

Reasonable Adjustments and Special Consideration

Guidance for Recognised Centres and Providers

Version 3.0

 gateway
qualifications

learning your way

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Introduction

This Guide has been written to help Centre with how to apply the Gateway Qualifications [Reasonable Adjustments and Special Consideration Policy](#).

The Guide includes the following:

- Information and guidance to support understanding and the proper management of reasonable adjustments.
- Management and procedure for applying reasonable adjustments in Centre.
- Information and guidance to support understanding and the proper management of special considerations.

[Section 20 of the Equality Act 2010](#) creates a legal duty to make reasonable adjustments.

The duty applies where a person with a disability would suffer substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled.

This is applicable to:

1. provision, criterion or practice
2. a physical feature
3. the provision of an auxiliary aide

[Section 6 of the Equality Act 2010](#) defines a disability as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

[Schedule 1 of the Equality Act 2010](#) sets out supplementary provisions regarding disability, providing helpful definitions and clarifications.

[Schedule 1, Paragraph 2](#) clarifies that the effect of an impairment is 'long term' if it:

1. has lasted for at least 12 months
2. is likely to last for at least 12 months
3. is likely to last for the rest of the life of the person affected
4. is likely to recur

[Schedule 1, paragraph 6](#) stipulates the following medical conditions are to be treated as disabilities for the purpose of the Act:

1. cancer
2. HIV infection
3. multiple sclerosis

Therefore, a reasonable adjustment is a step taken to remove, or prevent a substantial disadvantage that learners/apprentices, who have a disability within the Equality Act definition, encounter during their course of study.

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Adjustments must be made if it is reasonable to do so. What is a “reasonable” adjustment will be assessed by looking at numerous factors. [The Equality and Human Rights Commission \(EHRC\)](#) suggests the following can be considered:

1. the learner/apprentice’s disability
2. how practicable the changes are
3. if the change asked for would overcome the disadvantage the individual experiences
4. the size of the organisation
5. the financial resources available to the organisation making the adjustments
6. the cost of making the changes
7. if any changes have already been made

Reasonable adjustments should be consistent across all aspects of the course. Where possible and appropriate, these should be the same as those made in the learner/apprentice's:

1. workplace
2. off-the-job training

It is important that all organisations work together to ensure the correct reasonable adjustments are in place at each stage.

Centre / Provider Responsibilities

To meet their responsibilities to individual learners / apprentices, and in terms of current equality legislation and regulatory requirements, a centre / provider should, as far as is practicable:

- Have access to an assessment policy and communicate this to all staff and learners / apprentices. The Centres / Providers should ensure that all staff are aware of, and understand, the policy.
- Identify as early as possible, preferably before registering a learner / apprentice for a qualification / EPA, any difficulties the learner may have in accessing assessment. To assist with this the centre / provider should ensure that all staff who recruit, advise, or guide potential learners / apprentices have had training to make them aware of access related issues.
- Select an appropriate qualification for the learner. The centre should explain to the learner the assessment requirements of the qualification and the planned programme of study. It should be made clear at the outset if the learner will not be able to meet all the assessment criteria. The learner may still decide to proceed with the qualification but enter only for part, or none, of the assessment. In this case the centre should explain to the learner any restriction on progression to other qualifications as a result of not achieving all the criteria. Not applicable to end point assessment.

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- Select an appropriate and permitted adjustment to make the assessment accessible to the learner. In order to decide whether an adjustment is appropriate, the centre should consider the nature of the skills that are being assessed and the implications for assessment of the learner's difficulties. The centre should involve the learner in making any decisions about appropriate adjustments to assessment. In cases of doubt, the centre should contact Gateway Qualifications for advice on suitable and appropriate adjustments. Not applicable to end point assessment.
- Ensure that it can resource the selected adjustment to assessment. It is the centre's responsibility to arrange any assistance for the learner, such as a reader, scribe, additional invigilator, British Sign Language (BSL)/English interpreter, etc. For EPA, this will be a collaboration between the provider, employer, and Gateway Qualifications as this should be their normal way of working and would naturally be available to the apprentice.
- Follow the Gateway Qualifications [procedures for applying reasonable adjustments](#) to assessment.
- Ensure that it has effective internal appeals procedures so that the learner can query any decision taken by the centre not to allow an adjustment to assessment. Not applicable to end point assessment.
- Should include details of the grounds for appeal and the timescales associated with investigations of appeals.
- Design centre-set assessment activities or material in an inclusive way so that they are accessible to learners with access-related needs. The centre should ensure that the language of the assessment is clear, unambiguous and free from jargon. No applicable to end point assessment
- Ensure that buildings used for assessment are accessible to all learners / apprentices, as far as is practicable.

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

Related Documents

This guidance should be read in conjunction with the following documents (where relevant):

- Gateway Qualifications Reasonable Adjustments and Special Considerations Policy
- Specific qualification/standard specifications

Access Arrangements: Reasonable Adjustments and Special Considerations

Definitions

Access arrangements

Access arrangements are agreed prior to assessment, they are called Reasonable Adjustments. They allow learners / apprentices with specific needs, including special education needs, disabilities, or temporary injuries to access assessment(s). Special consideration is given to a learner who has temporarily experienced illness, injury or some other event outside of their control at the time of or just prior to the assessment.

Gateway Qualifications' approach to reasonable adjustments and special consideration is set out in the [Reasonable Adjustments and Special Consideration Policy](#).

These arrangements aim to support the needs of the individual learner without affecting the integrity of the assessment.

Reasonable adjustments and/or special consideration may be required at the time of assessment where learners / apprentices:

- have a permanent disability or specific learning needs
- have a temporary disability, medical condition or learning needs
- are indisposed at the time of the assessment.

Definition of a reasonable adjustment

A reasonable adjustment is defined as:

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. (From Ofqual, *General Conditions of Recognition*).

This statement also applies to Apprenticeship Standards and application of reasonable adjustments in end point assessment.

Reasonable adjustments may be made by:

- the Recognised Centre in some circumstances, or by
- Gateway Qualifications.

The qualification specification must be checked to determine whether the Centre/Provider can apply an adjustment without application, or if an application for an adjustment needs to be made to Gateway Qualifications.

Definition of special consideration

A special consideration is 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.

(From Ofqual, *General Conditions of Recognition*)

Definition of substantial disadvantage

Under the Equalities Act 2010, a person is at substantial disadvantage where the adverse effect of their impairment compared to someone who is not disabled is 'more than minor or trivial'.

Other factors that influence what may be considered as part of a substantial disadvantage include:

- The time and effort that might need to be expended by a disabled student.
- The inconvenience, indignity or discomfort a disabled learner might experience.
- The loss of opportunity or the diminished progress a disabled learner might make in comparison with their peers who are not disabled.

Definition of disability and link to SEN

Section 6 of the Equality Act 2010 defines disability as a 'physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities. Learning disabilities and learning difficulties, including specific learning difficulties such as dyslexia or dyspraxia, are covered within this definition.

Also, a learner may have 'special educational needs' as defined in the SEND Code of Practice: 0 to 25 years. Children and young people have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with these conditions do not necessarily have SEN, but there is an overlap between disabled children and young people and those with SEN.

Reasonable Adjustments

Key features of reasonable adjustments:

- Reasonable adjustments aim to support learners / apprentices who are disabled under the terms of the Equality Act 2020, who would otherwise be at a **substantial disadvantage** in comparison to a learner who is not disabled.
- A reasonable adjustment must be personal to the learner and may be applied for a period, or as a one-off for an assessment.
- An adjustment must ensure the equity, validity and reliability of the assessment is assured and the assessment is a fair test of learners / apprentices' knowledge, skills and / or behaviours. It recognises that for some learners / apprentices the usual format of an assessment may not be suitable.
- The adjustment must be reasonable i.e. does not incur unreasonable costs to the Centre / Provider / Employer, or Gateway Qualifications', involve unreasonable timeframes, or affect the security and integrity of the assessment.
- Adjustments are not concessions to make an assessment easier for learners / apprentices, nor advantages learners / apprentices to give them a head start.

Making reasonable adjustments

The following principles should be followed when making decisions about a learner / apprentice's need for an adjustment to an assessment. Adjustments should:

- Not invalidate the assessment requirements of the qualification / standard.
- Not give the learners / apprentices an unfair advantage.
- Reflect the learner's / apprentice's normal way of working.
- Be based on the individual need of the learner / apprentice.

Gateway Qualifications and recognised centres / providers have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do, without compromising the assessment process.

When considering whether an adjustment to assessment is appropriate, Gateway Qualifications and recognised centres need to consider the following (where appropriate):

1. The reasonable adjustment **must not compromise the standard of competency required**.
2. For an apprentice the reasonable adjustment must not compromise the competency of the standard.
3. The reasonable adjustment **must not give the learner / apprentice an unfair advantage**. While the process for examinations and assessments might be modified, the learner / apprentice must demonstrate the knowledge, skills and / or behaviours and the level of competence required by the assessment to maintain the quality, validity and reliability of the assessment. For example, a level 3 business administrator may be required to create a series of formal documents but cannot type

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these, instead they have a reasonable adjustment to use a voice activated system to create the document to the required level of competence.

4. The reasonable adjustment **must be based on individual requirements**. Decisions about the reasonable adjustment/s required by each learner must be taken after careful consideration of the assessment needs of everyone. Different learners / apprentices with the same impairment may have different reasonable adjustment requirements. Similarly, centres / providers should not assume that the reasonable adjustment required by a learner for a particular assessment will be required for all assessments. Some learners / apprentices may need a single adjustment; others may require a combination of several adjustments.
5. The reasonable adjustment **must reflect the learner's / apprentice's normal way of working**. The learner should have experience of and practice in the use of the adjustment. For example, if the reasonable adjustment is for additional time for an examination, the learners / apprentices must have had this reasonable adjustment in place for other examinations such as practice tests while the learner has been studying for the qualification / apprenticeship at the centre / provider (or with the employer – apprenticeships only.)
6. The reasonable adjustment **must be accompanied by suitable evidence**, where appropriate. Centres / Providers will want to satisfy themselves that a learner's request for a reasonable adjustment is legitimate. On some occasions, this will involve obtaining evidence that is sufficient, valid and reliable.
7. The reasonable adjustment **must meet the requirements of the specification**. There are some restrictions to the provision of reasonable adjustments for externally set exams / assessments. Further details are provided within the Qualification / Standard Specifications.

