



**REASONABLE ADJUSTMENTS POLICY**

Document control

Audience	Internal colleagues, External colleagues, Customers, External Quality Assurance bodies and regulators
Application	This policy applies to all Achieve+Partners personnel and bodies that work with it
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Document change record

Changes to specific sections of the document are listed below:

Page	Section	Change
None to date		



## SECTION 1: POLICY

### 1.1 Introduction

Achieve+Partners is committed to the fit-for-purpose provision of and valid outcomes for end-point assessment, by ensuring that reasonable adjustments are applied fairly where they are justified. This policy is designed for customers (typically training providers or employer providers) acting on behalf of apprentices, that are registered on an apprenticeship standard. It also sets out the means by which Achieve+Partners can process requests for reasonable adjustments fairly and apply them effectively in end-point assessments.

This policy outlines:

- arrangements for making reasonable adjustments in respect of end-point assessments provided by Achieve+Partners
- on what grounds apprentices can qualify for and request reasonable adjustments
- guidance regarding the reasonable adjustments that Achieve+Partners will permit
- arrangements for applying and granting reasonable adjustments.

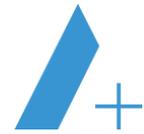
### 1.2 Purpose

This policy sets out the conditions and arrangements that a customer, on behalf of an apprentice, needs to follow in order to apply for a reasonable adjustment in component(s) of an end-point assessment for an apprenticeship standard. The policy also sets out the steps Achieve+Partners will take to respond to requests for reasonable adjustments, within an agreed timescale, within the context of permitted adjustments for independent assessment. Achieve+Partners will arrange for agreed reasonable adjustments to be applied by invigilators and independent assessors in end-point assessments.

### 1.3 Scope

This policy is relevant to registered apprentices, employers and training providers that have appointed Achieve+Partners to provide end-point assessment services for an apprenticeship standard(s).

Reasonable adjustments are the principal way in which Achieve+Partners manages access to assessment arrangements, to comply with the duty under the Equality Act 2010 to make reasonable adjustments. They constitute an arrangement to provide an apprentice with fair and equitable access to end-point assessment.



The Equality Act 2010 requires bodies to make reasonable adjustments where a candidate (an apprentice), who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- + Identifying a physical or mental impairment
- + looking into adverse effects and assessing which are substantial
- + considering if substantial adverse effects are long term
- + judging the impact of long-term adverse effects on normal day to day activities.

Achieve+Partners is required to take reasonable steps to overcome disadvantage but, are only required to do by regulation what is reasonable in terms of granting fair access. What is reasonable will depend upon individual circumstances, cost implications, the practicality and effectiveness of the adjustment and the likely impact of the adjustment upon the apprentice and other apprentices. Additional factors such as maintaining performance and competence standards, including those for health and safety, will also be considered. An adjustment will not be approved if it involves unreasonable costs, involves unreasonable timeframes or affects the security and integrity of the assessment. In these circumstances the adjustment is not deemed reasonable.

Achieve+Partners recognises that reasonable adjustments may be required in end-point assessments where apprentices have a:

- + permanent disability or special educational needs
- + temporary disability, a medical condition or learning needs.

This policy does not cover the provision of information to apprentices on the process of end-point assessment that Achieve+Partners delivers. More information on how end-point assessment is conducted can be found in the assessment specifications and supporting policies. If an apprentice requires more information on these processes, they can contact Achieve+Partners.

#### 1.4 Definitions

A reasonable adjustment is a reasonable step or action taken to lessen or remove the effects of a substantial disadvantage to a disabled learner. A reasonable adjustment applied for an individual apprentice may be unique to that individual.



Reasonable adjustments are applied to enable apprentices to demonstrate knowledge, skills and behaviours to the levels of attainment required by the specification for end-point assessment, without changing the demands of the assessment. Reasonable adjustments are not concessions that make assessment easier for apprentices nor advantages to give apprentices a head start over others.

