



Reasonable Adjustments Policy

Who is this policy for:

This policy is for centres and/or learner/apprentices, who want to submit reasonable adjustments and special considerations which may be applied in relation to AIM Qualifications and Assessment Group approved qualifications or units/components.

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2	August 2025	- Removal of reference to spec cons on front page 2.2.1 New section on modified exam papers – AIM responsibilities 2.2.2 Centre to have qualified SENCo 2.2.3 Centre to have regular CPD on access arrangements 2.3.1 learners to follow normal ways of working, not to be changed for assessment - Appendix 2 – computer use to be standalone and not connected to the internet
3	October 2025	- Section 2.3.5 hyperlink to Malpractice and Maladministration Policy updated - Section 2.3.6 hyperlink to Enquiries and Appeals Policy updated - Job titles and responsibilities updated
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Section 1 – Scope

1.1 Scope

Who is this policy for?

This policy is for centres and/or learner/apprentices, who want to submit reasonable adjustments which may be applied in relation to AIM Qualification and Assessment Group approved qualifications or units/components.

This policy and related procedures are intended for:

- centres and their staff delivering AIM Qualifications and Assessment Group (AIM) approved qualifications or units who wish to request and apply a reasonable adjustment for a learner
- learner/apprentices registered on AIM approved qualifications or units, who require and/or have been granted a reasonable adjustment
- AIM staff to ensure that all reasonable adjustment requests are dealt with and applied in a consistent and fair manner and to meet the requirements of qualifications regulations

The purpose of this policy is to:

- define reasonable adjustments
- identify examples of reasonable adjustments and reasons why they may and may not be authorised by AIM
- detail the responsibilities that AIM, centres, centre staff and learners have
- provide key information relating to reasonable adjustments, including timescales, and variations for Access to HE qualifications and apprenticeships
- provide information on evidence requirements for reasonable adjustments
- detail follow-up actions after reasonable adjustment decisions have been made by AIM
- provide the regulatory references which apply
- provide useful contacts of both AIM and the various regulators

1.2 About us

AIM is a leading **Awarding Organisation** and one of the UK's largest **Access Validating Agencies (AVA)**. We work in partnership with colleges, independent training providers, universities, employers and voluntary organisations to develop accredited and regulated vocational qualifications. Our qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas. As an AVA we are licensed by the Quality Assurance Agency (QAA) to develop and award nationally recognised Access to Higher Education Diplomas. AIM is also an independent, government recognised, **Apprenticeship Assessment Organisation** responsible for an apprentice's assessments to ensure they can do the job for which they've trained.

Section 2 – Policy Detail

2.1 Definition

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places a learner/apprentice at a substantial disadvantage in an assessment situation. Reasonable adjustments are made to an assessment for a qualification to enable a disabled learner to demonstrate their knowledge, skills and understanding of the levels of attainment required by the specification for that qualification.

Reasonable adjustments are used for disabilities or long-term conditions. There is no reasonable adjustments requirement for translation into the English language. The Equality Act 2010 does not include people whose first language is not English. Centres may wish to use a translator for the teaching and learning; however, the assessment must be completed in English or Welsh where the qualification has been made available by AIM in the medium of Welsh

Reasonable adjustment examples

The items listed below are examples of reasonable adjustments and reasons why they may be authorised by AIM. These are not exhaustive, and the examples are only intended as indicative guidance.

Examples of reasonable adjustments

The following are examples of reasonable adjustments which may be authorised by AIM:

- Revising usual assessment arrangements, e.g., allowing a learner/apprentice extra time to complete the assessment
- Adapting assessment materials, e.g., providing materials in braille
- Providing assistance during assessment, e.g., a sign language interpreter or a reader
- Reorganising the assessment room, e.g., removing adverse visual stimuli for an autistic learner/apprentice
- Changing the assessment method, e.g., from a written assessment to a spoken assessment
- Using assistive technology, e.g., screen reading, or voice activated software
- Providing different coloured backgrounds to screens for onscreen assessments or using different coloured paper for paper-based assessments

The below sets out the acceptable and unacceptable reasons for extension requests for Apprenticeship Standard project reports:

Acceptable reasons for requests for extensions (*include but not limited to*):

- Client has amended elements for the project and evidence now not available
- Illness

- Unexpected absence of work

Unacceptable reasons for requests for extensions:

- **Workload**
- **Unawareness of the submission deadline**
- **Computer problems**
- **Annual leave**

2.2 Responsibilities

The following represent the key responsibilities of AIM, centres, centre staff and learners/apprentices.

