



ICM

Reasonable Adjustments and Special Consideration Policy

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Statement of Intent

ICM is committed to openness and accountability. In line with this commitment we expect employees, learners, Examiners or those contracted to provide services to ICM who have serious concerns about any aspect of our work to come forward and voice those concerns with the knowledge that, if made in good faith, their action will be viewed positively.

A handwritten signature in black ink that reads "Adair Ford". The signature is written in a cursive style with a large initial 'A'.

Adair Ford
Chairman & CEO

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1. Introduction and Background

Originally under the Disability Discrimination Act 1995 and from October 2010, the Equality Act 2010, ICM and its Centres have a duty to ensure that the rights of individual candidates to access qualifications and assessment/examination/examination, in a way in which is most appropriate for their individual needs, are met. As the Equality Act 2010 defines a disability as a 'physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities' ICM and its Centres need to act positively in making sure that disabled learners can fully be fully participant in the education. The requirements within this document are designed to facilitate access to assessment/examination/examination and qualifications for candidates who are eligible for adjustments. It applies to the range of assessment/examination/examinations across ICM's awards including those taken under examination conditions, practical assessment/examination/examinations and assignments. For enquiries about this document, contact the ICM office via email info@icm.education

Note: Where the term 'access-related needs' or 'access-related issues' are used in this document, they refer to any entitlement to access the assessment/examination/examination process resulting from legislative, regulation or good practice, provided that the standards of the assessment/examination/examination are maintained.

2. Inclusion and Reasonable Adjustments

ICM, and its Centres, will demonstrate their commitment to ensuring that individual candidates can access qualifications and assessment/examination/examination in two ways:

- a) By recognising the diverse needs of candidates at the stage where qualifications and assessment/examination/examinations are designed.
- b) By making appropriate reasonable adjustments to standard assessment/examination/examination arrangements, wherever this is required to enable access.

2.1 Definition of Reasonable Adjustments

- a) 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/examination/examination situation;
- b) Reasonable adjustments must not affect the reliability and validity of the assessment/examination/examination c) outcomes, but may involve allowing a candidate extra time to complete the assessment/examination/examination activity or adapting assessment/examination/examination materials, such as providing assessment/examination/examination materials in large print;
- c) Reasonable adjustments are approved or set in place before the assessment/examination/examination activity takes place. They constitute an arrangement to give the candidate access to the qualification;
- d) In all cases, the work produced by the candidate will be marked in the same way as the work of other assessed candidates.

ICM and its Centres are required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, the impact of the disability, 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 be taken into consideration.

3. ICM's Commitment to Centres and Candidates

ICM will, as far as is practicable:

- a) Have a policy in place that is available to Centres regarding ICM's commitment to prevent discrimination in the assessment/examination/examination of skills and knowledge, which conforms to the requirements of pertinent and prevailing equality and disability legislation;
- b) Have effective systems in place to approve reasonable adjustments and special considerations. Note: Special considerations are 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;
- c) Monitor and evaluate the use of reasonable adjustments and special considerations in order to ensure that these are effective and meet the requirements of pertinent and prevailing legislation;
- d) Provide clear and comprehensive guidance to approved Centres on the procedures for making reasonable adjustments. This includes when a Centre is permitted to make adjustments, and when it has to apply to ICM for permission. A summary of permissions, and the timescales for their application, is included in Section 11. Summary of Permissions for Making Reasonable Adjustments. Specific requirements for supporting evidence, procedures for making the reasonable adjustments and record keeping, on the part of the Centre, are included in Section 8. Requirements for Record Keeping Within the Centre). ICM will regularly review these procedures in the light of changes in legislation, regulation and best practice;
- e) Encourage Centres to have policies and procedures in place to prevent discrimination against candidates with access-related assessment/examination/examination needs;
- f) Encourage Centres to develop effective internal systems to record the application of reasonable adjustments. ICM reserves the right to monitor these systems to ensure they continue to meet requirements;
- g) Require that Centres ensure that buildings used as assessment/examination/examination venues are accessible to all candidates in accordance with prevailing regulations;
- h) Consider the needs of all potential candidates when developing qualifications.
- i) Consider the needs of all potential candidates when developing assessment/examination/examination material. The presentation of assessment/examination/examination material should not pose a barrier to access. Likewise, the language used in assessment/examination/examination and examination material should be clear, unambiguous and free from jargon. Externally set assessment/examination/examination tasks should be sufficiently varied and flexible to ensure that no particular group of candidates is placed at a disadvantage;
- k) Design assessment/examination/examination material in such a way that it can be used successfully with assistive technology such as screen reading software, particularly in relation to the layout and tables;
- l) Ensure that the policies and procedures contained in ICM's document 'Appeals and Complaints' allow Centres to appeal against decisions involving

assessment/examination/examination arrangements for candidates with access-related needs.

ICM will endeavour to take all possible practical steps to allow reasonable adjustments to be made, so as to promote equality of access for candidates who are placed at a substantial disadvantage in comparison to a person without disability or difficulty. Reasonable adjustments will neither confer advantage nor disadvantage, and they will not be permitted to alter the validity or reliability of the assessment/examination/examination outcomes.

4. The Commitment of ICM's Centres

The Centre should, as far as is practicable:

- a) Have access to assessment/examination policy and communicate this to all staff and candidates. The Centre should cultivate an atmosphere in which candidates feel free to disclose their access-related needs. The duty to make reasonable adjustments has an 'anticipatory' aspect in that Centres should consider what adjustments future candidates with disabilities or difficulties might need;
- b) Identify as early as possible, preferably before registering a candidate for a qualification, any difficulties the candidate may have in accessing an assessment/examination;
- c) Ensure that staff who recruit, offer advice, or guide potential candidates have had training to make them aware of access-related issues;
- d) Make early contact with ICM in order to determine whether reasonable adjustments are possible;
- e) an appropriate qualification for a candidate based upon his/her individual circumstances. Centres should make clear from the outset if a candidate will not be able to meet all the assessment/examination criteria, although the candidate may still decide to proceed and do part/none of the assessment/examination. In this case, the Centre should explain to the candidate any restrictions on progression to other qualifications as a result of not achieving all of the criteria;
- f) Select an appropriate adjustment to make the assessment/examination accessible to the candidate. In order to decide whether an adjustment is appropriate, the Centre should consider the nature of the skills that are being assessed and the implications for assessment/examination of the candidate's difficulties. The Centre should involve the candidate in making any decisions about appropriate adjustments to assessment/examination and contact ICM if in any doubt;
- g) Ensure that the selected adjustment can be resourced. It is the responsibility of the Centre to arrange assistance for the candidate, such as an additional invigilator;
- h) Follow ICM procedures for requesting adjustments to assessment/examination. The Centre should apply for reasonable adjustments on behalf of the candidate. All applications must be supported by the Principal or by another member of Centre staff with designated responsibility;
- i) Follow ICM procedures for implementing adjustments to assessment/examination. Centres are required to implement adjustments in accordance with information contained within this document. It is the Centre's responsibility to ensure that the candidate uses only the adjustments applied for, and proper records of reasonable adjustments are kept for audit purposes;

- j) Understand that if the Centre exceeds the level of assistance and type of assistance allowed, as set out in this document, it may lead to malpractice investigations;
- k) Ensure there is an effective internal appeals procedure for candidates so that they are able to query any decision taken by the Centre not to allow an adjustment to assessment/examination. These procedures should be made available to candidates, and should include details of the grounds for appeal and the timescales associated with investigations of appeals;
- l) Design Centre-set assessment/examination activities or materials in an inclusive way, so that they are accessible to candidates with access-related needs. The language of the assessment/examination should be clear and unambiguous;
- m) Ensure buildings used for assessment/examination are accessible to all candidates.

