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## EPAO Reasonable Adjustments and Special Considerations Policy

### 1. Scope of the policy

Awarding UK is the end-point assessment service based within Bishop Grosseteste University (BGU).

This policy covers the delivery of Awarding UK end-point assessments, which are subject to internal and external quality assurance.

The policy is designed to:

- provide clear guidance relating to the request and implementation of Reasonable Adjustments and/or Special Considerations;
- protect Learners who are registered for end-point assessments within Awarding UK;
- minimise the risk of an Adverse Effect occurring;
- help support Awarding UK and other partners involved in risk management and risk minimisation and mitigation;
- help ensure we and all partners comply with all relevant legislation and guidance;
- help improve and refine Awarding UK products and services.

### 2. Definitions

Reasonable Adjustments – agreed before the end-point assessment takes place.

A Reasonable Adjustment is any action that helps reduce the effect of a disability or difficulty that places the Learner at a substantial disadvantage in the assessment situation. Reasonable Adjustments must not affect the integrity of what is being assessed.

Special Considerations – applied pre or post end-point assessment.

Special Considerations can be applied before the end-point assessment, in circumstances where a Learner's ability to access the assessment has been affected, or post end-point assessment when a Learner's performance was affected, or if they were unable to attend the assessment. Reasons for Special Consideration could be temporary illness, injury or adverse circumstance outside of the Learner's control.

The Customer - the Customer is the organisation that makes the booking and/or pays the fee for the end-point assessment with Awarding UK. It could be an Employer or Training Provider.

### 3. Reasonable Adjustments and Special Considerations

Awarding UK aims to facilitate open access for Learners who are eligible for Reasonable Adjustments and/or Special Consideration in assessment, whilst ensuring that the assessment of knowledge, skills and behaviours aligned to occupational competence is not compromised.

#### **4. Reasonable Adjustment procedure**

Reasonable Adjustments should be requested if the Learner is disabled or has a specific learning difficulty and would be at a substantial disadvantage in comparison with someone who does not, during an assessment or examination, in accordance with the Equality Act 2010.

Reasonable Adjustments should be discussed and applied for at Gateway and be set in place before the assessment activity takes place. It is important that Reasonable Adjustments do not affect the reliability or validity of assessment and they should not give the Learner an advantage over other Learners undertaking the same end-point assessment.

Customers should inform Awarding UK as soon as possible, of any Reasonable Adjustments required to enable a Learner to complete end-point assessment. Awarding UK will consider each request accordingly and endeavour to take reasonable steps to avoid disadvantaging a Learner based upon the information provided.

#### **5. Applying to Awarding UK for Reasonable Adjustments**

In all cases, the Customer must apply to Awarding UK for Reasonable Adjustments on behalf of the Learner. The Customer must have the explicit written permission of the Learner to do so, especially in relation to the sharing of all relevant documentation.

The Customer, in collaboration with the Independent End-Point Assessor, will be required to implement the adjustment to assessment in accordance with the guidance given. If the Customer exceeds the level of assistance and type of assistance as set out in these sections, it may be viewed as malpractice and lead to sanctions.

Applications for Reasonable Adjustments should be made using the Reasonable Adjustments request feature in the Learner's ACE360 record, at the point at which Gateway evidence is uploaded. We aim to confirm a decision regarding the request by the planning meeting, and a minimum of 10 working days before the assessment takes place.

#### **6. Supporting Evidence**

An application for a Reasonable Adjustment to assessment must be supported by evidence that is sufficient, valid and reliable. It is the Customers responsibility to ensure that all applications for Reasonable Adjustments are based on the individual need of the Learner.

In order to ensure that the evidence provided demonstrates sufficiency, and that any adjustment to assessment will provide the Learner with the necessary assistance without giving them an unfair advantage over others, the Customer must be clear about the extent to which the Learner is affected by the disability or difficulty.

In order to provide valid and reliable evidence, the Customer will have to provide details, along with explicit permission to do so from the Learner, of the effect of the impairment on the Learner's performance in the assessment. Any of the following types of evidence would be acceptable:

- history of provision within the learning environment. This should include information about the support received by the Learner whilst on-programme and during formative assessments. Evidence of the way in which the Learner's needs are being met during the learning programme must be documented for audit purposes;
- written evidence produced by independent, authoritative specialists. This could take the form of medical, psychological, professional reports, assessments or Education Health Care Plan (EHC). A Learner with a Statement of Special Educational Need does not automatically qualify for Reasonable Adjustments.