To ensure that an adjustment to an assessment will only provide the learner / apprentice with the necessary assistance without giving them an unfair advantage over others, the Centre / Provider must be clear about the extent to which the learner / apprentice is affected by the disability or difficulty.

Examples of learner / apprentice needs that may be eligible for adjustments

The list below is not an exhaustive list and it should be noted that some learner / apprentice needs will fall within more than one of the categories listed.

Communication and interaction needs

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

Cognition and learning needs

A learner / apprentice with learning difficulties and difficulties with comprehension may benefit from extra time in time-constrained examinations. They may also need assistance with reading and writing where this is permissible.

Sensory and physical needs

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

Behavioural, emotional, and social needs

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

Learners / Apprentices for whom English is an additional language

A learner / apprentice may benefit from extra time during assessments that are time-constrained or who are using a bilingual dictionary.

The learner's / apprentice's need of the dictionary does not in itself justify allowing the learner extra time unless the learner / apprentice must refer to the dictionary so often that the assessment time is used for this purpose instead of answering the questions.

Note that ESOL learners are prohibited from using a bilingual dictionary.

As an apprenticeship requires the apprentice to hold level 1 or 2 English qualification (dependent on the apprenticeship level) bilingual dictionaries would not be allowed in certain assessments, such as multiple-choice tests, unless the assessment plan specifically allows this.

English and Maths (Apprenticeships Only)

For each apprenticeship at level 2 there is a requirement to achieve English and Maths at level 1 as a minimum.

A level 3 apprenticeship requires the achievement of level 2 English and Maths. Under new rules there are exceptions for English and Maths minimum requirements for people with special educational needs, learning difficulties or disabilities.

An apprentice may benefit from the **flexibility to achieve Entry Level 3 in the relevant subject/s**.

Please see the reasonable adjustments matrix in Appendix 2 End Point Assessment, whilst this is not an exhaustive list, it is a good representation of the likely types of reasonable adjustments and how they could be managed. Each application for reasonable adjustment for EPA will be reviewed on a case-by-case basis.

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Centre or Gateway Qualification permitted Reasonable Adjustments

There are qualification types where a Reasonable Adjustment must be applied for as opposed to the centre notifying us that a Reasonable Adjustment has been applied.

Centre Permitted (notification) Reasonable Adjustments

For qualifications which are internally marked, **centres do not need to apply** to Gateway Qualifications for the approval of reasonable adjustments unless adaptation of externally set assessments is required. For the Essential Digital Skills Qualifications only two permitted reasonable adjustments can be made by the centre, all other requests must be applied for.

All reasonable adjustments made by the centre must be recorded on the Gateway Qualifications' Reasonable Adjustments Form and should be made available to Gateway Qualifications upon request.

Gateway Qualifications Permitted (application) Reasonable Adjustments

For qualifications which are externally marked, **centres must apply** to Gateway Qualifications for approval no less than 10 working days prior to the booked assessment date.

For qualifications where the assessment criteria or conditions under which the assessment is prescribed needs to be adjusted (listed in the unit specification) **centres must apply** to Gateway Qualifications.

This would include qualifications with a timed requirement or specified assessment conditions.

For example:

In the Basic Block Laying unit of a construction qualification is assessment criteria 3.3 *Return corners using **dense concrete** and **lightweight insulation** blocks to the given specification.*

Should a learner be identified as having a temporary medical condition that would make the lifting of **dense concrete** blocks dangerous for them, then we would expect the centre to apply for a Reasonable Adjustment. We would expect that the centre makes suggestions as to how they would support the learner with the lifting of the dense concrete block whilst still allowing them to be responsible for the correct positioning of the blocks, alternatively the centre would request that the **dense concrete** be replaced with a lighter alternative as recommended by the Health and Safety Officer at the centre.

Reasonable Adjustments – when not permitted under any circumstances.

There are also qualifications that have specific restrictions on which Reasonable Adjustments are prohibited, these are detailed in the Specification of the qualification.

A example of this is the [ESOL Reading and Writing \(Entry 1; Entry 2; Entry 3; Level 1\) and ESOL all Levels Speaking, Listening and Communication \(page 31\)](#)

Reasonable adjustment Permitted – Reading	Reasonable adjustment Permitted	Comments
Additional Time	Yes	These are centre permitted RAs, once the learner has been evaluated, using the centres diagnostic tools, the centre would need to notify us that the RA had been applied to the learner.
Human scribe	Yes	
Computer/screen reader	Yes	
Oral language modifier	No	These RAs are not permitted at all as they will impact on the integrity of the assessment. This means that neither Gateway Qualifications nor the centre are allowed to use these when the learner is completing their assessment.
Sign language interpreter	No	
Human Reader	No	

Supporting evidence

Any application for a reasonable adjustment must be supported by evidence. This evidence must be kept on file at the Centre and where a request for an adjustment needs to be submitted to Gateway Qualifications this evidence must be submitted with the request.

Centre / Provider based evidence

Where the Centre / Provider can verify evidence of the disability or difficulty and where the implications are clear, such as for a learner / apprentice with physical difficulties, profound hearing impairment or sight loss, the Centre / Provider should hold a short concise file note written by the SENCo or responsible person on centre / provider-headed paper, signed and dated, confirming the nature of the learner's disability or impairment.

External evidence

Where the implications of the difficulty are not obvious, such as for learning difficulties, or mental health difficulties, the Centre / Providers should seek additional evidence of the effect of the impairment on the learner's performance in the assessment. Examples of external evidence could a letter or report from the following:

- CAMHS or a HCPC registered psychologist
- a registered specialist medical consultant or psychiatrist
- a speech and language therapist
- the Local Authority Specialist Service (e.g. Sensory Impairment Service or Occupational Health)
- a current EHCP, Statement of Special Educational Needs or Individual Development Plan

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These reports should state the name, title and professional credentials of the person who carried out the assessments and wrote the report. The report should set out the nature of the difficulty and extent to which the learner / apprentice is affected by the difficulty, including the effects of any medication that the learner / apprentice may be taking. In cases where it might be expected that there could be changes in the way the learner / apprentice is affected by the difficulty, the recency and relevant evidence of assessments and consultations carried out by an independent expert may need to be reviewed and re-evaluated for applicability by the Centre / Provider.

For recording purposes external evidence should be accompanied by an indication of how the Centre / Provider or Employer (apprenticeships only) plans to meet the learner's / apprentice's needs and show that the learner / apprentice can cope with the level and content of the assessment. This is important evidence for audit purposes. Any information from any previous education establishments the learner may have attended may also be included in the learner's / apprentice's file.

A learner / apprentice with an Education, Health and Care Plan does not automatically qualify for reasonable adjustments. The demands of the qualification / standard should be considered. The reasons for the statement may have only a limited effect on achievement in the assessment.

Health and safety considerations

There are no circumstances when the health and safety of a learner should be compromised for the purposes of an assessment. In a practical activity, if there is a concern that the effects of a person's disability or difficulty may have health and safety implications for themselves or for others, a suitably qualified person in the Centre / Provider (or Employer apprenticeships only) should carry out a risk assessment related to the learner's / apprentice's particular circumstances.

The risk assessment should identify the risks associated with the activity but should also take account of any reasonable adjustments put in place for the learner / apprentice which may remove or reduce the risk. The risk assessment may reveal that it is not possible for the learner / apprentice to fulfil all the requirements of the assessment. In this case, it may be appropriate to substitute another task / delay the end point assessment until such time that the apprentice is able to fulfil the requirements of the assessment. The Centre / Provider should contact Gateway Qualifications to discuss individual cases where further clarification is necessary.

Assumptions should not be made about a disability posing a health and safety risk but the health and safety of all learners / apprentices and others must always be of paramount importance.

Requests for Reasonable Adjustments

Timescales

Requests for reasonable adjustments should be made when the learner / apprentice is registered with Gateway Qualifications.

Additionally, if reasonable adjustments are identified during the course, the centre is required to apply for additional reasonable adjustments to be made.

For End-point Assessments the application for reasonable adjustments should be completed on registration of the apprentice and no later than 30 days prior to the EPA **Gateway submission stage**. If reasonable adjustments are identified outside of this timeframe, submission should be made as soon as practicably possible to prevent delayed assessment.

Requests and evidence

Requests from the providers must be made to Gateway Qualifications using the [Reasonable Adjustment Request Form](#) on the website.

Gateway Qualifications reviews the circumstances and evidence surrounding each request for reasonable adjustments to ensure that the decision made maintains the equity, validity and reliability of the assessment for the learner / apprentice and does not give the learner / apprentice an unfair advantage.

Any application for a reasonable adjustment must be supported by valid, current evidence of learning need or medical condition. This evidence needs to be submitted to Gateway Qualifications together with the request.

Examples of evidence could include medical, psychological or professional reports or assessments. These reports should state the name, title and professional credentials of the person who carried out the assessments and wrote the report. The report should set out the nature of the difficulty and extent to which the learner / apprentice is affected by the difficulty, including the effects of any medication that the learner / apprentice may be taking. In cases where it might be expected that there could be changes in the way the learner / apprentice is affected by the difficulty, the recency and relevant evidence of assessments and consultations carried out by an independent expert may need to be reviewed and re-evaluated for applicability by the Provider.

For End-point Assessments,

Evidence should be accompanied by an indication of how the provider met the apprentice's needs during the on- programme stage and if and how that approach can be replicated in End-Point Assessment.

An apprentice with an Education, Health and Care Plan does not automatically qualify for reasonable adjustments as the reasons for the statement may have only a limited effect on achievement in the assessment.

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English and Maths flexibilities being used to only achieve Entry Level 3 should be submitted to Gateway Qualifications as a reasonable adjustment request with the same level of evidence submitted to the ESFA for this dispensation. Please refer to additional guidance found in the [24/25 Apprenticeship Funding Rules](#). We have applied this as a reasonable adjustment request to ensure the apprentice meets the requirements of the assessment plan and Gateway Qualifications have sufficient evidence to provide to the DfE if requested on reasons for certification without the minimum required levels of English and Maths in place.

Procedure for Applying Reasonable Adjustments in Centre / Provider (or Employer - Apprenticeships Only)

Centres have a responsibility to ensure there are effective internal procedures for identifying learners / apprentices' needs and that their procedures comply with the requirements of equality legislation.

