessments that are time constrained. The learner's need of the dictionary does not in itself justify allowing the learner extra time unless the learner must refer to the dictionary so often that examination time is used for this purpose instead of answering the questions. This adjustment is not available to any learner registered in England and should be considered in accordance with <b><i>The Transcend Language and Location Policy</i></b>.</p>	

<sup>5</sup> This serves to ensure compliance with Ofqual Condition G2.2

## **Reasonable adjustment eligibilities**

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 for identifying learners' needs and that these procedures comply with the requirements of disability and equal opportunity legislation. A centre may choose to use the following guide:

### **Identify those learners who are having difficulties or are likely to have difficulties accessing assessment**

A learner should be encouraged to make any access-related assessment needs known to the 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 he or she will be able to meet the requirements of the assessment or whether adjustments will be required. It is important that the learner is involved in this discussion they know 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 learner's performance in the assessment. The centre should avoid making assumptions, on the basis of previous experience, about whether adjustments may be necessary. Judgments should be made on the basis of individual need. If an adjustment is needed, it should be documented for audit purposes.

### **Identify the appropriate adjustment**

When identifying which adjustments, the learner will need in the assessment, centre staff should take into consideration the learner's normal way of working, history of provision during teaching and during informal assessments and the assessment requirements of the qualification. Certain simple adjustments may be all that is required, such as adjusting seat height or providing an arm rest, etc. The same learner may not require the same adjustment for all types of assessment. Different qualifications make different demands. For example, a dyslexic learner may need extra time to complete a written test but may not need extra time for a purely practical activity. Once the adjustment has been identified, it should be documented for audit purposes.

### **Ensure that the adjustment is in accordance with the guidelines in this policy**

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

## Reasonable adjustment assessments<sup>6</sup>

### Assessments which practical, presentation or professional discussion based

There are no circumstances when the health and safety of a learner should be compromised in the name of assessment. In a practical, presentation or professional discussion activity, if there is a concern that the effects of a person's difficulty or disability may have health and safety implications for them or others. In these cases, 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 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. The centre should contact the awarding organisation to discuss individual cases where further clarification is necessary. The health and safety of all learners and others must always be of paramount importance.

### Assessments which are portfolio based

Some qualifications require learners to compile a portfolio of evidence which can consist of but are not limited to work practices, observation reports, witness statements, knowledge checks. Making appropriate access arrangements in qualifications of this type can be more straight forward 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 so long as 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, on audio cassette or on video. Alternatively, oral questioning or witness statements may replace written responses or signed delivery. Where evidence is produced in Braille or signed onto video, it is the centre's responsibility to ensure that a person who is suitably qualified in Braille or sign language is available to translate the material for the internal and external quality assurers /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 in order to demonstrate competence. For example, 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 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 obtain permission from the awarding organisation. The centre should ensure that they adhere to the awarding organisation's requirements for record keeping and supporting evidence.

<sup>6</sup> This serves to ensure compliance with Ofqual Condition Guidance G6PI, G6NI

<b>Reasonable adjustment classifications</b>	
<b>Time adjustments<sup>7</sup></b>	
<b>Extra time adjustments</b>	<b>Summary</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 request a specified amount of extra time the learner will need, using as a guide the extra time required during formative assessments in the centre.</li> <li>• 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 computers-based assessments where the manipulation of software, and not processing speed, is the primary aim of the assessment.</li> <li>• Extra time for onscreen assessments may have to be customised for each learner. In these cases, the centre is advised to contact the awarding organisation to apply for a time extension to be set up.</li> <li>• Before the centre requests 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 assessment.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Extra time should not be allowed where its use will invalidate the assessment criteria.</li> <li>• Extra time should not give the learner an unfair advantage over others.</li> </ul>
<b>Supervised rest break adjustments</b>	<b>Summary</b>
<ul style="list-style-type: none"> <li>• Where assessment activities are time constrained, a learner may, if there is demonstrated need, be allowed supervised rest breaks during an assessment.</li> <li>• 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.</li> <li>• For onscreen assessments, the centre needs to check with the awarding organisation whether the time for rest breaks must be built into the extra time requested for the assessment. This is necessary because the test runs continuously on the system. The system must also be supervised during the break to ensure that no one else can interfere with the learner's test during the break.</li> </ul>	<ul style="list-style-type: none"> <li>• Centres must ensure that both the learner is supervised during the break.</li> <li>• The duration of the break should not be deducted from the assessment time.</li> <li>• Rest breaks should not be allowed where their use would invalidate the assessment criteria.</li> </ul>

