



FutureQuals[®]

Reasonable Adjustment and Special Consideration Policy

Who is this policy for

This policy applies to all individuals and organisations involved in the design, development, delivery, assessment, quality assurance, and awarding of FutureQuals qualifications.

Version | **POL203-V26-2**

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Version	Date	Description
POL203-V26-1	January 2026	Updated policy template. Apprentice Assessment specific section included, content clarifying malpractice, streamlined examples and clarification on evidence requirements. Previous policy reference: POL017-V25-1
POL203-V26-2	February 2026	Name of Scottish regulator updated. Addition of descriptions in tables in appendices and changes to centre awarded adjustments.

Please note: This version replaces all previous versions.

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Policy

FutureQuals is committed to ensuring that all Learners and Apprentices have fair and equal access to assessment. This includes the provision of reasonable adjustments and special considerations where appropriate, in line with the Equality Act 2010 and relevant regulatory conditions.

Assessment must be a valid and reliable test of a Learner's knowledge, skills, and understanding. However, for some individuals, the standard format of assessment may present barriers. Reasonable adjustments and special considerations are designed to remove or reduce these barriers without compromising the integrity of the assessment or giving unfair advantage.

Reasonable adjustments are pre-assessment arrangements made to enable Learners or Apprentices with disabilities or difficulties to demonstrate their competence. These adjustments must reflect the individual's normal way of working and be supported by appropriate evidence. Adjustments may include changes to assessment conditions, use of assistive technology, or adapted materials. They must be approved and reported to FutureQuals before the assessment takes place.

Special consideration refers to post-assessment actions taken when a Learner has been disadvantaged due to temporary illness, injury, or other unforeseen circumstances. These are applied only when the integrity of the assessment can be maintained.

Special consideration requests must be submitted as soon as possible after the assessment and no later than two working days following the assessment.

For Apprentice Assessment, reasonable adjustments should ideally be identified at the point of registration and submitted no later than 30 days prior to Gateway to Completion.

All requests must be supported by appropriate evidence. For example, a copy of a medical certificate or professional letter. Original documents are not required.

Examples of circumstances that may warrant special consideration include:

- Serious illness or injury
- Bereavement of a close family member
- Victim of crime
- Technical disruption during assessment

This list is not exhaustive, and each case will be considered on its individual merits.

Failure to follow the correct procedures for requesting or implementing reasonable adjustments or special considerations may constitute malpractice. This includes:

- Applying adjustments without approval where required
- Failing to retain or submit supporting evidence
- Not declaring centre-approved adjustments to FutureQuals

Such instances may result in the withholding of results or revocation of certification and will be investigated under FutureQuals' Malpractice and Maladministration Policy.

Links to other policies

This policy should be read in conjunction with the following policies and procedures:

- Malpractice and Maladministration Policy
- Sanctions Policy
- Equality Diversity and Inclusion Policy

Links to regulatory criteria

Regulator	Regulatory rule or guidance document	Regulatory condition / principle
CCEA/ Ofqual/ QW	Standard / General Conditions of Recognition	E4, G2, G6, G7, H1
Ofqual	EPA Qualification Level Conditions and Requirements	
Qualifications Scotland Accreditation	Regulatory Principles (2021)	RP12, RP13, RP14
UK Legislation	Equality Act 2010	Section 96(7)

Definitions

Apprentice Assessment	Formally known as “End-Point Assessment” or “EPA”, this is the independent assessment conducted by FutureQuals to confirm an Apprentice has met the requirements of their apprenticeship.
Approved Centre	A training provider who has been approved by FutureQuals to deliver FutureQuals qualifications.
Gateway to Completion	The formal point at which an Apprentice is confirmed as ready to undertake their Apprentice Assessment. This includes confirmation of eligibility, completion of mandatory qualifications, and agreement from the employer and training provider that the individual is ready to sit their apprentice assessment.
Learner	An individual undertaking a FutureQuals qualification. This includes Apprentices.
Reasonable Adjustment	An adjustment made to an assessment for a qualification so as to enable a disabled Learner to demonstrate their knowledge, skills and understanding to the levels of attainment required by the specification for that qualification. <i>Ofqual Handbook- General Conditions of Recognition – Section J</i>
Special Consideration	A consideration to be given to a Learner who has temporarily experienced an illness or injury, or some other event outside of the Learner’s control, which has had, or is reasonably likely to have materially affected the Learner’s ability to: (a) take an assessment; or (b) demonstrate his or her level of attainment in an assessment. <i>Equality Act 2010</i>

Process

Reasonable Adjustments

Reasonable adjustments must be considered and approved prior to any assessment activity. Approved Centres are responsible for identifying Learners or Apprentices who may require adjustments and for submitting appropriate applications to FutureQuals.