The following sequence of activities are recommended to Centres in support of their learners / apprentices.

1. Identifying learners / apprentices who are eligible for reasonable adjustments

Learners / apprentices will only be eligible for reasonable adjustments if their disability or difficulty places them at a substantial disadvantage in the assessment situation, in comparison to a person who is not disabled or affected.

It is the Centre's / Providers responsibility to ensure that all applications for reasonable adjustments are based on the individual need of the learner / apprentice and that the evidence in support of the application is sufficient, reliable and valid.

2. Identify those learners / apprentices who are likely to have difficulties accessing assessments or are having difficulties

Initial assessment should support the process of identifying whether a learner may require adjustments to be made.

Learners / Apprentices should be encouraged to make any access-related assessment needs known to the Centre / Provider at the earliest opportunity, and preferably before they are registered for a qualification / standard or entered for an assessment

To assist with the early identification of learners / apprentices with access-related assessment needs, the Centre/Provider should ensure that all staff who recruit, advise or guide potential learners / apprentices have had training to make them aware of access-related issues. As soon as any learner's needs are identified, they should be documented for audit purposes.

Please refer to the section [examples of learner / apprentice need that may be eligible for adjustments to assessments](#) for further guidance.

3. Identify whether reasonable adjustments may be needed

Relevant Centre / Provider staff should discuss and decide with the learner / apprentice and Employer (where applicable) whether they are able to meet the requirements of the assessment or whether adjustments will be required. It is important that the learner / apprentice is involved in this discussion as they know best what the effect of their particular disability or difficulty is on how they do things.

Where the implications of a particular difficulty are unclear, the Centre / Provider should make use of specialist advice in order to determine how the difficulty will affect the learner's / apprentice's performance in the assessment. The Centre / Provider should avoid making assumptions, on the basis of previous experience of a difficulty or condition, about whether adjustments may be necessary. Judgements should be made on the basis of individual need.

4. Check the qualification / standard specification and identify the appropriate adjustment(s)

Relevant Centre / Provider staff should check the qualification on which the learner is registered to see what adjustments are allowable, or if an application to Gateway Qualifications may be needed to permit an adjustment. This early check is important to make sure only legitimate adjustments are made.

When identifying which adjustment/s the learner / apprentice will need in the assessment, Centre / Provider (or Employer, apprenticeships only) staff should take into consideration the learner's / apprentice's normal way of working, history of provision during teaching and during informal assessment and the assessment requirements of the qualification / standard.

Certain simple adjustments may be all that is required, e.g. allowing the learner / apprentice a short, supervised break between assessment tasks. The same learner / apprentice may not require the same adjustment for all types of assessment.

The Centre / Provider (and Employer – apprenticeships only) will also need to make a judgement as to whether the adjustment is reasonable i.e.

- that the costs involved in applying the adjustment are reasonable,
- that the timescale within which the adjustment is required is reasonable
- that the arrangement does not affect the security or integrity of the assessment

5. Understand the range of reasonable adjustments

The range of reasonable adjustments that may be applied is wide-ranging. Information and guidance on different types of adjustments are provided in the section [types of adjustments and how to apply them](#) organised under the following categories:

- Changes to assessment conditions
- Use of mechanical and electronic aids
- Modifications to the presentation of assessment materials
- Alternative ways of presenting responses
- Use of access facilitators.

The list is not exhaustive; centres / providers (and employers, apprenticeships only) have a duty to seek advice from Gateway Qualifications in any case where they do not have the necessary expertise to judge whether a reasonable adjustment is needed, and how it should be applied.

6. Identifying and obtaining supporting evidence

Any application for an adjustment to assessment must be supported by evidence which is valid, sufficient and reliable.

In order to ensure that any adjustment to assessment only provides the learner / apprentice with the necessary assistance without giving them an unfair advantage over others, the Centre / Provider must be clear about the extent to which the learner / apprentice is affected by their disability or difficulty. This information should be recorded in the learner's / apprentice's record and application for an adjustment.

Where the Centre / Provider can verify evidence of the disability or difficulty and where the implications are clear, such as for a learner / apprentice with physical difficulties, profound hearing impairment or with sight loss, the Centre / Provider will not need to provide further evidence of these physical difficulties.

Where the implications of the difficulty are not obvious, such as for learning difficulties, or mental health difficulties, the Centre / Provider will need to provide additional evidence of the effect of the impairment on the learner's / apprentice's performance in the assessment.

The Centre / Provider should decide what evidence will best assist understanding of the learner's / apprentice's situation.

Subject to the specific context of a request for an adjustment (the learner's / apprentice's specific needs and the qualification / standard specification), the following types of information and evidence may be asked for by Gateway Qualifications:

- **Evidence of the learner's / apprentice's needs provided by Centre / Provider staff**

This type of evidence would apply where relevant Centre / Provider staff with competence and responsibility in this area and must be completed by the Head of Centre, SENCo, Access Arrangements Coordinator or assessor working within the centre/provider once the form has been completed

- **History of support within the Centre / Provider for the learner / apprentice**

Information about the support received by the learner / apprentice during the learning programme and during formative assessments can provide useful supporting evidence when applying for an adjustment. The way(s) in which the learner's / apprentice's needs were/are being met during the learning programme should be documented for audit purposes, this would be called the learner's / apprentice's normal way of working.

- **Written evidence produced by independent, authoritative, specialists**

If necessary, external experts may be called upon to assess the learner / apprentice and provide evidence that supports an application for an adjustment. This type of evidence should include an indication of how the Centre / Provider (and Employer, apprenticeships only) plans to meet the learner's / apprentice's needs and should show that the learner / apprentice can cope with the level and content of the assessment.

Evidence should be documented for audit purposes. Information from previous Centres / Providers **granted** by another Awarding Body, attended by the learner / apprentice may also be included, this would be called previously granted access arrangements granted by another awarding body.

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

7. Apply to Gateway Qualifications for approval for an adjustment to be made (if applicable)

If a specific adjustment needs to be applied for it will state this in the qualification / standard specification. In this case please use the [Reasonable Adjustments Request Form](#) from the Gateway Qualifications website. Please remember the application must be submitted for approval no less than 10 (30 for EPA) working days prior to an assessment and relevant supporting evidence should be provided.

8. Record and implement permissible adjustments

Please record the adjustment when registering the learner/s / apprentice/s during the [learner registration process](#).

If you need to add an adjustment after registration, or you need to record more than one adjustment, please email quality@gatewayqualifications.org.uk with the learner ID, cohort ID and adjustments.

Recognised Centres / Providers are required to retain any requests or decisions for reasonable adjustments and special considerations, including any supporting evidence and relevant documentation received from Gateway Qualifications, for 3 years. This can be retained in electronic or paper format.

Records must be made available to Gateway Qualifications, its representatives or regulators on request. Gateway Qualifications may request documentation for review as part of ongoing monitoring and quality assurance activities.

Authorisation and record keeping

All adjustments to assessment/s must be authorised by the Centre's / Provider's SENCo, Access Arrangements Coordinator, or the Centre's / Provider's principal quality assurance staff member.

It is recommended that Centres / Providers nominate members of staff to take responsibility for ensuring the implementation of and recording of adjustments to assessments made.

Centres / Providers must keep records of adjustments they have allowed and those requested from Gateway Qualifications. These records should be kept for 3 years following the assessment to which they relate in order that Gateway Qualifications can monitor the effectiveness of the reasonable adjustments that have been made.

Special Consideration

Applying special considerations

All special considerations must be applied for to Gateway Qualifications using the [Special Consideration Request Form](#) on the website.

Special considerations may be applied in the following ways:

- in the form of an allowance of marks, where the assessment is mark based. The size of the mark allowance being determined by the timing, nature and extent of illness or other circumstance.
- in the form of an adjustment made to arrangements for accessing an assessment, where the Learner / Apprentice is not disabled, but whose ability has been affected by an injury or illness.

Special considerations may be applied prior to the time of the assessment, or after the assessment in the case of mark-based adjustments.

Centres should note that where an assessment requires the learner to demonstrate a skill or competence or where criteria have to be fully met, or in the case of qualifications / standards that confer a License to Practise, it may not be possible to apply a special consideration.

In some circumstances, for example, for on-demand assessments, it may be more appropriate to offer the Learner/Apprentice an opportunity to take the assessment later.

Circumstances where special consideration may be applied

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

- Performance in an assessment is affected by circumstances beyond the control of the learner e.g. recent personal illness, accident, bereavement, domestic crisis, serious disturbance during the assessment.
- Alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate.
- Part of an assessment has been missed due to circumstances beyond the control of the learner.

The following examples reflect where special considerations may be applied for. This is not an exhaustive list:

- Incapacitating illness of the Learner/Apprentice
- Terminal illness of the Learner/Apprentice
- Serious injury affecting the Learner/Apprentice
- Recent bereavement of a close family member or friend
- Terminal illness of a parent or sibling
- Serious domestic crisis
- Serious disturbances during the assessment

- Accidental or unexpected events at the time of the assessment (for example, being given the wrong examination paper, a power failure or other technical issues, cyber-attack on the Centre or provider)
- Serious car accident
- Flare up of a congenital illness, such as, Asthma, Diabetes, Epilepsy
- Physical assault trauma

Circumstances where special consideration will not be applied

A learner will not be eligible for special consideration if:

- No evidence is supplied by the Centre/Provider that the learner/apprentice has been affected at the time of the assessment by a particular condition or circumstance.
- Any part of the assessment is missed due to personal arrangements including holidays, pre-arranged hospital appointments or unauthorised absence.
- Preparation for an assessment is affected by difficulties during the course, e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.
- The learner/apprentice is experiencing long term illness or difficulty. This should be applied for as a reasonable adjustment.
- Misreading of any assessment instructions, lateness or failing to attend the assessment.
- A request is not received within the permissible timescale to apply for special consideration.
- If it provides unfair advantage or disadvantage to learner/apprentices.
- If the learner/apprentice does not provide supporting evidence, such as a medical certificate, where consideration is requested for a medical condition.
- If the request is based on a minor illness or a minor disturbance during the assessment, such as a mobile phone ringing.
- If the request alters or prevents the assessment / activity form providing a reliable indication of the understanding and demonstration of the knowledge, skills and behaviours being assessed.

