



ASSESSMENT PROCEDURES HANDBOOK

REASONABLE ACCOMMODATION

FUTHER EDUCATION AND TRAINING POLICY

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1 PRINCIPLES OF ASSESSMENT IN RELATION TO REASONABLE ACCOMMODATION IN ASSESSMENT

Assessment is underpinned by the **principles of assessment** including the ***fair*** principle (equal opportunity for all learners) and ***consistent*** principle (consistency in approach to assessment across ETBs, programmes and modules). As such, in order to ensure the fair and consistent assessment of learners, the following procedure should be followed in relation to the provision of reasonable accommodation in assessment. Additionally, the principles of assessment include the ***valid*** principle (assessment measures what it is required to measure therefore ensuring the standard is achieved) and the ***reliable*** principle (accuracy and consistency with which an assessment measures the skill or attainment it is designed to measure). The provider's Quality Assurance System overarches these principles and ensures learner achievement is assessed in a fair and consistent way in line with the national standards for the award.

In order to ensure *fairness* and *consistency* across all assessment activities, learners can apply for reasonable accommodation in relation to their assessment while at the same time ensuring that the assessment remains *valid* and *reliable*.

Special assessment arrangements/adaptations are not intended to and should not reduce the validity and reliability of the assessment or compromise the standard. The adaptation should seek to amend the aspects of the assessment technique or instrument which prevent a learner's participation in the assessment. It should be used where the particular assessment technique(s) or instruments disadvantage the learner in assessment. In essence, reasonable accommodations are put in place to facilitate the learner in demonstrating their knowledge, skill and competence to the standard required by the award. Making/providing reasonable accommodation is NOT intended to make the assessment easier or more achievable. In implementing reasonable accommodations, the learner should neither be advantaged or disadvantaged. The required standard MUST still be achieved and demonstrated, albeit in a slightly different way.

2 DEFINITIONS

Reasonable Accommodation in Assessment

The Equal Status Act 2000-2018 (ESA), the Disability Act 2005 and the Employment Equality Acts 1998-2015 requires education and training establishments to provide reasonable accommodation to meet the needs of a learner who has a disability (Section 4: Discrimination on Ground of Disability).

In the context of assessment, reasonable accommodation is the term for the adaptation of assessment as necessary to cater for the needs of learners whose personal situation means that the assessment would otherwise be unfair, e.g., learners with a disability, and/or other learners covered by equality legislation. The grounds include learning difficulty; deaf or having a hearing impairment; blind or visually impaired; physical difficulty (including mental health and/or behavioural difficulties along with physical difficulties); and any grounds covered by current legislation.

Reasonable accommodation guidelines for other awarding bodies supersede guidelines in this document.

Any adaptation of the assessment should facilitate the learner to demonstrate his/her achievement of the standards without altering the standard.

Special assessment arrangements/adaptations are not intended to and should not reduce the validity and reliability of the assessment or compromise the standard.

Reasonable Accommodation in assessment will only be accommodated when a learner can demonstrate with appropriate evidence/documentation that because of a specific need he/she cannot compete on equal terms, under standard assessment conditions, with his/her peers.

Adaptations of assessment for a learner may be implemented by the provider without having to request permission from QQI. Providers can support learners through Universal Design for Learning in Teaching and Learning and in Assessment. This document is to support where Individualised supports/adaptions are necessary for the learner.

Other awarding bodies may have different requirements and in such cases the provider must adhere to the specific awarding body guidelines.

The adaptations may include the following and/or other reasonable adaptation:

- modified presentation of assignments/examination papers, e.g., enlargements
- scribes/readers
- sign language interpreter
- rest breaks
- adaptive equipment/software
- use of assistive technology
- additional time
- separate room/space

The implementation of these adaptations will ensure that all learners are assessed on an equitable basis. A provider is responsible for their implementation and any associated costs incurred.

Relevant Evidence/Documentation for Reasonable Accommodation in Assessment

Examples of relevant evidence/documentation necessary for application for reasonable accommodation in assessment include but are not limited to:

- Medical Report
- Educational Psychologist Report
- Occupational Therapist Report
- Report from School Management or Guidance Counsellor

Examples of relevant evidence/documentation which **do not qualify for application** for reasonable accommodation in assessment application include:

- English is not the first language of the learner
- Literacy ability
- Injuries/disabilities that do not have an impact on the learner's ability to demonstrate the required standard of knowledge skill and competence

3 PRINCIPLES OF ASSESSMENT IN RELATION TO ASSESSMENT DEADLINES: SHORT-TERM EXTENSIONS

Quality assured assessment ensures that, in criterion referenced assessment, “learners are assessed, and the assessment judgment is made based on whether the learner has reached the required national standards of knowledge, skill and competence for the award” (QQI, 2013 p.5).