2.2.1 AIM responsibilities

Overseen by the Responsible Officer, AIM will ensure that all:

- reasonable adjustments fully comply with equality legislation and regulatory requirements
- reasonable adjustments ensure that the rights of individual learners/apprentices, to access qualifications and assessments in a way most appropriate for their individual needs, are upheld
- reasonable steps are taken to remove any disadvantage to learners/apprentices which is unjustifiable, and to maintain records of any disadvantage which it believes is justifiable, and the reasons why
- reasonable adjustments do not give the learner/apprentice an unfair advantage
- reasonable adjustments are approved, and processes applied fairly and consistently
- reasonable adjustments are as rigorous as assessment methods used with other learners/apprentices
- reasonable adjustments are able to be moderated or verified, if there are changes to the learners/apprentice's circumstances
- qualifications and assessments' integrity are always maintained

2.2.2 Centre responsibilities

All centres delivering AIM qualifications **must**:

- ensure that all staff involved in the management, assessment and quality assurance of AIM qualifications and any learners/apprentices undertaking one are fully aware of this policy and related procedures
- have a named person in place with designated responsibility
- have an assessment policy in place

- have a policy and related procedures in place for dealing with reasonable adjustments
- ensure that it has an effective Appeals Policy and Procedure in place so that a learner/apprentice can query any decision taken by the centre not to allow a reasonable adjustment
- ensure that all staff involved in the management, assessment and quality assurance of AIM qualifications and any learners/apprentices undertaking one are fully aware of the centres Reasonable Adjustments Policy and Procedures and Appeals Policy and Procedures
- ensure that all staff who advise or guide potential learners/apprentices have had training to make them aware of the impact of learning difficulty, disability or other concerns in relation to reasonable adjustment issues
- create an atmosphere which encourages learners/apprentices to disclose needs which may require reasonable adjustments to be requested from AIM
- anticipate and make adequate provision for possible adjustments future learner/apprentices might need
- ensure that it can resource any reasonable adjustment approved by AIM
- follow AIM procedures for requesting reasonable adjustment
- follow AIM guidance for implementing each reasonable adjustment
- ensure that either the head of centre or examinations officer support each application for a reasonable adjustment
- ensure that evidence is gathered, and records retained, for each reasonable adjustment requested and approved by AIM, for audit purposes
- ensure that buildings used for assessment are accessible to all learners/apprentices, as far as is practicable
- ensure health and safety is not compromised
- Centres should ensure that a qualified SENCo is involved in the identification, evidence gathering, and co-ordination of reasonable adjustments, in line with JCQ expectations

2.2.3 Centre staff responsibilities

All centre staff involved in the management, assessment and quality assurance of AIM qualifications must:

- be fully aware of this policy and related procedures
- be fully aware of the centre's access to Assessment Policy, Reasonable Adjustments Policy and Procedures and Appeals Policy and Procedures
- select appropriate qualifications/standards for learners/apprentices depending on their particular circumstances
- identify and discuss with learners/apprentices during initial diagnostic, any difficulties they may have in accessing assessment

- explain to learners/apprentices the assessment requirements of the qualification
- make it clear to learners/apprentices at the outset if it seems they will not be able to meet all of the assessment requirements and explain the restriction on achievement to them, as a result
- discuss with learners/apprentices at the assessment point that they are ready to take the assessment using the methodology required
- design centre-set assessment activities or material in an inclusive way so that they are accessible to all learners/apprentices, with language that is also clear, unambiguous and free from jargon
- select an appropriate reasonable adjustment to make assessment accessible without lowering the standard and involve the learner/apprentice in making the decision
- follow AIM procedures for requesting each reasonable adjustment
- follow AIM guidance for implementing each reasonable adjustment
- gather evidence and retain records for each reasonable adjustment requested and approved by AIM, for audit purposes
- ensure that the SENCo and any staff members undertake regular CPD to maintain up to date knowledge of access arrangements.

