



The Chartered
Institute of Logistics
and Transport

CILT(UK) AO Policy and procedures

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Reasonable Adjustments

CILT(UK) AO Policy

Reasonable Adjustments

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1. Policy

CILT(UK) Awarding Organisation (AO) is committed to ensuring that Learners have an equal opportunity to demonstrate knowledge, skills and understanding at the specified CILT(UK) AO qualification level, by removing and or minimising barriers to entry where possible, while maintaining the integrity of qualifications and assessment. Under the Equality Act 2010, awarding organisations also have a duty to make Reasonable Adjustments to support equality of access to assessment.

CILT(UK) AO will ensure that, where appropriate and where application is necessary, within published timescales in advance of assessment, Learners are offered Reasonable Adjustments in order to access assessment e.g. in the event of illness, injury or disability.

However, it is the responsibility of the Learning Partner to ensure that, applications for the appropriate adjustments are made to CILT(UK) AO on behalf of the Learner within specified timescales before the assessment.

It is also the responsibility of the Learning Partner to ensure that any approved adjustments are put in place for these Learners to allow them to access the assessment process.

2. Scope

This policy applies to all assessments for the following:

- All CILT(UK) AO qualifications regardless of assessment route

The policy covers:

- Reasonable Adjustments permitted in advance of the assessment, at the discretion of the Learning Partner, and declared to the Awarding Organisation, for a Learner to access assessment, subject to the Reasonable Adjustment policy, declaration process and timescales. The Learning Partner must consider each adjustment on a case-by-case basis to ensure it is appropriate as set out in this policy.
- **Note:** The Awarding Organisation reserves the right to review declared adjustments and request further information regarding, and/or change and/or decline a declared adjustment to meet regulatory and policy requirements. All applications are considered on a case-by-case basis.
- Where more than one assessment option is already offered for a specific regulated qualification assessment (e.g. Paper-based or online) the Awarding Organisation may, at its discretion, offer the alternative method of assessment as part of a Reasonable Adjustment to meet regulatory and policy requirements. All adjustments are considered on a case-by-case basis.

3. Regulatory Authorities' criteria

CILT(UK) AO is an awarding organisation regulated by The Office of Qualifications and Examinations Regulation (Ofqual) in England, Qualification Wales and the Council for the Curriculum, Examinations and Assessment (CCEA) Regulation in Northern Ireland.

In addition to statutory duties, this policy is intended to meet relevant regulatory requirements as set out by Ofqual/ QW/ CCEA and has been compiled with reference to current best practice including guidance issued by the Federation of Awarding Bodies (FAB), the Joint Council for Qualifications (JCQ), PSI and the UK Association for Accessible Formats (UKAAF).

4. Reasonable Adjustments

Definition

Reasonable Adjustment

Ofqual/ QW/ CCEA define a Reasonable Adjustment as:

“An adjustment made to an assessment for a qualification so as to enable a disabled Learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.”

The Joint Council for Qualifications (JCQ) guidance on Reasonable Adjustments further clarifies:

- **“A Reasonable Adjustment is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the Learner at a substantial disadvantage.”**
- **“Reasonable Adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the Learner an unfair assessment advantage over other Learners undertaking the same or similar assessments”.**
- **“A Reasonable Adjustment for a particular person may be unique to that individual and may not be included in the list of available [adjustments].”**
- **“How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/Learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.”**
- **“There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.”**

The definition of disability as set out in the Equality Act 2010 is included in Appendix 3 for reference.

Appeal

A process through which an awarding body may be challenged on the outcome of an enquiry about results or, where appropriate, other procedural decisions affecting a centre or individual candidates.

Assessment

The process of making judgements about the extent to which a candidate’s work meets the assessment criteria for a qualification or unit (or component), or part of a unit (or component)

Awarding Organisation

An organisation or consortium that awards qualifications. To be eligible to award regulated qualifications, awarding organisations must meet the requirements of the regulatory authorities.

Learner

A person who is registered to take a qualification and to be assessed as part of that qualification.

Learning Partner (Centre)

An organisation undertaking the delivery of an assessment (and potentially other activities) to Learners on behalf of an awarding organisation. Centres are typically educational institutions, training providers, or employers.

Qualification

An award made by an awarding body for demonstration of achievement or competence. To be eligible to award regulated qualifications, awarding organisations must meet the requirements of the regulatory authorities.

Regulatory authorities

Government-designated statutory organisations required to establish national standards for qualifications and secure consistent compliance with them.

Principles

In addition to the policy, regulatory criteria, definitions and guidance previously outlined in this document, when considering whether an adjustment to assessment is appropriate, CILT(UK) AO and the Learning Partner need to bear in mind that adjustments:

- should not compensate the Learner for lack of knowledge and skills
- must not invalidate the assessment requirements of the qualification or the requirements of the assessment strategy
- must not alter competency standards
- must not give the Learner an unfair advantage or disadvantage
- must be based on the individual need of the Learner
- must reflect the Learner's normal way of working
- must be supported by evidence which is sufficient, valid and reliable
- must be authorised by the Head of Learning Partner or a member of staff with delegated authority
- must be implemented in accordance with guidance given by the awarding organisation
- must be agreed, applied for (where specified by the awarding organisation) and arrangements made for the adjustment in advance of the assessment.

Furthermore:

- A Learning Partner should not assume that the same adjustment for a Learner will be required or permitted for all assessments. Different qualifications and different methods of assessment can make different demands on Learners, depending on individual needs
- A Learner may need one or multiple adjustments depending on the circumstances
- The Learner should be consulted throughout the process.

