

Reasonable adjustments and special considerations policy

Introduction

This policy is primarily aimed at centres, training providers, candidates and apprentices who are delivering/registered on or have taken an NCTJ approved qualification/unit or end-point assessment. It is also for use by NCTJ staff to ensure they deal with all reasonable adjustment and special consideration requests in a consistent manner.

This policy outlines:

- our arrangements for making reasonable adjustments and special considerations in relation to our qualifications and end-point assessments
- how candidates qualify for reasonable adjustments and special considerations
- the reasonable adjustments we will permit and those where permission is required in advance before they are applied
- what special considerations will be given to candidates

Centres' responsibility

It is important that staff involved in the management, delivery, assessment and quality assurance of our qualifications/end-point assessments and candidates are fully aware of the contents of the policy.

On centre or training provider visits, the NCTJ may check that relevant staff and candidates are aware of its contents and purpose.

It is a centre/training provider's responsibility to inform the NCTJ of a candidate's needs concerning reasonable adjustments within **one month** of registering them on a course and no later than **two weeks** before the candidate's examination date/end-point assessment submission. Special consideration/deferral requests must be made no later than **two days** following the date of the examination or end-point assessment submission. Centres/training providers must ensure they have the permission of the individual candidate to submit the reasonable adjustment/special consideration request and the required supporting evidence on their behalf.

Review arrangements

The NCTJ will review the policy annually as part of its self-evaluation arrangements and revise it as and when necessary in response to customer and candidate feedback, changes in our practices, actions from the regulatory authorities or external agencies or changes in legislation. If you would like to feedback any views please contact us via the details provided at the end of this policy.

Confidentiality

The NCTJ is committed to protecting the privacy and the security of all personal information submitted as part of a reasonable adjustment or special consideration request, and complies with applicable data protection legislation. Data and documentation related to an individual candidate's reasonable adjustment and/or special consideration request will be kept confidential. Documentation related to an individual candidate's reasonable adjustment and/or special consideration request will be retained by the NCTJ for the lifetime of the learner and for a period of 12 months following qualification/end-point assessment certification.

Arrangements not covered by this policy

Circumstances for both internal and external assessment not covered in this policy should be discussed with the NCTJ before assessment takes place. Please contact us via the details provided at the end of this policy.

Appeals

If you wish to appeal against a decision to decline requests for reasonable adjustments or special consideration arrangements, please refer to our appeals policy.

Policy overview

The NCTJ is committed to complying with all current and relevant legislation in relation to the development and delivery of our qualifications and end-point assessments which at the time of writing includes, but is not limited to, the Equality Act 2010 and the Equality and Human Rights Commission (EHRC) Code of Practice. We seek to uphold human rights relating to race relations, disability discrimination and special educational needs of our candidates and to provide equal reasonable adjustments and special considerations for all candidates registered on our qualifications or end-point assessments.

As a recognised centre, we expect you to comply with all current and relevant equalities legislation in relation to delivery of our qualifications and end-point assessments, and to seek to uphold human rights relating to race relations, disability discrimination and special educational needs of learners. We expect you to have a fair access to assessment policy in operation, which reflects the following principles and guidelines.

Assessment should be a fair test of candidates' knowledge and what they are able to do, however, for some candidates the usual format of assessment may not be suitable. We ensure that our qualifications and assessments do not bar candidates from taking our qualifications or end-point assessments.

We recognise that reasonable adjustments or special considerations may be required at the time of assessment where:

- candidates have a permanent disability or specific learning needs
- candidates have a temporary disability, medical condition or learning needs
- candidates are indisposed at the time of the assessment

The provision for reasonable adjustments and special consideration arrangements is made to ensure that candidates receive recognition of their achievement so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for candidates, nor advantages to give candidates a head start.

There are two ways in which access to fair assessment can be maintained:

- through reasonable adjustments and
- through special considerations

Definition of reasonable adjustments

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. They are made to an assessment for a qualification or end-point assessment to enable a disabled candidate to demonstrate his or her knowledge, skills and understanding of the levels of attainment required by the specification for that qualification or end-point assessment.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- changing usual assessment arrangements, for example allowing a candidate extra time to complete the assessment activity
- adapting assessment materials
- providing assistance during assessment, such as a sign language interpreter or a reader
- re-organising the assessment room
- using assistive technology, such as screen reading or voice activated software
- providing the mechanism to have different colour backgrounds to screens for onscreen assessments or providing paper-based assessments on different coloured paper
- providing and allowing different coloured transparencies with which to view assessment papers

Reasonable adjustments are approved and set in place before the assessment activity takes place; they constitute an arrangement to give the candidate access to the assessment. The use of a reasonable adjustment will **not** be taken into consideration during the assessment of a candidate's work.

The NCTJ and centres/training providers are only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence, standards and health and safety, will also be taken into consideration.

Definition of special considerations

Special considerations may include proactive adjustments made prior to assessments or may be applied after an assessment if there was a reason the candidate may have been disadvantaged during the assessment.

For example, a special consideration could apply to a candidate who had temporarily experienced an illness or injury or some other event outside of their control which has had, or is likely to have had, a material effect on that candidate's ability to take an assessment or demonstrate his/her level of attainment in an assessment.

Special considerations should not give the candidate an unfair advantage, neither should its use cause the user of the certificate to be misled regarding a candidate's achievements.

