



Chartered
Institute
of Credit
Management

Reasonable adjustments and special consideration Policy

CICM Awarding Organisation

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2024 Updates

- Guidance reviewed against current JCQ Access Arrangements
- JCQ Form 8 included for use by candidates/employers/training providers
- Overview of evidence requirements added
- JCQ Form 9 included for use by candidates/employers/training providers

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Acknowledgements

The CICM would like to thank the Federation of Awarding Bodies (FAB) for the 'FAB guide - 'The application of reasonable adjustments and special consideration in vocational qualifications' which forms the basis of this guidance. This is one of a series of FAB guides which FAB has developed primarily for use by its members and 'can be shared with centres (in full or in part)' (FAB 2012:4).

The CICM have since updated reviewed and updated the policy against the JCQ Adjustments for candidates with disabilities and learning difficulties 1.09.24 – 31.08.25 ([JCQ-AARA-24-25 FINAL.pdf](#) accessed 25.10.2024)

Reasonable adjustments and special consideration

Background

The Chartered Institute of Credit Management (CICM) has a duty to ensure that the integrity of CICM qualifications and assessment is maintained at all times. However, at the same time the Institute and CICM centres have a duty to ensure that the rights of individual candidates to access qualifications and assessment in a way most appropriate for their individual needs are upheld.

Equality legislation and the regulatory criteria give support and guidance to the CICM and centres in creating an inclusive assessment process.

The Equality Act 2010

The Equality Act 2010 came into force on 10 September 2010. This Act replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. The intention was to make the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. The protected characteristics are:

- Age
- Gender reassignment
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race including, colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person. The Act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations (such as private clubs). The Act requires the CICM to make reasonable adjustments to assessment arrangements which place disabled candidates at a substantial disadvantage in comparison to candidates who are not disabled.

General Conditions of Recognition

In their publication 'The General Conditions of Recognition', Ofqual and Qualifications Wales make a number of references to Equalities Law and states a number of requirements for the CICM, including:

Accessibility of qualifications

G6.1 An awarding organisation must, in accordance with Equalities Law, have in place clear arrangements for making Reasonable Adjustments in relation to qualifications which it makes available.

Ensuring an assessment is fit for purpose and can be delivered

E4.2(d) In designing such an assessment, an awarding organisation must in addition ensure that the assessment permits Reasonable Adjustments to be made, while minimising the need for them.

Arrangements for Reasonable Adjustments

For the purposes of this condition, Reasonable Adjustments are adjustments 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.

G6.2 An awarding organisation must publish details of its arrangements for making Reasonable Adjustments, which must include details as to –

- (a) how a Learner qualifies for a Reasonable Adjustment, and
- (b) what Reasonable Adjustment will be made.

Arrangements for Special Consideration

For the purposes of this condition, Special Consideration is consideration to be given to a Learner who has temporarily experienced:

- a) an illness or injury
- b) some other event outside of the Learner's control, which has had, or is reasonably likely to have had, a material effect on that Learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

- An awarding organisation must have in place clear arrangements for Special Consideration to be given to Learners in relation to qualifications which it makes available.
- An awarding organisation must publish details of its arrangements for giving Special Consideration, which must include details as to:
 - a) How a Learner qualifies for Special Consideration
 - b) What Special Consideration will be given.

Awarding organisations require any assessment centres to operate in line with the Equalities Law and this is stated in Condition C2. Arrangements with Centres state that the awarding organisation must require the Centre to undertake the delivery of the qualification required by the awarding organisation in accordance with Equalities Law.

Inclusion and Reasonable Adjustments

The CICM Awarding Body demonstrates commitment to ensuring that individual candidates can access qualifications and assessment in two ways:

- by recognising the diverse needs of candidates at the stage where qualifications and assessments are designed.
- by making appropriate reasonable adjustments to standard assessment arrangements, wherever this is required to enable access.

Definition of reasonable adjustments

- a reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation.
- reasonable adjustments must not affect the reliability and validity of the assessment outcomes.
- reasonable adjustments may include, but are not limited to:
 - changing usual assessment arrangements, for example allowing a candidate extra time to complete the assessment activity
 - adapting assessment materials, such as providing materials in Braille
 - providing assistance during assessment, such as a sign language interpreter or a reader
 - re-organising the assessment room, such as removing visual stimuli for an autistic candidate
 - changing the assessment method, for example from a written assessment to a spoken assessment
 - using assistive technology, such as screen reading, or voice activated software
- Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the candidate access to the qualification.
- Where reasonable adjustments have been applied the work produced by the candidate will be marked to the same standard as the work of other assessed candidates.
- The CICM Awarding Body and assessment centres are only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, the impact of the disability on the individual, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will be taken into consideration.

Duties and responsibilities of CICM Awarding Body

To meet their responsibilities to individual candidates, and in terms of current equality legislation and regulatory requirements the CICM, as far as is practicable:

- has this policy in place to prevent discrimination in the assessment of skills and knowledge which is communicated to all their approved centres.
- has systems in place to approve reasonable adjustments and special consideration. Special considerations are procedures implemented at the time of an examination to allow attainment to be demonstrated by a candidate who has been disadvantaged by temporary illness, injury, indisposition or adverse circumstances.
- monitors and evaluates the use of reasonable adjustments and special consideration in order to ensure that these are effective and meet the requirements of current legislation.
- considers the needs of all potential candidates when developing qualifications and takes steps to ensure that inclusive assessment methods are incorporated.
- considers the needs of all potential candidates when developing assessment material. The presentation of assessment material may prove a barrier for some candidates, e.g. a cluttered layout, unclear font type, long sentences and unnecessary visual content may be problematic for some candidates. The language used in assessment material should be clear, unambiguous and free from jargon. Externally set assessment tasks should be sufficiently varied and flexible to ensure that no particular group of candidates is placed at a disadvantage.
- designs assessment material, as far as possible, in such a way that it can be used successfully with assistive technology such as screen reading software. The layout, particularly the use of tables, can be problematic when used with some screen reading software.
- ensures that they have an effective appeals policy so that centres can appeal against decisions involving assessment arrangements for candidates with access-related needs.
- provides guidance to approved assessment centres on the procedures for making adjustments to assessment which includes information about when and how it may apply to the CICM for permission and the timescales for this. The guidance under "duties and responsibilities of Assessment Centres", below, specifies these requirements.

This list is not intended to be exhaustive and the CICM will take all possible practical steps to apply reasonable adjustments, so as to promote equality of access for candidates who are placed at a substantial disadvantage in comparison to a person without disability or difficulty.

Duties and responsibilities of Assessment Centres

Please note that CICM do not delegate assessment to tuition centres or providers. All assessments are reviewed and marked centrally, however, exam delivery provided by third-party delivery partners such as Pearson Vue and ExamRoom.AI who have their own reasonable adjustment policies.

To meet their responsibilities to individual candidates, and in terms of current equality, legislation and regulatory requirements, a centre that undertakes part of the assessment of CICM qualifications should, as far as is practicable:

- have policies and procedures in place to prevent discrimination against candidates with access-related assessment needs. This should form part of an overall assessment policy which is communicated to and readily accessed by all staff and candidates.
- cultivate an atmosphere in which colleagues and users feel free to raise any potential access-related needs. It should be noted that the duty to make reasonable adjustments has an 'anticipatory' aspect. This means that the centre should consider what adjustments future candidates with disabilities or difficulties may need and make appropriate provision in advance.
- have effective internal systems to record where ~~they~~ reasonable adjustments are permitted.
- ensure assessment tools and buildings used as assessment venues are accessible to all candidates.
- ensure that it can resource the selected adjustment to assessment.(e.g. arrange any assistance for the candidate, such as a reader, scribe, additional invigilator, British Sign Language (BSL)/English interpreter etc.)
- follow the CICM's procedures for implementing adjustments to assessment. The centre will be required to implement the adjustments to assessment in accordance with the guidance given by CICM Awarding Body. It is the centre's responsibility to ensure that the candidate only uses the appropriate adjustments and that they keep records of these reasonable adjustments for audit purposes. If the centre exceeds the level of assistance and type of assistance as set out in these sections, it may lead to malpractice investigations.

