

# **Guidance on Accessing Reasonable Adjustments**

Version 1.4 - June 2018

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## **Changes for the academic year 2017/18**

Changes that have been made to the content of this document since the previous versions 1.2, issued April 2017 and 1.3, issued December 2017 have been highlighted in yellow throughout for easy identification.

Centres are responsible for ensuring that all centre staff involved in implementing Reasonable Adjustments are familiar with the entire contents of this document including the changes.

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## Section 1      Making reasonable adjustments

### 1.1      Overview

Reasonable adjustments to assessments must:

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

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

All Awarding Organisations and centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

This document must be used in conjunction with the **NCFE CACHE Reasonable Adjustments and Special Considerations Policy** available at [www.ncfe.org.uk](http://www.ncfe.org.uk) or [www.cache.org.uk](http://www.cache.org.uk).

### 1.2      What to consider

When considering whether an adjustment to an assessment is appropriate, Awarding Organisations and centres need to consider the following:

- Learners should potentially be able to achieve the assessment requirements. Adjustments to assessment should not compensate the learner for lack of knowledge and skills. The learner 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/award or the requirements of the assessment strategy. Competence standards should not be altered. While Awarding Organisations should take all reasonable steps to ensure that learners with a disability or difficulty are not placed at a substantial disadvantage 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 learner performance will 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 learner has an equal opportunity to demonstrate what they know and can do.
- Any adjustment to assessment must not give the learner an unfair advantage nor should it disadvantage the learner. The qualification of a learner who has had an adjustment to assessment must have the same credibility as that of any other learner. Vocational qualifications may lead to employment. Achievement of such

qualifications must give a realistic indication to potential employers of what the holder of the qualification can do.

- Any adjustment to assessment must be based on the individual need of the learner. Decisions about adjustments to assessment should be taken after careful consideration of the assessment needs of each individual learner, the assessment requirements of the qualification and the nature and extent of the support given as part of normal teaching practice. Centres 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 learner. Learners should be consulted throughout the process.

### 1.3 Centre responsibilities

All centre staff must work together to ensure that appropriate and/or approved reasonable adjustments are put in place for all internal/controlled assessments, mock/sample assessments and external assessments.

### 1.4 Timescales

In order to ensure that requests can be honoured before an assessment takes place, you are required to submit reasonable adjustment requests within the following timescales:

Type of reasonable adjustment	Minimum number of working days' notice required prior to the external assessment date or start of an assessment window
Application required (non-modified) e.g: <ul style="list-style-type: none"> <li>- Extra time</li> <li>- Reader</li> <li>- Scribe</li> </ul>	<b>10 working days' notice</b>
Application required (modified) e.g: <ul style="list-style-type: none"> <li>- Enlarged Papers</li> <li>- Coloured Papers</li> <li>- Computer Reader / Speech Recognition Technology enabled</li> </ul>	<b>15 working days' notice</b>
Application required (modified) e.g: <ul style="list-style-type: none"> <li>- Braille Papers</li> <li>- Tactile Diagrams</li> <li>- Modified Language Papers</li> </ul>	<b>30 working days' notice</b>

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Centres are encouraged to submit reasonable adjustment requests as early in the session or as far in advance as possible. Reasonable adjustment approval codes are valid for **24 months** from the date of approval.

## **Section 2            Delegated adjustments**

### **2.1            How to implement a delegated adjustment**

Some reasonable adjustments are delegated to our centres and may be implemented for both the internal and external assessment components **without prior application to NCFE**.

Please refer to the **Reasonable Adjustments Permission Tables** in the **Appendices** for qualification specific information.

**Any arrangements put in place must reflect the learner's normal way of working.**

When implementing delegated adjustments please use **approval code RA/1** on all appropriate paperwork.

The information within points **2.1.1-2.1.3** require **formal evidence of need** to be kept in centre files and produced on request to NCFE.

The information within points **2.1.4 onwards** provide indicators of best practice for delegated adjustments where **formal evidence is not required**.