Centres must take all possible practical steps to apply reasonable adjustments, so as to promote equality of access for candidates who are placed at a substantial disadvantage in comparison to a person without disability or difficulty. Reasonable adjustments will neither confer advantage nor disadvantage, and they will not be permitted to alter the validity or reliability of the assessment/examination outcomes.

5. Types of Assessment/examination and Reasonable Adjustments

5.1 General Principles

Different types of assessment/examination make different demands on the candidate and will influence whether reasonable adjustments will be needed and determine the most appropriate kind of adjustment to put in place.

Adjustments will depend upon:

- a) The specific assessment/examination requirements of the qualification;
- b) The type of assessment/examination;
- c) The particular needs and circumstances of the individual candidate.

5.2 Health and Safety Considerations

There are no circumstances when the health and safety of a candidate or those around them should be compromised in the name of assessment/examination. Whilst ICM does not currently offer any practical or hands on activity, it recognises that Centre led exercises may include such activity and that if there is a concern that the effects of a person's disability or difficulty may have health and safety implications for him/herself or others, then a suitably qualified person in the Centre should carry out a risk assessment/examination related to the candidate's particular circumstances. The risk assessment/examination should not only identify the risks associated with the particular activity, but also take into account any reasonable adjustments put in place for the candidate that may reduce or remove the risk. The risk assessment/examination may reveal that it is not possible for the candidate to fulfil all the requirements of the assessment/examination. In this case, it may be appropriate to substitute another task. Assumptions should not be made about a disability or difficulty posing a health and safety risk, but the health and safety of the candidate, and others, must always be of paramount importance.

5.3 Assessment/examinations Taken under Examination Conditions

Assessment/examination under examination conditions refers to situations where the candidate is given set assessment/examination material and a fixed amount of time to complete the assessment/examination. This is the principle form of assessment/examination utilised by ICM and as this method of assessment/examination is more rigidly determined, there may be a greater need for adjustments to standard assessment/examination arrangements in order to provide access. Later sections in this document provide further details. For example:-

Section 7 Making Reasonable Adjustments deals with the principles and procedures for making reasonable adjustments to assessment/examination.

Section 11 Summary of Permissions for Making Reasonable Adjustments summarises when a Centre will need to apply to ICM for permission to make a reasonable adjustment, and when the Centre itself can make the arrangements.

5.4 Assessment/examinations not Taken under Examination Conditions

Currently the only assessment/examination not taken under examination conditions relates to written projects that are researched in the candidates own time where the candidate is required to collect evidence in order to demonstrate competence. With these types of assessment/examinations ICM has greater flexibility to be responsive to an individual candidate's needs to choose an assessment/examination activity and method that will allow the candidate to demonstrate attainment.

In these types of assessment/examinations, the candidate may meet the specified assessment/examination criteria in any way that is valid. To facilitate access where there is evidence of need, the Centre may;

- a) Allow the candidate to use any mechanical, electronic or other aids in order to demonstrate achievement as long as the aids are commercially available, reflect the candidates normal way of working, enable the candidate to meet the specified criteria and do not give the candidate an unfair advantage;
- b) Present assessment/examination materials or documents in a way that reflects the candidate's normal way of working and enables him/her to meet the specified assessment/examination criteria.

Centres are advised to adopt flexible approaches to identify alternative ways of achieving the assessment/examination requirements, without any compromise to the integrity and validity of the assessment/examination. Centres are advised to contact ICM to discuss alternative arrangements that may be appropriate for specific situations.

The outcome produced by the candidate must, at all times:

- a) meet the requirements of the specifications regardless of the mechanism or method used;
- b) be assessable;
- c) be able to be moderated or verified.

In the case of long-term illness of an individual candidate, or when a permanent health condition or disability means a candidate's completion of assessment/examination takes additional time, it may be possible to permit an extension to the deadline for the submission of work for certification. However, Centres should note that this may not be possible for all qualifications. Centres are required to contact ICM for such applications.

Where reasonable adjustments are put in place for these types of assessment/examinations, Centres must check whether permission needs to be obtained from ICM (see Section 11 Summary of permissions for making reasonable adjustments. Centres should ensure that they adhere to ICM requirements for record keeping and supporting evidence.

6. Candidates' Needs and Reasonable Adjustments

6.1 Identifying candidates who are eligible for adjustments

Any adjustment to assessment/examination will be based upon what a candidate needs to access the assessment/examination. The list below is not exhaustive, and consideration should be given to the fact that candidates may fall within more than one of the categories described. Section 7 describes in detail the procedures for applying reasonable adjustments.

6.2 Communication and interaction needs

A candidate with communication or interaction difficulties may have problems reading and writing. The effects of this could be reduced by provision of a word processor, screen reading software or voice activated software. They may also benefit from extra time during assessment/examinations that are time-constrained to allow them to demonstrate their skills and knowledge.

6.3 Cognition and learning needs

A candidate with learning difficulties, and difficulties with comprehension, may require extra time for time-constrained examinations. They may also need assistance with reading and writing.

6.4 Sensory and physical needs

A candidate may need to have assessment/examination material modified for a visual impairment. They may also need to use a practical assistant, reader or scribe. They may require the use of assistive technology and extra time to complete assessment/examinations.

6.5 Candidates for whom English is an additional language

One of the core competencies contained in an Institute qualification is the ability to communicate concepts and ideas through the medium of English. Candidates are not therefore eligible to use bilingual dictionaries or to have interpreters.

6.6 Identifying candidates' needs

The Centre has a responsibility for ensuring that it has effective internal procedures in place for identifying a candidate's needs and that these procedures comply with the pertinent and prevailing requirements of Disability and Equal Opportunity legislation.

The Centre may choose to use the following guide:

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

6.7 Identifying whether reasonable adjustments may be needed

Relevant Centre staff should decide, in full consultation with the candidate, whether e/she will be able to meet the requirements of the assessment/examination or whether adjustments will need to be made. It is important that the candidate is involved in this discussion as he or she knows best what the effects of their particular disability or difficulty is on how they do things.

Where the implications of a particular difficulty are unclear, the Centre must use specialist advice in order to determine how the difficulty will affect the candidate's performance in the assessment/examination. The Centre must avoid making assumptions based upon previous experiences. All judgements should be made on the basis of individual need. If an adjustment is needed this must be documented for audit purposes.

6.8 Identifying the appropriate adjustment

When identifying which adjustments the candidate will need in the assessment/examination, Centre staff should take into consideration the candidate's normal way of working, history of provision during teaching and informal assessment/examinations, and the assessment/examination requirements of the qualification. Certain simple adjustments may be all that is required, for example adjusting seat height or providing an arm rest. The same candidate may not require the same adjustment for all assessment/examinations. Different qualifications make different demands.