Responsibilities of Learning Partners

To meet their responsibilities to individual Learners, and in terms of current equality legislation and regulatory requirements, a Learning Partner should, as far as is practicable:

- have an access to assessment policy and communicate this to all staff and Learners
- identify as early as possible, preferably before enrolling a Learner for a qualification, any difficulties the Learner may have in accessing assessment
- select an appropriate qualification for the Learner, based upon their particular circumstances
- select an appropriate adjustment to make the assessment accessible to the Learner
- ensure that it can resource the selected adjustment to assessment
- ensure that the adjustment reflects the normal learning or working practice of a Learner. The Learning Partner must monitor a Learner's normal way of working during the course and use of an adjustment in internal tests, formative and mock assessments

Note: However, there may be circumstances where a Learner's particular way of working in the learning environment may not be permitted when undertaking an assessment, to maintain the integrity of the assessment and/or the qualification. For this reason, it is essential that the Learning Partner ensures that all Learners are aware of, and have practice in, working in a way that reflects what is going to be available in the particular assessment.

Note: Where a Learner has previously not made use of an adjustment(s) that was granted (e.g. extra time or supervised rest breaks), in these circumstances, the adjustment(s) may be reviewed, altered or declined by CILT(UK) AO for future assessments, provided the learner will not be placed at a substantial disadvantage. All requests including supporting evidence of the need for an adjustment will be considered on a case-by-case basis.

- follow CILT(UK) AO's procedures for requesting adjustments to assessment
- follow CILT(UK) AO's procedures for implementing adjustments to assessment
- Ensure that Learners are aware that the personal data shared with CILT(UK) AO via the Learning Partner for the purposes of administration and delivery of their qualification, may be used by CILT(UK) AO in relation to CILT(UK) AO policies, including reasonable adjustment declarations and applications
- ensure that it has effective internal appeals procedures so that the Learner can query any decision taken by the Learning Partner not to allow an adjustment to assessment
- design Learning Partner-set assessment activities or material in an inclusive way so that they are accessible to Learners with access-related needs. The Learning Partner should ensure that the language of the assessment is clear, unambiguous and free from jargon
- ensure that venues and facilities used for assessment are accessible to all Learners, as far as is practicable
- seek advice from the awarding organisation 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. Learning Partners should contact CILT(UK) AO to discuss individual cases
- The above list is not intended to be exhaustive and Learning Partners must take all possible practical steps to apply Reasonable Adjustments, so as to promote equality of access for Learners who are placed at a substantial disadvantage in comparison to a person without disability or difficulty.

Furthermore:

Where an adjustment is deemed appropriate and CILT(UK) AO permission is required, the Learning Partner must apply for the adjustment using the CILT(UK) AO "*Reasonable Adjustments Application Form: CILT(UK) AO-approved adjustments*" submitted to ao@ciltuk.org.uk. The Form is available on the CILT(UK) AO website: [CILT - Qualifications \(ciltuk.org.uk\)](http://CILT-Qualifications(ciltuk.org.uk))

Where an adjustment is deemed appropriate and this can be made at the Learning Partner's discretion, the Learning Partner must make a written declaration of the adjustment using the CILT(UK) AO "*Reasonable Adjustments Learning Partner Declaration Form: Learning Partner-approved adjustments*" submitted to ao@ciltuk.org.uk. The Form is available on the CILT(UK) AO website.

Permissions for each type of Adjustment are listed in [Appendix 2: Reasonable Adjustments - CILT\(UK\) AO permissions table](#).

Learning Partner fees for RA applications - not permitted

- In March 2021, the qualification regulatory authorities issued clarification to awarding organisations that in order to comply with Equalities Law, Learning Partners are **not** permitted to charge a Learner any additional fee related to providing a Reasonable Adjustment
- In order to minimise barriers to assessment and meet equality duties, CILT(UK) AO does not charge a fee for Reasonable Adjustment applications.

Types and permissions

Different types of assessment make different demands on the Learner and will influence whether Reasonable Adjustments will be needed and the kind of Reasonable Adjustment which may be put in place.

The adjustments that are appropriate for a particular assessment will depend upon:

- the specific assessment requirements of the qualification
- the type of assessment
- the particular needs and circumstances of the individual Learner.

Further information on different categories and types of adjustments can be found in Appendix 1: Guidance regarding types of Reasonable Adjustments and implementation.

See [Appendix 2 for CILT\(UK\) AO's Reasonable Adjustments Permissions Table](#), listing common Reasonable Adjustments with a key to show which adjustments can be approved by the Learning Partner and which must be approved by CILT(UK) AO, depending on the assessment format.

Application Form

Reasonable Adjustments – Learning Partner approved: Declarations to CILT(UK) AO

Learning Partners must declare any Learning Partner approved Reasonable Adjustments to CILT(UK) AO, this applies to all assessment routes. Learning Partners will need to declare using CILT(UK) AO's Reasonable Adjustment Declaration Form, available with this policy on the CILT(UK) AO website.

A separate application will need to be completed for each Learner.

Reasonable Adjustments – CILT(UK) AO approved: Applications to CILT(UK) AO

Learning Partners must apply for CILT(UK) AO approved adjustments on behalf of a Learner, this applies to all assessment routes. Learning Partners need to apply using CILT(UK) AO's Reasonable Adjustment Application Form, available with this policy on the CILT(UK) AO website.

A separate application will need to be completed for each Learner.

Supporting Evidence

- The Learner must submit evidence in support of Reasonable Adjustment This may include medical evidence or a statement from the invigilator or any other appropriate information.

