

# Reasonable Adjustments Policy

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## Purpose

The Chartered Institute of Public Finance and Accountancy (CIPFA) is the global professional body for public finance professionals and recognises practitioners at every level, from those starting out in their career to those innovating and leading the profession. CIPFA organises, sets and runs professional examinations and students to enable our members to attain high levels of competence in the field of public finance.

CIPFA is committed to equal opportunities, as set out in the Equality Act 2010 (<http://www.homeoffice.gov.uk/equalities/equality-act/>) and we work to accommodate the needs of students who may require Reasonable Adjustments to undertake their assessments to help them overcome any disadvantage that another student may not have.

## Scope

This document sets out the regulations pertaining to Reasonable Adjustments procedures for members undertaking formal CIPFA students and as a point of reference for internal staff.

## Definition of Reasonable Adjustments

CIPFA recognises that there are students who are able to cope with the learning demands of a qualification and can demonstrate attainment in the skills and knowledge being assessed, but for whom the standard assessment arrangements may present unnecessary barriers.

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

- the needs of the candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

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

This is because the adjustment is not 'reasonable'.

CIPFA will not remove barriers that could affect the validity and integrity of the assessment such as making adjustments to assessment criteria but where it is possible to make adjustments that are reasonable we will endeavour to do so for those students that require it.

## Guiding principles

We take due regard to the Joint Council for Qualifications guidance document – [https://www.jcq.org.uk/wp-content/uploads/2020/10/AA\\_regs\\_20-21\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2020/10/AA_regs_20-21_FINAL.pdf) to support our policy and internal decision making in terms of agreeing Reasonable Adjustments.

*“The Equality Act 2010\* requires an awarding body to make reasonable adjustments where a candidate, 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. “*

## Reasonable Adjustments for End-point assessment and other vocational assessment

Any reasonable adjustment must reflect the normal learning or working practices of a learner within an Accredited Training Provider (ATP) or working within the occupational area.

Students can *“use mechanical, electronic and other aids in order to demonstrate competence. The aids must either be generally commercially available, or available from specialist suppliers, and can feasibly be used in the centre or on the employers’ premises.”*

As a general rule, the following are examples of what may be considered as facilitating access if they do not impact on any competence standards being tested:

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- assessment material on coloured paper or in audio format
- British Sign Language (BSL)
- changing or adapting the assessment method
- changing usual assessment arrangements
- extra time, e.g. assignment extensions
- modified language assessment material
- practical assistant
- prompter
- providing assistance during assessment
- reader
- scribe
- use of assistive software/technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices.

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

## Categories of Reasonable Adjustment that may be applied depending on the circumstances

Category of impairment	Type of impairment	Example arrangements
Cognition and learning needs	E.g. General and/or Specific Learning Difficulties (such as Dyscalculia and Dyslexia)	<ul style="list-style-type: none"> <li>• supervised rest breaks</li> <li>• extra time</li> <li>• a computer reader or a reader</li> <li>• read aloud or an examination reading pen</li> <li>• a scribe</li> <li>• a word processor</li> <li>• a prompter</li> <li>• a practical assistant</li> <li>• coloured overlays</li> <li>• coloured/enlarged papers</li> <li>• modified language papers.</li> </ul>
Communication and interaction needs	E.g. Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none"> <li>• supervised rest breaks</li> <li>• extra time</li> <li>• a computer reader or a reader</li> <li>• read aloud or an examination reading pen</li> <li>• a scribe</li> <li>• a word processor</li> <li>• modified language papers.</li> </ul>
Sensory and physical needs	E.g. Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD), Vision Impairment (VI)	<ul style="list-style-type: none"> <li>• supervised rest breaks</li> <li>• extra time</li> <li>• a computer reader or a reader</li> <li>• read aloud or an examination reading pen</li> <li>• a scribe</li> <li>• a word processor</li> <li>• a live speaker</li> <li>• a Communication Professional</li> <li>• a practical assistant</li> <li>• Braille papers, modified enlarged and/or modified language papers.</li> </ul>
Social, mental and emotional needs	E.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions	<ul style="list-style-type: none"> <li>• supervised rest breaks</li> <li>• extra time</li> <li>• a computer reader or a reader</li> <li>• read aloud or an examination reading pen</li> <li>• a scribe</li> <li>• a word processor</li> <li>• a prompter</li> <li>• alternative site arrangement</li> <li>• separate invigilation within the centre.</li> </ul>

## Applying for Reasonable Adjustments

### Accredited Training Providers (ATP)

Where students are enrolled with an ATP it is the responsibility of the ATP to organise any access arrangements and for these to be put in place at the start of the training. The member of staff responsible for arranging support within the ATP must ensure that the proposed access arrangements during learning and on-programme formative assessment does not disadvantage or advantage the candidate.

The arrangements put in place on programme should reflect the support provided to the candidate by the ATP under the 'normal way of working'. This evidence is then used to support any applications to CIPFA for Reasonable Adjustments for students ahead of any summative vocational assessment or End-point assessment

Centres must also ensure that they recruit students with integrity and identify as early as possible any potential access difficulties through the process of induction and baseline assessment.

ATPs must also maintain records for Reasonable Adjustments and make them available for CIPFA quality assurance purposes.

### Independent students

Any student not formally enrolled with an ATP and studying independently can apply for Reasonable Adjustment direct to CIPFA by completing the relevant application form, which is available from our website. The application must be made before the students sit their assessment.

### Timeline

Applications for Reasonable Adjustments are open at least one month before the registration deadline on the CIPFA website (Exams page). Each submission must be accompanied by appropriate and relevant evidence. Applications will be considered only on the merit of the evidence supplied. CIPFA's decision thereon is final.

Only those arrangements considered and approved by CIPFA in advance of the summative or End-point assessment will be honoured.

Please note that applications for Reasonable Adjustments received by CIPFA Student Support after the exam registration deadline will be considered but no guarantees are given that the application will be approved.

Applications are reviewed before the students sit their assessment and confirmation of the adjustments approved will be communicated to either the ATP or Independent Student usually two weeks prior to their assessment.

Training Provider staff do not have any discretion to award Reasonable Adjustments and prior approval must be sought by CIPFA in all cases.

## Medical evidence

Suitable evidence must be authentic, relevant, detailed and confirm what arrangements the candidate may benefit from. This may include copies of medical or psychological reports with recommendations.

There are cases where another clinical professional might have been medically responsible for the student and their reports will also be accepted. The application must be completed, and the report signed by the appropriate qualified person.

### Things to consider

- The status of the medical person must be specified.
- In exceptional circumstances CIPFA may accept notification from the candidate's employer as evidence to support the application.
- Applications without evidence will not be accepted. All evidence should be supplied on letterhead paper – either original or an authenticated copy of the original – and include the full printed name and contact details of the signatory.
- If a candidate has multiple needs then CIPFA will, wherever possible, take all these needs into account.
- Reasonable Adjustments must be agreed by both CIPFA and the student. In the case of equipment being used, e.g. word processor, the student must have had experience of using one before.
- If a student has any issues with their Reasonable Adjustments, then they must contact CIPFA immediately.

The arrangements that are made are to allow all students to be assessed equally. All marking is done anonymously, completed without prejudice and without knowledge of any Reasonable Adjustments agreed.

To keep CIPFA assessment transparent, equal, and fair, Reasonable Adjustment cases are not put forward to the Examination Panel and such arrangements have no impact on the student's final mark.

## Policy version and owner

Policy owner	Head of Qualifications & Membership
Version	3.0
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## Regulatory references

<b>Ofqual General Conditions of Recognition</b>
Condition G6: Arrangements for Reasonable Adjustments