Central to quality assured assessment is the assumption that learners are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI (2013) principles for assessment.

3.1 VALIDITY

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed.

Validity in assessment occurs when:

- Assessment is fit for purpose (i.e., a practical assessment assesses a practical skill)
- Learners can produce evidence, which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

3.2 RELIABILITY

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions.

Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques.
- Assessment conditions are consistent.
- Learner evidence is reliable.
- Results are consistent over time across various assessors, contexts, conditions and learners.

3.3 FAIR

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all learners. Fairness in assessment ensures learners have access to appropriate resources/equipment in assessment; assessment design and implementation are fair to all learners; and policies and procedures exist to ensure fair assessment of learners.

3.4 QUALITY

Quality in assessment ensures that all assessment processes are quality assured.

3.5 TRANSPARENCY

Transparency in assessment ensures that assessment policy and process provide clarity to all relevant stakeholders.

In order to ensure the fair and consistent assessment of learners, the following process should be followed in relation to the provision of reasonable accommodation in assessment. The provider's Quality Assurance System overarches these principles and ensures learner achievement is assessed in a fair and consistent way in line with the national standards for the award.

In order to ensure fairness and consistency across all assessment activities, learners can apply for reasonable accommodation in relation to their assessment while at the same time ensuring that the assessment remains valid and reliable.

Special assessment arrangements/ adaptations are not intended to and should not reduce the validity and reliability of the assessment or compromise the standard. The adaptation should seek to amend the aspects of the assessment technique or instrument which prevent a learner's

participation in the assessment. It should be used where the particular assessment technique(s) or instruments disadvantage the learner in assessment. Reasonable accommodations are put in place to facilitate the learner in demonstrating their knowledge, skill and competence to the standard required by the award. Making/providing reasonable accommodation is not intended to make the assessment easier or more achievable. In implementing reasonable accommodations, the learner should be neither advantaged nor disadvantaged. The required standard must still be achieved and demonstrated, albeit in a slightly different way.

4 REASONABLE ACCOMMODATION IN ASSESSMENT ROLES AND RESPONSIBILITIES

4.1 THE PROGRAMME CO-ORDINATOR

The Programme Co-ordinator must coordinate and assess the application for Reasonable Accommodation. The Programme Co-ordinator must also inform the learner of the outcome of his/her application. If an application is successful, the Programme Co-ordinator must work with the Learning Practitioner (and other relevant persons if required) to accommodate the learner in as practicable a manner as possible while **strictly adhering** to the assessment principles above and the standard of knowledge, skill and competence required for certification. The Learning Practitioner

Once an application for Reasonable Accommodation is approved, the Learning Practitioner together with the Programme Co-ordinator (and other relevant persons if required) are required to plan and implement an alternative/adapted assessment in order to accommodate the learner while **strictly adhering** to the assessment principles above and to the standard of knowledge, skill and competence required for certification.

4.2 THE LEARNER

Specific Needs

The learner is required to inform the Centre by identifying themselves as persons with specific needs during the application and enrolment process and requesting the provision of alternative assessments and/or other support services that best meet their needs prior to the commencement of the course. This may allow reasonable accommodation to be facilitated. This application must be in writing using the Reasonable Accommodation in Assessment Application Form (see Appendix 1). Reasonable accommodations should support students to

become more independent in their learning. Principles of LRE (least restrictive environment) and individuality of supports is needed as no two learners are the same or have the same needs.