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### 2.1.1 Up to 25% Extra time (Qualification dependent)

Please refer to the Permission Tables in the Appendices to confirm if this is a delegated adjustment or if approval is required.

**If it is** permitted, centres are empowered to grant additional time **up to a maximum of 25%** of assessment time to learners with particular requirements and with appropriate evidence of need.

The additional time should only be granted to learners who have a disability or are at a significant disadvantage to other learners. The additional time should create a level playing field for learners and must not advantage one learner over another.

In order to award up to 25% extra time the centre **must** assess the needs of the learners based on their requirements. Suggested evidence requirements can be found below, however please note this list is **not** exhaustive:

- Statement of Special Educational Needs relating to secondary education, or an Education, Health and Care Plan, which confirms the learner's disability
- a letter from a hospital consultant/Occupational Health Service etc.
- an assessment carried out no earlier than the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary/further education.

So as not to give an unfair advantage, the specialist assessor's report must also confirm that the learner has at least **one** below average standardised score of **84 or less**, or in **exceptional circumstances at least two low average standardised scores between 85 and 89**, which relates to an assessment of:

- speed of reading **or**
- speed of reading comprehension **or**
- speed of writing **or**
- cognitive processing measures which have a substantial and long term adverse effect on speed of working.

Please refer to the JCQ Access Arrangements and Reasonable Adjustments for further information about relevant tests or formal acceptable evidence to support your decision.

### 2.1.2 Bilingual translation dictionaries with up to **10% extra time** (Qualification dependant)

Please refer to the Permission Tables in the Appendices to confirm if this is a delegated adjustment for the specific qualification that it is required for.

The use of a bilingual translation dictionary must reflect the learner's normal way of working. It is only to be used in assessments by learners whose first language is **not** English, Irish or Welsh.

**Extra time must not be awarded to a learner using a bilingual translation dictionary in order to compensate for difficulties in reading and writing in English.**

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The translation of assessment materials or the learner's answers into or from the learner's first language is **not** allowed.

### **2.1.3 Entry Level qualifications**

**Centres are not required to have each learner individually assessed by a specialist.**

The centre must determine the need for adjustments on the basis of how the learner normally works in the centre.

### **2.1.4 Separate supervision or invigilation**

Arrangements for the separate supervision of any learner may be made at your discretion. Any invigilation arrangements for such learners should not advantage or disadvantage these learners over other learners.

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

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

For example:

- visually impaired learners may benefit from sitting near a window so that they have good lighting
- hearing impaired learners may benefit from being seated near the front of the room or removing visual/noise stimuli, such as a ticking clock, from the room.

### **2.1.6 Supervised Rest Breaks**

Supervised rest breaks must always be considered before making an application for extra time. Centres are allowed to provide a supervised rest break to a learner where it is their normal way of working within the centre.

The timing of the assessment should be paused and re-started when the learner is ready to continue and this must be recorded on the Invigilator/External Assessment Register. During the rest break the learner must not have access to the question paper/answer booklet. The supervised rest break is **not** included in any extra time allowance.

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### 2.1.7 Word Processor

Centres are allowed to provide a word processor (e.g. laptop, computer) with the spelling and grammar check facility enabled (unless specifically prohibited in the Permission Tables) where it is the learner's normal way of working within the centre and is appropriate to the learner's needs.

Where provided by a centre as a delegated adjustment, a word processor:

- must have been cleared of any previously stored data, as must any portable storage medium used in the external assessment
- must be in good working order at the time of the external assessment
- must be accommodated in such a way that other learners are not disturbed and cannot read the screen
- must either be connected to a printer so that their work can be printed off, or have the facility to print from a portable storage medium. This must be done after the external assessment is over. The learner must be present to verify that the work printed is his or her own. Word processed scripts must be attached to any answer booklet which contains some of the answers
- must not be connected to an internet/intranet or any other means of communication, unless permitted as part of the external assessment, for example Functional Skills ICT
- must not give the learner access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- must not be used on the learner's behalf by a third party unless the candidate has permission to use a scribe.

Laptops are designed to run for a long period of time once fully charged. Their purpose is to be 'free-standing'.