Reasonable adjustments will not affect the integrity of what is required to be assessed in an end-point assessment in accordance with the specification, but may involve application of the following:

- + permitting an apprentice extra time to complete an assessment component
- + providing justified assistance to apprentices during assessment such as a reader or a scribe in a knowledge test or a sign language interpreter
- + modifying methodology from written assessment requirements to verbal assessment
- + using assistive technology for example voice activated software
- + providing alternative colour backgrounds to screens or paper-based assessments, or providing different colour transparencies to view assessment papers
- + adapting assessment materials for example providing Braille materials
- + providing appropriate accommodation for assessment for example off-site facilities or removal of visual stimuli for autistic apprentices.

## 1.5 Arrangements

Reasonable adjustments must be requested, approved and set in place before any end-point assessment activity commences. Achieve+Partners require evidence of need for any reasonable adjustment to be approved. This evidence will vary depending on the disability and the access arrangement(s) being applied for. This policy sets out what is required as evidence of need for each access arrangement. Failure to produce the appropriate evidence of need will lead to a request being rejected. Significant evidence of need for example will be required for substantial impairments.

Access arrangements are provided for apprentices with:

- + permanent disability or special educational needs
- + temporary disability, a medical condition or learning needs.

Achieve+Partners' access arrangements must:

- + be approved before assessment can take place
- + allow access to assessment without giving an unfair advantage



- + reflect the apprentice's normal way of working
- + not compromise the specified requirements or criteria set out in the end-point assessment specification.

There may be subject or occupationally specific issues relating to end-point assessment where training providers and employers may need to seek advice from Achieve+Partners. However, in most end-point assessments a wide range of reasonable adjustments will be available. Customers using Achieve+Partners' end-point assessment services have a responsibility to ensure that they are conversant with this policy, and if they require more information, they must contact Achieve+Partners.

### 1.5.1 Adaptations

End-point assessments can involve many assessment components such as knowledge tests, observations of apprentice performance in the workplace and professional discussions. Some of these components like observation of apprentice performance test the competence of apprentices against assessment and grading criteria. Any reasonable adjustment in these circumstances must reflect the normal working practice of an apprentice working within the occupational area. Apprentices may, however, use mechanical, electronic and other aids in order to demonstrate competence. The aids must either be generally commercially available, or available from specialist suppliers, and can feasibly be used on the employers' premises.

The following adaptations are examples of what may be considered for the purposes of facilitating access, provided they do not impact on any competence standards being tested:

- + adapting assessment materials
- + adaptation of the physical environment for access purposes
- + adaptation to equipment
- + assessment material in an enlarged format or Braille
- + assessment material on coloured paper or in audio format
- + British Sign Language (BSL)
- + changing or adapting the assessment method or arrangements
- + extra time
- + modified language assessment material
- + practical assistant
- + provision of assistance during assessment
- + reader
- + scribe



- + use of CCTV, coloured overlays, low vision aids
- + use of a different assessment location
- + use of ICT/responses using electronic devices/assistive software/technology.

It is important to note that not all adjustments above will be reasonable, permissible or practical in specific situations. The apprentice may not need, nor be allowed, the same adjustment for all assessments.

Apprentices should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment requirements of the end-point assessment. As the needs and circumstances of each apprentice are different, training providers and employers must consider any request for a reasonable adjustment on a case by case basis.

#### 1.5.2 Requesting a reasonable adjustment

Apprentices should follow Achieve+Partners procedure when making a request:

1. Customer and apprentice to declare and collate evidence about the nature of the disability that the apprentice has
2. Complete the application form. The application form is available on the Achieve+Partners website ([www.achievepartners.co.uk](http://www.achievepartners.co.uk)) or directly from Achieve+Partners see Section 3
3. The form must be completed in full, signed and with any evidence of need as required, see Section 4 for further guidance.

