



# Reasonable Adjustments and Special Considerations Policy

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Public

## Introduction

This policy is primarily aimed at our customers (centres) and candidates who are delivering/ registered on or have taken a LANGUAGECERT approved qualification or unit. It is also for use by our staff to ensure they deal with all reasonable adjustments and special consideration requests in a consistent manner.

### This policy outlines:

- Our arrangements for making reasonable adjustments and special considerations in relation to our qualifications and how candidates qualify for reasonable adjustments and special considerations.
- The reasonable adjustments we will permit and those where permission is required in advance before they are applied.
- What special considerations will be given to candidates.

### Centre's responsibility

It is important that your staff involved in the management, assessment and quality assurance of our qualifications and your candidates are fully aware of the contents of the policy.

On their centre visits, our Quality Auditors may check that your relevant staff and candidates are aware of its contents and purpose.

### Review arrangements

We will review the policy annually as part of our self-evaluation arrangements and revise it when necessary in response to customer and candidate feedback, changes in our practices, actions from the regulatory authorities or external agencies or changes in legislation.

If you would like to provide feedback, please contact us via the details provided at the end of this policy.

### Arrangements not covered by this policy

Circumstances for any assessment not covered in this policy should be discussed with LANGUAGECERT before assessment takes place.

### Appeals

If you wish to appeal against our decision to decline requests for reasonable adjustments or special consideration arrangements, please refer to our Appeals policy.

### Policy overview

LANGUAGECERT is committed to complying with all current and relevant legislation in relation to the development and delivery of our qualifications and which at the time of writing includes, but is not limited to, the Equality Act 2010. We seek to uphold human rights relating to race relations, disability discrimination and special educational needs of our candidates and to provide equal reasonable adjustments and special considerations for all candidates registered on our qualifications.

As a recognised centre, we expect you to have a fair access to assessment policy in effect which reflects the following principles and guidelines.

Assessment should be a fair test of candidates' knowledge and what they are able to do; however, for some candidates, the usual format of assessment may not be suitable. We ensure that our qualifications and assessments do not bar candidates from taking them.

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

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

The provision for reasonable adjustments and special consideration arrangements is made to ensure that candidates receive recognition of their achievement so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for candidates, nor advantages to give candidates a head-start.

There are 2 ways in which fair access to assessment can be maintained; through reasonable adjustments and special considerations.

### Process for requesting reasonable adjustments and/or special considerations

Candidates should be fully involved in any decisions about reasonable adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

As the needs and circumstances of each candidate are different, centres must consider any request for a reasonable adjustment on a case-by-case basis.

If a centre is making a request on behalf of its candidates, it should complete a 'Reasonable Adjustments and Special Consideration request form' (centres will find this in our Partner's Area) and in doing so supply relevant supporting information. For example:

- Candidate's name and LANGUAGECERT registration number.
- Nature of, and rationale for, the request.
- Supporting information/evidence (e.g. medical evidence or a statement from the invigilator or any other appropriate information).

Candidates can, in exceptional circumstances, make requests directly to LANGUAGECERT using the channels described in the "Contact Us Guide".

Requests for reasonable adjustments should be submitted **no later than 30 days** before the exams.

Requests for special consideration should be submitted as soon as possible after the exams and **no later than 5 days after the exams**. Requests for special consideration may only be accepted after the results of assessment have been released in the following circumstances:

- Application has been overlooked at the centre and the oversight is confirmed by the centre coordinator.
- Medical evidence comes to light about a candidate's condition, which demonstrates that the candidate must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment.
- For computer-based assessments where results are immediately available.

If the application for special consideration is successful, the candidate's performance will be reviewed in the light of available evidence. It should be noted that a successful application of special consideration will not necessarily change a candidate's result.

## How LANGUAGECERT will deal with requests

We aim to respond to all requests within 48 hours of receipt. If we are unable to respond within this timeframe for a legitimate reason, we will provide you with an estimated response date.

