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2026 - 2027

CPCAB Policy for the Application of Reasonable Adjustments and Special Consideration



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Please note that:

This document can be downloaded from the [CPCAB Website](#).

CPCAB Policy for the Application of Reasonable Adjustments and Special Consideration

1. Introduction

Awarding Organisations have a duty to ensure that the integrity of their qualifications and assessment is maintained at all times. At the same time, they and their centres have an equal duty to ensure that the rights of individual candidates to access qualifications and assessment in a way most appropriate for their individual needs are upheld.

The Equality Act 2010 provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. Awarding organisations are required to make reasonable adjustments to assessment arrangements which may place disabled candidates and candidates with additional learning needs at a substantial disadvantage in comparison to other candidates.

Please note that candidates registered on CPCAB courses starting **after** the 1st September 2024 will no longer sit an External Assessment (examination). This policy and associated guidance therefore relates only to those candidates sitting the External Assessment between 2024-2026, who were registered by their centre before 1st September 2024.

2. Regulatory Criteria

In their publication 'General Conditions of Recognition', Ofqual states:

- *"An awarding organisation must, in accordance with Equalities Law, have in place clear arrangements for making Reasonable Adjustments in relation to qualifications which it makes available."* (G6.1); and
- *"An awarding organisation must have in place clear arrangements for Special Consideration to be given to Learners in relation to qualifications which it makes available"* (G7.1).

Awarding organisations and 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 or additional need on the individual, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the security and integrity of the assessment, the need to maintain competence standards and health and safety, must also be taken into consideration.

3. Definitions

3.1 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 situation. Reasonable adjustments must not affect the reliability and validity of the assessment outcomes, but may involve:

- changing usual assessment arrangements;
- adapting assessment materials, such as providing materials in Braille;
- providing assistance during assessment, such as a sign language interpreter or a reader
- re-organising the assessment room, such as removing visual stimuli for an autistic candidate;
- using assistive technology, such as screen reading or voice activated software.

There is no duty on the Awarding Organisation to make any adjustment to the assessment objectives being tested in an assessment.

The table in [Appendix 3](#) gives detailed guidance to the various forms of reasonable adjustment that centres might need to consider.

Reasonable adjustments for external assessment are requested by the centre, approved by CPCAB and set in place by the centre before the assessment activity takes place; they constitute an arrangement to give the candidate equal access to the qualification. The work produced by the candidate will be marked in the same way as the work of other assessed candidates. See [7.1](#) for Reasonable adjustments agreed by the centre.

3.2 Special consideration may be given where a candidate who is fully prepared and present for the assessment may have been disadvantaged by temporary illness, injury or adverse circumstances which arose at or near the time of assessment e.g. recent personal illness, accident, bereavement or a serious disturbance during the assessment. Each request for special consideration will be unique to that candidate or assessment. Further information should be sought in each case from CPCAB¹.

Special consideration, if successful, would result in a small post-assessment adjustment to the candidate's mark. The size of the adjustment will depend on the circumstances, level of qualification, and the difficulty faced by the candidate; CPCAB uses JCQ guidelines as a basis for determining the percentage adjustment.

4. Responsibilities of Centres²

A centre should, as far as is practicable:

- have an 'access to assessment' policy and communicate this to all staff and candidates;
- cultivate an atmosphere in which candidates feel free to disclose their access-related needs. The centre should consider what adjustments future candidates with disabilities or difficulties may need, and make appropriate provision in advance;
- identify as early as possible, preferably before registering a candidate for a qualification, any difficulties the candidate may have in accessing assessment. To assist with this the centre should ensure that all staff who recruit, advise, or guide potential candidates have had training to make them aware of access related issues. Early contact with CPCAB is advised, to determine whether reasonable adjustments to the assessment process are possible;
- select an appropriate qualification for the candidate, based upon their particular circumstances. The centre should explain to the candidate the assessment requirements of the qualification and the planned programme of study. It should be made clear at the outset if the candidate will not be able to meet all the assessment criteria. The candidate may still decide to proceed with the qualification but enter only for part, or none, of the assessment. In this case the centre should explain to the candidate any restriction on progression to other qualifications as a result of not achieving all the criteria.
- select an appropriate adjustment to make the assessment accessible to the candidate. The centre should consider the nature of the skills that are being assessed and the implications for assessment of the candidate's difficulties. The centre should involve the candidate in making any

¹ Federation of Awarding Bodies guidelines emphasise that, where an assessment requires the candidate to demonstrate practical competence or where criteria have to be met fully, or in the case of qualifications that confer a Licence to Practise, it may not be possible to apply special consideration. Where it is applied, it must not give the candidate an unfair advantage. The candidate's result must reflect his / her achievement in the assessment and not necessarily his / her potential ability.