All applications should be marked for the attention of the Quality Director and sent to Achieve+Partners at:

By post

Quality Director

Achieve+Partners

50 Holdings Road

Sheffield

S2 2RE

By email

[info@achievepartners.co.uk](mailto:info@achievepartners.co.uk)



### Evidence of need

Examples of relevant evidence which confirms the apprentice's disability may include one or more of the following:

- + a current Statement of Special Educational Needs
- + an Education, Health and Care Plan
- + a letter from CAMHS, a HCPC registered psychologist, a hospital consultant, a psychiatrist, a Speech and Language Therapist (SaLT)
- + a letter from the Local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service
- + an Individual Development Plan agreed and signed by a training/employer provider and apprentice

### Timelines

Requests for reasonable adjustments must be submitted no later than 21 days before the planned end-point assessment. Achieve+Partners will acknowledge receipt of a request, including when to expect a response. Every effort will be made to respond to requests quickly and efficiently in accordance with the timelines listed below. However, these may be subject to change where the request may be complex. When this occurs Achieve+Partners will advise of the reason(s) why and the new timescale.

Acknowledgment:	Within 3 working days after receipt of the request
Written outcome:	Within 10 working days from the date of the acknowledgement

### Outcome and action

Achieve+Partners will provide a written response to the request.

The outcome will be one of the following:

- + no adjustment(s) granted
- + adjustment(s) granted in line with request
- + different adjustment(s) granted in line with the policy.

Any reasonable adjustment(s) approved will be planned accordingly with the independent assessor, relevant quality assurance personnel, the employer and apprentice as part of end-point assessment scheduling arrangements.



Some adjustments may not be considered reasonable if they:

- + do not meet the specified criteria
- + involve unreasonable costs
- + involve unreasonable timeframes
- + affect the security and integrity of the end-point assessment itself.

For example, Braille papers cannot be produced at short notice. Adjustments must not put in jeopardy the health and well-being of the apprentice or any other person.

Should customers wish to appeal against a decision to decline requests for reasonable adjustments then they should refer to the Achieve+Partners Appeals Policy.

### 1.5.3 Reasonable Adjustments for apprentices with disabilities and learning difficulties

#### 1. Cognition and Learning Needs

For example, general and/or specific learning difficulties (such as Dyscalculia and Dyslexia).

These apprentices may require:

- + supervised rest breaks
- + extra time
- + a computer reader or a reader
- + read aloud or an examination reading pen
- + a scribe
- + a word processor
- + a prompter
- + a practical assistant
- + coloured overlays or coloured/enlarged papers
- + modified language papers.

#### 2. Communication and Interaction Needs

For example, Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN)

These apprentices may require:

- + supervised rest breaks
- + extra time
- + a computer reader or a reader



- + read aloud or an examination reading pen
- + a scribe
- + a word processor
- + modified language papers.

The apprentice must have an impairment in their first language which has a substantial and long-term adverse effect. A candidate does not have a learning difficulty simply because their first language is not English, Irish or Welsh.

### 3. Sensory and Physical Needs

For example, Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD), Vision Impairment (VI)

Apprentices may require:

- + supervised rest breaks
- + extra time
- + a computer reader or a reader
- + read aloud or an examination reading pen
- + a scribe
- + a word processor
- + a live speaker
- + a Communication Professional
- + a practical assistant
- + Braille papers, modified enlarged and/or modified language papers.

### 4. Social, Mental and Emotional Needs

For example, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions.

Apprentices may require:

- + supervised rest breaks
- + extra time
- + a computer reader or a reader
- + read aloud or an examination reading pen
- + a scribe



- + a word processor
- + a prompter
- + alternative site arrangement
- + separate invigilation.

The apprentice must have an impairment in their first language which has a substantial and long-term adverse effect. An apprentice does not have a learning difficulty simply because their first language is not English, Irish or Welsh.

### 1.5.3 Reasonable adjustments

The table below sets out the how reasonable adjustments may be typically applied to specific end-point assessment component tests. Key: Knowledge tests KT, Observation of workplace performance OP, Professional discussions/interviews PD, Presentations PS.