6.9 Documenting identified adjustments for audit purposes

The Centre must ensure that the adjustment is in line with ICM's requirements and that the adjustment will not impair the ability to assess the candidate's performance, skill or knowledge fairly in each assessment/examination.

6.10 Identifying and obtaining supporting evidence

In order to ensure that any adjustment to assessment/examination will only provide the candidate with the necessary assistance, without giving him or her an unfair advantage, 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 documented evidence of the difficulty or disability. For example the candidate may be registered as having a physical disability,

profound hearing impairment, be blind or partially sighted. Where the implications of the difficulty is not obvious, such as learning difficulties or mental health difficulties the Centre must provide documented evidence of the effect of the impairment on the candidate's performance in the assessment/examination. The following types of evidence would be acceptable, and the Centre should decide which of these will best assist ICM's understanding of the candidate's situation:

6.11 Centres assessment/examination of candidate needs

Suitably qualified specialist staff in the Centre with competence and responsibility in this area, such as learning support staff, teaching staff, trainers, assessors and other specialist staff, can assess the candidate for access-related needs:

Evidence should include:

- a) the qualifications of staff to make these assessment/examinations
- b) an indication of how the Centre plans to meet the needs of the candidate and how the candidate can cope with the level and the content of the assessment/examination
- c) history of provision within the Centre and/or evidence from previous Centres attended by the candidate

All evidence must be documented for audit purposes.

6.12 Written evidence produced by independent, authoritative specialists:

These could be medical, psychological or professional reports or assessment/examinations. These reports should state the name, title, professional credentials and contact details of the person who carried out the assessment/examination and wrote the report. The report should set out the nature of the difficulty, including the effects of any medication that the candidate may be taking. In cases where it might be expected that there could be changes in the way that the candidate is affected by the difficulty, there will have to be recent and relevant evidence of assessment/examinations and consultations carried out by an independent expert.

6.13 All evidence must be documented for audit purposes.

6.14 A candidate with a Statement of Special Education Need

Candidates with statements of Special Education Need do not automatically qualify for reasonable adjustments. The demands of the qualification must be taken into account. The reasons for the statement may have only a limited effect on achievement in the assessment/examination. It is the responsibility of the Centre to ensure that all applications for reasonable adjustments are based on individual candidate's needs, and that all evidence at the time of application is sufficient, reliable and valid. A Centre should maintain records of all cases for audit purposes and to monitor the effectiveness of the reasonable adjustments which have been made.

7. Making Reasonable Adjustments

7.1 Principles for making reasonable adjustments

These principles must be followed when making decisions about a candidate's need for adjustments to assessment/examination. ICM and its Centres have a responsibility to ensure that the process of assessment/examination is robust and fair and allows the candidate to show what they know and can do without circumventing the assessment/examination criteria.

When considering whether an adjustment to assessment/examination is appropriate, ICM and Centres need to bear in mind the following:

- a) As ICM's qualifications are designed to lead to employment, achievement of such qualifications must give a realistic indication to the employer of what the holder of the certificate can do;
- b) Any adjustment to assessment/examination must not give the candidate an unfair advantage, or disadvantage the candidate. The qualification of a candidate who had an adjustment to assessment/examination must have the same credibility as that of any other candidate.
- c) Adjustments should not compensate the candidate for a lack of knowledge and skills. The candidate must be able to cope with the content of the assessment/examination and be able to work at the level required for the assessment/examination;
- d) Any adjustments must not invalidate the assessment/examination requirements of the qualification or the requirements of the assessment/examination strategy. Competence standards must not be altered and all candidates' performance will be assessed against set standards. While ICM and Centres will take all reasonable steps to ensure that a candidate with a disability or difficulty is not placed at a substantial disadvantage in terms of access, there is no duty to make any adjustment to a provision, criterion or practice which is defined as a competence standard. These standards cannot be altered, but it may be possible to change the delivery or process of assessment/examination so that each candidate has an equal opportunity to demonstrate what they know and can do;
- e) Any adjustment to assessment/examination must be based on the individual need of the candidate.
- f) Decisions about adjustments to assessment/examination should be taken after careful consideration of the needs of each individual candidate, the assessment/examination 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 assessment/examinations. Different qualifications and different methods of assessment/examination can make different demands on candidates.
- g) The candidate should be consulted throughout the process;
- h) Any adjustment must 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;
- i) Any adjustment to assessment/examination must be supported by evidence that is sufficient, valid and reliable;
- j) All adjustments to assessment/examination must be authorised by ICM, the Principal or member of Centre staff with delegated responsibility as appropriate;

k) All adjustments to assessment/examination must be implemented in accordance with ICM's requirements.

7.2 Deadlines for making applications for reasonable adjustments

Note: All applications for permissions for reasonable adjustments to be made in relation to formal examinations must be submitted to ICM three months in advance of the assessment/examination.

7.3 Range of reasonable adjustments

In all cases of reasonable adjustments, the Centre must contact ICM if there is any doubt whether the adjustment will give the candidate an unfair advantage or will invalidate the assessment/examination criteria. Centres should note that not all the adjustments listed below will be reasonable, permissible or practical. It is not intended to be a comprehensive list and if the Centre is in any doubt, please contact ICM at info@icm.education for advice on access to assessment/examinations for particular situations. Centres and external verifiers have a duty to seek advice from ICM in any case where they feel that they do not have the necessary expertise to judge whether a reasonable adjustment is needed or how/if it should be applied.

A candidate may not need, or be allowed, the same reasonable adjustment for all qualifications or parts of qualifications. Some may need a single adjustment, whereas others may require a combination of several types of adjustment. It is anticipated that most adjustments will be apply to assessment/examinations taken under examination or constrained conditions.

7.4 Adjustments to Assessment/examination Conditions

This section explains the permission required for making reasonable adjustments to assessment/examination not taken under examination conditions and for externally verified assessment/examinations taken under examination conditions

There are three permitted processes involved in making adjustments to assessment/examination:

- a) Adjustments permitted by the Centre
- b) Adjustments permitted by the ICM Country Coordinator
- c) Adjustment permitted by ICM

Centres are NOT permitted to implement adjustments to assessment/examinations taken under exam conditions without seeking the prior permission of the awarding body.

NOTE:

Form 3 (see Appendices) must be fully completed and the Centre must declare that the information provided is accurate and that the adjustment to assessment/examination has been made in accordance with ICM's guidance. The declaration must be signed and dated by the Head of Centre, or by a member of Centre staff with the delegated authority.

The form and relevant evidence must be submitted to ICM within one month of the assessment/examination using the reasonable adjustment taking place.

Access Arrangement	Permission by Assessment/examination Type	
	Not under examination conditions	Assessment/examinations under examination conditions
Extra time =/ \leq 25% (evidence needed)	N/A	ICM
Supervised rest breaks	Centre	ICM
Change to assessment/examination room/area	Centre	ICM COUNTRY COORDINATOR
Separate accommodation in Centre	Centre	ICM COUNTRY COORDINATOR
Alternative venue	Centre	ICM COUNTRY COORDINATOR / ICM
Time extension to registration end date	ICM	ICM

7.5 Extra time up to 25%

- a) For assessment/examinations taken under exam conditions, fully supported applications for up to 25% extra time should be submitted to ICM.
- b) The Centre must obtain and provide evidence on the effect of the impairment on the candidate's performance in the assessment/examination.