The battery capacity of a laptop or a tablet **must** be checked before any external assessment. The centre must ensure that the battery is sufficiently charged for the entire duration of the assessment. The use of a fully charged laptop or tablet will allow a centre to seat a learner within the external assessment room without the need for separate invigilation and power points.

Further information on the use of a word processor, can be found in the Regulations for the Conduct of External Assessments.

### 2.1.8 Read aloud and/or use of an Examination Reading Pen

Learners are allowed to read aloud during examinations, so long as this reflects their normal way of working within the centre. Centres **must** ensure that where this adjustment is implemented, learners are accommodated separately.

The use of an examination reading pen may benefit those learners who wish to work independently, who don't qualify for a reader/computer reader. It must be established as the learner's normal way of working within the centre. Examination reading pens **must not** have an in-built dictionary, thesaurus or a data storage facility.

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### 2.1.9 Coloured Overlays

Learners are allowed to use coloured overlays where it is their normal way of working within the centre.

### 2.1.10 Prompter

Where a need is established, a prompter may assist the learner in keeping focused on the assessment by appropriate interventions. A prompter is **not** a reader or scribe.

For the rules associated with implementing a prompter please refer to JCQ Access Arrangements and Reasonable Adjustments.

For support when administering a Reasonable Adjustment and acting as a prompter, see **Appendix E**.

### 2.1.11 Sign Language Interpreter

Centres are allowed to provide a sign language interpreter to a learner where it is their usual way of working in the centre.

For the rules associated with implementing a sign language interpreter please refer to JCQ Access Arrangements and Reasonable Adjustments.

For support when administering a Reasonable Adjustment and acting as a sign language interpreter, see **Appendix E**.

## Section 3 Applying for a reasonable adjustment

### 3.1 What you need to complete

To request a reasonable adjustment that is **not** centre delegated, centres should complete the appropriate reasonable adjustment request web form available on the NCFE and CACHE website.

Each request must include:

- details of the adjustment(s) required, which are representative of the learner's usual way of working in the centre
- confirmation of the nature of the learner's disability or learning need
- **at least one of the qualifications the learner will be completing**
- supporting evidence.

**Note:** For V Cert and CACHE qualifications you must provide **the date of assessment** or **date of assessment window** when applying for a reasonable adjustment.

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## 3.2 Evidence Requirements

If your learners require arrangements for reasonable adjustments they should provide you with evidence of their learning needs or medical condition. You must ensure that suitably qualified personnel check that the evidence is current and relevant to the learner. Examples of evidence could be but are not limited to:

- Statement of Special Educational Needs relating to secondary education, or an Education, Health and Care Plan, which confirms the learner's disability
- a letter from a hospital consultant/Occupational Health Service etc.
- an assessment carried out no earlier than the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary/further education, including standardised test scores.

In the absence of formal evidence we will consider a history of need within the centre. This should include information about the support received by the learner during the learning or training programme and during formative assessments. Evidence of the way in which the learner's needs are being met during the learning programme should be documented for audit purposes.

**Evidence of need** must be kept in centre files and produced on request to NCFE.

In the case of an appeal, you must ensure that evidence to support a reasonable adjustment is retained for 3 months after you've been issued with the results of an assessment.

### 3.2.1 Implementation

Any person who assists in implementing reasonable adjustments during an assessment, such as a reader, scribe or sign language interpreter, can be employed by the centre but should **not** be involved in the course delivery or act as the invigilator for the assessment.

The centre is responsible for ensuring that the assessment is carried out in such a way adjustments can be implemented without other learners being either advantaged or disadvantaged.

Please refer to the JCQ Access Arrangements and Reasonable Adjustments for further information on the rules of implementing approved reasonable adjustments.

### 3.2.2 Learners sitting Functional Skills qualifications alongside GCSE/GCE qualifications

If your learner has been approved for an access arrangement via the Access Arrangements Online (AAO) system for a GCSE or GCE qualification, NCFE will honour this approval for the Functional Skills qualifications. The access arrangement must also be permitted for the particular Functional Skills qualification as outlined in **Appendix B**.