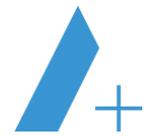
Reasonable adjustment	Component test
Supervised rest breaks	All
Extra time	KT, PD, PS
A computer reader or reader	KT
A scribe	KT
A word processor	KT
A prompter	All
Alternative site arrangement	All
Separate accommodation within usual site	KT, PD, PS
Change in organisation of assessment room	KT, PD, PS
Separate invigilation	KT
A practical assistant	All
Braille papers, modified enlarged and/or modified language papers	KT
Coloured overlays or coloured/enlarged papers	KT
A communication professional	All



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Reasonable adjustment	Component test
A live speaker	All
Use of bilingual and bilingual translation dictionaries	KT, PD
Use of ICT/assistive software or technology	KT, PD, PS

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## SECTION 2: PROCEDURE

This section of the policy sets out the procedural steps for requesting and applying reasonable adjustments

Ref	Step	Owner	CCP
1	Applicant identifies need for a reasonable adjustment in discussions with the apprentice and their employer	Applicant	
2	Applicant identifies the reasonable adjustment appropriate for the apprentice in accordance with the arrangements in this policy	Applicant	X
3	Applicant completes the reasonable adjustments request form providing any supporting evidence as required.	Applicant	
4	Achieve+Partners acknowledges receipt of reasonable adjustment request form within 3 working days of receipt.	Operations Director	
5	Operations Director reviews the reasonable adjustment request form and supporting evidence to ensure that all necessary information has been provided.	Operations Director	
6	Operations Director contacts the individual submitting the reasonable adjustment to request further information if required.	Operations Director	
7	Quality Director review the reasonable adjustment request and supporting evidence in line with the arrangements in this policy. This may involve further contact with the applicant submitting the request.	Quality Director	X
8	Quality Director will send Achieve+Partners response within 10 working days of the acknowledgement of receipt to the individual, this may involve a phone call to run through the detail of arrangements granted. The response will be: + no adjustment granted + adjustment granted in line with request + different adjustment granted in line with the policy.	Quality Director	X
9	Agreed arrangements will be discussed with the Operations Director	Quality Director	
10	The Operations Director will notify the independent assessor and make all necessary arrangements with the employer, provider and apprentice as required	Quality Director	
11	Reasonable adjustment applied in line with agreed arrangements set out by Achieve+Partners	Independent Assessor	X
12	Achieve+Partners will grade the assessment according to the arrangements for the end-point assessment as normal practice and issue the result in line with the Achieve+Partners Issuing Results Policy	Operations Director	
13	Should the applicant be dissatisfied they can make an appeal using the Achieve+Partners Appeals Policy	Applicant	



**SECTION 3: REQUEST FOR ACCESS ARRANGEMENTS TO REASONABLE ADJUSTMENTS**

Please complete this form and return to [info@achievepartners.co.uk](mailto:info@achievepartners.co.uk)

Name of individual making request	
Name of apprentice	
Title and level of standard	
Assessment date if known	
Reason for application	
Reasonable adjustments requested in line with policy	
Please list the evidence being presented to support application. Applications that do not have the relevant documentary evidence cannot be considered	



If the apprentice has previously been granted reasonable adjustments, please provide details	Year
	Subject
	Awarding Organisation
Have you applied reasonable adjustments during their apprenticeship programme? If so, please provide details	
<p><b>Declaration</b></p> <p>The declaration must be signed by the individual making the request and must have the permission of the apprentice to make the request on their behalf.</p>	
Signature	
Date of application	

For completion by Achieve+Partners ONLY

Outcome	Reasonable adjustment(s) denied	
	Reasonable adjustment(s) approved in line with request	
	Reasonable adjustment(s) approved in line with this policy	
Reasons for denial of adjustment		
Arrangements agreed for the apprentice		
Quality Director signature		
Date of approval		




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## SECTION 4: GUIDANCE FOR THE APPROVAL AND APPLICATION OF REASONABLE ADJUSTMENTS

Achieve+Partners must determine that:

- + the apprentice has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties, and is disabled within the meaning of the Equality Act
- + there is a genuine need for the arrangement.

