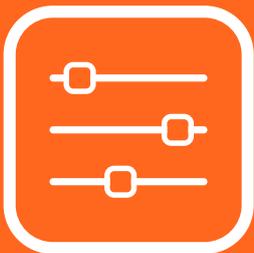




# REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATION POLICY

VERSION MARCH 2018



**FutureQuals**<sup>®</sup>



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## Document Control Information

Document Details	
<b>Document Name</b>	Reasonable Adjustments and Special Consideration Policy
Purpose of Document	The purpose of the policy is to set out FutureQuals' requirements on the use of reasonable adjustments and special consideration. It explains how and when a centre should apply for a reasonable adjustment or special consideration for one or more of its learners, sets out the process by which FutureQuals will decide on any requests made, and specifies how decisions will be communicated.
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Version Number	Date Approved	Change/Reasons for Change/Comments
V May 2017	February 2017	Reasonable Adjustments and Special Consideration information and appendix amended to reflect a requirement for centres to complete a record form for all centre awarded arrangements. Policy amended to include Centre Awarded Reasonable Adjustments form, Functional Skills qualifications reasonable adjustments, guidance on the types and application of reasonable adjustments and guidance/examples of required evidence for special consideration applications.
V June 2017	June 2017	Amendment made to reflect that extra time may be awarded for the use of a bilingual dictionary

		and the circumstances in which it may be awarded .
V March 2018	March 2018	Reasonable Adjustments and Special Consideration policy – clarification added to the reasonable adjustments permissions table to include that bilingual dictionaries should be in hard copy format.

## Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

### **Our Values**

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence”.

### **Our Vision**

“We envisage a place in which every learner realises their full potential”

### **Our Mission**

“To provide respected and valued qualifications and assessment to enable quality assured learning”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <http://www.futurequalsquals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results.
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

## Overview of the policy

### Scope of the policy

This policy is aimed at all who are using FutureQuals qualifications and who are involved in the assessment of learners.

### Purpose of the policy

The purpose of the policy is to set out FutureQuals' requirements on the use of reasonable adjustments and special consideration. It explains how and when a centre should apply for a reasonable adjustment or special consideration for one or more of its learners, sets out the process by which FutureQuals will decide on any requests made, and specifies how decisions will be communicated.

### Location and communication of the policy

The policy can be downloaded from our website [www.futurequals.com](http://www.futurequals.com), or requested from Customer Support whose details are given at the end of this policy.

It is important that personnel involved in the management, assessment and quality assurance of FutureQuals qualifications as well as learners are fully aware of the contents of this policy. The allocated External Quality Assurer (EQA) will check at the centre approval stage and at subsequent quality assurance activities that the centre is aware of its contents and purpose and that learners are aware of their right to request reasonable adjustments and/or special consideration.

### Review of the policy

FutureQuals will review the policy annually and revise it as and when required in response to customer and stakeholder feedback, changes in our practices, requirements from the qualifications regulators or changes in legislation. The review will ensure that procedures continue to be consistent with the regulatory conditions of recognition and are applied accurately and fairly in arriving at judgements.

### Background to the policy

FutureQuals is committed to achieving an environment that provides equality of opportunity and freedom from discrimination of any kind. Our qualifications will be explicit about what is to be assessed and will allow for a variety of forms of evidence to be used where possible within fit for purpose assessments that are free from any unjustifiable barriers. Our qualification development systems ensure that no hidden or additional elements form part of the assessment.

The Equality Act 2010 requires that FutureQuals have in place clear arrangements to make reasonable adjustments that ensure a learner with a disability, as defined by the Act, is not placed at a substantial disadvantage in comparison to learner who is not disabled.

Assessment must be a fair test of learner's knowledge, skills and understanding, but for some learners the usual form of assessment may not be suitable. FutureQuals must ensure that the qualifications and assessment that we develop do not prevent learners from taking our qualifications.

To ensure that access to fair assessment can be maintained, FutureQuals puts provision in place for reasonable adjustments and special considerations so that learners can receive the recognition they deserve as long as achievements are valid, reliable and can be assured.

### Applying for reasonable adjustments and special consideration

## Reasonable Adjustments

FutureQuals endeavours to ensure that the assessment requirements and methods used within its qualifications are sufficiently flexible to enable the widest range of learners to fairly and reliably demonstrate competence and meet the learning outcomes and assessment criteria of the qualification.

However, we must also ensure that the arrangements we allow will be valid and reliable, designed to accurately reflect learner' competence to meet the learning outcomes and assessment criteria of the qualification. We must also ensure that learners are not given either a real or a perceived unfair advantage.

A reasonable adjustment may be needed to provide access to assessment where a learner has a permanent or temporary disability or difficulty and is approved and/or agreed before the assessment takes place.

A reasonable adjustment helps to reduce the effect of a disability or difficulty that puts learners at a disadvantage in terms of assessment. However, reasonable adjustments must not affect or compromise the integrity of what is being assessed

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the assessment. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.

