

Reasonable Adjustments & Special Consideration Policy

Introduction

This policy is aimed at ICME Training Providers, Employers and Apprentices where ICME are providing the End-point Assessment (EPA). It is also for use by internal staff to ensure they deal with all reasonable adjustments and special consideration requests in a consistent manner.

This policy outlines:

- ICME's arrangements for making Reasonable Adjustments and giving Special Considerations in relation to our EPAs
- How Apprentices qualify for Reasonable Adjustments and Special Considerations
- Reasonable Adjustments we permit and those where permission is required in advance before they are applied
- What circumstance a Special Consideration can be given to an Apprentices

Provider Responsibility

It is important that all staff involved in the design, development, delivery, management, assessment, administration and quality assurance of ICME End Point Assessments are fully aware of the contents of this policy and can advise apprentices appropriately.

ICME Providers have a duty to ensure the rights of Apprentices to access End-point assessments in a way most appropriate for their individual needs are upheld.

Providers must ensure they have an inclusive assessment process in place that adheres to disability and equal opportunity legislation and other regulatory criteria whilst ensuring standards of assessment are maintained.

All records, including the appropriate evidence to support a Reasonable Adjustment or Special Consideration must be retained by the Provider for at least three years from the end of the year to which they relate.

Providers must make the learner evidence available to ICME and or your End-Point Assessor upon request.

Review arrangements

At ICME we shall review the policy annually as part of our self-evaluation arrangements to ensure that it is fit for purpose and that it continues to reflect the requirements of End Point Assessment.

However, a review will be commissioned earlier should any issues arise in relation to any findings through review processes or changes to legislation.

Any review of policies are signed off by Finance and General Purposes committee (F&GP) before being issued.

Document Version History

Issue Date	Author	Summary of Changes	Date of next Review
06/11/20	A Worrallo	Creation of Policy	November 2021

Arrangements not covered in this policy

Circumstances for End-Point Assessment not covered in this policy should be discussed with in the first instance with the ICME EPA Quality Manager before the assessment takes place.

Appeals

If you wish to appeal against our decision to decline a request for a Reasonable Adjustment or a Special Consideration arrangement, please refer to our Appeals Policy.

Reasonable Adjustments

Reasonable Adjustment Definition

The definition of a reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the Apprentice at a substantial disadvantage in an assessment situation. They are made to an assessment for an Apprenticeship Standard to enable an apprentice to demonstrate his or her knowledge, skills and understanding of the levels of attainment required by the specification for that standard and detailed within the associated assessment plan.

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

The reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- changing usual assessment arrangements, for example allowing an Apprentice extra time to complete the assessment activity
- adapting assessment materials, such as providing materials in Braille or larger font
- providing assistance during assessment, such as a sign language interpreter or a reader
- re-organising the assessment room, such as removing visual stimuli for an autistic Apprentice
- changing the assessment method, for example from a written assessment to a spoken assessment
- using assistive technology, such as screen reading or voice-activated software
- providing the mechanism to have different colour backgrounds to screens for onscreen assessments or asking for permission for copying to different coloured paper for paper-based assessments
- providing and allowing different coloured transparencies with which to view assessment papers

Adjustments to the assessment process will typically be made in the following circumstances:

- Apprentices with a physical, sensory or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Equality Act 2010 defines disability as a physical or mental impairment which has substantial and long term adverse effect on a person's ability to perform normal day to day activities.

The following individuals will be considered for reasonable adjustments:

- a) Permanent physical impairment, e.g. cerebral palsy and multiple sclerosis
- b) Behavioural, emotional, social needs, e.g. chronic depression and autism.
- c) A sensory impairment, e.g. hearing impairment and visual impairment.
- d) Specific cognitive difficulties, e.g. dyslexia and memory loss.
- e) Motor difficulties, e.g. hand / eye co-ordination and difficulty moving hands / arms.

This list set out above is not exhaustive and it is recognised that certain Apprentices may fall within more than one of the categories set out above

Reasonable adjustments must be approved before any assessment activity takes place. The use of reasonable adjustment/s will not be taken into consideration during the assessment of an Apprentice's work.