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RA	Guidance
<b>Supervised rest breaks</b>	<p>Minimum evidence requirement an individual development plan indicating need for supervised rest breaks. This must confirm the nature of the apprentice's impairment and that supervised rest breaks reflect their normal way of working within the workplace and in learning. Training providers/employers must always consider if supervised rest breaks would be more appropriate before making an application for up to 25% extra time.</p> <p>Supervised rest breaks will be awarded on account of:</p> <ul style="list-style-type: none"> <li>+ cognition and learning needs</li> <li>+ communication and interaction needs</li> <li>+ sensory and physical needs</li> <li>+ social, mental and emotional needs</li> <li>+ a medical condition.</li> </ul> <p>During the rest break the apprentice will be supervised by an independent assessor within the room allocated for assessment and must not have access to assessment materials. The timing of the assessment will be paused and re-started when the apprentice is ready to continue. If the apprentice needs to leave the assessment room, they must be accompanied by the independent assessor.</p> <p>There is no maximum time set for supervised rest breaks. A request is made by the training provider/employer based on their knowledge of the apprentice's needs and normal way of working when placed under timed conditions. It is important to consider in advance of the assessments how many breaks an apprentice might need and the approximate duration of the supervised rest break(s), to allow enough staff to facilitate the rest break(s).</p>

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**RA****Guidance**

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**Up to 25% extra time**

Evidence requirements may include: a current Statement of Special Educational Needs, or an Education, Health and Care Plan, or an Individual Development Plan, which confirms the apprentice's disability. Evidence must also indicate that an apprentice's normal way of working, clearly demonstrates the need for 25% extra time. Extra time will not be allowed if an apprentice's literacy difficulties are primarily caused by English not being their first language. Extra time will not be permitted in observations of apprentices' workplace performance in which skills demonstrated. Where 25% extra time is to be made available to an apprentice in a specific end-point assessment component e.g. a knowledge test, Achieve+Partners will ensure that appropriate invigilation and scheduling are in place.

**Up to 50% extra time**

This is determined on an individual basis, based on the apprentice's demonstrated needs, and their normal way of working and learning. If an apprentice with specified needs can demonstrate their knowledge, skills and behaviours with 25% extra time then it would not be appropriate to approve more than this, as to do so would advantage the apprentice over others.

For most apprentices with cognition and learning needs who require extra time, 25% will be enough. If more than this is needed, there must be a strong justification as to why more than 25% extra time is required, including a substantial body of training provider/employer-based evidence.

In very exceptional circumstances, an apprentice may require more than 50% extra time in order to manage a very substantial impairment. Detailed information must be provided, indicating the very substantial nature of the apprentice's impairment and demonstrating why 50% extra time is insufficient.

**Computer reader/reader**

Minimum evidence requirement is an individual development plan indicating need for a reader. This must confirm the nature of the apprentice's impairment and that readers or equivalent support reflect their normal way of working within the workplace and in learning.

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RA	Guidance
<b>Computer reader/reader continued</b>	<p>A computer reader/reader will be awarded on account of:</p> <ul style="list-style-type: none"> <li>+ cognition and learning needs</li> <li>+ communication and interaction needs</li> <li>+ sensory and physical needs</li> <li>+ social, mental and emotional needs</li> <li>+ a medical condition.</li> </ul> <p>A computer reader/reader will not be allowed if an apprentice's literacy difficulties are primarily caused by English not being their first language.</p> <p>Computer software which accurately reads out text, (including synthetic speech software stored on a memory stick) but does not decode or interpret the assessment, may be used as a computer reader.</p> <p>A reader can be an independent assessor who reads assessment instructions and the questions to the apprentice. This may involve reading the whole assessment paper or by request only some words to be read. A reader is not a Communication Professional, a practical assistant, a prompter or a scribe. The same person may act additionally as one or more of these, provided approval has been given for these arrangements.</p> <p>An apprentice and computer reader/reader must be accommodated in a separate room so that they do not disturb others, on a one-to-one basis, the independent assessor (invigilator) may act as the reader. Where a reader is to be made available to an apprentice in a specific end-point assessment component e.g. a knowledge test, Achieve+Partners will ensure that appropriate invigilation and scheduling are in place.</p> <p>Guidelines for readers, they:</p> <ul style="list-style-type: none"> <li>+ may enable a vision impaired apprentice to identify diagrams, graphs and tables but must not provide information nor offer any suggestions, other than the information which would be available on the assessment for sighted apprentices</li> <li>+ may read numbers printed in figures as words (e.g. 254 would be read as two hundred and fifty-four, but when reading it should also be pointed to on the question paper). An exception is when the question is asking for a number to be written in words (e.g. write the number 254 in words)</li> </ul>



