



Access to Fair Assessment Policy and Procedure

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Access to Fair Assessment Policy & Procedure

1.0 **General Statement**

- 1.1 As part of its recognition as a Centre for Accredited Training and as an accredited training provider, Children in Wales has in place systems and procedures to allow the provision of access arrangements, including reasonable adjustments, for learners on these courses. This Policy takes into account legislation under the Equality Act 2010.
- 1.2 This includes arrangement for special consideration to be given to learners that experience temporary illness, injury or indisposition at the time of assessment. This should allow them to demonstrate the achievement they are capable of for the units that are subject to special consideration.

2.0 **Principles**

- 2.1 This policy is designed to ensure equality for all learners who attend accredited training courses provided by Children in Wales. It reflects the needs of individual learners and also ensures that assessment continues to enable a valid, reliable and consistent judgement to be made about achievement of all learning outcomes against the stated assessment criteria of a course.

3.0 **Scope of Policy**

- 3.1 This Policy relates to:
- Assessors/Tutors/Trainers, including Associates of Children in Wales involved in delivering accredited training
 - Internal Verifiers
 - Learners
 - Quality Assurance Managers of awarding bodies
 - Staff of Children in Wales involved in accredited training provision
- 3.2 This policy and procedures accompanying it will apply to any accredited training course provided by Children in Wales or its Associates.

4.0 **Related Policies**

4.1 This Policy should be read in conjunction with the following:

- Children in Wales Accredited Training Policy Series
- Children in Wales Equality Policy

5.0 **Guidance**

5.1 The guidance, at Appendix 1, sets out:

- The principles which should be followed when making decisions about adjustments to assessment
- The procedures that should be followed when making adjustments to assessment requirements

6.0 **Appendices**

1. Guidance, Principles & Procedures to be followed in relation to Adjustments to Assessment
2. Application Form to Apply for Reasonable Adjustments
3. Application Form to Apply for Special Consideration
4. Permissions Table

Appendix 1

Guidance, Principles & Procedures to be followed in relation to Adjustments to Assessment

1. Introduction

- 1.2. Children in Wales has a duty to ensure the integrity of all Continuing Professional Development (CPD) activity delivered by the organisation. At the same time Children in Wales has a duty to ensure the rights of individual learners to access learning in a way most appropriate for their individual needs are upheld. Disability and equal opportunity legislation and the regulatory criteria give support and guidance to organisations in creating an inclusive learning environment and assessment process.
- 1.3. Children in Wales' accredited learning opportunities (i.e. training) are defined by specific Learning Outcomes and Assessment Criteria. Where learning is accredited these are linked to national standards of knowledge, skills and competences. These benchmarks ensure consistency of learning and cannot be altered for individual candidates.

2. Definition of Reasonable Adjustments

- 2.1 A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation.
- 2.2 Reasonable adjustments must not affect the reliability and validity of the assessment outcomes but may involve:
 - Changing usual assessment arrangements, for example allowing the learner extra time to complete the assessment activity
 - Adapting assessment materials, e.g. providing materials in Braille or large print
 - Providing assistance during assessment, such as a sign language interpreter or a reader
 - Changing the assessment method, for example from a written assessment to a spoken assessment
- 2.3 Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the qualification or individual unit. The work produced by the learner will be marked against the same criteria as the work of other assessed learners.
- 2.4 Children in Wales is only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the circumstances of the

organisation and the individual at the time adjustment is requested. Some examples of factors to be considered are cost implications, practicality and effectiveness of the adjustment.

3. Types of Assessment and Reasonable Adjustments

3.1 Different types of assessment make different demands on the learner and will influence whether reasonable adjustments will be needed and the kind of reasonable adjustment which may be put in place.

3.2. The adjustments that are appropriate for a particular assessment will depend upon:

- The specific assessment requirements of a course
- The type of assessment
- The particular needs and circumstances of the individual learner

4. Assessments which are not taken under examination conditions

4.1. These types of assessments form the basis of the majority of Children in Wales' assessment activity and allow for greater flexibility to be responsive to a learner's needs.

4.2. These types of assessments may include, for example, self-study tasks such as written assignments or more practice-based tasks which require the learner to collect evidence to demonstrate competence.