Reasonable Adjustments are approved or set in place prior to the assessment activity taking place; they constitute an arrangement to give the Apprentice access to the assessment. The use of a Reasonable Adjustment will not be taken into consideration during or after the assessment of an Apprentice's work.

It is the Providers responsibility to ensure a Reasonable Adjustment is approved where necessary by ICME and arrangements are put in place **prior** to the assessment taking place.

All requests for reasonable adjustments **must** be supported by valid, current evidence of learning need or medical condition. Please refer to the JCQ Access Arrangements and Reasonable Adjustments (<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>) for further information about relevant tests to support your application.

Overview

At ICME we are committed to complying with all current and relevant legislation in relation to the design, development and delivery of our qualifications and end-point assessments, which at the time of writing includes, but is not limited to the Equality Act 2010. ICME seeks to uphold human rights relating to race relations, disability discrimination and special educational needs of our Apprentices and to provide equal reasonable adjustments and special considerations for all Apprentices registered with ICME for End-point assessment.

End-point Assessments carried out by an ICME Independent End-Point Assessor should be a fair test of Apprentices knowledge and performance skills. However, for some Apprentices, the usual format of assessment may not be suitable.

At ICME we recognise that reasonable adjustments or special considerations may be required at the time of assessment where:

- Apprentices have a permanent disability or individual learning need/s
- Apprentices have a temporary disability, medical condition or learning need/s
- Apprentices are indisposed at the time of the assessment.

The provision for Reasonable Adjustments is made to ensure that Apprentices receive recognition of their achievement so long as the comparability, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessments easier for Apprentices, nor advantages to give learners a head start. The purpose of reasonable adjustments is to ensure that all assessments for all apprentices are fair, whether they are knowledge tests or practical tests

There are two ways in which access to fair assessment can be maintained:

- through reasonable adjustments and
- through special considerations.

Further detail on reasonable adjustments are provided in **Appendix 1** and may include:

- a) Allocation of extra time
- b) Support of a personal assistant
- c) Rest / time breaks
- d) Support of a sign language interpreter
- e) Support of a scribe / amanuensis
- f) Use of assistive technology
- g) Support of a reader
- h) Braille paper
- i) Use of alternative assessment locations

j) Alternative fonts, coloured paper / contrasting background colours

This is not an exhaustive list and other adjustments will be considered on a case by case basis. ICME will consider all requests in line with our Reasonable Adjustments Policy.

All requests will be considered on the information received. Some adjustments may not be considered reasonable if they:

- Do not meet the published criteria
- Involve unreasonable costs to ICME
- Involve unreasonable timeframes; for example, Braille papers cannot be produced at short notice
- Affect/impact the security and integrity of the Apprenticeship itself

Adjustments must not put in jeopardy the health and well-being of the apprentice or any other person.

Submitting a Reasonable Adjustment application

Reasonable adjustments must be applied for by an Apprentice's employer or provider.

If the reasonable adjustments are applied for by the provider, the employer must sign to support the application to ICME. The Apprentice should be involved throughout the whole process to apply for any reasonable adjustments or adaptations. This is to fully ensure that the individual needs of the Apprentice can be met, whilst still considering the specified assessment criteria and method of the End-point Assessment plan.

To apply for a reasonable adjustment, the form contained within this policy under **Appendix 3** should be completed with supporting documentary evidence **a minimum of 3 months before** End-point assessment activities are due to commence. The application must then be submitted to epainfo@icme.org.uk

What supporting evidence should be included in an application?

An employer or provider should provide ICME with supporting evidence which outlines the nature and severity of an apprentice's need. It should be from an appropriate independent professional.

See below a list of acceptable evidence, please note this is not an exhaustive list:

- Disability statement
- SEN report
- Doctors letter
- Psychological report
- Care plan
- Diagnostic report
- Education Health Care (EHC) plan
- Assessment report
- Professional written and signed statement
- Certificate of registration e.g. for partially sighted or blind
- Should a professional report not be available, ICME will consider evidence from the employer and provider from an ALS role to evidence the Apprentices normal way of working over a period of time (Period of time defined as a minimum of 12 months) to show that the request is a reasonable request.