RA	Guidance
<b>Computer reader/reader continued</b>	<ul style="list-style-type: none"> <li>+ may decode maths/science symbols and unit abbreviations as this will not affect the integrity of the assessment</li> <li>+ may, if requested, give the spelling of a word which appears on the paper but otherwise spellings must not be given</li> <li>+ may read back, when requested, what the apprentice has written without any emphasis on any errors</li> <li>+ must read accurately</li> <li>+ must have appropriate subject/occupational knowledge in order to act effectively as a reader and decode symbols and formulae with accuracy</li> <li>+ must only read the assessment instructions and questions, and must not explain or clarify</li> <li>+ must only repeat the assessment instructions or questions when an apprentice indicates a specific need for help</li> <li>+ must abide by the regulations since failure to do so could lead to the disqualification of the apprentice</li> <li>+ must not advise the apprentice regarding which questions to do, when to move on to the next question, nor the order in which questions should be answered.</li> </ul>
<b>Read aloud</b>	<p>It can make a significant difference to an apprentice who persistently struggles to understand what they have read to read aloud. Where an apprentice is reading difficult text, they may work more effectively if they can hear themselves read. Minimum evidence requirement is an individual development plan indicating need for a reading aloud. This must confirm the nature of the apprentice's impairment and that reading aloud, or equivalent actions reflect their normal way of working within the workplace and in learning. Reading aloud will be awarded on account of:</p> <ul style="list-style-type: none"> <li>+ cognition and learning needs</li> <li>+ communication and interaction needs</li> <li>+ sensory and physical needs</li> <li>+ social, mental and emotional needs</li> <li>+ a medical condition.</li> </ul> <p>An apprentice must be accommodated in a separate room so that they do not disturb others, on a one-to-one basis with the independent assessor.</p>



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## Guidance

**Scribe**

Minimum evidence requirement is an individual development plan indicating need for a scribe. This must confirm the nature of the apprentice's impairment and that a scribe, or equivalent actions reflect their normal way of working within the workplace and in learning.

A scribe will be awarded on account of:

- + cognition and learning needs
- + communication and interaction needs
- + sensory and physical needs
- + social, mental and emotional needs
- + a medical condition.

A scribe or speech recognition technology software will not be allowed if an apprentice's literacy difficulties are primarily caused by English not being their first language.

A scribe will not be permitted to perform tasks which are part of the assessment objectives. In cases where an apprentice will be dictating to a scribe for the entire duration of the assessment, 25% extra time should always be considered. An apprentice must be accommodated in a separate room so that they do not disturb others, with the independent assessor and scribe. Where a scribe is to be made available to an apprentice in a specific end-point assessment component e.g. a knowledge test, Achieve+Partners will ensure that appropriate invigilation and scheduling are in place.

Where approval for the use of a scribe is given and where it reflects the apprentice's normal way of working appropriate to their needs, the apprentice may alternatively use:

- + a word processor with the predictive text, spelling and grammar check facility enabled
- + speech recognition technology with predictive text when the apprentice dictates into a word processor. Software (a screen reader) may be used to read back and correct the apprentice's dictated answers
- + computer software, producing speech, which is used to dictate to a scribe.



