

# QA ASSESSMENT GUIDELINES FOR COLLEGES OF FURTHER EDUCATION

ASSESSMENT/DEADLINES/EXTENSIONS/REPEATS/REASONABLE  
ACCOMMODATIONS AND SUPPORTS

# QA Assessment Guidelines for Colleges of Further Education

## ASSESSMENT/DEADLINES/EXTENSIONS/REPEATS/REASONABLE ACCOMMODATIONS AND SUPPORTS

### Glossary of terms in this document

Roles and responsibilities are defined by individual FE Colleges.

<b>Centre</b>	
Learner	Refers to learners/students/participants/trainees, who attend and participate in courses provided and delivered by City of Dublin ETB.
Teacher/ Teaching Staff	Refers to teachers/instructors /tutors
Educator	Any staff who manage, lead or coordinate the course in a centre.
Principal/ Manager	Senior level management.
College of Further Education/ FE Centre	Centre which delivers Further Education Training Courses
<b>Award</b>	
Awarding body	Organisations who certify awards delivered in a centre
QQI	Quality and Qualifications Ireland is an independent State agency responsible for promoting quality and accountability in education and training services in Ireland. It was established in 2012 by the <u>Qualifications and Quality Assurance (Education and Training) Act 2012</u> . See about QQI at: <a href="https://www.qqi.ie/Downloads/Who%20We%20Are-Booklet-August%2017.pdf">https://www.qqi.ie/Downloads/Who%20We%20Are-Booklet-August%2017.pdf</a>
QQI Award	A QQI Award is a quality-assured qualification awarded by QQI.
<b>Course</b>	
Programme/ Course	A Programme/ Course is a collection of modules that when successfully completed and combined equal a Major Award.
Programme Modules	A module is a unit of a programme.
Assessment	The process of evaluating the achieved outcomes of a programme.
Assessment Extension	An opportunity to submit, take an exam or re-sit, outside the scheduled Assessment Plan.
Grade	A Grade is a level that reflects the attainment of the learner.
Adaptations	Adaptations are where reasonable accommodations are made to enable the learner.

### Contents

1	Assessment	2
2	Assessment Deadlines	3
3	Assessment Extensions Application	4-5
4	Repeat Opportunities	5-6
	<b>Templates: Assessment Extension Application</b>	8-10
5	Assessments Supports and Reasonable Accommodation	11-13
	<b>Templates: Reasonable Accommodation in Assessment - Application Form</b>	14-16
6	Accommodation and Supports Glossary	18-19

# QA Assessment Guidelines for Colleges of Further Education

ASSESSMENT/DEADLINES/EXTENSIONS/REPEATS/REASONABLE ACCOMMODATIONS AND SUPPORTS

## Introduction

To support annual assessment activities, and to further develop a shared integrity of assessment as part of course delivery.

This document should provide support and direction to the staff and management of City of Dublin Education and Training Board (City of Dublin ETB) Colleges. Through the implementation of these guidelines, a consistency of approach in delivery of programmes/ courses will be further enhanced. The guidelines provide an equality of opportunity for all learners in meeting City of Dublin ETB course learning outcomes and national award standards.

City of Dublin ETB has drawn on its wealth of experience, while applying what is best in current practice. These Guidelines place the needs of learner at the heart of all decision making in a college/ centre. Guidelines cannot cover every eventuality, when faced with difficult decisions the question should be “what is in the best interest of the learner”.

The document will deal with:

- 1 **Assessment**
- 2 **Assessment Deadlines**
- 3 **Assessment Extensions**
- 4 **Repeat Opportunity**
- 5 **Assessment Supports and Reasonable Accommodation**

# 1. Assessment

Assessment is a formal requirement of producing or demonstrating evidence of learning. Assessments are devised to meet learning outcomes prescribed in the course modules. All Staff involved in the assessment process must ensure it is conducted in line with the City of Dublin ETB's quality assurance policies and procedures.

Assessments should be clear, specific, time-bound, stepped appropriately, relevant and realistic to the level of the award.

