

## **Reasonable Adjustments and Special Considerations Policy**

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## Introduction and scope

The CIPD is an End Point Assessment Organisation (EPAO) registered on the Education and Skills Funding Agency's Register.

This policy should be referenced by CIPD staff, Training Providers, Apprentices and CIPD external contractors.

As a registered EPAO, the CIPD is subject to external quality assurance by Open Awards (HR Standards) and Ofqual (L&D Standards), on behalf of the Institute for Apprenticeships and Technical Education. CIPD end-point assessments (EPAs) are also delivered in accordance with UK Equalities Law.

CIPD aims to ensure that equality of opportunity is promoted in access to apprenticeship assessment services and that unlawful or unfair discrimination, whether direct or indirect, is eliminated. In respect of this, individual reasonable adjustments and special considerations should be provided to apprentices registered with CIPD to mitigate this.

The purpose of the policy is to set out the steps that CIPD apprentices are required to follow when requesting reasonable adjustments (via the training provider) and special considerations and the service CIPD provides for some of these arrangements.

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

- through reasonable adjustments
- through special considerations

## Reasonable adjustment

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the apprentice at a disadvantage in the assessment situation. EPAOs have a duty, under UK legislation to make reasonable adjustments, where appropriate, for Apprentices taking their assessments.

Reasonable adjustments must be approved by the CIPD in advance of the assessment activity taking place. The work produced by the apprentice will be marked in the same way as the work of other assessed apprentices.

Reasonable adjustments must not affect the reliability and validity of the assessment outcomes, but may include:

- changing standard assessment arrangements (for example, allowing an apprentice extra time to complete an assessment activity)
- adapting assessment materials (for example, providing materials in Braille)
- providing access to facilitators during assessment (for example, a sign language interpreter or reader)
- reorganisation of the assessment situation (for example, replacing remote professional discussion with a face-to-face professional discussion, in a convenient location for the apprentice)

Each of the above depends on the answer to the question 'what is reasonable' in terms of:

- maintenance of the integrity of what needs to be assessed
- individual circumstances
- fairness to others

- cost implications
- practicality
- effectiveness
- health and safety

The nature of the reasonable adjustment should be determined according to the assessment needs of the individual apprentice, without detracting from the level of performance required by the standards. Please refer to **appendix one** for examples of the range of reasonable adjustments that may be available for apprentices undertaking an end point assessment and examples of types of disability and difficulty that may require a reasonable adjustment.

Please note this is for illustrative purposes only and is not an exhaustive list.

## Procedure for applying for reasonable adjustments

All reasonable adjustments for apprentices undertaking end point assessment activities with the CIPD need to be approved by the CIPD. The training provider will have the option to disclose the nature of the disability or difficulty within SmartEPA when they register the apprentice. The training provider must then contact CIPD prior to the EPA start date to discuss the adjustment options and provide any supporting evidence. To ensure the adjustment to assessment provides the necessary assistance without giving an unfair advantage, CIPD need to be clear about the extent to which the apprentice is affected by the disability or difficulty. Evidence which describes the effect of the impairment must be produced. Any of the following types of evidence would be acceptable:

- Evidence of the nature of the disability or difficulty and the reasonable adjustment required with:
  - supporting medical certificate  
or
  - written evidence produced by an independent, authoritative, specialist. This could take the form of medical, psychological or professional reports or assessments. These reports should state the name, title and professional credentials of the person who carried out the assessments and wrote the report, and the date of the professional appraisal. The report should set out the nature of the disability or difficulty and extent to which the Apprentice is affected by the difficulty, including the effects of any related medication that the Apprentice may be taking. In cases where it might be expected that there could be changes in the way the apprentice is affected by the difficulty, there will have to be recent and relevant evidence of assessments and consultations carried out by an independent expert.

## Special consideration

Special consideration can be applied after an assessment if there is a reason the apprentice may have been disadvantaged **during the assessment**. Each request for special consideration will be unique to the apprentice or assessment, will depend on the circumstances at the time of the assessment and will reflect the difficulty faced by the apprentice.

Special consideration may be given to apprentices who have a temporary illness, injury or indisposition, or who suffer adverse circumstances at the time of the assessment. Again, the decision depends on the answer to the question 'what is reasonable' in terms of:

- not giving the apprentice unfair advantage
- reflecting the apprentice's achievement in the assessment and not their potential ability.

If the apprentice is aware of a reason why they may be disadvantaged **before** the assessment (e.g. personal illness, bereavement, domestic crisis), a request for Reasonable Adjustment should be made, as it may be possible for an extension to be granted to give the apprentice more time to prepare.