² Based on the 'FAB guide on the application of reasonable adjustments and Special Consideration in vocational qualifications, Federation of Awarding Bodies, January 2012)

decisions about appropriate adjustments to assessment. In cases of doubt, please contact CPCAB for advice on suitable and appropriate adjustments;

- implement reasonable adjustments for internal assessments which are suitable for the candidate;
- ensure that they can resource the selected adjustment to assessment. It is the centre's responsibility to arrange any assistance for the candidate such as a reader, scribe, British Sign Language (BSL)/interpreter etc;
- follow CPCAB's procedures for requesting adjustments to external assessment. The centre should apply for reasonable adjustments on behalf of the candidate via form [CR3](#); this form is available on the CPCAB website. All applications for adjustments to assessment must be supported by the member of staff with designated responsibility;
- ensure that any reasonable adjustment requested for an external assessment reflects the candidate's normal way of working, i.e. is similar to the adjustments for internal assessment and is not being tested for the first time at the point of the external assessment;
- ensure that the candidate only uses those adjustments agreed with CPCAB;
- keep records of reasonable adjustments for audit purposes ([see also 7.3](#));
- ensure that they have effective internal appeals procedures so that the candidate can query any decision taken by the centre not to allow an adjustment to assessment;
- design centre-set assessment activities or material in an inclusive way so that they are accessible to candidates with access-related needs;
- ensure that buildings used for assessment are accessible to all candidates, as far as is practicable.

This list is not intended to be exhaustive.

5. Types of Assessment and Reasonable Adjustments

Different types of assessment make different demands on the candidate and will influence whether reasonable adjustments will be needed and the kind of reasonable adjustment which may be put in place. The adjustments that are appropriate for a particular assessment will depend upon:

- the specific assessment requirements of the qualification;
- the type of assessment;
- the particular needs and circumstances of the individual candidate.

With the internal assessment of course work the centre has greater flexibility to be responsive to an individual candidate's needs and choose an assessment activity and method that will allow the candidate to demonstrate attainment. The centre may:

- allow the candidate to use mechanical, electronic or other aids in order to demonstrate achievement as long as the aids reflect the candidate's normal way of working, enable them to meet the specified criteria and do not give them an unfair advantage.
- allow the candidate to present their answers or evidence in any format as long as it enables them to demonstrate that they have met the assessment criteria³.

The outcome produced by the candidate must at all times:

- meet the requirements of the specifications regardless of the process or method used;
- be able to be assessed, moderated or verified.

³ While assessors, internal and external verifiers normally prefer to see a portfolio made up of evidence which is varied, the centre should be prepared to accept a more restrictive variety of evidence as a means of enabling access. It is sensible, however, to discuss this matter with the internal and/or external verifier at an early stage.

Where the candidate uses alternative means of providing evidence, the method must have equal rigour to those used for other candidates. The candidate must fulfil the demands of the criteria consistently over a period of time, regardless of method used to obtain the evidence. The assessment criteria may not be amended, re-worded or omitted.

In the case of long-term illness of an individual candidate or when a permanent health condition/disability means a candidate's completion of assessment takes additional time it may be possible to permit an extension to the deadline for the submission of work for certification.

Where reasonable adjustments are put in place, the centre must ensure that they adhere to CPCAB's requirements for record keeping and supporting evidence.

6. About the Candidate

Candidates will only be eligible for reasonable adjustments if their disability or difficulty places them at a substantial disadvantage in the assessment situation, in comparison to a person who is not disabled. A candidate does not necessarily have to be disabled (as defined by the Equality Act 2010) to be entitled to reasonable adjustments to assessment. Every candidate who is disabled will also not necessarily be entitled to or need an adjustment to assessment. The candidate may have developed coping mechanisms which minimise or remove the need for assistance. Any adjustment to assessment will be based on what the candidate needs to access the assessment. Where the difficulty is minor, the centre should assist the candidate by offering help with study and assessment skills.

The list below, which is not exhaustive, gives some examples of candidate needs that may be eligible for adjustments to assessments (see [Appendix 3](#) for more details).

- Communication and interaction needs;
- Cognition and learning needs;
- Sensory and/or physical needs;
- Behavioural, emotional and social needs;
- Candidates for whom English is an additional language.

The candidate will be eligible for reasonable adjustments if their performance during an assessment is likely to be substantially affected by a particular impairment. Many of these candidates will be defined as being disabled under the Equality Act.

Where the centre can verify evidence of the disability or difficulty and the implications are clear, such as physical difficulties, profound hearing impairment or registered blind or partially sighted candidates, further evidence of these physical difficulties is not required.