An application for Special Consideration will not be accepted for any of the following reasons:

- Alcohol or drug abuse
- Building work or inadequate facilities as the requirements are clearly stipulated as to what is acceptable as an assessment facility. If the assessment is an observation in the workplace, dependent on the workplace there will be some noise and disruption. (Not relevant to EPA)
- Domestic inconvenience
- Insufficient assessment completed as the assessments have to be completed in their entirety, however they may have a reasonable adjustment applied that changes how that is done. . (Not relevant to EPA)
- Invalid reason
- Joining the class partway through, all apprentices must complete the minimum required duration and sign to say they are ready to enter EPA. (Not relevant to EPA)
- Long term or permanent condition as this should be applied for as a reasonable adjustment
- Minimum requirements not met; we would not enable a learner/apprentice to pass their course if the minimum requirements are not met. For each assessment, it is part of the assessment to meet all requirements.
- Misreading the exam timetable
- Misreading the question paper
- No certification entry
- No components completed, as stated above, assessments are not awarded a grade and an overall grade is not awarded without all aspects having been completed. (Not relevant to EPA)
- Personal arrangements
- Rejection reason not captured
- Teaching difficulties

Requests for special consideration

Timescales

Non- End-Point Assessments: requests for special consideration must be submitted **no later than two working days before the assessment date** where changes to access arrangements to the assessment are being requested.

End-Point Assessment: requests for special consideration should be submitted **no later than two working days before the assessment date**.

Where the conditions under which the assessment has been conducted are the basis for applying for special consideration **this request must be submitted within 1 working day of the assessment date**.

If a modified version of an assessment paper is required and Gateway Qualifications support in providing this is requested, as much advance notice as possible should be provided of the special consideration request to support its timely availability.

Where the conditions under which the assessment has been conducted are the basis for applying for special consideration **this request must be submitted as soon as possible after the assessment and not later than 2 working days after the assessment date**.

Requests and evidence

Requests must include information on the precise nature of the adverse circumstances affecting the learner, including the date when the circumstances first began to affect the learner and whether the learner was or will still be affected during the assessment.

Where the Centre/Provider is seeking an adjustment to be applied to the assessment arrangements please refer to the section on [types of adjustments and how to apply them](#) to identify any rules around the provision of those adjustments.

In some cases, medical, psychological or professional letters or reports may be required to support the application for special consideration. These should state the name, title and professional credentials of the person who carried out the assessment and wrote the letter / report. The report should set out the nature of the difficulty and extent to which the learner / apprentice is affected by the difficulty, including the effects of any medication that the learner / apprentice may be taking. The recency and relevance of this evidence will be evaluated by Gateway Qualifications.

Gateway Qualifications reviews the circumstances and evidence surrounding each request for special consideration to ensure that the decision made maintains the equity, validity and reliability of the assessment for the learner / apprentice and does not give the learner / apprentice an unfair advantage.

Appendix 1: Types of adjustments and how to apply them

Adjustments detailed below fall into the following categories:

- Changes to Assessment Conditions
- Modifications to the Presentation of the Assessment Material
- Alternative Ways of Presenting Learner Responses
- Use of Access Facilitators

For end point assessment, please see the reasonable adjustment matrix in Appendix 2 for details on what types of adjustments could be applied.

As end point assessment is completed by an independent end point assessor appointed by Gateway Qualifications any reasonable adjustments that are approved will be applied and monitored by Gateway Qualifications and not the centre/provider.

Changes to Assessment Conditions

Extra time 25% – Gateway Qualifications approval required

- Where assessment activities are time-constrained a learner may be allowed extra time during an assessment if they have a condition which affects their speed of processing or writing.
- The amount of extra time allowed should accurately reflect the extent to which the completion of the assessment will be affected by the learner's difficulty.
- 'Unlimited' extra time will not be allowed.
- It is the Centre's responsibility to specify the amount of extra time the learner will need, using as a guide the extra time required during formative assessments in the Centre.
- **Extra time will not be allowed for computer-based assessments testing the time in which a skill is performed**, such as keyboarding speed tests. Extra time may, however, be available for those computer-based assessments where the manipulation of software, and not processing speed, is the primary aim of the assessment.
- Extra time for onscreen assessments may have to be customised for each learner. In these cases, the centre is advised to contact Gateway Qualifications to apply for a time extension to be set up.
- Before the Centre allows extra time for the learner, the Centre should be satisfied that the learner can cope with the content of the qualification and that the learner is medically fit to undertake the extended time assessment.
- Extra time will not be allowed in practical activities where the timing is a crucial part of the assessment or in group activities where the learner's performance will be assessed in conjunction with others.
- Extra time for end point assessment must be clearly evidenced in the reasonable adjustment application as part of normal working need.

Key points

- Extra time should not be allowed where its use will invalidate the assessment criteria.
- Extra time should not give the learner an unfair advantage over others.
- Essential Digital Skills and Digital Functional Skills qualifications allow for this to be centre permitted.

Extra time 26 - 50% – Gateway Qualifications approval required

- Where assessment activities are time-constrained a learner may be allowed extra time during an assessment if they have a condition which affects their speed of processing or writing.
- Evidence by the centre/provider's appointed assessor will be required with supporting evidence of using current editions of nationally standardised tests (assessor selects tests).

Key points

- Extra time should not be allowed where its use will invalidate the assessment criteria.
- Extra time should not give the learner an unfair advantage over others.
- Speed of cognitive processing/reading/writing must be very substantially below average (two standardised scores which relate to two different areas of speed of working). This is a rare and exceptional arrangement.

Supervised rest breaks – Centre permitted adjustment

- Where assessment activities are time-constrained, a learner may, if there is demonstrated need, be allowed supervised rest breaks during an assessment.
- Supervised rest breaks may be taken either in or outside the assessment room. The duration of the breaks will not be deducted from the assessment time. The Centre should be aware that, during the supervised rest breaks, the learner is still under assessment conditions and that the usual regulations governing conduct of assessments will apply during this time.
- Rest breaks are not applicable where speed or time is a component of what is being assessed, although, if there is a natural break in the assessment, i.e. between tasks, supervised rest breaks can be allowed.
- For on-screen assessments, the Centre needs to check with Gateway Qualifications whether the time for rest breaks must be built into the extra time requested for the assessment. This is necessary because the test runs continuously on the system. The system must also be supervised during the break to ensure that no one else can interfere with the learner's test during the break.

For end point assessment, where the assessment takes place remotely if rest breaks are required as part of a reasonable adjustment, they can be done by pausing the assessment and allowing the apprentice to sit and rest for the specified time, whilst being monitored on screen to maintain the validity of the assessment. Key points:

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- Centres must ensure that both the learner and their work is supervised during the break.
- The duration of the break should not be deducted from the assessment time.
- Rest breaks should not be allowed where their use would invalidate the assessment criteria.

Change in the set-up of the assessment room – Centre permitted adjustment

- Minor changes to the organisation of the assessment room may benefit some learners/apprentices.
- Visually impaired learners/apprentices may benefit from sitting near a window so that they have good lighting.
- Deaf learners/apprentices may benefit from sitting near the front of the room and in good lighting.
- Some learners/apprentices may benefit from using chairs with armrests or adjustable heights.
- Autistic learners/apprentices may benefit from having visual/noise stimuli, such as a ticking clock, removed from the room.

Key points:

- The centre / provider and employer should consider the needs of the individual learner and, where possible, arrange the assessment room to suit the learner.
- **Essential Digital Skills and Digital Functions Skills qualifications require application from Gateway Qualifications to an approved prior to the learning completing the assessment.**

Separate accommodation within the Centre – Centre permitted adjustment

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

Key points:

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

For end point assessment, assessments do not often take place with more than one apprentice at a time. However, should separate accommodation for assessments be required, then an additional independent assessor will undertake that assessment and any subsequent assessments with the apprentice.

Taking the assessment at an alternative venue – Centre permitted adjustment

- In certain circumstances, the learner may be permitted to take an assessment at an alternative venue, for example at home or in hospital. Gateway Qualifications advice must be sought on this.
- The centre/provider and employer should ensure that the learner is medically fit to take the assessment.

Key points:

For assessments in alternative venues, 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 dispatch of the learner's / apprentice's work should be followed.

Use of mechanical, electronic and technological aids – Centre permitted adjustment

- This may include the use of coloured overlays, low-vision aids, tinted spectacles and OCR scanners.
- The Centre / Provider and Employer should ensure that the learner / apprentice is familiar with these aids and that any electronic aids are in good working order.
- For assessments taken under examination conditions, the learner / apprentice should be accommodated separately with separate invigilation if the use of any of these aids will disturb other learners / apprentices. In these cases, the invigilator should be fully informed of the learner's / apprentice's support needs.
- Centres / Providers and Employers should contact Gateway Qualifications if they are unclear about whether any new technology will unfairly advantage the learner / apprentice or invalidate the assessment requirements.

Key points:

- The learner / apprentice should be familiar with how the aid works.
- The use of aids should not give the learner / apprentice an unfair advantage over other learners / apprentices or invalidate the assessment criteria.

Use of assistive technology, for example speech / screen reading software and voice-activated software – Centre permitted adjustment

- Some learners / apprentices may benefit from the use of software that reads the assessment material to them and / or records their spoken responses.
- **Text to speech software should not be allowed for qualifications where reading is the competence being assessed.** Elsewhere, and especially in vocational areas, such software may be used to allow learners / apprentices to have access to

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assessments that are appropriate for them and enable them to show their proficiency.

- The Centre / Provider and Employer should ensure that the use of assistive technology will not invalidate the assessment requirements or give the learner / apprentice an unfair advantage. Due to the rapid development of such technology, centres / providers and employers should seek advice from Gateway Qualifications if the implications of using certain kinds of assistive technology are unclear.
- Software used for assessment purposes should reflect learners / apprentices' normal ways of working. It should not create an additional assessment burden for learners / apprentices. Some learners / apprentices may need extra time if they use such software.

Key points:

- The learner / apprentice should be familiar with any assistive technology used.
- The assistive technology should not give the learner / apprentice an unfair advantage over other learners / apprentices or invalidate the assessment criteria.