This list is not intended to be exhaustive, and centres must take all possible practical steps to apply reasonable adjustments, so as to promote equality of access for candidates who are placed at a substantial disadvantage in comparison to a person without disability or difficulty.

Duties/responsibilities of Centres and the General Conditions of Recognition

Under the condition Centre Arrangements in the General Conditions of Recognition, the CICM is required to have in place a written enforceable agreement with each centre which undertakes part of the delivery of CICM qualifications. Part of this agreement must 'require the Centre to undertake the delivery of the qualification required by the awarding organisation in accordance with Equalities Law'.

Centres will therefore be bound by that agreement and required to ensure that they operate in line with Equalities Law.

Types of assessment and reasonable adjustments

Different types of assessment make different demands on the candidate 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 candidate.

Assessments for externally verified qualifications

- Candidates are sometimes required to compile a portfolio of evidence which can consist of a mixture of work products, observation reports, witness statements, knowledge tests, etc. Making appropriate access arrangements in qualifications of this type can be 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 candidate is first accepted onto a programme.
- Where there is an identified need, the candidate may present their evidence in any format as long as it enables them to demonstrate that they have met the specified assessment criteria. For example, a candidate may present their evidence through the medium of Braille, on an audio file or on video. Alternatively, oral questioning or witness statements may replace written responses.
- Where evidence is produced in Braille or signed onto video, it is the Awarding Body'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 verifier if this is required.
- Where the candidate uses alternative means of providing evidence, the method must have equal rigour to those used for other candidates.
- The candidate must fulfil the demands of the criteria consistently over a period of time, regardless of the method(s) used to obtain the evidence. The assessment criteria may not be amended, re-worded or omitted.

- The candidate 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 assessment centre is required to provide the necessary resources to enable a candidate with access-related needs to produce evidence of developing the portfolio.
- All adjustments should be consistent with the candidate's normal way of working and must not give the candidate an unfair advantage over others.
- While assessors and verifiers normally prefer to see a portfolio made up of evidence which is varied, the centre should be prepared to accept a more restricted variety of evidence as a means of enabling access. It is sensible, however, for the centre representatives to discuss this matter with the internal and/or external verifier at an early stage.
- The candidate must achieve all the required units to gain a qualification. It may sometimes be the case that some full qualifications are inaccessible because of a candidate's inability to demonstrate competence in all parts of the qualification. In these cases, unit certification should be available.
- Where reasonable adjustments are put in place for assessments that are externally verified, the centre should obtain permission from the CICM Awarding Body. The centre should ensure that they adhere to the CICM's requirements for record keeping and supporting evidence.

About The Candidate

Identifying candidates who are eligible for reasonable adjustments

Candidates are only eligible for reasonable adjustments if their disability or difficulty places them at a disadvantage in the assessment situation, in comparison to a person who is not disabled.

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

■ **Communication and interaction needs**

E.g. Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN).

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

■ **Cognition and learning needs**

E.g. Learning difficulties or specific learning difficulties (such as Dyscalculia and Dyslexia).

A candidate with learning difficulties and difficulties with comprehension may benefit from extra time in time-constrained examinations. They may also need assistance with reading and writing. In certain situations, such as Professional Discussions, notes may be required.

■ **Sensory and physical needs**

E.g. Hearing Impairment (HI), Vision Impairment (VI), Multi-Sensory Impairment (MSI), Physical Disability (PD).

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

■ **Social, emotional and mental health needs**

E.g. Attention Deficit Hyperactivity (ADHD), Mental Health Conditions.

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

The candidate will be eligible for reasonable adjustments if their performance during an assessment is likely to be substantially affected by a particular impairment. Many of these candidates will be defined as being disabled under the Equality Act.

Adjustment to assessment should only be considered where the difficulty experienced places the candidate at a disadvantage, in comparison with persons who are not disabled. Where the difficulty is minor, the centre should assist the candidate by offering help with study and assessment skills.

A candidate does not necessarily have to be disabled (as defined by the Equality Act) to be entitled to reasonable adjustments to assessment. Every candidate who is disabled will also not necessarily be entitled to or need an adjustment to assessment. The candidate may have developed coping mechanisms which minimise or remove the need for reasonable adjustments.

Identifying candidates' needs

Any adjustment to assessment should be based on the individual candidate's needs to access the assessment.

Identifying and obtaining supporting evidence

Any application for an adjustment to assessment must be supported by evidence which is valid, sufficient and reliable. In order to ensure that any adjustment to assessment will only provide the candidate with the necessary assistance without giving him or her an unfair advantage over others, the CICM Awarding Body and any assessment centre must be clear about the extent to which the candidate is affected by the disability or difficulty.

Written evidence produced by independent, authoritative, specialists, is required. This could take the form of medical, psychological or professional reports or assessments. These reports should state the name, title and professional credentials of the person who carried out the assessments and wrote the report. The report should set out the nature of the difficulty and extent to which the candidate is affected by the difficulty, including the effects of any medication that the candidate may be taking. In cases where it might be expected that there could be changes in the way the candidate is affected by the difficulty, there will have to be recent and relevant evidence of assessments and consultations carried out by an independent expert.

A candidate with a Statement of Special Educational Need does not automatically qualify for reasonable adjustments. The demands of the qualification should be taken into account. The reasons for the statement may have only limited effect on achievement in the assessment.

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

Overview of Evidence requirements

In all cases normal way of withing within the centre unless the candidate has a temporary illness/injury.

- **Physical disability, sensory impairment**

Access arrangement: 25% extra time, extra time of more than 25%, reader, scribe.

Evidence requirements: The SENCo will complete Form 9 confirming the candidate's normal way of working and that the candidate has persistent and significant difficulties which substantially impact on teaching and learning, confirmed by a formal diagnosis from a registered specialist such as a clinical paediatrician or a hospital consultant. GP evidence is permissible if medical record evidence, not diagnosis.

- **Medical condition (e.g. ADHD, ASD, mental health conditions)**

Access arrangements: 25% extra time, extra time of more than 25%, reader, scribe.

Evidence requirements: The SENCo will complete Form 9 confirming the candidate's normal way of working and that the candidate has persistent and significant difficulties which substantially impact on teaching and learning, confirmed by a formal diagnosis from a registered specialist such as a clinical paediatrician or a hospital consultant. GP evidence is permissible if medical record evidence, not diagnosis.

- **Learning Difficulties (e.g. dyscalculia, dyslexia)**

Access arrangements: 25% extra time.

Evidence requirements: A fully completed Form 8, Parts 1,2 and 3, with an assessment by the centre's appointed assessors from year 9 onwards using current editions of nationally standardisation tests.

At least two below average standardised scores of 84 or less, or one below average standardised scores (84 or less) and one low average standardised score (85-89_, relating to two different areas of speed of working (cognitive processing/reading/writing).

Only Form 8 is acceptable. Spreadsheets, email message, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia. diagnostic assessment reports are not acceptable for processing and inspection purposes.

Access arrangements: Scribe.

Evidence requirements: A fully completed Form 8, Parts 1,2 and 3, with an assessment by the centre's appointed assessors from year 9 onwards using current editions of nationally standardisation tests.

The candidate cannot produce written work thorough other means to do:

- Spelling in the below average range (a spelling accuracy standardised score of 84 or less) with unrecognisable spellings; or
- Below average writing speed (a standardised score of 84 or less).