In considering an application, we will:

- Review the evidence and rationale submitted by the centre/candidate to assess the merits of the claim and whether the incident (in relation to special considerations) or the condition (in relation to reasonable adjustments) is valid and a special consideration or reasonable adjustment should apply.
- Review the unit(s)/learning outcome(s) relating to the claim to determine whether such a consideration or adjustment can be reasonably applied and to what extent, and in doing so, that it will not provide an unfair advantage to the candidate(s).

In all cases, we will communicate our decision to the applicant party and in doing so outline the extent to which a special consideration or reasonable adjustment will be applied. If an application is rejected we will provide a clear rationale as to why and in doing so inform the applicant that they have the right to appeal the decision, if relevant, in accordance with the arrangements outlined in our Appeals policy.

Some requested adjustments may not be considered reasonable if they:

- Do not meet the published criteria.
- Involve unreasonable costs to LANGUAGECERT (For example, Braille papers cannot be produced at short notice).
- Involve unreasonable timeframes.
- Affect the security and integrity of the qualification itself.

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

## Definition of reasonable adjustments

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. It is applied to an assessment to enable a disabled candidate to demonstrate their knowledge, skills and understanding of the levels of attainment required by the specification for that qualification.

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

- Changing usual assessment arrangements, for example, allowing a candidate extra time to complete the assessment activity.
- Adapting assessment materials, such as providing materials in Braille.
- Providing assistance during assessment, such as a sign language interpreter or a reader.
- Re-organising the assessment room, such as removing visual stimuli for an autistic candidate.
- 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.

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

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

## Definition of special considerations

Special consideration can be applied after an assessment if there was a reason the candidate may have been disadvantaged during the assessment. For example, special consideration could apply to a candidate who had temporarily experienced:

- An illness or injury.
- Some other event outside of their control (e.g. exam conditions) which has had, or is reasonably likely to have had, a material effect on that candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

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

LANGUAGECERT's decision to award special consideration will be based on various factors, which may vary from candidate to candidate and from one assessment to another. These factors may, for example, include the severity of the circumstances and the nature of the assessment.

Centres should note that it may not be possible to apply special consideration where:

- An assessment requires the candidate to demonstrate practical competence or where criteria have to be met fully, or in the case of qualifications that confer a 'Licence to Practise'.
- An assessment has been missed.
- In some circumstances, for example, for on-demand assessments (such as an electronic test, set and marked by a computer), it may be more appropriate to offer the candidate an opportunity to take the assessment at a later date.

## Contact us

For any queries about the contents of the policy, please contact us by using the channels described in the "Contact Us Guide".

## Section 1 Making reasonable adjustments

### Principles of making reasonable adjustments

These principles should be followed when making decisions about a candidate's need for adjustments to assessment.

Adjustments:

- Should not invalidate the assessment requirements of the qualification.
- Should not give the candidates an unfair advantage.
- Should reflect the candidate's normal way of working.
- Should be based on the individual need of the candidate.

We and our centres have a responsibility to ensure that the process of assessment is robust and fair and allows the candidate to show what they know and can do without compromising the assessment criteria.

When considering whether an adjustment to assessment is appropriate, LANGUAGECERT and our centres need to bear in mind the following (where appropriate for the related qualification):

- Adjustments to assessment should not compensate the candidate for lack of knowledge and skills. The candidate must be able to cope with the content of the assessment and be able to work at the level required for the assessment.
- Any adjustment to assessment must not invalidate the assessment requirements of the qualification or the requirements of the assessment strategy. Competence standards should not be altered. Whilst we will take all reasonable steps to ensure that a candidate with a disability or difficulty is not placed at a substantial disadvantage in comparison with persons who are not disabled, in terms of access to assessment, there is no duty to make any adjustment to a provision, criterion or practice which is defined as a competence standard. All candidates' performance must be assessed against set standards. These standards cannot be altered, but it may be possible to change the delivery or process of assessment so that each candidate has an equal opportunity to demonstrate what they know, understand and can do.
- Any adjustment to assessment must not give the candidate an unfair advantage or disadvantage over other candidates. The qualification of a candidate who had an adjustment to assessment must have the same credibility as that of any other candidate. As vocational qualifications may lead to employment, achievement of such qualifications must give a realistic indication to the potential employer of what the holder of the certificate can do.
- Any adjustment to assessment must be based on the individual need of the candidate. Decisions about adjustments to assessment should be taken after careful consideration of the assessment needs of each individual candidate, the assessment requirements of the qualification and the nature and extent of the support given as part of normal teaching practice. A centre should not assume that the same adjustment will be required for all assessments. Different qualifications and different methods of assessments can make different demands on the candidate. The candidate should be consulted throughout the process.
- Any adjustment to assessment should reflect the candidate's normal way of working providing this does not affect what is being assessed in any way. The candidate should have experience of and practice in the use of the adjustment.
- Any adjustment to assessment must be supported by evidence which is sufficient, valid and reliable.