2.2.4 Learner/apprentice responsibilities

Any learner/apprentice undertaking AIM qualifications must:

- be aware of this policy and related procedures
- be familiar with the centre's access to Assessment Policy, Reasonable Adjustments Policy and Procedures and Appeals Policy and Procedures
- declare any illnesses or conditions which require special needs when registering with the centre and prior to course/apprenticeship commencement
- declare any illnesses or conditions, for the purposes of reasonable adjustments being made, prior to course/apprenticeship commencement
- provide supporting evidence to the centre

2.3 Process

2.3.1 Reasonable adjustments

The Equality Act 2010 requires AIM to make reasonable adjustments where a learner/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. AIM is required to take reasonable steps to overcome that disadvantage.

Whether an adjustment will be considered reasonable will depend on several factors which include, but are not limited to the:

- needs of the disabled learner/apprentice
- effectiveness of the adjustment
- cost of the adjustment
- likely impact of the adjustment upon the learner/apprentice and other learners/apprentices
- ability of the learner/apprentice to demonstrate key competencies of the qualification

Reasonable adjustments to the assessment process must:

- not invalidate the assessment requirements of the qualification
- not give learners/apprentices an unfair advantage
- reflect the learner's/apprentice's normal way of working within the centre and must not be introduced solely for the purpose of assessment
- be based on the individual need of the learner/apprentice

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body
- involves unreasonable timeframes
- affects the security and integrity of the assessment

Reasonable adjustments must be agreed by AIM and set in place by the centre before the assessment takes place. The work produced by the learner/apprentice must be assessed in the same way as all other learners/apprentices.

The work produced by learners/apprentices must always:

- meet the requirements of the specifications regardless of the process or method used
- be as rigorous as assessment methods used with other learners/apprentices
- be accessible
- be subject to the same assessment processes as all other evidence
- be subject to the same internal and external quality assurance processes as all other evidence

The process for implementing reasonable adjustments depends on the nature of the adjustment. Some adjustments may be used at the discretion of the centre, others require permission from AIM. These are detailed in the Reasonable Adjustment Permissions Table. Please see Appendix 2.

Where reasonable adjustment is permitted at the discretion of the centre, AIM requires centres to keep records for inspection, including any declarations that are signed and dated by a member of the centre staff who has formally been given delegated authority for this by the head of centre.

Where AIM permission is required, centres must complete a reasonable adjustment request via Quartz Web providing relevant details and, where appropriate, supporting evidence.

Requests for reasonable adjustments for paper examinations must be submitted no later than **25 working days** before the assessment via QuartzWeb. For apprenticeships and online exams, requests for reasonable adjustments must be submitted no later than **10 working days** before the assessment. Failure to submit a reasonable adjustment application within these timeframes could result in the application being rejected and sanctions applied to the centre for not following documented procedures. Reasonable adjustments cannot be applied and approved retrospectively.

Approved reasonable adjustments are valid for an academic year. All applications must be completed annually for each learner/apprentice. Centres must keep records of reasonable adjustments they have permitted and those they have requested from AIM. These records must normally be kept for three years following the assessment to which they apply.

2.3.2 Evidence

Any application for a modification to an assessment via a reasonable adjustment request, must be supported by evidence that is valid, sufficient and reliable. To ensure that any adjustment to assessment will only provide the learner/apprentice with the necessary assistance without giving the learner/apprentice an unfair advantage over other learners/apprentices, the centre must be clear about the extent to which the learner/apprentice is affected by the disability or difficulty.

Where the centre can verify supporting evidence of the disability or difficulty and where the implications are clear, such as for a learner/apprentice with physical difficulties, profound hearing impairment or who are registered as blind or partially sighted, the centre does not need to provide further evidence of these physical difficulties.

Where the implications of the difficulty are not obvious, such as for identified learning difficulties, or mental health difficulties, the centre will need to provide additional evidence of the effect of the impairment on the learner's/apprentice's performance in the assessment.

The centre must decide which evidence will best assist understanding of the learner's/apprentice's circumstances:

- Evidence of assessment of the learner's/apprentice's needs made within the centre by the relevant member of staff with competence and responsibility in this area. Staff include learning support staff, teaching staff, trainers, assessors and other specialist staff. Information from previous centres attended by the learner/apprentice may also be included.

- History of provision within the centre. This must include information about the support received by the learner/apprentice during the learning or training programme and during formative assessments. Evidence of the way in which the learner's/apprentice's needs are being met during the learning programme must 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.