Only Form 8 is acceptable. Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia, diagnostic assessment reports are not acceptable for processing and inspection purposes.

Access arrangements: Extra time between 26% and 50%

Evidence requirements: A fully completed Form 8, Parts 1,2 and 3, with an assessment by the centre's appointed assessors from year 9 onwards using current editions of nationally standardisation tests.

- Speed of cognitive processing/reading/writing must be very substantially below average (two standardised scores of 69 or less which relate to two different areas of speed of working). This is a rare and exceptional arrangement.

Only Form 8 is acceptable. Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports, a diagnosis of Dyslexia, diagnostic assessment reports are not acceptable for processing and inspection purposes.

Access arrangements: Reader

Evidence requirements: Centre based evidence from the SENCo confirming the nature of the candidate's impairment and that the use of a reader reflects their normal and current way of working with the centre.

Please see section 5.5. of the JCQ regulations.

- **Other access arrangements.**

These require no evidence, just review through Awarding Body. Relevance to centre/exam applicable.

A separate room, Braille transcript, coloured overlays, a Communication Professional, fidget toys and stress ball, low vision aid, supervised rest breaks. In Pearson Vue centres non-electronic headphones and ear plus are available.

Making Reasonable Adjustments

Principles for making reasonable adjustments

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

Adjustments to assessments:

- should not invalidate the assessment requirements of the qualification.
- should not give the candidate an unfair advantage.
- should reflect the candidate's normal way of working.
- should be based on the individual needs of the candidate.

The CICM and assessment centres have a responsibility to ensure that the process of assessment is robust and fair and allows the candidate to show what they know and can do without circumventing the assessment criteria. When considering whether an adjustment to assessment is appropriate, awarding bodies and centres need to bear in mind the following:

- adjustments to assessment should not compensate the candidate for lack of knowledge and skills. The candidate must be able to cope with the content of the assessment and be able to work at the level required for the assessment.
- any adjustment to assessment must not invalidate the assessment requirements of the qualification or the requirements of the assessment strategy. Competence standards should not be altered. While the CICM should take all reasonable steps to ensure that a candidate with a disability or difficulty is not placed at a substantial disadvantage, in comparison with persons who are not disabled, 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 candidates' performance will 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 candidate has an equal opportunity to demonstrate what they know and can do.
- any adjustment to assessment must not give the candidate an unfair advantage or disadvantage the candidate. The qualification of a candidate who had an adjustment to assessment must have the same credibility as that of any other candidate. As vocational qualifications may lead to employment, achievement of such qualifications must give a realistic indication to the potential employer of what the holder of the certificate can do.

- any adjustment to assessment must be based on individual need. Decisions about adjustments to assessment should be taken after careful consideration of the assessment needs of each individual candidate, 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 candidate. The candidate should be consulted throughout the process.
- Any adjustment to assessment should reflect the candidate's normal way of working providing this does not affect what is being assessed in any way. The candidate 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.
- All adjustments to assessment must be authorised by the Awarding Body.
- All adjustments to assessment must be implemented in accordance with the guidance given by the CICM.

The process for making the adjustment

Candidates need to apply to the CICM Awarding Body for adjustments to their assessments.

The candidate (or the training provider, employer or assessment centre on behalf of the candidate) must apply for adjustments to assessments. Where possible, form 1 in Appendix 1 should be used for this purpose, although a copy of the evidence required to confirm the need for a reasonable adjustment can be supplied without the form. A separate form should be completed for each candidate and submitted by the deadline stipulated by CICM Awarding Body. It should be noted that applications received after the deadline may not be processed in time for the candidate to take the assessment.

The application should be signed and dated by the candidate including where the document is provided by the candidate's training provider. In the case of assessment centre applications, it should be signed by a member of the centre staff who has formally been given delegated authority for this by the Head of Centre.

The application should include a declaration that the information in the application is accurate. For applications from assessment centres the declaration must also state that:

- the centre will be able to provide the arrangements requested if their use is approved by the CICM.
- the reasonable adjustment will be implemented in accordance with the guidance given by the CICM.
- the centre will not exceed the allowances given.

A centre should keep records for audit purposes where they are permitted to implement reasonable adjustment.

Range of reasonable adjustments

The list below includes the most commonly requested adjustments to standard assessment arrangements which the CICM can use when considering where the decisions on applying different reasonable adjustments need to be applied. It is not intended to be a comprehensive list, and a candidate or assessment centre is advised to contact the CICM for advice on alternative ways of accessing assessment for particular situations.

Most commonly requested adjustments:

- Extra time – 25% or 50%
- Separate room
- Reader
- Use of coloured overlays.

It should be noted that:

- not all the adjustments to assessments described below will be reasonable, permissible or practical in particular situations. If in doubt, the candidate or centre is advised to contact the CICM for advice. In some circumstances it may be more appropriate to select an alternative assessment task for the candidate.
- the candidate may not need, nor be allowed, the same adjustment for all qualifications. Some candidates may need a single adjustment; others may require a combination of several adjustments.
- adjustments to assessments will mostly be needed for assessments which are taken under constrained/examination conditions.

The list of reasonable adjustments is organised under the following headings:

- changes to assessment conditions
- use of mechanical, electronic and technological aids
- modifications to presentation of assessment material
- alternative ways of presenting responses
- use of access facilitators.

Changes to assessment conditions

Extra time

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

Supervised rest breaks

- Where assessment activities are time constrained, a candidate may, if there is a demonstrated need, be allowed supervised rest breaks during an assessment.
- Rest breaks are not applicable where speed or time is a component of what is being assessed, although, if there is a natural break in the assessment, i.e. between tasks, supervised rest breaks can be allowed.
- For online assessments, the centre needs to check with the CICM 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 candidate'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 candidates with autistic spectrum disorder, with visual or hearing impairment or with physical difficulties.
- Visually impaired candidates may benefit from sitting near a window so that they have good lighting.
- Deaf candidates may benefit from sitting near the front of the room and in good light.

- Some candidates may benefit from using chairs with arm rests or adjustable heights.
- Autistic candidates may benefit from having visual/noise stimuli, such as a ticking clock, removed from the room.
- Permission to have a mobile phone within the exam room due to medical conditions. We would need formal evidence of the medical condition, and the candidate would be subject to one-to-one invigilation to ensure the integrity of the examination.

Separate accommodation within the centre

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

Taking the assessment at an alternative venue

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

Use of mechanical, electronic and technological aids

- Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners
- The centre should ensure that the candidate has had sufficient practice in the use of these aids and that any electronic aids are in good working order.
- For assessments taken under examination conditions, the candidate should be accommodated separately with separate invigilation if the use of any of these aids will disturb other candidates. In these cases, the invigilator should be fully informed of the candidate's support.
- A centre should contact the CICM if they are unclear about whether any new technology will unfairly advantage the candidate or invalidate the assessment requirements.
- Use of assistive technology, for example speech/screen reading software and voice activated software.
- Some candidates may benefit from the use of software that reads the assessment material to them and records their spoken responses.
- Speech software should not be allowed for qualifications where reading is the competence being assessed. Elsewhere, and especially in vocational areas, such software may be used to allow candidates to have access to assessments that are appropriate for them and enable them to show their proficiency.

- The centre should ensure that the use of assistive technology will not invalidate the assessment requirements or give the candidate an unfair advantage. Due to the rapid development of such technology, the centre should seek advice from the CICM if the implications of using certain kinds of assistive technology are unclear.
- It should be noted that the use of such software may introduce a hidden assessment agenda, in that the candidate must master the use of the software in addition to mastering the assessment criteria. Some candidates may need extra time if they use such software.