**All adjustments to assessment must be authorised by LANGUAGECERT.**

## **The process for making the adjustment**

In all cases, the candidate may be granted adjustments to assessment, if this is approved by LANGUAGECERT. The request may be submitted by the centre.

It is recommended that centres nominate members of staff to take responsibility for demonstrating the implementation and recording of adjustments to assessments for monitoring by LANGUAGECERT or the regulatory authorities.

## **Qualification specific information**

### **Assessments which are taken under examination conditions**

Where the method of assessment is more rigidly determined, such as for assessments taken under specified conditions, there may be a greater need for adjustments to standard assessment arrangements in order to enable access in accordance with the arrangements outlined below.

### **Identifying candidates who are eligible for reasonable adjustments**

Candidates 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.

Any adjustment to assessment will be based on what the candidate needs to access the assessment. Below are some examples of candidate needs that may be eligible for adjustments to assessments. This list is not exhaustive, and it should be noted that some candidate needs will fall within more than one of the categories set out below.

### **Communication and interaction needs**

A candidate with communication and interaction difficulties may have problems with reading or writing, the effects of which could be reduced through the use of 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 candidate 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.

### **Sensory and physical needs**

A candidate 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 and scribe. In addition, they may benefit from the use of assistive technology and extra time to complete assessments.

### **Behavioural, Emotional and Social needs**

The candidate may benefit from supervised rest breaks and separate accommodation, either within the centre or at an alternative venue.

### **Identifying candidates' needs**

Any adjustment to assessment should be based on the individual candidate's needs to access the assessment.

The centre has a responsibility to ensure it has effective internal procedures for identifying candidates' needs and that these procedures comply with the requirements of disability and equal opportunity legislation.

A candidate should be encouraged to make any access-related assessment needs known to the centre at the earliest opportunity, and preferably before they are registered or entered for a qualification. To assist with the early identification of candidates with access-related assessment needs, the centre should ensure that all staff who recruit, advise or guide potential candidates have had training to make them aware of access-related issues. Once the candidate's need has been identified, it should be documented for audit purposes.

### **Identify whether reasonable adjustments may be needed**

Relevant centre staff should decide, in conjunction with the candidate, whether they will be able to meet the requirements of the assessment or whether adjustments will be required. It is important that the candidate is involved in this discussion as the candidate knows best what the effect of their particular disability or difficulty is on how they do things.

### **Identify the appropriate adjustment**

When identifying which adjustments the candidate will need in the assessment, centre staff should take into consideration the candidate's normal way of working, history of provision during teaching and during informal assessments and the assessment requirements of the qualification. The same candidate may not require the same adjustment for all types of assessment. Different qualifications make different demands. For example, a dyslexic candidate may need extra time to complete a written test but may not need extra time for a purely practical activity. Once the adjustment has been identified, it should be documented for audit purposes.

### **Ensure that the adjustment is in accordance with the guidelines in this policy**

The centre must ensure that the adjustment will not impair the ability to assess the candidate's performance, skill or knowledge fairly in each assessment.

### **Identifying and obtaining supporting evidence**

Any application for an adjustment to assessment must be supported by evidence which is valid, sufficient and reliable and by using the form available in the Partners' area.