Where the implications of the difficulty are not obvious, such as for learning or mental health difficulties, the centre should gain evidence of the effect of the difficulty on the candidate's performance in the assessment⁴. Any of the following types of evidence would be acceptable;

- evidence of assessment of the candidate's needs, made within the centre by the relevant member of staff with competence and responsibility in this area. The evidence should be documented for audit purposes;
- history of provision within the centre or previous centres;

⁴ A candidate with a Statement of Special Educational Need does not automatically qualify for reasonable adjustments. The demands of the qualification should be taken into account. The reasons for the statement may have only limited effect on achievement in the assessment.

- written evidence produced by independent authoritative specialists, This could take the form of medical, psychological, or professional reports or assessments. These reports should state the name, title and professional credentials of the person who carried out the assessments and wrote the report and setting out the nature of the difficulty and extent to which the candidate is affected by 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 the candidate is affected by the difficulty, there will have to be recent and relevant evidence of assessments and consultations carried out by an independent expert.

It is the centre's responsibility to ensure that all applications for reasonable adjustments are based on the individual need of the candidate and that the evidence in support of the 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. Applying for Reasonable Adjustments (CR3)

CPCAB and its centres share a responsibility to ensure that the process of assessment is robust and fair and allows the candidate to show what they know and can do without circumventing the assessment criteria. The following points must be borne in mind:

- Adjustments to assessment should not compensate the candidate for lack of knowledge and skills. The candidate must be able to cope with the content of the assessment and be able to work at the level required for the assessment;
- Any adjustment to assessment must not invalidate the assessment requirements of the qualification or the requirements of the assessment strategy;
- Adjustments should reflect the candidate's normal way of working;
- Competence standards must not be altered. All candidates will be assessed against set standards which cannot be altered, but it may be possible to change the process of the assessment to give each an equal opportunity to demonstrate what they know and can do;
- Any adjustment to assessment must not give the candidate an unfair advantage or disadvantage the candidate. The qualification of a candidate who had an adjustment to assessment must have the same credibility as that of any other candidate;
- Any adjustment to assessment must be based on the individual need of the candidate. Decisions about adjustments should be taken after careful consideration of the needs of each individual candidate, the assessment requirements of the qualification and the nature and extent of the support given as part of normal teaching practice. A centre should not assume that the same adjustment will be required for all assessments.
- Any adjustment to assessment must be supported by evidence which is sufficient, valid and reliable;
- Adjustments must be supported by the Head of Centre or a staff member with delegated authority;
- All adjustments to assessment must be implemented in accordance with CPCAB's guidance.

7.1 Adjustments agreed by the Centre

The centre can implement reasonable adjustments relating to internal assessment without seeking prior permission from CPCAB, but they should keep their accurate records as an audit trail.

7.2 Adjustments agreed by CPCAB

The centre has to apply for adjustments to external assessments on behalf of the candidate, using form CR3 ([see Appendix 1](#)). A separate form should be completed for each candidate and submitted by the

deadline of 8 weeks before the assessment date. Applications received after the deadline may not be processed in time for the candidate to take the assessment.

The application should be signed and dated by a member of the centre staff who has formally been given delegated authority for this by the Head of Centre, including the declaration that the information in the application is accurate, the centre will be able to provide the arrangements requested if approved by CPCAB; the reasonable adjustment will be implemented in accordance with CPCAB guidance and the centre will not exceed the allowances given.

Please see [Appendix 3](#) for a table of commonly requested adjustments to assessment arrangements. It is not intended to be a comprehensive list and a centre is advised to contact CPCAB for advice on alternative ways of accessing assessment for particular situations.

7.3 A reasonable adjustment request is NOT required for the following:

Changes to font size and background colours which are made by the candidate and reverted back to the original format before submission to the centre. Please note if the centre are required to make these changes on behalf of the candidate, then a reasonable adjustment application is still required.

7.4 The following reasonable adjustments are not appropriate for CPCAB external assessments:

Extra time - Given the open book format of the external assessment CPCAB candidates are not permitted extra time. Reasonable adjustments in the form of extra time are intended for invigilated examinations under timed conditions. External assessments for CPCAB qualifications are not timed invigilated assessments and candidates have the opportunity to edit, reflect on, and amend their work over the full external assessment window.

Rest Breaks - The external assessment is not taken under timed invigilated exam conditions. The candidate can decide how to manage the workload over the duration of the assessment window, this includes any rest breaks they might need.

7.5 Record Keeping

The centre should keep records of their decisions to permit adjustments to assessments, retain a copy of the application form and supporting evidence plus relevant documentation received from CPCAB, in accordance with the centre's archiving policy. If the centre exceeds the level of assistance and type of assistance as set out in these sections, it may be viewed as malpractice.

8. Applying for Special Consideration (CR3a)

A centre should apply for special consideration using form CR3a ([see appendix 2](#)). A separate form should be completed for each candidate for each qualification, signed and dated by a member of the centre staff who has formally been given delegated authority by the Head of Centre. The signatory must declare that the information given is accurate. The candidate will normally also need to submit evidence in support of special consideration such as medical evidence or any other appropriate information.