<sup>7</sup> This serves to ensure compliance with Ofqual Condition Guidance G6PI

<b>Venue and facility adjustments</b>	
<b>Assessment room adjustments</b>	<b>Summary</b>
<ul style="list-style-type: none"> <li>• Minor changes to the organisation of the assessment room may benefit some learners with autistic spectrum disorder, with visual or hearing impairment or with physical difficulties.</li> <li>• Learners with visual impairment may benefit from sitting near a window so that they have good lighting.</li> <li>• Learners with hearing difficulties may benefit from sitting near to the assessor and in good light.</li> <li>• Some learners may benefit from using chairs with arm rests or adjustable heights.</li> <li>• Learners with autistic spectrum disorder, may benefit from having visual/noise stimuli, such as a ticking clock removed from the room.</li> </ul>	<p>The centre should consider the needs of the individual learner and, where possible and arrange the assessment room to suit the learner in accordance with awarding organisation instruction.</p>
<b>Separate accommodation within the centre</b>	<b>Summary</b>
<p>It may be necessary to accommodate the learner separately if they are using readers, scribes, BSL/English interpreters, or word processing equipment which may disturb other learners.</p>	<p>Centres should ensure that, where learners are accommodated separately for assessments taken under invigilation conditions in accordance with awarding organisation instruction.</p>
<b>Taking the assessment at an alternative venue</b>	<b>Summary</b>
<p>In certain circumstances the learner may be permitted to take an assessment at an alternative venue, for example at home or in hospital. In these cases, the centre should ensure that the learner is medically fit to take the assessment</p>	<p>For assessments in alternative venues, standard assessment conditions should be in place and the standard procedures for security of assessment material and dispatch of the learner's work should be followed in accordance with awarding organisation instruction.</p>

<b>Use of mechanical, electronic, and technological aids</b>	
<b>Use of coloured overlays, low vision aids, tinted spectacles, and OCR scanners</b>	<b>Summary</b>
<ul style="list-style-type: none"> <li>• The learner must have had sufficient practice in the use of aids and that any electronic aids are in good working order.</li> <li>• For assessments taken under invigilation 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.</li> </ul>	<p>The learner should be familiar with how the aid works.</p> <p>The use of aids should not give the learner an unfair advantage over other learners or invalidate the assessment criteria.</p>
<b>Use of assistive technology (for example speech/screen reading software and voice activated software)</b>	<b>Summary</b>
<ul style="list-style-type: none"> <li>• Learners may benefit from the use of software that reads the assessment material to them and records their spoken responses.</li> <li>• 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.</li> <li>• 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 the awarding organisation if the implications of using certain kinds of assistive technology are unclear.</li> <li>• It should be noted that the use of such software may introduce a hidden assessment agenda, in that the learner must master the use of the software in addition to mastering the assessment criteria. Some learners may need extra time if they use such software.</li> </ul>	<p>The learner should be familiar with how the assistive technology works.</p> <p>The assistive technology should not give the learner an unfair advantage over other learners or invalidate the assessment criteria.</p>
<b>Use of bilingual dictionaries or bilingual translation dictionaries (manual or electronic)</b>	<b>Summary</b>
<p>The use of bilingual dictionaries and bilingual translation dictionaries (including BSL/English dictionaries/glossaries) are allowed in vocational assessments unless the learner is registered and is taking the qualification in England. Additional extra time may be permitted for timed assessments, if the centre is satisfied that the learner can cope with the subject content, but the learner's knowledge and comprehension of English, impairs their ability to complete the assessment within the normal time allocated. The centre should note that the regulatory authorities state that a learner taking a qualification may be assessed in any other language where it is one of the primary objectives of the qualification:</p> <p>(a) for the Learner to gain knowledge of skills in, and understanding of that language, or</p> <p>(b) to support a role in the workplace, providing that proficiency in English or Irish is not required for the role supported.</p> <p>The awarding organisation qualifications do not fall within these categories and in these cases, adjustments will not be applied for any learners registered onto the qualification in England. For learners taking the qualification outside of England 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, the centre must check that the equipment does not contain additional functionality that will give the learner an unfair advantage. If such functionality is present, it must be disabled, or the equipment disallowed.</p>	<p>The use of a bilingual dictionary should not give the learner an advantage over other learners or invalidate the assessment criteria.</p>