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

## Centre Initial Assessment of Learners

The centre must provide information and advice about a learners chosen qualification and explain the assessment criteria and the requirements of the qualification. The centre should assess the suitability of a learner's potential to complete the assessments and achieve the qualifications at the level chosen.

As part of this induction and initial assessment process, the centre should identify if a learner will need support or reasonable adjustments to enable them to be assessed fairly and discuss this with them. Learners may believe there are reasons they might find it difficult to show competence through the methods proposed they should discuss what alternatives might be available with their tutor/assessor.

## Making Reasonable Adjustments

Some reasonable adjustments can be agreed by the centre and notified to FutureQuals, others will need agreement from FutureQuals Head Office. A table of possible reasonable adjustments and the responsibility for agreeing them is included at Appendix 1.

Examples of reasonable adjustments may include the below although this list is not exhaustive:

- Changing usual assessment arrangements, for example allowing a learner 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 learner
- 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
- Providing the mechanism to have different colour backgrounds to screens for onscreen assessments or asking for permission for copying to different coloured paper for paper-based assessments
- Providing and allowing different coloured transparencies with which to view assessment papers

Reasonable adjustments must:

- Not give a learner an unfair advantage
- Not compromise or invalidate the assessment requirements of a qualification
- Be based on the individual need of a learner
- Reflect the learner's normal way of working

Any adjustment to assessment must not invalidate the assessment requirements of the qualification or the requirements of the assessment strategy or alter the competence standards. All learners' performance will be assessed against set standards and although they cannot be altered, it may be possible to change the delivery or process of assessment so that each learner has an equal opportunity to demonstrate what they know and what they can do.

Learners should be able to achieve the assessment requirements and any adjustments made should not compensate the learner for lack of knowledge and skills. The learner must be able to cope with the content of the assessment and be able to work at the level required for the assessment.

The qualification of a learner who has had an adjustment to assessment must have the same credibility as that of any other learner as the achievement of for example, vocational qualifications, provides a realistic indication to the potential employer of what the certificate holder can do.

Any adjustment to assessment must be based on the individual need of a learner, the assessment requirements of a qualification and the nature and extent of the support given as part of normal teaching practice.

### Special Consideration

Special consideration can be applied after an assessment if there was a reason the learner may have been disadvantaged during the assessment. For example, special consideration could apply to a learner who has temporarily experienced an illness or injury, or other event outside of the learner's control.

Special consideration should not be granted solely on the grounds of disability and learners must declare their needs prior to assessment and any reasonable adjustments implemented before the assessment takes place.

Special consideration should not give the learner an unfair advantage. The learner's result must reflect his or her achievement in the assessment and not necessarily his or her potential ability.

Special consideration, if successful, may lead to a small post-assessment adjustment to the learner's results, but not necessarily so. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

Centres should note that

- where an assessment requires the learner to demonstrate practical competence or where criteria have to be met fully, or in the case of qualifications that confer a License to Practice, it may not be possible to apply special consideration;
- If there was an instance where a learner/s temporarily experienced an illness or injury, or other event outside of the learner's control in the type of assessments described and it would be more appropriate to offer the opportunity to take that type of assessment at a later date, the centre would need to contact the FutureQuals Head of Quality on the day of the scheduled assessment to ask for approval prior to rescheduling the assessments.

All learners regardless of special consideration must meet the minimum requirements to achieve the award of a certificate.

Examples of the circumstances where a learner that is fully prepared and present for a scheduled assessment may be eligible for special consideration include the below although this list is not exhaustive:

- alternate assessment arrangements that were agreed in advance of assessment are not adequate
- performance is affected by circumstances beyond a learners control e.g. bereavement, recent personal illness or accident or serious disturbance whilst the assessment takes place
- part of an assessment has been missed due to circumstance beyond a learners control

Further examples can be found in Appendix 2 but again this list is not exhaustive.

### How to apply for a reasonable adjustment or special consideration

If a centre wishes to make an application for a reasonable adjustment or special consideration on behalf of one or more learners, it should complete the application form, which can be found at [www.futurequals.com](http://www.futurequals.com) or on request from Customer Support via the contact details below.

The form is reproduced in Appendix 2 below. It asks for details of each learner's circumstances, evidence of any medical conditions and any other relevant information. This should be sent to the FutureQuals Head of Quality depending on the nature of the reasonable adjustment required (see Appendix 1).

**Where the centre is able to take the decision itself, it must record the award of the adjustment on form, which can be found in Appendix 2 (form 3). The form and all relevant documentation and evidence of need must be kept in centre files and produced on request to FutureQuals. A centre EQA will review the use of reasonable adjustments during a quality assurance visit.**

Requests for reasonable adjustments should be submitted not less than 30 working days before any assessment. FutureQuals will acknowledge receipt within 2 working days and will aim to provide a decision within 10 working days. It may not be possible to respond within this timeframe if we need to call on specialist advice. In such cases, we will inform the centre of the expected response time.