**Evidence of approval** must be kept in centre files and produced on request to NCFE.

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Additional information about Functional Skills access arrangements can be found within the Functional Skills criteria issued by Ofqual, and in the current JCQ Access Arrangements and Reasonable Adjustments.

### 3.2.3 Extra time

Before requesting extra time please refer to point **2.1.1**

Additional time should only be granted to learners who have a disability or are at a significant disadvantage to other learners. It should create a level playing field for learners and must not advantage one learner over another.

We require you to illustrate how the requirement of extra time reflects the learner's normal way of working, clearly demonstrating a need. This is supplementary to the evidence requirements detailed below.

In order to award extra time the centre **must** assess the needs of the learners based on one of the following documents:

- Statement of Special Educational Needs relating to secondary education, or an Education, Health and Care Plan, which confirms the learner's disability
- a letter from a hospital consultant/Occupational Health Service etc.
- an assessment carried out no earlier than the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary/further education.

So as not to give an unfair advantage, the specialist assessor's report must also confirm that the learner has:

- at least **one** below average standardised score of 84: **25% extra time**
- **two** very substantially below average standardised scores of 69: **50% extra time**

Or in exceptional circumstances **at least two** low average standardised scores:

- **between 85 and 89: 25% extra time**

which relates to an assessment of:

- speed of reading **or**
- speed of reading comprehension **or**
- speed of writing **or**
- cognitive processing measures.

Please refer to the JCQ Access Arrangements and Reasonable Adjustments for further information about relevant tests to support your application.

**Online Assessment only:** up to 25% extra time can be added by the centre, when a learner is sitting an assessment online via Secure Assess. For additional time **over 25%**, the centre's Customer Support Assistant will apply the additional time upon request from the centre.

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### Extra time up to 50%

There must be a strong justification as to why 25% extra time is insufficient.

Learners with a very substantial physical or sensory impairment may require extra time of up to 50% to complete an external assessment.

### Extra time of over 50%

We will consider each application in tandem with the sufficiency of evidence provided and in consideration of any other arrangements requested. We also require the specific extra time required to be detailed to ensure we are making a decision based on the information provided.

#### 3.2.4 Braille Paper users

We recognise that in order to access the paper your learner is likely to require additional time. In line with JCQ, please consider the following when submitting your application:

- where a learner is proficient in reading a Braille paper it would normally be appropriate to award no more than 50% extra time.

#### 3.2.5 Reader or Computer Reader

In order to award a reader the centre **must** assess the needs of the learners based on one of the following documents:

- Statement of Special Educational Needs relating to secondary education, or an Education, Health and Care Plan, which confirms the learner's disability
- a letter from a hospital consultant/Occupational Health Service etc.
- an assessment carried out no earlier than the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary/further education.

So as not to give an unfair advantage, the specialist assessor's report must also confirm that the learner has at least **one** below average standardised score of **84 or less** which relates to an assessment of:

- speed of reading **or**
- speed of reading comprehension **or**
- reading accuracy.

Please refer to the JCQ Access Arrangements and Reasonable Adjustments for further information about relevant evidence to support your application.

A learner who would normally be eligible for a reader, but is not permitted this arrangement due to qualification restrictions, may be granted up to a maximum of 50% extra time if they choose not to use an alternative method such as a computer reader.

A reader or computer reader will **not** be allowed if a learner's literacy difficulties are primarily caused by English, BSL, Irish, ISL or Welsh not being their first language.

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**Computer Reader only:** we will allow a computer reader in assessments testing reading, where a human reader is not allowed. Please note that learners must have sufficient opportunity to become familiar with the relevant software if this option is taken. Please refer to points **4.1** and **4.2.4** for further details.

For support when administering a Reasonable Adjustment and acting as a reader, see **Appendix E.**

### 3.2.6 Scribe or Speech Recognition Technology

In order to award a scribe the centre **must** assess the needs of the learners based on one of the following documents:

- a Statement of Special Educational Needs relating to secondary education, or an Education, Health and Care Plan, which confirms the learner's disability
- a letter from a hospital consultant/Occupational Health Service etc
- an assessment carried out no earlier than the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary/further education.