5 REASONABLE ACCOMMODATION IN TEACHING LEARNING & ASSESSMENT QQI

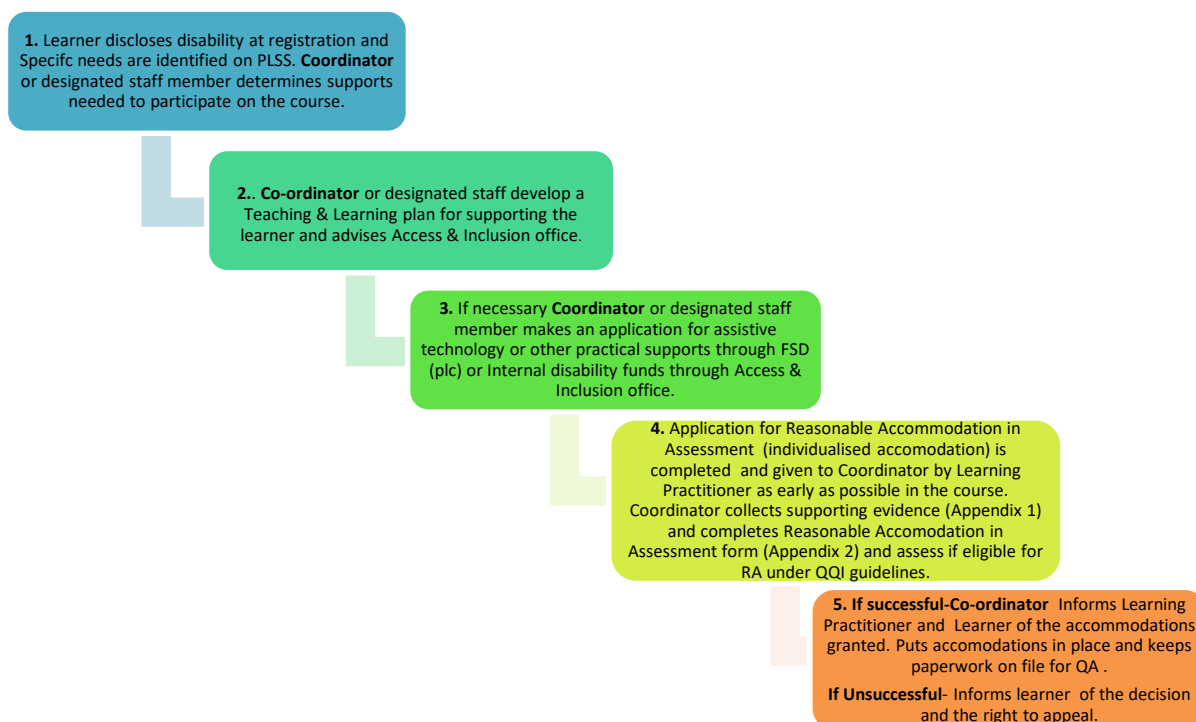


Figure 1.1 Reasonable Accommodation in Teaching Learning and Assessment Procedure

5.1 REASONABLE ACCOMMODATION IN ASSESSMENT

This document is for situations where **Universal Design** cannot sufficiently accommodate the learner and **individualised supports/adaptions** are necessary due to the learners having a **diagnosed disability or eligible long-term illness**.

1. Learners that have individualised needs due to a disability or long-term medical diagnosis should advise staff as needing accommodations to support their learning at registration.

2. The Learning Practitioner applies in writing for reasonable accommodation in assessment to the Programme Co-ordinator as early as possible prior to assessment event. Centre Management will require a minimum of 4 weeks to accommodate request for reasonable accommodation request and potentially more depending on the nature of the request. The ability of the centre to accommodate a request will depend on the timeliness of the learner request and the practitioner application for accommodation in assessment.
3. The Co-ordinator will ascertain whether the learner meets criteria for **Reasonable Accommodation in Assessment** and fills out the Application Form (see Appendix 1) and retains on file.

The application **MUST** be supported with **all** relevant evidence/documentation (see section 2). A dialogue between the Programme Co-ordinator and Learning Practitioner and Learner or designated person must take place in order to determine the needs of the learner and ways to support and facilitate the learner in the assessment process while adhering to the principles of assessment.

4. The Programme Co-ordinator must decide whether there is sufficient evidence (Appendix 1) to proceed with the application. Additional information may be sought through dialogue between the Programme Co-ordinator & the learner as to the supports required.
5. The Programme Co-ordinator informs the learner in writing of the decision.
 - **Successful:**

If the application is **successful** (i.e., there is sufficient evidence to proceed with the application), the Programme Co-ordinator will inform the learner of the outcome **within two weeks from receipt of all evidence/documentation**. The Programme Co-ordinator will work with the Learning Practitioner (and other relevant persons if required) to adapt the assessment while strictly adhering to the principles of assessment in relation to reasonable accommodation (see Appendix 3: Adaptations of Assessment).
 - **Unsuccessful:**

If the application is **unsuccessful** (i.e., there is insufficient evidence to proceed with the application), the Programme Co-ordinator will inform the learner. The learner may appeal this decision.
6. The Evidence of Disability documentation and Reasonable Accommodation in Assessment Application Form (Appendix 2) and the Reasonable Accommodation Approval Form must be kept on file in line with GDPR guidelines and for the entire QA process including the duration

of appeals. This evidence can then be stored with the script on completion. A copy of the Reasonable Accommodation Approval Form should be included in the Learner portfolio for the internal verification and external authentication process.