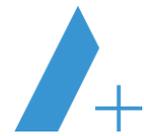
RA	Guidance
<b>Scribe continued</b>	<p>Guidance for scribes, they:</p> <ul style="list-style-type: none"> <li>+ must write or type accurately, and at a reasonable speed, what the apprentice has said</li> <li>+ must draw or add to maps, diagrams and graphs strictly in accordance with the apprentice's instructions</li> <li>+ must abide by the regulations since failure to do so could lead to the disqualification of the apprentice</li> <li>+ must write or word process a correction on a typescript or Braille sheet if requested to do so by the apprentice</li> <li>+ must immediately refer any problems in communication during the assessment to the invigilator or independent assessor</li> <li>+ must not give factual help to the apprentice or indicate when the answer is complete</li> <li>+ must not advise the apprentice on which questions to do, when to move on to the next question, or the order in which questions should be answered</li> </ul> <p>may, at the apprentice's request, read back what has been recorded</p>
<b>A word processor</b>	<p>The use of word processors in end-point assessment components are normally permitted, unless specifically prohibited by the specification.</p> <p>Where they are prohibited, the following apprentices may benefit from the use of a word processor, those with:</p> <ul style="list-style-type: none"> <li>+ a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly</li> <li>+ a medical condition</li> <li>+ a physical disability</li> <li>+ a sensory impairment</li> <li>+ planning and organisational problems when writing by hand</li> <li>+ poor handwriting skills.</li> </ul> <p>Minimum evidence requirement is an individual development plan indicating need for a word processor. This must confirm the nature of the apprentice's impairment and that a word processor, or equivalent actions reflect their normal way of working within the workplace and in learning.</p>



RA	Guidance
<b>A word processor continued</b>	<p>Word processors with the spelling and grammar check facility/predictive text disabled (switched off) is the normal requirement. Where a word processor is to be made available to an apprentice in a specific end-point assessment component e.g. a knowledge test, Achieve+Partners will ensure that appropriate invigilation and scheduling are in place.</p>
<b>A prompter</b>	<p>A prompter may be permitted where an apprentice has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating. For example, the apprentice:</p> <ul style="list-style-type: none"> <li>+ has little or no sense of time (e.g. candidates with ADHD or ASD)</li> <li>+ persistently loses concentration</li> <li>+ is affected by an Obsessive-Compulsive Disorder which leads them to keep revising a question rather than moving onto other questions.</li> </ul> <p>In such instances an apprentice may be assisted by a prompter who can keep the apprentice focused on the need to answer a question and then move on to answering the next question.</p> <p>Minimum evidence requirement is an individual development plan indicating need for a prompter. This must confirm the nature of the apprentice’s impairment and that a prompter, or equivalent actions reflect their normal way of working within the workplace and in learning.</p> <p>An apprentice must be accommodated in a separate room so that they do not disturb others, with the independent assessor and prompter. Where a prompter is to be made available to an apprentice in a specific end-point assessment component e.g. a knowledge test, Achieve+Partners will ensure that appropriate invigilation and scheduling are in place.</p>
<b>Alternative site/ Separate accommodation within usual site/ Change in organisation of assessment room</b>	<p>The apprentice will be taking their assessment(s) at an alternative site such as residential address or hospital or requires separate facilities within a usual site or specially organised facilities in an assessment room such as completely blank walls.</p> <p>This may be due to, for example:</p> <ul style="list-style-type: none"> <li>+ a medical condition</li> <li>+ Social, Mental and Emotional Needs.</li> </ul>