Authorisation

- The application should be signed and dated by the Head of Learning Partner or a Learning Partner staff member with delegated authority to do so. The signatory must declare that the information given is accurate.

Declaration / Application Timescales

Applications and declarations should be submitted by Learning Partners at the earliest opportunity but **no later than 15 working days before the assessment date**.

Written approval must be received from CILT(UK) AO *before* the Learning Partner implements the arrangement.

It is the Learning Partner's responsibility to ensure all Invigilators have been made aware of all approved applications in advance of the assessment date.

Applications received outside these timescales may not be processed in time for the Learner to use the adjustment during the assessment.

Declaration / Application Timescales (modified assessment materials)

For adjustments where the awarding organisation is required to produce modified assessment material (e.g. Braille papers, modified enlarged papers, coloured paper), **applications need to be made to CILT(UK) AO within 5 working days after enrolment (not registration) by the Learning Partner**. CILT(UK) AO will require a **minimum of 50 working days notice and reserve the right to extend this, subject to a feasible assessment date being agreed**, in order for the appropriate modified material to be designed, produced and made available.

Written approval must be received from CILT(UK) AO *before* the Learning Partner implements the arrangement.

It is the Learning Partner's responsibility to ensure all Invigilators have been made aware of all approved applications in advance of the assessment date.

Applications received outside these timescales may not be processed in time for the Learner to use the adjustment during the assessment.

Decisions

Each application will be considered individually. CILT(UK) AO reserves the right to accept or reject an application, to modify or add conditions applying to any proposed arrangement or to request further information.

The response will relate primarily to the effect that the requested arrangement may have on the assessment objective being assessed.

The application will be acknowledged **within 5 working days of receipt** and a response made **within 10 working days of receipt**.

Note: In exceptional circumstances, CILT(UK) AO reserves the right to extend the decision timescale, e.g. Where further information and/or investigation and/or review regarding a Reasonable Adjustment application and/or supporting evidence is required. Where this occurs, CILT(UK) AO will inform the Learning Partner of the need to extend the timescale within the initial 10 working days.

Contact

Applications with supporting evidence should be sent (with 'Reasonable Adjustment application' in the 'Subject' line) to: ao@ciltuk.org.uk

Or

Reasonable Adjustments
CILT(UK) Awarding Organisation
Earlstrees Court
Earlstrees Road
Corby
Northamptonshire
NN17 4AX

Learning Partner record keeping

Requirements for recording adjustments to assessments agreed with CILT(UK) AO.

The Learning Partner should keep records of their applications to CILT(UK) AO for adjustments to assessments, referencing the relevant evidence **for 3 years after the date of the assessment**. Supporting evidence should be kept, subject to the requirements of General Data Protection Regulation (GDPR).

Requirements for recording adjustments to assessments permitted by the Learning Partner.

The Learning Partner should keep records of their decisions to permit adjustments to assessments and relevant declarations to CILT(UK) AO, referencing the relevant evidence **for 3 years after the date of the assessment**. Supporting evidence should be kept, subject to the requirements of General Data Protection Regulation (GDPR).

5. Reasonable Adjustments – Malpractice

Learning Partners should note that failure to comply with the regulations and guidance regarding adjustments to assessments as set out by CILT(UK) AO in this policy has the potential to constitute malpractice and may impact on the candidate's result(s). Examples of failure to comply include (but are not limited to):

- Putting in place adjustments without seeking prior approval from, or making a declaration to, CILT(UK) AO, where this is required;
- Permitting adjustments which are not supported by the required evidence as per these regulations;
- Failing to declare Learning Partner-approved adjustments to the awarding organisation where this is required;
- Submitting applications that are not accurate and/or genuine to the best of the Learning Partner's knowledge;
- Not putting in place appropriate arrangements for Learners with known and established learning difficulties/disabilities;
- Exceeding the allowances agreed with CILT(UK) AO;
- Failing to maintain records of Reasonable Adjustments applications for audit by CILT(UK) AO and/or the qualification regulators;

Further information

Further information is available in the “CILT(UK) AO “Awards Organisation policy - Malpractice” document available on the CILT(UK) AO website.

6. Reasonable Adjustments – Appeals

In accordance with regulatory requirements, CILT(UK) AO offers an Appeals process where a Learner or a centre is dissatisfied with a Reasonable Adjustment decision made by a Learning Partner or CILT(UK) AO.

- The Appeals process is concerned with whether CILT(UK) AO procedures were applied consistently, properly and fairly
- **NB:** The Appeals process does not include further re-marking of Learner scripts.
- If the applicant fails to provide sufficient grounds for the appeal, including supporting evidence within the timescale, CILT(UK) AO reserves the right to reject the application and refund the fee.

Further information

For further details including process, fees and application form, please see the CILT(UK) AO “*Appeals policies and procedures*” document available on the CILT(UK) AO website: [CILT - Qualifications \(ciltuk.org.uk\)](http://ciltuk.org.uk)

7. References

CCEA Regulation, 2021 ““General Conditions of Recognition (January 2021)”

Department for Communities (Northern Ireland), 2022 “*Sign language: Information on how both the British Sign Language (BSL) and the Irish Sign Language (ISL) were embraced and their history.*”

Federation of Awarding Bodies, 2012 “*The Application of Reasonable Adjustments and Special Consideration in Vocational Qualifications (January 2012)*”

House of Lords Library, 2022 “*British Sign Language Bill (21 March 2022)*”

Joint Council for Qualifications, 2021 “*Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments (1 September to 31 August 2022)*”

Office of Qualifications and Examinations Regulation, 2022 “*Ofqual Handbook: General Conditions of Recognition (May 2022)*”

Office of Qualifications and Examinations Regulation, 2021 “*Equalities duties and reasonable adjustments (March 2021)*”

Qualification Wales, 2021 “*Standard Conditions of Recognition (January 2021)*”

PSI, 2020 “*Accessibility Guidelines: UK Practical information on testing candidates who may require reasonable adjustments*”.