The centre should note that General Conditions of Recognition state that:

- a Learner taking a qualification may be assessed in British Sign Language for the purpose of Reasonable Adjustment.
- where an awarding organisation makes available a qualification in more than one language, the awarding organisation must take all reasonable steps to ensure that assessments in different languages ensure a consistent Level of Demand for Learners.

Modifications to the presentation of the assessment material

- Assessment material in enlarged format.

For paper-based assessments

- Enlargements for paper-based assessments may be used. Examples of these include:
 - unmodified enlarged papers where the standard paper is photocopied from A4 to A3, thus enlarging the whole paper and retaining the original layout and visual presentation.
 - modified enlarged paper where the paper is modified by simplifying the layout and where necessary reducing the content while still meeting the same objectives as those tested in the original paper.
- Where the CICM provides externally set assessment material in enlarged format, the centre must notify the CICM before the assessment entry deadline date.
- Where the centre is permitted to make the enlargements to externally set assessment material, it should take responsibility for the security of the material and for ensuring that the entire document is enlarged. The candidate may be penalised for any errors in his/her work which occur as a result of incomplete enlargement of the material.
- It is the centre's responsibility to provide centre-devised assessment material/resource or reference material in a suitable format for the candidate.

On-screen assessments

If the default font and text size used for an on-screen assessment is not suitable for the candidate, screen magnification software programmes may provide an option to magnify the text to a suitable size. 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 candidate.
- The material will be modified to remove any visual content prior to brailleing.
- Diagrams in the assessment material can be produced as tactile diagrams.
- Where the CICM provides externally set assessment material in Braille, the centre should inform the CICM at the start of the course so that the Institute can put arrangements in place. If Braille assessment material has been ordered, but is no longer required, the centre should inform the CICM immediately as any costs incurred in producing such material may be passed to the centre.
- Permission may be given to the centre to Braille externally set assessment materials. The will advise when this can be permitted.
- Where the centre is permitted to Braille externally set assessment material, it should take responsibility for the security of the material and for ensuring that the entire document is brailled. The candidate may be penalised for any errors in his/her work which occur as a result of errors in the brailled material.
- Braille is not always an appropriate adjustment for the candidate as not all blind people are fluent in Braille.
- It is the centre's responsibility to arrange for the brailleing of centre-devised assessment material/resource or reference materials.

Language modified assessment material

- The carrier language in assessment material may be modified for a deaf candidate whose first language is either English or British Sign Language (BSL). In either case, the candidate's English may be limited and modified assessment material may be necessary. BSL is a language in its own right and has its own grammar, syntax and vocabulary and written assessment material will have to be modified for most deaf candidates for whom BSL is their first language.
- Technical language may not be modified. The modified version of the assessment material should contain the same questions as the standard version and the same answers will be expected from the candidate.
- In listening tests, a transcript of the test may be provided, which can be read to the candidate by a live speaker. This will enable the candidate to lip-read the text.

- Where the CICM provides language modified externally set assessment material, the centre should inform the CICM at the start of the course.
- Where the centre is permitted to modify externally set assessment material, they should take responsibility for the security of the material and for the accuracy of the modification. The candidate may be penalised for any errors in his/her work which occur as a result of inaccurate modification of the material.
- It is the centre's responsibility to arrange for the modification of centre-devised assessment material/resource or reference materials.

Assessment material in BSL (British Sign Language)

- Where the centre cannot provide a BSL/English interpreter for the assessment, and if language modified assessment material does not provide sufficient assistance, a BSL version of assessment material may be provided on videotape instead of (or in addition to) the assessment material in written English. This facility may not be permitted for assessments where reading or listening is the competence being assessed.
- Where the CICM will provide externally set assessment material in BSL, the centre should inform the CICM at the start of the course.
- Where the centre is permitted to translate externally set assessment material into BSL, they should take responsibility for the security of the material and for the accuracy of the translation. The candidate may be penalised for any errors in his/her work which occur as a result of errors in the material.
- It is the centre's responsibility to arrange for the translation of centre-devised assessment material/resource or reference materials into BSL.
- Centres should note that this adjustment will not be suitable for all assessments and that they need to contact the CICM for further advice if they are unclear whether this adjustment is appropriate.
- Centres should read the guidance for BSL/English interpreters in section 8.3.21 in conjunction with this section.

Assessment material on coloured paper

- Where the CICM provides externally set assessment material on coloured paper, the centre will have to apply by the deadlines set by individual the CICM.
- Where the centre is permitted to photocopy externally set assessment material onto coloured paper, it should take responsibility for the security of the assessment material and for ensuring that the entire document is copied.

- The candidate may be penalised for any errors in his / her script which occur as a result of incomplete copying of the document.
- It is the centre's responsibility to provide centre-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 candidate's needs.

Alternative ways of presenting candidate responses

A candidate should be provided with the means to present their responses by the method most appropriate and familiar to them, as long as the use of methods will not invalidate the requirements of the assessment. The use of ICT is generally perceived to have a positive impact on helping candidates to access assessment. The guidance given below relates to the use of ICT in written assessments. ICT can normally be used for centre-devised and portfolio work unless the use of ICT is expressly prohibited by the 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 candidates with additional support needs, computers provide an effective means of independent communication. Consideration should be given to whether the candidate can meet the assessment criteria using a computer.
- A computer should only be used if it is appropriate to the candidate's needs and if the candidate is confident in its use, can use it effectively and if it reflects his / her normal way of working. The candidate should be consulted before a decision is taken whether the use of ICT is an appropriate adjustment.
- When a computer is used, other than as a basic word processor, the centre needs to consider the effect and appropriateness of facilities like spell-checkers, electronic dictionaries, thesauri, calculators, predictive software, etc that are available. **Please note CICM policy is that the PC/Laptop should have Microsoft Word only available for the candidate's use during the exam.**
- The use of the computer should not create a misleading impression of the candidate's attainment or confer an unfair advantage over other candidates.
- The centre should ensure that workstations are adapted for the needs of the candidate, and that enabling technologies, (for example screen reading software, coloured background, adapted keyboard, large tracker ball mouse, sticky keys) are available.

- Where it is apparent that assessment objectives cannot be met fully if a computer is used, the centre should suggest alternative arrangements.
- Spoken responses using electronic recording devices, for example using Microsoft Teams or other recording meeting software and USB memory sticks. Where there is evidence of need, the candidate may be permitted to record their responses electronically.
- This arrangement will only be available for assessments where there is no requirement for the candidate to produce visual material.
- Where the candidate's responses are recorded electronically, the centre should provide an authenticated transcript of the candidate's responses.
- It will be the centre's responsibility to ensure that the transcript is an accurate reflection of the candidate's responses and to keep this and the original recording as a record of the assessment.

Responses in BSL

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

Responses in Braille

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

Use of access facilitators

Reader

- A reader is a person who, when requested, will read to the candidate all or part of the assessment material and the candidate's written responses.
- Where there is evidence of need a reader may be allowed in all assessments where reading or understanding of the written word is not an assessment requirement or the competence being assessed.
- The centre should, in consultation with the candidate, decide whether the use of a reader will be an effective arrangement. The candidate may be more comfortable with the use of speech/screen reading software which reads out the material without decoding or interpreting it

Accessing the assessment material in electronic format, in Braille or through sign language

- The centre is responsible for making the necessary arrangements for the provision of a reader.
- The reader should not normally be the candidate's own tutor or assessor, except in circumstances where it is necessary to do so. In such cases, the CICM should be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a reader.
- The centre should select the reader on the basis of their ability to work effectively with the candidate. The reader should be able to read accurately and at a reasonable rate and should have sufficient knowledge of the subject to read technical terms accurately.
- A candidate should, wherever possible, have had previous practice in working with the reader and should have used this arrangement during the training programme leading up to the assessment.
- The centre should ensure that the candidate and reader are clear about the limitations of the reader's role.
- The centre should give the reader clear instructions regarding what they are required to do and what they may and may not do during the assessment. These instructions should also be given to the invigilator.
- For a candidate requiring a reader and a scribe, the same person may act as both as long as permission has been given for both arrangements.
- The candidate using a reader should be accommodated separately so as not to disturb other candidates.