There are instances where the implications of a difficulty are clear, and the provider can provide supporting evidence of a disability or difficulty. For these reasonable adjustments, the Provider does not need to provide any further evidence. For example, an Apprentice who is registered as blind or partially sighted.

In cases where the implications of the difficulty are not obvious, for example identified learning difficulties or mental health difficulties, we require the provider to provide additional evidence which

confirms the effect of the impairment regarding the Apprentice's performance within an assessment. The evidence should consider:

- The Provider's assessment of the Apprentice's needs in relation to the assessment the reasonable adjustment relates to, including how the provider plans to meet the Apprentice's needs. It should also include how the Provider have ensured the Apprentice can cope with the level and content of the specific assessment. This evidence can include information from previous providers the Apprentice has attended
- The history of the support the Apprentice has received from the provider during the learning programme including through formative assessment

If the evidence above is not available for the Apprentice, we may accept a statement from the Assessor/Tutor/Trainer which explains in detail the need for a Reasonable Adjustment with supporting evidence. Any statement submitted to ICME must include the information set out above, and be signed and dated by the individual.

All supporting evidence which is submitted must be individual to each Apprentice and their requirements/needs. Should there be a concern that the evidence provided contains large similarities to that provided for another apprentice(s), the request will be rejected.

The provision of reasonable adjustments at assessment without approval or supporting evidence will be treated as malpractice.

Special Consideration

Definition of Special Considerations

Special Considerations can be applied before or after an assessment depending on the circumstance for the individual Apprentice but **cannot** be applied to a cohort of Apprentices.

For example, Special Consideration could apply to an Apprentice who has:

- a temporary illness or injury (must be approved prior to the assessment)
- a temporary disability or medical condition (must be approved prior to the assessment)
- experienced some other event outside of their control such as a fire alarm (must be applied post assessment)

which has had, or is likely to have had, a material effect on that Apprentice's ability to take an End-point assessment or demonstrate their level of attainment during an assessment.

Special Consideration cannot be applied in a collective fashion, e.g. on the basis of a domestic crisis at the time of the examination and the Apprentice suffering from a viral illness.

If the application for Special Consideration post assessment is successful, the Apprentice's performance will be reviewed considering available evidence.

A Special Consideration should not give the Apprentice an unfair advantage; neither should its use cause the user of the certificate to be misled regarding an Apprentice's achievements. The Apprentice's result must reflect their achievement in the assessment and not their potential ability.

A Special Consideration, if successful, may result in a small post-assessment adjustment to the mark of the Apprentice, but not necessarily so. The size of the adjustment (to a maximum of 5%) will depend on the circumstances and reflect the difficulty faced by the apprentice.

See **Appendix 2** for further information.

Providers should note that:

- where an assessment requires the Apprentice to demonstrate practical competence, or where criteria have to be met fully, or in the case of qualifications that confers a Licence to

Practice, it may not be possible to apply a Special Consideration, this is dependent upon the Apprentices particular standard

- in some circumstances, for example for on-demand assessments, it may be more appropriate to offer the apprentice an opportunity to take the assessment at a later date.

Submitting a Special Consideration application

If the request is relating to a temporary illness, injury, disability or medical condition, it must be submitted to ICME with **at least one working days'** notice prior to the assessment. This will ensure the special consideration can be reviewed and applied prior to the assessment taking place. It is important the assessment does not take place until our decision has been confirmed via email.

Requests for special consideration should be submitted as soon as possible but **no more than 5 working days after the assessment**. This is with the exception of on-screen Situational Judgement Tests, which are required to be submitted **within 24 hours** of the assessment taking place.

Requests for special consideration may only be accepted after the results of assessment have been released in the following circumstances:

- Application has been overlooked by the Employer and the oversight is confirmed by the standards assessor
- Medical evidence comes to light about an Apprentice's condition, which demonstrates that the Apprentice must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment
- for onscreen assessments where results are immediately available

Requests for Special Consideration may only be accepted after the results of assessment have been released in the following circumstances:

- Application has been overlooked at the Provider and the oversight is confirmed by the Provider contact
- Medical evidence comes to light about an Apprentice's condition, which demonstrates that the Apprentice must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment
- For on-screen assessments where results are immediately available.