Steps for Approved Centres:

1. Review the Learner's needs and supporting evidence.
2. Complete the Reasonable Adjustments Application Form available on the FutureQuals website at least 7 working days before the planned assessment (for Apprentice Assessment, Reasonable Adjustments are submitted through epaPro on or before the assessment day is booked).
3. Ensure supporting documentation is included, such as:
 - A copy, photograph, or scan of a medical certificate or professional letter.
 - A Statement of Special Educational Needs or Education, Health and Care Plan.
 - Evidence of historical support provided during the learning programme.

FutureQuals will review the application and respond within five working days. If specialist advice is required, the centre will be informed of any delay and provided with an estimated response time.

The outcome of a reasonable adjustment request may include:

- Approval of the requested adjustment.
- Rejection due to insufficient or invalid evidence.
- Rejection based on the reasonableness of the request (e.g. specialist equipment not feasible).
- Rejection if the request compromises the integrity of the assessment.
- Suggested alternative adjustment or arrangement.

Centres must refer to *Appendix 1 – Reasonable Adjustments Permissions Table* to determine which adjustments require prior approval from FutureQuals and which may be permitted at the discretion of the centre. All centre-approved adjustments must be notified to FutureQuals using the Reasonable Adjustment form.

Centre must maintain a log of all reasonable adjustments requested by learners and the supporting evidence. This must include those that have been declined. This must be retained for inspection by FutureQuals.

For Functional Skills qualifications, centres must refer to *Appendix 2 – Functional Skills Reasonable Adjustments* for specific guidance on permitted arrangements and restrictions. These differ from general qualification adjustments and must be followed precisely.

Special Considerations

Special consideration may be applied after an assessment if a Learner was disadvantaged due to temporary illness, injury, or other unforeseen circumstances.

Steps for Approved Centres:

1. Submit a request by email to FutureQuals within two working days of the assessment.
2. Include the following in the email:
 - Learner's or Apprentice's name.
 - Qualification or EPA standard.
 - Nature of the special consideration.
 - Reason for the request.
 - Supporting evidence (e.g. medical certificate, police report, invigilator statement).

Requests will be reviewed within five working days.

The outcome of a special consideration request may include:

- Approval of the request with a post-assessment adjustment.
- Rejection due to insufficient or invalid evidence.
- Rejection if the request compromises the validity or reliability of the assessment.
- Recommendation to reschedule the assessment.
- Confirmation that the Learner or Apprentice must meet minimum achievement standards regardless of the consideration.

Review Date

This policy shall be reviewed periodically or updated should there be any changes to legislation, regulation or custom and practice.

Appendix 1 – Reasonable Adjustments Table

All adjustments awarded must be supported by evidence which centres must retain alongside a log of all reasonable adjustments requested by learners, including those that have been declined.

This table provides information about the most requested reasonable adjustments. Key:

- Centre – Reasonable adjustment may be awarded by the centre, providing FutureQuals is notified and the centre submits supporting evidence.
- FQ – Reasonable Adjustment must be applied for and approval sought from FutureQuals prior to assessment taking place and the adjustment being implemented

Please refer to separate section for Functional Skills Reasonable Adjustments

Adjustment	Description	Approval required in advance
Assessment material in audio format	Exam paper provided as an audio recording so the learner can listen instead of reading text.	FQ
Assessment material in Braille	Exam paper supplied in Braille for candidates who read using tactile formats.	FQ
Responses in Braille	Candidate answers in Braille; responses are later transcribed for marking.	FQ
Assessment material in BSL (British Sign Language)	Exam instructions/questions presented in BSL for Deaf candidates.	FQ
Responses in BSL	Candidate provides responses in BSL, recorded or translated for marking.	FQ
BSL/English interpreter	Interpreter converts English into BSL (and vice-versa) without explaining or clarifying exam content.	FQ
Assessment material in enlarged format	Exam paper enlarged with bigger text/diagrams for visually impaired candidates.	Centre
Assessment material on coloured paper	Paper printed on a chosen coloured background to improve visual comfort/readability. Learners can change the background colour on XAMS, approval is not required for this.	Centre
Use of coloured overlays, low vision aids, tinted spectacles, CCTV, OCR scanners	Visual aids permitted to enhance readability, including magnifiers, overlays, or text-to-speech scanners.	Centre
Change in the organisation of assessment room	Adjustments to seating, lighting, noise, or room layout based on sensory, medical, or mobility needs.	FQ
Separate accommodation within the centre	Candidate sits exam in a different room to reduce distractions or for medical/sensory needs.	FQ