Use of bilingual dictionaries or bilingual translation dictionaries (manual or electronic) – Centre permitted adjustment

- The use of bilingual dictionaries and bilingual translation dictionaries (including BSL/English dictionaries/glossaries) can be allowed in vocational assessments unless its use is expressly forbidden by the assessment requirements in the qualification / standard specification and / or assessment plan.
- An additional allowance of extra time may be permitted for timed assessments if the centre / provider and employer is satisfied that the learner / apprentice can cope with the subject content, but the learner's / apprentice's knowledge and comprehension of English impairs their ability to complete the assessment within the normal time allocated.
- The Centre / Provider and Employer should check the dictionaries used by the learner / apprentice to make sure they do not contain notes which would give the learner / apprentice an unfair advantage.
- Where permission is given to use electronic dictionaries, the Centre / Provider and Employer must check that the equipment does not contain additional functionality that will give the learner / apprentice an unfair advantage. If such functionality is present, it must be disabled, or the equipment disallowed.

Key points:

- The use of a bilingual dictionary should not give the learner / apprentice an unfair advantage over other learners / apprentices or invalidate the assessment criteria.
- **The use of a bilingual dictionary is prohibited for all ESOL Reading qualifications**

Modifications to the Presentation of the Assessment Material

Assessment material in enlarged format – Centre permitted adjustment

- Enlargements for paper-based assessments may be used. Examples of these include:
 - Unmodified enlarged assessment papers where the standard paper is photocopied from A4 to A3, thus enlarging the whole paper and retaining the original layout and visual presentation.
 - Modified enlarged assessment papers where the paper is modified by simplifying the layout and, where necessary, reducing the content while still meeting the same objectives as those tested in the original paper.
- Where Gateway Qualifications can provide externally set assessment material in an enlarged format, the Centre must apply no later than four weeks before the date of the assessment to ensure the modified paper can be produced.
- Where the Centre is permitted to make the enlargements to externally set assessment material, it should take responsibility for the security of the material and for ensuring that the entire document is enlarged. The learner may be penalised for any errors in their work which occur because of incomplete enlargement of the material.
- Centres should note that assessment material containing scale diagrams cannot be enlarged.
- For end point assessment, should any assessment material requiring enlarging or to be provided on different coloured paper (only applicable to printed assessment materials), the provider and / or employer should submit the request as soon as possible and in line with the timelines stated in the following section: **Requests for Reasonable Adjustments**

It is the Centre's responsibility to provide Centre-devised assessment material/resource or reference material in a suitable format for the learner.

On-screen assessments adaption – Centre permitted adjustment

- If the default font and text size used for an on-screen assessment is not suitable for the learner / apprentice, screen magnification software programmes may provide an option to magnify the text to a suitable size. Advanced screen software programmes used by Gateway Qualifications provide options to change screen colours and fonts.
- Learners / apprentices can select a screen background in a colour that is suited to their needs. It is advised that learners / apprentices explore the selection available using a practice test before they take an assessment.

Key points:

Learners / apprentices should become familiar with the ways the screen may be adapted in onscreen exams by using the practice tests.

Assessment material in Braille – Centre permitted adjustment

- Assessment material may be provided in Braille for a blind or visually impaired learner.
- The material will be modified to remove any visual content prior to Braille.
- Diagrams in the assessment material can be produced as tactile diagrams.
- Where Gateway Qualifications can provide externally set assessment material in Braille, the Centre must apply not later than four weeks before the date of the assessment. If Braille assessment material has been ordered, but is no longer required, the Centre should inform Gateway Qualifications immediately as any costs incurred in producing such material may be passed to the Centre.
- Permission may be given to the Centre to Braille externally set assessment materials. Gateway Qualifications will advise when this can be permitted.
- Where the Centre is permitted to Braille externally set assessment material, it should take responsibility for the security of the material and for ensuring that the entire document is Braille. The learner may be penalised for any errors in their work which occur because of errors in the Braille material.
- Braille is not always an appropriate adjustment for the learner; not all blind people use Braille.
- It is the Centre's responsibility to arrange for the Braille of centre-devised assessment material/resource or reference materials.

Key points:

- Where appropriate, the Centre must meet Gateway Qualifications' deadlines of not later than four weeks before the date of the assessment for requesting Braille assessment material.
- In cases where the Centre is permitted by Gateway Qualifications to Braille assessment material, the Centre should take responsibility for the security of the material and for ensuring that the entire document is Braille.

For End Point Assessment:

Due to the required resources and assessment materials produced by Gateway Qualifications and the frequency of change, we suggest a pen reader or human reader as options. The apprentice may already be using this as a form of assistive technology as part of normal working.

This would still require a reasonable adjustment request to enable the assessment team to appropriately support the apprentice.

This would be applicable to certain assessments only but to all resources made available to the apprentice. Please see the matrix in appendix 2 for further detail.

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Language modified assessment material – Centre permitted adjustment

- The carrier language in assessment material may be modified for a deaf learner whose first language is either English or British Sign Language (BSL). In either case, the learner's English may be limited, and modified assessment material may be necessary. BSL is a language and has its own grammar, syntax and vocabulary and written assessment material will have to be modified for most deaf learners / apprentices for whom BSL is their first language.
- Technical language may not be modified. The modified version of the assessment material should contain the same questions as the standard version and the same answers will be expected from the learner.
- In listening tests, a transcript of the test may be provided, which can be read to the learner by a live speaker. This will enable the learner to lip-read.
- Where the Centre is permitted to modify externally set assessment material, they should take responsibility for the security of the material and for the accuracy of the modification. The learner may be penalised for any errors in their work which occur as a result of inaccurate modification of the material.
- It is the Centre's responsibility to arrange for the modification of centre-devised assessment material/resource or reference materials.

Key Points:

- Where appropriate, the Centre should meet Gateway Qualifications' deadlines for requesting language modified assessment material, not later than ten weeks before the date of the assessment.
- In cases where the Centre is permitted by Gateway Qualifications to modify assessment material, the Centre should take responsibility for the security of the material and for the accuracy of the modification.

For End Point Assessment

English is a fundamental aspect of all apprenticeships, as such, all assessments, unless stated otherwise, in the assessment plan for the apprenticeship standard will be carried out in English.

Assessment material in BSL (British Sign Language) – Centre permitted adjustment

- Where the Centre cannot provide a BSL/English interpreter for the assessment, and if language modified assessment material does not provide sufficient assistance, a BSL version of assessment material may be provided on a USB stick or a secure link instead of (or in addition to) the assessment material in written English. This facility may not be permitted for assessments where reading or listening is the competence being assessed.
- Where Gateway Qualifications is able to provide externally set assessment material in BSL, the Centre will have to apply not later than four weeks before the date of the assessment.

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- Where the Centre is permitted to translate externally set assessment material into BSL, they should take responsibility for the security of the material and for the accuracy of the translation. The learner may be penalised for any errors in their work which occur because of errors in the material.
- It is the Centre's responsibility to arrange for the translation of Centre-devised assessment material/resource or reference materials into BSL.
- Centres should note that translation of Centre-devised assessment material/resource or reference materials into BSL will not be suitable for all assessments and that they need to contact Gateway Qualifications for further advice if they are unclear whether this adjustment is appropriate.
- Centres should read the guidance for BSL/English interpreters in conjunction

Key points:

- The Centre should meet Gateway Qualifications' deadlines for requesting assessment material in BSL, normally not later than four weeks before the date of the assessment
- 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.

The Centre should provide sufficient playback equipment that is in full working order. For EPA, please see the matrix in Appendix 2 for further detail on which assessments a BSL interpreter could be applied.

Assessment material on coloured paper – Centre permitted adjustment

- It is the Centre's responsibility to provide Centre-devised assessment material/resource or reference material on coloured paper, if required.

Key Points:

- Where Gateway Qualifications can provide externally set assessment material on coloured paper, the Centre will have to apply by the deadlines set by Gateway Qualifications normally no later than four weeks before the date of the assessment.
- Where the Centre is permitted to photocopy externally set assessment material onto coloured paper, it should take responsibility for the security of the assessment material and for ensuring that the entire document is copied.
- The learner may be penalised for any errors in his / her script which occur because of incomplete copying of the document.
- For end point assessment, should any assessment material requiring enlarging or to be provided on different coloured paper (only applicable to printed assessment materials), the provider and / or employer should submit the request as soon as possible and in line with the timelines stated in the following section: **Requests for Reasonable Adjustments**

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Assessment material in audio format – Centre permitted adjustment

- Where there is evidence of need, assessment material may be provided in audio format. This facility is not available if reading is the competence being assessed or if understanding and interpreting visual content such as illustrations, tables, diagrams or sketches is crucial to the assessment.
- Where Gateway Qualifications can provide externally set assessment material in audio format, the Centre / Provider will have to apply no later than four weeks before the date of the assessment.
- Where the Centre is permitted to produce an audio version of externally set assessment material, they should take responsibility for the security of the material and for ensuring that the recording is accurate. The learner may be penalised for any errors in their work which occur because of errors in the recording.
- It is the Centre's responsibility to provide Centre-devised assessment material/resource or reference material in a suitable format for the learner.

Key points:

- Where appropriate, the Centre / Provider should meet Gateway Qualifications deadlines for requesting assessment material in audio format, no later than four weeks before the date of the assessment.
- 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.

Alternative Ways of Presenting Learner Responses

A learner / apprentice should be provided with the means to present their responses by the method most appropriate and familiar to them, if the use of methods will not invalidate the requirements of the assessment. The use of digital devices can have a positive impact on helping learners/apprentices to access assessments.

The guidance given below relates to the use of digital devices in written assessments. Digital devices can normally be used for Centre-devised and portfolio work unless the use is expressly prohibited by the qualification specification.

In the case of EPA, please refer to the matrix in appendix 2 on possible adaptations. Please note should an assessment need to be carried in a different way to that stated in the assessment plan for the standard and no reasonable adjustments can be applied, or assessment be delayed, then a change request must be made to IfATE and include Ofqual as the regulator. No adjustments can be made that unduly advantage an apprentice in any assessment. As such a dispensation request may be rejected.

If such a request is required, this would need to be submitted no later than 6 months prior to entering gateway to EPA to enable the appropriate bodies time to review and make consultations with relevant parties about the request. Change requests such as this are known as dispensations.

Dispensations may be granted in circumstances where IfATE deems that an apprenticeship cannot be completed as specified otherwise. These circumstances may include:

- When reasonable adjustments are required under the Equality Act
- When circumstances outside of the End Point Assessment Organisation's (EPAO) control occur (e.g. global pandemic or flooding) that would otherwise lead to significant delays to apprentices completing the apprenticeship and/or apprentices not being deemed occupationally competent after having completed it.