In addition, AIM accepts the following types of evidence in support of reasonable adjustment applications:

- A **completed Form 8** may be submitted as **standalone evidence**, where it clearly demonstrates the learner's/apprentice's needs, the impact on assessment and the adjustment requested.
- A **completed Form 9 must be supported by additional documentation**. This supporting evidence should demonstrate how the learner's/apprentice's disability or difficulty affects their performance in assessments and should confirm the adjustment required. Supporting documentation may include evidence of the learner's/apprentice's **normal way of working** or a medical or professional letter that specifies the adjustments required.

*Submission of a **medical diagnosis letter on its own may not be sufficient**, as a diagnosis does not automatically identify the learner's/apprentice's individual needs. Each learner's/apprentice's circumstances are unique and must be considered on an individual basis.*

- For regulated provision, a **Normal Way of Working Form** may be submitted **on its own**, provided it clearly demonstrates the learner's/apprentice's usual support arrangements during teaching, learning and formative assessment and reflects the adjustment being requested.
- For apprenticeships, a statement from the employer demonstrating the learner's/apprentice's usual support arrangements during their working day or assessment reports from the training provider will be accepted alongside medical evidence of a diagnosis or online self-diagnosis report.

A learner/apprentice with a statement of special educational need does not automatically qualify for reasonable adjustments. It is the centre's responsibility to ensure that all applications for reasonable adjustments are based on the individual need of the learner/apprentice and that the evidence in support of the application is sufficient, reliable and valid.

A centre must maintain records of all cases for **three years** for audit purposes and to monitor the effectiveness of the reasonable adjustments that have been made.

2.3.3 Communication of decisions

For regulated provision, the outcome of the decision to authorise a reasonable adjustment will be communicated via the Quartzweb portal to the centre **within 10 working days** of receipt of the application. For apprenticeships, the outcome of the decision will be communicated within 5 working days of receipt of the application. Please note that the timeframe may be extended if AIM require further evidence or clarification.

2.3.4 Malpractice

A centre must note that failure to comply with the guidance regarding adjustments to assessments set out by AIM has the potential to constitute malpractice and may lead to AIM withholding the learner's/apprentice's result.

Failure to comply is defined as any or all of the following:

- Putting in place arrangements without seeking prior approval from AIM, where this is required
- Exceeding the allowances agreed with AIM
- Agreeing delegated adjustments that are not supported by evidence
- Failing to maintain records of reasonable adjustments for audit purposes
- Failing to report delegated adjustments to AIM, where this is required

Instances of malpractice will be dealt in accordance with the [AIM Malpractice and Maladministration policy](#).

2.3.5 Appeals against the reasonable adjustment decision

If a centre disagrees with a decision made by AIM about a reasonable adjustment, the centre can ask for the decision to be reviewed under the [AIM Enquiries and Appeals policy](#).

Section 3 – Regulatory references

3.1 Conditions and Principles

This policy is intended to meet our regulatory requirements. In particular:

Section /Principle	Condition/Principle / Access to HE Condition
Malpractice and maladministration	Condition A8
Accessibility of qualifications	Condition D2
Designing an assessment	Condition E4
Language of the assessment	Condition G2
Use of language and stimulus materials	Condition G3
Arrangements for reasonable adjustments	Condition G6
Completion of the assessment	Condition G8
Delivering the assessment	Condition G9
Marking the assessment	Condition H1
Results of a qualification based on sufficient evidence	Condition H5
Appeals process	Condition I1

An awarding organisation must act with honesty and integrity	Principle 1
An awarding organisation must treat Learners fairly by acting and taking decisions with due impartiality and based on appropriate evidence	Principle 2
An awarding organisation must ensure that each qualification that it makes available, or proposes to make available is, and continues to be, fit for the purposes for which it is intended	Principle 3
An awarding organisation must act in a way that maintains and, where possible, promotes public confidence in qualifications	Principle 4
An awarding organisation must act in an open, transparent and co-operative manner with Ofqual and, as appropriate, with Users of qualifications	Principle 5
An awarding organization must conduct its activities with a proactive approach to compliance with its conditions of recognition	Principle 6
Documented accessible procedures for appeals	Access to HE Condition A5 Access to HE Condition C1.2
Procedures for appeals	Access to HE Condition A5 Access to HE Condition C1.2
Assessment practices on Access to HE courses	Access to HE Condition E1
Consistent standards are applied in assessment	Access to HE Condition E1

Section 4 – Appendices and links

Appendix 1 - Useful contacts

The following provides contact details for AIM Qualifications and Assessment Group and its regulators.