UK Association for Accessible Formats, 2019 “*G020: General and Vocational Examinations for Candidates with Visual Impairment: Best Practice Guidance for Modifiers and Producers*”

UK Government, 2022 “*British Sign Language Bill set to clear final stage before becoming law (27 April 2022)*”

UK Parliament, 2022 “*British Sign Language Act 2022*”

Appendix 1: Guidance regarding types of Reasonable Adjustments and implementation

The list of Reasonable Adjustments is organised under the following headings:

- 1a: Changes to assessment conditions
- 1b: Use of mechanical, electronic and technological aids
- 1c: Modifications to presentation of assessment material
- 1d: Alternative ways of presenting responses
- 1e: Use of access facilitators

This list is not intended to be exhaustive. If in doubt, Learning Partners should contact CILT(UK) AO to discuss individual cases and adjustments.

All adjustment requests are subject to the relevant Reasonable Adjustment application process and timescales, and meeting regulatory and policy requirements. Adjustments are considered by CILT(UK) AO on a case-by-case basis (see [2. Scope](#))

1a: Changes to assessment conditions

Extra time

Where assessment activities are time constrained, a Learner may be allowed extra time during an assessment if the Learner 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 Learner’s difficulty. ‘Unlimited’ extra time will not be allowed. It is the Learning Partner’s responsibility to specify the amount of extra time the Learner will need, using as a guide the extra time required during formative assessments in the Learning Partner.
- Extra time for paper and online assessments may have to be customised for each Learner. In these cases, the Learning Partner is advised to contact the awarding body to apply for a time extension to be set up.
- Before the Learning Partner allows extra time for the Learner, the Learning Partner should be satisfied that the Learner can cope with the content of the qualification and that the Learner is medically fit to undertake the extended assessment.
- Extra time will not be allowed in practical activities where the timing is a crucial part of the assessment or in group activities where the Learner’s performance will be assessed in conjunction with others.

Supervised rest breaks

- Where assessment activities are time constrained a Learner may, if there is a 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 Learning Partner should be aware that, during the supervised rest breaks, the Learner is still under assessment conditions and that the usual regulations governing conduct of assessments will apply 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 Learning Partner needs to check with the awarding body whether the time for rest breaks must be built into the extra time requested for the assessment. This will be necessary if 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.

Change in the organisation of the assessment room

- 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.
- Visually impaired Learners may benefit from sitting near a window so that they have good lighting.
- Deaf Learners may benefit from sitting near the front of the room and in good light.
- Some Learners may benefit from using chairs with arm rests or adjustable heights.
- Autistic Learners may benefit from having visual/noise stimuli, such as a ticking clock, removed from the room.

Separate accommodation within the venue

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

Taking the assessment at an alternative venue

- In certain circumstances the Learner may be permitted to take an assessment at an alternative venue, for example at home or in hospital.
- The Learning Partner should ensure that the Learner is medically fit to take the assessment.

1b: Use of mechanical, electronic and technological aids

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

- The Learning Partner should ensure that the Learner has had sufficient practice in the use of these aids and that any electronic aids are in good working order.
- For assessments taken under examination conditions, the Learner should be accommodated separately with separate invigilation if the use of any of these aids will disturb other Learners. In these cases, the invigilator should be fully informed of the Learner's support.
- A Learning Partner should contact the individual awarding body if they are unclear about whether any new technology will unfairly advantage the Learner or invalidate the assessment requirements.

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

- Some Learners may benefit from the use of software that reads the assessment material to them and records their spoken responses.
- Speech software should not be allowed for qualifications where reading is the competence being assessed. Elsewhere, and especially in vocational areas, such software may be used to allow Learners to have access to assessments that are appropriate for them and enable them to show their proficiency.
- The Learning Partner 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, the Learning Partner should seek advice from the awarding body 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 Learner has to master the use of the software in addition to mastering the assessment criteria. Some Learners may need extra time if they use such software.

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

The use of bilingual dictionaries and bilingual translation dictionaries (including BSL/English or ISL/Irish dictionaries/glossaries) can be allowed in all paper based vocational assessments, unless its use is expressly forbidden by the assessment requirements. The use of bilingual translation dictionaries should be the learner's normal way of working.

- The Learning Partner should check the dictionaries used by the Learner to make sure they do not contain pictures or notes which would give the Learner an unfair advantage. Where permission is given to use electronic dictionaries, the Learning Partner must check that the equipment does not contain additional functionality that will give the Learner an unfair advantage (e.g. access to the internet). If such functionality is present, it must be disabled or the equipment disallowed
- The bilingual dictionary used must not provide an explanation or clarification of words and phrases. As an example, a Welsh to English bilingual dictionary must simply list words in Welsh and the equivalent word in English. Monolingual dictionaries that define words and phrases, translators' wordlists or glossaries are not permitted
- Before enrolment, CILT(UK) AO Learning Partners are expected to ensure that Learners can meet the Entry Requirements outlined in the relevant CILT(UK) AO qualification syllabus. If a potential Learner's first language is not English, the Learning Partner is expected to ensure that the Learner meets the English Language standard set out in the relevant qualification syllabus
- For timed assessments, given a Learner's standard of English has been deemed by the Learning Partner at enrolment as meeting the CILT(UK) AO standard for the qualification, CILT(UK) AO does not permit an additional allowance of extra time for use of bilingual dictionaries
- The same rationale applies where use of a bilingual dictionary is not required but a Learner's first language is not English: extra time will not be authorised for this purpose
- For the avoidance of doubt, and as with any other Reasonable Adjustment, CILT(UK) AO policy for the use of dictionaries and extra time must be followed; failure to do so may result in the disqualification of the learner and the opening of an investigation into suspected malpractice.