Assessment activities can be varied but should be appropriate to the programme, can include the following which is not exhaustive:

- Examinations, skills/ practical demonstration
- Reports, Log Books, diaries, blogs
- Visual recordings, audio clips
- Performances, problem solving
- Interviews
- Three-dimensional work

## Role of Teaching Staff

- Teaching staff are responsible for setting assessments that meet the learning outcomes of the module.
- Relevant educator ensures the teaching staff are aware of their responsibilities in relation to assessment and deadlines.
- Assessment deadlines are set by the teaching staff, and communicated to learners in advance of the assessment and published on the learners' assessment plan.
- The relevant educator is responsible for processing an assessment extension application.
- Teaching staff should declare any conflict of interest with learners to the relevant educator.

## Role of the Learner

- Learners are required to commit to the learner contract at registration. This declares their responsibility to meet assessment deadlines and outlines the consequences of failing to do so.
- Learners are responsible for managing their assessment work load.

## 2. Assessment Deadlines

Learners must present their assessments on or before the due date. Where there are mandatory learning outcomes, learners should be informed of the consequence of failing to achieve these which may result in automatic failure of the course.

### Assessment Plan

- An assessment plan is a quality assurance requirement for courses and should be made available to learners. The plan includes dates of issuing of assessments and submission deadlines which should be coordinated between all teaching staff on the course. The plan should create a balance of assessment so as to avoid over-burdening learners with simultaneous deadlines.

### Missed Assessment Deadlines

- Deadlines are set by the teacher in line with the Assessment Plan. Where a learner attempts to submit an assessment after the deadline, teaching staff should inform the learner of the Assessment Extension Application Process and Compassionate Considerations in which they can engage. Teaching Staff should only accept the missed assessment evidence when the learner has:
  1. Made an application for an assessment extension and the extension deadline has been approved.
  2. The learner has received written confirmation of the approval for an extension and this evidence is presented with the assessment at the agreed due date.
- If the extension is declined, the original result of the assessment applies.

### 3. Assessment Extension

- A learner may formally apply for an assessment extension (repeat/to re-sit an exam). Applications are submitted to the relevant Educator. Where an extension application is granted, the assessment is graded to the national Standard.

#### Assessment - Extension Application Process

1. Notice is given by the Learner (*or someone acting on behalf of the learner with their approval*) to the Teaching Staff as soon as possible.  
The Learner completes an Assessment - Extension Application Form accompanied by the relevant supporting documentation.
2. The Educator will process and discuss the Assessment Extension Application eg. consultation with teaching staff to **Grant** or **Decline** the extension. Each application is judged on its own merits.
3. **Learner is informed in writing of the outcome.**
  - a. If the extension is accepted, every attempt should be made to facilitate the assessment as soon as is practicable (*dependent upon resources and operational constraints*). There may be limits as to when the College can offer an assessment opportunity and this must be advised to the learner without delay.  
Where the application has been declined the original result of the assessment will apply (*Learners have the right to appeal this decision, see below*).  
Where the assessment extension application is granted, the assessment is graded to the national standard.  
Where an extension is granted to repeat/resit an exam assessment, a different exam paper is used.

#### NOTE: Certain Circumstances

- b. The Teaching Staff and Educator may complete an Assessment Extension Application on a learner's behalf with their permission. This applies to very vulnerable learners that may require a certain level of advocacy. In such cases the Principal/*or relevant* manager must approve the extension.

## Compassionate Considerations

Learners should be advised that extensions relating to compassionate considerations can be met more readily if notified in advance and can allow for an individual assessment plan to be agreed for the learner. This applies to certain scenarios eg: persisting illness.

Prior to application the learner should communicate directly with the educator. The educator may be aware of extenuating circumstances/compassionate consideration whereby the learner may be unable to obtain documentary evidence. In such circumstances the educator may complete a statement on behalf of the learner while maintaining confidentiality.

## Appealing Assessment Extension Decisions

If the application for an assessment extension is **declined**, the learner must be informed that they may appeal the decision. The appeals process follows the following steps

- a. The learner must inform the educator/ teaching staff of their wish to appeal within a week of receiving the declined application.
- b. The appeal request should be indicated on the application form by the educator/teaching staff dealing with the appeal.
- c. The appeal application should be forwarded to management to consider and decide on the matter. Any additional evidence may be submitted. Their decision, which is final, will be communicated to the learner.