<b>Assessment material in BSL (British Sign Language)</b>	<b>Summary</b>
<ul style="list-style-type: none"> <li>• It is the centre's responsibility to arrange for the translation of assessment material or reference materials into BSL.</li> <li>• 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.</li> <li>• Where the centre is permitted to translate assessment material into BSL, they should take responsibility for the security of the material and for the accuracy of the translation. The learner should not be penalised for any errors in their work which occur because of errors in the material.</li> <li>• Centres should note that translation of centre-devised assessment material/resource or reference materials into BSL will not be suitable for all assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• The centre should take responsibility for the security of the material and for the accuracy of the translation permitted to translate the assessment material into BSL.</li> <li>• The centre should provide sufficient playback equipment that is in full working order.</li> </ul>
<b>Assessment material on coloured paper</b>	<b>Summary</b>
<p>It is the centre's responsibility to provide assessment material/resource or reference material on coloured paper, if required.</p> <p>The learner must not be penalised for any errors in their script which occur because of incomplete copying of documents.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>On screen assessments</b>	<b>Summary</b>
<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Assessment in audio format</b>	<b>Summary</b>
<ul style="list-style-type: none"> <li>• It is the centre's responsibility to produce audio versions of externally set assessment material. In these cases, they should take responsibility for the security of the material and for ensuring that the recording is accurate.</li> <li>• The learner should not be penalised for any errors in his/her work which occur because of errors in recordings.</li> <li>• It is the centre's responsibility to provide centre-devised assessment material/resource or reference material in a suitable format for the learner.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The centre should ensure that sufficient playback equipment is provided in full working order.</li> </ul>

Alternative ways of presenting learner responses	
<p>A learner should be provided with the means to present their responses by the method most appropriate and familiar to them, so 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 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.</p>	
Responses via IT	Summary
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• A computer should only be used if it is appropriate to the learner's needs and if the learner is confident in its use, can use it effectively and if it reflects their normal way of working. The learner should be consulted before a decision is taken as to whether the use of ICT is an appropriate adjustment.</li> <li>• 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 that are available.</li> <li>• The use of the computer should not create a misleading impression of the learner's attainment or confer an unfair advantage over other learners.</li> <li>• The centre should ensure that workstations are adapted for the needs of the learner, and that enabling technologies, (for example screen reading software, coloured background, adapted keyboard, large tracker ball mouse, sticky keys) are available.</li> <li>• Where it is apparent that assessment objectives cannot be met fully if a computer is used, the centre should suggest alternative arrangements.</li> </ul>	<p>The centre should ensure that:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the learner has access only to those facilities (spell/grammar checker, voice activated software, speech reading software) which have been agreed in advance with the awarding organisation.</li> <li>• the learner is not able to gain access to existing files or documents. Where a system operates from CD, the learner must be supplied with a formatted disk containing only the software required for the assessment.</li> <li>• the computer should be free-standing and not be connected to the Internet unless this is allowed in the assessment. If it is connected to the Internet, access to the Internet is to be strictly monitored by a supervisor.</li> <li>• 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.</li> <li>• 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.</li> <li>• where a portfolio 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 booklet.</li> <li>• the learner should be familiar with and able to use the computer and its software.</li> <li>• the learner's work is saved frequently and, if possible, using an auto-save facility.</li> </ul>