7. In cases where no additional funding is necessary and reasonable accommodation in Teaching Learning and Assessment can be provided in-centre, a General Practitioners letter to state they have documentation/ reports on file in line with criteria may suffice, however the opinion of a General Practitioner is not sufficient for individualised supports requesting funding or adaptations to QQI assessment. If the learner cannot provide the documentation due to the financial burden of obtaining an assessment- please contact the Access & Inclusion Officer where alternative supports may be available.
8. Where the use of Readers and/or Scribes is warranted, please see Appendix 4: Adaptations of Assessment

6 REASONABLE ACCOMMODATION IN ASSESSMENT- APPEALS

The learner has the right to appeal the decision in relation to reasonable accommodation in assessment application decision. Appeals must be made within 2 working days of the decision. (In exceptional circumstances, the Programme Co-ordinator may extend this). All appeals must be made in writing using the relevant Appeals Application Form (see Appendix 3). The Appeals process is processed in line with ETB appeals procedures.

Appendix 1: Evidence of Disability for Reasonable Accommodation

Disability	Evidence required to support application	Examples of Teaching, Learning and Assessments/ Assignments Accommodations and supports; UDL & Individualised Supports	Exam Accommodations Individualised Supports. All accommodations come with specific guidelines
Attention Deficit Disorder (ADD) / attention deficit hyperactivity disorder (ADHD)	Report from one of the below. Consultant Psychiatrist Psychologist Neurologist Paediatrician	Apps and tools for organisation, structuring and planning techniques. Seating arrangements (E.g. : proximal and away from distractions).	Extra time Supervised seat breaks. Quiet area or separate seating area.
Autistic Spectrum Disorder (including Asperger's Syndrome).	Report from one of the below. Consultant Psychiatrist Psychologist Neurologist Paediatrician		
Blind – Visually impaired	A report from one or more of the following: Ophthalmologist/Ophthalmic Surgeon providing a diagnosis of severe reduction in vision that cannot be corrected with standard glasses or contact lenses. The diagnosis must be in relation to 'Best Corrected Visual Acuity' or Field of Vision.	Desktop/screen Reader. Screen reading apps/tools for pc. Text to speech addons for computer or software. Accommodate mobility aids (guide dog/long cane etc) and ensure accessibility of centre. Notes in advance can support this learner for customisation. Captioning (closed captions). Enlarged or electronic handouts (e.g. on A3 paper or USB key)	Use of technology E.g., laptop/desktop and speech to text software, addons or apps. Separate test space and supervision and /or reader/scribe. Additional time. Enlarged or electronic exam papers (e.g. on A3 paper or USB key)

	<p>A letter from the National Council for the Blind Ireland confirming registration or</p> <p>A letter from the principal or from a school for the Blind confirming attendance.</p>		
Deaf/ Hard of hearing	<p>A report from one or more of the following: An audiogram from a professionally qualified Audiologist and/or ENT Consultant, indicating moderate to profound bilateral hearing loss (i.e., above 40dB)</p> <p>or A letter from the principal from a school for the Deaf confirming attendance.</p>	<p>Preferential seating (near the teacher/tutor, away from noise). Writing assignments and directions for student to read instead of oral instruction. Speak facing the student. Utilize FM system/Sound Field as prescribed by SLT or personal loop system. Copy class notes for the student. Reduce classroom/test centre noise as much as possible. Reduced reverberation. Can benefit from scribe pen or dictation device for note taking or recorded sessions. Where a student's first language is ISL, an interpreter may, if requested, offer a translation of ISL vocabulary into English; this may include offering the spelling of words in English based on ISL vocabulary.</p>	<p>Accommodate in separate test area if necessary for aural examination/skills demonstration.</p> <p>Seating the student close to the invigilator and/or the audio player.</p> <p>Learners can use a personal loop system in an aural examination</p> <p>Irish Sign Language interpreter to sign without elaboration or explanation.</p> <p>Support arrangements for oral tests</p> <p>Additional time of 15 minutes per hour pro rata up to a maximum of 30 minutes additional time per examination.</p>
Developmental Co-ordination Disorder	<p>A report from one of the below.</p> <ul style="list-style-type: none"> • Psychologist 	<p>Adapted keyboard, slant board, raised paper, graphic organiser, pen/pencil grips. Speech to text technology or use of laptop.</p>	<p>Rest breaks</p> <p>Exam reading pen.</p> <p>Adapted Keyboard.</p>