1c: Modifications to presentation of 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 awarding body provides externally set assessment material in enlarged format, the Learning Partner will have to apply by the deadlines set by individual awarding bodies.
- Where the Learning Partner is permitted to make the enlargements to externally set assessment material, it should take responsibility for the security of the material and for ensuring that the entire document is enlarged. The Learner may be penalised for any errors in his/her work which occur as a result of incomplete enlargement of the material.

- Learning Partners should note that assessment material containing scale diagrams cannot be enlarged.
- It is the Learning Partner's responsibility to provide Learning Partner-devised assessment material/resource or reference material in a suitable format for the Learner.

On-screen assessments:

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

Assessment material in Braille

- Assessment material may be provided in Braille for a blind or visually impaired Learner.
- The material will be modified to remove any visual content prior to brailling.
- Diagrams in the assessment material can be produced as tactile diagrams.
- Where the awarding body provides externally set assessment material in Braille, the Learning Partner should meet the awarding body's deadlines for applying for this. If Braille assessment material has been ordered, but is no longer required, the Learning Partner should inform the awarding body immediately as any costs incurred in producing such material may be passed to the Learning Partner.
- Permission may be given to the Learning Partner to Braille externally set assessment materials. Individual awarding bodies should advise when this can be permitted.
- Where the Learning Partner 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 Learner 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 Learner, not all blind people are fluent in Braille.
- It is the Learning Partner's responsibility to arrange for the brailling of Learning Partner-devised assessment material/resource or reference materials.

Language modified assessment material

- The carrier language in assessment material may be modified for a deaf Learner whose first language is English, British Sign Language (BSL) or Irish Sign Language (ISL). In either case, the Learner's English may be limited and modified assessment material may be necessary. BSL and ISL are languages in their own right and have their own grammar, syntax and vocabulary and written assessment material will have to be modified for most deaf Learners for whom BSL or ISL 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 Learner.
- In listening tests, a transcript of the test may be provided, which can be read to the Learner by a live speaker. This will enable the Learner to lip-read the text.
- Where the awarding body provides language modified externally set assessment material, the Learning Partner will have to apply by the deadlines set by individual awarding bodies.
- Where the Learning Partner is permitted to modify externally set assessment material, they should take responsibility for the security of the material and for the accuracy of the modification. The Learner may be penalised for any errors in his/her work which occur as a result of inaccurate modification of the material.

- It is the Learning Partner's responsibility to arrange for the modification of Learning Partner-devised assessment material/resource or reference materials.

Assessment material in BSL (British Sign Language) / ISL (Irish Sign Language)

- Where the Learning Partner cannot provide a BSL/English interpreter or ISL/Irish interpreter for the assessment, and if language modified assessment material does not provide sufficient assistance, a BSL or ISL version of assessment material may be provided on videotape instead of (or in addition to) the assessment material in written English or Irish. This facility may not be permitted for assessments where reading or listening is the competence being assessed.
- Where the awarding body will provide externally set assessment material in BSL or ISL, the Learning Partner will have to apply by the deadlines set by individual awarding bodies.
- Where the Learning Partner is permitted to translate externally set assessment material into BSL or ISL, they should take responsibility for the security of the material and for the accuracy of the translation. The Learner may be penalised for any errors in his/her work which occur as a result of errors in the material.
- It is the Learning Partner's responsibility to arrange for the translation of Learning Partner-devised assessment material/resource or reference materials into BSL or ISL.
- Learning Partners should note that this adjustment will not be suitable for all assessments and that they need to contact the awarding body for further advice if they are unclear whether this adjustment is appropriate.
- Learning Partners should read the guidance for BSL/English or ISL/Irish interpreters in the relevant section of this guidance in conjunction with this section.

Assessment material on coloured paper

- Where CILT(UK) AO provides externally set assessment material on coloured paper, the Learning Partner must abide by the deadlines set.
- Where the Learning Partner 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, for reasonable adjustment purposes only. The Learner may be penalised for any errors in his / her script which occur as a result of incomplete copying of the document.
- It is the Learning Partner's responsibility to provide Learning Partner-devised assessment material/resource or reference material on coloured paper, if required.
- On-screen assessments - It may be possible to provide a screen background in a colour that is suited to the Learner's needs.

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 awarding body provides externally set assessment material in audio format, the Learning Partner will have to apply by the deadlines set by individual awarding bodies.
- Where the Learning Partner is permitted to produce an audio version of externally set assessment material, they should take responsibility for the security of the material and for ensuring that the recording is accurate. The Learner may be penalised for any errors in his/her work which occur as a result of errors in the recording.
- It is the Learning Partner's responsibility to provide Learning Partner-devised assessment material/resource or reference material in a suitable format for the Learner.

1d: Alternative ways of presenting Learner responses

- A Learner 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 Learners to access assessment.
- The guidance given below relates to the use of ICT in written assessments. ICT can normally be used for Learning Partner-devised and portfolio work unless the use of ICT is expressly prohibited by the qualification specification.

