



ENERGY & UTILITIES  
INDEPENDENT  
ASSESSMENT SERVICE

Skills for a greener world

# Reasonable Adjustments & Special Consideration Policy and Application

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# Reasonable Adjustments & Special Consideration Policy and Application

## Version 5.3

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## Purpose

This policy sets out our arrangements and procedure for recognising and applying a reasonable adjustment or special consideration to ensure fair access to qualifications, including end-point assessments, for learners with a disability or difficulty in line with Equalities Law.

EUIAS approved Centres must have in place their own reasonable adjustments and special consideration policies and should refer to this Policy when creating and applying their own.

## Definition

A reasonable adjustment or special consideration is any agreed action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in a qualification, including end-point assessment, whilst maintaining the integrity, validity, reliability and equity of assessment or qualification. All learners, regardless of their reasonable adjustment or special consideration, must still meet the minimum requirements to achieve the qualification or end-point assessment.

This means that the learner will receive recognition for their achievement against the criteria of a qualification or assessment, provided that by applying a reasonable adjustment or special consideration, the learner does not receive an unfair advantage over another learner, for the same qualification or assessment.

A reasonable adjustment is agreed before the assessment takes place and a special consideration is applied after the assessment.

Awarding Organisations and Centres are only required to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, evidence provided, 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.

Where conditions and situations arise that are not addressed in this document, please contact us for guidance via [enquiries@euias.co.uk](mailto:enquiries@euias.co.uk)

## Scope

This policy covers the delivery of EUIAS qualifications, including end-point assessments, delivered through approved Centres that are subject to our internal quality assurance and external quality assurance processes.

This policy is part of a range of our policies, all of which are designed to:

- Protect learners who are registered with us;
- Minimise the risk of an adverse effect occurring;
- Help support us and all parties involved in risk management and risk minimisation.

This Policy should be read in conjunction with the EUIAS Centre Agreement and Centre Handbook. Non-adherence to our policies, Centre Agreement and Centre Handbook may constitute malpractice and/or maladministration.

## Examples of entitlement to reasonable adjustments?

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”. Individuals providing evidence of the following, will be considered for reasonable adjustments:

- Permanent physical impairment, e.g. cerebral palsy and multiple sclerosis.
- Behavioural, emotional, social needs, e.g. chronic depression and autism.
- A sensory impairment, e.g. hearing impairment and visual impairment.
- Specific cognitive difficulties, e.g. dyslexia and memory loss.
- 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 learners may fall within more than one of the categories set out above.

## What reasonable adjustments might be possible?

Applications for reasonable adjustments will be individually considered and decisions may vary according to the exact nature of a learner's everyday needs and usual method of working. Further detail on reasonable adjustments are provided on Page 9 and may include:

- Allocation of extra time.
- Support of a personal assistant
- Rest or time breaks
- Support of a sign language interpreter
- Support of a scribe or amanuensis
- Use of assistive technology
- Support of a reader
- Braille paper
- Use of alternative assessment locations
- Alternative fonts, coloured paper, or contrasting background colours

This is not an exhaustive list and other adjustments will be considered on the evidence provided on a case by case basis. We will and, will expect Centres to, consider all requests and endeavour to accommodate learners' needs, in line with this Policy.

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

- Do not meet the published criteria;
- Involve unreasonable costs to the EUIAS;
- Involve unreasonable timeframes; for example, Braille papers cannot be produced at short notice; or
- Affect the security and integrity of the qualification or assessment

Adjustments **must not** put in jeopardy the health, safety and well-being of the learner or any other person.

## Examples of Reasonable Adjustments

1. A learner with evidenced Dyslexia needs to use a coloured overlay, and requires 25% extra time. The use of a yellow coloured overlay is a

reasonable adjustment for the learner since it helps them to improve their reading accuracy.

2. A learner with evidenced Attention Deficit Hyperactivity Disorder (ADHD) has persistent difficulty concentrating and poor working memory. Supervised rest breaks and the use of a prompt, who may need to physically show them where on a page they had been working in order to re-start their work, would be a reasonable adjustments.
3. A learner with evidenced Asperger's Syndrome, confirmed by a letter from a consultant. They have persistent and significant difficulties with their handwriting which is poor but not illegible. They are unable to complete their written knowledge assessment within the time allowed. Without the application of 25% extra time in those subjects the learner would be at a substantial disadvantage. However, if the knowledge assessment is multiple choice, it is unlikely that extra time would be awarded as the impairment is not about processing information it is about their quality of writing.