**7. Awarding UK will support Customers in making Reasonable Adjustments by ensuring that:**

- the Reasonable Adjustments made provide Learners with the opportunity to demonstrate attainment;
- the Reasonable Adjustments compensate for any disadvantage imposed by the disability but do not otherwise advantage Learners;
- the assessment is rigorous and fair;
- the assessment activity is valid and measured against the apprenticeship standard assessment plan;
- the assessment result is reliable;
- the assessment is practically able to operate within available resources, facilities and time.

**8. Awarding UK may only reject applications in circumstances where:**

- the content and delivery of the chosen end-point assessment would prevent the Learner from fulfilling a major part of the requirements of the apprenticeship standard and it proves impossible to overcome this difficulty;
- progress through the Gateway to end-point assessment for the Learner may constitute a serious safety hazard that cannot be reasonably overcome;
- adjustments provide the Learner with an unfair advantage and/or compensate the Learner for a 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 Learner with the adjustment must have the same credibility as that of any other Learner;
- the adjustment involves excessive/unreasonable cost or timeframes or that could affect the security or integrity of the assessment;
- requests for Reasonable Adjustments were not supported by evidence which is sufficient, valid and reliable.

Customers are advised to seek clarification from Awarding UK in any case where they consider that they do not have the necessary expertise to judge whether a Reasonable Adjustment is needed and/or how it should be applied.

**Telephone:** 01522 563839

**Email:** [enquiries@awardinguk.com](mailto:enquiries@awardinguk.com)

The table below lists the most commonly requested Reasonable Adjustments to standard assessment arrangements. In addition, we will also refer to the IfATE Reasonable Adjustment Matrix (See Annex A). The table and matrix provide a guideline for end-point assessment Adjustments. It is not an exhaustive list and Customers are advised to contact Awarding UK for further clarification or advice.

Reasonable Adjustment
Extra Time
Supervised rest breaks
Change in the organisation of the assessment room
Separate accommodation within the assessment location
Taking the assessment at an alternative venue
Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners
Use of assistive technology
Use of bilingual and bilingual translation dictionaries <sup>1</sup>
Assessment material in enlarged format
Assessment material in Braille
Language modified assessment material
Assessment material in BSL
Assessment material on coloured paper
Assessment material in audio format
Use of ICT
Responses using electronic devices
Responses in BSL
Reader
Scribe (amanuensis)
BSL/English interpreter
Prompter
Practical Assistant
Transcriber

<sup>1</sup> Use of bilingual dictionaries should be carefully considered to ensure that the validity of assessment outcomes is not compromised

## 9. End-point assessments taken under exam conditions

In situations where the Learner is given set assessment materials and must complete tasks in a fixed amount of time, there may be a greater need for adjustments to standard assessment arrangements.

## 10. Records of Reasonable Adjustment

All Reasonable Adjustments must be recorded on the Learner's Gateway documentation. Other records pertaining to the implementation of and/or rejection of Reasonable Adjustments records should be available for audit by the External Quality Assurance organisation.

## 11. Special Consideration

Special Consideration is an adjustment that takes place pre or post end-point assessment to accommodate temporary illness, injury or other indisposition that occurred at the time of the assessment, which has had, or is reasonably likely to have had an effect on the Learner's ability to take an assessment. The adjustment made must be relatively small to ensure that the integrity of the end-point assessment is maintained. Special Considerations can be applied before the end-point assessment, in circumstances where a Learner's ability to access the assessment has been affected and Adjustments to access may need to be implemented. Special Considerations should be formally applied for at the earliest point at which the need is identified but no later than 7 working days following the assessment date. – The application form (Annex B) is available on our website [www.awardinguk.com](http://www.awardinguk.com)

## 12. Procedures for Special Considerations

**Special Consideration may be applied for a Learner who is fully prepared for a scheduled end-point assessment as follows:**

- performance in the end-point assessment is affected by circumstance beyond the control of the Learner – for example, illness, injury, bereavement, serious disturbance during the assessment;
- Reasonable Adjustments agreed in advance of the end-point assessment were inadequate or inappropriate;
- part or all of an end-point assessment has been missed due to circumstances beyond the control of the Learner.

