



CILT(UK) Policy

Special Considerations and Reasonable Adjustments

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Published by: The Chartered Institute of Logistics and Transport in the UK

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Introduction

CILT(UK) Awarding Organisation (herein referred to as the AO) is committed to equality of opportunity to all who participate in its qualifications.

The AO is steadfast in ensuring that there are no unnecessary barriers to access or to learning, that the course content and structure are non-discriminatory and that the special needs of Learners are met, both in terms of learning and of assessment. The AO aims to ensure each qualification provides fair access by design. This includes ensuring that the qualification is accessible to as many Learners as possible whilst at the same time maintaining public confidence in its rigour and validity as a true indicator of a Learner's ability.

The AO is mindful of the legal requirements under Equalities Law and seeks to avoid any direct or indirect discrimination.

The purpose of this Policy is to outline the arrangements the AO has in place for dealing with Learners that require either Special Considerations or Reasonable Adjustments and to ensure that applications are dealt with fairly and consistently. It includes details of how Learners apply for these and what Special Considerations or Reasonable Adjustments can be made.

Definitions

A Special Consideration is defined as a consideration to be given to a Learner who has temporarily experienced either an illness or injury, or some other event outside of the Learner's control, which could not have been predicted, which has had, or is reasonably likely to have had, a material effect on that Learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment. Examples include influenza, bereavement of a close family member, evacuation of the assessment venue, and disturbances during the assessment.

A Reasonable Adjustment is defined as an adjustment made to an assessment for a qualification so as to enable a disabled Learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification. Disabilities can either be permanent/long term, for instance a physical disability, visual impairment (which cannot be corrected by lenses or glasses), hearing impairment and/or learning difficulty that may be congenital, a result of illness or accident that is unlikely to change. For example, Apoplectic stroke, Bell's Palsy, Cerebral Palsy, dyslexia, epilepsy, muscular dystrophy and profound deafness. Or disabilities can be temporary/short-term, for instance an impairment that the Learner may recover from over a period of time or where the cause and nature of the illness is unknown. For example, a broken arm, carpal tunnel syndrome, chronic fatigue syndrome and tenosynovitis.

Eligibility

Reasonable Adjustments and Special Considerations will only be granted where the integrity and reliability of the assessment is maintained and the adjustment does not offer an unfair advantage to the Learner receiving the Reasonable Adjustment or Special Consideration.

Special Consideration

Learners will be eligible for Special Consideration if they have been fully prepared for the assessment but their performance in the assessment is materially affected by adverse circumstances beyond their control, such as those listed below:

- Temporary illness, accident or injury at the time of the assessment.
- Bereavement occurring within 6 months of the assessment.
- Domestic crisis arising at the time of the assessment.
- Serious disturbance during an examination (where the reported effect of the disturbance is not supported by Learners' performances in the assessment, the circumstances will be ineligible for Special Consideration).
- Accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper, failure of practical equipment, failure of materials to arrive on time.
- Failure by the Learning Partner to implement previously approved Reasonable Adjustments.

The following circumstances are not eligible for Special Consideration:

- Circumstances that Learners were aware of prior to the entry closing date, which would prevent the completion of the assessment or studies for the assessment.
- Gaps in knowledge owing to absences from lessons or study not undertaken (without extenuating circumstances).
- Bereavement occurring more than six months before the assessment.
- Minor disturbance in the examination room caused by another Learner, such as momentary bad behaviour or a mobile phone ringing.
- Misreading the examination timetable and/or failing to attend at the right time and in the right place.
- Misreading the instructions of the question paper and answering the wrong questions.
- Insufficient evidence received to support extenuating circumstances reported.
- Changes to, or shortage of, teaching staff.
- Learners whose performance is affected by personal arrangements, normal family obligations or general circumstances that are not appropriate for additional consideration, for example: holidays, moving house, revision of subject(s) not undertaken or completed, work pressure and examination nerves.
- Late reports of extenuating circumstances.
- Reports of extenuating circumstances made in the light of poor results.