Where assessment/examination activities are time constrained a candidate might need extra time during an assessment/examination if he/she has a condition which affects the speed of processing.

The amount of extra time should accurately reflect the extent to which the completion of the assessment/examination will be affected by the candidate's difficulty. Unlimited time will not be permitted. It is the responsibility of the Centre to specify the amount of extra time the candidate will need using, as a guide, any extra time required during formative assessment/examinations in the Centre.

Before allowing extra time for an assessment/examination, the Centre should be satisfied that the candidate will be able to cope with the content of the qualification and that the candidate is medically fit to undertake the extended assessment/examination.

Extra time will not be permitted for practical or other assessment/examinations where the timing is a crucial part of assessment/examination or in group activities where the candidate's performance will be assessed in conjunction with others.

Summary:

- a) Extra time should not be allowed where its use will invalidate the assessment/examination criteria.
- b) Extra time should not give the candidate an unfair advantage over others.

7.6 Supervised rest breaks

- a) Where assessment/examination activities are time constrained such as assessment/examinations taken under exam conditions and there is a clearly demonstrated need, a candidate may be allowed supervised rest breaks during an assessment/examination.
- b) For any assessment/examinations taken under exam conditions, a fully supported application should be submitted to ICM and provide evidence on the effect of the impairment on the candidate's performance in the assessment/examination.

Supervised rest breaks may be taken inside or outside the assessment/examination room/area. The duration of the breaks will not be deducted from the assessment/examination time. Centres must be aware that the candidate is still deemed to be under assessment/examination conditions during breaks and that the regulations governing the conduct of the assessment/examination will continue to apply during breaks.

Supervised rest breaks are not allowed where speed or time is a component of what is being assessed, although if there is a natural break in the assessment/examination, for example between assessment/examination tasks, supervised rest breaks may be allowed.

Summary:

- a) Centres should ensure that both the candidate and his/her work are supervised during the break.
- b) The duration of the break should not be deducted from the assessment/examination time.
- c) Rest breaks should not be allowed where their use would invalidate the assessment/examination criteria.

7.7 Changes to the organisation of the assessment/examination room/area

- a) For assessment/examinations taken under exam conditions, the Centre must obtain permission from the ICM Country Coordinator or ICM.
- b) Minor changes to the assessment/examination room/area may benefit some candidates with visual or hearing impairment, or with physical difficulties.
- c) Visually impaired candidates may benefit by sitting by a window so that they have good lighting.
- d) Hearing impaired or deaf candidates might benefit from sitting at the front of the room and/or in good light.
- e) Some candidates may benefit from using chairs with adjustable height or arm rests.
- f) Autistic candidates may benefit from having visual/sound stimuli removed from the room, such as a ticking clock.

Summary:

The Centre should consider the needs of the individual candidate and, where possible, arrange the assessment/examination room to suit the candidate.

7.8 Separate accommodation within the Centre

For any assessment/examinations taken under exam conditions, a fully supported application should be submitted to ICM and provide evidence on the effect of the impairment on the candidate's performance in the assessment/examination.

It may be necessary to accommodate the candidate separately if they are using word processing or other equipment that might disturb other candidates.

Summary:

Centres should ensure that, where candidates are accommodated separately for assessment/examinations taken under examination conditions, usual examination conditions apply and separate invigilation is arranged.

7.9 Taking the assessment/examination at an alternative venue

- a) For changes in the assessment/examination venue the Centre must obtain permission from ICM.
- b) For any assessment/examinations taken under exam conditions, a fully supported application should be submitted to ICM and provide evidence on the effect of the impairment on the candidate's performance in the assessment/examination.

In some circumstances, it might be permitted for a candidate to take an assessment/examination in an alternative venue such as a hospital or at home. Before allowing an assessment/examination to take place at an alternative venue, the Centre should be satisfied that the candidate will be able to cope with the content of the qualification and that the candidate is medically fit to undertake the assessment/examination. The Centre should seek medical advice in cases of serious illness.

In the case of using alternative accommodation (for assessment/examinations taken under examination conditions), an application for permission MUST be made to ICM as the movement of examination papers and allocation of extra invigilators is involved. The Principal of the Centre must be satisfied that examination papers and assessment/examination material will be kept in secure conditions by a named responsible adult at the other venue. This named responsible adult must ensure that the assessment/examination is conducted in accordance with ICM's conduct of examinations.

Scripts should be despatched with the Centre's other scripts at the normal time. Where scripts have to be despatched separately from a distant venue, the Centre should make sure that the other venue has appropriately addressed envelopes. No medical information should be sent to examiners or assessors.

Summary:

For assessment/examinations taken under examination conditions, standard examination conditions should be in place at the alternative venue and the standard procedures for security of assessment/examination material and despatch of the candidate's work should be followed.

7.10 Extension to candidate registration end date

A Centre may request permission from ICM to have an extension to the deadline for the submission for registration. This might apply in the case of long term illness to the candidate who has not been able to complete within the normal time. However, note that for some qualifications, the regulations for the award may not allow a time extension.

Centres are required to submit a fully supported application to ICM and provide evidence on the effect of the impairment on the candidate's performance in the assessment/examination.

Summary:

Centres must check with ICM whether an extension to the deadline for the submission for certification is allowed.

7.11 Use of mechanical, electronic and technological aids

Access Arrangement	Permission by Assessment/examination Type	
	Assessment/examinations NOT under examination conditions	Assessment/examinations taken under examination conditions
Use of coloured overlays, low vision aids, tinted spectacles, and OCR scanners	Centre	ICM
Assistive technology (speech/screen reading software)	Centre	ICM

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

For assessment/examinations taken under exam conditions, the Centre must provide evidence on the effect of the impairment on the candidate's performance in the assessment/examination and obtain permission from the ICM Country Coordinator or ICM.

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 assessment/examinations taken under examination conditions, the candidate should be accommodated separately if the use of the aids will disturb other candidates. The invigilator should be fully informed of the candidate's support.

The Centre must contact ICM for permission to use these aids to establish whether the technological aid will give the candidate an unfair advantage or will invalidate the assessment/examination criteria.

Summary:

- a) The candidate should be familiar with how the aid works.
- b) The use of aids should not give the candidate an unfair advantage over other candidates or invalidate the assessment/examination criteria.

7.13 Assistive technology

Assistive technology includes speech/ screen reading software and voice activated software. Some candidates may benefit from the use of software that reads the assessment/examination material to them and records their spoken responses.

For assessment/examinations taken under exam conditions, the Centre must provide evidence on the effect of the impairment on the candidate's performance in the assessment/examination and obtain permission from ICM.

Note: Speech software should not be used where reading is the competence being assessed.

Software may be used to allow candidates to have access to assessment/examinations that are appropriate for them and enable them to show their proficiency. The Centre must ensure that the use of assistive technology will not invalidate the assessment/examination criteria or give the candidate an unfair advantage. Due to the rapid development of such technology, the Centre should contact ICM if the implications of the use of assistive technology are unclear. The use of some software may introduce a 'hidden assessment/examination agenda' as the candidate will need to master the use of the software in addition to mastering the software. Some candidates may need extra time if they use such software.