In cases where a group of candidates has been disadvantaged by a particular event (e.g. fire alarm) a single form can be submitted, together with a list of affected candidates.

The application for special consideration should be submitted as soon as possible after the external assessment and not later than 7 working days after the examination. In exceptional circumstances CPCAB may review special consideration applications after 7 days, but only in the following circumstances:

- the application has been overlooked at the centre and the oversight is confirmed by the Head of Centre;
- medical evidence comes to light about a candidate's condition, which demonstrates that the candidate must have been affected by the condition at the time of the examination, even though the problem revealed itself only after the assessment;
- the candidate has not received a published result for the external assessment where special consideration is being requested.

A candidate will **not** be eligible for special consideration if:

- no evidence is supplied by the centre that the candidate has been affected at the time of the assessment by a particular condition;
- any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence;
- preparation for a component is affected by difficulties during the course, e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff etc;
- results have been issued for the external assessment.

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

9. Other CPCAB Policies

This policy will be reviewed at least annually and should be read in conjunction with the CPCAB policies on:

- [Equal opportunities](#);
- [Malpractice and maladministration](#);
- [Appeals](#).

[JCQ's detailed guidance](#) on reasonable adjustments and special consideration may also be useful as a resource for centres.

CPCAB 2026

Appendix 1: Application for Reasonable Adjustments (CR3)

The purpose of a Reasonable Adjustment request is to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation. All requests should reflect the candidates normal way of working. Requests for Reasonable Adjustments are not shared with CPCAB Assessors.

Centres to complete this [Application Form](#) for candidates who need a reasonable adjustment. This form must be received by CPCAB at least **eight weeks** prior to the external assessment date. In the unlikely event that CPCAB declines to accept the Reasonable Adjustment for a candidate the centre is entitled to appeal the decision according to the procedures set out in the [Appeals Policy](#).

Centre Name:	
Centre Number:	
Candidate Name:	
CPCAB Candidate Number:	
Qualification Title:	
Group Number:	
Date of External Assessment:	

Reason for adjustment(s): Please provide details

How was the need for this adjustment identified?

When was the need for this adjustment identified? Please tick as appropriate

- ☐ Pre-course
- ☐ At admission/enrolment
- ☐ During the course
- ☐ During the mock assessment

How does this adjustment reflect this learner's normal way of working? (please provide details of the current centre adjustments below)

Has this request been mapped to CPCABs Reasonable Adjustments Policy and identified as the most appropriate adjustment for the candidate? Yes/No

If no, please read the CPCAB [Reasonable Adjustments and Special Consideration Policy](#).

Reasonable adjustment(s) required*:

☐	Use of coloured overlays/screen background/text
☐	Use of mechanical, electronic and technological aids
☐	Use of assistive software
☐	Use of bilingual translation dictionaries
☐	Enlarged font/changed font (An RA application is not required if candidates make these changes themselves and revert the paper back to the original format before submission to the tutor/centre)
☐	Assessment material in braille. If assessment material in braille is required please contact contact@cpcab.co.uk
☐	Spoken responses using electronic recording devices (transcribed at centre)
☐	Prompter
☐	Reader
☐	Scribe
☐	BSL/English Interpreter
☐	Practical Assistant
☐	Transcriber

* Please note CPCAB do not accept requests for extra time or rest breaks due to the open book format of the assessment

Please explain how the RA requested above will be facilitated:

[illegible]

Declaration: I confirm that the above application reflects the candidates normal way of working and evidence has been supplied to the centre of individual needs where appropriate. All information is correct and verifiable and may be requested by CPCAB as required. I understand that the centre is responsible for supporting the candidate with facilitating any Reasonable Adjustment request.

Name:	
Signature:	
Date of application:	
Position in centre:	
Email address:	

Please send your completed CR3 to contact@cpcab.co.uk for approval.

Please refer to the [CPCAB Reasonable Adjustments Policy](#) and JCQ guidelines should you need further guidance.

Appendix 2: Application for Special Consideration (CR3a)

An application for Special Consideration can be made if a candidate is fully prepared for the exam but is disadvantaged due to illness or unavoidable circumstances beyond their control at the time of the external assessment. The disadvantage may take the form of a material effect on a candidate's ability to demonstrate their normal level of attainment in an assessment.

Special consideration can only ever go some way towards compensating a candidate who has been disadvantaged during an exam. It is not always possible to reflect what might have been achieved in more favourable circumstances.

Where long term circumstances have prevented the candidate from reaching the competence standards it may not be possible to make an adjustment. There will also be situations where candidates should not be entered for an examination.