Requests for special consideration should be submitted not more than 5 working days after the planned or actual assessment date. FutureQuals will acknowledge receipt within 2 working days and will provide a decision within 5 working days. Examples of evidence that you should submit to support the application can be found in Appendix 2.

Requests for special consideration may only be accepted after the results of assessment 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 learner's condition, which demonstrates that the learner must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment
- For onscreen assessments where results are immediately available.

### How FutureQuals will deal with requests

All requests for reasonable adjustments and special consideration are reviewed initially by the Centre EQA. The EQA will recommend a decision to approve or decline the request to the Head of Quality.

The Head of Quality will review the EQA's recommendation using precedents, guidance published by the Federation of Awarding Bodies and specialist advice from others where appropriate.

The Head of Quality will communicate the decision to the centre according to the timetable stated above. If this is not possible and the review will take a little longer, he or she will contact the centre. If the application for special consideration were successful, the learner's performance would be reviewed in light of the available evidence.

The Executive Committee will review all decisions to ensure fairness, consistency and comparability.

### Appeals

If a centre wishes to appeal a decision taken by FutureQuals regarding reasonable adjustments or special consideration, it can do so using our Appeals Procedure, which is available on [www.futurequals.com](http://www.futurequals.com) or via Customer Support. Details are provided at the end of this policy.

## Further information and contacts

### Further information

As a member of the Federation of Awarding Bodies, FutureQuals has access to the FAB guide “The Application of Reasonable Adjustments and Special Considerations in Vocational Qualifications”. Please contact our Customer Support team should you require access to this information.

### Contacting FutureQuals

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Future (Awards and Qualifications) Ltd is registered under the Data Protection act and handles all data in accordance with the required procedures of the Act.

### Policy Review Arrangements

This policy is subject to a three-year review cycle, or earlier should any feedback or concern be brought to the attention of FutureQuals, to ensure it remains fit for purpose and the process and its outcomes are deliverable.

It is also reviewed as part of FutureQuals continuous improvement monitoring through its annual self-assessment arrangements.

## Appendix 1 – Reasonable adjustments permissions table

This table outlines some possible reasonable adjustments that can be made and who should take the decision. However, centres have a duty to seek advice from FutureQuals in any case where they are in doubt if an adjustment is needed or how it should be applied.

Key:

- Centre – Reasonable adjustment permitted at the discretion of the centre
- FUTUREQUALS – Apply to FutureQuals for permission

Reasonable adjustment	Assessments NOT taken under examination conditions	Assessments taken under examination conditions
Extra time up to 25%	Centre	Centre
Extra time up to 10% for learners using a bilingual dictionary*	FUTUREQUALS	FUTUREQUALS
Extra time in excess of 25%	Centre	FUTUREQUALS
Supervised rest breaks	Centre	FUTUREQUALS
Change in the organisation of assessment room	Centre	Centre
Separate accommodation within the centre	Centre	FUTUREQUALS
Taking the assessment at an alternative venue	Centre	FUTUREQUALS
Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners	Centre	FUTUREQUALS
Use of assistive software	Centre	FUTUREQUALS
Use of bilingual a dictionary (hard copy version)	Centre	Centre
Assessment Material in enlarged format	Centre	FUTUREQUALS
Assessment material in Braille	FUTUREQUALS	FUTUREQUALS
Language modified assessment material	FUTUREQUALS	FUTUREQUALS
Assessment material in BSL	FUTUREQUALS	FUTUREQUALS
Assessment material on coloured paper	Centre	Centre
Assessment material in audio format	Centre	FUTUREQUALS
Use of ICT	Centre	FUTUREQUALS
Responses using electronic devices	Centre	FUTUREQUALS
Responses in BSL	FUTUREQUALS	FUTUREQUALS
Responses in Braille	FUTUREQUALS	FUTUREQUALS
Reader	FUTUREQUALS	FUTUREQUALS
Scribe	FUTUREQUALS	FUTUREQUALS
BSL/English interpreter	FUTUREQUALS	FUTUREQUALS
Prompter	FUTUREQUALS	FUTUREQUALS
Practical assistant	FUTUREQUALS	FUTUREQUALS

Transcriber	FUTUREQUALS	FUTUREQUALS
Remote assessment	FUTUREQUALS	FUTUREQUALS
Other	FUTUREQUALS	FUTUREQUALS

\*Please note that the provision of 10% extra time must reflect the learners usual way of working with the dictionary. Extra time must not be awarded to a learner using a bilingual translation dictionary in order to compensate for difficulties in reading and writing in English.

## Functional Skills Qualifications Reasonable Adjustments

The tables on the following pages outline the reasonable adjustments that can be made for Functional Skills Qualifications. The Centre may grant the following adjustments:

- 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, Centres must apply to FutureQuals for permission.