Summary:

- a) The candidate should be familiar with how the assistive technology works.
- b) The assistive technology should not give the candidate an unfair advantage over other candidates or invalidate the assessment/examination criteria.

7.14 Bilingual dictionaries or bilingual translation dictionaries

The use of bilingual dictionaries and bilingual translation dictionaries is strictly forbidden by the assessment/examination requirements.

7.15 Modifications to the presentation of assessment/examination material

Access Arrangement	Permission by Assessment/examination Type	
	Assessment/examinations NOT under examination conditions	Assessment/examinations taken under examination conditions
Early opening of externally-set assessment/examination materials	N/A	Strictly forbidden at all times.
Enlarged unmodified paper (A4 to A3)	Centre	ICM
Enlarged modified paper (A4 to A3)	Centre	ICM
Enlarged onscreen assessment/examination	Centre	ICM
Assessment/examination material on coloured paper	Centre	ICM

7.16 Early opening of externally-set assessment/examination materials

The early opening of externally set assessment/examination materials for assessment/examination under exam conditions is strictly forbidden.

7.17 Enlarged unmodified paper

For assessment/examinations taken under examination conditions, the Centre will have to apply to ICM three months in advance of the assessment/examination for ICM to make the enlargement. The Centre must provide evidence on the effect of the impairment on the candidate's performance in the assessment/examination and obtain permission from ICM. For assessment/examinations not taken under examination conditions, the Centre may make the enlargement to unmodified externally set assessment/examination materials.

For example:

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.

7.18 Modified enlarged externally set assessment/examination materials:

Where ICM provides externally set assessment/examination material for assessment/examinations taken under examination conditions, the Centre will have to apply to ICM 3 months in advance of the assessment/examination for ICM to make the enlargement.

The Centre must provide evidence on the effect of the impairment on the candidate's performance in the assessment/examination and obtain permission from ICM. Modified papers are intended for candidates with severe visual impairment only. Pictures and certain diagrams may have to be removed prior to enlargement. It is the responsibility of the Centre to ensure that Centre devised assessment/examination materials/ resource or reference materials are in a format suitable for the candidate.

7.19 On-screen assessment/examinations

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

Advanced screen magnification software programmes provide the option to also change colours and fonts.

The Centre should seek permission from ICM for assessment/examinations taken under examination conditions and provide evidence on the effect of the impairment on the candidate's performance in the assessment/examination and obtain permission from ICM.

Summary:

Where appropriate, the Centre should meet the awarding body deadlines for requesting enlarged assessment/examination material.

In cases where the Centre is permitted by the awarding body to enlarge assessment/examination material, the Centre should take responsibility for the security of the material and for ensuring that the entire document is enlarged.

7.20 Assessment/examination material on coloured paper

Some candidates may benefit assessment/examination materials to be produced on coloured paper. Where ICM provides externally set assessment/examination material for assessment/examinations taken under examination conditions, Centres wishing these to be provided on coloured paper must apply to ICM 3 months in advance of the assessment/examination and provide evidence on the effect of the impairment on the candidate's performance in the assessment/examination and obtain permission from ICM.

The Centre is permitted to photocopy externally set assessment/examination material where assessment/examinations are not taken under examination conditions onto coloured paper. In these cases, the Centre should take responsibility for the security of the assessment/examination material and for ensuring the entire document is copied. The candidate may be penalised for errors in his/her work which occur as a result of incomplete copying of the document.

7.21 Alternative ways of presenting candidate's responses

A candidate should be provided with the means to present their responses by the method most appropriate and familiar to them, as long as the use of the methods will not invalidate the assessment/examination criteria. The use of ICT can normally be used for Centre devised and portfolio work unless the use of ICT is strictly prohibited by the qualification specification.

Access Arrangement	Permission by Assessment/examination Type	
	Assessment/examinations NOT under examination conditions	Assessment/examinations taken under examination conditions
Use of ICT (word processors)	Centre	ICM
Spoken responses using electronic recording equipment	N/A	ICM

7.22 Use of ICT to express responses

For many candidates with additional support needs, computers provide an effective means of independent communication. Consideration should be given to whether the candidate can meet the assessment/examination criteria using a computer.

A computer should only be used if it is appropriate to the candidate's needs and if the candidate is confident in its use, can use it effectively and if it reflects his/her normal way of working. The candidate must be consulted before a decision is taken whether the use of ICT is an appropriate adjustment.

Where a computer is used, it is the responsibility of the Centre to consider the effect and appropriateness of facilities such as spell checkers, electronic dictionaries, thesauri, calculators, predictive software etc that might be present on a machine.

The use of a computer should not create a misleading impression of the candidate's attainment, nor should it confer an unfair advantage over other candidates. The Centre should ensure that the workstations are adapted to the needs of the candidate and that enabling technologies (screen reading software, adapted keyboards, large tracker mouse, sticky keys etc) are available and in good working order. Where it is apparent that the assessment/examination objectives cannot be met fully if a computer is used, the Centre should suggest alternative arrangements.

For assessment taken under examination conditions, applications for the use of word processors must be made to ICM three months in advance of the assessment/examination, unless the use of ICT is expressly required by the specification/ assessment/examination requirements. The Centre must provide evidence on the effect of the impairment on the candidate's performance in the assessment/examination and obtain permission from ICM.

For assessment not taken under examination conditions, for example assignments and portfolio of work, these can normally be completed on word processors unless prohibited by the specification requirements.

Summary:

The Centre should ensure that:

- a) the computer is used solely by the candidate and not by someone acting on the candidate's behalf.
- b) the Centre is responsible for ensuring that the computer is working correctly at the time of an assessment/examination.
- c) the candidate has access only to those facilities (e.g. spell/grammar checker, voice activated software, speech reading software,) which have been agreed in advance with ICM.
- d) the candidate is not able to gain access to existing files or documents.
- e) the computer should be free-standing and not be connected to the Internet, unless this is required in the assessment/examination;
- f) the candidate is accommodated separately if the use of a computer is likely to distract other candidates. In this case separate invigilation should be arranged;

7.23 Spoken responses using electronic recording devices

Here there is evidence of need, the candidate may be permitted to record their responses electronically.

This arrangement will only be available for assessment/examinations where there is no requirement for the candidate to produce visual material. For ALL assessment/examinations, the Centre must apply for permission to ICM 3 months in advance of the assessment/examination and provide evidence on the effect of the

impairment on the candidate’s performance in the assessment/examination and obtain permission from ICM. Where the candidate’s responses are recorded electronically, the Centre should provide an authenticated transcript of the candidate’s responses. It will be the Centre’s responsibility to ensure that the transcript is an accurate reflection of the candidate’s responses and to keep this and the original recording as a record of the assessment/examination.

Summary:

- a) The Centre MUST check whether permission should be sought from the awarding body to record the candidate’s responses electronically.
- b) Recording the candidate’s responses electronically should not be allowed where it will invalidate the assessment/examination requirements.
- c) The Centre should ensure that the appropriate recording equipment is provided in full working order.
- d) The candidate using recording equipment should be accommodated separately, with separate invigilation, where its use will disturb other candidates.