**Special Consideration will not be applied in the following circumstances:**

- part of the end-point assessment was missed due to personal arrangements, including unauthorised absence and holidays;
- evidence provided by the Customer does not indicate or support that a Learner was affected by illness, injury, bereavement or other indisposition at the time of the end-point assessment;

- difficulties experienced during the pre-Gateway stage of an apprenticeship – for example, building work, lack of facilities and staff shortages;
- the adjustment implemented unfairly advantages or disadvantages the Learner.

**The following examples reflect where Special Consideration may be applied. Please note this list is not exhaustive:**

- Incapacitating illness of the Learner;
- Serious injury affecting the Learner;
- Terminal illness of the Learner;
- Recent bereavement of a close family member or friend;
- Terminal illness of a parent;
- Serious domestic crisis;
- Serious car accident;
- Flare up of congenital illness (for example asthma, diabetes, epilepsy);
- Physical assault trauma.

**The following sets out examples of the types of Special Considerations which might be considered. Please note this list is not exhaustive:**

- an adjustment to a Learner's mark;
- an adjustment to the arrangements for accessing assessment for a Learner who is not disabled, but whose ability to access the assessment has been affected by injury and/or illness, at the time of the assessment. For example, providing assistance to write in a written examination for a Learner who has suffered injury which prevents them from writing;
- allowing an alternative assessment opportunity at a later date without incurring additional fees.

Special Consideration cannot be applied where the assessment strategy (taken from the apprenticeship standard assessment plan) and evidence requirements stipulate that the Learner undertakes a demonstration of practical competence. Similarly, where an assessment requires a competence, criterion or standard to be met in full.

### **13. Appeals**

In extenuating circumstances where Awarding UK rejects an application for Reasonable Adjustments and/or Special Consideration, we will provide a clear reason in writing and where appropriate, suggest a suitable alternative.

If a Learner, for any reason, considers that they have been wrongly refused access to fair assessment and wishes to appeal, they should follow the Awarding UK Appeals procedure for end-point assessment.

If a Customer, for any reason, considers that their Learner(s) have been wrongly refused access to fair assessment and wish to appeal, they should follow Awarding UK Appeals procedure for end-point assessment.



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GROSSETESTE  
UNIVERSITY



For queries on either Reasonable Adjustments or Special Considerations, or this policy, please contact Awarding UK:

**Telephone:** 01522 563839

**Email:** [enquiries@awardinguk.com](mailto:enquiries@awardinguk.com)

## Annex A (Taken from the Institute for Apprenticeships & Technical Education)

### Reasonable adjustment matrix

1. No known disability
2. Cognitive processing need such as dyslexia, dyspraxia; a need in executive function, visual processing speed, visual perception, literacy, numeracy, verbal reasoning, verbal memory, nonverbal memory
3. Social/ communication need such autistic spectrum condition
4. Long standing illness such as cancer, epilepsy, Crohn's, IBS, Chronic Fatigue
5. A mental health condition
6. A physical need such as crutches or wheelchair user, arthritis, paraplegia, quadriplegia, cerebral palsy
7. Hearing need
8. Visual need

Assessment method	Observation	Practical Skills Test	Test	Project	Presentation	Professional Discussion
<b>Reasonable adjustment</b>						
Extra time allowance	2,3,4,5,6,7,8	2,3,4,5,6,7,8	2,3,4,5,6,7,8	2,3,4,5	2,3,4,5,7	2,3,5,6,7
Scribe			2,6,8			
Reader			2,8			
Personal support worker in attendance	2,5,6,8	2,5,6,8	2,5,8	2,5,8	2,5,6,8	2,5,8
Timed rest breaks	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8
Bathroom breaks	4,6	4,6	4,6	4,6	4,6	4,6
Voice explanation	2,8	2,8				
BSL interpreter + extra time	7	7	7	7	7	7

<b>Assessment method</b>	<b>Observation</b>	<b>Practical Skills Test</b>	<b>Test</b>	<b>Project</b>	<b>Presentation</b>	<b>Professional Discussion</b>
<b>Reasonable adjustment</b>						
Assistive technology – voice recognition			2,4,6			
Assistive technology – screenreader			8			
Assistive technology – text to speech			2,4			
Flexibility with location				3,4,5,6	3,4,5,6	3,4,5,6
Flexibility of time of assessment	4	4	4	4	4	4
Flexibility within the method of assessment		6	3,4,5,6	3,4,5,6	3,4,5,6	3,4,5,6
Pre-recorded evidence / delivered by video link				2,3,4,5	2,3,4,5	
Permission to write notes						2,4,5
Permission to bring notes				2,4,5		2,4,5
Info presented in required format – size, font style, colour			2,8			