Responses verbally presented via electronic recording devices	Summary
<ul style="list-style-type: none"> <li>Where there is evidence of need, the learner may be permitted to record their responses electronically, for example via CD ROMs, memory sticks and audio cassettes.</li> <li>Spoken responses will only be available for assessments where there is no requirement for the learner to produce visual material.</li> <li>Where the learner's responses are recorded electronically, the centre should provide an authenticated transcript on paper of the learner's responses.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Recording the learner's responses electronically should not be allowed where it will invalidate the assessment requirements.</li> <li>The appropriate recording equipment provided must be in full working order.</li> <li>The learner using recording equipment should be accommodated separately, with separate invigilation [where needed], where its use will not disturb other learners.</li> </ul>
Responses in BSL	Summary
<ul style="list-style-type: none"> <li>Where there is evidence of need, the learner may be allowed to sign their responses to questions.</li> <li>Signing of responses should not be permitted if the ability to write or speak English, Welsh or Irish is being assessed.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The centre will provide a paper translation of the responses for validation purposes.</li> <li>The centre should ensure that the person doing the translation is appropriately qualified.</li> <li>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.</li> </ul>
Responses in braille	Summary
<ul style="list-style-type: none"> <li>Where there is evidence of need, a learner may be permitted to present their responses in Braille.</li> <li>In these cases, an authenticated paper transcript of the learner's responses should be provided by the centre.</li> </ul>	<ul style="list-style-type: none"> <li>The centre should select a transcriber with the required level of skill in Braille and fully brief them on their responsibilities.</li> <li>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.</li> </ul>

<b>Use of access facilitators</b>	
<b>Reader</b>	<b>Summary</b>
<ul style="list-style-type: none"> <li>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.</li> <li>Where there is evidence of need, a reader may be allowed in all assessments where reading competence is not being assessed. The centre should, in consultation with the learner, decide whether the use of a reader will be an effective arrangement before making the request to the awarding organisation. The learner may be more comfortable with the use of speech/screen reading software which reads out the material without decoding or interpreting it or accessing the assessment material in electronic format, in Braille or through sign language.</li> <li>The centre is responsible for making the necessary arrangements for the provision of a reader.</li> <li>The reader should not normally be the learner's own tutor or assessor, except in circumstances where it is necessary to do so. On no account may a relative, friend or peer of the learner be used as a reader.</li> <li>The reader should be selected based on their ability to work effectively with the learner. 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.</li> <li>A learner 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.</li> <li>The learner and reader must be made clear about the limitations of the reader's role.</li> <li>A separate invigilator must be present when a reader is used.</li> <li>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.</li> <li>For a learner requiring a reader and a scribe, the same person may act as both if permission has been given for both arrangements.</li> <li>The learner using a reader should be accommodated separately so as not to disturb other learners.</li> <li>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.</li> <li>The reader is responsible to, and should be approved, by the Head of Centre or centre staff member with delegated responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>The centre should check that the use of a reader is the most appropriate arrangement to enable the learner to undertake the assessment prior to making a request.</li> <li>The centre should select a reader and fully brief them on their responsibilities.</li> <li>A separate invigilator should be present when a reader is used in assessments which are invigilated,</li> <li>A reader should not be allowed where such use would invalidate the assessment requirements.</li> </ul>
<p><b>During the assessment, a reader:</b></p> <ul style="list-style-type: none"> <li>should read only as requested by the learner. The learner may choose to read some parts of the assessment themselves.</li> <li>should read accurately. If the reader is working with a deaf or hearing-impaired learner, the reader should articulate clearly.</li> <li>should only read the exact wording (instructions and questions), and not give meanings of words, rephrase, or interpret anything.</li> <li>should repeat instructions and questions on the paper only when specifically requested to do so by the learner.</li> <li>may consult a dictionary, where this is allowed, at the learner's request and read out entries</li> <li>should read, as often as requested, the answers already recorded, but may not act as proof-reader</li> <li>should not advise the learner regarding which questions to do, when to move on to the next question, or the order in which questions should be answered</li> <li>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</li> <li>is permitted to help a visually impaired learner using diagrams, graphs, and tables to obtain the information that the print/amended print copy would give to a sighted learner</li> <li>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.</li> <li>should refer any problems during the assessment to the invigilator.</li> </ul>	