4.3. In these types of assessments the learner may meet the specified assessment criteria in any way that is valid. To facilitate access where there is evidence of need, Children in Wales may allow the learner to use any mechanical, electronic or other aids in order to demonstrate achievement as long as the aids:

- Are generally commercially available
- Reflect the learner's normal way of working
- Enable the learner to meet the specified criteria
- Do not give the learner an unfair advantage

4.4. Children in Wales will provide the necessary resources to enable a learner with access-related needs to produce evidence of developing a portfolio.

4.5. Children in Wales will where appropriate present assessment materials or documents in a way that reflects the learner's normal way of working and enables him or her to meet the specified assessment criteria, for example,

materials do not have to be in written format, unless specified by the assessment requirements

- 4.6. Children in Wales may allow the learner to present their answers or evidence in any format as long as it enables them to demonstrate that they have met the assessment criteria, for example answers or evidence do not have to be in a written format unless specified by the assessment criteria.
- 4.7. Children in Wales will adopt a flexible approach in identifying alternative ways of achieving the assessment requirements.
- 4.8. In the case of externally accredited courses, Children in Wales will consult the awarding organisation to discuss alternative arrangements that may be appropriate for specific situations.
- 4.9. The outcome produced by the learner must at all times:
 - meet the requirements of the specifications regardless of the process or method used
 - be as rigorous as assessment methods used with other learners
 - be assessable
 - be able to be moderated or verified
- 4.10. In the case of long-term illness of an individual learner or when a permanent health condition/disability means a learner's completion of assessment takes additional time it may be possible to permit an extension to the deadline for the submission of work.
- 4.11. Where reasonable adjustments are put in place for these types of assessments as part of an accredited course, Children in Wales is required check whether permission needs to be obtained from the awarding organisation. Children in Wales will adhere to the requirements of an awarding body for record keeping, supporting evidence and other requirements specific to the situation.
- 4.12. Information relating to reasonable adjustments or special considerations will be available to Internal and External verifiers for a period of 3 years unless otherwise stated by the awarding body. Recording forms can be found at Appendices 2 and 3 to this Policy.
- 4.13. The benefits of being able to vary the assessment evidence and choose the most appropriate method of obtaining evidence will be considered when the learner is first accepted on to the course.

- 4.14. Where there is an identified need, the learner may present their evidence in any format as long as it enables them to demonstrate that they have met the specified assessment criteria. Where necessary Children in Wales will ensure that a suitable qualified translator is available to translate the material for purposes of internal and/or external verification.
- 4.15. The learner must fulfil the demands of the criteria consistently over a period of time, regardless of method used to obtain the evidence. The assessment criteria will not be amended, re-worded or omitted.
- 4.16. While tutors, internal and external verifiers normally require that a portfolio is made up of evidence which is varied, Children in Wales would be prepared to accept a more restrictive variety of evidence as a means of enabling access.
- 4.17. The learner must achieve all of the required units in order to successfully complete the course. It may sometimes be the case that some elements of the course are inaccessible because of the learner's inability to demonstrate competence regardless of reasonable adjustments. In these cases part certification (outlining the learning outcomes achieved) will always be made available.
- 4.18. Where reasonable adjustments are put in place for accredited courses, Children in Wales will check with the awarding organisation whether permission needs to be obtained. Children in Wales will ensure that the recording and evidence provision requirements of the awarding organisation are adhered to.

5. Assessments taken under examination conditions

(i.e. where the learner is given set assessment material and a fixed amount of time to complete the assessment)

- 5.1. Where the method of assessment is more rigidly determined, such as for assessments taken under specified conditions, Children in Wales will consult the awarding organisation for advice regarding how best to give access.

6. Identifying learners who are eligible for reasonable adjustments

- 6.1. Any adjustment to assessment will be based on what the learner needs to access the assessment. Below are some examples of learner needs that may require adjustments to assessments. This list is not exhaustive and it should be noted that some learner needs will fall within more than one of the categories below:

- Communication and interaction needs
- Cognition and learning needs
- Sensory and physical needs
- Behavioural, emotional and social needs
- Learners for whom English is an additional language

6.2. The learner will be eligible for reasonable adjustments if their performance during an assessment is likely to be substantially affected by a particular impairment. Many of these learners will be defined as being disabled under the Equality Act 2010.