7.24 Use of access facilitators

Access Arrangement	Permission by Assessment/examination Type	
	Assessment/examinations NOT under examination conditions	Assessment/examinations taken under examination conditions
Reader	Centre	ICM
Prompter	Centre	ICM
Amanuenses/transcript (of handwriting)	N/A	ICM

7.25 Reader

For assessment/examinations taken under examination conditions, the Centre must apply to ICM for permission to use a reader 3 months in advance of the assessment/examination and provide evidence on the effect of the impairment on the candidate’s performance in the assessment/examination and obtain permission from ICM.

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

Where there is evidence of need, a reader may be allowed in all assessment/examinations when reading or understanding of the written word is not an assessment/examination requirement or the competence being assessed.

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:

- a) The use of speech/screen reading software which reads out the material without decoding or interpreting it;
- b) Accessing the assessment/examination material in electronic format, in Braille or through sign language

It is the responsibility of the Centre for making the necessary and appropriate arrangements for the provision of a reader. The reader should not be the candidate's own tutor or assessor, except in cases where it is necessary to do so. ICM must be consulted in such cases. On no account may a relative, friend or peer of the candidate act 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 with accuracy. The Centre should ensure, wherever possible, that the candidate has had previous practice in working with the reader during the training programme leading up to the assessment/examination. The Centre should ensure that the candidate and the 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 Centre should give the reader clear instructions regarding what they are required to do, and what they may not do, during and assessment/examination. The same instructions should also be given to the invigilator. For a candidate requiring a reader and a scribe, the same person may act as both so long as permission has been given for both arrangements.

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 is responsible to, and should be approved by, the Head of Centre or member of Centre staff with delegated authority.

The reader:

- a) should read only as requested by the candidate. The candidate may choose to read some parts of the assessment/examination him/herself;
- b) should read accurately. If the reader is working with a deaf or hearing impaired candidate, the reader should articulate clearly;
- c) should only read the exact wording (instructions and questions) and not give meanings of words, rephrase or interpret anything;
- d) should repeat instructions and questions on the paper only when specifically requested to do so by the candidate;
- e) may consult a dictionary, where this is allowed, at the candidates request and read out entries;

- f) should read, as often as requested, the answers already recorded, but may not act as proof reader;
- g) should not advise the candidate regarding which questions to do , when to move onto the next question, or the order in which the questions should be answered;
- h) is permitted to help a visually impaired candidate using diagrams, graphs and tables to obtain the information that the printed/amended copy would give to a sighted candidate;
- i) 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;
- j) should refer any problems during the assessment/examination to the invigilator.

For assessment/examinations taken under examination conditions, the Centre must apply to ICM for permission to use a reader two months in advance of the assessment/examination.

Summary:

- a) The Centre should check that the use of a reader is the most appropriate arrangement to enable the candidate to undertake the assessment/examination.
- b) The Centre should select a reader and fully brief him/her on their responsibilities.
- c) A separate invigilator should be present when a reader is used.
- d) A reader should not be allowed where such use would invalidate the assessment/examination requirements

7.26 Prompter

For assessment/examinations taken under exam conditions, the Centre must provide evidence on the effect of the impairment on the candidate’s performance in the assessment/examination and obtain permission from ICM. Applications for permission to use a prompter must be made to ICM three months in advance of the assessment/examination. A candidate with severe attention problems may benefit from a prompter in timed assessment/examination situations to draw their attention back to the assessment/examination task. The Centre should, in consultation with the candidate, decide whether the use of a prompter is an appropriate arrangement. The Centre is responsible for making the necessary arrangements for the provision of a prompter.

Where the issue is one of concentration, consideration should be given to allow supervised rest breaks rather than a prompter. Provision of a prompter should reflect the candidate’s normal way of working. A prompter should not normally be the candidate’s own tutor or assessor except where it may be necessary to do so. In such cases, ICM needs to be specifically consulted. On no account may a relative, friend or peer of the candidate act as a prompter.

Prompters should be sufficiently familiar with the candidate to recognise when his/her attention is no longer on the assessment/examination task and that he or she is not, for example, looking away from the assessment/examination paper. Under no circumstances

should the prompter draw the attention of the candidate to part of the question paper or part of the candidate's answer paper.

The prompter should sit near enough to the candidate to be able to observe the candidate and draw his/her attention back to the assessment/examination. This should be as unobtrusive as possible. The candidate's attention may be drawn back to the task by a light tap on the arm or shoulder or the desk (although this must not be taken to indicate any part of the examination question paper).

Verbal prompting should not normally be used. The method used to bring back the attention of the candidate must be agreed by the candidate and the prompter in advance of the assessment/examination and both (and the Centre) should feel comfortable with the method. Some candidates with emotional and behavioural sensitivity/vulnerability and/or mental health conditions may be uncomfortable with a 'light tap' and, so a verbal form of prompting should be considered and agreed for these candidates.

The Centre should ensure that the candidate and the prompter are clear about the prompter's role. The Centre must give the prompter clear instructions regarding what the prompter is, and is not, allowed to do during the assessment/examination. These instructions must also be given to the invigilator. The Centre should ensure that the candidate and prompter have had previous experience of working together.

A separate invigilator should be present when a prompter is used to ensure that the guidance regarding prompters is followed. The invigilator should be fully informed of the strategies used to regain the candidate's attention. The prompter is responsible to, and should be approved by, the Head of Centre or member of Centre staff with delegated responsibility.

Guidance for the prompter:

The prompter:

- a) should draw the candidate's attention back to the task in hand;
- b) should use the method of prompting agreed with the candidate;
- c) should not speak to the candidate or give factual help to the candidate or offer any suggestions;
- d) should not advise the candidate regarding which questions to do, when to move onto the next question or the order in which the questions should be done. For Entry level qualifications, it may be appropriate for the prompter to direct the candidate to where they were last;
- e) should be prepared for periods of inactivity during the assessment/examination, but should remain vigilant;
- f) should immediately refer any problems during the assessment/examination to the invigilator.

Summary:

- a) The Centre should check that the use of a prompter is the most appropriate arrangement to enable the candidate to undertake the assessment/examination.
- b) The Centre should select a prompter and fully brief him/her on their responsibilities.
- c) A separate invigilator should be present when a prompter is used.
- d) A prompter should not be allowed where such use would invalidate the assessment/examination requirements

Amanuenses may only be used where the candidate's handwriting is illegible, but he/she is unable to use a computer or dictate responses. An amanuensis is not allowed where the writing by hand is the competence being assessed. An amanuensis is required to write out answers given by the learner. The amanuensis must write down the answers exactly as they are dictated. The amanuensis must draw or add to diagrams strictly in accordance with the learner's instructions. The learner will not be expected to indicate spellings. The amanuensis should work at the learner's pace. For assessment/examinations taken under exam conditions, the Centre must provide evidence on the effect of the impairment on the candidate's performance in the assessment/examination and obtain permission from ICM three months in advance of the assessment/examination. The amanuenses will produce a transcript to assist the examiner/assessor in the assessment/examination of a candidate's work. The examiner/assessor will assess the candidate's work and will only refer to the transcript if it is impossible to decipher any part of the candidate's response(s). The Centre should, in consultation with the candidate, decide whether the use of amanuenses is an appropriate arrangement. The Centre should give the amanuenses clear instructions regarding what he/she is required to do after the assessment/examination. The transcript should be produced by a member of the Centre's staff who is familiar with the candidate's handwriting. The transcript(s) should be securely attached to the back of the candidate's work and be included with the other work from the Centre for dispatch to the assessor in the normal way. The production of the transcript should not delay the dispatch of scripts to the assessor. The Centre should inform the assessor of the reason why a transcript was necessary.