AIM Qualifications and Assessment Group Contact details

If you have any queries about the contents of the policy, please contact us:

Telephone: [0333 034 8833](tel:0333 034 8833)

Email: enquiries@aimgroup.org.uk

Regulators' contact details

CCEA

Telephone: [02890 261 200](tel:02890 261 200)

Email: info@ccea.org.uk

Ofqual

Telephone: [0300 303 3344](tel:0300 303 3344)

Email: public.enquiries@ofqual.gov.uk

Qualifications Wales

Telephone: [0333 077 2701](tel:0333 077 2701)

Email: enquiries@qualificationswales.org

The Quality Assurance Agency for Higher Education (QAA)

Telephone: [01452 557 000](tel:01452 557 000)

Email: enquiries@qaa.ac.uk

Appendix 2 - Possible reasonable adjustments and authority to approve

The table below provides some possible reasonable adjustments that can be made and who is responsible for taking the decision. It must be noted however that if your centre is in doubt, they must contact AIM for advice.

Reasonable Adjustments	Assessments NOT taken under examination conditions	Assessments taken under examination conditions	AIM devised set Task/Externally marked coursework
Extra time up to 25%	Centre	AIM	Centre
Extra Time beyond deadline window	N/A	N/A	AIM
Extra time exceeding 25%	Centre	AIM	Centre
Supervised rest breaks	Centre	AIM	Centre
Changes in organisation of the assessment room	Centre	AIM	Centre
Separate accommodation within the centre	Centre	AIM	Centre
Taking the assessment at an alternative venue	Centre	AIM	Centre
Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners	Centre	AIM	Centre
Use of assistive technology (which must be standalone and not connected to the internet unless explicitly required by the assessment)	Centre	AIM	Centre
Use of bilingual dictionaries and bilingual translation dictionaries	AIM	AIM	AIM
Assessment material in enlarged format	Centre	AIM	Centre
Assessment material in braille	AIM	AIM	AIM
Language modified assessment material	AIM	AIM	AIM
Assessment material in British Sign Language (BSL)	AIM	AIM	AIM
Assessment material on coloured paper	Centre	AIM	Centre
Assessment material in audio format	Centre	AIM	Centre

Use of ICT to present responses	Centre	AIM	Centre
Responses using electronic recording devices	Centre	AIM	AIM
Responses in BSL	AIM	AIM	AIM
Reader	Centre	AIM	AIM
Scribe	Centre	AIM	AIM
BSL interpreter	Centre	AIM	AIM
Prompter	Centre	AIM	AIM
Practical assistant	Centre	AIM	AIM
Transcriber	Centre	AIM	AIM
Assessment to be completed remotely (apprenticeships)	N/A	AIM	N/A
Extension to EPA period/Break in Learning (apprenticeships)	N/A	AIM	N/A
Project extensions (apprenticeships)	N/A	AIM	N/A

Guidance on types of reasonable adjustments

Extra time	Invariably applied to examination-based assessment. Extra time should not be allowed where its use will invalidate the assessment criteria. Extra time should not give the learner/apprentice an unfair advantage over others.
25% extra time for the use of a bilingual dictionary	The use of a bilingual dictionary must reflect the learner's/apprentice's normal way of working. It is only to be used in assessments by apprentices whose first language is not English, Irish or Welsh. Extra time must not be awarded to learner/apprentice using a bilingual translation dictionary in order to compensate for difficulties in reading and writing in English. The translation of assessment materials or the learner's/apprentice's answers into or from the learner's/apprentice's first language is not allowed.

