

Highfield Assessment Reasonable Adjustments Policy



1. **Introduction**

- 1.1 Reasonable Adjustments may be granted in circumstances which address and help to reduce the effect of a disability or difficulty which would substantially disadvantage a learner during an examination or assessment situation.

2. **Scope**

- 2.1 This policy applies to Training Providers and learners Highfield may work with for the provision of End-Point Assessment services ("EPA").

3. **Identification of Learner Needs**

- 3.1 It is the Training Provider's responsibility to have measures in place in which the requirement for a reasonable adjustment is identified prior to the learner undertaking the assessment. This may therefore be highlighted during the enrolment of the learner onto the apprenticeship.

- 3.2 Any adjustment should be based on the individual learner's need to access the assessment. Training Providers have a responsibility to provide effective procedures for the identification of learners' needs which comply with the requirements of relevant Disability and Discrimination Legislation and Education Skills Funding Agency (ESFA) Funding Rules.

- 3.3 Training Providers should:

- 3.3.1 identify learners having or likely to have difficulties accessing assessment;
- 3.3.2 advise learners to make any adjustment needs known to Training Provider staff at the earliest opportunity;
- 3.3.3 ensure Training Provider staff decide, in conjunction with the learner, what adjustment may be required;
- 3.3.4 when identifying the adjustment(s) necessary, take into consideration the learner's normal way of working and how previous assessment has been made during teaching, as well as the assessment requirements of the standard;
- 3.3.5 Once the appropriate adjustment has been identified, the Training Provider must document the request and rationale for audit purposes;

3.3.6 Any application for Reasonable Adjustment must be supported, where appropriate, by information/evidence, which is valid, sufficient, reliable and justifies your decision. Highfield reserves the right to request a copy of this information/evidence to inform our decision or for audit purposes; and

3.4 Further guidance on learner needs can be found on the Institute for Apprenticeships and Technical Education (“IFATE”) website and the Joint Council for Qualifications (“JCQ”) website for end point assessment and qualifications respectively.

4. **Language Translators**

4.1 Please note, Highfield does not allow the use of translators to assist learners who do not speak, write or understand English.

4.2 Highfield does however; allow the provision of a reader and/or writer for learners who do not speak English as their first language, as well as the use of translation dictionaries. Training Providers wishing to provide these reasonable adjustments must notify Highfield prior to the assessment taking place and in accordance with procedures stated in section 7 of this document.

5. **Translated Examination Papers**

5.1 For further details on Highfield translated papers provision, please contact Highfield on 01302 363 277 or email your Customer Engagement Officer directly.

6. **Role Definition of Readers and Writers**

6.1 A reader/writer is a person who, on request, will read or write for a learner who is able to demonstrate a need for this provision. This provision may be used for:

6.1.1 all or part of the examination or assessment papers; and

6.1.2 all or any part of the learner’s answers.

6.2 The reader/writer should not normally be the learner’s course tutor/trainer. On no account should such a facilitator be a relative or friend of the learner or anyone with a vested interest in the outcome of the assessment.

6.3 Readers/writers must not in any way attempt to modify either the content of the answers given by the learner or to alter the specific qualification or end-point assessment requirements.

- 6.3.1 Permitted readers should not be related to the learners.
 - 6.3.2 Permitted readers must only read assessment questions and answers in English.
 - 6.3.3 Permitted readers must not intentionally or unintentionally lead the learner, in any way.
 - 6.3.4 Permitted readers are not allowed to provide definitions of words.
 - 6.3.5 Permitted readers should not act as the invigilator.
- 6.4 Separate accommodation should be made available for learners, single or as a group requiring the services of a reader/writer in order not to disturb other learners.
- 6.5 Invigilators/Assessors supervising an assessment or examination may not act as a reader/writer.
- 6.6 Failure to act on these guidelines could result in the learner's disqualification.
- 6.7 Training Providers wishing to use over-writers for hearing impaired learners should only be carried out by a qualified teacher of deaf people and should be applied according to the guidelines set out in the Language of Examinations booklet published by The British Association of Teachers of the Deaf or the guidelines produced by The National Association for Tertiary Education for Deaf People.
- 6.8 Overwriting should commence as near as possible to the start time of the examination and should normally be in pen on the learner's paper. Should extensive modifications be necessary, a separate paper with the answers written in full should be attached to the original question paper.
- 6.9 Overwriting should only be carried out on the general English phraseology written by the learner, not any technical language contained in the answer.
7. **Reasonable Adjustment Principles**
- 7.1 Adjustments to assessments should be based on the following principles:
- 7.1.1 Adjustments should not compromise the assessment requirements or validity of the qualifications or end-point assessment;
 - 7.1.2 They should not provide the learner with an unfair advantage.
 - 7.1.3 They should be consistent with the learner's normal way of working;