## How to Apply for Reasonable Adjustments

We are responsible for making the decisions in relation to reasonable adjustments in the delivery of end-point assessment.

For EUIAS qualifications, there are some decisions which can be made by Centres and others which must be approved by us. Our Qualifications Centre Handbook provides further clarification on these differences, and in all cases evidence must be provided in order for decisions to be made and these will be scrutinised by EUIAS external quality assurers (EQAs).

Reasonable adjustments must be applied for by a learner's Employer or Centre. If applied for by the Centre, the Employer must sign to support the application for reasonable adjustment.

Learners must be fully involved in any decisions about adjustments or adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specific assessment criteria for a particular qualification or end-point assessment.

The application form is in Appendix A.

Applications must be supported with documentary evidence. For end-point assessment this must be at least **three months** before end-point assessment activities is due to commence. Applications must be submitted to: [enquiries@euias.co.uk](mailto:enquiries@euias.co.uk).

Where a Centre delivering EUIAS qualifications has applied a reasonable adjustment for a learner, the evidence will be subject to external quality assurance monitoring and sampling activity.

### What documentary evidence is required?

We require documentary evidence which outlines the nature and severity of a learner's disability, which should be from an appropriate independent professional e.g. medical doctor or specialist consultant.

Disability	Documentary Evidence
Visually Impaired	Appropriate professional providing a written, dated and signed statement <b>OR</b> a certificate of registration as blind or partially sighted
Hearing Impaired	Appropriate professional providing a written, dated and signed statement
Dyslexic	Appropriate professional providing a written, dated and signed statement <b>OR</b> report form a learning support professional or educational psychologist
Other Medical Conditions	Appropriate professional providing a written, dated and signed statement

We will consider the evidence provided, request further information or clarification and notify the decision in line with the Policy.

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



## Responsibilities for the Provision of Reasonable Adjustments

Arrangements for the provision of reasonable adjustments are the responsibility of the Employer. However, where equipment or external human resources such as a scribe, are required, the Centre and learner may have access to and be able to provide the equipment or resource.

For end-point assessment, we will take reasonable steps to source equipment and resources if other parties are not able to do so, but such provision is chargeable.

## Reasonable Adjustments during Assessment

Strict guidelines must be maintained during assessments, for example:

- a) The support of a reader should be solely to read text and not to advise the learner. They cannot offer suggestions or any other support, which could be seen as giving the learner an unfair advantage. We would expect the reader to not have a conflict of interest in undertaking this task, however, we acknowledge that it may be appropriate to have had previous working experience with the learner, details of which should be included in the request
- b) Modification to equipment, disability aids and input display devices including adapted keyboard, large monitor, synthesisers must be approved by us in advance of the end-point assessment, or must be documented as part of the evidence requirements for external quality assurance monitoring for qualification delivery.
- c) Learners cannot talk to third parties during rest or time breaks apart from the Assessor or invigilator.
- d) For end-point assessment, we will ensure that all independent assessment facilities comply with the relevant legislation for learners with reasonable adjustments. It is the responsibility of the Employer and/or Centre to ensure that assessments held on their premises meet regulatory requirements. Should the location need to accommodate a third party support, a separate room must be provided.
- e) We will ensure that the invigilator or other authorised third party has prior information of the reasonable adjustment that has been authorised.

## When is a Special Consideration Applied?

Special considerations can be applied if there is a reason the learner may have been disadvantaged on the day or during an assessment. We have adopted the following Joint Council for Qualifications (JCQ) guidance to apply for a special consideration: *'Special consideration is given to a learner who has temporarily experienced illness, injury or some other event outside of their control **at the time of the assessment**. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a learner's ability to take an assessment or demonstrate their normal level of attainment in an assessment.'*

Special consideration may result in a post-assessment adjustment to their mark or result. The adjustment will depend on the circumstances and will reflect the difficulty faced by the learner or the reason for the special consideration request. However, as the assessment is measuring what the learner knows or can do, their mark or result must reflect their level of attainment.