6.3. An adjustment to assessment will only be considered where the difficulty experienced places the learner at a substantial disadvantage, in comparison with persons who are not disabled. Where the difficulty is minor, Children in Wales will assist the learner by offering help with study and assessment.

6.4. A learner does not necessarily have to be disabled (as defined in the Equality Act 2010) to be entitled to reasonable adjustments to assessment. Every learner who is disabled will also not necessarily be entitled to or need an adjustment to assessment. The learner may have developed coping mechanisms which minimise or remove the need for assistance.

7. Identifying learners' needs

7.1. Children in Wales has a responsibility to ensure that it has effective internal procedures for identifying learner's needs and that these procedures comply with the requirements of the Disability and Equal Opportunity legislation.

7.2. A centre may choose to use the following guide:

- Identify those learners who are having difficulties or are likely to have difficulties accessing assessment
- Identify whether reasonable adjustments may be needed
- Identify the appropriate adjustment
- Ensure that the adjustment is in accordance with the awarding organisation's guidelines (where appropriate)

8. Identifying and obtaining supporting evidence

8.1. In order to ensure that any adjustment to assessment will only provide the learner with the necessary assistance without giving him/her an unfair advantage over others, Children in Wales must be clear about the extent to which the learner is affected by the disability or difficulty.

- 8.2. Where the learner can verify evidence of the disability or difficulty and where the implications are clear, further evidence will not be required.
- 8.3. Where the implications of the difficulty are not obvious, such as for learning difficulties or mental health difficulties, additional evidence will be required regarding the effect of the impairment on the learner's ability to undergo assessment. The following are some suggestions as to the types of evidence that may be acceptable:
- Evidence of assessment of the learner's needs in relation to the particular assessment, made within Children in Wales by the relevant member of staff with competence and responsibility in this area e.g. trainers, Assessors, other specialist staff.
 - Previous performance in Children in Wales CPD events. This should include information about the support previously received by the learner during learning or training programmes or formative assessments.
 - Written evidence produced by independent, authoritative specialists. This could take the form of medical, psychological or other professional reports.
- 8.4. A learner with a statement of Special Educational Needs does not automatically qualify for reasonable adjustments. The demands of the course should be taken into account as the reasons for the statement may have no effect on the likelihood of successful completion
- 8.5. Children in Wales will support individual learners to ensure that applications for reasonable adjustments are based on individual needs and that the evidence in support of the application is sufficient, reliable and valid. Children in Wales will maintain records of all cases for audit purposes and to monitor the effectiveness of any adjustments made.

9. The Range of reasonable adjustments

- 9.1 The Permissions Table (Appendix 4) lists the most commonly requested adjustments to standard assessment arrangements in a template which can be used when considering where the decisions on applying different reasonable adjustments need to be applied.
- 9.2 The following sections provide guidance on how various types of reasonable adjustments should be implemented.
- 9.3 Please note that:
- not all adjustments to assessments described below will be reasonable, permissible or practical in particular situations. In some circumstances it may be more appropriate to select an alternative assessment task for the learner;

- The learner may not need, nor be allowed, the same adjustment for all qualifications. Some learners may need a single adjustment; others may require a combination of several adjustments;
- Adjustments to assessments will most commonly be needed for assessments which are taken under constrained/examination conditions. The list of reasonable adjustments is organised under the following headings:

Extra Time	Invariably applied to examination based assessment. 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.
Supervised rest breaks	Children in Wales should ensure that both the learner and his/her 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.
Changes in organisation of the assessment room	Children in Wales should consider the needs of each individual learner and, where possible, arrange the assessment room to suit the learner.
Separate accommodation within the centre	Children in Wales should ensure that, where learners are accommodated separately for assessments taken under examination conditions, usual examination conditions apply and separate invigilation is arranged
Taking the assessment at an alternative venue	For assessments taken under examination conditions, standard examination conditions should be in place at the alternative venue and the standard procedures for security of assessment material and despatch of the learner's work should be followed.
Use of coloured overlays, low vision aids, tinted spectacles, cctv and ocr scanners	The learner should be familiar with how the aid works. The use of aids should not give the learner an unfair advantage over other learners or invalidate the assessment criteria.
Use of assistive technology	The learner should be familiar with how the assistive technology works. The assistive technology should not give the learner an unfair advantage over other learners or invalidate the assessment criteria.
Use of bilingual dictionaries and bilingual translation dictionaries	The use of a bilingual dictionary should not give the learner an unfair advantage over other learners or invalidate the assessment criteria.
Assessment material in	Where appropriate, Children in Wales should provide enlarged assessment material.