## Eligibility criteria for special consideration

An apprentice who is fully prepared and present for a scheduled assessment **may** be eligible for special consideration if (for example):

- performance in an assessment is affected by circumstances beyond the control of the apprentice e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment, domestic crisis
- alternative assessment arrangements (such as a Reasonable Adjustment) which were agreed in advance of the assessment proved inappropriate or inadequate
- part of an assessment has been missed due to circumstances beyond the control of the apprentices.

Apprentices cannot enter a plea for special consideration if:

- It is solely on the grounds of disability or learning difficulty. In these circumstances apprentices must declare their needs prior to the assessment period and all necessary arrangements must have been implemented
- any part of the assessment is missed due to personal arrangements including holiday, hospital appointments or unauthorised absence
- 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.
- They do not provide supporting evidence, such as a medical certificate, where special consideration is requested for a medical condition.

## Procedure for applying for special consideration

Apprentices must apply to the CIPD for special consideration within seven working days of the assessment.

All requests for special consideration will be considered by a CIPD special consideration panel, who will:

- review apprentice's special consideration request and supporting evidence
- agree outcomes as appropriate
- ensure the effective and consistent application of the procedure

The CIPD has the right to request additional evidence from the apprentice if necessary. Outcomes of the panel **may** result in:

- giving the apprentice the opportunity to repeat the assessment at a later date. The assessment will be rearranged as soon as suitable and will not be treated as a resit or retake.
- a small post-assessment adjustment to the mark of the apprentice. The size of the adjustment will depend on the circumstances during the assessment but will always be a minor adjustment as to do more may jeopardise the standard.

The CIPD will not enter into discussion with candidates as to how much or what special consideration should be applied. Any agreed adjustments will be made prior to the release of results.

## Appeals

The CIPD operates an appeals policy which includes information for apprentices wishing to appeal decisions about Reasonable Adjustments and Special Consideration.

# Appendix one

## Institute for Apprenticeship and Technical Education Reasonable Adjustment Matrix:



### Reasonable adjustment matrix

1. No known disability
2. Cognitive processing need such as dyslexia, dyspraxia; a need in executive function, visual processing speed, visual perception, literacy, numeracy, verbal reasoning, verbal memory, nonverbal memory
3. Social/ communication need such autistic spectrum condition
4. Long standing illness such as cancer, epilepsy, Crohn's, IBS, Chronic Fatigue
5. A mental health condition
6. A physical need such as crutches or wheelchair user, arthritis, paraplegia, quadriplegia, cerebral palsy
7. Hearing need
8. Visual need

Assessment method	Observation	Practical Skills Test	Test	Project	Presentation	Professional Discussion
<b>Reasonable adjustment</b>						
Extra time allowance	2,3,4,5,6,7,8	2,3,4,5,6,7,8	2,3,4,5,6,7,8	2,3,4,5	2,3,4,5,7	2,3,5,6,7
Scribe			2,6,8			
Reader			2,8			
Personal support worker in attendance	2,5,6,8	2,5,6,8	2,5,8	2,5,8	2,5,6,8	2,5,8
Timed rest breaks	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8
Bathroom breaks	4,6	4,6	4,6	4,6	4,6	4,6
Voice explanation	2,8	2,8				
BSL interpreter + extra time	7	7	7	7	7	7
Assistive technology – voice recognition			2,4,6			
Assistive technology – screenreader			8			
Assistive technology – text to speech			2,4			
Flexibility with location				3,4,5,6	3,4,5,6	3,4,5,6
Flexibility of time of assessment	4	4	4	4	4	4
Flexibility within the method of assessment		6	3,4,5,6	3,4,5,6	3,4,5,6	3,4,5,6
Pre-recorded evidence / delivered by video link				2,3,4,5	2,3,4,5	
Permission to write notes						2,4,5
Permission to bring notes				2,4,5		2,4,5
Info presented in required format – size, font style, colour			2,8			

Assessment method	Observation	Practical Skills Test	Test	Project	Presentation	Professional Discussion
<b>Reasonable adjustment</b>						
Individual testing			3,4,5			
Paper-based option			2,4			
Supervised assessment taken at home			3,4,5,6			
Written questions to back up verbal					2,4,5,6	2,4,5,6
Rewording of questions / clarification if needed					2,3,7	2,3,7
Time allowance for processing verbal questions					2,4,5,7	2,4,5,7
Information presented in small chunks					2,4,7	2,4,7

## HR Apprenticeship Standards

### Consultative Project

The range of reasonable adjustments the CIPD may make available for apprentices with a disability or difficulty for the project include but are not limited to:

### Time Allowance

Extra time may be required for Apprentices with learning difficulties such as dyslexia and dyspraxia, sensory impairments (visual and hearing), physical difficulties or medical conditions either temporary or permanent, communication and interaction needs or mental health conditions.