# 4 Repeat Opportunity

## 4.1 Policy

- a) An FE College will offer all learners a repeat opportunity where applicable and possible. A learner who has been unsuccessful in a module will be offered the opportunity to resit an exam or resubmit assessment evidence at the next available assessment opportunity.
- b) A repeat opportunity will only be offered to a learner who has been unsuccessful in a module. This includes any outstanding assessment evidence for the repeat module.
- c) A repeat opportunity is not available to learners who have passed the module but wish to increase the grade. *(In the absence of a programme specific instruction eg: An Apprenticeship programme, this policy will apply)*
- d) In the case of certain assessments it may not be possible for practical reasons to offer a repeat opportunity. In such cases the learner will be given the option to repeat the module in the next academic year.
- e) There is no limit to the number of modules a learner can be offered to repeat.

## 4.2 Repeat Procedure

- a) A notification of the opportunity to repeat will be provided to the learner.



- b) Learners taking a repeat will be required to pay a fee to cover charges incurred.
- c) Learners will be notified of the specific dates of the examination resit or the resubmission of assessment.
- d) A Results Approval Panel meeting will take place to approve results.
- e) Learners will be notified of their results and will be advised of their right to appeal.
- f) The results will be updated on the relevant awarding body system.
- g) City of Dublin ETB QA assessment guidelines and procedures will apply at all times.

**In the case of repeats or resubmissions, City of Dublin ETB cannot ensure that the final results will meet CAO or advance progression deadlines.**

## Templates and Documents

.....	Templates <b>Assessment - Extension Application Form</b>	
	PART A: Assessment - Extension Application Form	P8
	PART B: Assessment - Extension   Record of Decision	P9
	PART C: Learner Appeal of Assessment Extension Decision	P10
	PART D: Appealed Assessment Extension   Record of Decision	P10

City of Dublin ETB Centres processes all learner data transparently and lawfully. City of Dublin ETB shares learner data and grade decisions with QQI and relevant Awarding bodies. City of Dublin ETB does not share any other personal learner information relating to Assessment /Examboard /Results Approval Panel /Course Review process. Please refer to the **City of Dublin ETB General Data Protection Regulation policy** available at [www.cdetc.ie](http://www.cdetc.ie)

Part A: Assessment – Extension Application Form

completed by the Learner

All information supplied will be treated in a private and sensitive manner.

<b>Centre:</b>							
<b>Learner Name:</b>							
<b>Learner contact details:</b> <i>(address, email &amp; mobile)</i>							
<b>Course Title:</b>			<b>Class:</b>				
<b>Module:</b>							
<b>Assessment Title:</b>							
<b>Types of Assessment:</b>		Examination	<input type="checkbox"/>	Project	<input type="checkbox"/>		
		Skills Demonstration	<input type="checkbox"/>	Learner Record	<input type="checkbox"/>		
		Assignment	<input type="checkbox"/>	Collection of Work			
<b>Assessment Due Date:</b>							
<b>Teacher:</b>							
<b>Reason for Requiring the Extension:</b>							
<b>Supporting Documentation Included:</b>				Yes <input type="checkbox"/> No <input type="checkbox"/>			
<b>Details of supporting relevant evidence/documentation:</b> All evidence submitted (for example: Medical Certificate) is held confidentially. <b>Copies should not be made.</b>							
<b>Signed:</b>							
<b>Date:</b>							

SUBMIT ALL APPLICATIONS TO THE EDUCATOR

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Part B: Assessment - Extension | Record of Decision

(completed by the Educator)

<b>Educator:</b>	
<b>Date Application Received:</b>	
<b>Learner:</b>	
<b>Course and Class:</b>	
<b>Assessment Title:</b>	
<b>Assessment Due Date:</b>	
<b>Teacher:</b>	