<b>Assessment method</b>	<b>Observation</b>	<b>Practical Skills Test</b>	<b>Test</b>	<b>Project</b>	<b>Presentation</b>	<b>Professional Discussion</b>
<b>Reasonable adjustment</b>						
Individual testing			3,4,5			
Paper-based option			2,4			
Supervised assessment taken at home			3,4,5,6			
Written questions to back up verbal					2,4,5,6	2,4,5,6
Rewording of questions / clarification if needed					2,3,7	2,3,7
Time allowance for processing verbal questions					2,4,5,7	2,4,5,7
Information presented in small chunks					2,4,7	2,4,7

**Annex B**

## Reasonable Adjustments Application Form

**This form is to be used in conjunction with the Awarding UK EPAO Special Considerations and Reasonable Adjustments Policy  
which can be accessed on [www.awardinguk.com](http://www.awardinguk.com)**

A Reasonable Adjustment is any action that helps reduce the effect of a disability or difficulty that places the Learner at a substantial disadvantage in the assessment situation. Reasonable Adjustments must not affect the integrity of what is being assessed.

All customers are advised to speak to us about Reasonable Adjustments at the earliest opportunity.

Telephone: 01522 563839

Email: [enquiries@awardinguk.com](mailto:enquiries@awardinguk.com)

**Please complete all fields and attach this form along with all other Gateway evidence**

### Privacy Notice for learners

Bishop Grosseteste University’s End Point Assessment Office (EPAO), delivered by Awarding UK, needs to record details of reasonable adjustments you wish to apply for, as part of your End-Point Assessment. This form asks for your relevant health information and supporting evidence. The information you provide will be handled with respect for your right to confidentiality. It will be collected by staff employed by the University within the EPAO, who will upload the details securely to our external Apprenticeship Management system (ACE360).

The information will be accessible only by relevant University EPAO (Awarding UK) staff for the purposes of assessing your application for adjustments and implementing them if successful. Your training provider is asked to provide supporting information and sign the form too. Your details will be held securely for the period of your involvement with the BGU EPAO. All assessment records will be held for a period of 6 years after assessment, after which time they will be securely deleted/destroyed.

BGU EPAO will not share your details with any external third party, unless required by a regulator (for example ESFA, Ofqual or other relevant External Quality Assurer) in which case sharing will be carried out securely. We may share your data if required by law in certain circumstances - such as to prevent or detect crime, or to safeguard a person’s wellbeing. Your details will not be transferred outside of the UK.

For more details about your individual rights, and our full Privacy Policy, please see the University’s website: <https://www.bishopg.ac.uk/data-protection/>

<b>Training Provider Name &amp; Contact:</b>	<b>Employer Name &amp; Contact:</b>
<b>Learner Name:</b>	<b>Learner Date of Birth:</b>
<b>Apprenticeship Standard:</b>	

**Reasonable Adjustments:**

**Assessment Components and reason for application** – Please detail which Assessment Component this request is relevant too e.g. Professional Discussion and clearly explain the reason for the application

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**Please provide details of supporting evidence:**

*This should include the history of provision within the learning environment and any information about the support received by the Learner whilst on-programme and during formative assessment.*

*Written evidence produced by independent, authoritative specialists. This could take the form of medical, psychological, professional reports, assessments or Education Health Care Plan (EHC).*

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**Access arrangements requested:**

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*Please tick to confirm*

I confirm relevant evidence has been submitted	
Learners written permission has been provided for the sharing of personal documents	
I can confirm I have selected 'request for reasonable adjustments' in the account information tab on ACE360	

**Learner/Training Provider declaration:** I confirm that the information provided in is application, to my knowledge, is accurate

I confirm I have read the above Privacy Notice and give my consent for the Bishop Grosseteste University (BGU) End-Point Assessment Organisation (EPAO), to process my personal data as described.  (please tick)

<b>Learner Signature:</b>	<b>Date:</b>
<b>Training Provider Signature:</b>	<b>Date:</b>

**For office use only**

<b>Date application received:</b>	<b>Name:</b>
<b>Signature:</b>	<b>Not Approved:</b>
<b>Approved:</b>	
<b>Rationale:</b>	