enlarged format	Children in Wales should take responsibility for the security of the material and for ensuring that the entire document is enlarged.
Assessment material in Braille	Where appropriate, Children in Wales should provide brailled assessment material. Children in Wales should take responsibility for the security of the material and for ensuring that the entire document is brailled.
Language modified assessment material	Where appropriate, Children in Wales should provide language modified assessment material. Children in Wales should take responsibility for the security of the material and for the accuracy of modification.
Assessment material in BSL	Where appropriate, Children in Wales should provide assessment material in BSL. Children in Wales should take responsibility for the security of the material and for the accuracy of the translation. Children in Wales should provide sufficient playback equipment that is in full working order.
Assessment material on coloured paper	Where appropriate, Children in Wales should provide material on coloured paper. Children in Wales should take responsibility for the security of the material and for the accuracy of modification.
Assessment material in audio format	Where appropriate, Children in Wales should provide assessment material in audio format. Children in Wales should take responsibility for the security of the material and for ensuring that the entire document is copied. Children in Wales should ensure that sufficient playback equipment is provided in full working order.
Use of ICT to present responses	Children in Wales should ensure that: <ul style="list-style-type: none"> • The computer is used solely by the learner and not by someone acting on the learner's behalf unless the learner has permission to use a scribe; • The computer is working correctly at the time of an assessment. It is the centre's responsibility to arrange the ICT provision for the learner; • The learner has access only to those facilities (for example spell/grammar checker, voice activated software, speech reading software,) which have been agreed in advance with Children in Wales; • The learner is not able to gain access to existing files or documents. Where a system operates from floppy disk, the learner must be supplied with a formatted disk containing only the software required for the assessment; • The computer should be free-standing and not be connected to the Internet, unless this is required in the assessment; • The learner is accommodated separately if the use of a computer is likely to distract other learners. In this case separate invigilation should be arranged; • The learner is present when his/her work is printed. It is

	<p>normal practice for a printed version of the learner's work to be submitted and authenticated for assessment, and not the disk;</p> <ul style="list-style-type: none"> • Where a question/answer booklet is provided, the learner might need to answer some questions in the booklet and type other answers. Answers should be clearly labelled and the printout must be attached to the question paper/answer booklet; • The learner should be proficient in the use of the computer and its software; • The learner's work is saved frequently and, if possible, using an auto-save facility.
Responses using electronic recording devices	<p>Recording the learner's responses electronically should not be allowed where it will invalidate the assessment requirements. Children in Wales 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 disturb other learners.</p>
Responses in BSL	<p>Signing of the learner's responses on video should not be allowed where it will invalidate the assessment requirements.</p>
Responses in Braille	<p>A scribe should not be allowed where such use would invalidate the assessment requirements.</p>
Reader	<p>Children in Wales should check that the use of a reader is the most appropriate arrangement to enable the learner to undertake the assessment. The centre should select a reader and fully brief him/her on their responsibilities. A separate invigilator should be present when a reader is used. A reader should not be allowed where such use would invalidate the assessment requirements.</p>
Scribe	<p>Children in Wales should check that the use of scribe is the most appropriate arrangement to enable the learner to undertake the assessment. Children in Wales should select a scribe and fully brief him/her on their responsibilities. A separate invigilator should be present when a scribe is used.</p>
BSL/English interpreter	<p>Children in Wales should check that the use of BSL/English interpreter is the most appropriate arrangement to enable the learner to undertake the assessment. Children in Wales should select a BSL/English interpreter and fully brief him/her on their responsibilities. A separate invigilator should be present when a BSL/English interpreter is used. A BSL/English interpreter should not be allowed where such use would invalidate the assessment requirements. The BSL/English interpreter should meet the person specification provided by Children in Wales, or should have an appropriate qualification in the sign language so as not to disadvantage the learner</p>
Prompter	<p>Children in Wales should check that the use of a prompter is the</p>