So as not to give an unfair advantage, the specialist assessor's report must also confirm that the learner has a below average standardised score of **84 or less which relates to an assessment of spelling accuracy, which renders the writing incomprehensible.**

Please refer to the JCQ Access Arrangements and Reasonable Adjustments for further information about relevant evidence to support your application.

A scribe or speech recognition technology will **not** be allowed if a learner's literacy difficulties are primarily caused by English, Irish or Welsh not being their first language.

A learner who would normally be eligible for a scribe, but is not permitted this arrangement due to qualification restrictions, may be granted up to a maximum of 50% extra time.

Learners must respond in English, Irish or Welsh as appropriate, so as to meet the assessment of written communication in English, Irish or Welsh.

**Speech Recognition Technology only:** we will allow use of speech recognition technology in assessments testing writing, where a human scribe is not allowed. Please note that learners must have sufficient opportunity to become familiar with the relevant software if this option is taken. Please refer to points **4.1** and **4.2.4** for further details.

For support when administering a Reasonable Adjustment and acting as a scribe, see **Appendix E.**

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### 3.2.7 Oral Language Modifier

This is a rare and exceptional arrangement. Supporting evidence must include an appropriate up to date test within **26 months** of the final assessment with a resulting standardised score of **69 or less in relation to reading comprehension and/or vocabulary**.

A learner, who is normally eligible for an Oral Language Modifier, will be allowed up to a maximum of 50% extra time in a paper testing reading.

Where available, modified language papers **must** always be ordered as part of the request for learners who are approved to use an Oral Language Modifier.

Please refer to the JCQ Access Arrangements and Reasonable Adjustments for further information about relevant evidence to support your application.

### 3.2.8 Practical Assistant

Details must be provided that list the tasks that will be carried out to ensure the assessment is not compromised. Invigilators must be made aware on the day the tasks which have been approved.

Please refer to the JCQ Access Arrangements and Reasonable Adjustments for further information about relevant evidence to support your application.

For support when administering a Reasonable Adjustment and acting as a practical assistant, see **Appendix E**.

## Section 4 Modified Papers

### 4.1 Requesting Modified Papers

All **first-time** modified paper requests should be submitted using the reasonable adjustments web form (see 3.1). All requests will be reviewed by NCFE and an RA Approval Report will be provided, once approved.

Modified assessment materials are individually prepared and require additional resource, therefore **it is essential that notification timescales are adhered to** as a failure to provide sufficient notice may mean we are unable able to honour the request.

Where a learner requires external assessment materials to be modified, they **must** be requested in line with the notification timescales detailed in **3.2**.

Modified paper requests do not require supporting evidence to be provided. However, sufficient details of the modifications required must be included within the request as detailed in 4.1.1.

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Centres are responsible for ensuring paper-based exam bookings are scheduled **prior to a modified paper request being submitted**. Please contact your Customer Support Assistant for further assistance. Centres must indicate if multiple assessment papers are required (e.g. Functional Skills English Reading **and** Writing components).

#### 4.1.1 Requesting Repeat Modified Papers

Requests for all modified papers **must** be requested by the centre for **each assessment occasion, including resits**. NCFE are unable to identify repeat modification requests automatically, therefore it's the centres responsibility to notify us on **each** assessment occasion where a modified paper is required.

Centres are required to submit **repeat** requests via email, attaching the relevant RA Approval Report (see **4.1 / 5.1**) to the email address indicated within the 'Additional Comments' section of the report.

The following information **must** also be provided as part of the request:

**Date/time of (resit) assessment(s):** *to be provided by the centre*

**Assessment name(s):** *to be provided by the centre*

All repeat requests **must** be submitted in line with the notification timescales detailed in **1.4**.

#### 4.1.2 Enlarged Papers

Where your learner is not able to access the standard format of our assessment materials, we can offer enlarged versions. You must provide specific details of the requirements as part of your request.

All requests **must** be submitted in line with the notification timescales detailed in **3.2**.