<b>Criteria:</b>	<b>Details:</b>	
<i>Grounds for<sup>1</sup>Extenuating Circumstances /Compassionate Consideration</i>		
<b>Assessment Extension Decision:</b>	<b>Granted</b> <input type="checkbox"/>	<b>Declined</b> <input type="checkbox"/>
<b>Reason for decision:</b>		
<b>New Assessment Submission Date:</b>		
<b>Declaration:</b>		
I can confirm that: <ul style="list-style-type: none"> <li>➤ A meeting with the Teacher has taken place to discuss the Assessment Extension</li> <li>➤ There is sound evidence to grant or decline the Assessment Extension Application</li> <li>➤ If granted, the assessment deadline extension will not give the learner in question an unfair assessment advantage over other learners</li> <li>➤ The Learner will be fully informed of the decision</li> </ul>		
<b>Signature of Educator:</b>		
<b>Date:</b>		
LEARNER MAY CHOOSE TO APPEAL THE ASSESSEMENT EXTENSION DECISION. THE ABILITY TO APPEAL SHOULD BE INDICATED TO THE LEARNER AT THE TIME OF THE DECISION. THE LEARNER HAS ONE WEEK TO APPEAL THE DECISION. If the learner wishes to appeal this needs to be indicated on the application form below (by the educator) and forwarded to the next level of management.		

<sup>1</sup> Extenuating Circumstances are situations or events which unexpectedly interfere with a learners ability to complete or sit an element of assessment. These may include: physical or emotional traumas to self or family, physical chronic conditions incapacitating the learner, bereavements of close friend or family, injury certified by professional, certified mental health issue, extreme weather or other.

<p>* Learner wishes to Appeal the decision <span style="float: right;"><input type="checkbox"/> YES <input type="checkbox"/> NO</span></p> <p>The Educator will check <input checked="" type="checkbox"/> the decision on the application form and forward to Principal/Manager for the next stage of process</p>	
<p><b>Part C: Learner Appeal of Assessment Extension Decision</b></p> <ul style="list-style-type: none"> <li>Learner may appeal a decision following the Assessment Extension Application process.</li> <li>Appeal must be submitted by the learner to the Principal/ Manager within 1 week following the Learner being informed of the decision.</li> <li>Learner may provide additional evidence to be considered that was not presented on the initial assessment application.</li> <li>The Learner will be informed of the Appeal decision</li> </ul>	
<b>Reason for Appeal:</b>	
<b>Details of additional evidence provided:</b>	
<b>Date of Learner Appeal:</b>	

<p><b>Part D: Appeal of Assessment Extension   Record of <u>Decision</u></b> (Completed by Principal/Manager)</p>	
<b>Learner:</b>	
<b>Date of Appeal:</b>	
<b>Decision:</b>	<p>I can confirm that a review of the Application has been completed and that the Appeal is:</p> <p style="text-align: center;"><b>Granted</b> <input type="checkbox"/> <span style="margin-left: 200px;"><b>Declined</b> <input type="checkbox"/></span></p>
<b>Rationale for decision:</b>	
<b>Signature:</b>	
<b>Date:</b>	

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## 5. Assessment Support and Reasonable Accommodation

The Equal Status Act 2000 (Section 4) requires ETBs to provide reasonable accommodation to meet the needs of learners who have a disability (Government of Ireland 2000).

Reasonable accommodation refers to the adaptation of assessment, as necessary, to cater for the needs of learners whose personal situation would impact on the assessment. Any adaptation of the assessment should facilitate the learner to demonstrate his/her achievement of the standards.

Reasonable accommodation in assessment will only be accommodated when a learner can demonstrate with appropriate evidence/documentation that, because of a specific need, s/he cannot compete on equal terms, under standard assessment conditions, with his/her peers. Without evidence staff may use discretion and their professional judgement.

Facilities to support learners who have presented with additional needs and who have applied for supports and reasonable accommodations to complete their assessments.