Centres and training providers should note that in most circumstances, it may be more appropriate to offer the candidate an opportunity to take the assessment at a later date. The NCTJ does **not** offer aegrotat awards.

Process for requesting reasonable adjustments/special considerations

To request a reasonable adjustment or special consideration, the candidate or the centre/training provider on behalf of the candidate must complete an NCTJ **reasonable adjustment** or **special consideration request form** (a copy of both forms can be downloaded from the NCTJ's website). For reasonable adjustment requests, appropriate supporting evidence must also be supplied with the request form in order for the request to be considered. Supporting evidence may include:

- The centre or training provider's assessment of the candidate's needs
- History of provision for the candidate within the centre/training provider
- Medical certificate
- Psychological or other professional assessment report

For special consideration requests, supporting evidence may be requested, depending on the nature of the request submitted.

Requests for reasonable adjustments must be submitted to the NCTJ within one month of the course start date or a minimum of two weeks before the date of the candidate's examination/end-point assessment submission.

Requests for special considerations/deferrals must be submitted to the NCTJ before the exam starts/submission deadline or no later than two days after the date of the examination/end-point assessment submission. Where supporting evidence is required, this must be submitted no later than 10 days after the examination/submission date.

How the NCTJ will deal with requests

In the first instance, the NCTJ will respond to acknowledge the request within **five working days** of receipt. The NCTJ will respond to confirm the outcome of the request within **15 working days** of receipt.

Please note: all deferred exams approved as part of a special consideration request must be re-booked via the NCTJ website. They are not automatically booked at the point the special consideration/deferral is approved.

Centre/training provider records

Centres and training providers should keep records of reasonable adjustments and special considerations they have requested from the NCTJ. These records should normally be kept for three years following the assessment to which they apply.

It is recommended that centres and training providers nominate members of staff to take responsibility for demonstrating the implementation and recording of reasonable adjustments and special considerations to assessments for monitoring by the NCTJ or the regulatory authorities.

Contact us

If you have any queries about the contents of this policy, please contact the NCTJ directly:

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Newport
Saffron Walden
Essex
CB11 3PL

Tel: 01799 544014
Email: info@nctj.com

Section 1 – Making reasonable adjustments

Principles of making reasonable adjustments

These principles should be followed when making decisions about a candidate's need for reasonable adjustments to assessments:

- it should not invalidate the assessment requirements of the qualification or end-point assessment
- it should not give the candidate in question an unfair advantage
- it should reflect the candidate's normal way of working
- it should be based on the individual needs of the candidate.

The NCTJ and centres/training providers have 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 compromising the assessment criteria.

When considering whether a reasonable adjustment is appropriate, the NCTJ and centres/training providers need to bear in mind the following (where appropriate for the related qualification/unit or end-point assessment):

- Reasonable adjustments 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.
- A reasonable adjustment must not invalidate the assessment requirements of the qualification/end-point assessment or the requirements of the assessment strategy. Whilst we will take all reasonable steps to ensure that a candidate with a disability or difficulty is not placed at a substantial disadvantage, in comparison with persons who are not disabled, in terms of access to assessment, there is no duty to make any adjustment to a provision, criterion or practice. All candidates' performance must be assessed against set standards. These standards cannot be altered, but it may be possible to change the delivery or process of assessment so that each candidate has an equal opportunity to demonstrate what they know, understand and can do.
- A reasonable adjustment must not give the candidate an unfair advantage or disadvantage over other candidates. The qualification or end-point assessment of a candidate who was awarded a reasonable adjustment must have the same credibility as that of any other candidate. As vocational qualifications and end-point assessments may lead to employment, achievement of such qualifications/end-point assessments must give a realistic indication to the potential employer of what the holder of the certificate can do.
- A reasonable adjustment must be based on the individual needs of the candidate. Decisions about adjustments to assessment should be taken after careful consideration of the assessment needs of each individual candidate, the assessment requirements of the qualification/unit or end-point assessment, and the nature and extent of the support given as part of normal teaching practice. A centre/training provider should not assume

that the same adjustment will be required for all assessments. Different qualifications/units/end-point assessments and different methods of assessment can make different demands on the candidate. The candidate should be consulted throughout the process.

- A reasonable adjustment should reflect the candidate's normal way of working providing this does not affect what is being assessed in any way. The candidate should have experience of and practice in the use of the adjustment.
- A reasonable adjustment must be supported by evidence which is sufficient, valid and reliable.
- A reasonable adjustment must be authorised by the head of centre or a member of staff with delegated authority.

Qualification specific information

Health and safety considerations for practical assessments

There are no circumstances when the health and safety of a candidate should be compromised in the name of assessment. In a practical activity, if there is a concern that the effects of a person's disability or difficulty may have health and safety implications for him/herself and for others, a suitably qualified person in the centre/training provider should carry out a risk assessment related to the candidate's particular circumstances. The risk assessment should identify the risks associated with the particular activity, but should also take into account any reasonable adjustments put in place for the candidate which may remove or reduce the risk. The risk assessment may reveal that it is not possible for the candidate to fulfill all the requirements of the assessment. In this case it may be appropriate to substitute another task. The centre should contact the NCTJ to discuss individual cases where further clarification is necessary.

Assumptions should not be made about a disability posing a health and safety risk, but the health and safety of all candidates and others must always be of paramount importance.