Reasonable Adjustments

During the enrolment and induction process, Learning Partners must assess Learners to determine whether they may not be able to demonstrate attainment in all parts of the assessment for the qualification due to a disability or difficulty, which would place the Learner at a substantial disadvantage in the assessment situation. It is the Learner's responsibility to alert their Learning Partner to any such disability or difficulty.

Learning Partners are required to discuss and determine with the Learner any Reasonable Adjustments required to alleviate or remove the effect of the disability or difficulty identified.

Learners Studying via the Institute Assessment Route

The following information applies to Learners studying via the Institute Assessment Route only, information for Learners studying via the Learning Partner Assessment Route is covered later in this Policy.

Timescales

All applications for Reasonable Adjustment must be received by the AO before the Learner is entered for the examination, to enable arrangements to be made before the entry deadline.

Learning Partners must advise the AO in writing, within one week of the end of the assessment, of the circumstances which caused the application for Special Consideration. Applications received after this time cannot be taken into consideration.

Application Process

In order to apply for either a Special Consideration or a Reasonable Adjustment, Learning Partners should complete the Special Consideration/Reasonable Adjustment Application Form included as Appendix A of this Policy, and also available on the CILT(UK) website. This should be submitted as per the details included on the form and must be accompanied by the relevant supporting evidence (as outlined below).

During the processing of an application the AO will liaise directly with the Learning Partner making the application on behalf of a Learner, rather than the Learner themselves.

Please note that a Reasonable Adjustment Application Form must be completed for each assessment series.

Supporting Evidence

Supporting evidence will be required for all applications; this may come in a variety of forms. For example, a doctor's note, medical certificate, medical consultant's report, hospital letters and Educational Psychologist's report or specific learning assessments. In all cases, the supporting evidence submitted should state the nature of the impairment, how this affects the Learner's learning and performance, and should be completed by an appropriate authority and on headed paper. For long-term and temporary disabilities, the date and currency of the supporting evidence is also important. It may be necessary to verify the authenticity of supporting evidence.

For Special Consideration applications, the supporting evidence must be current and cover the date of the assessment.

Granting Special Considerations

Learners and Learning Partners are reminded that applying for a Special Consideration does not automatically guarantee a successful outcome. Please note that it may not be possible to apply Special Consideration where:

- The achievement of the unit is reliant on the assessment criteria being fully met
- The unit or qualification confers a 'Licence to Practise' (such as in the case of the Certificate of Professional Competence for Transport Managers).

The decision to grant a Special Consideration will be made based on various factors which will vary from one application to another. These may include:

- The severity of the circumstances
- The date of the assessment in relation to the circumstances
- The nature of the assessment
- The decision reached in previous cases of a similar nature.

Where a Learner is unable to undertake an assessment, Special Consideration will normally be given by allowing an alternative assessment opportunity for the Learner at a later date.

Where a Learner has been able to undertake the assessment but where their performance has been affected by an illness, injury or other exceptional event outside of their control, Special Consideration will normally be given by applying an allowance of marks to the assessment. The size of the allowance depends on the timing, nature and extent of the illness or misfortune. Please note that only minor adjustments to marks can be made because to do more than this would jeopardize the standard of the assessment.

The AO will take the incident into account prior to the release of results and will communicate the outcome directly to the Learning Partner.

Please note that the AO will not contact any Learners directly with this information, and it is the Learning Partner's responsibility to disseminate this to the Learner.

Disturbance during an Examination

Any room in which an examination takes place should provide Learners with appropriate conditions for taking the examination. This includes details such as heating, lighting, ventilation and noise level in the surrounding area.

The Invigilator must complete an Invigilators Report for the examination to confirm whether the assessment was conducted without incident. If an incident has occurred, which affects Learners, details of the incident and any steps taken to remedy this must be included on the Invigilators Report.