## Functional Skills English (Reading)

Access Arrangement	Yes/No	Type of assessment
Extra time	Yes	
Dictionaries and bilingual dictionaries	Yes	The use of a dictionary or a bilingual dictionary is permitted for <b>all Learners</b> .
Reader	No	
Computer reader	Yes	
Sign Language Interpreter	No	
Scribe	Yes	
Speech recognition technology	Yes	
Word processor	Yes	
Practical Assistant	Yes	
Modified question papers (including Braille)	Yes	
Models, visual/tactile aids, speaking scales	Yes	
External device to load personal settings	Yes	Permitted as a reasonable adjustment provided that this does not compromise the assessment or give the learner any advantage not available to other learners.

## Functional Skills English - (Speaking, Listening and Communication)

Sign Language (i.e. BSL, SSE) 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 in its own right 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 Act 2010 and have no accessible means of communication may request an exemption from the Speaking, Listening and Communication component.

## Functional Skills English (Writing)

Access Arrangement	Yes/No	Type of assessment
Extra time	Yes	
Dictionaries and bilingual dictionaries	Yes	The use of a dictionary or a bilingual dictionary is permitted for <b>all learners</b> .
Reader	Yes	
Computer reader	Yes	
Sign Language Interpreter	Yes	
Scribe	No	
Speech recognition technology	Yes	
Word processor	Yes	
Practical Assistant	Yes	
Modified question papers (including Braille)	Yes	
Models, visual/tactile aids, speaking scales	Yes	
External device to load personal settings	Yes	Permitted as a reasonable adjustment provided that this does not compromise the assessment or give the learner any advantage not available to other learners.

In Functional Skills Mathematics and Functional Skills ICT 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.

### Functional Skills Mathematics

Access Arrangement	Yes/No	Type of assessment
Extra time	Yes	
Dictionaries and bilingual dictionaries	Yes	The use of a dictionary or a bilingual dictionary is permitted for <b>all learners</b> .
Reader	Yes	
Computer reader	Yes	
Sign Language Interpreter	Yes	
Scribe	Yes	
Word processor	Yes	
Practical Assistant	Yes	
Modified question papers (including Braille)	Yes	
Models, visual/tactile aids, speaking scales	Yes	

### Functional Skills ICT

Access Arrangement	Yes/No	Type of assessment
Extra time	Yes	
Dictionaries and bilingual dictionaries	Yes	The use of a dictionary or a bilingual dictionary is permitted for <b>all learners</b> .
Reader	Yes	
Computer reader	Yes	
Sign Language Interpreter	Yes	
Scribe	Yes	
Word processor	Yes	
Practical Assistant	Yes	A practical assistant may switch on the computer and insert a storage device at the learner's instruction but must not perform any skill for which marks will be credited. A practical assistant may be used in written examinations.
Modified question papers (including Braille)	Yes	
External device to load personal settings	Yes	Permitted as a reasonable adjustment provided that this does not compromise the assessment or give the learner any advantage not available to other learners.

## **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 particular Functional Skills qualification as outlined above. Evidence of approval must be kept in Centre files and produced on request 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 Access Arrangements and Reasonable Adjustments document.

## Appendix 2 – Application forms and guidance

1. Form to apply for special consideration for a disadvantaged learner
2. Form to apply for a reasonable adjustment for a learner that FutureQuals has to agree
3. Form to record adjustments that may be made at the discretion of the centre
4. Guidance on types and application of Reasonable Adjustments
5. Guidance on examples of required evidence to support Special Consideration applications

## 1. Form to apply for special consideration for a disadvantaged learner

Please see FutureQuals' Reasonable Adjustments and Special Consideration Policy for guidance

Please complete a separate form for each individual learner and send it either by post or electronically with the appropriate supporting evidence to FutureQuals not more than 5 days after the assessment date.

Centre number: \_\_\_\_\_ Centre name: \_\_\_\_\_

Learner number: \_\_\_\_\_ Learner name: \_\_\_\_\_

Qualification number: \_\_\_\_\_

Qualification title/level: \_\_\_\_\_

Unit numbers to which the special consideration is to apply:

Assessment date: \_\_\_\_\_

Assessment method(s): \_\_\_\_\_

**Reason for application:**

Did the learner attend? Yes/No (Please delete as applicable)

**Summary of adverse circumstances affecting performance in the assessment:**

**Evidence in support of the application:**

This may include

- Medical or psychological evidence
- Statement from the assessor

Please provide details of supporting evidence:

**Declaration**

I confirm that:

- The information provided is accurate;
- The centre will be able to provide the arrangements requested;
- The reasonable adjustments will be implemented in accordance with FutureQuals' guidance.