Adaptions of assessment may include:

- Modified Presentations of assignments/ examination papers - enlargements
- Adaptive technologies/ equipment/ software
- Sign language interpreter
- Scribes/ readers
- Rest breaks
- Additional time
- Separate Room/ space

Relevant Evidence/Documentation for Assessment Supports and Reasonable Accommodation

- Medical Report
- Educational Psychologist Report<sup>2</sup>
- Occupational Therapist Report
- Guidance Counsellor Report

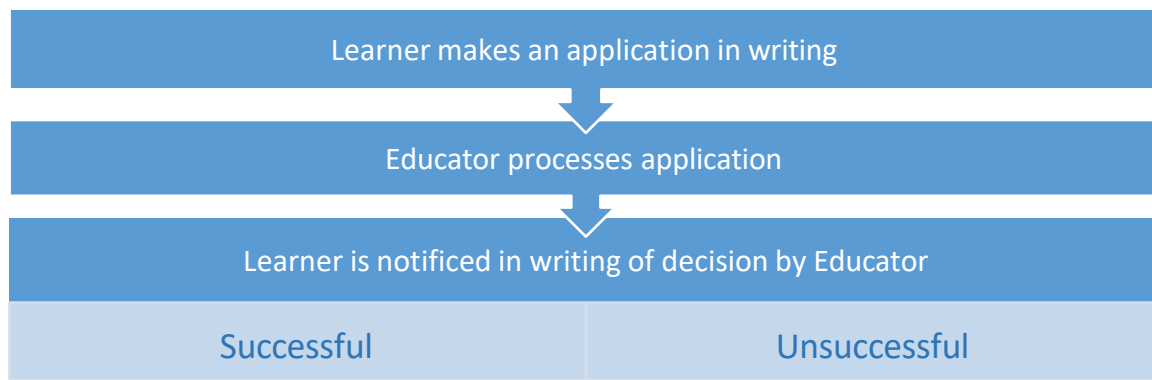
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<sup>2</sup> Educational Psychologist Reports costs can be prohibitive for many learners.

## Reasonable Accommodation in Assessment Process

Any application for Assessment Supports and Reasonable Accommodation should follow the process outlined in diagram below:

*Assessment Supports and Reasonable Accommodation Process*



The Learner or someone on behalf of the learner applies in writing for Assessment Supports and Reasonable Accommodation to the educator using the Reasonable Accommodation in Assessment Application Form.

Specific Needs:

The application should be completed as soon as possible.

Temporary Injury:

The application must be completed as soon as possible. A meeting with the learner and educator must take place to determine the needs of the learner in their assessment.

The educator must decide whether there is sufficient evidence to proceed with the application. The Educator informs the learner in writing of the decision.

Successful:

The case is made. The Educator will inform the learner of outcome as soon as possible from receipt of all evidence/documentation/application. The Educator will work with learner to devise an adapted assessment plan.

Unsuccessful:

The case made was insufficient, the Educator will inform the learner. The learner may appeal this decision.

### Reasonable Accommodation in Assessment Appeals

The learner has the right to appeal the decision in relation to the reasonable accommodation in assessment application decision. Appeals must be made within 1 week. Appeals are made in writing using the Reasonable Accommodation in Assessment Appeals Application Form. The Appeal is processed in line with City of Dublin ETB appeals procedures.

.....Templates - **Reasonable Accommodation in Assessment**

PART A:	Reasonable Accommodation in Assessment - Application Form	P14
PART B:	Reasonable Accommodation in Assessment - Report by Educator	P14
PART C:	Reasonable Accommodation in Assessment - Report to Learner	P15
PART D:	Reasonable Accommodation in Assessment - Appealing the Decision	P16
PART E:	Reasonable Accommodation in Assessment - Response to Appeal	P16

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## Part A: Reasonable Accommodation in Assessment - Application Form

This request must ideally be completed at the start of the academic year and submitted along with relevant evidence/documentation to the Educator for approval