How ICME will deal with applications

To apply for a special consideration, the form contained within the policy under Appendix 3 should be completed with supporting evidence. All applications will be acknowledged as received by email **within 2 days of receipt**. The application must then be submitted to epainfo@icme.org.uk

The request will then be evaluated by an appropriate person within the ICME Quality Assurance team, with the aim of a decision being given **within 10 working days**. Some requests may take longer to evaluate, particularly if we need to call on specialist advice. If we are unable to respond in this timeframe, we will provide you with an estimated response date.

Outcomes of requests

The outcome of a reasonable adjustment or special consideration request could be:

- Approval of the requested adjustment/special considerations
- Rejection of your request based on insufficient evidence of need
- Rejection of your request based on the reasonableness of the request, such as a request for equipment
- Suggested alternative adjustment/special consideration

Responsibilities for the provision of reasonable adjustments

Arrangements for reasonable adjustments are the responsibility of the employer. However, in such cases where equipment or external human or technical resources, such as a scribe, are required the training provider and Apprentice may have access to and be able to provide the equipment and/or resource.

ICME will take all reasonable steps to source equipment and resources if other parties are not able to do so, in some instances such provisions are chargeable.

Invigilating Apprentices with access arrangements

It is important the following invigilation rules are adhered to in relation to Reasonable Adjustments/Special Considerations.

In cases where additional support is required to facilitate access arrangements, the Head of Provider has the responsibility to ensure that invigilators and those facilitating access arrangements i.e. readers, scribes and sign language interpreters understand their role and responsibilities including invigilation requirements.

All involved must be trained appropriately in their role.

Reader

The invigilator is responsible for ensuring that the reader and Apprentice do not distract or can be overheard by other Apprentice's therefore must be in a separate room, an additional invigilator will be required in this instance.

Scribe

The invigilator is responsible for ensuring that the scribe and Apprentice do not distract, or be overheard by other Apprentice's, therefore must be in a separate room, an additional invigilator will be required in this instance.

Sign language interpreter

The invigilator is responsible for ensuring that the interpreter and Apprentice do not distract other Apprentice's, therefore must be in a separate room, an additional invigilator will be required.

Prompter

A prompter may be requested if an Apprentice loses concentration easily, has little or no sense of time, or is affected by an obsessive-compulsive disorder, leading them to repeatedly go over a question, rather than moving onto another question.

A prompter:

- must not be the Apprentices, relative, friend or peer
- must be a responsible adult
- should keep the learner focused on the question in hand and then move them onto the next question
- has a different role to a reader, scribe and practical assistant, however the same person can conduct more than one role to support the Apprentice if permission has been granted by ICME
- the invigilator may act as the prompter if no other learners are present

Record Retention

Records will be retained for six years after the date the complaint was closed.

GDPR

We may need to access confidential information, ICME will ensure that such information is kept secure and only used for the purposes of access arrangements and special considerations in line with relevant GDPR legislation. ICME will not normally disclose the information to third parties unless required to do so in instances such as with regulators/awarding bodies or law enforcement. For more information, please access our Privacy Statement at our website or view our GDPR Policy.

Privacy Statement

It is necessary for us to collect and hold personal information about you in order to manage reasonable adjustments and special considerations correctly. We will hold the information you provide to us securely and use it to help us handle and process any conflict of interests. For more information, please access our Privacy Statement at our website.

What personal data do we collect and who has access to it

We will ask for your name, contact details, organisation's name and dates of employment, if relevant. To ensure ICME manages conflicts of interest correctly, all conflicts of interest will be forwarded to the EPA Quality Manager for recording and action. Your information will be shared internally with limited ICME staff/trustees in relevant departments.

Advice and guidance

Any required guidance or interpretation on our complaints policy or wish to give feedback, please contact the EPA Quality Manager on 0121 7521810 or email epainfo@icme.org.uk



Appendix 1 – Reasonable adjustments and Special Consideration permissions table

The below chart outlines some of the reasonable adjustment and special consideration decisions that can be made. This is not an exhaustive list.

Providers have a duty to seek advice from ICME where they are in doubt if a special consideration or reasonable adjustment is needed/ permitted, or how it should be applied.