Assessments which are taken under examination conditions

Where the method of assessment is taken under specified conditions there may be a greater need for reasonable adjustments to standard assessment arrangements to enable access in accordance with the arrangements outlined below.

Portfolio or work-related project assessments

Some qualifications/end-point assessments require candidates to compile a project or portfolio of evidence. The benefits of being able to vary the assessment evidence and choose the most appropriate method of obtaining evidence should be considered when the candidate is first accepted onto a programme.

Where there is an identified need, the candidate may present their evidence in any format as long as it enables them to demonstrate that they have met the specified assessment criteria. For example, a candidate may present their evidence through the medium of Braille, on audio cassette or on video.

Where evidence is produced in Braille or signed onto video, it is the centre/training provider's responsibility to ensure that a person who is suitably qualified in Braille or sign language is available to translate the material for the internal marker and external moderator if this is required.

The candidate must fulfill the demands of the criteria consistently over a period of time, regardless of the method used to obtain the evidence. The assessment criteria may not be amended, re-worded or omitted.

The centre/training provider is required to ensure that a candidate has the necessary and appropriate resources to enable a candidate with access-related needs to produce evidence of developing the portfolio or project.

All adjustments should be consistent with the candidate's normal way of working and must not give the candidate an unfair advantage over others.

Reasonable adjustments for remote exams

Remote delivery may not be suitable for some candidates who have an approved reasonable adjustment. We recognise the importance of making sure the decisions we take in relation to the delivery of our qualifications do not unfairly discriminate against or prejudice candidates because of their particular circumstances and/or protected characteristics. However, it is also vital that we protect the security of our assessments and that we permit only those reasonable adjustments that, for the chosen mode of delivery, do not compromise the integrity of the qualification and the validity and reliability of the assessment results. If a candidate's approved reasonable adjustment cannot be accommodated when an exam is sat remotely, they will have the option to take the exam in-centre instead.

For specific information on how approved reasonable adjustments work for remote exam sittings, candidates should speak to their centre or contact the NCTJ directly.

Identifying candidates who are eligible for reasonable adjustments

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 or affected.

Any adjustment to assessment will be based on what the candidate needs to access the assessment. Below are some examples of candidate needs that may be eligible for reasonable adjustments. This list is not exhaustive and it should be noted that some candidate needs will fall within more than one of the categories set out below.

Communication and interaction needs

A candidate with communication and interaction difficulties may have problems with reading or writing, the effects of which could be reduced through the use of a reader, word processor, scribe, British Sign Language (BSL) or Irish Sign Language (ISL), screen reading software or voice activated software. They may also benefit from extra time during assessments that are time-constrained to allow them to demonstrate their skills and knowledge.

Learning difficulties and difficulties with comprehension

A candidate with learning difficulties and difficulties with comprehension may benefit from extra time in time-constrained examinations.

Hearing impairment or visual impairment

A candidate may need to have assessment material modified for hearing impairments and visual impairments. They may also need to use a BSL/ISL, reader and scribe. In addition they may benefit from the use of assistive technology and extra time to complete assessments.

Behavioral, Emotional and Social needs

The candidate may benefit from supervised rest breaks and separate accommodation, either within the centre/training provider or at an alternative venue. A candidate with attention difficulties may need the use of a prompter.

Identifying candidates' needs

Any reasonable adjustment should be based on the individual candidate's needs to access the assessment.

The centre/training provider has a responsibility to ensure it has effective internal procedures for identifying candidates' needs and that these procedures comply with the requirements of disability and equal opportunity legislation.

A centre/training provider may choose to use the following guide:

- **Identify those candidates who are having difficulties or are likely to have difficulties accessing assessments.** A candidate should be encouraged to make any access-related assessment needs known to the centre/training provider at the earliest opportunity, and preferably before they are registered or entered for a qualification or end-point assessment. To assist with the early identification of candidates with access-related assessment needs, the centre/training provider should ensure that all staff who recruit, advise or guide potential candidates have had training to make them aware of access-related issues. Once the candidate's need has been identified, it should be documented for audit purposes.
- **Identify whether reasonable adjustments may be needed.** Relevant centre or training provider staff should decide, in conjunction with the candidate, whether he or she will be able to meet the requirements of the assessment or whether adjustments will be required. It is important that the candidate is involved in this discussion as he or she knows best what the effect of their particular disability or difficulty is on how they do things. Where the implications of a particular difficulty are unclear, the centre/training provider should make use of specialist advice in order to determine how the difficulty will affect the candidate's performance in the assessment. The centre should avoid making assumptions, on the basis of previous experience, about whether adjustments may be necessary. Judgments should be made on the basis of individual need. If an adjustment is needed, it should be documented for audit purposes.
- **Identify the appropriate adjustment.** When identifying which adjustments the candidate will need in the assessment, centre/training provider staff should take into consideration the candidate's normal way of working, history of provision during teaching and during informal assessments and the assessment requirements of the qualification. Certain simple adjustments may be all that is required, e.g. adjusting seat height or providing an arm rest, etc. The same candidate may not require the same adjustment for all types of assessment. Different qualifications/units/end-point assessments make different demands. Once the adjustment has been identified, it should be documented for audit purposes.
- **Ensure that the adjustment is in accordance with the guidelines in this policy.** The centre/training provider must ensure that the adjustment will not impair the ability to assess the candidate's performance, skills or knowledge fairly in each assessment.