Application and eligibility criteria

1. Eligibility conditions include:
 - (a) sudden on-set of an illness, injury or disability whilst taking the assessment.
 - (b) bereavement of a close friend or family member.
 - (c) other circumstances beyond the candidate's control.
2. The candidate's **tutor** (or else the centre co-ordinator) must complete the form overleaf and send it to CPCAB.

Application for Special Consideration (CR3a)

Name and address of centre: Telephone number: Email address:	
Name of tutor/coordinator:	
Name of candidate for whom special considerations are being requested:	
CPCAB Candidate number: Group number:	
Qualification for which candidate is registered:	
External assessment date:	
Please detail below: - the main reason for this application with reference to the terms of eligibility given overleaf, and (where applicable) - the documents you enclose to support this application	
Main reason for application	Documents enclosed
Tutor signature:	Email address: Date:

Please send your completed CR3a form together with any supporting documents to contact@cpcab.co.uk

Appendix 3: Reasonable Adjustments to Assessments

Centres should note that not all of the adjustments to assessments described below will be reasonable or permitted by CPCAB; the list is designed to cover a range of qualifications. It is accepted that particular considerations arise in the case of counselling training, particularly in terms of client confidentiality, sensitive personal information and communicating with clients.

Some candidates may need a single adjustment; others may require a combination of several adjustments. If in doubt, the centre is advised to contact CPCAB for advice.

Use of mechanical, electronic and technological aids	
Use of coloured overlays, coloured screen backgrounds, changed text colours, low vision aids, tinted spectacles and OCR scanners	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. A centre should contact CPCAB if they are unclear about whether any new technology will unfairly advantage the candidate or invalidate the assessment requirements. Summary: • The candidate should be familiar with how the aid works. • The use of aids should not give the candidate an unfair advantage over other candidates or invalidate the assessment criteria.
Use of assistive technology, for example speech/screen reading software and voice activated software	Some candidates may benefit from the use of software that reads the assessment material to them and records their spoken responses. Speech software may be used to allow candidates to have access to assessments that are appropriate for them and enable them to show their proficiency. The centre should ensure that the use of assistive technology will not invalidate the assessment requirements or give the candidate an unfair advantage. Due to the rapid development of such technology, the centre should seek advice from CPCAB if the implications of using certain kinds of assistive technology are unclear. It should be noted that the use of such software may introduce a hidden assessment agenda, in that the candidate has to master the use of the software in addition to mastering the assessment criteria. Summary: • The candidate should be familiar with how the assistive technology works. • The assistive technology should not give the candidate an unfair advantage over other candidates or invalidate the assessment criteria.
Use of bilingual dictionaries or bilingual translation dictionaries (manual or electronic)	If the centre is satisfied that the candidate can cope with the subject content, but the candidate's knowledge and comprehension of English, Welsh or Irish (Gaelige) impairs their ability to complete the assessment use of bilingual dictionaries may be permitted. The centre should check the dictionaries used by the candidate to make sure they do not contain notes which would give the candidate an unfair advantage. Where permission is given to use electronic dictionaries, the centre must check that the equipment does not contain additional functionality that will give the candidate an unfair advantage. If such functionality is present, it must be disabled, or the equipment disallowed. Summary: The use of a bilingual dictionary should not give the candidate an unfair advantage over other candidates or invalidate the assessment criteria.

	NB. CPCAB qualifications are only offered in English at present.
Modifications to the presentation of the assessment material	
Enlarged font/changed font	CPCAB provide standard materials in word format which can be adjusted to suit individual candidate needs provided these modifications do not compromise the security of assessment papers. Candidates are permitted to make changes to font size, style, or colour or change the font style as long as this is reverted back on submission to the tutor. Any centre modifications made to papers by centres, that could compromise the security of assessment materials, should seek prior permission from CPCAB. It is the centre's responsibility to provide any approved altered modified materials to candidates, and it is the centre's responsibility to ensure that submissions returned to CPCAB are in an assessable format. Summary: CPCAB provide standard Word documents which can be altered by either increasing the font size, or using the screen zoom function on the candidate's IT program.
Assessment material in Braille	Assessment material may be provided in Braille for a blind or visually impaired candidate. The centre should meet CPCAB's deadlines for applying for this. If Braille assessment material has been ordered, but is no longer required, the centre should inform the awarding body immediately. Braille is not always an appropriate adjustment for the candidate as not all blind or visually impaired people are fluent in Braille. Summary: Where appropriate, the centre should meet the awarding organisation deadlines for requesting brailled assessment material.
Spoken responses using electronic recording devices	Where there is evidence of need, the candidate may be permitted to record their responses electronically. 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. Summary: Recording the candidate's responses electronically should not be allowed where it will invalidate the assessment requirements. The centre should ensure that the appropriate recording equipment is provided in full working order.
Use of access facilitators	
Reader	A reader is a person who, when requested, will read to the candidate all or part of the assessment material and the candidate's written responses. Where there is evidence of need a reader may be allowed in all assessments where reading or understanding of the written word is not an assessment 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: the use of speech/screen reading software which reads out the material without decoding or interpreting it; and

- accessing the assessment material in electronic format, in Braille or through sign language.