- Where a candidate is not eligible for the use of a reader, it may be helpful for the candidate to read the questions aloud. In these circumstances the candidate must be accommodated in a separate room so that other candidates are not disturbed. Separate invigilation should be arranged in these cases. The invigilator may not correct the reading of the candidate.
- The reader is responsible to and should be approved by the Head of Centre or the centre staff member with delegated responsibility.

The reader:

- should read only as requested by the candidate. The candidate may choose to read some parts of the assessment him/herself.
- should read accurately. If the reader is working with a deaf or hearing-impaired candidate, the reader should articulate clearly.
- should only read the exact wording (instructions and questions), and not give meanings of words, rephrase or interpret anything.
- should repeat instructions and questions on the paper only when specifically requested to do so by the candidate.
- may consult a dictionary, where this is allowed, at the candidate's request and read out entries
- should read, as often as requested, the answers already recorded, but may not act as proof-reader
- should not advise the candidate regarding which questions to do, when to move on to the next question, or the order in which the questions should be answered
- may enable a visually impaired candidate to identify which piece of visual material relates to which question, but should neither give factual help to the candidate nor offer any suggestion
- is permitted to help a visually impaired candidate using diagrams, graphs and tables to obtain the information that the print/amended print copy would give to a sighted candidate
- should, if requested, give a visually impaired candidate the spelling of a word which appears on the paper, but otherwise spellings must not be given.
- should refer any problems during the assessment to the invigilator.

Scribe (sometimes called amanuensis)

- A scribe is a person who, in an assessment, writes down or word processes a candidate's dictated responses. Where there is evidence of need, a scribe may be allowed in all assessments where writing or keyboarding is not the competence being assessed.

- The centre should, in consultation with the candidate, decide whether the use of a scribe is an appropriate adjustment. As the effective use of a scribe requires high level communication skills from the candidate, the centre is advised to consider whether the candidate would be more comfortable with the use of a computer. The candidate is also more likely to use a word processor rather than a scribe in the workplace.
- For a candidate requiring a scribe and a reader, the same person may act as both, provided permission has been given for both.
- The use of a scribe should not affect the assessment requirements for the qualification being assessed. In some cases, the writing of answers by the candidate may be the skill being assessed.
- The centre should select a scribe on the basis of their ability to work effectively with the candidate. A scribe should be able to produce an accurate record of the candidate's responses, write legibly and/or word process at a reasonable speed, and have sufficient knowledge of the subject to be able to record technical terms correctly.
- The centre is responsible for making the necessary arrangements for the provision of a scribe.
- A scribe is not permitted in an assessment requiring word processing.
- A scribe should not normally be the candidate's own tutor or assessor, except when it is necessary to do so. In such cases, the CICM should be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a scribe.
- A candidate should, wherever possible, have had previous practice in working with the scribe and used this arrangement during their learning programme.
- The centre should ensure that the candidate and scribe are clear about the limitations of the scribe's role.
- The centre should give the scribe clear instructions regarding what he/she is required to do/what he/she is not allowed to do during the assessment. These instructions should also be given to the invigilator.
- The candidate using a scribe should be accommodated separately so as not to disturb other candidates.
- A separate invigilator should be present when a scribe is used to ensure that the guidance regarding scribes is followed.
- The scribe is responsible to and should be approved by the Head of Centre or the centre staff member with delegated responsibility.

During the assessment a scribe:

- should check with the candidate for which parts of the assessment they wish to have their responses scribed. The candidate may choose to write some responses him/herself.
- should neither give factual help to the candidate nor offer any suggestions.
- should not advise the candidate regarding which questions to do, when to move on to the next question or the order in which the questions should be answered.
- should write down answers exactly as they are dictated. Where spelling accuracy and punctuation is being tested, the scribe must follow explicit instructions from the candidate. The scribe may not take responsibility for spelling technical words.
- should write a correction on a typescript or Braille sheet if requested to do so by the candidate.
- should not assist the candidate to produce any diagrammatical or graphical material. If assistance with this is needed, approval should be obtained from the CICM in advance of the assessment.
- may, at the candidate's request, read back what has been written but no comment must be made about any part of the candidate's response.
- should immediately refer any problems in communication during the examination to the invigilator.

British Sign Language (BSL)/English interpreter

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 (Gaelige).

The regulatory criteria state:

"The CICM may allow assessment in British Sign Language in accordance with criteria 14 to 20 in the section reasonable adjustments and Special Consideration." (The statutory regulation of external qualifications in England, Wales and Northern Ireland, 2004 – Paragraph 41)

Where BSL is the primary means of communication for a deaf candidate, these candidates may have the support of a BSL/English interpreter to sign the questions (or part questions) where they are undertaking written assessments. For assessments where reading or speaking and listening are the competences being assessed, BSL or any other sign language may only be used for the assessment material rubric and instructions.

- The centre should ensure that the BSL interpreter has an appropriate qualification in the sign language and a good working knowledge of the content of the assessment. Some the CICM may provide the centre with a specification for the person allowed to interpret the written assessment material into BSL.

- A candidate should, wherever possible, have had previous experience of working with a BSL/English interpreter and should have used this arrangement during the learning programme leading up to the assessment.
- The centre should ensure that the candidate and the person providing the interpretation is clear about the limitations of the latter's role in the assessment situation.
- The centre should ensure that the person providing the interpretation has access to the assessment material in advance of the assessment, to prepare for the signing. This arrangement should be agreed with the CICM.
- The interpretation should not give the candidate an unfair advantage and care must be taken not to indicate the meaning of technical words, where the candidate's understanding of these words is inherent in the purpose of the question. The interpretation should not explain or clarify. In some instances, it may be more appropriate to fingerspell a word.
- Any words or phrases interpreted for the candidate because a standard sign is not available or appropriate should be underlined on the assessment material, which, if separate from the answer book, should be attached to the candidate's answer book. Amended versions of questions should be shown on the assessment material.
- The candidate using a BSL/English interpreter should be accommodated separately so as not to disturb other candidates.
- A separate invigilator should be present when a BSL/English interpreter is used to ensure that guidance regarding BSL/English interpreters is followed.

The BSL/English interpreter:

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

Prompter

- A candidate with severe attention problems may benefit from the use of a prompter in timed assessment situations to draw their attention back to the assessment task.
- The centre should, in consultation with the candidate, decide whether the use of a prompter is an appropriate arrangement.

- The centre is responsible for making the necessary arrangements for the provision of a prompter.
- Where the problem is one of concentration, consideration should be given to allowing supervised rest breaks rather than a prompter.
- A prompter should not normally be the candidate's own tutor or assessor, except when it may be necessary to do so. In such cases the awarding body should be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a prompter.
- Prompters should be sufficiently familiar with the candidate to recognise when his / her attention is no longer on the assessment task and that he or she is not, for example, looking away from the paper whilst thinking.
- Under no circumstances may the prompter draw the attention of the candidate to part of the question paper or the candidate's answer paper.
- The prompter should sit near enough to be able to observe the candidate and draw his / her attention back to the task. This should, however, be organised as unobtrusively as possible. The candidate's attention may be drawn back to the task using a light tap on the candidate's arm or shoulder or, alternatively, on the desk (though not in a way that may be taken to indicate any part of the examination question paper). Verbal prompting should not normally be used.

The method used by the prompter to bring back the candidate's attention should be agreed before the assessment between the candidate and the prompter and should be acceptable to the centre. It should be noted that some candidates with emotional and behavioural sensitivity/vulnerability and/or mental health conditions may not be comfortable with a 'light tap' prompt. A form of verbal prompting should be considered and agreed for these candidates.