Identifying and obtaining supporting evidence

Any application for a reasonable adjustment must be supported by appropriate evidence which is valid, sufficient and reliable, using the request form which is available on the NCTJ website.

In order to ensure that any adjustment to assessment will only provide the candidate with the necessary assistance without giving him or her an unfair advantage over others, the centre/training provider must be clear about the extent to which the candidate is affected by the disability or difficulty.

Any of the following types of evidence would be acceptable. The centre/training provider should decide which of these will best assist understanding of the candidate's situation:

Evidence of assessment of the candidate's needs in relation to the particular assessment, made within the centre/training provider by the relevant member of staff.

The member of staff must be able to demonstrate competence and responsibility in this area and may include learning support staff, teaching staff, trainers, assessors and other specialist staff. If necessary, external experts may be called upon to assess the candidate. This evidence should include an indication of how the centre/training provider plans to meet the candidate's needs and should show that the candidate can cope with the level and content of the assessment. The evidence should be documented for audit purposes. Information from previous centres/training providers attended by the candidate may also be included.

History of provision within the centre.

This should include information about the support received by the candidate during the learning or training programme and during formative assessments. Evidence of the way in which the candidate's needs are being met during the learning programme should be documented for audit purposes.

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. The report should set 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 must be recent and relevant evidence of assessments and consultations carried out by an independent expert.

A candidate with a Statement of Special Educational Need does not automatically qualify for reasonable adjustments. The demands of the qualification/unit/end-point assessment should be taken into account.

It is the centre/training provider's responsibility to ensure that all applications for reasonable adjustments are based on the individual needs of the candidate and that the evidence in support of the application is sufficient, reliable and valid. A centre/training provider should maintain records of all cases for audit purposes and to monitor the effectiveness of the reasonable adjustments that have been made.

Range of reasonable adjustments

The permissions table (in Appendix 1) lists the most commonly requested adjustments to standard assessment arrangements. It is not intended to be a comprehensive list and centres/training providers have a duty to seek advice from the NCTJ in all cases. Centres/training providers should note that:

- not all the reasonable adjustments described below will be reasonable, permissible or practical in particular situations
- the candidate may not need, nor be allowed, the same adjustment for all qualifications/units/end-point assessments. Some candidates may need a single adjustment; others may require a combination of several adjustments
- reasonable adjustments will mostly be needed for assessments which are taken under examination conditions

The list of reasonable adjustments is organised under the following headings:

- Changes to assessment conditions
- Use of mechanical and electronic aids
- Use of access facilitators

Changes to assessment conditions

Extra time

- Where assessment activities are time-constrained a candidate may be allowed extra time during an assessment if he/she has a condition which affects their speed of processing.
- The amount of extra time allowed should accurately reflect the extent to which the completion of the assessment will be affected by the candidate's difficulty. 'Unlimited' extra time will not be allowed. It is the centre/training provider's responsibility to specify the amount of extra time the candidate will need, using as a guide the extra time required during formative assessments in the centre.
- Extra time will not be allowed for computer-based assessments testing the time in which a skill is performed, such as keyboarding speed tests. Extra time may, however, be available for those computer-based assessments where the manipulation of software, and not processing speed, is the primary aim of the assessment.
- Extra time for on-screen assessments may have to be customised for each candidate. In these cases the centre/training provider is advised to contact the NCTJ to apply for a time extension to be set up.
- Before the centre/training provider allows extra time for the candidate, they should be satisfied that the candidate can cope with the content of the qualification/unit/end-point assessment and that the candidate is medically fit to undertake the extended assessment.
- Extra time will not be allowed in practical activities where the timing is a crucial part of the assessment or in group activities where the candidate's performance will be assessed in conjunction with others.

Supervised rest breaks

- Where assessment activities are time constrained, a candidate may, if there is demonstrated need, be allowed supervised rest breaks during an assessment.
- Supervised rest breaks may be taken either in or outside the assessment room. The duration of the breaks will not be deducted from the assessment time. The centre/training provider should be aware that, during the supervised rest breaks, the candidate is still under assessment conditions and that the usual regulations governing conduct of assessments will apply during this time.
- Rest breaks are not applicable where speed or time is a component of what is being assessed, although, if there is a natural break in the assessment, i.e. between tasks, supervised rest breaks can be allowed.
- For on-screen assessments, the centre/training provider needs to check with the NCTJ whether the time for rest breaks must be built into the extra time requested for the assessment. This is necessary because the test runs continuously on the system. The system must also be supervised during the break to ensure that no one else can interfere with the candidate's test during the break.
- Centres/training providers must ensure that both the candidate and his/her work is supervised during the break.
- The duration of the break should not be deducted from the assessment time.

- Rest breaks should not be allowed where their use would invalidate the assessment criteria.

Change in the organisation of the assessment room

- Minor changes to the organisation of the assessment room may benefit some candidates with visual or hearing impairment or with physical difficulties.
- Visually impaired candidates may benefit from sitting near a window so that they have good lighting.
- Deaf candidates may benefit from sitting near the front of the room and in good light.
- Some candidates may benefit from using chairs with arm rests or adjustable heights.
- The centre/training provider should consider the needs of the individual candidate and, where possible, arrange the assessment room to suit the candidate.

Separate accommodation within the centre/training provider

- It may be necessary to accommodate the candidate separately if they are using readers, scribes, BSL/ISL, or word processing equipment which may disturb other candidates.
- Centres/training providers should ensure that, where candidates are accommodated separately for assessments taken under examination conditions, usual examination conditions apply and separate invigilation is arranged.