The centre is responsible for making the necessary arrangements for the provision of a reader. The reader should not normally be the candidate's own tutor or assessor, except in circumstances where it is necessary to do so. In such cases, the awarding body should be specifically consulted. On no account may a relative, friend or peer of the candidate be used 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 accurately. A candidate should, wherever possible, have had previous practice in working with the reader and should have used this arrangement during the training programme leading up to the assessment.

The centre should ensure that the candidate and reader are clear about the limitations of the reader's role. The centre should give the reader clear instructions regarding what they are required to do and what they may and may not do during the assessment. For a candidate requiring a reader and a scribe, the same person may act as both as long as permission has been given for both arrangements.

Where a candidate is not eligible for the use of a reader, it may be helpful for the candidate to read the questions aloud.

The reader is responsible to, and should be approved by the Head of Centre or the centre staff member with delegated responsibility.

The reader:

- should read only as requested by the candidate. The candidate may choose to read some parts of the assessment themselves;
- should read accurately. If the reader is working with a deaf or hearing impaired candidate, the reader should articulate clearly;
- should only read the exact wording (instructions and questions), and not give meanings of words, rephrase or interpret anything;
- should repeat instructions and questions on the paper only when specifically requested to do so by the candidate;
- may consult a dictionary, where this is allowed, at the candidate's request and read out entries;
- should read, as often as requested, the answers already recorded, but may not act as proof-reader;
- should not advise the candidate regarding which questions to do, when to move on to the next question, or the order in which the questions should be answered;
- may enable a visually impaired candidate to identify which piece of visual material relates to which question, but should neither give factual help to the candidate nor offer any suggestion;
- is permitted to help a visually impaired candidate using diagrams, graphs and tables to obtain the information that the print/amended print copy would give to a sighted candidate;

	• 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; • should refer any problems during the assessment to the invigilator. Summary: • The centre should select a reader and fully brief them on their responsibilities. • A reader should not be allowed where such use would invalidate the assessment requirements.
Scribe (sometimes called amanuensis)	A scribe is a person who, in an assessment, writes down or word processes a candidate's dictated responses. Where there is evidence of need, a scribe may be allowed in all assessments where writing or keyboarding is not the competence being assessed. The centre should, in consultation with the candidate, decide whether the use of a scribe is an appropriate adjustment. As the effective use of a scribe requires high level communication skills from the candidate, the centre is advised to consider whether the candidate would be more comfortable with the use of a computer. The candidate is also more likely to use a word processor rather than a scribe in the workplace. For a candidate requiring a scribe and a reader, the same person may act as both, provided permission has been given for both. The use of a scribe should not affect the assessment requirements for the qualification being assessed. In some cases the writing of answers by the candidate may be the skill being assessed. The centre should select a scribe on the basis of their ability to work effectively with the candidate. A scribe should be able to produce an accurate record of the candidate's responses, write legibly and/or word process at a reasonable speed, and have sufficient knowledge of the subject to be able to record technical terms correctly. A scribe should not normally be the candidate's own tutor or assessor. On no account may a relative, friend or peer of the candidate be used as a scribe. A candidate should, wherever possible, have had previous practice in working with the scribe and used this arrangement during their learning programme. The centre should ensure that the candidate and scribe are clear about the limitations of the scribe's role. The centre should give the scribe clear instructions regarding what they are required to do/what they are not allowed to do during the assessment. The scribe is responsible to and should be approved by the Head of Centre or the centre staff member with delegated responsibility. During the assessment a scribe: • should check with the candidate for which parts of the assessment they wish to have their responses scribed. The candidate may choose to write some responses themselves;