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

During an assessment a prompter:

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

Practical assistant

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

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

Transcriber

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

- Where the candidate's handwriting is illegible, but he or she is unable to use a computer or dictate responses - it may not be allowed where writing by hand is the competence being assessed.
- Where the candidate's responses are produced in Braille or in BSL.
- The transcriber will produce a transcript to assist the examiner/assessor in the assessment of a candidate's work. The examiner/assessor will assess the candidate's work and will only refer to the transcript if it is impossible to decipher any part of the candidate's response(s). (For responses produced in Braille or BSL the examiner/assessor may refer solely to the transcript).
- The centre should, in consultation with the candidate, decide whether the use of a transcript will be an effective arrangement.
- The centre should give the transcriber clear instructions regarding what they are required to do after the assessment.

- The transcript should be produced by a member of the centre's staff who is familiar with the candidate's handwriting, is fully competent in Braille (where the transcription is for candidate's responses produced in Braille), or who has the required skills in BSL (where the transcription is for candidate's responses produced in BSL).
- The transcript(s) should be securely attached to the back of the candidate's work and be included with the other work from the centre for dispatch to the assessor in the normal way. The production of the transcript should not delay the dispatch of scripts to the assessor.
- The centre 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 candidate in the production of the transcript.
- should normally transcribe complete answers. In cases where only occasional words need to be transcribed, these may be written on a photocopy of the candidate's script. On no account should the candidate's original script be marked or annotated in any way.
- should normally be a word-for-word transcription, i.e. an exact copy of what the candidate has written. The transcriber may not insert or omit words or alter their order. Any errors, including those of spelling, punctuation and grammar, must be transcribed as given by the candidate 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 candidate's own work.

Notes within a Professional Discussion:

- should apply when a candidate requires notes to complete their job role.
- should only be an A4 page.
- should not be pre-planned answers, but rather prompts or reminders.

Special Consideration

Each request for special consideration will be unique to that candidate or assessment.

The General Conditions of Recognition state that:

Condition G7-Arrangements for Special Consideration

- For the purposes of this condition, Special Consideration is consideration to be given to a Learner who has temporarily experienced –
 - (a) an illness or injury, or
 - (b) some other event outside of the Learner’s control, which has had, or is reasonably likely to have had, a material effect on that Learner’s ability to take an assessment or demonstrate his or her level of attainment in an assessment.
- An awarding organisation must have in place clear arrangements for Special Consideration to be given to Learners in relation to qualifications which it makes available.
- An awarding organisation must publish details of its arrangements for giving Special Consideration, which must include details as to –
 - (a) how a Learner qualifies for Special Consideration, and
 - (b) what Special Consideration will be given.

Special consideration may be given following a scheduled assessment to a candidate:

- who is present for the assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances which arose at or near the time of assessment
- who misses part of the assessment due to circumstances outside their control.
- it should be noted that, where an assessment requires the candidate to demonstrate practical competence or where to be met criteria have fully, or in the case of qualifications that confer a Licence to Practise, it may not be possible to apply special consideration.
- In some circumstances, for example for on-demand assessments, it may be more appropriate to offer the candidate an opportunity to take the assessment at a later date.
- Special consideration should not give the candidate an unfair advantage, neither should its use cause the assessor to be misled regarding a candidate’s achievements. The candidate’s result must reflect his / her achievement in the assessment and not necessarily his / her potential ability.
- Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the candidate. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the candidate.

Eligibility criteria

A candidate who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- performance in an assessment is affected by circumstances beyond the control of the candidate e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment.
- alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate.
- part of an assessment has been missed due to circumstances beyond the control of the candidate.
- there is a sufficient difference between the part of the assessment to which special consideration is applied and other parts of the qualification that have been achieved to infer that the candidate could have performed more successfully in the assessment.

A candidate will not be eligible for special consideration if:

- any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence.
- preparation for a component is affected by difficulties during the course, e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

Applying for special consideration

A candidate or assessment centre should apply for special consideration using the form supplied by CICM Awarding Body. Form 2 in Appendix 1 is a suitable example of this. A separate form should normally be completed for each candidate for each qualification. However, in cases where a group of candidates has been disadvantaged by a particular event (e.g. fire alarm) a single form may be submitted. A list of candidates affected should be attached to the form.

The candidate needs to submit evidence in support of special consideration. This may include medical evidence or a statement from the invigilator or any other appropriate information. The application should be signed and dated by the candidate. In the case of application by an assessment centre, it must be signed by a member of the centre staff who has formally been given delegated authority by the Head of Centre. The signatory must declare that the information given is accurate.

The application for special consideration should be submitted as soon as possible after the assessment and not later than 7 working days after the examination. Requests for special consideration may only be accepted after the results of the examination have been released in the following circumstances:

- application has been overlooked at the centre and the oversight is confirmed by the Head of Centre.

- medical evidence comes to light about a candidate's condition, which demonstrates that the candidate must have been affected by the condition at the time of the examination, even though the problem revealed itself only after the assessment.
- for on-screen assessments where results are immediately available.

If the application for special consideration is successful, the candidate's performance will be reviewed in the light of available evidence. It should be noted that a successful application of special consideration will not necessarily change a candidate's result.

Malpractice

An assessment centre should note that failure to comply with the guidance regarding adjustments to assessments has the potential to constitute malpractice and may lead the CICM to withhold the candidate's result. Failure to comply is defined as any or all of the following:

- putting in place arrangements without seeking prior approval from the Awarding Body.
- exceeding the allowances agreed with the CICM.
- agreeing delegated adjustments that are not supported by evidence.
- failing to maintain records of reasonable adjustments and special considerations for audit.

APPENDIX A – FORMS FOR APPLICATION

On the following pages, you will find:

- Form 1: A template form that can be used when applying to the CICM for reasonable adjustments, referred to by JCQ and the evidence requirements as Form 8.
- Form 2: A template form that can be used when applying to the CICM for special consideration.
- Form 3: A template form that can be used when applying to the CICM for reasonable adjustments, referred to by JCQ and the evidence requirements as Form 9.

FORM 1 – TO APPLY FOR REASONABLE ADJUSTMENTS, Form 8 A Profile of learning difficulties

[Form-8-24-25.pdf](#)

Please download the current version of Form 8, complete this for each candidate and return to CICM Awarding Body on awardingbody@cicm.com as quickly as possible.

JCQ/AA/LD Form 8	
	Candidate's name

Type in name and click 'Return' to replicate name on each page header

Profile of learning difficulties

This form **must only** be used for:

- candidates with learning difficulties who are **not** subject to a current EHCP or Statement of Special Educational Needs who require:
 - 25% extra time and/or
 - a scribe
- This includes candidates who require:
 - a computer reader/reader and 25% extra time and/or a scribe
 - **supervised rest breaks in addition to 25% extra time and/or a scribe**
- all candidates with learning difficulties who require up to 50% extra time (26% to 50% extra time)
- all candidates who require a Language Modifier.

Applications for the following qualifications **must** be made using *Access arrangements online*:

- AQA Applied General qualifications
- AQA Level 2 Certificate in Further Maths
- AQA Level 3 Certificate in Mathematical Studies
- **BTEC Firsts, BTEC Nationals, BTEC Tech Awards and BTEC Level 2 Technicals**
- Cambridge Nationals
- Cambridge Technicals
- FSMQ
- GCE
- GCSE
- OCR Level 3 Certificates
- **T-Levels**
- WJEC Level 1 and Level 2 General qualifications
- WJEC Level 1 and Level 2 Vocational qualifications
- WJEC Level 3 Applied qualifications.

This form **must** be used to collate the evidence and **must** be kept on file within the centre by the SENCo for inspection purposes.