Use of ICT to present responses

- The use of ICT in this context should be taken to include word processors, personal computers (PCs) and other microprocessor controlled devices producing output in text or other forms such as graphics and diagrams.
- For many Learners with additional support needs, computers provide an effective means of independent communication. Consideration should be given to whether the Learner can meet the assessment criteria using a computer.
- A computer should only be used if it is appropriate to the Learner's needs and if the Learner is confident in its use, can use it effectively and if it reflects his / her normal way of working. The Learner 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 Learning Partner 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 Learner's attainment or confer an unfair advantage over other Learners.
- The Learning Partner 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.
- Where it is apparent that assessment objectives cannot be met fully if a computer is used, the Learning Partner should suggest alternative arrangements.

Spoken responses using electronic recording devices, for example CD Rom, memory sticks, audio cassettes

Where there is evidence of need, the Learner may be permitted to record their responses electronically.

- This arrangement will only be available for assessments where there is no requirement for the Learner to produce visual material.
- Where the Learner's responses are recorded electronically, the Learning Partner should provide an authenticated transcript of the Learner's responses.
- It will be the Learning Partner'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.

Responses in BSL/ISL

Where there is evidence of need, the Learner may be allowed to sign their responses to questions.

- Signing of responses should not be permitted if the ability to write or speak English, Welsh or Irish (Gaeilge) is being assessed.

- A Learner can sign full responses in BSL or ISL. Where the Learner is required to show knowledge of an expression / name in their response, this must be finger-spelt. This must all be videoed for quality assurance purposes.
- The Learning Partner will provide a translation of the responses for assessment.
- The Learning Partner should ensure that the person doing the translation is appropriately qualified.
- The Learning Partner should ensure that sufficient recording equipment is available and that it is in good working order.
- Where the Learning Partner provides a transcript of the Learner's response, the Learning Partner should ensure that the transcript is authenticated and an accurate reflection of the Learner's responses. The Learning Partner should keep this as a record of the assessment.

Responses in Braille

Where there is evidence of need, a Learner may be permitted to present their responses in Braille.

- In these cases, an authenticated transcript of the Learner's responses should be provided by the Learning Partner.
- It will be the Learning Partner's responsibility to ensure that the transcript is an accurate reflection of the Learner's responses and to keep the transcript for their records.

1e: Use of access facilitators

Reader

A reader is a person who, when requested, will read to the Learner all or part of the assessment material and the Learner's written responses.

- Where there is evidence of need a reader may be allowed in all assessments where reading or understanding of the written word is not an assessment requirement or the competence being assessed.
- The Learning Partner should, in consultation with the Learner, decide whether the use of a reader will be an effective arrangement. The Learner may be more comfortable with: the use of speech/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 Learning Partner is responsible for making the necessary arrangements for the provision of a reader.
- A Reader must not be Learner's own tutor or assessor, the assessment invigilator or a family member, friend or peer of the Learner.
- The Learning Partner should select the reader on the basis of 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.
- A Learner should, wherever possible, have had previous practice in working with the reader and should have used this arrangement during the training programme leading up to the assessment.
- The Learning Partner should ensure that the Learner and reader are clear about the limitations of the reader's role.
- A separate invigilator must be present when a reader is used to ensure that the guidance regarding readers is followed.

- The Learning Partner should give the reader clear instructions regarding what they are required to do and what they may and may not do during the assessment. These instructions should also be given to the invigilator.
- For a Learner requiring a reader and a scribe, the same person may act as both as long as permission has been given for both arrangements.
- The Learner using a reader should be accommodated separately so as not to disturb other Learners.
- Where a Learner is not eligible for the use of a reader, it may be helpful for the Learner to read the questions aloud. In these circumstances the Learner must be accommodated in a separate room so that other Learners are not disturbed. Separate invigilation should be arranged in these cases. The invigilator may not correct the reading of the Learner.
- The reader is responsible to, and should be approved by, the Head of Learning Partner or the Learning Partner staff member with delegated responsibility.

The reader:

- should read only as requested by the Learner.
- The Learner may choose to read some parts of the assessment themselves.
- should read accurately. If the reader is working with a deaf or hearing impaired Learner, the reader should articulate clearly.
- should only read the exact wording (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 Learner.
- may consult a dictionary, where this is allowed, at the Learner'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 Learner regarding which questions to do, when to move on to the next question, or the order in which the questions should be answered.
- may enable a visually impaired Learner to identify which piece of visual material relates to which question, but should neither give factual help to the Learner nor offer any suggestion.
- is permitted to help a visually impaired Learner using diagrams, graphs and tables to obtain the information that the print/amended print copy would give to a sighted Learner.
- should, if requested, give a visually impaired Learner the spelling of a word which appears on the paper, but otherwise spellings must not be given.
- should refer any problems during the assessment to the invigilator.