(Dyspraxia/Motor Dysgraphia)	<ul style="list-style-type: none"> • Occupational Therapist • Neurologist - Diagnosing Developmental Co-ordination Disorder (Dyspraxia) 		Slant board, raised paper, graphic organiser, pen/pencil grip. Speech to text technology or use of laptop if motor coordination necessitates support in this area. Separate space if using speech to text technology
Mental Health Condition (For example, Bipolar Disorder, Schizophrenia, Clinical Depression, Severe Anxiety, Severe Phobias, OCD, Severe Eating Disorders and Psychosis).	<p>A report from one of the below.</p> <ul style="list-style-type: none"> • Consultant Psychiatrist OR • Specialist Registrar <p>Less than 5 years</p>		
Neurological Condition	Report from one or more of the below. Neurologist or another relevant therapist.		
Speech & Language Impairment	Report from Speech and Language Therapist		
Significant Ongoing Illness	<p>A report, diagnosing a significant ongoing illness such as:</p> <p>Diabetes Type 1: Endocrinologist or paediatrician</p> <p>Cystic Fibrosis: Consultant respiratory physician or paediatrician</p>	Centres that provide remote options may be more beneficial for learners with ongoing care/isolation needs. If learners cannot attend in centre Hy-flex/blended learning options. PA may be needed for in centre attendance for care support needs.	Rest breaks Separate test space, separate entrance if necessary. Split sessions. Extra Time

	Gastroenterology condition: Gastroenterologist Other: Consultant/Consultant Registrar.		
Physical/ mobility	A report from an Orthopaedic Consultant OR other relevant specialist diagnosing a significant physical or mobility difficulty.		Rest breaks Specialist seating/table. Split sessions.
Specific Learning Difficulties (Dyslexia, Dysgraphia or Dyscalculia)	The report of a psychological educational assessment by a psychologist or by an assessor (PATOSS accredited) diagnosing a Specific Learning Difficulty. DAST/ART-2	Scan pen C- Pen Scribe pen Desktop reader Use of laptop/iPad/Mac with add on text to speech, word processing tools Extra – time https://www.ahead.ie/Discover-your-AT For teaching & Learning Apps & Add Ons. ipad-apps-for-learners-with-dyslexia.pdf (callscotland.org.uk) https://www.callscotland.org.uk/downloads/posters-and-leaflets/android-apps-for-learners-with-dyslexia/	Scan pen (disable dictionary function) C- Pen reader, scribe pen or text to speech software Scribe/writer Use of laptop/iPad/Mac Extra – time

Appendix 2: Reasonable Accommodation in Assessment Application Form

REASONABLE ACCOMODATION IN ASSESSMENT APPLICATION FORM	
This request must be completed before the commencement of the related course and be submitted along with relevant evidence/documentation to the Programme Co-ordinator for approval.	
Part A: This section must be completed by the learner	
Centre Name:	
Learner Name:	
Award/Course:	
Module(s):	
Learning Practitioner(s):	
Assessment Techniques	Examination <input type="checkbox"/> Project <input type="checkbox"/> Skills Demonstration Learner Record <input type="checkbox"/> <input type="checkbox"/> Assignment <input type="checkbox"/> Collection of Work <input type="checkbox"/>
Details of reasonable accommodation being requested:	
Supporting relevant evidence/documentation included:	Yes No <input type="checkbox"/> <input type="checkbox"/>
Details of supporting relevant evidence/documentation:	
Learner Signature:	
Date:	
Part B: (Office Use) This section must be completed by the Programme Co-ordinator	
Programme Co-ordinator Name:	
Receipt date of application:	
<ul style="list-style-type: none"> ▪ <i>Details of relevant evidence/documentation</i> 	
Application:	Successful Unsuccessful <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> ▪ <i>Adaptation of assessment details</i> 	
Signature:	
Date:	

REASONABLE ACCOMMODATION IN ASSESSMENT APPLICATION FORM

Part C: (Office Use)

This section must be completed by the Programme Co-ordinator and returned to the learner

This section should accompany relevant assessment material when submitted.