Please read Chapters 5, 7 and 8 of the JCQ publication *Access Arrangements and Reasonable Adjustments* before completing this form.

The SENCo, Access Arrangements Coordinator, or the assessor working within the centre, must complete Parts 1 and 3.

Date of birth		Candidate number	
Academic year(s) covered by the course			
First examination series			
Centre name			
Centre number			
Centre email address			

FORM 2 - TO APPLY FOR Special Consideration at time of marking

Please contact CICM Awarding Body by the stipulated deadline outlining the circumstances affecting the candidate's performance in assessment:

Centre no Centre name

Candidate no Candidate name

Assessment Date/
Session

Qualification code	Qualification title and level	Unit/component number/code	Did not attend	Attended but disadvantaged

Summary of adverse circumstances affecting performance in assessment:

Evidence in support of the application

This may include:

- **Medical or psychological evidence**
- **Statement from the invigilator**

Please provide details of supporting evidence:

Optional Information

In cases of partial absence, an awarding body may require the following information from the centre:

- List four candidates estimated to be of comparable standard
- Candidate numbers:

Declaration:

I confirm that the information provided is accurate:

Name: **Signature:** **Date:**

Position in assessment centre (where applicable):

For office use only:

FORM 3 – TO APPLY FOR REASONABLE ADJUSTMENTS, Form 9 A Profile of need

[Form-9-24-25.pdf](#) Please download the current version of Form 9, complete this for each candidate and return to CICM Awarding Body on awardingbody@cicm.com as quickly as possible.

JCQ/AA Form 9	
	Candidate's name

Type in name and click 'Return' to replicate name on each page header

Profile of need

This form **must only** be used for:

- candidates with communication and interaction needs
- candidates with a medical condition (formally diagnosed by a registered specialist)
- candidates with sensory and/or physical needs
- candidates with social, emotional and mental health needs
- candidates with speech, language and communication needs
- candidates with learning difficulties who are subject to a current EHCP (England), Statement of Special Educational Needs (Northern Ireland) or IDP (Wales)
- candidates with learning difficulties who require a computer reader/reader and/or supervised rest breaks but do not require extra time and/or a scribe

Applications for the following qualifications **must** be made using *Access arrangements online*:

- AQA Applied General qualifications
- AQA Level 2 Certificate in Further Maths
- AQA Level 3 Certificate in Mathematical Studies
- BTEC Firsts, BTEC Nationals, BTEC Tech Awards and BTEC Level 2 Technicals
- Cambridge Nationals
- Cambridge Technicals
- FSMQ
- **Functional Skills (Level 1 and Level 2)**
- GCE
- GCSE
- OCR Level 3 Certificates
- **T-Levels**
- WJEC Level 1 and Level 2 General qualifications
- WJEC Level 1 and Level 2 Vocational qualifications
- WJEC Level 3 Applied qualifications.

(**Note:** An online application for supervised rest breaks **is not** required.)

This form **must** be used to collate the evidence and **must** be kept on file within the centre by the SENCo for inspection purposes.

Please read Chapters 5 and 8 of the JCQ document Access Arrangements and Reasonable Adjustments before completing this form.

The SENCo, Access Arrangements Coordinator, or the assessor working within the centre, must complete this form.

Date of birth		Candidate number	
Academic year(s) covered by the course			
First examination series			
Centre name			
Centre number			
Centre email address			

GLOSSARY**Term**

Definition

Access to Assessment

The removal of artificial and unnecessary barriers to the process of judging an individual's competence.

Appeal

A process through which an CICM or centre may be challenged on the outcome of a decision.

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 part of a unit.

Assessment Centre

An organisation or consortium accountable to CICM for the assessment arrangements leading to qualification or units.

Assessment criteria

The requirements that a candidate needs to meet in order to achieve success (or a given grade) in a qualification or unit, or part of a unit.

Assessment method

The method by which an individual's competence is judged.

Assessment needs

The adjustments that some individuals require to the assessment strategy and/or assessment task in order to demonstrate that they can meet the required standard.

Assessment task

An activity undertaken by an individual candidate to show that he or she can meet the required standard.

Assessor

The person who assesses a candidate's work.

Assistive technology

Mechanical or electronic devices which help individuals with particular needs to overcome these limitations.

BSL/English interpreter

An individual who interprets communication into and from British Sign Language.

Carrier language

The language used by the CICM to set an assessment task or test (which may not be the first/preferred language of the candidate).

CCTV

Closed circuit television.

Competence

The ability to perform to the required standard.

Enabling technologies

See assistive technology.

Externally set

Examinations or assessment tasks or assignments which are determined by the CICM.

Invigilator

A person who supervises individuals taking an examination or assessment.

Learning programme

A programme or course of study.

Oral language modifier

Person who can modify/rephrase the carrier language of an assessment for a candidate whose first/preferred language is English, but who has specific difficulties with written language.

Malpractice

Actions and practices which threaten the integrity of public qualifications.

Moderation

The process of checking that assessment standards have been applied correctly and consistently between assessors, between centres and over time, and making adjustments to results where required to compensate for any differences in standard that are encountered.

Portfolio

A collection of work submitted for assessment.

Prompter

Person who draws the candidate's attention back to the task in hand.

Practical assistant

Person who carries out practical tasks at the instruction of the candidate.

Reasonable adjustment

Any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation. Arrangements are approved in advance of an examination or assessment.

Risk assessment

An estimation of the likelihood of something unfortunate happening as a result of a course of action.

Scribe

Person who writes down or word processes a candidate's dictated responses.

Qualification specification

A detailed statement or document which sets out the aims, purpose, content, structure, and assessment arrangements for a qualification.

Standards

The combination of knowledge, understanding and skills required to perform a job or task to the level of competence required in the workplace.

Sector body

A body recognised by the regulatory authorities as responsible for formulating and reviewing standards of occupational competence for an employment sector.

Special consideration

Procedures implemented at the time of an examination to allow attainment to be demonstrated by a candidate who has been disadvantaged by temporary illness, injury, indisposition or adverse circumstances at the time of the examination.

Speech software

A computer programme that reads text.

Transcript

A full written or typewritten copy of information or material originally provided in writing, speech or sign language.

Verifier

Person who checks that a centre's assessment and quality assurance procedures comply with the requirements of CICM Awarding Body and the regulators.

Voice activated software

A computer programme which responds to spoken instructions.

RESOURCES

<p>ABILITYNET Ermine St North Papworth Everard CB23 3RJ Tel: 08000487642</p> <p>Email: enquiries@abilitynet.org.uk Website: www.abilitynet.org.uk</p>	<p>ADULT DYSLEXIA ORGANISATION</p> <p>336 Brixton Road London SW9 7AA</p> <p>Helpline: 020 7924 9559</p>
<p>ACTION FOR BLIND PEOPLE Action house 53 Sandgate Street London SE15 1LE</p> <p>Telephone: 020 7635 4800 Website: www.actionforblindpeople.org.uk Helpline@rnib.org.uk</p>	<p>AFASIC 1st Floor, 20 Bowling Green Lane, London EC1R 0BD Tel 020 7490 9410</p> <p>Website: www.afasic.org.uk</p>
<p>ACTION FOR ME 42 Temple Street Keynsham Bristol BS31 1EH Tel: 0845 123 2380 or 0117 927 9551</p> <p>Email: support@actionforme.org.uk Website: www.actionforme.org.uk</p>	<p>ARTHRITIS CARE 18 Stephenson Way London NW1 2HD Tel: 020 7380 6500</p> <p>Email: info@arthritiscare.org.uk Website: www.arthritiscare.org.uk</p>
<p>AVERT – Aids Education and Research Summit House 70 Wilson Street London EC2A 2DB Trust 4 Brighton Road, Horsham, West Sussex RH13 5BA Tel: 01403 210202 Website: www.avert.org Info@avert.org</p>	<p>ASSOCIATION FOR SPINA BIFIDA AND HYDROCEPHALUS Unit 4 The Forum Minerva business park Peterborough PE2 6FT Tel: 01733 555988 Fax: 01733 555985</p> <p>Email: info@shinecharity.org.uk Website: www.shinecharity.org.uk</p>