If the assessment is severely disrupted in any way, for example, by a fire alarm which necessitates evacuation, please allow Learners five minutes to re-compose themselves and five minutes extra time in addition to the full time for assessment. This example can be applied to other disturbances where Learners are forced to stop writing. Where Learners continue to write but are visibly affected by a major disruption then a few minutes additional time should be given.

This additional time may vary according to the severity of the disturbance but should be no more than a maximum of fifteen minutes. This does not apply to minor disturbances, for example, general background noise or slight variances in temperature. Again, the details of any incident and any steps taken to remedy this must be included on the Invigilator Report.

Every effort to remedy or compensate for disturbances that occur during the examination should be made at the time of assessment.

Granting Reasonable Adjustments

There is a range of additional help that may be given to Learners, but the assistance given should be appropriate to the individual Learner. Before the AO makes any adjustments, the needs of the individual Learner will be considered, as well as the supporting evidence provided, what type of help is available, the aim of the assessment and Reasonable Adjustments granted previously in previous cases of a similar nature.

Detailed below are some examples of the type of help that individual Learners may require. These examples are meant to be informative rather than exhaustive. Individual Learners may require a combination of arrangements or alternative arrangements to those listed. The AO aims to ensure that all written examinations avoid the unnecessary use of colour as dyslexic Learners, or those with visual impairments, may find certain types of coloured paper or coloured lettering distracting.

The AO is aware that the needs of Learners change and the range of available technologies is also subject to change and as such will continually review and investigate the type of help available and, where possible, make use of this.

Learners with Physical Disabilities

- Alternative venue
- Scribe
- Assistance of a reader
- Extra time
- Rest breaks
- Use of approved mechanical aids
- Use of a word processor.

Learners with Visual Impairments

(Which cannot be corrected by lenses or glasses)

- Scribe
- Assistance of a reader
- Enlarged papers
- Extra time
- Use of approved visual aids
- Use of a word processor.

Learners with Hearing Impairments

- Assistance of a qualified tutor for the deaf
- Extra time
- Modification of carrier language in assessment paper.

Learners with Specific Learning Difficulties

- Scribe
- Assistance of a reader
- Colour overlay
- Extra time
- Use of a word processor.

Learners with Short-Term/Temporary Disabilities

- Alternative venue
- Scribe
- Assistance of a reader
- Extra time
- Rest breaks
- Use of approved mechanical aids
- Use of a word processor.

Further examples, feedback and guidance from Learning Partners who are currently, and have previously worked with individuals requiring specific assistance, is welcome as well as information and guidance from relevant Learners to ensure that there are no barriers to success.

The AO will confirm with the Learning Partner what, if any, Reasonable Adjustments have been granted, and it is the Learning Partner's responsibility to disseminate this to the Learner and make any necessary arrangements.

Please note that if a Learning Partner agrees a Reasonable Adjustment without prior approval from the AO this could constitute malpractice.

Details of Reasonable Adjustments

Alternative Venue

The Learning Partner's facilities must be accessible to all Learners. However, in extreme cases, only the AO may permit Learners to take the examination at an alternative venue. Learners who are physically unable to get to the Learning Partner owing to permanent physical disability or who are temporarily immobilised owing to a serious accident or serious illness (not personal arrangements or reasons) may apply to take their assessments at an alternative venue under supervision arranged by their Learning Partner. The AO must be notified immediately of all Learners who require an alternative venue.

Scribe

A separate room will be required with an Invigilator. The scribe must not be a Tutor in the subject area of the assessment, a Learner studying the subject area or a friend or relative of the Learner. Learners requiring the use of a scribe should have practice sessions with the scribe in order to become familiar with the process before the actual examination.

Enlarged Papers/Assignment Questions

Enlarged photocopies of the examination papers or assignments can be provided by the AO.

Examination Timings

All timetable clashes and other scheduling problems must be reported to the AO, in writing, well in advance of the examinations. No additional arrangements or timetable changes should be made without agreement from the AO.