In order to ensure that any adjustment to assessment will only provide the candidate with the necessary assistance without giving them an unfair advantage over others, the centre must be clear about the extent to which the candidate is affected by the disability or difficulty.

In all cases, the centre must provide evidence of the physical difficulties to LANGUAGECERT.

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

This 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 candidate is affected by the difficulty, including the effects of any medication that the candidate may be taking. In cases where changes might be expected in the way the candidate is affected by the difficulty, there will have to be recent and relevant evidence of assessments and consultations carried out by an independent expert.

A candidate with a Statement of Special Educational Need does not automatically qualify for reasonable adjustments. The demands of the qualification should be taken into account. The reasons for the statement may have only limited effect on achievement in the assessment.

It is the centre's responsibility to ensure that all applications for reasonable adjustments are based on the individual need of the candidate and that the evidence in support of the application is sufficient,



reliable and valid. A centre should maintain records of all cases for audit purposes and for monitoring the effectiveness of the reasonable adjustments that have been made.

### **Range of reasonable adjustments**

Centres should note that:

- Not all the adjustments to assessments described below will be reasonable, permissible or practical in particular situations. If in doubt, the centre is advised to contact LANGUAGECERT for advice. In some circumstances, it may be more appropriate to select an alternative assessment task for the candidate.
- The candidate may not need, nor be allowed, the same adjustment for all qualifications. Some candidates may need a single adjustment; others may require a combination of several adjustments.
- Adjustments to assessments will mostly be needed for assessments which are taken under constrained/examination conditions.

### **Changes to assessment conditions**

#### **Extra time**

Where assessment activities are time-constrained, a candidate may be allowed extra time during an assessment if they have a condition which affects the speed of processing.

The amount of extra time allowed should accurately reflect the extent to which the completion of the assessment will be affected by the candidate's difficulty. 'Unlimited' extra time will not be allowed. The extra time the candidate will need is approved by LANGUAGECERT.

Before the centre allows extra time for the candidate, the centre should be satisfied that the candidate can cope with the content of the qualification and that the candidate is medically fit to undertake the extended assessment.

#### **Supervised rest breaks**

Where assessment activities are time-constrained, a candidate 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 must not be deducted from the assessment time. The centre should be aware that, during the supervised rest breaks, the candidate is still under assessment conditions and that the usual regulations governing conduct of assessments will apply during this time.

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

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

- Visually impaired candidates may benefit from sitting near a window so that they have good lighting.
- Deaf candidates may benefit from sitting near the front of the room and in good light.
- Some candidates may benefit from using chairs with arm rests or adjustable heights.
- Autistic candidates may benefit from having visual/noise stimuli, such as a ticking clock removed from the room.

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

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

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

In certain circumstances, the candidate may be permitted to take an assessment at an alternative venue, for example at home or in hospital. LANGUAGECERT advice must be sought on this.

## **Use of mechanical, electronic and technological aids**

### **Use of coloured overlays, low vision aids, tinted spectacles and OCR scanners**

The centre should ensure that the candidate has had sufficient practice in the use of these aids and that any electronic aids are in good working order.

For assessments taken under examination conditions, the candidate should be accommodated separately with separate invigilation if the use of any of these aids will disturb other candidates. In these cases, the invigilator should be fully informed of the candidate's support.

A centre should contact LANGUAGECERT if they are unclear about whether any new technology will unfairly advantage/disadvantage the candidate or invalidate the assessment requirements.

## **Modifications to the presentation of the assessment material**

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

For paper-based assessments, enlargements for paper-based assessments may be used. Examples of these include:

- Unmodified enlarged 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 paper 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.

### **On-screen assessments**

If the default font and text size used for an on-screen assessment is not suitable for the candidate, screen magnification software programmes may provide an option to magnify the text to a suitable size.

### **Assessment material in Braille**

Assessment material may be provided in Braille for a blind or visually impaired candidate. The material will be modified to remove any visual content prior to Brailleing.

Diagrams in the assessment material can be produced as tactile diagrams.