Where an assessment requires a competence, criterion or standard to be fully met, or in the case of standard(s) that confer a Licence to Practise, it may not be possible to apply special considerations. It may be more appropriate to offer the learner an opportunity to retake the assessment at a later date, or to extend the registration period so that the learner has more time to complete the assessment activity.

## Timescales for requesting a Special Consideration

To request a special consideration you should notify us **at the time of the assessment** and then complete and return the form in Appendix B within 5 working days of the assessment.

Once a request for a special consideration is received, we will aim to review the request and evidence provided within 10 working days of it being received.

Special consideration(s) will not be approved until sufficient evidence is provided.

## Types of Reasonable Adjustment

### 1. Allocation of Additional Time

Extra time will be permitted, as appropriate to each learner, in line with this policy.

The typical time extension is 25% if a learner has a disability or is not able to take the assessment in their official or native language **when this is allowed as part of a qualification**. A learner cannot request any more than 25% extra time due to language limitations.

Up to 100% extra time can be provided due to a disability dependent on each learner's particular needs if this is requested and evidenced by an appropriate professional.

### 2. Support of a Personal Assistant

A learner can request the support of a personal assistant if they need someone to help with personal care / assistance during the assessment or qualification. Personal assistants cannot give factual or practical assistance or offer any suggestions or advice or information which could be seen as giving a learner an unfair advantage.

### 3. Rest Breaks

A learner can request a rest break if they suffer from fatigue, physical or mental disabilities or for religious obligations. The rest break will be seen as part of their extra time request and can be taken at any time during the assessment. Women who are pregnant are also allowed to use the toilet although no extra time is awarded for pregnant women.

It is important that the learner does not discuss the assessment with any third party during any break period.

### 4. Support of a Sign Language Interpreter

A learner can request a sign language interpreter if they are hard of hearing, to undertake the role of conversing with others on the learner's behalf. 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 or information which could be seen as giving the

learner an unfair advantage. We expect the learner or their Employer to source the interpreter although if this is not possible, for end-point assessment, we will make reasonable efforts to locate a suitable person and should this be the case, this service would be chargeable.

## 5. Support of a Scribe / Amanuensis

A learner can request a scribe if they have limitations with writing down the answers such as a physical or visual impairment or a specific learning difficulty. 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 nor offer any suggestions or advice or information which could be seen as giving the learner an unfair advantage. This form of support is only available for knowledge assessments.

## 6. Use of Laptop and Adaptive Technology (Assistive or Access Technology)

A learner can request to use adaptive, assistive or access technology which enables them to access computer systems if they have particular needs. Where possible for end-point assessment, we expect the apprentice to use an Employer's or their own laptop and software. A learner will only be able to have access to the relevant programme or programmes and all equipment will be checked by the Assessor or Invigilator prior to the start of the assessment. For end-point assessment, if a learner has no access to equipment, we will make reasonable efforts to source the same or similar equipment, for which there would be a charge.

If we are unable to source suitable equipment then we will advise the learner accordingly and they will be responsible for either sourcing suitable equipment or using what can be made available to them by their Employer or Centre. The list below is indicative of the most common assistive technologies available, but should be used as a guideline only.

### Hardware:

- a) Alternative keyboards and mice including:
  - a. Braille labelled keyboards or home-row key indicators
  - b. Joysticks, trackerballs, mouse keys on the keyboard mouth stick
- b) Braille display

- c) Switches (alternative input to keyboard and mouse, used by learners with physical disabilities)
- d) Large monitors
- e) Headphones and volume adjustment for use with voice output / input software packages

#### Software:

- a) Operating system accessibility features such as sticky keys, filter keys, mouse speed adjustments
- b) Screen magnification software
- c) Screen reading software (supporting both users with visual impairment and dyslexic users)
- d) Input devices – eye/head operated pointing devices or on-screen keyboards

### 7. Support of a Reader

A learner can request a reader if they have a visual impairment or specific learning difficulties which would benefit from the support of a reader. They will be able to read all or any part of the assessment instructions, questions or answers to the learner. 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 learner. They cannot advise the learner on which questions to do, when to move on to the next question, or the order in which the questions should be answered. The reader cannot provide any practical support or guidance or other information during the assessment process.

### 8. Use of Alternative Assessment and Assessment Locations

A learner can request the use of alternative premises to take an assessment if this benefits them due to a physical disability and where the alternative location does not materially impact on the integrity of the assessment process or compromise the competence being assessed. Locations must comply with the requirements of the Equality Act, Health and Safety Regulations as well as disability access regulations and Centres are also required to meet these standards when hosting an assessment.