**Decision:** **Allow/not allow** (delete as applicable)

Reason for decision:

**Centres should note that a negative decision can be appealed** (please see FutureQuals' Appeals Policy)

**For office use only:**

Received by: \_\_\_\_\_

Date:

\_\_\_\_\_

Acknowledged by: \_\_\_\_\_

Date:

\_\_\_\_\_

Passed to Head of Quality for decision by: \_\_\_\_\_

Date: \_\_\_\_\_

Decision returned to centre by: \_\_\_\_\_

Date:

\_\_\_\_\_

Copy place on centre file by: \_\_\_\_\_

Date:

\_\_\_\_\_

**2. Form to apply for a reasonable adjustment for a learner that FutureQuals has to agree**

Please see FutureQuals' Reasonable Adjustments and Special Consideration Policy for guidance

**Please complete a separate form for each individual candidate and send it either by post or electronically with the appropriate supporting evidence to FutureQuals at least 30 days before the assessment date.**

Centre number: \_\_\_\_\_ Centre name: \_\_\_\_\_

Learner number: \_\_\_\_\_ Learner name: \_\_\_\_\_

Qualification number: \_\_\_\_\_

Qualification title/level: \_\_\_\_\_

Does the reasonable adjustment apply to all units? Yes/No (please delete as applicable)  
If no, unit numbers to which the reasonable adjustment is to apply

Proposed assessment date: \_\_\_\_\_

Proposed assessment method(s): \_\_\_\_\_

**Reason for application:**

**Reasonable adjustment required (please be specific)**

**Evidence in support of the application:**

This may include

- The centre's assessment of the candidate's needs;
- History of provision within the centre;
- Medical certificate;
- Psychological or other professional assessment report.
- 

Please provide details of supporting evidence:

Please provide details of access facilitator required (if applicable):

**Declaration**

I confirm that:

- The information provided is accurate;
- The centre will be able to provide the arrangements requested;
- The reasonable adjustments will be implemented in accordance with FutureQuals' guidance.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Position in centre: \_\_\_\_\_

Date: \_\_\_\_\_

Decision: Allow/not allow (delete as applicable)

Reason for decision:

**Centres should note that a negative decision can be appealed** (please see FutureQuals' Appeals Policy)

**For office use only:**

Received by: \_\_\_\_\_

Date:

\_\_\_\_\_

Acknowledged by: \_\_\_\_\_

Date:

\_\_\_\_\_

Passed to Head of Quality for decision by: \_\_\_\_\_

Date:

\_\_\_\_\_

Decision returned to centre by: \_\_\_\_\_

Date:

\_\_\_\_\_

Copy place on centre file by: \_\_\_\_\_

Date:

\_\_\_\_\_

### **3 - Centre Awarded Reasonable Adjustments Form**

A centre must complete this form when it wishes to make a reasonable adjustment to an internally set and assessed assessment or examination, which the FutureQuals Reasonable Adjustments and Special Consideration policy states **can be made at the discretion of the centre.**

FutureQuals requires centres to bring and reasonable adjustments that have been made at their discretion and the completed form to the attention of the FutureQuals External Quality Assurer (EQA) at a quality assurance visit together with all of the following:

- The modified assessment details/task
- The evidence of need
- The assessment evidence that has been generated by the learner
- The internal quality assurance records of the assessment decision
- Documentation that shows that the evidence has been included in any internal standardisation events.

The EQA will include the learners work as part of their sampling activity; confirm that the adjustments to assessments have been made in accordance with the guidelines published in the FutureQuals Reasonable Adjustments and Special Consideration Policy.

#### **Monitoring of use of Reasonable Adjustments**

FutureQuals will monitor all requests for reasonable adjustments made by its centres.

We recognise that where requests for a reasonable adjustment occur repeatedly and overtime, it may indicate that a qualifications needs to be reviewed in order to ensure the inclusiveness of its design. Therefore monitoring of all requests will be undertaken and considered through a review and evaluation process.

**Please retain a copy of the Form for at least 3 years from the end of the year to which it relates.**

**Please complete a separate form for each individual candidate and store it in the learner file with the appropriate supporting evidence.**

Centre number: \_\_\_\_\_ Centre name: \_\_\_\_\_

Learner number: \_\_\_\_\_ Learner name: \_\_\_\_\_

Qualification number: \_\_\_\_\_

Qualification title/level: \_\_\_\_\_

Does the reasonable adjustment apply to all units? Yes/No (please delete as applicable)

If no, unit numbers to which the reasonable adjustment is to apply

Proposed assessment date: \_\_\_\_\_

Proposed assessment method(s): \_\_\_\_\_

**Reason for application:**

**Reasonable adjustment required** (please be specific)

**Evidence in support of the application:**

This may include

- The centre's assessment of the candidate's needs;
- History of provision within the centre;
- Medical certificate;
- Psychological or other professional assessment report.
- 

Please provide details of supporting evidence:

**Declaration**

I confirm that:

- The information provided is accurate;
- The centre will be able to provide the arrangements requested;
- The reasonable adjustments will be implemented in accordance with FutureQuals' guidance.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Position in centre: \_\_\_\_\_

Date: \_\_\_\_\_

#### 4. Guidance on the Types and application of Reasonable Adjustments

When considering whether an adjustment to an assessment is appropriate, FutureQuals and centres need to consider that learners should be able to achieve the assessment requirements. The learner must be able to work at the level required for an assessment and therefore an adjustment should not compensate for a learner's lack of knowledge or skills.