Taking the assessment at an alternative venue	Assessment completed at another approved location (home, hospital, specialist centre).	FQ
Remote assessment	Exam taken securely from a remote location, following awarding-body approval. [FQ
Extra time up to 25%	A standard allowance of up to 25% more time due to slower processing, reading, or writing.	FQ
Extra time more than 25%	Additional time beyond 25% for substantial needs requiring stronger evidence.	FQ
Extra time up to 10% for learners using a bilingual dictionary	Extra time provided to compensate for the time spent looking up words in the bilingual dictionary.	FQ
Use of a bilingual dictionary (hard-copy)	A non-electronic bilingual dictionary permitted for EAL learners (not available for English language assessments).	FQ
Language-modified assessment material	Paper rewritten using simpler language without reducing the difficulty or demand of the assessment.	FQ
Practical assistant	Assistant helps with physical tasks in practical exams (e.g., handling equipment) but not with answers.	FQ
Prompter	A trained adult helps the candidate stay focused through neutral prompts like “Keep working.”	FQ
Reader	Trained adult or assistive tech reads out parts or all of the exam, except when reading is being assessed.	FQ
Scribe	Writes or types exactly what the candidate dictates without altering content.	FQ
Supervised rest breaks	Candidate pauses exam under supervision without losing time, useful for medical/fatigue needs.	FQ
Transcriber	Produces a legible copy of the candidate’s answers without changing wording.	FQ
Responses using electronic devices	Candidate types or enters responses electronically instead of handwriting.	Centre
Use of assistive software	Approved software such as screen readers, speech-to-text, or magnification tools.	FQ
Use of ICT	General use of computers or digital devices to complete the assessment in the candidate’s normal way of working.	Centre

Appendix 2 - Functional Skills Qualifications Reasonable Adjustments

The following tables outline the reasonable adjustments that can be made for Functional Skills Qualifications. The Centre may grant the following adjustments, providing it advises FutureQuals using the form provided:

- Extra time up to 25%
- Use of bilingual and bilingual translation dictionaries
- Assessment material on coloured paper
- Change in the organisation of assessment room

In all other examples, as shown in the tables below, Centres must apply to FutureQuals for permission, if an adjustment is permitted.

Functional Skills English (Reading)

Adjustment	Description	Approval required in advance
Extra time	Additional time granted for candidates whose disability or difficulty slows reading, writing, or processing.	FQ
Dictionaries and bilingual dictionaries	Use of English or bilingual hard-copy dictionaries where appropriate (not permitted in assessments of English language skills).	FQ
Reader	A trained adult or software reads exam text aloud exactly as written, without explaining or interpreting.	Not permitted
Computer reader	Assistive software that reads digital text aloud for candidates with reading difficulties, following exam rules.	FQ
Sign Language Interpreter	Interprets spoken/written English into BSL without altering or simplifying exam content.	Not permitted
Scribe	Writes or types exactly what the candidate dictates, without changing meaning or structure.	FQ
Speech recognition technology	Allows candidates to dictate answers verbally; software converts speech into written text.	FQ
Word processor	Candidate types responses using a computer instead of handwriting, when aligned with their normal way of working.	FQ
Practical Assistant	Assists with physical tasks in practical assessments (e.g., moving equipment) without influencing academic responses.	FQ
Modified question papers (including Braille)	Papers adapted for accessibility needs, such as large print, modified layouts, tactile formats, or Braille.	FQ
Models, visual/tactile aids, speaking scales	Approved aids supporting visual or tactile access to information (e.g., 3D models, tactile rulers) without giving answers.	FQ

Functional Skills English - (Speaking, Listening and Communication)

Sign Language (i.e., BSL, SSE (Signed Supported English)) is permissible in the Speaking, Listening and Communication component, provided this is made accessible to all participants in the discussion.