Learner Name:	
Date of Decision:	
Outcome:	Successful Unsuccessful <input type="checkbox"/> <input type="checkbox"/>
If granted, details of assessment adaptation:	

Appendix 3: Reasonable Accommodation in Assessment Appeals Form

Part A: This section must be completed by the Learner	
Centre Name:	
Learner Name:	
Date of Application:	
Reason for Appeal:	
Reason why decision was declined:	
Details of supporting evidence provided:	
Date of Application:	

Part B: (Office Use) This section must be completed by the relevant ETB Manager	
Name:	
Receipt date of application:	
Application:	I can confirm that a review of the Application has been completed and that the Appeal is: Granted Declined <input type="checkbox"/> <input type="checkbox"/>
Reason:	
Signature:	
Date:	

APPENDIX 4: ADAPTATIONS OF ASSESSMENT

Individualisation

As a general rule, an adaptation to the form of delivery, which makes learning possible, will also assist in making assessment possible. The learner is usually the best authority on what form of delivery is the most effective and the same method(s) may then be possible during any assessment. Centres will endeavour to accommodate the learner with these methods in as far as is practicable within budgetary resources, staff resources/training and other potential limitations such as building environments etc. However, **it is important that the standard of work required by the assessment is not diminished. Only the method(s) by which the learner demonstrates his/her attainment of the standard can be adjusted.** Reasonable Accommodation in assessment must not negatively affect other learners undertaking assessment and guidelines on the accommodations must be followed when providing reasonable accommodations.

Rest Breaks

Supervised rest breaks either inside or outside the assessment area should be allowed as is appropriate. A rest break can be flexible according to individual needs, e.g., ten minutes every hour as opposed to one 20-minute period during a three-hour assessment. The time so used should not be deducted from the time allowed (where specified) to complete the assessment. Rest breaks should not exceed 20 minutes per examination.

Split Sessions

Splitting the assessment into two or more sessions may be an appropriate alternative for some learners. This could only be provided in instances where the assessment integrity can be assured.

Assessment Documentation and Dyslexia

There are many well-documented strategies to reduce the impact of dyslexia on a learner while retaining the consistency of the format of an assessment for all learners. For example, coloured screens can be used to cover a monitor screen or a page to reduce the impact of dyslexia for a learner. Larger fonts and different coloured paper (other than white) can also assist the learner while not having an impact on other learners without dyslexia either positively or negatively.

Extra Time

In the case of assessments/examination that are based on time, additional time of ten (10) minutes per hour, or part thereof, is allowed for learners with a visual impairment or for learners where a scribe has been sanctioned; or learners who meet the eligibility criteria for the use of a recording device or a word processor but who are unable to make use of these aids under examination condition.

Readers/ Screen-reading Software

A reader is a person provided to assist a learner with a disability by reading assessment questions aloud without suggesting the answer. A reader is a person who, on request, will read to the learner:

- a. The entire or any part of the assessment
- b. Any part of the learner's answers (exactly, as they are 'spoken')

Readers are typically used by people with visual impairments, people who tire easily, people who have extreme muscle weakness and people with learning difficulties. Only one reader per learner is permissible and the assessment should take place in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel. A designated person acting in the role of Reader and/or Scribe ideally should be someone who has an appropriate degree of separation from the learner. The Reader/Scribe will be someone who is:

- Not well-known to the learner in contexts outside of the learning environment and not related in any way.
- Not a subject matter expert
- Not a practitioner on the same course (where practicable). The Reader/Scribe may be a Special Needs assistant if appropriate.

Screen Reading software allows blind or visually impaired users to read the text that is displayed on the computer screen with a speech synthesizer or braille display. A screen reader is the interface between the computer's operating system, its applications, and the user. The use of screen readers and headphones if applicable can mean that the user is able to participate in the main exam centre. Screen readers that are sanctioned can also be facilitated in a separate test centre where resources permit.

Writers/Scribes/ Dictation Software

A writer is a person who will, on request, write the answers exactly as given or dictated by a learner. A writer may also act as a reader and is often used in similar circumstances to a reader. As in the case of a reader, only one writer per learner is permissible and the assessment should take place in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel.

Dictation Software allows you to speak instead of typing. The application has a text-to-speech recognition feature and converts spoken words to text. Dictation software can be used at a separate test centre, room or area which will necessitate an additional assessment supervision personnel.

A designated person acting in the role of Reader and/or Scribe ideally should be someone who has an appropriate degree of separation from the learner. The Reader/Scribe will be someone who is:

- Not well-known to the learner in contexts outside of the learning environment and not related in any way.
- Not a subject matter expert
- Not a practitioner on the same course (only where practicable). The Reader/Scribe may be a Special Needs assistant if appropriate.

Sign Language Interpreters

Sign Language Interpreters must be qualified to interpret Sign or other similar types of language. Only one Sign Language Interpreter per learner should be used. The assessment for learners (usually those who are deaf or hard of hearing) should take place in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel.

For extra transparency it may be necessary to videotape the assessment for translation later. Similarly, some learners may prefer to sign their answers directly to video. A signed response should be transcribed to print by someone proficient in sign language. Any words or phrases re-interpreted for the learner should be underlined and noted in the question paper.