Competence standards must not be altered and the adjustment must not invalidate the assessment requirements. It must not provide the learner with an unfair advantage or disadvantage the learner. Any adjustment to assessment must be based on the individual need of the learner.

FutureQuals will take all reasonable steps to ensure that learners with a disability or difficulty are not placed at a substantial disadvantage in terms of access to assessment but will not permit an adjustment to any part of an assessment that is defined as a competence standard. Although standards may not be altered, it may be possible to change the delivery or process of an assessment to provide a learner with an equal opportunity to demonstrate the required knowledge and skills.

The achievement of a qualification must give an indication to potential employers of what the learner can do. Therefore, adjustments should only be awarded after the assessment of the needs of each learner, consideration of the learner's normal way of working in the centre and the assessment requirements of the qualification.

If learners require arrangements for reasonable adjustments, they should provide a centre with evidence of their learning needs or medical condition. A centre must ensure that suitably qualified personnel check that the evidence is current and relevant to the learner. Examples of evidence could be but are not limited to:

- a Statement of Special Educational Needs relating to secondary education, or an Education, Health and Care Plan, which confirms the Learner's disability
- a letter from a hospital consultant/Occupational Health Service etc.
- an assessment carried out no earlier than the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary/further education, including standardised test scores.

In the absence of formal evidence, FutureQuals will consider a history of need within the Centre. This should include information about the support received by the learner during the learning programme and during formative assessments. Evidence of the way in which the learner's needs are being met during the learning programme should be documented for audit purposes.

##### **Extra Time**

This may be applied to examination-based assessment but should not be allowed where its use will invalidate the assessment criteria. Extra time should not give the learner an unfair advantage over others.

If it is required, additional time up to a maximum of 25% of assessment time may be permitted for learners with particular requirements and with appropriate evidence of need.

The additional time should only be granted to learners who have a disability or are at a significant disadvantage to other learners. The additional time should create a level playing field for learners and must not advantage one learner over another.

In order to award up to 25% extra time the centre must assess the needs of the learners based on their requirements. Suggested evidence requirements can be found below, however this list is not exhaustive:

- a Statement of Special Educational Needs relating to secondary education, or an Education, Health and Care Plan, which confirms the learner's disability
- a letter from a hospital consultant/Occupational Health Service etc.
- an assessment carried out no earlier than the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary/further education.

So as not to give an unfair advantage, the specialist assessor's report must also confirm that the learner has at least one below average standardised score of 84 or less which relates to an assessment of:

- speed of reading or
- speed of reading comprehension or
- speed of writing or
- cognitive processing measures which have a substantial and long-term adverse effect on speed of working.

As a member of the Federation of Awarding Bodies, FutureQuals has access to the FAB guide "The Application of Reasonable Adjustments and Special Considerations in Vocational Qualifications" which uses the JCQ regulations for Access Arrangements and Reasonable Adjustments as a best practice guideline. This document includes information about relevant tests or formal acceptable evidence to support your decision.

25% extra time for the use of a bilingual dictionary

The use of a bilingual dictionary must reflect the learner's normal way of working. It is only to be used in assessments by learners whose first language is not English, Irish or Welsh.

Extra time must not be awarded to a learner using a bilingual translation dictionary in order to compensate for difficulties in reading and writing in English.

The translation of assessment materials or the learner's answers into or from the learner's first language is not allowed.

### **Supervised rest breaks**

Supervised rest breaks must always be considered before making an application for extra time. Centres may provide a supervised rest break to a learner where it is their normal way of working within the centre.

The timing of the assessment should be paused and re-started when the learner is ready to continue, this must be recorded on the Invigilator record. During the rest break, the learner must not have access to the question paper or answer booklet. The supervised rest break is not included in any extra time allowance.

### **Changes in organisation of the assessment room**

Minor changes to the organisation of the assessment room may benefit some learners with autistic spectrum disorder, visual or hearing impairment or with physical difficulties. For example:

- visually impaired learners may benefit from sitting near a window so that they have good lighting
- hearing impaired learners may benefit from being seated near the front of the room or removing visual/noise stimuli, such as a ticking clock, from the room.

The centre should consider the needs of each individual learner and, where possible, arrange the assessment room to suit the learner.

### **Separate accommodation within the centre**

Centres should ensure that, where learners are accommodated separately for assessments taken under examination conditions, usual examination conditions apply and separate invigilation is arranged.

This type of adjustment would be suitable for learners who need to read aloud during examinations provided this reflects the normal way of working within the centre.

### **Taking the assessment at an alternative venue**

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

### **Use of bilingual dictionaries and bilingual translation dictionaries**

The use of a bilingual dictionary should not give the learner an unfair advantage over other learners or invalidate the assessment criteria. These should not be permitted if proficiency in English, Welsh or Irish (as appropriate) is required for the role supported by the qualification.

### **Assessment material in enlarged format**

Where appropriate, the centre should meet FutureQuals deadlines for requesting enlarged assessment material.