RA	Guidance
<b>Alternative site/ Separate accommodation within usual site/ Change in organisation of assessment room continued</b>	<p>Minimum evidence requirement is an individual development plan indicating need for specific accommodation. This must confirm the nature of the apprentice's impairment and that specialist accommodation, or equivalent issues reflect their temporary or normal way of working within the workplace and in learning.</p> <p>Where specialist accommodation is to be made available to an apprentice in a specific end-point assessment component e.g. a knowledge test, Achieve+Partners will ensure that appropriate invigilation and scheduling are in place.</p>
<b>Practical assistant</b>	<p>Minimum evidence requirement is an individual development plan indicating need for a practical assistant. This must confirm the nature of the apprentice's impairment and that a practical assistant, or equivalent actions reflect their normal way of working within the workplace and in learning. Detailed information must be provided listing the tasks which the practical assistant would perform. This will allow Achieve+Partners to ensure that the assessment objectives are not compromised. A practical assistant must not be allowed to carry out physical tasks or demonstrate physical abilities where they form part of the assessment objectives.</p> <p>The practical assistant will be made aware, prior to the assessment, of the specific task(s) they will be performing as approved by Achieve+Partners. Where a practical assistant is to be made available to an apprentice in a specific end-point assessment component e.g. a knowledge test, Achieve+Partners will ensure that appropriate invigilation and scheduling are in place.</p> <p>Guidance for practical assistants, they:</p> <ul style="list-style-type: none"> <li>+ must perform practical tasks as specifically approved by Achieve+Partners and according to the apprentice's instructions, unless the skill to be performed is the focus of the assessment, (in which case the practical assistant will not be permitted) or the procedure would be unsafe</li> <li>+ must immediately refer any problems in communication during the assessment to the invigilator or independent assessor</li> <li>+ must abide by the regulations since failure to do so could lead to the disqualification of the apprentice</li> <li>+ must ensure the safety of the apprentice and those around them</li> <li>+ must not give factual help to the apprentice or indicate when the task is complete</li> </ul>



RA	Guidance
<b>Practical assistant continued</b>	<ul style="list-style-type: none"> <li>+ must not advise the apprentice on which questions to do, when to move on to the next question, or the order in which questions should be answered</li> <li>+ may ask the apprentice to repeat instructions where these are not clear.</li> </ul>
<b>Communication professional</b>	<p>Minimum evidence requirement is an individual development plan indicating need for a communication professional. This must confirm the nature of the apprentice’s impairment and that a communication professional, or equivalent actions reflect their normal way of working within the workplace and in learning. Detailed information must be provided listing the type of support which the communication professional would perform. This will allow Achieve+Partners to ensure that the assessment objectives are not compromised. A communication professional must not be allowed to carry out physical tasks or demonstrate physical abilities where they form part of the assessment objectives.</p> <p>The Communication Professional may use repetition if requested to do so by the candidate. An alternative signing of the carrier language may be provided.</p> <p>Apprentices may only sign their answers in knowledge tests or in assessment where it is possible to finger spell the answers or where the answers involve single words.</p> <p>The communication professional will be made aware, prior to the assessment, of the specific task(s) they will be performing as approved by Achieve+Partners. Where a communication professional is to be made available to an apprentice in a specific end-point assessment component e.g. a knowledge test, Achieve+Partners will ensure that appropriate invigilation and scheduling are in place.</p>
<b>Bilingual translation dictionaries with or without 10% extra time</b>	<p>This is an exceptional arrangement specifically for an apprentice who entered the United Kingdom less than three years before the time of the end-point assessment, with no prior knowledge of the English Language. (Holiday periods are included in the three-year rule.) Not all candidates for whom English is an additional language will need to use a bilingual translation dictionary. Very few bilingual translation dictionary users will need to have 10% extra time</p> <p>Minimum evidence requirement is an individual development plan indicating need for a bilingual translation dictionary. This must confirm the nature of the apprentice’s impairment and that a bilingual translation dictionary, or equivalent actions reflect their normal way of working within the workplace and in learning.</p>



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RA	Guidance
<b>Bilingual translation dictionaries with or without 10% extra time continued</b>	<p>Extra time will only be approved where all the following exist:</p> <ul style="list-style-type: none"><li>+ the apprentice's first language is not English</li><li>+ the apprentice entered the United Kingdom within three years of the assessment(s) with no prior knowledge of the English Language</li><li>+ English is not one of the languages spoken in the family home</li><li>+ prior to their arrival in the United Kingdom the apprentice was; not educated in an International school where some or the entire curriculum was delivered in English; not prepared for or entered for IGCSE qualifications where the question papers were set in English</li><li>+ the apprentice must refer to the bilingual translation dictionary so often that assessment time is used for this purpose, delaying the answering of questions.</li></ul>

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