	• should neither give factual help to the candidate nor offer any suggestions; • should not advise the candidate regarding which questions to do, when to move on to the next question or the order in which the questions should be answered; • should write down answers exactly as they are dictated. Where spelling accuracy and punctuation is being tested, the scribe must follow explicit instructions from the candidate. The scribe may not take responsibility for spelling technical words; • should write a correction on a typescript or Braille sheet if requested to do so by the candidate; • should not assist the candidate to produce any diagrammatical or graphical material. If assistance with this is needed, approval should be obtained from the awarding body in advance of the assessment. Exceptions to this are Entry Level qualifications where the scribe is allowed to draw or add to diagrams in accordance with the candidate's instructions; • may, at the candidate's request, read back what has been written but no comment must be made about any part of the candidate's response. Summary: • The centre should check that the use of scribe is the most appropriate arrangement to enable the candidate to undertake the assessment. • The centre should select a scribe and fully brief them on their responsibilities. • A scribe should not be allowed where such use would invalidate the assessment requirements.
British Sign Language (BSL)/English interpreter	Although British Sign Language (BSL) is now recognised as an official language of the UK, it is not a statutory language, unlike English, Welsh and Irish (Gaelige). The regulatory criteria state: <i>"A Learner taking a qualification may be assessed in British Sign Language where it is permitted by an awarding organisation for the purpose of Reasonable Adjustment"</i> (G2.2) Where BSL is the primary means of communication for a deaf or hearing loss candidate, these candidates may have the support of a BSL/English interpreter to sign the questions (or part questions) where they are undertaking written assessments. For assessments where reading or speaking and listening are the competences being assessed, BSL or any other sign language may only be used for the assessment material rubric and instructions. The centre should ensure that the BSL interpreter has an appropriate qualification in the sign language and a good working knowledge of the content of the assessment. Some awarding bodies may provide the centre with a specification for the person allowed to interpret the written assessment material into BSL. A candidate should, wherever possible, have had previous experience of working with a BSL/English interpreter and should have used this arrangement during the learning programme leading up to the assessment. The centre should ensure that the candidate and the person providing the interpretation is clear about the limitations of the latter's role in the

	assessment situation. The centre should ensure that the person providing the interpretation has access to the assessment material in advance of the assessment, to prepare for the signing. This arrangement should be agreed with the awarding body. The interpretation should not give the candidate an unfair advantage and care must be taken not to indicate the meaning of technical words, where the candidate's understanding of these words is inherent in the purpose of the question. The interpretation should not explain or clarify. In some instances it may be more appropriate to finger-spell a word. Any words or phrases interpreted for the candidate because a standard sign is not available or appropriate should be underlined on the assessment material, which, if separate from the answer book, should be attached to the candidate's answer book. Amended versions of questions should be shown on the assessment material. The candidate using a BSL/English interpreter should be accommodated separately so as not to disturb other candidates. A separate invigilator should be present when a BSL/English interpreter is used to ensure that guidance regarding BSL/English interpreters is followed. The BSL/English interpreter: • should have access to the assessment material in advance of the examination to prepare for the signing. The awarding body should advise how long before the assessment the BSL/English interpreter can have access to the assessment material; • should not interpret technical language or give additional explanations; • may, at the candidate's request, sign any labels or text connected with reference material such as maps, diagrams or graphs. The candidate should, however, study the reference material independently. Summary: • The centre should check that the use of BSL/English interpreter is the most appropriate arrangement to enable the candidate to undertake the assessment. • The centre should select a BSL/English interpreter and fully brief them on their responsibilities. • A BSL/English interpreter should not be allowed where such use would invalidate the assessment requirements. • The BSL/English interpreter should meet CPCAB's requirements and should have an appropriate qualification in the sign language so as not to disadvantage the candidate.
Prompter	A candidate with severe attention problems may benefit from the use of a prompter in assessment situations to draw their attention back to the assessment 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 problem is one of concentration, consideration should be given to taking regular rest breaks rather than a prompter. A prompter should not normally be the candidate's own tutor or assessor, except when it may be necessary to do so. In such cases the awarding body should be specifically