Supervised rest breaks	AIM will ensure that both the learner/apprentice and their 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. The time given for supervised rest breaks is 10 minutes per 1 hour of the assessment method.
Changes in organisation of the assessment room	AIM will consider the needs of each individual learner/apprentice and, where possible, arrange the assessment room to suit the learner/apprentice.
Separate accommodation for assessment	AIM will ensure that, where learner/apprentices are accommodated separately for assessments taken under examination conditions, usual examination conditions apply, and separate invigilation is arranged.
Taking the assessment at alternative venue	For assessments taken under examination conditions, standard examination conditions should be in place at the alternative venue and the standard procedures for security of assessment material and despatch of the apprentice's work should be followed.
Use of coloured overlays, low vision aids, tinted spectacles, CCTV and OCR scanners	The learner/apprentice should be familiar with how the aid works. The use of aids should not give the learner/apprentice an unfair advantage over other learners/apprentices or invalidate the assessment criteria.
Use of assistive technology	The learner/apprentice should be familiar with how the assistive technology works. The assistive technology should not give the learner/apprentice an unfair advantage over other learners/apprentices or invalidate the assessment criteria.
Use of bilingual dictionaries and bilingual translation dictionaries	The use of a bilingual dictionary should not give the learner/apprentice an unfair advantage over other apprentices or invalidate the assessment criteria. These should not be permitted if proficiency in English, Welsh or Irish (as appropriate) is required for the role supported by the standard.
Language modified assessment material	Language and stimulus materials are only appropriate if they – (a) enable learners/apprentices to demonstrate their level of attainment, (b) require knowledge, skills and understanding which are required for the qualification, (c) are clear and unambiguous (unless ambiguity forms part of the assessment), and (d) are not likely to cause unnecessary offence to apprentices.
Responses using ICT	• The learner/apprentice has access only to those facilities (for example spelling/grammar checker, voice activated software, speech reading software) which have been agreed in advance with AIM. • The learner/apprentice is not able to gain access to existing files or documents. Where a system operates from flash drive, CD or floppy disk,

	the learner/apprentice must be supplied with a flash drive or disk containing only the software required for the assessment. • The computer must be free-standing and not be connected to the Internet, unless this is required in the assessment. • The learner/apprentice is accommodated separately if the use of a computer is likely to distract other learners/apprentices. In this case separate invigilation must be arranged. • The learner is present when his/her work is printed. It is normal practice for a printed version of the learner's work to be submitted and authenticated for assessment, and not the disk. • Where a question/answer booklet is provided, the learner might need to answer some questions in the booklet and type other answers. Answers must be clearly labelled and the printout must be attached to the question paper/answer booklet. • The learner/apprentice must be proficient in the use of the computer and its software. • The learner's/apprentice's work is saved frequently and, if possible, using an auto-save facility.
Responses using electronic recording devices	Recording the learner's/apprentice's responses electronically must not be allowed where it will invalidate the assessment requirements. The centre must ensure that the appropriate recording equipment is provided in full working order. The learner/apprentice using recording equipment must be accommodated separately, with separate invigilation, where its use will disturb other learners/apprentices.
Responses in BSL	Signing of the learner's/apprentice's responses on video must not be allowed where it will invalidate the assessment requirements.
Reader	Your centre must check that the use of a reader is the most appropriate arrangement to enable the learner/apprentice to undertake the assessment. Your centre must select a reader and fully brief him/her on their responsibilities. A separate invigilator must be present when a reader is used. A reader must not be allowed where such use would invalidate the assessment requirements.
Scribe	Your centre must check that the use of scribe is the most appropriate arrangement to enable the learner to undertake the assessment. Your centre must select a scribe and fully brief him/her on their responsibilities. A separate invigilator must be present when a scribe is used.
Guidance on types of reasonable adjustments	
BSL interpreter	Your centre must check that the use of BSL interpreter is the most appropriate arrangement to enable the learner/apprentice to undertake the assessment. Your centre must select a BSL interpreter and fully brief him/her on their responsibilities. A separate invigilator must be present when a BSL interpreter is