Particularly, when LANGUAGECERT must provide externally set assessment material in Braille, the centre must apply not later **than 8 weeks** before the date of the assessment. If Braille assessment material has been ordered, but is no longer required, the centre should inform LANGUAGECERT immediately as any costs incurred in producing such material may be passed to the centre.

Braille is not always an appropriate adjustment for the candidate, as not all blind people are fluent in Braille.

### **Language modified assessment material**

In listening tests, a transcript of the test may be provided, which can be read to the candidate by a live speaker. This will enable the candidate to lip-read the text.

## Assessment material on coloured paper

Where LANGUAGECERT is able to provide externally set assessment material on coloured paper, the centre will have to apply by the deadlines set by LANGUAGECERT.

## Use of access facilitators

### Reader

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

The centre should, in consultation with the candidate, decide whether the use of a reader will be an effective arrangement. The candidate 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.

The centre is responsible for making the necessary arrangements for the provision of a reader.

The reader should not normally be the candidate's own tutor or assessor, except in circumstances where it might be necessary. In such cases, LANGUAGECERT should be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a reader.

The centre should select the reader on the basis of their ability to work effectively with the candidate. 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.

A candidate 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.

The centre should ensure that the candidate and reader are clear about the limitations of the reader's role.

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

The candidate using a reader should be accommodated separately so as not to disturb other candidates.

Where a candidate is not eligible for the use of a reader, it may be helpful for the candidate to read the questions aloud. In these circumstances, the candidate must be accommodated in a separate room so that other candidates are not disturbed. Separate invigilation should be arranged in these cases. The invigilator may not correct the reading of the candidate.

The reader:

- Should read only as requested by the candidate. The candidate may choose to read some parts of the assessment themselves.
- Should read accurately. If the reader is working with a deaf or hearing impaired candidate, the reader should articulate 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 candidate.
- May consult a dictionary, (only where this is allowed), at the candidate's request and read out entries.
- Should read, as often as requested, the answers already recorded, but may not act as proofreader.
- Should not advise the candidate 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 candidate to identify which piece of visual material relates to which question, but should neither give factual help to the candidate nor offer any suggestion.
- Is permitted to help a visually impaired candidate using diagrams, graphs and tables to obtain the information that the print/amended print copy would give to a sighted candidate.
- Should, if requested, give a visually impaired candidate 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.

### **Scribe (sometimes called amanuensis)**

A scribe is a person who, in an assessment, writes down or word processes a candidate'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 candidate has injured their arm and is unable to write.

The centre should, in consultation with the candidate, 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 candidate, the centre is advised to consider whether the candidate would be more comfortable with the use of a computer.

For a candidate 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 candidate may be the skill being assessed. Voice recognition technology (assistive technology) may be used in the Writing component of qualification where its use reflects the candidate's normal way of writing.

The centre should select a scribe on the basis of their ability to work effectively with the candidate. A scribe should be able to produce an accurate record of the candidate'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.

A scribe should not normally be the candidate's own tutor or assessor, except when necessary. In such cases, LANGUAGECERT should be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a scribe.

A candidate should, wherever possible, have had previous practice in working with the scribe and used this arrangement during their learning programme.

The centre should ensure that the candidate and scribe are clear about the limitations of the scribe's role.

The centre should give the scribe clear instructions regarding what they are required to do and what is not allowed during the assessment. These instructions should also be given to the invigilator.

The candidate using a scribe should be accommodated separately so as not to disturb other candidates.

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

During the assessment, a scribe:

- Should check with the candidate for which parts of the assessment they wish to have their responses scribed. The candidate may choose to write some responses him/herself.
- Should neither give factual help to the candidate nor offer any suggestions.
- Should not advise the candidate 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 candidate. 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 candidate.
- May, at the candidate's request, read back what has been written but no comment must be made about any part of the candidate's response.
- Should immediately refer any problems in communication during the examination to the invigilator.

## Section 2 Making special considerations

We will review 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 candidate and does not give the candidate an unfair advantage.