consulted. On no account may a relative, friend or peer of the candidate be used as a prompter. Prompters should be sufficiently familiar with the candidate to recognise when their attention is no longer on the assessment task and that he or she is not, for example, looking away from the paper whilst thinking. Under no circumstances may the prompter draw the attention of the candidate to part of the question paper or the candidate's answer paper. The prompter should sit near enough to be able to observe the candidate and draw their attention back to the task. This should, however, be organised as unobtrusively as possible. The candidate's attention may be drawn back to the task using a light tap on the candidate's arm or shoulder or, alternatively, on the desk (though not in a way that may be taken to indicate any part of the examination question paper). Verbal prompting should not normally be used. The method used by the prompter to bring back the candidate's attention should be agreed before the assessment between the candidate and the prompter and should be acceptable to the centre. It should be noted that some candidates with emotional and behavioural sensitivity/vulnerability and/or mental health conditions may not be comfortable with a 'light tap' prompt. A form of verbal prompting should be considered and agreed for these candidates. In the case of an epileptic candidate where the problem is one of temporary absence, the normal procedure to help that candidate will be allowed. The centre should ensure that the candidate and prompter are clear about the limitations of the prompter's role. The centre should give the prompter clear instructions regarding what they are required to do and what they may and may not do during the assessment. The centre should ensure that the candidate and the prompter have had experience of working together. The prompter is responsible to and should be approved by the Head of Centre or the centre staff member with delegated responsibility. During an assessment a prompter: • should draw the candidate's attention back to the task in hand; • should use the method of prompting agreed with the candidate; • should not give factual help to the candidate or offer any suggestions; • should not advise the candidate regarding which questions to do, when to move on to the next question or the order in which the questions should be done; • should be prepared for periods of inactivity during the assessment, but should remain vigilant. Summary: • The centre should check that the use of a prompter is the most appropriate arrangement to enable the candidate to undertake the assessment. • The centre should select a prompter and fully brief them on their responsibilities. • A prompter should not be allowed where such use would invalidate the assessment requirements.
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Practical assistant	A practical assistant is a person who, during an assessment, carries out practical tasks at the instruction of the candidate. Examples of the kinds of tasks with which the practical assistant may assist are, turning the pages of the question paper or, guiding a candidate using a Braille paper to the correct page they need. The centre should, in consultation with the candidate, decide whether the use of a practical assistant is an appropriate arrangement. A practical assistant will not normally be allowed in those qualifications where the practical skill is the focus of the assessment. The centre is responsible for making the necessary arrangements for the provision of a practical assistant. The practical assistant should be familiar with the requirements of the assessment, but should not normally be the candidate's own teacher/tutor/assessor except when it is necessary to do so. In such cases, the awarding body should be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a practical assistant. A practical assistant should be a person who is able to ensure the safety of the candidate and carry out their instructions accurately. The centre should prepare clear written instructions for the practical assistant on the assistance they are able to give the candidate. A copy of these instructions should also be given to the candidate. The centre should note that the practical assistant may not perform tasks for which the candidate will receive credit. The use of a practical assistant should not modify the specification requirements. For example, where the manipulation of apparatus or making accurate visual observations may be the skill being assessed, the use of a practical assistant will not be permitted. During practical assessments, the assessor should be present in addition to the practical assistant. During a practical assessment, a practical assistant: • should follow the instructions prepared by the centre on the level and kind of assistance that can be given to the candidate; • should ensure the safety of the candidate and those around them; • should not give factual help to the candidate or offer any suggestions; • should not advise the candidate which questions to do, when to move on to the next question or the order in which the questions should be done; • should carry out instructions exactly as they are given unless to do so would cause a hazard. If the practical assistant does not understand the candidate's instructions, they may ask for clarification but must not lead the candidate in any way or attempt to interpret the candidate's wishes; if incorrect or inadequate instructions are given by the candidate this must be reflected in the outcome of the assessment; • should not expect to assist the candidate throughout the entire assessment (there may be parts of the assessment which the candidate can do without help and thus gain credit for demonstrating the required skills). Summary: • The centre should check that the use of a practical assistant is the most appropriate arrangement to enable the candidate to undertake the assessment;
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	• The centre should select a practical assistant and fully brief them on their responsibilities; • A practical assistant should not be allowed where such use would invalidate the assessment requirements.
Transcriber	This arrangement may be used by a candidate in the following circumstances: • Where the candidate's handwriting is illegible, or they are unable to use a computer or dictate responses - it may not be allowed where writing by hand is the competence being assessed; • Where the candidate's responses are produced in Braille or in BSL. The transcriber will produce a transcript to assist the examiner/assessor in the assessment 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). (For responses produced in Braille or BSL the examiner/assessor may refer solely to the transcript). The centre should, in consultation with the candidate, decide whether the use of a transcript will be an effective arrangement. The centre should give the transcriber clear instructions regarding what they are required to do after the assessment. The transcript should be produced by a member of the centre's staff who is familiar with the candidate's handwriting, is fully competent in Braille (where the transcription is for candidate's responses produced in Braille), or who has the required skills in BSL (where the transcription is for candidate's responses produced in BSL). 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 not inform the assessor of the reason why a transcript was necessary. The transcriber: • should produce the transcript in a separate copy of the question paper in Microsoft Word document format; • must word process the transcript; • should produce the transcript immediately after the examination under secure conditions; • should not involve the candidate in the production of the transcript; • should normally transcribe complete answers. In cases where only occasional words need to be transcribed, these may be written on a photocopy of the candidate's script. On no account should the candidate's original script be marked or annotated in any way; • should normally be a word-for-word transcription, i.e. an exact copy of what the candidate has written. The transcriber may not insert or omit words or alter their order. In English, Welsh or Irish (Gaelige) or modern foreign language examinations any errors, including those of spelling, punctuation and grammar, must be transcribed as given by the candidate and must not be corrected. In other qualifications, the transcriber may correct the spelling of non-technical words;

	• should indicate any corrections to spelling on the verbatim transcript using a different colour ink; • should not transcribe diagrammatical material. Assessment of such material will be based on the candidate's own work. Summary: • The centre should check that the use of a transcriber is the most appropriate arrangement to enable the candidate to undertake the assessment. • The centre should select a transcriber and fully brief them on their responsibilities. • A transcriber should not be allowed where such use would invalidate the assessment requirements.
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Based on Federation of Awarding Bodies guidance, January 2012