7.27 The Amanuenses:

- a) should produce the transcript in a separate copy of the question paper/answer book, or on lined or unlined paper, as appropriate;
- b) may handwrite or word process the transcript. If handwritten, dark blue or black ink should be used. Pencils should never be used;
- c) should, for examinations, produce the transcript immediately after the examination in secure conditions;
- d) should not involve the candidate in the production of the transcript;
- e) should normally transcribe complete answers. In cases where occasional answers need to be transcribed, these should be written on a photocopy of the candidate's script. On no account should the candidate's original script be amended or annotated in any way;
- f) should normally produce a word for word transcription, i.e. an exact copy of what the candidate has written. The amanuenses must not insert or omit words or alter their order.

- g) any errors including those of spelling, punctuation and grammar must be transcribed as given by the candidate and must not be corrected.
- h) should indicate any corrections to spelling on the verbatim transcript using a different colour ink, but not red, green or purple ink. Pencils must not be used for the purpose;
- i) should not transcribe diagrammatical material. Assessment/examination of such material will be based on the candidate's own work.

Summary:

- a) The Centre should check that the use of a amanuenses is the most appropriate arrangement to enable the candidate to undertake the assessment/examination.
- b) The Centre should select a amanuenses and fully brief him/her on their responsibilities.
- c) A amanuenses should not be allowed where such use would invalidate the assessment/examination requirements

8. Requirements for Record Keeping within the Centre

The Centre must keep records of ALL decisions to permit adjustments to assessment/examinations and these must include a record of any supporting evidence. All records must be kept for a minimum of THREE YEARS and made available for the purposes of resolving any issues arising from monitoring or appeals.

Centres must also retain a copy of the application form (form 1a) and supporting evidence sent to ICM, and relevant documentation received from ICM. Copies of form 1b also need to be retained by the Centre.

Centres should keep records of adjustments they have permitted and those they have requested from ICM. It is recommended that Centres nominate members of staff to take responsibility for demonstrating the implementation and recording of adjustments to assessment/examinations for monitoring by ICM and the regulatory authorities.

9. Special Consideration

Each request for special consideration will be unique to the candidate and the assessment/examination. The following section lays out the principles to follow when giving special consideration. Further information should be sought in each case from ICM.

Special consideration may be given following a scheduled assessment/examination to candidate's who suffer temporary illness, injury or indisposition at the time of the assessment/examination. Each request for special consideration will be unique to that candidate or assessment/examination; Special considerations can, if successful, result in a minor post-assessment/examination adjustment to the mark of the candidate;

Special consideration should not give the candidate an unfair advantage, and neither should its use cause the user of the certificate to be misled regarding a candidate's achievements. The results must convey a true reflection of the candidate's ability, and not their potential;

Centres should note that where an assessment/examination requires the candidate to demonstrate practical competence or where the criteria need to be fully met, or in the case of qualifications that confer a 'License to Practice', it may not be possible to apply a special consideration.

9.1 General principles for Centres to follow:

Special consideration may be given following a scheduled assessment/examination to candidate:

- a) Who is present for the assessment/examination, but who may have been disadvantaged by temporary illness, injury or adverse circumstances that arose at, or near to, the time of the assessment/examination;
- b) Who misses part of the assessment/examination due to circumstances beyond their control.

Note: Where an assessment/examination requires a candidate to demonstrate practical competence or where criteria have to be fully met, it may not be possible to apply special consideration. Centres are required to contact ICM if any doubt exists.

Special consideration must not give the candidate an unfair advantage, nor should its use cause the user of the certificate to be misled regarding a candidate's achievements.

The assessment/examination must reflect the candidate's achievement, and not their potential.

Special consideration, if successful, might result in a small post-assessment/examination adjustment to the candidate's mark. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the candidate.

9.2 Eligibility criteria

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

- a) performance in an assessment/examination is affected by circumstances beyond the control of the candidate such as an accident, temporary illness, domestic crisis at the time of the assessment/examination, recent bereavement or serious disturbance during the assessment/examination;
- b) alternative assessment/examination arrangement which were agreed in advance of the assessment/examination proved inappropriate or inadequate;
- c) part of an assessment/examination was missed due to circumstances beyond the control of the candidate;
- d) there is sufficient difference between the part of the assessment/examination 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/examination.

A candidate will not be eligible for special consideration if:

- a) no evidence is supplied by the Centre that the candidate has been affected at the time of the assessment/examination by a particular condition;
- b) any part of the assessment/examination is missed due to personal arrangements including holidays or unauthorised absence;

- c) preparation for a component is affected by difficulties during the course, such as disturbances through building works, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

9.3 Applying for special consideration

A separate Form 2 should normally be completed for each candidate for each qualification. However in cases where a group of candidates has been disadvantaged by a particular event (for example a fire alarm) a single form should be submitted and a list of affected candidates attached to it.

The candidate needs to submit evidence in support of special consideration. This may include medical evidence or a statement from the invigilator or other appropriate information. The application form must be fully completed and should be signed by the Principal or member of Centre staff with the delegated authority. The signatory must declare that the information given is accurate. An Aegrotat award may be made in very exceptional circumstances such as exceptional extenuating certified medical circumstances that have resulted in the learner being unable to complete the course requirements. The qualification certificate will state that it is an Aegrotat award.

The application for special consideration must be submitted not later than 7 working days after the assessment/examination.

Requests for special consideration may only be accepted after the results of the assessment/examination have been released in the following circumstances:

- a) the application was overlooked by the Centre and the Principal confirms responsibility for the oversight;
- b) medical evidence comes to light regarding a candidate's condition which demonstrates that the candidate must have been affected at the time of the assessment/examination, even though the problem only revealed itself after the assessment/examination.

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 successful application of special consideration will not necessarily alter a candidate's result.

Applications should be sent to ICM at info@icm.education

Requirements for record keeping in the Centre

The Centre must keep records of their decisions to apply on behalf of candidates for special consideration and these must include a record of any supporting evidence.

These records must be kept for a minimum of THREE YEARS and made available for the purposes of resolving any issues arising from monitoring or appeals.

10. Malpractice

A Centre should note that failure to comply with the guidance regarding the adjustments to assessment/examinations set out by ICM has the potential to constitute malpractice and may lead ICM to withhold the candidate's result.

Failure to comply is defined as any or all of the following:

- a) putting in place arrangements without seeking prior approval from ICM where this is required;
- b) exceeding the allowances agreed with ICM;
- c) agreeing delegated adjustments that are not supported by evidence;
- d) failing to maintain records of reasonable adjustments and special considerations for audit purposes;
- e) failing to report delegated adjustments to ICM where this is required.

11. Summary of Permissions for Making Reasonable Adjustments

11.1 Decisions made by the Awarding Body

Form 1a should be used by a Centre when applying to ICM for a reasonable adjustment. Centres must send a completed form and evidence in support of the application to ICM in the timescales stipulated below. The Centre must keep a copy of all applications for audit purposes.