Read aloud

- It can make a significant difference to a Learner who persistently struggles to understand what they have read to read aloud. Where a Learner is reading difficult text, the Learner may work more effectively if they can hear themselves read.
- The arrangement must reflect the candidate's normal way of working in internal Learning Partner tests and mock examinations.
- A Learning Partner who reads aloud to themselves must be accommodated in another room, away from the main examination room.
- A candidate who would normally be eligible for a reader but is not permitted this arrangement in a paper (or a section of a paper) testing reading, may read aloud with up to a maximum of 50% extra time

Scribe

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 Learning Partner should, in consultation with the Learner, decide whether the use of a scribe is an appropriate adjustment. As the effective use of a scribe requires high level communication skills from the Learner, the Learning Partner is advised to consider whether the Learner would be more comfortable with the use of a computer. The Learner is also more likely to use a word processor rather than a scribe in the workplace.
- For a Learner requiring a scribe and a reader, the same person may act as both, provided permission has been given for both.
- The use of a scribe should not affect the assessment requirements for the qualification being assessed. In some cases, the writing of answers by the Learner may be the skill being assessed.
- The Learning Partner should select a scribe on the basis of 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.
- The Learning Partner is responsible for making the necessary arrangements for the provision of a scribe.
- A scribe is not permitted in an assessment where word processing is the competence being assessed.
- Where word processing is used to present assessment responses but word processing is not the competence being assessed, for the avoidance of doubt and as with any other adjustment request, use of a scribe is subject to the relevant Reasonable Adjustment application process and timescales, and meeting regulatory and policy requirements (See [2. Scope](#)). A scribe must not be Learner's own tutor or assessor, the assessment invigilator or a family member, friend or peer of the Learner.
- A Learner should, wherever possible, have had previous practice in working with the scribe and used this arrangement during their learning programme.
- The Learning Partner should ensure that the Learner and scribe are clear about the limitations of the scribe's role.
- The Learning Partner should give the scribe clear instructions regarding what the Learner is required to do/what the Learner is not allowed to do during the assessment. These instructions should also be given to the invigilator.
- The Learner using a scribe should be accommodated separately so as not to disturb other Learners.
- A separate invigilator should be present when a scribe is used to ensure that the guidance regarding scribes is followed.
- The scribe is responsible to and should be approved by the Head of Learning Partner or the Learning Partner staff member with delegated responsibility.

During the assessment a scribe:

- 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.
- should neither give factual help to the Learner nor offer any suggestions.
- should not advise the Learner regarding which questions to do, when to move on to the next question or the order in which the questions should be answered.

- should write down answers exactly as they are dictated. Where spelling accuracy and punctuation is being tested, the scribe must follow explicit instructions from the Learner. The scribe may not take responsibility for spelling technical words.
- should write a correction on a typescript or Braille sheet if requested to do so by the Learner.
- should not assist the Learner to produce any diagrammatical or graphical material. If assistance with this is needed, approval should be obtained from the awarding body 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.
- may, at the Learner's request, read back what has been written but no comment must be made about any part of the Learner's response. should immediately refer any problems in communication during the examination to the invigilator.

British Sign Language (BSL)/English or Irish Sign Language (ISL) / Irish interpreter

- Although British Sign Language (BSL) and Irish Sign Language (ISL) are recognised as official languages of the UK, they are not yet statutory languages in Northern Ireland. British Sign Language (BSL) received statutory recognition as a language of England, Wales, and Scotland in April 2022.
- The regulatory authorities' *"Conditions of Recognition"* state:
- Ofqual G2.2: *"A Learner taking a qualification may be assessed in British Sign Language where it is permitted by an awarding organisation for the purpose of Reasonable Adjustment."*
- Qualification Wales G2.2 *"A Learner taking a qualification in Wales may be assessed in British Sign Language where it is permitted by an awarding body for the purpose of Reasonable Adjustment"*
- CCEA Regulation G2.2 *"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."*
- Where BSL or ISL is the primary means of communication for a deaf Learner, these Learners may have the support of a BSL/English or ISL/Irish 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, ISL or any other sign language may only be used for the assessment material rubric and instructions.
- The Learning Partner should ensure that the BSL or ISL interpreter has an appropriate qualification in the sign language and a good working knowledge of the content of the assessment. Some awarding bodies may provide the Learning Partner with a specification for the person allowed to interpret the written assessment material into BSL or ISL.
- A Learner should, wherever possible, have had previous experience of working with a BSL/English or ISL/Irish interpreter and should have used this arrangement during the learning programme leading up to the assessment.
- The Learning Partner should ensure that the Learner and the person providing the interpretation is clear about the limitations of the latter's role in the assessment situation.
- The Learning Partner should ensure that the person providing the interpretation has access to the assessment material in advance of the assessment, to prepare for the signing. This arrangement should be agreed with the awarding body.

- The interpretation should not give the Learner an unfair advantage and care must be taken not to indicate the meaning of technical words, where the Learner's understanding of these words is inherent in the purpose of the question. The interpretation should not explain or clarify. In some instances it may be more appropriate to finger-spell a word.
- Any words or phrases interpreted for the Learner because a standard sign is not available or appropriate should be underlined on the assessment material, which, if separate from the answer book, should be attached to the Learner's answer book. Amended versions of questions should be shown on the assessment material.
- The Learner using a BSL/English or ISL/Irish interpreter should be accommodated separately so as not to disturb other Learners.
- A separate invigilator should be present when a BSL/English or ISL/Irish interpreter is used to ensure that guidance regarding BSL/English or ISL/Irish interpreters is followed.

The BSL/English or ISL/Irish interpreter:

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

Prompter

- 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.
- The Learning Partner should, in consultation with the Learner, decide whether the use of a prompter is an appropriate arrangement.
- The Learning Partner 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 must not be Learner's own tutor or assessor, the assessment invigilator or a family member, friend or peer of the Learner.
- Prompters should be sufficiently familiar with the Learner 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 Learner to part of the question paper or the Learner's answer paper.
- The Prompter should sit near enough to be able to observe the Learner and draw his / her 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 the examination 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 Learning Partner. It should be noted that some Learners 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 Learners.