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

- The centre/training should ensure that the candidate has had sufficient practice in the use of these aids and that any electronic aids are in good working order.
- For assessments taken under examination conditions, the candidate should be accommodated separately with separate invigilation if the use of any of these aids will disturb other candidates. In these cases the invigilator should be fully informed of the candidate's support.
- A centre/training provider should contact the NCTJ if they are unclear about whether any new technology will unfairly advantage the candidate or invalidate the assessment requirements.
- 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 should not be allowed for qualifications where reading is the competence being assessed. Elsewhere, and especially in vocational areas, such 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/training provider 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, centres/training providers should seek advice from the NCTJ if the implications of using certain kinds of assistive technology are unclear.
- 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.

Assessment material in enlarged format

- For paper-based assessments enlargements may be used. Examples of these include:
 - unmodified enlarged papers where the standard paper is photocopied from A4 to A3, thus enlarging the whole paper and retaining the original layout and visual presentation.
 - modified enlarged paper where the paper is modified by simplifying the layout and where necessary reducing the content while still meeting the same objectives as those tested in the original paper.
- Where the NCTJ is able to provide externally set assessment material in enlarged format, the centre/training provider must apply not later than **four weeks** before the date of the assessment.
- Where the centre/training provider is permitted to make the enlargements to externally set assessment material, it should take responsibility for the security of the material and for ensuring that the entire document is enlarged. The candidate may be penalised for any errors in his/her work which occur as a result of incomplete enlargement of the material.
- Centres/training providers should note that assessment material containing scale diagrams cannot be enlarged.
- It is the centre/training provider's responsibility to provide centre-devised assessment material/resource or reference material in a suitable format for the candidate.
- On-screen assessments – if the default font and text size used for an on-screen assessment is not suitable for the candidate, screen magnification software programmes may provide an option to magnify the text to a suitable size.
- In cases where the centre/training provider is permitted by the NCTJ to enlarge assessment material, the centre/training provider should take responsibility for the security of the material and for ensuring that the entire document is enlarged.
- Candidates should become familiar with the ways the screen may be adapted in onscreen exams by using the practice tests.

Assessment material in Braille

- Assessment material may be provided in Braille for a blind or visually impaired candidate.
- The material will be modified to remove any visual content prior to it being formatted into Braille.
- Diagrams in the assessment material can be produced as tactile diagrams.

- Where the NCTJ is able to provide externally set assessment material in Braille, the centre/training provider must apply not later than **ten weeks** before the date of the assessment. If Braille assessment material has been ordered, but is no longer required, the centre/training provider should inform the NCTJ immediately as any costs incurred in producing such material may be passed to the centre/training provider.
- Permission may be given to the centre to Braille externally set assessment materials. The NCTJ will advise when this can be permitted.
- Where the centre/training provider is permitted to Braille externally set assessment material, it should take responsibility for the security of the material and for ensuring that the entire document is produced in Braille. The candidate may be penalised for any errors in his/her work which occur as a result of errors in the Braille material.
- Braille is not always an appropriate adjustment for the candidate, not all blind people are fluent in Braille.
- It is the centre/training provider's responsibility to arrange for centre-devised assessment material/resources or reference materials to be formatted in Braille.

Language modified assessment material

- The carrier language in assessment material may be modified for a deaf candidate whose first language is either English or British Sign Language (BSL) or Irish Sign Language (ISL). In either case, the candidate's English may be limited and modified assessment material may be necessary. BSL/ISL is a language in its own right and has its own grammar, syntax and vocabulary. Written assessment material will have to be modified for most deaf candidates for whom BSL/ISL is their first language.
- Technical language may not be modified. The modified version of the assessment material should contain the same questions as the standard version and the same answers will be expected from the candidate.
- In listening tests, a transcript of the test may be provided, which can be read to the candidate by a live speaker. This will enable the candidate to lip-read the text.
- Where the NCTJ is able to provide language modified externally set assessment material, the centre will have to apply no later than **ten weeks** before the date of the assessment.
- Where the centre/training provider is permitted to modify externally set assessment material, they should take responsibility for the security of the material and for the accuracy of the modification. The candidate may be penalised for any errors in his/her work which occur as a result of inaccurate modification of the material.
- It is the centre/training provider's responsibility to arrange for the modification of centre-devised assessment material/resource or reference materials.

Assessment material in BSL (British Sign Language) or Irish Sign Language (ISL)

- Where the centre/training provider cannot provide a BSL/ISL interpreter for the assessment, and if language modified assessment material does not provide sufficient assistance, a BSL/ISL version of assessment material may be provided on DVD instead of (or in addition to) the assessment material in written English. This facility may not be permitted for assessments where reading or listening is the competence being assessed.

- Where the NCTJ is able to provide externally set assessment material in BSL/ISL, the centre will have to apply not later than **ten weeks** before the date of the assessment.
- Where the centre/training provider is permitted to translate externally set assessment material into BSL/ISL, they should take responsibility for the security of the material and for the accuracy of the translation. The candidate may be penalised for any errors in his/her work which occur as a result of errors in the material.
- It is the centre/training provider's responsibility to arrange for the translation of centre-devised assessment material/resource or reference materials into BSL/ISL.
- Centres/training providers should read the guidance for BSL/ISL in conjunction with this section.
- The centre/training provider should provide sufficient playback equipment that is in full working order.