Form 1b must be completed, signed and returned to ICM within one month of the assessment/examination taking place

11.2 Decisions allowed by the Centre or ICM Country Coordinator

Form 3 should be used by a Centre to record a reasonable adjustment permitted by the Centre or ICM Country Coordinator.

Centres must send a completed form, and evidence in support of the adjustment made, to ICM within 1 month of the assessment/examination and retain a copy of the form and supporting evidence for audit purposes.

11.3 Summary of deadlines for submitting reasonable adjustment applications to ICM

Modified assessment/examination materials:	3 months before the date of the assessment/examination.
Braille assessment/examination materials:	Braille assessment/examination materials are not currently offered
On-line assessment/examinations	On-line provision is not currently offered
All other arrangements	1 month before the month of the assessment/examination

Key to permissions:

Centre	Reasonable adjustment permitted at the discretion of the Centre	Form 3
ICM Country Coordinator	Consult the ICM Country Coordinator for permission	Form 3
ICM	Apply to ICM awarding body	Form 1a

Changes to assessment/examination conditions		
Access Arrangement	Permission by Assessment/examination Type	
	Not under examination conditions	Assessment/examinations under examination conditions
Extra time =/< 25% (evidence needed)	N/A	ICM
Supervised rest breaks	Centre	ICM
Change to assessment/examination room/area	Centre	ICM Country Coordinator
Separate accommodation in Centre	Centre	ICM Country Coordinator
Alternative venue	Centre	ICM Country Coordinator / ICM
Time extension to registration end date	ICM	ICM

Use of mechanical, electronic and technological aids		
Access Arrangement	Permission by Assessment/examination Type	
	Assessment/examinations NOT under examination conditions	Assessment/examinations taken under examination conditions
Use of coloured overlays, low vision aids, tinted spectacles, and OCR scanners	Centre	ICM

Assistive technology (speech/screen reading software)	Centre	ICM
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Modifications to the presentation of assessment/examination material		
Access Arrangement	Permission by Assessment/examination Type	
	Assessment/examinations NOT under examination conditions	Assessment/examinations taken under examination conditions
Early opening of externally-set assessment/examination materials	N/A	Strictly forbidden at all times.
Enlarged unmodified paper (A4 to A3)	Centre	ICM
Enlarged modified paper (A4 to A3)	Centre	ICM
Enlarged onscreen assessment/examination	Centre	ICM
Assessment/examination material on coloured paper	Centre	ICM

Alternative ways of presenting a candidate's response		
Access Arrangement	Permission by Assessment/examination Type	
	Assessment/examinations NOT under examination conditions	Assessment/examinations taken under examination conditions
Use of ICT (word processors)	Centre	ICM
Spoken responses using electronic recording equipment	N/A	N/A

Use of access facilitators		
Access Arrangement	Permission by Assessment/examination Type	
	Assessment/examinations NOT under examination conditions	Assessment/examinations taken under examination conditions
Reader	Centre	ICM
Prompter	Centre	ICM
Amanuenses/transcript (of handwriting)	N/A	ICM

Appendices

Form 1a: Application for Reasonable Adjustments

Please complete a separate form for each individual candidate and send a completed copy to ICM by the stipulated deadline.

Centre no:	Centre name:
Candidate no:	Candidate name:
Assessment/examination Date:	Qualification title:
Reason for application	
Reasonable adjustments required (please be specific)	
Evidence in support of the application Please provide details of supporting evidence: Please provide details of access facilitator required (where applicable). This may include: <ul style="list-style-type: none">• The Centre's assessment/examinations of candidate's needs• History of provision within the Centre• Medical certificate• Psychological or other professional assessment/examination report	
Declaration: I confirm that: <ul style="list-style-type: none">• the information provided is accurate• the Centre will be able to provide the arrangements requested• the reasonable adjustments will be implemented in accordance with the guidance given by the awarding body	

Name:	Signature:
Position in Centre:	Date:
For office use only:	

Form 1b: Candidate Feedback on the Effectiveness of Reasonable Adjustments

Candidate details:				
Centre no:		Centre name:		
Candidate no:		Candidate name:		
Assessment/examination Date:		Qualification title:		
Candidate comments:				
On a scale of 1 to 5, did the reasonable adjustment suit your particular needs? (Please circle)				
1	2	3	4	5
The adjustment did not meet my needs at all.	The level of adjustments was unsatisfactory.	The level of adjustments was satisfactory.	The level of adjustments was good.	The level of adjustments fully met my needs.
Were you consulted on the arrangements? (Please circle)			Yes	No
If you circled 1, 2 or 3, what could have made it better? (Please type your comments here)				
Signed candidate:			Date:	

Note: confidentiality is assured, but your comments may be used for monitoring purposes to improve the level of service.

Invigilator/ Assessor comments:				
On a scale of 1 to 5, did the reasonable adjustment suit your particular needs? (Please circle)				
1	2	3	4	5
The adjustment did not meet the candidate's needs at all.	The level of adjustments was unsatisfactory.	The level of adjustments was satisfactory.	The level of adjustments was good.	The level of adjustments fully met the candidate's needs.

If you circled 1, 2 or 3, what could have made it better? (Please type your comments here)	
Signed invigilator/assessor:	Date:
Print name:	

Form 2: Application for Special Consideration

Please complete a separate form for each individual candidate and send a completed copy to the awarding body by the stipulated deadline.

Centre no:	Centre name:		
Candidate no:	Candidate name:		
Assessment/examination Date:	Qualification title:		
Reason for application (Please circle or delete)			
	Candidate did not attend examination.	Attended but disadvantaged	
Summary of adverse circumstances affecting performance in assessment/examination (please be specific)			
Evidence in support of the application This may include:			
<ul style="list-style-type: none"> • Medical or psychological evidence • Statement from the invigilator 			
Please provide details of supporting evidence provided here.			
Optional Information In cases of partial absence, an awarding body may require the following information from the Centre:			
List four candidates estimated to be of comparable standard			
Candidate number	Candidate number	Candidate number	Candidate number

Declaration: I confirm that the information provided is accurate.	
Name:	Signature:
Position in Centre:	Date:
For office use only: <div style="background-color: #cccccc; height: 100px; width: 100%;"></div>	

Form 3: Reasonable Adjustments Permitted by a Centre or ICM Country Coordinator

This form should be returned to the awarding body along with the exam scripts.

A copy of the form should be retained by the Centre and made available to the awarding body or the regulatory authorities as required.

Centre no:	Centre name:		
Assessment/examination Date:	Qualification title:		
Please list the candidates granted reasonable adjustments by the Centre or by the ICM Country Coordinator Please do not list candidates for whom applications have been made to the awarding body			
Candidates (Please enter all candidates concerned or attach the exam entry sheet for the examination concerned)			
Candidate no:	Candidate name:		
Reason for Application Reasonable Adjustment Made			
Please provide details of supporting evidence provided here.			
Optional Information In cases of partial absence, an awarding body may require the following information from the Centre:			
List four candidates estimated to be of comparable standard			
Candidate number	Candidate number	Candidate number	Candidate number
Declaration: I confirm that: this form contains the details of all the reasonable adjustments permitted by the Centre the adjustments to assessment/examination have been made in accordance with the guidance of the awarding body			

Name:	Signature:
Position in Centre:	Date:
For office use only:	