- An additional allowance of up to two weeks to submit the consultative project should meet most needs.
- An allowance of more than two weeks may be permitted in **exceptional cases**.

### Professional Discussion

The range of reasonable adjustments the CIPD may make available for apprentices with a disability or difficulty for the professional discussion include but are not limited to:

### Time Allowance

Extra time may be required for apprentices with learning difficulties such as dyslexia and dyspraxia, sensory impairments (visual and hearing) or communication and interaction needs.

- An additional allowance of up to 25% of the total assessment activity time should meet most needs.
- An allowance of more than 25% may be permitted in **exceptional cases**.

### Rest breaks

Breaks or rest periods may be required for apprentices with learning difficulties such as dyslexia and dyspraxia, sensory impairments (visual and hearing), physical difficulties or medical conditions either temporary or permanent, communication and interaction needs or mental health conditions.

- Ten-minute rest break with elapsed time at the end of the assessment should meet most needs. This can be taken as 1 x 10-minute break or 2 x 5-minute breaks and can be agreed between the apprentice and the assessor at the beginning of the professional discussion.
- Additional breaks may be permitted in exceptional cases.

## L&D Apprenticeship Standards

### EPA 1 Work based project with Professional Discussion

The range of reasonable adjustments the CIPD may make available for apprentices with a disability or difficulty for the EPA 1 include but are not limited to:

#### Work Based Project

##### Time Allowance

Extra time may be required for Apprentices with learning difficulties such as dyslexia and dyspraxia, sensory impairments (visual and hearing), physical difficulties or medical conditions either temporary or permanent, communication and interaction needs or mental health conditions.

- An additional allowance of up to two weeks to submit the work based project should meet most needs.
- An allowance of more than two weeks may be permitted in **exceptional cases**.

#### Professional Discussion

##### Time Allowance

Extra time may be required for apprentices with learning difficulties such as dyslexia and dyspraxia, sensory impairments (visual and hearing) or communication and interaction needs.

- An additional allowance of up to 25% of the total assessment activity time should meet most needs.
- An allowance of more than 25% may be permitted in **exceptional cases**.

#### Rest breaks

Breaks or rest periods may be required for apprentices with learning difficulties such as dyslexia and dyspraxia, sensory impairments (visual and hearing), physical difficulties or medical conditions either temporary or permanent, communication and interaction needs or mental health conditions.

- Ten-minute rest break with elapsed time at the end of the assessment should meet most needs. This can be taken as 1 x 10-minute break or 2 x 5-minute breaks and can be agreed between the apprentice and the assessor at the beginning of the professional discussion.
- Additional breaks may be permitted in **exceptional cases**.

### EPA 2 Presentation and Q&A based on Learning Journal

The range of reasonable adjustments the CIPD may make available for apprentices with a disability or difficulty for the EPA 2 include but are not limited to:

## **Presentation**

### **Time Allowance**

Extra time may be required for apprentices with learning difficulties such as dyslexia and dyspraxia, sensory impairments (visual and hearing) or communication and interaction needs.

- An additional allowance of up to 25% of the total assessment activity time should meet most needs.
- An allowance of more than 25% may be permitted in **exceptional cases**.

### **Rest breaks**

Breaks or rest periods may be required for apprentices with learning difficulties such as dyslexia and dyspraxia, sensory impairments (visual and hearing), physical difficulties or medical conditions either temporary or permanent, communication and interaction needs or mental health conditions.

- Five-minute rest break with elapsed time at the end of the assessment should meet most needs. This should be taken as 1 x 5-minute break and can be agreed between the apprentice and the assessor at the beginning of the presentation.
- Additional breaks may be permitted in **exceptional cases**

## **Q&A**

### **Time Allowance**

Extra time may be required for apprentices with learning difficulties such as dyslexia and dyspraxia, sensory impairments (visual and hearing) or communication and interaction needs.

- An additional allowance of up to 25% of the total assessment activity time should meet most needs.
- An allowance of more than 25% may be permitted in **exceptional cases**.

### **Rest breaks**

Breaks or rest periods may be required for apprentices with learning difficulties such as dyslexia and dyspraxia, sensory impairments (visual and hearing), physical difficulties or medical conditions either temporary or permanent, communication and interaction needs or mental health conditions.

- Five-minute rest break with elapsed time at the end of the assessment should meet most needs. This should be taken as 1 x 5-minute break and can be agreed between the apprentice and the assessor at the beginning of the presentation.
- Additional breaks may be permitted in **exceptional cases**