- 7.1.4 They should be based on the individual need of the learner;
 - 7.1.5 They should allow learners an equal opportunity to show what they can do and what they know without altering competence standards;
 - 7.1.6 Adjustments should not pose an increased risk to the safety and/or wellbeing of the learner, assessor or invigilator
- 7.2 A Training Provider is required to ensure that where it makes an application to Highfield for an adjustment that:
- 7.2.1 the information in the application is accurate;
 - 7.2.2 the Training Provider will be able to provide the arrangements requested if Highfield gives permission;
 - 7.2.3 the Training Provider provides an assurance that it will not exceed the allowed adjustment;
 - 7.2.4 any application for adjustment is supported by evidence which is valid, sufficient and reliable; and
 - 7.2.5 all adjustments to assessment must be implemented in accordance with the guidance given by Highfield.

8. Reasonable Adjustments Permissions Table

- 8.1 The following table indicates where the decisions on Reasonable Adjustments can usually be made. Training Providers must seek advice from Highfield in any case where they do not consider that they have the expertise to judge whether a reasonable adjustment is needed or are unable to apply these criteria.
- 8.2 In the case of end-point assessment ("EPA"), Training Providers should also refer to the [IFATE guidelines](#), which gives an outline of which reasonable adjustments may be applied to different types of assessment methods.
- 8.3 This table outlines some of the decisions on reasonable adjustments that can be made. However, Training Providers have a duty to seek advice from Highfield in any case where they are in doubt if an adjustment is needed or how it should be applied.
- 8.3.1 **Apply** means: That the Training Provider should seek permission from Highfield.

Reasonable Adjustment

EPA assessments including exams

Extra time up to 25 per cent of the total exam time	Apply
Extra time in excess of 25 per cent	Apply
Supervised rest breaks	Apply
Change in the organisation of assessment room	Apply
Assessment at an alternative venue	Apply
CCTV and OCR scanners	Apply
Use of coloured overlays, low-vision aids, tinted spectacles,	Apply
Use of assistive software	Apply
Use of bilingual and bilingual translation dictionaries	Apply
Assessment material in enlarged format	Apply
Assessment material in Braille	Apply
Language modified assessment material	Apply
Assessment material in British Sign Language	Apply
Assessment material on coloured paper	Apply
Assessment material in audio	Apply
Use of ICT	Apply
Responses using electronic devices	Apply
Responses in BSL	Apply
Responses in Braille	Apply
Reader	Apply
Scribe	Apply
BSL Interpreter	Apply
Prompter	Apply
Practical assistant	Apply
Transcriber	Apply
Other	Apply

- 8.4** Where the Training Provider needs to apply to Highfield for a decision on permitted Reasonable Adjustments, the relevant Reasonable Adjustments Application must be submitted to Highfield, at the earliest opportunity and in any event by:
- 8.5** 20 working days (in the case of EPA) before the start of the assessment/examination.
- 8.6** 5 working days (in the case of vocational qualifications) before the assessment/examination
- 8.7** Highfield will respond in writing to the application within two working days, providing details of Reasonable Adjustments permitted.
- 8.8** In the case of learners for whom the implications of a difficulty are not immediately obvious, specialist advice will need to be taken. This may mean requesting an opinion from a qualified medical practitioner as to the adjustments that could be made. It would then require specialists within the Training Provider to make a decision as to whether such adjustments are reasonable and/or

whether such adjustments would give the learner an unfair advantage over others without the difficulty/disability.

- 8.9 If Training Providers have any queries, Highfield strongly advises they contact their Customer Engagement Officer.

Document control.

Version	Date	Author	Notes
V1	May 2024	Compliance	
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