Key:

- Provider – permitted at the discretion of the Provider, with the Provider retaining evidence, however you should inform ICME of these adjustments prior to the Apprentice sitting EPA
- ICME – apply to ICME for permission

Reasonable Adjustment/Special Consideration	Details of the Reasonable Adjustment/Special Consideration	Adjustment Permission for Assessments				
Extra Time – Up to 25%	<p>Extra time will be permitted if deemed appropriate for each individual apprentice. The standard time extension is 25% if an Apprentice has a disability, learning difficulty or English is a 2nd language. Should an Apprentice request more than 25% on the grounds of language limitations will not be accepted.</p> <p>Over 25% of additional time can be provided due to a disability, however this will be reviewed on an individual Apprentice basis if this is requested by an appropriate professional.</p> <p>The requests for extra time will be judged based on the evidence supplied from the employer and provider.</p>	ICME				
Extra Time – In excess of 25%			Supervised rest breaks	<p>Apprentices can request rest breaks during assessments in the following circumstances;</p> <ul style="list-style-type: none"> • Suffer from fatigue • Physical or mental disabilities • Religious obligations • Pregnancy related rest breaks <p>(This list is not exhaustive)</p> <p>The rest break can be seen as part of an extra time request and can be taken at any time during the assessment.</p> <p>Should an Apprentice be pregnant, these rest breaks are allowed but cannot be awarded as extra time.</p> <p>During rest breaks the Apprentice is not permitted to discuss the assessment with a third party at any break period.</p>	ICME	Separate accommodation within the workplace or Taking the assessment at an alternative venue
Supervised rest breaks	<p>Apprentices can request rest breaks during assessments in the following circumstances;</p> <ul style="list-style-type: none"> • Suffer from fatigue • Physical or mental disabilities • Religious obligations • Pregnancy related rest breaks <p>(This list is not exhaustive)</p> <p>The rest break can be seen as part of an extra time request and can be taken at any time during the assessment.</p> <p>Should an Apprentice be pregnant, these rest breaks are allowed but cannot be awarded as extra time.</p> <p>During rest breaks the Apprentice is not permitted to discuss the assessment with a third party at any break period.</p>	ICME				
Separate accommodation within the workplace or Taking the assessment at an alternative venue	An Apprentice can request the use of alternative premises to take an assessment if this will benefit them due to a physical disability.	Provider				

	<p>The assessment location/alternative location cannot impact the integrity of the assessment process or compromise the competence being assessed.</p> <p>Any assessment locations must comply with legislation such as Health and Safety at work Act and Equality Act including disability access regulations. The provider will also be required to meet these standards when hosting an assessment.</p>	
Change to the organisation of the assessment room	<p>Minor changes to the organisation of the assessment room may benefit some learners with autistic spectrum disorder, with visual or hearing impairment or with physical difficulties;</p> <ul style="list-style-type: none"> • Visually impaired learners may benefit from sitting near a window so that they have good lighting • Deaf learners may benefit from sitting near the front of the room and in good light • Some learners may benefit from using chairs with arm rests or adjustable heights • Autistic learners may benefit from having visual/noise stimuli, such as a ticking clock, removed from the room 	Provider
Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners	<p>Should an Apprentice require the use of coloured overlays, low vision aids, tinted spectacles, CCTV or OCR Scanners the provider should ensure that the Apprentice has had sufficient practice in the use of these aids and that any electronic aids are in good working order.</p> <p>For EPA assessments, the Apprentice should be accommodated separately with separate invigilation if the use of any of these aids will disturb other Apprentices. In these cases, the invigilator should be fully informed of the Apprentices' support.</p> <p>A provider should contact ICME if they are unclear about whether any new technology will unfairly advantage the Apprentice or invalidate the assessment requirements.</p>	Provider
Use of assistive/adaptive software or technology	<p>An Apprentice can request the use of adaptive, assistive or access technology which enables them to access computer systems if they have particular needs.</p> <p>Where possible, ICME would expect the Apprentice to use an employers or their own laptop and/or software.</p> <p>With this type of adjustment, the Apprentice will only be able to have access to the relevant programme(s) required for the assessment and the equipment will be subject to being</p>	ICME