<b>Enlarged (Unmodified)</b>	Standard assessment paper enlarged from A4 to A3; enlarging entire paper, retaining the original layout.
<b>Modified</b>	<b>Standard assessment paper options:</b> <ul style="list-style-type: none"><li>• A4 18 pt bold</li><li>• A3 24 pt bold</li><li>• A3 36 pt bold</li></ul>

If the above options do not meet the requirements of your learner, please include full details of the required modification in your request, which NCFE will review on a case-by-case basis.

**Please note:** some modifications may not be available in all qualifications/assessments, in which case NCFE would provide you with feedback as to why the modification could not be processed and will offer a suitable alternative where possible. Where modifications are processed, it may be necessary for NCFE to produce a page in a larger or non-modified format depending on the contents of the page.

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#### 4.1.3 Braille Papers and/or Tactile Diagrams

On receipt of your application the standard assessment materials will be sent to a specialist Braille production company. Tactile diagrams and graphs will be provided, as appropriate. You will need to advise us of the Braille grade and type required.

All requests **must** be submitted in line with the notification timescales detailed in **3.2**.

#### 4.1.4 Coloured Papers

NCFE CACHE are able to provide external assessments on coloured paper. **See Appendix F for our example coloured paper chart.**

Please ensure your request specifies the required shade (e.g. light/deep or colour name/example brand) in order for us to be able to meet the learner's needs.

All requests **must** be submitted in line with the notification timescales detailed in **3.2**.

**Centres are not permitted to photocopy or print external assessment papers on to coloured paper**, unless authorised to do so by NCFE (please see the Regulations for the Conduct of External Assessment for further information).

#### 4.1.5 Computer Reader / Speech Recognition Technology enabled

Where prior approval for a Reader/Scribe has been granted, NCFE are able to provide assessment materials electronically in Word format (issued via USB) to allow learners to access their assessment using their usual computer reading/speech recognition technology software. Centres must state in their request the software they will be using during the assessment.

Centres are required to schedule paper-based assessments prior to submitting a request for this access arrangement. Please contact your Customer Support Assistant for further assistance.

All requests **must** be submitted in line with the notification timescales detailed in **3.2**.

**Please note:** computer reader/speech recognition technology is **not** compatible with our online assessment platform, Secure Assess.

#### 4.1.6 Modified Language Papers

Modified language papers can be provided for learners who are deemed to have persistent and significant difficulties when accessing and processing information.

Modified language papers **must** always be ordered as part of the request for learners who are approved to use an Oral Language Modifier.

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Centres are required to schedule paper-based assessments prior to submitting a request for this access arrangement. Please contact your Customer Support Assistant for further assistance.

All requests **must** be submitted in line with the notification timescales detailed in **3.2**.

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## Section 5 Information for centres

### 5.1 NCFE Approvals

NCFE approved reasonable adjustment that can be implemented at centre level, will be valid for **24 months** from the date of approval and do **not** need to be requested again for the specific qualification they pertain to, until expiry.

Following approval of a request, an **RA Approval Report** will be supplied by NCFE which will include an approval code, referencing the month and year of approval. For example, approval code **RA/0617** would remain valid until June (06) 20(19).

Please see point **4.2** for **repeat** requests concerning modified papers.

### 5.2 Transfer of approval between subjects

Where a reasonable adjustment has been approved, this arrangement will be honoured where the learner progresses to the next level or moves to a different subject (within the same suite of qualifications).

For example, if a learner is registered to both Functional Skills English Level 1 and Functional Skills Maths Level 2, the specific approved reasonable adjustment can be implemented without the need to submit a separate request, although the same approval code would need to be recorded on the invigilators register.

Similarly, if a learner is registered to Level 2 Certificate in Business and Enterprise, the specific approved reasonable adjustment can then be implemented for the Level 2 Certificate in Health and Fitness, without the need to submit a separate request, although the same approval code would need to be recorded on the invigilators register.