Overwriting

Overwriting involves rewriting an answer on an examination paper in such a way as to make it as explicit as possible. Overwriting should be in pen on the answer paper. This is done by assessment supervision personnel *in situ*. Where extensive modifications are necessary, a separate sheet of paper with the questions written in full should be attached by staple to the original answer paper. Technical

terminology should not be overwritten. In case of doubt about technical terminology a subject matter expert can be consulted. Care must be taken to retain the original emphasis of the question.

Computers

The use of computers by learners with a disability may be necessary as their primary means of communication, e.g., for learners with physical impairments for whom writing is difficult, for learners with visual impairments or blindness and for learners with learning disabilities such as dyslexia.

The definition of a 'computer' generally refers to hardware and/or software which facilitate effective communication for people for whom this may not otherwise be possible. It may be standard equipment, e.g., the use of word-processing software by someone with motor difficulties which impede handwriting or may be specially adapted, e.g., speech synthesisers and text enlargement software/hardware for people with visual impairments.

Where voice-activated software is used, the assessment should take place in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel. It is the responsibility of the assessment/training location to supply the appropriate hardware/software.

Audio-recording

Audio-recording assessments and responses are useful in some cases, e.g., visual impairment or motor difficulties. The centre should supply the assessment tape and a blank tape to learners at the same time as other learners. However, in order to minimise disruption to learners, the person should either use headphones or complete their assessment in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel.

Braille, Braille-mate, Braille 'n speak, Braille 'n print, etc.

Braille is generally, though not extensively, used by learners who are blind or visually impaired. It is generally advised that the Braille machine is attached and adapted to a printer which will produce a printed text. The responses of the learner should not be printed until after the end of the assessment time, as the noise levels may be too high for other learners. The assessment/training location should supply the printer, braille paper and/or the computer print-out paper.

The Use of CCTV (closed circuit television)

This is a technological aid that magnifies print. It is usually used for learners with visual impairments. The learner can read the assessment paper as well as his/her answers from a TV screen. The learner uses the base under the screen to write and this is simultaneously magnified on the screen.

Enlarged Print to A3 size

Some learners, usually those with visual impairments, may simply require their assessment papers in enlarged print, i.e. A3 size paper.

Examination Papers in Colour

Some learners, especially those who have dyslexia, may require their assessment paper in a colour other than black and white - for example, black on yellow, or black on grey. A gloss/high sheen coated paper may also be unsuitable. The learners themselves should be consulted.

Other Technologies

The whole area of new technologies and access to information is rapidly changing. The opportunities for learners to demonstrate their abilities are increasing with the advent of assistive devices like the 'true-type talking microphone', a device which with practice can type onto a computer screen a person's spoken word. Such technologies are also becoming more accessible in terms of general availability and price.

The Access and Inclusion SharePoint (Autumn 2021) will have resources and information regarding Assistive technology and links to assistive technology hub for apps etc.

Separate Room

Many learners experience recognised mental health illness at the time of examinations, such as stress, insomnia, and anxiety. Learners should be able to access a separate room from the examination hall/skills demonstration room, via extra time/space/supervision, to ensure that the learner is not disadvantaged by their mental health condition. The examination should be held at the same time as other learners.

Just because the adaption is not listed does not mean it is not permitted. If an unlisted accommodation is necessary, please advise the Access & Inclusion Officer.

APPENDIX 5: GUIDELINES FOR A READER

1. Arrive on time to:
 - a. enable reader and learner establish a rapport and agree guidelines
 - b. enable reader to receive any instructions/arrangements from the invigilator
2. If the reader is also the invigilator, the regular duties of invigilation apply e.g.: notify of start and finish time, examination instructions and requirements, accompany during toilet breaks, etc.
3. The reader needs to be relaxed to help alleviate any anxieties that learners may have pre-assessment
4. Reader must give their entire attention to the work of a reader – use of mobile phones, personal devices, reading newspapers etc is prohibited
5. Read the examination aloud, speaking in a clear voice and pronounce words correctly. Read at a reasonable rate
6. Read only the instructions and examination questions and as they appear on the examination paper
7. **Read as requested by the learner** - the entire examination or parts of assessment question.
8. **Do not choose part of the examination for repetition without direction from the learner** e.g., Repeat the instructions/question to the learner, only if specifically asked to do so by the learner
9. Read back the specific part of learner's answers exactly, **only if requested**.
10. Place special emphasis on words that are printed in bold, italics or caps and inform the learner that they are printed in that way. **Do not place your own emphasis on words as you read.**
11. Spell any words if requested by the learner, or, if reading a word that is pronounced like another word with a different meaning, that there may be doubt about which word is intended
12. In the case of multiple-choice questions, place equal stress on each response option.
13. **Do not provide any information, advice or assistance to the learner on examination topic** for example:
 - a. do not suggest answer(s) or provide content to the learner
 - b. do not provide meanings of words, expand on what is written, provide any comments or use any intonations which emphasize any part of the examination paper
 - c. Do not advise learners on which questions to attempt, when to move on to the next question, the order of questions to be answered etc
14. Immediately, refer any problems during the examination to the invigilator
15. Adhere to WWETB's assessment regulations for planning, conducting and concluding examinations and complete and sign any forms as required.
16. Friends or relatives must not act as the reader.