	<p>checked prior to an assessment taking place by a member of ICME staff. Should the Apprentice have no access to the equipment they require, ICME will make a reasonable effort to source the same or similar equipment. Should ICME not be able to source suitable equipment then we will advise the Apprentice accordingly and they will be responsible for sourcing suitable equipment or using what can be made available to them by their Employer or Provider.</p> <p>The most common assistive technologies available as a guideline include;</p> <ul style="list-style-type: none"> • Alternative keyboards and mice – such as Braille or home-row keyboards • Joysticks/trackerballs/mouse keys on the keyboard mouth stick • Braille Display • Switched – alternative input to keyboard and mouse, used by Apprentices with a physical disability • Large monitors • Headphones and volume adjustment for use with voice input/output software <p>The most common software available as a guideline include; Operating system accessibility features such as sticky keys, filter keys, mouse speed adjustments Screen magnification software Screen reading software - supporting Apprentices with visual impairment and dyslexic users Input devices – eye / head operated pointing devices or on-screen keyboards</p>	
<p>Alternative format of Assessment Papers Assessment material in enlarged format (online exams allow for this)</p>	<p>An Apprentice can request changes to the knowledge tests to enhance accessibility including;</p> <ul style="list-style-type: none"> • font and/or font colour • size <p>within reason for paper based assessments.</p> <p>ICME can offer different coloured paper for dyslexic Apprentices.</p> <p>Where the competence being assessed is not compromised braille papers can also be made available on request but this will require extra time as the paper will need to be sent externally to have the paper printed and verified.</p>	<p>ICME</p>

	Please note that these options are not available for Apprentices taking computer based assessments.	
Language modified assessment material	<p>The carrier language in assessment material may be modified for a deaf Apprentice whose first language is either English or British Sign Language (BSL). In either case, the Apprentice's English may be limited and modified assessment material may be necessary.</p> <p>BSL is a language in its own right and has its own grammar, syntax and vocabulary and written assessment material will have to be modified for most deaf learners for whom BSL is their first language.</p> <p>Technical language will 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 Apprentice. In listening tests, a transcript of the test may be provided, which can be read to the Apprentice by a live speaker. This will enable the Apprentice to lip-read the text.</p>	ICME
Assessment material in audio format	<p>Where there is evidence of need, assessment material may be provided in audio format.</p> <p>This facility is not available if reading is the competency being assessed or if the assessment material has visual content that is crucial to the understanding of the questions, such as illustrations, tables, diagrams or sketches.</p>	ICME
Responses using electronic devices	<p>Electronic recording devices can include CDs, memory sticks, audio cassettes and Dictaphones.</p> <p>Where there is evidence of need, the Apprentice may be permitted to record their responses electronically.</p> <p>This arrangement will only be available for assessments where there is no requirement for the Apprentice to produce visual material.</p> <p>Where the Apprentice's responses are recorded electronically, there is a requirement that an authenticated transcript of the Apprentice's responses is provided.</p>	ICME
Assessment Material in Braille	<p>Assessment material may be provided in Braille for a blind or visually impaired Apprentice. The material will be modified to remove any visual content prior to brailleing.</p> <p>Diagrams in the assessment material can be produced as tactile diagrams. Where ICME</p>	ICME

	<p>provides externally set assessment material in Braille, the provider should meet the deadlines for applying for this.</p> <p>Permission may be given to the centre to Braille externally set assessment materials. ICME will advise when this can be permitted.</p> <p>The Apprentice may be penalised for any errors in their work which occur as a result of errors in the braille material. Braille is not always an appropriate adjustment for the Apprentice, not all blind people are fluent in Braille, and others methods may suit (including reader and scribe). It is the provider's responsibility to apply for these arrangements.</p> <p>This form of support is only available for knowledge assessments.</p>	
Reader	<p>An Apprentice can request a reader if they have a visual impairment or specific learning difficulties which would benefit from the support of a reader.</p> <p>They will be able to read all or any part of the assessment instructions, questions or answers to the Apprentice. They can only read the exact wording and must not give meanings of words, rephrase or interpret anything. They should only repeat instructions and questions on the paper when specifically requested to do so by the Apprentice. They cannot advise the Apprentice on which questions to do, when to move on to the next question, or the order in which the questions should be answered.</p> <p>The reader cannot provide any practical support during the assessment process which could be seen as giving the Apprentice an unfair advantage.</p> <p>This form of support is only available for knowledge assessments.</p>	ICME
Scribe	<p>An Apprentice can request a scribe if they have limitations with writing down the answers such as a physical, visual impairment or a specific learning difficulty.</p> <p>The scribe's role will be someone who will write down their dictated answers to the questions. They must write down the answers exactly as they are dictated. They must not give factual help, offer any suggestions or advice which could be seen as giving the Apprentice an unfair advantage.</p> <p>This form of support is only available for knowledge assessments.</p>	ICME