In cases where the centre is permitted by the FutureQuals to enlarge assessment material, the centre should take responsibility for the security of the material and for ensuring that the entire document is enlarged.

### **Assessment material in Braille**

We recognise that in order to access the paper a learner is likely to require additional time. Please consider the following:

- where a learner is proficient in reading a Braille paper it would normally be appropriate to award no more than 50% extra time.

Where appropriate, the centre should meet FutureQuals deadlines for requesting braille assessment material. In cases where FutureQuals permit the centre to use braille assessment material, the centre should take responsibility for the security of the material.

### **Language modified assessment material**

Language and Stimulus Materials are only appropriate if they – (a) enable Learners to demonstrate their level of attainment, (b) require knowledge, skills and understanding which are required for the qualification, (c) are clear and unambiguous (unless ambiguity forms part of the assessment), and (d) are not likely to cause unnecessary offence to Learners.

### **Assessment material in BSL**

The centre should meet FutureQuals deadlines for requesting assessment material in BSL.

In cases where the centre is permitted to translate the assessment material into BSL, it should take responsibility for the security of the material and for the accuracy of the translation.

### **Assessment material on coloured paper**

Learners are allowed to use coloured paper where it is their normal way of working within the centre.

Where the centre is permitted to modify the assessment material, it is responsible for the security of the assessment material and for the accuracy of the modification.

### **Assessment material on coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners**

Where learners are permitted to use the above it must be their normal way of working within the centre and therefore must be familiar with how the aid works.

### **Assessment material in audio format**

Where the centre is permitted to produce an audio version of the assessment material, they should take responsibility for the security of the material and for ensuring that the entire document is copied. The centre should ensure that sufficient playback equipment is provided in full working order.

### **Use of a Word Processor (ICT) to present responses**

There must be evidence that the use of ICT is the learner's normal way of working within the centre and is appropriate to the learner's needs.

The centre should ensure that:

- the computer is used solely by the learner and not by someone acting on the learner's behalf unless the learner has permission to use a scribe
- the computer is working correctly at the time of an assessment. It is the centre's responsibility to arrange the ICT provision for the learner
- the learner has access only to those facilities (for example spell/grammar checker, voice activated software, speech reading software) which have been agreed in advance with FutureQuals
- the learner is not able to gain access to existing files or documents. Where a system operates from flash drive, CD or other disk, the learner must be supplied with a flash drive or disk containing only the software required for the assessment
- the computer should be free-standing and not be connected to the Internet, unless this is required in the assessment

- the learner is accommodated separately if the use of a computer is likely to distract other learners. In this case separate invigilation should be arranged
- the learner is present when his/her work is printed. It is normal practice for a printed version of the learner's work to be submitted and authenticated for assessment, and not the disk
- where a question/answer booklet is provided, the learner might need to answer some questions in the booklet and type other answers. Answers should be clearly labelled and the printout must be attached to the question paper/answer booklet
- the learner should be proficient in the use of the computer and its software
- the learner's work is saved frequently and, if possible, using an auto-save facility

### **Responses using electronic recording devices**

Recording the learner's responses electronically should not be allowed where it will invalidate the assessment requirements.

The centre should ensure that the appropriate recording equipment is provided in full working order.

The learner using recording equipment should be accommodated separately, with separate invigilation, where its use will not disturb other learners.

### **Responses in BSL**

Signing of the learner's responses on video should not be allowed where it will invalidate the assessment requirements.

### **Reader**

A reader will not be allowed if a learner's literacy difficulties are primarily caused by English, BSL, Irish, ISL or Welsh not being his/her first language.

An assessment of learners needs based on one of the following documents:

- a Statement of Special Educational Needs relating to secondary education, or an Education, Health and Care Plan, which confirms the learner's disability
- a letter from a hospital consultant/Occupational Health Service etc.
- an assessment carried out no earlier than the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary/further education.

To ensure an unfair advantage is not given, the specialist assessor's report must also confirm that the learner has at least one below average standardised score of 84 or less which relates to an assessment of:

- speed of reading or
- speed of reading comprehension or
- reading accuracy.

The centre should check that the use of a reader is the most appropriate arrangement to enable the learner to undertake the assessment. The centre should select a reader and fully brief him/her on their responsibilities.

A separate invigilator should be present when a reader is used.

A reader should not be allowed where such use would invalidate the assessment requirements.

### **Scribe**

A scribe will not be allowed if a learner's literacy difficulties are primarily caused by English, Irish or Welsh not being his/her first language.

In order to award a scribe the needs of the learners must be assessed based on one of the following documents:

- a Statement of Special Educational Needs relating to secondary education, or an Education, Health and Care Plan, which confirms the learner's disability
- a letter from a hospital consultant/Occupational Health Service etc.
- an assessment carried out no earlier than the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary/further education.

To ensure an unfair advantage is not given, the specialist assessor's report must also confirm that the learner has a below average standardised score of 84 or less which relates to an assessment of:

- spelling accuracy, which renders the writing incomprehensible.