Scribe (amanuensis)	Summary
<ul style="list-style-type: none"> <li>• A scribe is a person who, in an assessment, writes down or word processes 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.</li> <li>• The centre should, in consultation with the learner, decide whether the use of a scribe is an appropriate adjustment prior to making a request. 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.</li> <li>• For a learner requiring a scribe and a reader, the same person may act as both, provided permission has been given for both.</li> <li>• 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 components of qualification where its use reflects the learner's normal way of writing.</li> <li>• The centre should select a scribe based on their ability to work effectively with the learner. A scribe should be able to produce an accurate record of the learner'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.</li> <li>• The centre is responsible for making the necessary arrangements for the provision of a scribe.</li> <li>• A scribe is not permitted in an assessment requiring word processing or ICT.</li> <li>• A scribe should not normally be the learner's own tutor or assessor, except when it is necessary to do so. On no account may a relative, friend or peer of the learner be used as a scribe.</li> <li>• A learner should, wherever possible, have had previous practice in working with the scribe and used this arrangement during their learning programme.</li> <li>• The centre should ensure that the learner and scribe are clear about the limitations of the scribe's role.</li> <li>• 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 for invigilated assessments.</li> <li>• The learner using a scribe should be accommodated separately [where needed] so as not to disturb other learners.</li> <li>• A separate invigilator should be present when a scribe is used.</li> <li>• The scribe is responsible to and should be approved by the Head of Centre or centre staff member with delegated responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• The centre should check that the use of scribe is the most appropriate arrangement to enable the learner to undertake the assessment prior to making a request.</li> <li>• The centre should select a scribe and fully brief them on their responsibilities.</li> <li>• A separate invigilator should be present when a scribe is used for invigilated assessment.</li> <li>• A scribe should not be allowed where such use would invalidate the assessment requirements.</li> </ul>
<p><b>During the assessment, a scribe:</b></p> <ul style="list-style-type: none"> <li>• should check with the learner for which parts of the assessment they wish to have their responses scribed. The learner may choose to write some responses themselves.</li> <li>• should neither give factual help to the learner nor offer any suggestions.</li> <li>• should not advise the learner regarding which questions to do, when to move on to the next question or the order in which questions should be answered.</li> <li>• 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 learner. The scribe may not take responsibility for spelling technical words.</li> <li>• should write a correction on a typescript or Braille sheet if requested to do so by the learner.</li> <li>• should not assist the learner to produce any diagrammatical or graphical material. If assistance with this is needed, approval should be obtained from the awarding organisation in advance of the assessment. Exceptions to this are Entry Level qualifications where the scribe is allowed to draw or add to diagrams in accordance with the learner's instructions.</li> <li>• 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.</li> <li>• should immediately refer any problems in communication during the examination to the invigilator.</li> </ul>	

British Sign Language (BSL)	Summary
<ul style="list-style-type: none"> <li>• 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).</li> <li>• The regulatory 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 Condition G2.2)</li> <li>• Where BSL is the primary means of communication for a learner with deafness, they may have the support of a BSL/English interpreter to sign the questions (or part questions) where they are undertaking written assessments.</li> <li>• 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.</li> <li>• 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.</li> <li>• A learner 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.</li> <li>• 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.</li> <li>• 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 organisation.</li> <li>• 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.</li> <li>• 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 on the assessment material.</li> <li>• The learner using a BSL/English interpreter should be accommodated separately where needed so as not to disturb other learners.</li> <li>• A separate invigilator should be present when a BSL/English interpreter is used.</li> <li>• The BSL/English interpreter is responsible to and should be approved by the Head of Centre or centre staff member with delegated responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• The centre should check that the use of BSL interpreter is the most appropriate arrangement to enable the learner to undertake the assessment prior to making a request.</li> <li>• The centre should select a BSL/interpreter and fully brief them on their responsibilities.</li> <li>• A separate invigilator should be present when a BSL interpreter is used for invigilated assessments. A BSL interpreter should not be allowed where such would invalidate the assessment requirements.</li> <li>• The BSL interpreter should have an appropriate qualification in the sign language so as not to disadvantage the learner.</li> </ul>
<p><b>During an assessment, the BSL/English interpreter:</b></p> <ul style="list-style-type: none"> <li>• should have access to the assessment material in advance of the examination to prepare for the signing. The awarding organisation 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</li> <li>• 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.</li> </ul>	