Assessment material on coloured paper

- It is the centre/training provider's responsibility to provide centre-devised assessment material/resource or reference material on coloured paper, if required.
- Where the NCTJ is able to provide externally set assessment material on coloured paper, the centre/training provider will have to apply by the deadlines set by the NCTJ normally not later than **ten weeks** before the date of the assessment.
- Where the centre/training provider is permitted to photocopy externally set assessment material onto coloured paper, it should take responsibility for the security of the assessment material and for ensuring that the entire document is copied.
- The candidate may be penalised for any errors in his/her script which occur as a result of incomplete copying of the document.
- On-screen assessments – candidates may normally be able to select a screen background in a colour that is suited to their needs, or use a coloured overlay on their computer screen. It is advised that candidates explore the selection available using the practice test before they take an assessment.

Assessment material in audio format

- Where there is evidence of need, assessment material may be provided in audio format. This facility is not available if reading is the competence being assessed or if the assessment material has visual content that is crucial to the understanding of the questions, such as illustrations, tables, diagrams or sketches.
- Where the NCTJ is able to provide externally set assessment material in audio format, the centre/training provider will have to apply not later than **ten weeks** before the date of the assessment.
- Where the centre/training provider is permitted to produce an audio version of externally set assessment material, they should take responsibility for the security of the material and for ensuring that the recording is accurate. The candidate may be penalised for any errors in his/her work which occur as a result of errors in the recording.
- It is the centre/training provider's responsibility to provide centre-devised assessment material/resource or reference material in a suitable format for the candidate.
- The centre/training provider should ensure that sufficient playback equipment is provided in full working order.

Responses in BSL or ISL

- Where there is evidence of need, the candidate may be allowed to sign their responses to questions.
- Signing of responses should not be permitted if the ability to write or speak English, Welsh or Irish (Gaelige) is being assessed.
- A candidate can sign full responses in BSL or ISL. Where the candidate is required to show knowledge of an expression/name in their response, this must be finger spelt.
- The centre/training provider will provide a translation of the responses for validation purposes.
- The centre/training provider should ensure that the person doing the translation is appropriately qualified.
- Where the centre/training provider provides a transcript of the candidate's response, the centre/training provider should ensure that the transcript is authenticated and an accurate reflection of the candidate's responses. The centre/training provider should keep this as a record of the assessment.

Responses in Braille

- Where there is evidence of need, a candidate may be permitted to present their responses in Braille.
- In these cases an authenticated transcript of the candidate's responses should be provided by the centre/training provider.
- It will be the centre/training provider's responsibility to ensure that the transcript is an accurate reflection of the candidate's responses and to keep the transcript for their records.
- The centre/training provider should select a transcriber with the required level of skill in Braille and fully brief him/her on their responsibilities.

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 is not being assessed.
- The centre/training provider 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
 - accessing the assessment material in electronic format, in Braille or through sign language
- The centre/training provider 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 NCTJ should be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a reader.
- The centre/training provider 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 any training programme leading up to the assessment.
- The centre/training provider should ensure that the candidate and reader are clear about the limitations of the reader's role.
- A separate invigilator must be present when a reader is used to ensure that the guidance regarding readers is followed.
- The centre/training provider should give the reader clear instructions regarding what they are required to do and what they may and may not do during the assessment. These instructions should also be given to the invigilator.
- 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.
- The candidate using a reader should be accommodated separately so as not to disturb other candidates.
- Where a candidate is not eligible for the use of a reader, it may be helpful for the candidate to read the questions aloud. In these circumstances the candidate must be accommodated in a separate room so that other candidates are not disturbed. Separate invigilation should be arranged in these cases. The invigilator may not correct the reading of the candidate.
- The reader is responsible to, and should be approved by the Head of Centre or the staff member with delegated responsibility.
- A reader should not be allowed where such use would invalidate the assessment requirements.

The reader:

- should read only as requested by the candidate. The candidate may choose to read some parts of the assessment him/herself
- 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 given in the exam 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 in the exam, but otherwise spellings must not be given
- should refer any problems during the assessment to the invigilator.

Scribe

- 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 most common need for a scribe is where a candidate has injured their arm and is unable to write.
- The centre/training provider 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/training provider is advised to consider whether the candidate would be more comfortable with the use of a computer, especially where the candidate is 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 or end-point assessment being assessed. In some cases, the writing of answers by the candidate may be the skill being assessed. Voice recognition technology (assistive technology) may be used in the writing component of a qualification or end-point assessment where its use reflects the candidate's normal way of writing.
- The centre/training provider 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.
- The centre/training provider is responsible for making the necessary arrangements for the provision of a scribe.
- A scribe is not permitted in an assessment requiring word processing or ICT.
- A scribe should not normally be the candidate's own tutor or assessor, except when it is necessary to do so. In such cases, the NCTJ should be specifically consulted. 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/training provider should ensure that the candidate and scribe are clear about the limitations of the scribe's role.

- The centre/training provider should give the scribe clear instructions regarding what he/she is required to do and what he/she is not allowed to do during the assessment. These instructions should also be given to the invigilator.
- The candidate using a scribe should be accommodated separately so as not to disturb other candidates.
- A separate invigilator should be present when a scribe is used to ensure that the guidance regarding scribes is followed.
- The scribe is responsible to and should be approved by the Head of Centre or the 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 him/herself
- should not 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 are 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. They 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
- should immediately refer any problems in communication during the assessment to the invigilator.