Use of digital devices to present responses – Centre permitted adjustment

- The use of digital devices in this context should be taken to include word processors, personal computers (PCs), laptops and other microprocessor-controlled devices producing output in text or other forms such as graphics and diagrams.
- For many learners/apprentices with additional support needs, digital devices provide an effective means of independent communication. Consideration should be given to whether the learner / apprentice can meet the assessment criteria using a device.
- A device should only be used if it is appropriate to the learner's / apprentice's needs and if the learner / apprentice is confident in its use, can use it effectively and if it reflects their normal way of working.
- When a device is used, other than as a basic word processor, the centre / provider (and employer, apprenticeships only) needs to consider the effect and appropriateness of facilities like spellcheckers, electronic dictionaries, thesaurus,

calculators, predictive software, etc that are available. For EPA, we will review this with all parties to ensure it does not invalidate the assessment in any way.

- The use of the device should not create a misleading impression of the learner's / apprentice's attainment or confer an unfair advantage over other learners/apprentices.
- The Centre / Provider (and Employer, apprenticeships only) should ensure that workstations are adapted for the needs of the learner / apprentice and that enabling technologies (for example screen reading software, coloured background, adapted keyboard, large tracker ball mouse, sticky keys) are available. For EPA, this would be checked prior to the assessment starting to confirm it meets the needs of the apprentice and is in line with the approved request.
- Where it is apparent that assessment objectives cannot be met fully if a device is used, the Centre / we as the EPAO with the Provider and employer should identify alternative arrangements.

Key points:

- The device should be used solely by the learner / apprentice and not by someone acting on the learner's / apprentice's behalf unless the learner / apprentice has permission to use a scribe.
- The learner / apprentice should have access only to those facilities (e.g. spell/grammar checker, voice-activated software, speech reading software) which have been agreed in advance with Gateway Qualifications.
- The learner / apprentice should not be able to gain access to existing files or documents.
- The learner / apprentice should be accommodated separately if the use of a device is likely to distract other learners/apprentices. In this case, separate invigilation should be arranged. Please note for EPA a different assessor would undertake and invigilate the assessment with the apprentice.
- The learner / apprentice should be familiar with and able to use the device.
- The learner's / apprentice's work should be saved frequently.

Spoken responses using electronic recording devices, for example USB sticks – Centre permitted adjustment

- Where there is evidence of need, the learner may be permitted to record their responses electronically.
- Spoken responses will only be available for assessments where text responses are required.
- Where the learner's responses are recorded electronically, the Centre should provide an authenticated transcript on paper of the learner's responses.
- It will be the Centre's responsibility to ensure that the transcript is an accurate reflection of the learner's responses and to keep this and the original recording as a record of the assessment.

For End Point Assessment, please see the matrix in Appendix 2, this is not an exhaustive list, and we consider each application on a case by case basis. However, the matrix gives a good selection of examples of the adjustment and assessment method it may be applicable to. The provider and employer should be fully aware of the need for spoken responses, and this should be part of normal working practice.

Key points:

- The Centre should check whether permission should be sought from Gateway Qualifications to record the learner's responses electronically.
- 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/apprentices.

Responses in BSL – Centre permitted adjustment

- Where there is evidence of need, the learner / apprentice may be allowed to sign their responses to questions.
- Signing of responses should not be permitted if the ability to write or speak English, Welsh or Irish (Gaeilge) is being assessed.
- A learner / apprentice can sign full responses in BSL. Where the learner / apprentice is required to show knowledge of an expression/name in their response, this must be finger spelt.
- The Centre / EPAO will provide a translation of the responses on paper for validation purposes. In the case of EPA, a BSL interpreter would be present in the assessment under the same terms and conditions that are applicable to the independent assessor, they will not be able to change how the question is posed or the response given. The whole assessment would be video recorded for quality assurance purposes.

- The Centre / EPAO should ensure that the person doing the translation is appropriately qualified.
- Where the Centre / EPAO provides a transcript of the learner's response, the Centre / EPAO should ensure that the transcript is authenticated and an accurate reflection of the learner's responses. The Centre / EPAO should keep this as a record of the assessment.

Key points:

The Centre should check whether permission should be sought from Gateway Qualifications to allow the learner / apprentice to sign responses.

For EPA, a possible more suitable and less stressful, for the apprentice, reasonable adjustment would be to have written questions and answers for questions, interviews and professional discussion assessments. A script with accompanying presentation slides for presentation assessment. Written work may be the normal way of working with the employer and provider.

Responses in Braille – Centre permitted adjustment

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

Key points:

The Centre should select a transcriber with the required level of skill in Braille and fully brief them on their responsibilities.

As noted above for EPA, a more suitable reasonable adjustment would be a reader and scribe or voice response.

Further options for End Point Assessment may be:

Information presented in small chunks

- Where there is evidence of need, the apprentice may be permitted to present information in small chunks, breaking down complex content into smaller, more manageable chunks. These bite-sized approach are easier for apprentices with cognitive processing needs.

Key point:

The apprentice must ensure that they give themselves the opportunity to cover all standards required in the assessment method, should the adjustment not be made.

Voice Explanation (observation and practical skills)

- Where there is evidence of need such as an apprentice with cognitive processing needs or hearing needs, they may be permitted to verbally explain the tasks they are undertaking during an observation or practical skills assessment.

Key point:

The apprentice must ensure that they do not put a negative strain on the workplace environment, both on internal and external customers.

Permission to write/bring notes

- Where there is evidence of need such as an apprentice with cognitive processing needs, mental or physical health condition, they may be permitted to bring or write notes during assessments such as presentation, interview or professional discussion.

Key point:

The assessment must take place under examination conditions and the Independent End-point Assessor must follow controlled environment protocols to ensure that the apprentice is not given an unfair advantage that could invalidate the assessment.

Pre-recorded evidence-delivered by video link

- Where there is evidence of need, the apprentice may be permitted to record their work (e.g., presentation) electronically via video and send it prior to Gateway Qualifications prior to the assessment taking place.
- The apprentice must provide an authenticated transcript on paper.

Key points:

- Pre-recorded evidence should not be allowed where it will invalidate the assessment requirements.
- The apprentice should ensure that the appropriate recording equipment is available in full working order.

Use of Access Facilitators

Reader – Centre permitted adjustment

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

Where there is evidence of need, a reader may be allowed in all assessments where reading is not being assessed.

For a learner / apprentice requiring a reader and a scribe, the same person may act as both as long as permission has been given for both arrangements.

Where a learner / apprentice is not eligible for the use of a reader, it may be helpful for the learner / apprentice to read the questions aloud. In these circumstances, the learner / apprentice must be accommodated in a separate room so that other learners/apprentices are not disturbed. Separate invigilation / and end point assessor should be arranged in these cases. The invigilator may not correct the reading of the learner / apprentice.

A separate invigilator must be present when a reader is used to ensure that the guidance regarding readers is followed.

The Centre / Provider (and Employer, apprenticeships only):

- should, in consultation with the learner / apprentice, decide whether the use of a reader will be an effective arrangement. The learner / apprentice may be more comfortable with:
 - The use of speech/screen reading software which reads out the material without decoding or interpreting it
 - Accessing the assessment material in electronic format, in Braille or through sign language.
- is responsible for making the necessary arrangements for the provision of a reader. For EPA, should work with the EPAO to apply the reasonable and where possible the same as have been used during on-programme delivery and in the workplace.
- should select the reader based on their ability to work effectively with the learner / apprentice. The reader should be able to read accurately and at a reasonable rate and should have sufficient knowledge of the subject to read technical terms accurately.
- should ensure that the learner / apprentice and reader are clear about the limitations of the reader's role.
- should give the reader clear instructions regarding what they are required to do and what they may and may not do during the assessment. These instructions should also be given to the invigilator.

The reader:

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- should not normally be the learner's / apprentice's own tutor or assessor, except in circumstances where it is necessary for them to be so. In such cases, Gateway Qualifications should be specifically consulted. On no account may a relative, friend or peer of the learner / apprentice be used as a reader.
- is responsible to and should be approved by the Head of Centre/ Provider, SENCo, CEO / MD of the employer or the Centre / Provider staff member with delegated responsibility.

The learner / apprentice:

- should, wherever possible, have had previous practice in working with the reader and should have used this arrangement during any training programme leading up to the assessment.
- using a reader should be accommodated separately so as not to disturb other learners/apprentices.

During the assessment a reader:

- Should read only as requested by the learner / apprentice and independent end point assessor. The learner / apprentice may choose to read some parts of the assessment themselves.
- Should read accurately. If the reader is working with a deaf or hearing-impaired learner, it is especially important that the reader articulates clearly.
- Should only read the exact wording (instructions and questions), and not give meanings of words, rephrase, or interpret anything.
- Should repeat instructions and questions on the paper only when specifically requested to do so by the learner / apprentice in line with permission from the independent end point assessor.
- May consult a dictionary, where this is allowed, at the learner's / apprentices, in line with permission from the independent end point assessor request and read out entries.
- Should read, as often as requested, the answers already recorded but may not act as proof-reader. In EPA assessments, for example a multiple-choice test, answers can be reviewed should the time allowance for the test support this, in a practical assessment that may require some element of written response the same principal may apply. Once an assessment submission is made, for example, a professional report or presentation, this cannot be re worked unless it has received a fail grade.
- Should not advise the learner regarding which questions to do, when to move on to the next question, or the order in which the questions should be answered.
- May enable a visually impaired learner to identify which piece of visual material relates to which question but should neither give factual help to the learner nor offer any suggestion.
- Is permitted to help a visually impaired learner using diagrams, graphs and tables to obtain the information that the print/amended print copy would give to a sighted learner.
- Should, if requested, give a visually impaired learner the spelling of a word which appears on the paper, but otherwise, spellings must not be given.
- Should refer any problems during the assessment to the invigilator.

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Key points:

- The Centre / Provider (and Employer, apprenticeships only) and EPAO should check that the use of a reader is the most appropriate arrangement to enable the learner to undertake the assessment.
- The Centre / Provider (and Employer with the EPAO, apprenticeships only) should select a reader and fully brief them on their responsibilities.
- A separate invigilator should be present when a reader is used.
- Use of a reader should not be allowed where it would invalidate the assessment requirements.