Extra Time

The AO's standard allowance for extra time is 20 minutes per hour. This usually meets a varying degree of needs and can be used in conjunction with other arrangements. Some Learners may not make use of the full extra time allowance. In very exceptional cases Learners can be granted up to a maximum of 30 minutes per hour. Extra time may commence before the scheduled start time or at the end of normal time, as such a separate room may be required with an Invigilator. Extra time allowances up to 20 minutes can be used in conjunction with rest breaks. Too much extra time may prove exhausting to the Learner or jeopardise the integrity and reliability of the examination. Where extra time is approved, a separate room must be made available and a separate Invigilator provided.

Reader

When the assistance of a reader is needed to complete the examination, a separate room must be made available and a separate Invigilator provided.

Rest Breaks (Supervised)

The clock should be stopped on the Learner each time a break is required and restarted when the Learner recommences the assessment. The time allocated to rest breaks should not exceed 60 minutes in total. The Learner must be given the full time allocated to the examination (including extra time where allocated). A separate room must be made available and a separate Invigilator provided.

Review by a Qualified Tutor for (Profoundly) Deaf Learners

For profoundly deaf Learners whose first language is sign language, the carrier language (non-accounting terminology) in the examination can be modified, if necessary, by a qualified tutor for (profoundly) deaf Learners, shortly before the assessment is attempted. The tutor concerned will be required to sign an undertaking guaranteeing confidentiality, which should be returned to the AO with the Invigilator report.

A Tutor/Interpreter must be present during the examination to translate Invigilator's instructions for the Learner. A separate room will be required with an Invigilator. The Learner will need to be at the front of the room where they can see the interpreter Invigilator giving the instructions.

Separate Room

A separate room with an Invigilator may be required if the additional arrangements made for particular Learners are likely to cause a disturbance to other Learners, or other Learners are likely to cause a disturbance to the Learner(s) approved for additional arrangements. Alternatively, the Learner's individual case may merit the use of a separate room with an Invigilator.

Word Processor (for use during Examinations)

The use of word processing equipment for communication-style tasks is permitted. Please note that, in general, Learners write their answers in the examination paper or in a separate answer booklet. Where Learners are permitted the use of word processing equipment to type their answers, Learners are reminded that workings must still be shown. Physically disabled Learners may require the assistance of an scribe to complete forms or tables.

The following points must be adhered to where the use of a word processor is agreed –

- The word processor must be a laptop.
- The Learner will have to undertake their examination in a separate room to ensure that no disturbance is caused to the other Learners. Therefore, an additional Invigilator will be needed at any venue where other Learners are also sitting examinations.
- The Invigilator has a full view of the laptop screen at all times.

The Learning Partner

- must provide the laptop for the Learner to use.
- There must be no way of accessing the internet on the laptop.
- The laptop should contain no inappropriate files.
- No icons are allowed to be on the desktop apart from a Microsoft Word Document.
- The word document must include a header which has the Learner's membership number, Learning Partner number and exam title on it.
- The examination paper will still be provided in paper format. Once the Learner has completed the word document it must be printed and attached to the Learner's exam paper.

Assessment Languages

In addition to English, assessments can also be provided in Welsh or Irish. The AO should be notified at least six months in advance of the entry deadline if assessments are required in another language, other than English, as these will need to be translated. When translating assessment material, the AO will ensure the accuracy of any technical terms.

Guidance for Competency in English

The AO has a number of Learners taking assessments who are based overseas. These Learners, together with some Learners in the UK, may have English as a second language, may find the examinations challenging not due to their lack of technical knowledge but because of their level of competency in English. Learners are advised that the assessments will be conducted in English and that they should be confident of completing assessments in this language and that reasonable numeracy skills are also required.

The following table is given as guidance of the minimum level of English required to study for the CILT(UK) units and/or qualifications and in particular for the examinations.