	<p>most appropriate arrangement to enable the learner to undertake the assessment.</p> <p>Children in Wales should select a prompter and fully brief him/her on their responsibilities.</p> <p>A separate invigilator should be present when a practical assistant is used.</p> <p>A practical assistant should not be allowed where such use would invalidate the assessment requirements.</p>
Transcriber	<p>Children in Wales should check that the use of a transcriber is the most appropriate arrangement to enable the learner to undertake the assessment.</p> <p>Children in Wales should select a transcriber and fully brief him/her on their responsibilities.</p> <p>A transcriber should not be allowed where such use would invalidate the assessment requirements.</p>

10. Special Consideration

10.1. Special consideration is a process that allows learners that suffer from temporary illness, injury or indisposition at the time of an assessment to demonstrate the achievement they are capable of for the units that are subject to special consideration.

10.2. Special consideration may be given following a scheduled assessment to a learner:

- Who is present for the assessment but who may be disadvantaged by temporary illness, injury or adverse circumstances which arose near or at the time of the assessment
- Where alternative assessment arrangements which are agreed in advance of the assessment prove inappropriate or inadequate
- Who misses part of the assessment due to circumstances outside of their control.

10.3. A learner WILL NOT be eligible for special consideration if:

- Any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence
- Preparation for the assessment is affected by difficulties during the course e.g. disturbances through building work, industrial disputes

10.4. Where an assessment requires the learner to demonstrate practical competence, it may not be possible to apply special consideration. In addition in some circumstances it may be more appropriate to offer the learner another opportunity to take the assessment at a later date rather than apply special considerations.

10.5. Where courses are accredited, Children in Wales will, in all cases consult the appropriate personnel, policies and procedures of the awarding organisation.

Appendix 2

Form to apply for Reasonable Adjustments

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the reliability and validity of assessment outcomes and must be as rigorous as assessment methods used with other learners.

Please read the Access to Fair Assessment Policy and Procedure prior to completing this form. The permissions table (Appendix 4) lists the most commonly requested adjustments to standard assessment arrangements. Reasonable adjustments permitted at the discretion of the centre should be agreed with the Internal Verifier and included in the sampling process for internal verification. For reasonable adjustments permitted at the discretion of the External Verifier please contact the EV directly for a decision. For all other reasonable adjustments please complete this form.

This form should be used by centres to apply for reasonable adjustments on behalf of each individual learner. If the learner is registered on a number of units please list all the units on this form, do NOT submit individual applications for each unit. The form should be submitted to Agored Cymru at least 15 working days prior to the learner undertaking the assessment. Requests for Braille translations must be submitted at least 30 working days prior to the learner undertaking the assessment.

PLEASE KEEP A COPY OF THIS APPLICATION FOR 3 YEARS

Centre Name:		Centre Number:	
Site Address:			
Date of assessment:		Time of assessment:	
Qualification Code and Title			

Unit (s) Title / Level	
Assessment in English or Welsh	

Name of learner(s) for which application is made:

Full Name	Learner Registration No.	Post Code

Reason for application

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Reasonable adjustments required

Supporting evidence: This may include:

- the centre's assessments of candidate's / learner's needs
- history of provision within the centre
- medical certificate
- psychological or other professional assessment report.

Please provide details of supporting evidence:

Please provide details of how the reliability and validity of the assessment will be maintained:

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Declaration: I confirm that:

- the information in the application is accurate;
- the centre will be able to provide the arrangements requested if the application is approved by Agored Cymru.
- the reasonable adjustments will be implemented in accordance with the guidance given by Agored Cymru.
- the Centre will not exceed the allowances given.

Name:			
Signature:		Date:	
Position in Centre:		Contact Number and E-mail address	

For use by Agored Cymru:		
Application Received:	Application acknowledged:	Application agreed:
Further action:		

Appendix 3

Form to apply for Special Consideration

Special consideration is a process that allows learners that suffer from temporary illness, injury or indisposition at the time of an assessment to demonstrate the achievement they are capable of for the units that are subject to special consideration.

Special consideration may be given followed a scheduled assessment to a learner:

- who is present for the assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances which arose at or near the time of the assessment
- where alternative assessment arrangements which were agreed in advance of the assessment prove inappropriate or inadequate
- who misses part of the assessment due to circumstances outside their control.