Scribe (sometimes called amanuensis) – Centre permitted adjustment

A scribe is a person who, in an assessment, writes down or word processes a learner's / apprentice's dictated responses. Where there is evidence of need, a scribe may be allowed in all assessments where writing or keyboarding is not the competence being assessed. The most common need for a scribe is where a learner / apprentice has injured their arm and is unable to write.

A scribe should not be allowed where their use would invalidate the assessment requirements.

For a learner / apprentice requiring a scribe and a reader, the same person may act as both, provided permission has been given for both.

The use of a scribe should not affect the assessment requirements for the qualification being assessed. In some cases, the writing of answers by the learner / apprentice may be the skill being assessed. Voice to text technology (assistive technology) may be used in the writing component of qualification where its use reflects the learner's / apprentice's normal way of writing.

A separate invigilator should be present when a scribe is used to ensure that the guidance regarding scribes is followed.

The Centre / Provider and Employer:

- should, in consultation with the learner / apprentice, decide whether the use of a scribe is an appropriate adjustment. As the effective use of a scribe requires high-level communication skills from the learner, the Centre / Provider and Employer is advised to consider whether the learner / apprentice would be more comfortable with the use of a computer.
- is responsible for making the necessary arrangements for the provision of a scribe. For EPA, should work with the EPAO to provide the scribe for the assessment.
- should ensure that the learner / apprentice and scribe are clear about the limitations of the scribe's role.
- should give the scribe clear instructions regarding what they are required to do and what they are not allowed to do during the assessment. These instructions should also be given to the invigilator.

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- should select a scribe based on their ability to work effectively with the learner / apprentice.

The scribe:

- should be able to produce an accurate record of the learner's / apprentice's responses, write legibly and/or word process at a reasonable speed, and have sufficient knowledge of the subject to be able to record technical terms correctly.
- is not permitted in an assessment requiring word processing or ICT skills.
- should not normally be the learner's / apprentice's own tutor, assessor or line manager except when exceptional circumstances require them to be so. In such cases, Gateway Qualifications must be consulted, and for EPA, a separate invigilator present to confirm that the scribe only writes what the apprentice tells them. On no account may a relative, friend or peer of the learner / apprentice be used as a scribe.
- is responsible to, and should be approved by, the Head of Centre / Provider, SENCo, CEO / MD of the employer or the Centre staff member with delegated responsibility.

The learner/apprentice:

- should, wherever possible, have had previous practice in working with the scribe and used this arrangement during their learning programme.
- should be accommodated separately so as not to disturb other learners/apprentices.

During the assessment a scribe:

- Should check with the learner / apprentice for which parts of the assessment they wish to have their responses scribed. The learner / apprentice may choose to write some responses themselves.
- Should neither give factual help to the learner / apprentice nor offer any suggestions.
- Should not advise the learner / apprentice regarding which questions to do, when to move on to the next question or the order in which the questions should be answered.
- Should write down answers exactly as they are dictated. Where spelling accuracy and punctuation is being tested, the scribe must follow explicit instructions from the learner. The scribe may not take responsibility for spelling technical words.
- Should write a correction on a typescript or Braille sheet if requested to do so by the learner / apprentice.
- Should not assist the learner to produce any diagrammatical or graphical material. If assistance with this is needed, approval should be obtained from Gateway Qualifications in advance of the assessment. Exceptions to this are Entry Level qualifications where the scribe is allowed to draw or add to diagrams in accordance with the learner's instructions.
- Learners/apprentices must respond in English, Irish or Welsh as appropriate, to meet the assessment of written communication in English, Irish or Welsh. Please note English only for EPA of English Apprenticeship Standards.

- A scribe, may, at the learner's / apprentice's request, read back what has been written but no comment must be made about any part of the learner's / apprentice's response.
- Should immediately refer any problems in communication during the examination to the invigilator.

Key points:

- The Centre / Provider (an Employer, apprenticeships only) should check that the use of scribe is the most appropriate arrangement to enable the learner to undertake the assessment.
- The Centre / Provider (and Employer with the EPAO, apprenticeships only) should select a scribe and fully brief them on their responsibilities
- A separate invigilator should be present when a scribe is used.

British Sign Language (BSL) interpreter – Centre permitted adjustment

Although British Sign Language (BSL) is now recognised as an official language in the UK, it is not a statutory language, unlike English, Welsh and Irish (Gaeilge).

For assessments where reading or speaking and listening are the competencies being assessed, BSL or any other sign language may only be used for the assessment material rubric and instructions.

For End Point Assessments it may be preferable to the apprentice to provide written responses to questions, a script to support a presentation and in the case of practical assessments and observations use the assistive technology they are most comfortable with. This may be British Sign Language, in which case if an interpreter is already present within the provider / employer whom the apprentice has a working relationship with, we as the EPAO would consider that person to support the assessments. Please note all assessments where BSL is used will be video recorded for quality assurance purposes.

A separate invigilator should be present when a BSL/English interpreter is used to ensure that guidance regarding BSL/English interpreters is followed.

The Centre / Provider (and Employer, in conjunction with the EPAO, apprenticeships only):

- should ensure that the BSL interpreter has an appropriate qualification in the sign language and a good working knowledge of the content of the assessment.
- should ensure that the learner / apprentice and the person providing the interpretation is clear about the limitations of the latter's role in the assessment situation.
- should ensure that the person providing the interpretation has access to the assessment material in advance of the assessment, to prepare for the signing. This arrangement should be agreed with Gateway Qualifications.

The BSL interpreter:

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

A learner / apprentice should, wherever possible, have had previous experience of working with a BSL/English interpreter and should have used this arrangement during the learning programme leading up to the assessment.

The interpretation should not give the learner / apprentice an unfair advantage and care must be taken not to indicate the meaning of technical words, where the learner's / apprentice's understanding of these words is inherent in the purpose of the question. The interpretation should not explain or clarify. In some instances, it may be more appropriate to fingerspell a word.

Any words or phrases interpreted for the learner / apprentice because a standard sign is not available or appropriate should be underlined on the assessment material, which, if separate from the answer book, should be attached to the learner's / apprentice's answer book. Amended versions of questions should be shown on the assessment material.

The learner using a BSL/English interpreter should be accommodated separately so as not to disturb other learners/apprentices.

Key points:

- The Centre / Provider should check that the use of BSL interpreter is the most appropriate arrangement to enable the learner to undertake the assessment.
- The Centre / Provider (and Employer in conjunction with the EPAO, apprenticeship only) should select a BSL/ interpreter and fully brief them 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.
- The BSL interpreter should have an appropriate qualification in the sign language so as not to disadvantage the learner / apprentice.

Prompter – Centre permitted adjustment

A learner with severe difficulties with attention may benefit from the use of a prompter in timed assessment situations to draw their attention back to the assessment task.

Verbal prompting should not normally be used. The method used by the prompter to bring back the learner's attention should be agreed before the assessment between the learner and the prompter and should be acceptable to the centre / Independent End Point Assessor. It should be noted that some learners/apprentices with emotional and behavioural sensitivity/vulnerability and/or mental health conditions may not be comfortable with a 'light

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tap' prompt. A form of verbal prompting should be considered and agreed for these learners/apprentices.

In the case of an epileptic learner where the problem is one of temporary absence, the normal procedure to help that learner / apprentice will be allowed.

A separate invigilator should be present when a prompter is used to ensure that the guidance regarding prompters is followed. The invigilator should be fully informed of the strategies used to regain the learner's / apprentice's attention.

The Centre / Provider (and Employer in conjunction with the EPAO, apprenticeships only):

- should, in consultation with the learner/ apprentice, decide whether the use of a prompter is an appropriate arrangement.
- is responsible for making the necessary arrangements for the provision of a prompter. For EPA, should work with the EPAO to provide a suitable prompter or determine if the Independent End Point Assessor can carry out this role.
- should ensure that the learner / apprentice and prompter are clear about the limitations of the prompter's role.
- should give the prompter clear instructions regarding what they are required to do and what they may and may not do during the assessment. These instructions should also be given to the invigilator.
- should ensure that the learner / apprentice and the prompter have had experience of working together.

The prompter:

- should not normally be the learner's / apprentice's own tutor, assessor or line manager, except when exceptional circumstances require them to be so. In such cases, Gateway Qualifications must be consulted. **On no account may a relative, friend or peer of the learner / apprentice be used as a prompter.**
- should be sufficiently familiar with the learner / apprentice to recognise when their attention is no longer on the assessment task and that they are not, for example, looking away from the paper whilst thinking. Under no circumstances may the prompter draw the attention of the learner / apprentice to part of the question paper or the learner's / apprentice's answer paper.
- should sit near enough to be able to observe the learner / apprentice and draw their attention back to the task. This should, however, be organised as unobtrusively as possible. The learner's / apprentice's attention may be drawn back to the task using a light tap on the learner's arm or shoulder or, alternatively, on the desk (though not in a way that may be taken to indicate any part of the examination question paper).
- is responsible to, and should be approved by, the Head of Centre / Provider, SENCo, CEO / MD of the Employer or the centre / provider staff member with delegated responsibility.

During an assessment, a prompter:

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

Where the problem is one of sustaining concentration, consideration should be given to allowing supervised rest breaks rather than a prompter.

Key points:

- The Centre / Provider (and Employer, apprenticeships only) should check that the use of a prompter is the most appropriate arrangement to enable the learner / apprentice to undertake the assessment.
- The Centre / Provider (and employer in conjunction with the EPAO, apprenticeships only) should select a prompter and fully brief them 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 – Centre permitted adjustment

A practical assistant is a person who, during an assessment, carries out practical tasks at the instruction of the learner. Examples of the kinds of tasks in which the practical assistant may assist include turning the pages of the question paper or guiding a learner/ apprentice using a Braille paper to the correct page they need.

The use of a practical assistant should not modify the specification requirements. For example, where the manipulation of apparatus or making accurate visual observations is the skill being assessed, the use of a practical assistant will not be permitted.

A learner / apprentice using a practical assistant may need to be accommodated separately from other learners/apprentices. In these cases, a separate invigilator should be present to ensure that the guidance regarding practical assistants is followed. During practical assessments, the assessor should be present in addition to the practical assistant. For EPA, any assessments are carried out by an Independent End Point Assessor, however we may require an additional person to be present as a quality observer / invigilator.