- In the case of an epileptic Learner where the problem is one of temporary absence, the normal procedure to help that Learner will be allowed.
- The Learning Partner should ensure that the Learner and prompter are clear about the limitations of the prompter's role.
- The Learning Partner 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 Learning Partner should ensure that the Learner 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 Learner's attention.
- The Prompter is responsible to and should be approved by the Head of Learning Partner or the Learning Partner staff member with delegated responsibility.

During an assessment a prompter:

- should draw the Learner's attention back to the task in hand;
- should use the method of prompting agreed with the Learner;
- should not give factual help to the Learner or offer any suggestions;
- should not advise the Learner regarding which questions to do, when to move on to the next question or the order in which the questions should be done. For Entry Level qualifications it may be appropriate for the prompter to direct the Learner 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.

Practical assistant

- A practical assistant is a person who, during an assessment, carries out practical tasks at the instruction of the Learner. Examples of the kinds of tasks with which the practical assistant may assist are, turning the pages of the question paper or, guiding a Learner using a Braille paper to the correct page they need.
- The Learning Partner should, in consultation with the Learner, decide whether the use of a practical assistant is an appropriate arrangement. A practical assistant will not normally be allowed in those qualifications where the practical skill is the focus of the assessment.

Transcriber

This arrangement may be used by a Learner in the following circumstances:

- Where the Learner'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;
- Where the Learner's responses are produced in Braille or in BSL or ISL.

The transcriber will produce a transcript to assist the examiner/assessor in the assessment of a Learner's work. The examiner/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(s). (For responses produced in Braille, BSL or ISL the examiner/assessor may refer solely to the transcript).

- The Learning Partner should, in consultation with the Learner, decide whether the use of a transcript will be an effective arrangement.

- The Learning Partner should give the transcriber clear instructions regarding what they are required to do after the assessment.
- The transcript should be produced by a member of the Learning Partner'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 or ISL (where the transcription is for Learner's responses produced in BSL or ISL).
- The transcript(s) should be securely attached to the back of the Learner's work and be included with the other work from the Learning Partner for dispatch to the assessor in the normal way. The production of the transcript should not delay the dispatch of scripts to the assessor.
- The Learning Partner should not inform the assessor 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 Learner 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 Learner's script. On no account should the Learner'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 Learner has written. The transcriber may not insert or omit words or alter their order. In English, Welsh or Irish (Gaeilge) or modern foreign language examinations any errors, including those of spelling, punctuation and grammar, must be transcribed as given by the Learner and must not be corrected. In other qualifications, 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 Learner's own work.

Appendix 2: Reasonable Adjustments - CILT(UK) AO permissions table

| Reasonable Adjustment type | Invigilated in-person Examination | Remote Proctored onscreen Examination | Assignments/projects | Practical assessments |
|---|-----------------------------------|---------------------------------------|----------------------|-----------------------|
| Extra time, normally to a maximum of 25% | AO | AO | AO | AO |
| Supervised and timed rest breaks | AO | AO | n/a | AO |
| Change in the organisation of assessment room | Learning Partner | AO | n/a | Learning Partner |
| Separate accommodation within the venue | AO | n/a | n/a | Learning Partner |
| Taking the assessment at an alternative venue | AO | Learning Partner | n/a | Learning Partner |
| Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners | AO | AO | Learning Partner | AO |
| Use of assistive software | AO | AO | AO | AO |
| Use of bilingual and bilingual translation dictionaries | Learning Partner | n/a | n/a | Learning Partner |
| Assessment material in enlarged format | AO | AO | Learning Partner | AO |
| Assessment material in Braille | AO | AO | AO | AO |
| Language modified assessment material | AO | AO | AO | AO |
| Assessment material in BSL or ISL | AO | AO | AO | AO |
| Assessment material on coloured paper | AO | AO | Learning Partner | AO |
| Assessment material in audio format | AO | AO | AO | AO |
| Use of ICT to present responses | AO | n/a | n/a | AO |
| Spoken responses using electronic recording devices | AO | AO | AO | AO |
| Responses in BSL or ISL | AO | AO | AO | AO |
| Responses in Braille | AO | AO | AO | AO |
| Reader | AO | AO | Learning Partner | AO |
| Read aloud | Learning Partner | AO | n/a | Learning Partner |
| Scribe | AO | AO | Learning Partner | AO |
| BSL/English or ISL/Irish Interpreter | AO | AO | Learning Partner | AO |
| Prompter | AO | AO | n/a | AO |
| Practical Assistant | AO | AO | AO | AO |
| Transcriber | AO | AO | AO | AO |
| Other | AO | AO | AO | AO |

AO: Reasonable Adjustment permitted at the discretion of CILT(UK) AO Awarding Organisation. The Learning Partner must apply for permission to CILT(UK) AO using the relevant Application form with supporting evidence, and retain details of these requests.

Learning Partner: Reasonable Adjustment permitted at the discretion of the Learning Partner. The Learning Partner must declare these to the awarding organisation using the relevant Declaration form and retain details of these requests.

Appendix 3: The Equality Act 2010 - Definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/570382/Equality%20Act%202010-disability%20definition.pdf

The clear starting point in the statutory guidance is that disability means 'limitations going beyond the normal differences in ability which may exist among people'.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. (Study and education related activities are included in the meaning of 'day to day' activities.)

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions;
- physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

Factors that might reasonably be expected **not** to have a substantial adverse effect include:

- minor problems with writing or spelling;
- inability to read very small or indistinct print without the aid of a magnifying glass;
- inability to converse orally in a language which is not the speaker's native spoken language.