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## **Section 6      Contact Information**

If you've any queries about the contents of the document, please contact our Customer Support Team:

Email: [service@ncfe.org.uk](mailto:service@ncfe.org.uk)

Telephone\*: 0191 239 8000  
Fax: 0191 239 8001

Post: NCFE  
Q6, Quorum Business Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

\*To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.

## Appendices Reasonable Adjustments Permission Tables

### Appendix A V Certs Qualifications

**Note:** All 'Application required' requests must be submitted a **minimum of 10 working days' prior** to the external assessment date or start of an assessment window, unless indicated otherwise.

For all internal assessments, all reasonable adjustments are centre delegated and are subject to quality assurance checks during a visit by your External Quality Assurer.

Reasonable Adjustment	External Assessments (V Certs)
Dictionary	Centre delegated
Bilingual translation dictionaries with up to <b>extra time of 10%</b> (for use of dictionary only)	Application required
Extra time (up to 25%)	Application required
Extra time (over 25%)	Application required
Reader	Application required
Computer Reader	Application required
Scribe	Application required
Speech Recognition Technology	Application required
Practical Assistant	Application required
Oral Language Modifier	Application required
Modified Paper Requests: <ul style="list-style-type: none"> <li>- Enlarged papers</li> <li>- Coloured papers</li> <li>- Computer Reader / Speech Recognition Technology enabled</li> </ul>	Application required, <b>minimum 15 working days' notice</b>
Modified Paper Requests: <ul style="list-style-type: none"> <li>- Braille Papers and/or Tactile Diagrams</li> <li>- Visual/tactile Aids / Speaking Scales</li> <li>- Modified Language Papers</li> </ul>	Application required, <b>minimum 30 working days' notice</b>

## Appendix B Functional Skills Qualifications

**Note:** All 'Application required' requests must be submitted a **minimum of 10 working days' prior** to the external assessment date or start of an assessment window, unless indicated otherwise.

Reasonable Adjustment	Controlled Assessments (Functional Skills only)	External Assessments
Dictionary	Centre delegated	Centre delegated
Bilingual translation dictionaries with up to <b>extra time of 10%</b> (for use of dictionary only)	Centre delegated	Centre delegated
Extra time (up to 25%)	Centre delegated	Centre delegated
Extra time (over 25%)	Application required	Application required
Reader ( <b>not</b> permitted for assessments of reading)	Centre delegated	Application required
Computer Reader	Centre delegated	Application required
Scribe ( <b>not</b> permitted for assessments of writing)	Centre delegated	Application required
Speech Recognition Technology	Centre delegated	Application required
Practical Assistant	Centre delegated	Application required
Oral Language Modifier ( <b>not</b> permitted for assessments of reading)	Application required	Application required
Modified Paper Requests: <ul style="list-style-type: none"> <li>- Enlarged papers</li> <li>- Coloured papers</li> <li>- Computer Reader / Speech Recognition Technology enabled</li> </ul>	Centre delegated	Application required, <b>minimum 15 working days' notice</b>
Modified Paper Requests: <ul style="list-style-type: none"> <li>- Braille Papers and/or Tactile Diagrams</li> <li>- Visual/tactile Aids / Speaking Scales</li> <li>- Modified Language Papers</li> </ul>	Application required, <b>minimum 30 working days' notice</b>	Application required, <b>minimum 30 working days' notice</b>

## Appendix C CACHE Qualifications

**Note:** All 'Application required' requests must be submitted a **minimum of 10 working days' prior** to the external assessment date or start of an assessment window, unless indicated otherwise.

For all internal assessments, all reasonable adjustments are centre delegated and are subject to quality assurance checks during a visit by your External Quality Assurer.