Learners must respond in English, Irish or Welsh as appropriate, to meet the assessment of written communication in English, Irish or Welsh.

The centre should check that the use of scribe is the most appropriate arrangement to enable the learner to undertake the assessment.

The centre should select a scribe and fully brief him/her on their responsibilities.

A separate invigilator should be present when a scribe is used.

### **BSL interpreter**

The centre should check that the use of BSL interpreter is the most appropriate arrangement to enable the learner to undertake the assessment and that it is the learner's usual way of working.

The centre should select a BSL interpreter and fully brief him/her on their responsibilities.

A separate invigilator should be present when a BSL interpreter is used.

A BSL interpreter should not be allowed where such use would invalidate the assessment requirements.

### **Prompter**

Where a need is established, a prompter may assist the learner in keeping focused on the assessment by appropriate interventions. A prompter is not a reader or scribe.

The centre should check that the use of a prompter is the most appropriate arrangement to enable the learner to undertake the assessment.

The centre should select a prompter and fully brief him/her on their responsibilities.

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

### **Practical assistant**

The centre should check that the use of a practical assistant is the most appropriate arrangement to enable the learner to undertake the assessment.

The centre should select a practical assistant and fully brief him/her on their responsibilities.

A separate invigilator should be present when a practical assistant is used.

A practical assistant should not be allowed where such use would invalidate the assessment requirements.

### **Transcriber**

Details must be provided that list the tasks that will be carried out to ensure the assessment is not compromised. Invigilators must be made aware on the day the tasks which have been approved.

The centre should check that the use of a transcriber is the most appropriate arrangement to enable the learner to undertake the assessment.

The centre should select a transcriber and fully brief him/her on their responsibilities.

A transcriber should not be allowed where such use would invalidate the assessment requirements

### **Additional notes regarding the awarding of Extra Time**

Additional time should only be granted to learners who have a disability or are at a significant disadvantage to other learners. It should create a level playing field for learners and must not advantage one learner over another.

We require centres to explain how the requirement of extra time reflects the learner's normal way of working, clearly demonstrating a need. This is supplementary to the evidence requirements detailed below.

In order to award extra time the centre must assess the needs of the learners based on one of the following documents:

- a Statement of Special Educational Needs relating to secondary education, or an Education, Health and Care Plan, which confirms the learner's disability
- a letter from a hospital consultant/Occupational Health Service etc.
- an assessment carried out no earlier than the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary/further education.

So as not to give an unfair advantage, the specialist assessor's report must also confirm that the learner has at least one below average standardised score of:

- 25% extra time: 84
- 50% extra time: 69

Which relates to an assessment of:

- speed of reading or
- speed of reading comprehension or
- speed of writing or
- cognitive processing measures.

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## 5. Guidance on Examples of required evidence for special consideration applications

### Circumstance and Evidence

#### **Illness**

An original medical certificate or letter from an appropriate medical professional confirming the nature of the illness and the likely impact it is having on the learner's ability to undertake formal assessment and/or study.

#### **Hospitalisation**

A medical letter/certificate from the relevant hospital confirming the nature and severity of the learner's circumstances and the likely period of impact on the learner's ability to undertake formal assessment and/or study.

#### **Family illness**

A medical certificate/letter from an independent medical professional confirming the nature and severity of the family circumstances and the impact, or likely impact, it is having on the learner's ability to undertake formal assessment and/or study.

#### **Bereavement**

A death certificate or a letter confirming the death from an independent person (not a family member) with their contact details provided and including a view on the closeness of the relationship.

#### **Acute Personal/ Emotional Circumstances**

An original medical certificate or letter from an appropriate medical professional confirming the nature of the illness and/or circumstances and the likely impact it is having on the learner's ability to undertake formal assessment and/or study.

#### **Victim of crime**

A written statement of events that is supported by written evidence from the Police (including a crime reference number). Where the impact of the crime has led to a medical or other professional consultation, an original medical certificate or letter from an appropriate medical professional confirming the likely impact the reported crime had/is having on the learner's ability to undertake formal assessment and/or study.

#### **Domestic Disruption**

Where significant and unforeseen domestic disruption has occurred very close to a timetabled examination a letter from an appropriate independent individual/authority detailing the relevant circumstances and an indication of the likely impact with their contact details provided.

**Jury Service (UK)**

A letter from the Court together with proof that a deferral has been requested and rejected or proof that a previous request for deferral has been accepted.

**Court Attendance (UK)**

Where a learner is required to attend a tribunal or court as a witness, defendant or plaintiff the learner should provide official correspondence from the tribunal/court confirming attendance or a solicitor's letter detailing the nature and dates of the legal proceedings and the requirement for the learner to attend.

**Other**

The list of circumstances cannot be exhaustive and it is possible that other circumstances will arise that should be considered as acceptable.



**REASONABLE ADJUSTMENTS AND SPECIAL  
CONSIDERATION POLICY**



**FutureQuals**<sup>®</sup>



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