Prompter	Summary
<ul style="list-style-type: none"> <li>• A learner 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.</li> <li>• The centre should, in consultation with the learner, decide whether the use of a prompter is an appropriate arrangement prior to making a request.</li> <li>• The centre is responsible for making the necessary arrangements for the provision of a prompter.</li> <li>• Where the problem is one of concentration, consideration should be given allowing supervised rest breaks rather than a prompter</li> <li>• A prompter should not be the learner’s usual tutor or assessor, except when it may be necessary to do so. On no account may a relative, friend or peer of the learner be used as a prompter.</li> <li>• Prompters should be sufficiently familiar with the learner to recognise when their attention is no longer on the assessment task and that he or she is not, for example, looking away from the paper whilst thinking but still engaged.</li> <li>• Under no circumstances may the prompter draw the learner’s attention to part of the question paper or the learner’s answer paper.</li> <li>• The prompter should sit near enough to be able to observe the learner and draw their attention back to the task. This should, however, be organised as unobtrusively 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, alternatively, on the desk (though not in a way that may be taken to indicate any part of a question paper). Verbal prompting should not normally be used. The method used by the prompter to bring back the learner’s attention should be agreed before the assessment between the learner and the prompter and should be acceptable to the centre and the awarding organisation. It should be noted that some learners with emotional and behavioural sensitivity, vulnerability 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 learners.</li> <li>• In the case of an epileptic learner where the problem is one of temporary absenting, the normal procedure to help that learner will be allowed.</li> <li>• The centre should ensure that the learner and prompter are clear about the limitations of the prompter’s role.</li> <li>• 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.</li> <li>• The centre should ensure that the learner and the prompter have had experience of working together.</li> <li>• A separate invigilator should be present when a prompter is used.</li> <li>• The invigilator should be fully informed of the strategies used to regain the learner’s attention.</li> <li>• The prompter is responsible to and should be approved by the Head of Centre or centre staff member with delegated responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• The centre should check that the use of a prompter is the most appropriate arrangement to enable the learner to undertake the assessment prior to making a request.</li> <li>• The centre should select a prompter and fully brief them on their responsibilities.</li> <li>• A separate invigilator should be present when a prompter is used in invigilated assessments.</li> <li>• A prompter should not be allowed where such use would invalidate the assessment requirements.</li> </ul>
<p><b>During an assessment, a prompter:</b></p> <ul style="list-style-type: none"> <li>• should draw the learner’s attention back to the task in hand</li> <li>• should use the method of prompting agreed with the learner</li> <li>• should not give factual help to the learner or offer any suggestions</li> <li>• should not advise the learner regarding which questions to do, when to move on to the next question or the order in which questions should be done</li> <li>• should be prepared for periods of inactivity during the assessment, but should remain vigilant</li> <li>• should immediately refer any problems during the assessment to the invigilator.</li> </ul>	

Transcriber	Summary
<ul style="list-style-type: none"> <li>• This arrangement may be used where the learner’s handwriting is illegible, unable to use a computer or dictate responses. It may not be allowed where writing by hand is the competence being assessed.</li> <li>• This arrangement may also be used where the learner’s responses are produced in Braille or in BSL.</li> <li>• The transcriber will produce a transcript to assist the assessor in the assessment of a learner’s work. The assessor will assess the learner’s work and will only refer to the transcript if it is impossible to decipher any part of the learner’s response. For responses produced in Braille or BSL the assessor may refer solely to the transcript.</li> <li>• The centre should, in consultation with the learner, decide whether the use of a transcript will be an effective arrangement prior to making a request.</li> <li>• The centre should give the transcriber clear instructions regarding what they are required to do after the assessment.</li> <li>• The transcript should be produced by a member of the centre’s staff who is familiar with the learner’s handwriting, is fully competent in Braille (where the transcription is for learner’s responses produced in Braille), or who has the required skills in BSL (where the transcription is for learner’s responses produced in BSL).</li> <li>• The transcripts should be securely attached to the back of the learner’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.</li> <li>• The centre should not inform the assessor of the reason why a transcript was necessary for invigilated written assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• The centre should check that the use of a transcriber is the most appropriate arrangement to enable the learner to undertake the assessment prior to making a request.</li> <li>• The centre should select a transcriber and fully brief them on their responsibilities.</li> <li>• A transcriber should not be allowed where such use would invalidate the assessment requirements.</li> </ul>
<p><b>During an assessment a transcriber:</b></p> <ul style="list-style-type: none"> <li>• should produce the transcript in a separate copy of the question paper/answer booklet or on lined or unlined white paper as appropriate.</li> <li>• can handwrite or word process the transcript. If handwritten, dark blue or black ink should be used. Pencil must never be used.</li> <li>• should, for invigilated written assessment produce the transcript immediately under secure conditions.</li> <li>• should not involve the learner in the production of the transcript.</li> <li>• should normally transcribe complete answers. In cases where only occasional words need to be transcribed, these may be written on a photocopy of the learner’s script. On no account should the learner’s original script be marked or annotated in any way.</li> <li>• should normally be a word-for-word transcription, such as an exact copy of what the learner has written. The transcriber may not insert or omit words or alter their order.</li> <li>• should transcribe in English. Any errors, including those of spelling, punctuation, and grammar, must be transcribed as given by the learner and must not be corrected.</li> <li>• 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.</li> <li>• should not transcribe diagrammatical material. Assessment of such material will be based on the learner’s own work.</li> </ul>	