Reasonable Adjustment	External Assessments
Dictionary	Centre delegated
Bilingual translation dictionaries with up to extra time of 10% (for use of dictionary only)	Centre delegated
Extra time (up to 25%)	Centre delegated
Extra time (over 25%)	Application required
Reader	Application required
Computer Reader	Application required
Scribe	Application required
Speech Recognition Technology	Application required
Practical Assistant	Application required
Oral Language Modifier ( <b>not permitted for assessments of reading</b> )	Application required
Modified Paper Requests: - Enlarged papers - Coloured papers - Computer Reader / Speech Recognition Technology enabled	Application required, <b>minimum 15 working days' notice</b>
Modified Paper Requests: - Braille Papers and/or Tactile Diagrams - Visual/tactile Aids / Speaking Scales - Modified Language Papers	Application required, <b>minimum 30 working days' notice</b>

All Qualifications - Delegated Reasonable Adjustments (where formal evidence is <u>not</u> required)
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|---|
| <ul style="list-style-type: none"><li>• Word Processor (with spellcheck enabled)</li><li>• Supervised Rest Breaks</li><li>• Prompter</li><li>• Coloured Overlays</li><li>• Sign Language Interpreter (<b>not</b> permitted for assessments of reading)</li><li>• Separate Supervision or Invigilation</li><li>• Change in the organisation of the assessment room</li><li>• Read Aloud and/or use of an Examination Reading Pen</li></ul> |
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## Appendix E Support for administering Reasonable Adjustments

Centres must ensure that both Invigilators and those acting as any of the below roles, are appropriately trained and familiar with this document, the **NCFE CACHE Reasonable Adjustments and Special Considerations Policy** and the Regulations for the Conduct of External Assessment.

It is essential that the learner is made aware of what the reader/scribe/sign language interpreter/practical assistant can and can't do in advance of their assessment.

### Reader – support for acting as a Reader

Do's	Don'ts
I'm here to read for you in your assessment.	I can't give you any help with answers.
You must make clear what you want to be read.	I can't tell you which questions to answer.
I can only read the instructions and the questions.	I can't tell you when to move on to the next question.
I can repeat instructions, but only if you make it clear which instructions you want me to read.	I can't tell you which questions to do first.
I can spell words if you ask me, but only words in the question paper.	
I can read back your answer, but only if you ask me.	

### Scribe – support for acting as a Scribe

Do's	Don'ts
I'm here to write/type for you in your assessment.	I can't draw for you in a Design examination
I must write/type exactly what you say.	I can't give you any help with answers.
I can draw if required, but I can only draw exactly what you tell me.	I can't suggest when an answer is finished.
I can change what I have written/typed, but only if you ask me.	I can't tell you which questions to answer.
If we have problems communicating, I must tell the invigilator.	I can't tell you when to move onto the next question.
	I can't tell you which questions to do first.
	If you have rest breaks, I can't write/type in those breaks.

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## Sign Language Interpreter – support for acting as a Sign Language Interpreter

Do's	Don'ts
I'm here to sign the questions in British Sign Language for you in your assessment.	I can't sign words or phrases that the qualification requires you to have learnt, but I can fingerspell them.
You can fingerspell answers, or sign an answer if it is one word only and I will write it for you.	I can't explain what the question expects you to write.
I can sign the questions more than once but I can't explain the questions.	

## Practical Assistant – support for acting as a Practical Assistant

Do's	Don'ts
I'm here to act as a practical assistant for you in your assessment.	I can't read any questions for you.
I must only assist you with any practical tasks within the assessment.	I can't write any responses for you.
	I can't give you any help with answers.

## Prompter – support for acting as a Prompter

Do's	Don'ts
I'm here to act as a prompt for you in your assessment.	I can't read any questions for you.
I must only assist you with staying focussed on the assessment.	I can't write any responses for you.
I will prompt you if I think you have become distracted or are losing track.	I can't give you any help with answers.

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## Appendix F Coloured paper chart

Examples of coloured paper available for modified papers.

PALE IVORY
PALE YELLOW
PALE BEIGE
NEON YELLOW
DEEP YELLOW
DARK YELLOW
MED DEEP GOLD
NEON ORANGE
MID ORANGE
DEEP ORANGE
DARK RED
DEEP RED
PALE SALMON
PALE PINK
NEON PINK
MID LILAC
PALE BLUE
PALE ICY BLUE
MID BLUE
DEEP TURQUOISE
DEEP BLUE
PALE GREEN
PASTEL GREEN
NEON GREEN
DEEP GREEN
DARK GREEN
MID GREY