British Sign Language (BSL)/Irish Sign Language (ISL)

- Although British Sign Language (BSL) and Irish Sign Language (ISL) are now recognised as official languages of the UK, it is not a statutory language, unlike English, Welsh and Irish (Gaelige).
- Where BSL/ISL is the primary means of communication for a deaf candidate, these candidates may have the support of a BSL/ISL 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/ISL or any other sign language may only be used for the assessment material rubric and instructions.
- The centre/training provider should ensure that the BSL/ISL interpreter has an appropriate qualification in sign language and a good working knowledge of the content of the assessment.
- A candidate should, wherever possible, have had previous experience of working with a BSL/ISL interpreter and should have used this arrangement during the learning programme leading up to the assessment.

- The centre/training provider 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/training provider 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 NCTJ.
- 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/ISL interpreter should be accommodated separately so as not to disturb other candidates.
- A separate invigilator should be present when a BSL/ISL interpreter is used to ensure that guidance regarding BSL/ISL interpreters is followed.

The BSL/ISL interpreter:

- should have access to the assessment material in advance of the assessment to prepare for the signing. The NCTJ will advise how long before the assessment the BSL/ISL 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.

Prompter

- A candidate with severe attention problems may benefit from the use of a prompter in timed assessment situations to draw their attention back to the assessment task.
- The centre/training provider should, in consultation with the candidate, decide whether the use of a prompter is an appropriate arrangement.
- The centre/training provider 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 allowing supervised 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 NCTJ 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 his/her attention is no longer on the assessment task and that he or she is not, for example, looking away from the exam whilst thinking.

- Under no circumstances may the prompter draw the attention of the candidate to any particular part of the exam or the candidate's answers.
- The prompter should sit near enough to be able to observe the candidate and draw his/her 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 assessment paper). Verbal prompting should not 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/training provider. 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 can then be considered and agreed for these candidates.
- In the case of an epileptic candidate where the problem is one of temporary absences, the normal procedure to help that candidate will be allowed.
- The centre/training provider should ensure that the candidate and prompter are clear about the limitations of the prompter's role.
- The centre/training provider should give the prompter clear instructions regarding what they are required to do and what they may and may not do during the assessment. These instructions should also be given to the invigilator.
- The centre/training provider should ensure that the candidate and the prompter have had experience of working together.
- A separate invigilator should be present when a prompter is used to ensure that the guidance regarding prompters is followed. The invigilator should be fully informed of the strategies used to regain the candidate's attention.
- The prompter is responsible to and should be approved by the Head of Centre or the 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. For Entry Level qualifications, it may be appropriate for the prompter to direct the candidate to where they were last
- should be prepared for periods of inactivity during the assessment, but should remain vigilant
- should immediately refer any problems during the assessment to the invigilator.

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, navigating through questions for on-screen exams, or guiding a candidate using a Braille paper to the correct page they need.

- The centre/training provider 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 or end-point assessment where practical skills are the focus of the assessment.
- The centre/training provider 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 NCTJ 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 his/her instructions accurately.
- The centre/training provider 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 invigilator and candidate. The centre/training provider 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.
- A candidate using a practical assistant may need to be accommodated separately from other candidates. In these cases, a separate invigilator should be present to ensure that the guidance regarding practical assistants is followed. 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 him/her
- 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, he/she 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)
- should immediately refer any problems during an assessment to the invigilator/supervisor.

Other languages and use of translators

- The NCTJ primarily offers its qualifications/units and end-point assessments in the language of English. Nonetheless the NCTJ will undertake to support the delivery of our

qualifications in other languages, most notably Welsh, Irish (Gaeilge) and British Sign Language and Irish Sign Language where appropriate and upon request and evidence of sufficient demand. For example, a candidate may be assessed in any other language where it is one of the primary objectives of the qualification:

- for the candidate to gain knowledge of, skills in, and understanding of that language, or
 - to support a role in the workplace, providing that proficiency in English, Irish or Welsh is not required for the role supported by the qualification.
- In implementing any arrangements to support other UK-based languages, the NCTJ may engage with the relevant regulatory body to seek further advice and guidance on the most appropriate arrangements to put in place to ensure comparability of assessments, moderation and awarding.
 - Assessments in other languages will only be allowed where proficiency in English, Welsh or Irish is not required in the workplace for individuals to be deemed capable of carrying out the role (associated with the qualification or end-point assessment). At all times requests from centres/training providers or candidates for reasonable adjustments in relation to the use of other languages must be approved by the NCTJ in advance so as to ensure that final assessments would be comparable to that offered in English (Welsh and/or Irish).
 - NCTJ will not permit the use of an interpreter.
 - If the centre/training provider were to employ the translator themselves the NCTJ reserves the right to quality assure the assessments and the centre must be able to produce evidence of the translator's credentials.
 - The NCTJ also reserve the right to employ its own translator to carry out an assessment and/or support our quality assurance of the centre/training provider's arrangements.