The Centre / Provider (and Employer in conjunction with the EPAO, apprenticeships only):

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- should, in consultation with the learner / apprentice, decide whether the use of a practical assistant is an appropriate arrangement. A practical assistant will not normally be allowed in those qualifications where the practical skill is the focus of the assessment.
- is responsible for making the necessary arrangements for the provision of a practical assistant.
- should prepare clear written instructions for the practical assistant on the assistance they are able to give the learner / apprentice. A copy of these instructions should also be given to the invigilator and learner / apprentice.
- should note that the practical assistant may not perform tasks for which the learner / apprentice will receive credit.

The practical assistant:

- should be familiar with the requirements of the assessment but should not normally be the learner's / apprentice's own teacher/tutor/assessor/ line manager except when exceptional circumstances require them to do so. In such cases, Gateway Qualifications must be consulted. **On no account may a relative, friend or peer of the learner / apprentice be used as a practical assistant.**
- should be a person who is able to ensure the safety of the learner and carry out their instructions accurately.

During the assessment, a practical assistant:

- Should follow the instructions prepared by the Centre / EPAO on the level and kind of assistance that can be given to the learner.
- Should ensure the safety of the learner / apprentice and those around them.
- Should not give factual help to the learner / apprentice or offer any suggestions.
- Should not advise the learner / apprentice which questions to do, when to move on to the next question or the order in which the questions should be done.
- Should carry out instructions exactly as they are given unless to do so would cause a hazard. If the practical assistant does not understand the learner's / apprentice's instructions, they may ask for clarification but must not lead the learner / apprentice in any way or attempt to interpret the learner's / apprentice wishes; if incorrect or inadequate instructions are given by the learner / apprentice this must be reflected in the outcome of the assessment.
- Should not expect to assist the learner / apprentice throughout the entire assessment (there may be parts of the assessment which the learner / apprentice can do without help and thus gain credit for demonstrating the required skills).
- Should immediately refer any problems during an assessment to the invigilator/supervisor.

Key points:

- The Centre / Provider (and Employer, apprenticeships only) should check that the use of a practical assistant is the most appropriate arrangement to enable the learner / apprentice to undertake the assessment.

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- The Centre / Provider (and Employer) should select a practical assistant and fully brief them on their responsibilities. For EPA, should work with the EPAO to select a suitable practical assistant.
- A separate invigilator should be present when a practical assistant is used.
- A practical assistant should not be allowed where their use would invalidate the assessment requirements.

Other languages and use of translators – Gateway Qualifications approval required

Please note this is not permissible in End Point Assessment due to the requirement for English to be achieved as part of an apprenticeship. Any assessments are to be undertaken in English.

Gateway Qualifications' main language of assessment is English. Gateway Qualifications will undertake to support the delivery of its qualifications in other languages, most notably Welsh, Irish (Gaeilge) and British Sign Language where appropriate, on request and where there is evidence of sufficient demand.

A learner may be assessed in any other language where it is one of the primary objectives of the qualification:

- for the Learner to gain knowledge of, skills in, and understanding of that language, or

to support a role in the workplace, providing that proficiency in English, Irish or Welsh is not required for the role supported by the qualification.

In implementing any arrangements to support other languages, Gateway Qualifications may engage with the relevant regulatory body to seek further advice and guidance on the most appropriate arrangements to put in place to ensure comparability of assessments, moderation and awarding.

Assessments in other languages will only be allowed where proficiency in English, Welsh or Irish is not deemed integral to the assessment.

At all times requests from Centres/learners/apprentices for reasonable adjustments in relation to the use of other languages must be approved by Gateway Qualifications in advance to ensure that final assessments are comparable to that offered in English (Welsh and/or Irish).

Key points:

- Gateway Qualifications may permit the user of a translator if there is a strong rationale and the lack of English, Welsh or Irish would not undermine the assessment.
- Gateway Qualifications will not permit the use of an interpreter.

- If the Centre employs the translator themselves, Gateway Qualifications reserves the right to quality assure the assessments and the Centre must be able to produce evidence of the translator's credentials.
- Gateway Qualifications also reserves the right to employ its own translator to carry out an assessment and/or support our quality assurance of the Centre's arrangements.
- Should a translator be used at the Centre then Gateway Qualifications' External Quality Assurer or other staff member will include learners/apprentices that have had the support of a translator within their monitoring sample.

Transcriber – Centre permitted adjustment

The transcriber will produce a transcript to assist the examiner/assessor in the assessment of a learner's work. The examiner/assessor will assess the learner's work and will only refer to the transcript if it is impossible to decipher any part of the learner's response(s). For responses produced in Braille or BSL the examiner/assessor may refer solely to the transcript.

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

- Where it would be unreasonable to expect an external assessor to read a learner's handwriting because of poor legibility– it may not be allowed where writing by hand is the competence being assessed.

Where the learner's responses are produced in Braille or in BSL.

The transcriber:

- Should produce the transcript in a separate copy of the question paper/answer booklet or on lined or unlined white paper as appropriate.
- May handwrite or word process the transcript. If handwritten, dark blue or black ink should be used. Pencil must never be used.
- Should, for examinations, produce the transcript immediately after the examination under secure conditions.
- Should not involve the learner in the production of the transcript.
- Should normally transcribe complete answers. In cases where only occasional words need to be transcribed, these may be written on a photocopy of the learner's script. On no account should the learner's original script be marked or annotated in any way.
- Should normally be a word-for-word transcription, i.e. an exact copy of what the learner has written. The transcriber may not insert or omit words or alter their order. In English, any errors, including those of spelling, punctuation and grammar, must be transcribed as given by the learner and must not be corrected. In other qualifications, the transcriber may correct the spelling of non-technical words.
- Should indicate any corrections to spelling on the verbatim transcript using a different colour ink, but not red, green or purple ink. Pencil must not be used for this purpose.

- Should not transcribe diagrammatical material. Assessment of such material will be based on the learner's own work.

The Centre:

- should, in consultation with the learner, decide whether the use of a transcriber will be an effective arrangement.
- should give the transcriber clear instructions regarding what he/she is required to do after the assessment.
- should not inform the assessor/marker of the reason why a transcript was necessary.

The transcript should be produced by a member of the Centre's staff who is familiar with the learner's handwriting, is fully competent in Braille (where the transcription is for learner's responses are produced in Braille), or who has the required skills in BSL (where the transcription is for learner's responses is produced in BSL).

The transcript(s) should be securely attached to the back of the learner's work and be included with the other work from the Centre for dispatch to the assessor in the normal way. The production of the transcript should not delay the dispatch of scripts to the assessor/marker.

Key points:

- 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 them on their responsibilities.
- A transcriber should not be allowed where their use would invalidate the assessment requirements.

For End Point Assessment, a transcriber will be used as part of the assessment process and in quality assurance of the assessment. Where a BSL interpreter, Braille or other adjustment is in place that requires translation from a transcriber, this will occur during the assessment for the Independent End Point Assessor to determine how the apprentice is responding against the requirements being assessed.

Appendix 2: End-Point Assessment

The Institute for Apprenticeships and Technical Education has published guidance for EPA reasonable adjustments.

[End-point Assessment Reasonable Adjustments Guidance / Institute for Apprenticeships and Technical Education](#)

It is clearly defined that the End-point Assessment Organisation (EPAO), i.e. Gateway Qualifications, makes the ultimate decision on the reasonable adjustments made and that, where possible and appropriate, these should be the same as those made in the apprentice's workplace and off-the-job training.

The role of the employer:

- Discuss with the apprentice the reasonable adjustments needed in the workplace as early as possible.
- Support the apprentice in discussing reasonable adjustments with the provider. The employer may wish to discuss what has been implemented in the workplace. The apprentice should agree to any information being disclosed.

The role of the provider:

- Discuss with the apprentice the reasonable adjustments needed as early as possible. Where appropriate, the employer should support these discussions.
- Notify the EPAO that the apprentice will need reasonable adjustments in EPA. This notification should be as early as possible. This should follow the EPAO's arrangements for reasonable adjustments.

The role of the EPAO:

- Review the request for reasonable adjustments in line with their reasonable adjustment arrangements. Decisions should be confirmed as soon as possible.
- Implement the reasonable adjustments needed for the EPA. Where possible and appropriate, these should be the same as those made in the apprentice's workplace and off-the-job training.
- Maintain records of any applications for reasonable adjustments and the decisions made. This should include the evidence used to support the application and decision.

The Reasonable Adjustment Matrix

1. No known disability
2. Cognitive processing needs 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

Many assessments for end point assessment are spoken, making them quite universal in their application. Observation assessments are carried out in the workplace and look at how the apprentice normally works, so reasonable adjustments are limited as to what is applied to this assessment method. However, we still request that you make them so that we are aware of an adjustment in place.

The same applies to a practical assessment, specific to the apprenticeship standard and therefore general in terms of it would fit across all employers for that skill set, the assessment has limited options for adjustment. This is due to the competency required to be seen. If a suitable adjustment can be applied that is safe and does not affect the validity of the assessment, we would expect to see this as normal working practice in the workplace as well.

Table 1 examples of reasonable adjustments that could be applied to EPA

	Observation	Practical Skills Test	Test	Project	Presentation	Professional Discussion
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 interpreted and extra time	7	7	7	7	7	7

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Table 2 further examples of reasonable adjustments that could be applied to EPA

	Observation	Practical Skills Test	Test	Project	Presentation	Professional Discussion
Assistive technology - voice recognition	-	-	2,4,6	-	-	-
Assistive technology - screen reader	-	-	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 with 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	-	-	-

Table 3 further examples of reasonable adjustments that could be applied to EPA

	Observation	Practical Skills Test	Test	Project	Presentation	Professional Discussion
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

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Inputs and Guidance

Regulator	Condition
Ofqual - GCoR	G2: Language of the assessment G6: Arrangements for Reasonable Adjustments G7: Arrangements for Special Consideration
QIW - SCoR	G2: Language of the assessment G6: Arrangements for Reasonable Adjustments G7: Arrangements for Special Consideration
QAA	LC96: Assessment practices

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October 2024	3.0	Judith Ingle	Structure changed to provide clarity on centre permitted and AO approved RA. EPA included in all sections.
November 2015	2.1	Andy Wilson	
October 2013	2.0	Andy Wilson	Rebranded for Gateway Qualifications
May 2012	1. 0	Andy Wilson	OCN guidance drafted