APPENDIX 6: GUIDELINES FOR SCRIBE

1. Arrive on time to:
 - a. enable scribe and learner establish a rapport and agree guidelines
 - b. enable scribe to receive any instructions/arrangements from the invigilator
2. If the scribe is also the invigilator, the regular duties of invigilation apply e.g., notify of start and finish time, examination instructions and requirements, accompany during toilet breaks etc
3. The scribe needs to be relaxed to help alleviate any anxieties that learners may have pre-assessment
4. Scribe must give their entire attention to the work – use of mobile phones, personal devices, reading newspapers etc is prohibited
5. Be able to produce an accurate record of the learner's answers, write legibly, in the language of the learner and write at an average speed
6. Be familiar with any special symbols used in the examination e.g., mathematical or scientific symbols
7. Draw or add to maps, diagrams, charts or graphs exactly as per learner's instructions
8. Write down the answers exactly as dictated by the learner. The scribe may read back the answers to the learner, if requested. Learner may elect to write some of the answers, or to do the drawings/illustrations themselves or they may choose to do rough diagrams from which the scribe will draw the final version. In this case, the scribe must hand in both copies
9. Clearly mark any work that is the learner's own written work
10. Add any information, advice or assistance to the learner on examination topic for example:
 - a. Do not suggest answer(s) or provide content to the learner
 - b. Do not provide meanings of words, expand on what is written, provide any comments or use any intonations which emphasize any part of the examination paper
 - c. Do not advise learners on which questions to attempt, when to move on to the next question, the order of questions to be answered etc
11. Immediately, refer any problems during the examination to the invigilator
12. Adhere to WWETB's assessment regulations for planning, conducting and concluding examinations and complete and sign any forms as required
13. Friends or relatives must not act as the scribe

Examples of Reasonable Accommodation in Assessment

1.

A learner is studying the module 5N1394 Legal Practice and Procedures. The learner has a visual impairment and is unable to read printed text. The module requires the completion of an examination.

Examination –40% -The examination will be based on a range of specific learning outcomes and will be of 2 hours duration.

The learner can apply for reasonable accommodation for the assessment. The accommodation may take the form of (depending on learner's preference and the Centre's ability to provide):

- Screen reading and dictation software
- A reader/Scribe
- Braille machine (if available)

2.

A learner is studying the module 5N0690 Communications in a WWETB Further Education Centre. The learner has some difficulty reading owing to dyslexia and has provided a report from an Educational Psychologist with details of the learning difficulty and diagnosis.

The module requires certain proficiencies in reading and processing of texts.

Learning Outcome 6: *Use reading techniques appropriate to a task, to include skimming, obtaining an overview, identifying key points, critical evaluation, in depth analysis (Collection of work)*

Learning Outcome 7: *Critique information from a range of complex written material, to include technical/ vocational, personal, literary, and written and visual media texts (Collection or work).*

In this instance, upon consultation with the learner about their personal preferences, they may be granted reasonable accommodation for the assignment(s) that will assess their reading techniques which may include;

- different coloured paper other than white in the case of a word-processed document or photocopy.
- A coloured screen for use over a computer screen or on printed materials such as newspapers, magazines etc.

3.

A Learner is studying the module 4N1113 Data Entry in a WWETB Further Education in a Further Education Centre. The Learner has a physical disability that affects their physical motor skills.

Learning Outcome 6: *Copy text consisting of a minimum of 250 words, including character and numeric data, to a minimum speed of 25 words per minute and a minimum of 98% accuracy.*

This learning outcome is assessed by way of a 10-minute examination. Other than the use of ergonomic hardware in this instance, there can be no further application of accommodation for the learners as the physical entry of text via traditional means is fundamental to the learning outcome and the specified assessment format.