CILT(UK) Qualification	English Language qualification	Other qualifications
Level 2	Cambridge English: First (FCE)	Or equivalent "O" level English
Level 3	Cambridge English: First (FCE)	Or equivalent "O" level English
Level 4	Cambridge English: Advanced (CAE)	Or equivalent "A" level English
Level 5	Cambridge English: Advanced (CAE)	Or equivalent "A" level English
Level 6	Cambridge English: Advanced (CAE) or Cambridge English: Proficiency (CPE)	Or equivalent

Dictionaries

Learners are allowed to use printed dictionaries during the examination, including bilingual dictionaries. However, all dictionaries must be provided and checked by the Learning Partner and the onus is on the Learner to organise this with the Learning Partner prior to the examination date. **The AO** must also be informed when a dictionary has been requested.

Learners Studying via the Centre Assessment Route

Approved Learning Partners have the flexibility to choose the method of assessment that best suits the needs of the Learner so long as all the learning outcomes, and associated assessment criteria, for the qualification are covered. Approved Learning Partners should offer every assistance to Learners with particular requirements so that their circumstances do not become a barrier to success. In planning additional arrangements for Learners with particular requirements, the Learning Partner should be guided by the process used by the AO for Learners studying via the Institute Assessment Route.

The Learning Partner should take into account the Learner's usual way of working, and use this as a basis to design effective assessment activities. Learning Partners are required to consider external factors and their likely impact on the collection of evidence over time. Portfolio, coursework, work-based observations, oral questions, assignment and project assessments should provide opportunities for all groups of Learners to demonstrate what they know, understand and can do in given circumstances. In particular, Learning Partners are asked to design assessment criteria that measure a Learner's ability rather than particular modes of demonstration.

The AO must be notified of any Reasonable Adjustment or Special Consideration granted by a Learning Partner using the Centre Assessment Route. In addition to this the details of these must also be given to the Learning Partners External Verifier at the time that the portfolio is presented for sampling.

Learning Partner Compliance

All CILT(UK) Learning Partners should have policies which comply with Equalities Law, including their own Equality Policy. The AO expects all Learning Partners to monitor equality and diversity of their Learners by collecting data such as gender, age, ethnicity and registered disabilities. This information should be made available to the AO on request. Learning Partners will receive a minimum of one External Verification visit per year, and at this time they will be required to provide the External Verifier (EV) with details of their Equality Policy and its implementation. Learning Partners must also ensure that relevant staff, third parties and registered CILT(UK) Learners are made aware of the contents of this policy.

The AO will monitor all applications for Special Consideration and Reasonable Adjustments in order to identify and prevent potential misuse, and will take the necessary action where any misuse is identified.

Appeals

Where it is not possible for the application for a Special Consideration, or Reasonable Adjustment, to be granted, the AO will provide clear reasons for this and, in the case of Reasonable Adjustments, will suggest an alternative suitable adjustment that may be made, where appropriate.

However, where Learning Partners or Learners may still wish to appeal against the decision made, the AO has established procedures for considering appeals against Special Consideration/Reasonable Adjustment decisions. Appeals will normally only be accepted from a Learning Partner Co-ordinator on behalf of Learners. Further information may be found in the CILT(UK) Awarding Organisation Appeals Policy.

Appendix A - Special Consideration/Reasonable Adjustment Application Form



Name of Learning Partner:	
Address and contact details:	

Learner Name:	
CILT(UK) Learner Number:	
Qualification Title:	
Unit Concerned:	
Assessment Series:	

Has a Reasonable Adjustment or Special Consideration previously been granted to this Learner?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please provide details of this	

Please state the circumstances that you believe entitles this Learner to Special Consideration¹

Please state the inequalities/barriers to learning and/or assessment that you have identified²

Evidence (please attached supporting evidence to this form)

Please suggest the adjustment(s) that you believe is the most appropriate for this Learner³

Form completed by:	
Name:	Signed:
Job Role:	Date:

This form (along with the necessary supporting evidence) should be submitted to either ao@ciltuk.org.uk, or for the attention of the Awarding Organisation, CILT(UK), Earlstrees Court, Earlstrees Court, Corby, NN17 4AX.

¹ Applies to Special Consideration applications only.

² Applies to Reasonable Adjustments applications only.

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