<p>ASTHMA UK WEBSITE: WWW.ASTHMA.ORG.UK Tel: 0300 222 5800 Email: helpline@asthmaandlung.org.uk WhatsApp : 07378 606728</p> <p>18 Mansell Road London E1 8AA</p>	<p>BACKCARE 29 bridge street Hitchin SG5 2 DF Helpline:0845 130 2704 Tel: 020 8977 5474 Fax: 020 8943 5318 Info@backcare.org.uk</p> <p>WEBSITE: WWW.BACKCARE.ORG.UK</p>
<p>BILD (British Institute of Learning Disabilities) Birmingham research park 97 Vincent Drive Edgbaston Birmingham B15 2SQ Tel: 0121 415 6960</p> <p>Email: enquiries@bild.org.uk</p> <p>Website: www.bild.org.uk</p>	<p>BRITISH DEAF ASSOCIATION 258 Green lane London N4 2HE</p> <p>Email: bda@bda.org.uk</p> <p>Website: www.bda.org.uk</p>
<p>BRITISH DYSLEXIA ASSOCIATION Unit 6A Bracknell Beeches Old Bracknell Lane Bracknell RG12 7BW</p> <p>Tel: 03334054555 Email: helpline@bdadyslexia.org.uk</p> <p>Website: www.bdadyslexia.org.uk</p>	<p>BRITISH LIVER TRUST Venta court 20 Jewry Street Winchester So23 8fe Tel: 01425 481 320</p> <p>Fax: 01425 481 335 Email: info@britishlivertrust.org.uk</p> <p>Website: www.britishlivertrust.org.uk</p>
<p>BRITISH STAMMERING ASSOCIATION 15 Old Ford Road London E2 9PJ Tel: 020-8983 1003 Email: mail@stammering.org Website: www.stamma.org</p>	<p>CANCER RESEARCH UK PO Box 1561 Oxford OX4 9GX Website: www.cancerresearchuk.org Tel: 0300 1231022</p>

<p>DEAFAX Rooms E3+E4 Tobi Earley Gate University of Reading Whiteknights Road Reading Berkshire RG6 7BE Telephone: +44 [0] 1494 568885 Email: info@deafax.org Website: www.deafax.org.uk</p>	<p>DISABLED LIVING FOUNDATION Black Country House Rounds Green Road Oldbury B69 2DG Tel: 03009990004 Info@dlf.org.uk Website: www.livingmadeeasy.org.uk</p>
<p>DYSPRAXIA FOUNDATION 8 West Alley Hitchin Herts SG5 1EG Tel: 01462 455016 Helpline: 01462 454986 Email: info@dyspraxiafoundation.org.uk Website: www.dyspraxiafoundation.org.uk</p>	<p>DYSLEXIA ACTION Centurion house London Road Staines Middlesex TW18 4AX Tel: 01784 222300 Fax: 01784222333 www.dyslexiaaction.org.uk</p>
<p>EPILEPSY ACTION New Anstey House Gate Way Drive Yeadon Leeds LS19 7XY Tel: 0808 8005050 Email: epilepsy@epilepsy.org.uk Website: www.epilepsy.org.uk</p>	<p>GUIDE DOGS FOR THE BLIND ASSOCIATION Burghfield Common, Reading RG7 3YG Tel: 08007811444 Email: guidedogs@guidedogs.org.uk Website: www.guidedogs.org.uk</p>

<p>HAEMOPHILIA SOCIETY UK 52b Borough High Street London SE1 1XN</p> <p>Tel: 020 79390780 Fax: 020 7405 4824 Freephone helpline: 0800 018 6068</p> <p>Email: info@haemophilia.org.uk</p> <p>Website: www.haemophilia.org.uk</p>	<p>LEONARD CHESHIRE DISABILITY Leonard Cheshire Disability 66 South Lambeth Road London SW8 1RL</p> <p>Tel: 020 3242 0200 Email: info@LCDisability.org Website:www.leonardcheshire.org</p>
<p>LEUKAEMIA & LYMPHOMA RESEARCH Suite 31 Bonnington Bond 2 Anderson place Edinburgh EH6 5NP</p> <p>Tel:020 7405 0101 Email:hello@bloodcancer.org.uk Website: www.bloodcancer.org.uk</p>	<p>LEUKAEMIA & LYMPHOMA RESEARCH Suite 31 Bonnington Bond 2 Anderson place Edinburgh EH6 5NP</p> <p>Tel:020 7405 0101 Email:hello@bloodcancer.org.uk Website: www.bloodcancer.org.uk</p>
<p>MARIE CURIE CANCER CARE 89 Albert Embankment London SE1 7TP</p> <p>Website: www.mariecurie.org.uk</p>	<p>ME ASSOCIATION ME Association Head Office 7 Apollo Office Court Radcliffe Road Gawcott Bucks MK18 4DF</p> <p>Tel: 01280 818964 (9.30am to 3.30pm) Email: administration@meassociation.org.uk Website: www.meassociation.org.uk</p>

<p>MENTAL HEALTH FOUNDATION Website: www.mentalhealth.org.uk MIND 1519 Broadway London E15 4BQ Tel: 020 8519 2122 Fax: 020 8522 1725 Email: contact@mind.org.uk WEBSITE: WWW.MIND.ORG.UK</p>	<p>MS SOCIETY 372 Edgware Road, London NW2 6ND Tel: 020 8438 0700 Fax: 020 8438 0701 Website: www.mssociety.org.uk</p>
<p>NATIONAL DEAF CHILDREN'S SOCIETY 15 Dufferin Street London EC1Y 8UR Tel: 020 7490 8656 Minicom: 020 7490 8656 Fax: 020 7251 5020 Email: ndcs@ndcs.org.uk Website: www.ndcs.org.uk</p>	<p>MUSCULAR DYSTROPHY CAMPAIGN 61 Southwark Street London SE1 0HL Tel: 020 7803 4800 Email: info@muscular-dystrophy.org Website: www.muscular-dystrophy.org</p>
<p>PATOSS, The Professional Association of Teachers of Students with Specific Learning Difficulties PO Box 10 Evesham Worcs WR11 1ZW Tel: 01386 712650 Fax: 01386 712716 Website: www.patoss-dyslexia.org</p>	<p>NATIONAL AUTISTIC SOCIETY 393 City Road London EC1V 1NG Tel: 020 7833 2299 Fax: 0207833 9666 Helpline: 0845 600 8585 Email: nas@nas.org.uk</p>
<p>RNIB Royal National Institute of the Blind Tel: 020 7388 1266 Fax: 020 7388 2034 Helpline: 0303 123 9999 Email: helpline@rnib.org.uk Website: www.rnib.org.uk</p>	<p>Samaritans www.samaritans.org Tel: 116 123 Jo@samaritans.org Freepost Samaritan's letters</p>

<p>SCOPE 6 Market Road London N7 9PW Tel: 020 7619 7100 Helpline: 0808 800 3333 Email: response@scope.org.uk Website: www.scope.org.uk</p>	<p>SENSE – for Deafblind People 101 Pentonville Road London N1 9LG Tel: 0845 127 0060 / 020 7520 0999 Text: 020 7272 9648 Textphone: 0845 127 0062 / 020 7520 0959 Fax: 0845 127 0061 / 020 7520 0958 E-mail: info@sense.org.uk Website: www.sense.org.uk</p>
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