BSL Interpreter	<p>An Apprentice can request a sign language interpreter if they are hard of hearing to undertake the role of conversing with others on the Apprentice's behalf.</p> <p>The interpreter can say a phrase or particular word as well as re-phrasing using sign language or by writing it down. They must not give factual or practical help, offer any suggestions or advice which could be seen as giving the apprentice an unfair advantage.</p> <p>ICME will normally expect the Apprentice or their employer to source the interpreter. If this is not possible ICME will make reasonable efforts to locate a suitable person.</p>	ICME
Prompter	<p>For Standard ST0566 ICME will not accept this as a reasonable adjustment for the Practical Observation as this could impact the reliability, validity and integrity of the Practical Observation Assessment.</p>	ICME
Practical Assistant	<p>An Apprentice can request the support of a personal assistant if they need someone to help with personal care/assistance during the assessment. This help is designed to maintain the effectiveness of the assessment. A personal assistant cannot give factual or practical assistance or offer any suggestions of advice which could be seen as giving an apprentice an unfair advantage.</p> <p>For Standard ST0566 ICME will not accept this as a reasonable adjustment for the Practical Observation as this could impact the reliability, validity and integrity of the Practical Observation Assessment.</p>	ICME
Transcriber	<p>This arrangement may be used by an Apprentice in the following circumstances:</p> <p>Where the Apprentices' handwriting is illegible, but he or she is unable to use a computer or dictate responses - it may not be allowed where writing by hand is the competency being assessed</p> <p>Where the Apprentices' responses are produced in Braille or in BSL.</p> <p>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 Apprentice's work and will only refer to the transcript if it is impossible to decipher any part of the Apprentice's response(s). (For responses produced in Braille or BSL the examiner/assessor may refer solely to the transcript).</p>	ICME

- The employer and provider should, in consultation with the Apprentice, decide whether the use of a transcript will be an effective arrangement.
- The transcript should be produced by a member of the provider's staff who is familiar with the Apprentice's handwriting, is fully competent in braille (where the transcription is for learner's responses produced in braille), or who has the required skills in BSL (where the transcription is for Apprentice's responses produced in BSL).
- The transcript(s) should be securely attached to the back of the Apprentice's work and be included with the other work for dispatch in the normal way.

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 Apprentice 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 Apprentice's work.
- On no account should the Apprentice'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 Apprentice has written. The transcriber may not insert or omit words or alter their order. In English, Welsh or Irish or modern foreign language examinations any errors, including those of spelling, punctuation and grammar, must be transcribed as given by the Apprentice and must not be corrected. In other qualifications, the transcriber may

	<p>correct the spelling of non-technical words.</p> <ul style="list-style-type: none"> • should not transcribe diagrammatical material. Assessment of such material will be based on the Apprentice's own work. 	
Adjustments on ground of temporary illness/injury	<p>Although a temporary illness or injury or indisposition would not be covered by the Equality Act (or local equivalent), ICME may still be able to accommodate Apprentices affected in such a way.</p> <p>An employer and/or provider must complete the Reasonable Adjustments Form as soon as the decision is taken to seek adjustments and provide supporting evidence of the circumstances and ICME will try to accommodate your request.</p>	ICME
Adjustments on the grounds of pregnancy	<p>An Apprentice is entitled to go to the toilet if they are pregnant but they are not entitled to extra time unless there are other medical conditions that would allow them to request extra time.</p> <p>Reasonable adjustments are not available on practical assessments where they will compromise the assessment process. If an Apprentice becomes pregnant during their on-programme journey and will reach a stage of pregnancy during end-point assessment that is unsafe or places them at risk during on-site work, then their entry to end-point assessment will need to be deferred.</p> <p>If their pregnancy places them at risk during their on-programme journey, then they are able to take a break in learning in accordance with the Education and Skills Funding Agency rules.</p>	ICME
Other		ICME

Appendix 2 – Examples of Special Considerations post assessment

The examples listed below are provided for illustrative purposes only taken from the JCQ guidance.