## 9. Alternative Format of Assessment Papers

A learner can request changes to the knowledge tests to enhance accessibility including font and/or font colour to any size and colour within reason for paper based assessments. We can offer different coloured paper for dyslexic learners. 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 be printed and verified.

Similarly, our on-screen assessments within qualifications have accessibility options, which include font size and colour and background colour, which can be amended to suit each learner's preference for each assessment.

Centres must have in place and evidence, for external quality assurance purposes, arrangements to deal with alternative formats or accessibility formats on screen for learners undertaking qualifications.

## 10. Adjustments on grounds of Temporary Illness / Injury

Although a temporary illness, injury or indisposition would not be covered by the Equality Act, we may still be able to accommodate learners affected in such a way. An Employer and/or Centre must complete the Reasonable Adjustments or Special consideration form as soon as the decision is taken to seek adjustments and provide supporting evidence of the circumstances and we will review the evidence and make a decision.

## 11. Adjustments on grounds of Pregnancy

A learner 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. Reasonable adjustments are not available on practical assessments where they will compromise the assessment process.

If a learner became pregnant during their apprenticeship 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 delayed. 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.

## 12. Other Reasonable Adjustments

The reasonable adjustment arrangements listed here are not intended to be comprehensive. Other reasonable adjustments will be considered on a case by case basis in line with this policy.



## Appendix A

### Application for Reasonable Adjustments

<b>Name of the Employer:</b>	
<b>Name of the Centre :</b>	
<b>Title and Level of the Apprenticeship/ or Qualification :</b>	
<b>Date of end-point assessment if applicable:</b>	

Learner's Name	End-point Assessment Component (eg, trade test)/ or Qualification Assessment details	Disability or Learning Difficulty	Reasonable Adjustment(s) Requested	Supporting Evidence Provided

#### Declaration

I confirm that the above learner(s) have been assessed as requiring reasonable adjustments, that the learner has been fully involved in any decisions about adjustments/adaptations.

**Role and Signature of Employer representative**

**Signature of Centre representative**

**Date**



## EUIAS Approval – For internal use only

Name of the Employer:	
Name of the Centre :	
Title and Level of the Apprenticeship/ Qualification:	
Date of end-point assessment: if applicable	

Learner's Name	End-point Assessment Component (eg, trade test)/ or qualification assessment detail	Disability or Learning Difficulty	Reasonable Adjustment(s) Approved	Provider of Reasonable Adjustment
<i>Example, John Smith</i>	<i>Example, Knowledge Assessment</i>	<i>Example, dyslexia</i>	<i>Example, 25% extra time</i>	<i>employer ensure the invigilator and the room used for the knowledge assessment is available for the extra time allocated</i>

Declaration	
This is to confirm that the above named learner(s) have been approved by EUIAS to have reasonable adjustments applied to their end-point assessment/qualification 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 EUIAS representative	
Signature of EUIAS representative	
Date	

## Appendix B

### Application for Special Consideration for End-point Assessment

Name of the Employer:	
Name of the Centre :	
Title and Level of the Apprenticeship:/ qualification assessment	
Date of end-point assessment:	

Apprentice Name	End-Point Assessment Component	Special Consideration Requested	Details and/or evidence as appropriate

Declaration	
I confirm that the above learner(s) requires a Special Consideration, that the learner has been fully involved in any decisions about Special Consideration	
Role and Signature of Employer representative	
Signature of Centre representative	
Date	

## EUIAS Approval – Internal Use Only

Name of the Employer:	
Name of the Training Provider:	
Title and Level of the Apprenticeship:	
Date of end-point assessment:	

Apprentice Name	End-Point Assessment Component	Special Consideration Requested	Details and/or evidence as appropriate

### Declaration

This is to confirm that the above named apprentice has been granted by EUIAS a Special Consideration following 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 EUIAS representative

Signature of EUIAS representative

Date

## Policy Review Arrangements

This policy is subject to a three-year review cycle, or earlier should any feedback or concern be brought to the attention of EUIAS, to ensure it remains fit for purpose and the process and its outcomes are deliverable.

It is also reviewed as part of EUIAS continuous improvement monitoring through its annual self-assessment arrangements.



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