<b>Centre/Campus:</b>			
<b>Learner Name:</b>			
<b>Award/Course Ref:</b>			
<b>Module/Unit:</b>			
<b>Teaching Staff:</b>			
<b>Type of Assessment:</b>		Examination <input type="checkbox"/>	Project <input type="checkbox"/>
		Skills Demonstration <input type="checkbox"/>	Learner Record <input type="checkbox"/>
		Assignment <input type="checkbox"/>	Collection of Work <input type="checkbox"/>
<b>Details of reasonable accommodation you are requesting:</b>			
<b>Supporting relevant evidence/documentation included:</b>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Details of supporting relevant evidence/documentation:</b>			
<b>Learner Signature:</b>			
<b>Date:</b>			
<b>Part B: Reasonable Accommodation in Assessment   Report by Educator</b>			
Completed by Educator			
<b>Educator Name:</b>			
<b>Receipt date of application:</b>			
<b>Application Decision:</b>		Successful <input type="checkbox"/>	Unsuccessful <input type="checkbox"/>
<i>Adaptation of assessment details</i>			
<b>Individualisation</b>	<input type="checkbox"/>	<b>DETAILS</b>	
TICK <input checked="" type="checkbox"/> ADAPTIONS FROM LIST			
separate room <input type="checkbox"/>	use of CCTV <input type="checkbox"/>	technologies <input type="checkbox"/>	
rest break <input type="checkbox"/>	overwriting <input type="checkbox"/>	equipment <input type="checkbox"/>	
split session <input type="checkbox"/>	computer <input type="checkbox"/>	braille <input type="checkbox"/>	
additional time <input type="checkbox"/>	audio-tapes <input type="checkbox"/>	Other (GIVE DETAILS BELOW) <input type="checkbox"/>	
sign language interpreters <input type="checkbox"/>	exam papers in colour <input type="checkbox"/>	DETAILS:	
scribes/reader <input type="checkbox"/>	enlarged print size <input type="checkbox"/>		
<p>Explanations of Adaptations to Assessments can be found at end of this section</p> <p>NOTE: NOT ALL CENTRES CAN ACCOMMODATE ALL REQUIRMENTS – FUNDING DEPENDENT.</p>			
<b>Signature:</b>			
(Educator)			
<b>Date:</b>			

<b>Part C: Reasonable Accommodation in Assessment   Report to Learner</b> <i>Completed by the Educator and returned to the Learner</i> <i>This section should accompany relevant assessment material when submitted.</i>	
<b>Learner Name:</b>	
<b>Date of Decision:</b>	
<b>Outcome:</b>	<input type="checkbox"/> Successful <input type="checkbox"/> Unsuccessful
<b>If Successful; outline details of assessment adaptation:</b>	
Learner may choose to appeal the decision if unsuccessful, the grounds for appeal should be indicated to the learner at the time of the decision. If the learner wishes to progress the application further, the Appeal the decision is recorded on the application form and forward to the next level of management eg: Deputy Principal/Assistant Manager for a final decision.	
<b>* Learner wishes to Appeal the decision</b> <input type="checkbox"/> YES <input type="checkbox"/> NO EDUCATOR SHOULD COMPLETE THIS ON BEHALF OF THE LEARNER AND PROGRESS THE APPLICATION TO THE NEXT STAGE	

## Part D: Reasonable Accommodation in Assessment - Appealing the Decision

APPEALS MUST BE MADE 1 WEEK FROM WHEN THE DECISION WAS COMMUNICATED

This section is to be completed on behalf of the Learner by the Educator	
Centre Name:	
Learner Name:	
Date of Application:	
Reason for Appeal:	
Any Additional supporting evidence:	
Date of Appeal Application:	

## Part E: Reasonable Accommodation in Assessment | Response to Appeal

this section to be completed by Senior Management

Name:	
Receipt date of application:	
Application:	<p>I can confirm that a review of the Application has been completed and that the Appeal is:</p> <p style="text-align: center;">Successful <input type="checkbox"/>                      Declined <input type="checkbox"/></p>
Reason:	
Signature:	
Date:	Click here to enter a date.

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# Adaptations to Assessments

## 1. Individualisation

As a general rule, an adaptation to the form of delivery, which makes learning possible, will also assist in making assessment possible. The learner is usually the best authority on what form of delivery is the most effective and the same method(s) may then be possible during any assessment. However, **it is important that the standard of work required by the assessment is not diminished. Only the method(s) by which the learner demonstrates his/her attainment of the standard can be adjusted.**

## 2. Rest Breaks

Supervised rest breaks either inside or outside the assessment area should be allowed as is appropriate. A rest break can be flexible according to individual needs, e.g. ten minutes every hour as opposed to one 30-minute period during a three-hour assessment. The time so used should not be deducted from the time allowed (where specified) to complete the assessment.