A learner will NOT be eligible for special consideration if:

- no evidence is supplied by the centre that the learner has been affected at the time of the assessment by a particular condition
- any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence
- preparation for the 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 disputed.

Centres should note that, where an assessment requires the learner to demonstrate practical competence, it may not be possible to apply special consideration. In addition in some circumstances, it may be more appropriate to offer the learner an opportunity to take the assessment at a later date rather than apply special considerations. Please consult the Access to fair assessment policy and procedure prior to completion of the form.

This form should be used by Children in Wales to apply for special consideration on behalf of each individual learner or assessment. This application should be submitted as soon as possible after the assessment and not later than seven working days after the assessment. **PLEASE RETAIN A COPY OF THIS FORM FOR 3 YEARS.**

Centre Name:		Centre Number:	
Site Address:			
Date and Time of Assessment:			
Qualification Code		Unit Number/Code	
Qualification Title / Level			
Unit Title			

Name of learner (s) for which application is made:

Full Name	Learner Registration No.	Post Code

Provide details of circumstances affecting performance in assessment:

Provide details of supporting evidence:

Evidence in support of the application may include:

- Medical or psychological evidence
- Statement from the invigilator / verifier

Provide details of the measures taken (or suggested)

Partial absence

In cases of partial absence, please indicate an estimation of what the learner would have achieved in normal circumstances and list four learners estimated to be of a comparable standard.

Estimation of learner achievement:

List four learners estimated to be of a comparable standard:

Learner numbers:

Declaration:

I confirm that the information provided above is accurate;

Name:			
Signature:		Date	
Position in Centre:		Contact No. and E-mail	

For use by Agored Cymru:		
Application Received:	Application acknowledged:	
Further action:		

Appendix 4

Permissions Table

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation but must not affect the reliability and validity of the assessment outcomes.

Reasonable adjustments are usually made to the assessment to accommodate the needs of a single or small number of learners. Reasonable adjustments should be **approved or set in place before the assessment activity takes place.**

Reasonable adjustments permitted at the discretion of the centre should be agreed with the Internal Verifier and included in the sampling process for internal verification.

The Permissions Table lists the most commonly requested adjustments to standard assessment arrangements. It is not intended to be a comprehensive list and Centres and External Verifiers have a duty to seek advice from Agored Cymru in any case where they do not consider that they have the necessary expertise to judge whether a reasonable adjustment is needed, and/or how it should be applied. (Please also refer to the document entitled to Access to Fair Assessment – Agored Cymru Guidance Notes for Centres.)

Key: A – Reasonable adjustment permitted at the discretion of the centre

B – Consult External Verifier for permission

C – Apply to Agored Cymru for permission

Reasonable adjustment	Internally set and internally assessed	Externally set and internally assessed	Externally set and externally assessed	Externally set examination
Extra time	A	A	A	B/C*
Supervised rest breaks	A	A	B	B
Changes in organisation of the assessment room	A	A	B	B
Separate accommodation within the centre	A	A	A	B
Taking the assessment at an alternative venue	A	A	A	B
Use of coloured overlays, low vision aids, tinted spectacles, cctv and OCR scanners	A	A	A	C
Use of assistive technology	A	B	C	C
Use of bilingual dictionaries and bilingual translation dictionaries	A/B#	B	B	B

Assessment material in enlarged format	A	A	C	C
Assessment material in Braille	A	C	C	C
Language modified assessment material	A	C	C	C
Assessment material in BSL	A	C	C	C
Assessment material on coloured paper	A	A	B	C
Assessment material in audio format	A	C	C	C
Use of ICT to present responses	A	A	B	C
Responses using electronic recording devices	A	B	C	C
Responses in BSL	A	B	C	C
Reader	A	B	B	C
Scribe	A	A	B	C
BSL / English interpreter	A	C	C	C
Prompter	A	B	B	C
Practical Assistant	B	B	C	C
Transcriber	A	A	B	C

*The amount of extra time allowed will vary according to length of examination.
External verifier may need to refer to the OCN for guidance.

#Use of bi-lingual dictionary should be carefully considered to ensure that the validity of assessment outcomes are not compromised.