## Appendix 02: Glossary of Terms

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

<b>Term</b>	<b>Definition</b>
<b>Malpractice</b>	Actions and practices which threaten the integrity of public qualifications.
<b>Moderation</b>	The process of checking that assessment standards have been applied correctly prior to assessment results being confirmed.
<b>Oral language modifier</b>	Person who can modify/rephrase the carrier language of an assessment for a learner whose first/ language is English, but who has writing difficulties.
<b>Portfolio</b>	A collection of work submitted for assessment.
<b>Prompter</b>	Person who draws the learner's attention back to the task in hand.
<b>Practical assistant</b>	Person who carries out practical tasks at the instruction of the learner.
<b>Qualification specification</b>	A detailed statement or document which sets out the aims, purpose, content, structure, and assessment arrangements for a qualification.
<b>Reasonable adjustment</b>	Any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation.
<b>Risk assessment</b>	An estimation of the likelihood of something unfortunate happening because of a course of action.
<b>Scribe</b>	Person who writes down or word processes a learner's dictated responses.
<b>Standards</b>	The combination of knowledge, understanding and skills required to perform a job or task to the level of competence required in the workplace.
<b>Sector body</b>	A body recognised by the regulator as responsible for formulating and reviewing standards of occupational competence for an employment sector.
<b>Speech software</b>	A computer programme that reads text.
<b>Transcript</b>	A full written or typewritten copy of information or material originally provided in writing, speech, or sign language.
<b>Voice activated software</b>	A computer programme which responds to spoken instructions.

## Appendix 03: Ofqual General Conditions of Recognition Alignment

This document supports our compliance with the following Ofqual General Conditions of Recognition.

Condition title	Condition alignment
Condition G2: Language of the assessment	G2.2
Condition G6: Arrangements for Reasonable Adjustments	G6.1, G6.2, G6.3
Condition I1: Appeals process	I1.1

## Appendix 04: Policy Version Control

This document is subject to version control. We will request feedback from stakeholders in advance of any change and publish the updated document via our website. All changes will be tracked here and confirmed as an updated version.

Version	Publication date	Publication Details
<b>Version 1</b>	Jan 2019	<b>Publication 01</b>
<b>Version 02</b>	Sep 2020	<b>Publication 02</b> Section 1.3 Scope and responsibilities updated for clarity.
<b>Version 03</b>	Sep 2021	<b>Publication 03</b> Section 1.3 Scope and responsibilities updated for clarity. Service Manager duties added. Branding <i>Commitment to Excellence</i> updated to <i>Commitment to Transformation</i> .
<b>Version 04</b>	Sep 2022	<b>Publication 04</b> Section 1.1 Context and culture updated to reflect the organisational change of control.
<b>Version 05</b>	Sep 2023	<b>Publication 05</b> Sections 1 updated to reflect the new Transcend Engagement Team contact email. Section 1.3 Scope and responsibilities updated to reflect staff change. Section 3 incorporated terminology to <i>Educational Health Care Plan</i> .
<b>Version 06</b>	Sep 2024	<b>Publication 06</b> Section 1.1 and 1.2 merged into 1.1 Section 1.3 and 1.4 merged into 1.2
<b>Version 07</b>	Sep 2025	<b>Publication 07</b> Section 1.3 Responsibilities of Senior Officers and Staff updated to reflect changes in the organisational structure