Transcriber

- This arrangement may be used by a candidate in the following circumstances:
 - where the candidate's handwriting is illegible, but he or she is 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 sign language.
- 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/ISL the examiner/assessor may refer solely to the transcript.
- The centre/training provider should, in consultation with the candidate, decide whether the use of a transcript will be an effective arrangement.
- The centre/training provider should give the transcriber clear instructions regarding what he/she is required to do after the assessment.
- The transcript should be produced by a member of centre staff who is familiar with the candidate's handwriting, is fully competent in Braille (where the transcription is for

responses produced in Braille), or who has the required skills in BSL/ISL (where the transcription is for responses produced in BSL/ISL).

- 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/marker.
- The centre/training provider should not inform the assessor/marker of the reason why a transcript was necessary.

The transcriber should:

- provide the transcript in a separate document for paper-based exams. For online exams held in the Cirrus platform, transcribed answers should be written directly into the answer boxes on Cirrus. The transcriber may handwrite or word process the transcript. If handwritten, dark blue or black ink should be used. Pencil must never be used
- for examinations, produce the transcript immediately after the examination under secure conditions
- not involve the candidate in the production of the transcript
- 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
- normally be a word-for-word transcription i.e. an exact copy of the answers provided by the candidate. The transcriber may not insert or omit words or alter their order. In English, 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/assessments, the transcriber may correct the spelling of non-technical words
- indicate, where applicable, any corrections to spelling on the verbatim transcript using a different colour ink, but not red, green or purple ink. Pencil must not be used for this purpose
- not transcribe diagrammatical material. Assessment of such material will be based on the candidate's own work.

Section 2 – Making special considerations

The NCTJ will review the circumstances and evidence surrounding each request for special consideration to ensure that the decision made maintains the equity, validity and reliability of the assessment for the candidate and does not give the candidate in question an unfair advantage.

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

- performance in an assessment is affected by circumstances beyond the control of the candidate e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment

A candidate will not be eligible for special consideration if:

- no evidence is supplied by the centre/training provider 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, or industrial disputes.

The NCTJ does not, under any circumstances, offer aegrotat awards.

The following are examples of special considerations and what the NCTJ may offer:

- Recent personal illness, accident, bereavement: candidates may be offered a deferral for the assessment, allowing them to sit/submit at a later date.
- Serious disturbance during the examination: examiners will be advised of the circumstances prior to marking the exams and they may take this into consideration.
- Reasonable adjustments which were made in respect of a permanent or long-term disability proved inappropriate or inadequate: candidates may be offered the opportunity to retake the assessment or the examiner may be informed of the circumstances prior to marking the assessment and it may be taken into consideration.

Glossary

Term	Definition
Access to Assessment	The removal of artificial and unnecessary barriers to the process of judging an individual's competence
Appeal	A process through which an awarding organisation or centre may be challenged on the outcome of a decision
Assessment	The process of making judgements about the extent to which a candidate's work meets the assessment criteria for a qualification or unit, or part of a unit
Assessment criteria	The requirements that a candidate needs to meet in order to achieve success (or a given grade) in a qualification or unit, or part of a unit
Assessment method	The means by which an individual's competence is judged.
Assessment needs	The adjustments that some individuals require to the assessment strategy and/or assessment task in order to demonstrate that they can meet the required standard
Assessment task	An activity undertaken by an individual candidate to show that he or she can meet the required standard
Assessor	The person who assesses a candidate's work.
Assistive technology	Mechanical or electronic devices which help individuals with particular needs to overcome these limitations
BSL/ISL English interpreter	An individual who interprets communication into and from British Sign Language/Irish Sign Language
Carrier language	The language communication used by the awarding organisation to set an assessment task or test (which may not be the first/preferred language of the candidate)
CCTV	Closed circuit television
Centre	An organisation or consortium accountable to an awarding body for the assessment arrangements leading to a qualification or unit
Competence	The ability to perform to the required standard
Enabling technologies	See assistive technology
Externally set	Examinations or assessment tasks or assignments which are determined by the awarding body
Invigilator	A person who supervises individuals taking an examination or assessment
Learning programme	A course of study
Oral language modifier	Person who can modify/rephrase the carrier language of an assessment for a candidate whose first/preferred language is English, but who has specific difficulties with written language
Malpractice	Actions and practices which threaten the integrity of public qualifications
Moderation	The process of checking that assessment standards have been applied correctly and consistently between assessors, between centres and over time, and making adjustments to results where required to compensate for any differences in standard that are encountered
Portfolio	A collection of work submitted for assessment
Prompter	Person who draws the candidate's attention back to the task in hand
Practical assistant	Person who carries out practical tasks at the instruction of the candidate
Reasonable adjustment	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. Arrangements must be approved by the awarding body in advance of an examination or assessment

Risk assessment	An estimation of the likelihood of something unfortunate happening as a result of a course of action
Scribe	Person who writes down or word processes a candidate's dictated responses
Qualification specification	A detailed statement or document which sets out the aims, purpose, content, structure and assessment arrangements for a qualification
Standards	The combination of knowledge, understanding and skills required to perform a job or task to the level of competence required in the workplace
Special consideration	Procedures implemented at the time of an examination to allow attainment to be demonstrated by a candidate who has been disadvantaged by temporary illness, injury, indisposition or adverse circumstances at the time of the examination
Speech software	A computer programme that reads text
Training provider	An organisation or consortium accountable to an end-point assessment organisation (EPAO) for the assessment arrangements (including end-point assessment) leading to an apprenticeship
Transcript	A full written or typewritten copy of information or material originally provided in writing, speech or sign language
Voice activated software	A computer programme which responds to spoken instructions

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