Please refer to the JCQ Access Arrangements and Reasonable Adjustments (<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>)
For the purpose of this list, ICME defines immediate family as a parent, carer, partner, sibling or child.

5% - This is the maximum allowance and will be reserved for the most exceptional cases, such as:

- terminal illness of the Apprentice
- terminal illness of a parent/carer
- very recent death of a member of the immediate family
- very serious and disruptive domestic crisis leading to acute anxiety about the family

4% - Very serious problems such as:

- life-threatening illness of Apprentice or member of immediate family
- major surgery at, or near the time of the examination
- severe disease
- severe injury arising from a car accident or similar accident
- very recent death of member of extended family
- severe, or permanent bodily injury occurring at the time of the examinations
- serious domestic crisis at time of examinations.

NB very recent is defined as within one month of the examination taking place

3% - A more common category, (more cases will fall into this category) including:

- recent traumatic experience such as death of a close friend or distant relative
- recent illness of a more serious nature
- flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack
- recently broken limbs
- organ disease
- physical assault trauma before an examination
- recent domestic crisis
- witnessing a distressing event on the day of the examination

NB Recent is defined as up to four months prior to the examination taking place

2% -The most common category of allowance - the majority of cases will fall within this category:

- illness at the time of the assessment
- broken limb on the mend
- concussion
- effects of pregnancy (not pregnancy per se)
- extreme distress on the day of an examination (not simply exam related stress)
- allowance on last paper taken in a day when a Apprentice has been entered for three or more examinations timetabled for the same day and the total duration of those papers is more than 5 hours 30 minutes.

Where extra time has been used following reasonable adjustment approval, this should be included in the calculation.

Supervised rest breaks must not be included in the total duration of the papers when applying for special consideration.

1% - Reserved for more minor problems:

- noise during examination which is more than momentary
- illness of another Apprentice which leads to disruption in the examination room
- stress or anxiety for which medication has been prescribed
- Hay fever on the day of an examination
- minor upset arising from administrative problems
- headache
- minor upset arising from administrative problems, such as wrong time allocated

0% -The application was reviewed but the addition of marks was deemed inappropriate. Where the request fails to meet the criteria, it will be rejected.



Appendix 3 – Application for Reasonable Adjustments and Special Considerations

Employer Name					
Training Provider Name					
Apprenticeship Standard <i>Including level and optional route if applicable</i>					
Date of End-point Assessment <i>If no EPA date is booked please include the expected date of EPA</i>					
Details of the Reasonable Adjustment or Special Consideration Required					
Apprentice Name	Apprentice ULN	End-point Assessment Component e.g. Practical Observation	Reasonable Adjustment or Special Consideration Request <i>Ensure you include details of the disability or learning difficulty.</i> <i>You must provide a detailed account to support your application</i>		Supporting Evidence Provided
Declaration					
I confirm that the above Apprentices have been assessed as requiring reasonable adjustments and/or special considerations. I can confirm that the Apprentice has been fully involved in any decisions about adjustments/adaptations/considerations and understands the result could end in a positive or negative outcome.					
Signature and role of employer representative					
Signature and role of Training Provider representative					
Date					
FOR ICME USAGE					
ICME representative to record justifications for approval/rejection of Reasonable Adjustment and/or Special Consideration Request					
This is to confirm that the following Apprentices have been approved by ICME to have reasonable adjustments applied to the End-point assessment and that the approaches deployed are in line with those expected of industry standards and health and safety requirements and that outcomes secured demonstrated the appropriate levels of occupational competence.					

Name of ICME Representative	
Signature of ICME Representative	
Date	