It is recognised that BSL is a language and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of Speaking, Listening and Communication where BSL is the Learner's normal way of communicating in the contexts described by the standards.

No other languages are permitted as alternatives to English. Similarly, access to augmentative speech equipment is permissible where it reflects the Learner's normal way of working.

As a last resort, Learners who are disabled under the terms of the Equality Legislation and have no accessible means of communication may request an exemption from the Speaking, Listening and Communication component.

Functional Skills English (Writing)

Adjustment	Description	Approval required in advance
Extra time	Additional time granted for candidates whose disability or difficulty slows reading, writing, or processing.	FQ
Dictionaries and bilingual translation dictionaries	Use of English or bilingual hard-copy dictionaries where appropriate.	FQ
Reader	A trained adult or software reads exam text aloud exactly as written, without explaining or interpreting.	FQ
Computer reader	Assistive software that reads digital text aloud for candidates with reading difficulties, following exam rules.	FQ
Sign Language Interpreter	Interprets spoken/written English into BSL without altering or simplifying exam content.	FQ
Scribe	Writes or types exactly what the candidate dictates, without changing meaning or structure.	Not permitted
Speech recognition technology	Allows candidates to dictate answers verbally; software converts speech into written text.	FQ
Word processor	Candidate types responses using a computer instead of handwriting, when aligned with their normal way of working.	FQ
Practical Assistant	Assists with physical tasks in practical assessments (e.g., moving equipment) without influencing academic responses.	FQ
Modified question papers (including Braille)	Papers adapted for accessibility needs, such as large print, modified layouts, tactile formats, or Braille.	FQ
Models, visual/tactile aids, speaking scales	Approved aids supporting visual or tactile access to information (e.g., 3D models, tactile rulers) without giving answers.	FQ
External device to load personal settings	Device used to apply personal accessibility settings (e.g., screen colour, display adjustments) needed for normal working requirements. Learners can adjust screen colour and font size on XAMS.	FQ

Functional Skills Mathematics

In Functional Skills Mathematics qualifications Learners can have access to all forms of equipment, software, and practical assistance, such as a reader or a scribe that reflect their normal way of working within the centre.

However, such adjustments must not affect the reliability or validity of assessment outcomes or give the Learner an assessment advantage over other Learners undertaking the same or similar assessments.

Adjustment	Description	Approval required in advance
Extra time	Additional time provided for candidates whose disability or difficulty slows reading, writing, or processing.	FQ
Dictionaries and bilingual translation dictionaries	Use of English or bilingual hard-copy dictionaries where appropriate; not allowed in assessments testing English language skills.	FQ
Reader	A trained adult reads exam text aloud exactly as written, without explaining or interpreting; not allowed when reading is assessed.	FQ
Computer reader	Assistive software that reads digital text aloud to the candidate, providing access to reading without interpretation.	FQ
Sign Language Interpreter	Converts spoken/written English into BSL for Deaf candidates, without simplifying or explaining content.	FQ
Scribe	Writes or types exactly what the candidate dictates, without altering wording or offering guidance.	FQ
Word processor	Candidate types responses instead of handwriting, supporting those with motor difficulties or poor handwriting; must reflect normal way of working.	FQ
Practical Assistant	Helps with physical tasks in practical assessments (e.g., handling equipment) without contributing to academic decisions.	FQ
Modified question papers (including Braille)	Papers adapted for accessibility needs, such as large print, modified layout, tactile diagrams, or Braille.	FQ
Models, visual/tactile aids, speaking scales	Approved aids such as 3D models, tactile rulers, or talking scales that support access without giving answers.	FQ

Learners sitting Functional Skills qualifications alongside GCSE/GCE qualifications

If a Learner has been approved for an access arrangement via the Access arrangements online system for a GCSE or GCE qualification, FutureQuals will honour this approval for the Functional Skills qualifications.

However, the access arrangement must also be permitted for the Functional Skills qualification as outlined above. Evidence of approval must be made available to FutureQuals.

Additional information about Functional Skills access arrangements can be found within the Functional Skills criteria issued by Ofqual, and in the current JCQ (Joint Council for Qualifications) Access Arrangements and Reasonable Adjustments document.