	used. A BSL interpreter must not be allowed where such use would invalidate the assessment requirements.
Prompter	Your centre must check that the use of a prompter is the most appropriate arrangement to enable the learner to undertake the assessment. Your centre must select a prompter and fully brief him/her on their responsibilities. A separate invigilator must be present when a prompter is used. A prompter must not be allowed where such use would invalidate the assessment requirements.
Practical Assistant	Your centre must check that the use of a practical assistant is the most appropriate arrangement to enable the learner/apprentice to undertake the assessment. Your centre must select a practical assistant and fully brief him/her on their responsibilities. A separate invigilator must be present when a practical assistant is used. A practical assistant must not be allowed where such use would invalidate the assessment requirements.
Transcriber	Your centre must check that the use of a transcriber is the most appropriate arrangement to enable the learner/apprentice to undertake the assessment. Your centre must select a transcriber and fully brief him/her on their responsibilities. A transcriber must not be allowed where such use would invalidate the assessment requirements.
Assessment to completed remotely (apprenticeship)	If the apprentice's workplace has been changed to be permanently from home. The employer will need to confirm that there is no workspace for the apprentice to attend.
Break in Learning (apprenticeships)	If the apprentice requires a break in learning, the training provider will need to inform AIM of dates the apprentice will be off, including dates they are expected to return. They will need to provide evidence of why the apprentice is requesting the extension/break in learning for review.
Extension to EPA period (apprenticeships)	If an apprentice requires an extension due to extenuating circumstances outside of their control, then a request will need to be submitted with evidence on how the apprentice has been directly affected. Note: annual leave/workload are not considered as extenuating circumstances.

Appendix 3 - Examples of required evidence for reasonable adjustment

Evidence must be supplied with every request for reasonable adjustment. The nature of the documentary evidence will vary according to the circumstances. In all cases evidence must demonstrate how the learner's circumstance has or will impact on their ability to undertake formal assessment and/or study.

Circumstance	Required evidence
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Disability	A current Statement of Special Educational Needs, or an Education, Health and Care Plan, or an Individual Development Plan, which confirms the learner's/apprentice's disability (supplemented by the required centre-based evidence); or a fully completed JCQ Form 8 with an assessment (Part 2 of Form 8) carried out no earlier than the start of school year 9 (aged 13-14yrs) by a specialist assessor, access arrangements assessor or an appropriately qualified psychologist confirming a learning difficulty relating to secondary/further education. Where no medical condition has been diagnosed, and/or no clinical diagnosis, and there are identified learning difficulties, a Cognassist Report is acceptable evidence, accompanied evidence of the learner's/apprentice's normal way of working.
Illness	An original medical certificate or letter from an appropriate medical professional confirming the nature of the illness and the likely impact it is having on the learner's/apprentice's ability to undertake formal assessment and/or study.
Hospitalisation	A medical letter/certificate from the relevant hospital confirming the nature and severity of the learner's/apprentice's circumstances and the likely period of impact on the learner's/apprentice's ability to undertake formal assessment and/or study.
Family	A medical certificate/letter from an independent medical professional confirming the nature and severity of the family circumstances and the likely impact it is having on the learner's/apprentice's ability to undertake formal assessment and/or study.
Bereavement	A death certificate or a letter confirming the death from an independent person, eg doctor or counsellor (usually not a family member), with their contact details provided, including a view on the closeness of the relationship and the impact it is having on the learner's/apprentice's ability to undertake formal assessment and/or study.
Circumstance	Required evidence
Acute personal/emotional circumstances	An original medical certificate or letter from an appropriate medical professional confirming the nature of the illness and/or circumstances and the likely impact it is having on the learner's/apprentice's ability to undertake formal assessment and/or study.
Victim of crime	A written statement of events which is supported by written evidence from the Police (including a crime reference number). Where the impact of the crime has led to a medical or other professional consultation, an original medical certificate or letter from an appropriate medical professional confirming the likely impact the reported crime had/is having on the learner's/apprentice's ability to undertake formal assessment and/or study.
Domestic disruption	Where significant and unforeseen domestic disruption has occurred very close to a timetabled examination, a letter from an appropriate independent individual/authority detailing the relevant circumstances and an indication of the likely impact with their contact details provided.
Jury service (UK)	A letter from the court together with proof that a deferral has been requested and rejected, or proof that a previous request for deferral has been accepted.

Court attendance (UK)	Where a learner/apprentice is required to attend a tribunal or court as a witness, defendant or plaintiff, the learner/apprentice must provide official correspondence from the tribunal/court confirming attendance or a solicitor's letter detailing the nature and dates of the legal proceedings and the requirement for the learner/apprentice to attend.
Other	The list of circumstances cannot be exhaustive, and it is possible that other circumstances will arise that must be considered acceptable.

Disclaimer: Please note that any downloaded version of our policies may not be the most current iteration. For the latest updates and accurate information, kindly refer to the version available on our official website.