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

- Part of an assessment has been missed due to circumstances beyond the control of the candidate.
- Performance in the assessment is materially affected by adverse circumstances beyond their control. These include:
  - Temporary illness or accident/injury at the time of the assessment.
  - Bereavement at the time of the assessment.
  - Serious disturbance during an examination, particularly where recorded material is being used.
  - Accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper, failure of practical equipment, failure of materials to arrive on time.
- There is a sufficient difference between the part of the assessment to which special consideration is applied and other parts of the qualification that have been achieved to infer that the candidate could have performed more successfully in the assessment.
- Alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate.

A candidate will not be eligible for special consideration if no evidence is supplied by the centre to verify that the candidate has been affected at the time of the assessment by a particular condition.

A candidate will not be eligible for special consideration if performance in the examination is affected by:

- Domestic inconvenience, such as moving house, taking holidays at the time of the assessment.
- Long-term illness, unless the illness manifests at the time of the assessment.
- The consequences of taking alcohol or recreational drugs.
- The consequences of disobeying the centre's internal regulations.
- The failure of the centre to prepare candidates properly for the examination for whatever reason.
- Preparation for an exam affected by difficulties during the course (e.g. staff shortages, building work or lack of facilities).
- Misreading the timetable and/or failing to attend at the right time and/or right place.
- Misreading the instructions of the question paper and answering the wrong questions.
- Making personal arrangements, such as a wedding or holiday arrangements, which conflict with the examination timetable.
- A disability or learning difficulties (diagnosed or undiagnosed) unless illness affects the candidate at the time of the assessment, or where the disability exacerbates what would otherwise be a minor issue (difficulties over and above those that previously approved access arrangements would have alleviated).

## Appendix 1 – Glossary

Term	Definition
Access to assessment	The removal of artificial and unnecessary barriers to the process of judging an individual's competence.
Appeal	A process through which an awarding organisation or centre may be challenged on the outcome of a decision.
Assessment	The process of making judgments about the extent to which a candidate's work meets the assessment criteria for a qualification or unit, or part of a unit.
Assessment criteria	The requirements that a candidate needs to meet in order to achieve success (or a given grade) in a qualification, unit, or part of a unit.
Assessment method	The means by which an individual's competence is judged.
Assessment needs	The adjustments that some individuals require to the assessment strategy and/or assessment task in order to demonstrate that they can meet the required standard.
Assessment task	An activity undertaken by an individual candidate to show that they can meet the required standard.
Assessor	The person who assesses a candidate's work.
Assistive technology	Mechanical or electronic devices which help individuals with particular needs to overcome these limitations.
BSL/English interpreter	An individual who interprets communication into and from British Sign Language.
Centre	An organisation or consortium accountable to an Awarding Organisation for the assessment arrangements leading to a qualification or units.
Competence	The ability to perform to the required standard.
Enabling technologies	See assistive technology.
Externally set	Examinations or assessment tasks or assignments which are determined by the Awarding Organisation.
Invigilator	A person who supervises individuals taking an examination or assessment.
Learning programme	A course of study.
Malpractice	Actions and practices which threaten the integrity of public qualifications.
Moderation	The process of checking that assessment standards have been applied correctly and consistently between assessors, between centres and over time, and making adjustments to results - where required - to compensate for any differences in standard that are encountered.
Reasonable adjustment	Any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment

Term	Definition
	situation. Arrangements are approved in advance of an examination or assessment.
Risk assessment	An estimation of the likelihood of something unfortunate happening as a result of a course of action.
Scribe	Person who writes down or word processes a candidate's dictated responses.
Qualification specification	A detailed statement or document which sets out the aims, purpose, content, structure, and assessment arrangements for a qualification.
Standards	The combination of knowledge, understanding and skills required to perform a job or task to the level of competence required in the workplace.
Special consideration	Procedures implemented at the time of an examination to allow attainment to be demonstrated by a candidate who has been disadvantaged by temporary illness, injury, indisposition or adverse circumstances at the time of the examination.
Speech software	A computer program that reads text.



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