## 3. Overwriting

Overwriting involves rewriting a question on an examination paper in such a way as to make it as explicit as possible. Overwriting should be in pen on the answer paper. This is done by assessment supervision personnel in situ. Where extensive modifications are necessary, a separate sheet of paper with the questions written in full should be attached by staple to the original answer paper. Technical terminology should not be overwritten. In case of doubt about technical terminology a subject matter expert can be consulted. Care must be taken to retain the original emphasis of the question.

## 4. Split Sessions

Splitting the assessment into two or more sessions may be an appropriate alternative for some learners.

## 5. Extra Time

In the case of assessments that are based on time, additional time of ten (10) minutes per hour, or part thereof, is allowed for learners.

## 6. Writers/Scribes

A writer is a person who will, on request, write the answers exactly as given or dictated by a learner. A writer may also act as a reader and is often used in similar circumstances to a reader. As in the case of a reader, only one writer per learner is permissible and the assessment should take place in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel.

## 7. Enlarged Print

Some learners, usually those with visual impairments, may simply require their assessment papers in enlarged print, i.e. A3 size paper.

## 8. Readers

A reader is a person provided to assist a disabled learner by reading assessment questions aloud without suggesting the answer. A reader is a person who, on request, will read to the learner:

- a. The entire or any part of the assessment

- b. Any part of the learner's answers (exactly, as they are 'spoken')

Readers are typically used by people with visual impairments, people who tire easily, people who have extreme muscle weakness and people with learning difficulties.

Only one reader per learner is permissible and the assessment should take place in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel.

## 9. Sign Language Interpreters

Sign Language Interpreters must be qualified to interpret Sign or other similar types of language. Only one Sign Language Interpreter per learner should be used. The assessment for learners (usually those who are deaf or hard of hearing) should take place in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel.

For extra transparency it may be necessary to video-tape the assessment for translation later. Similarly, some learners may prefer to sign their answers directly to video. A signed response should be transcribed to print by someone proficient in sign language. Any words or phrases re-interpreted for the learner should be underlined and noted in the question paper.

## 10. The Use of CCTV (closed circuit television)

This is a technological aid that magnifies print. It is usually used for learners with visual impairments. The learner can read the assessment paper as well as his/her answers from a TV screen. The learner uses the base under the screen to write and this is simultaneously magnified on the screen.

## 11. Computers

The use of computers by disabled learners may be necessary as their primary means of communication, e.g. for learners with physical impairments for whom writing is difficult, for learners with visual impairments or blindness and for learners with learning disabilities such as dyslexia.

The definition of a 'computers' generally refers to hardware and/or software which facilitate effective communication for people for whom this may not otherwise be possible. It may be standard equipment, e.g. the use of word-processing software by someone with motor difficulties which impede handwriting or may be specially adapted, e.g. speech synthesisers and text enlargement software/hardware for people with visual impairments.

Where voice-activated software is used, the assessment should take place in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel. It is the responsibility of the assessment/training location to supply the appropriate hardware/software.

## 12. Separate Room

Many learners experience recognised mental health illness at the time of examinations, such as stress, insomnia, and anxiety. Learners should be able to access a separate room from the examination hall/skills demonstration room, via extra time/space/supervision, to ensure that the learner is not disadvantaged by their mental health condition.

## Adaptations to Assessments

### 13. Audio-tapes

Audio-taped assessments and responses are useful in some cases, e.g. visual impairment or motor difficulties. The centre should supply the assessment tape and a blank tape to learners at the same time as other learners. However, in order to minimise disruption to learners, the person should either use headphones or complete their assessment in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel. Other Technologies

### 14. Other Technologies

The whole area of new technologies and access to information is rapidly changing. The opportunities for learners to demonstrate their abilities are increasing with the advent of assistive devices like the 'true-type talking microphone', a device which with practice can type onto a computer screen a person's spoken word. Such technologies are also becoming more accessible in terms of general availability and price.

### 15. Examination Papers in Colour

Some learners, especially those who have dyslexia, may require their assessment paper in a colour other than black and white - for example, black on yellow, or black on grey. A gloss/high-sheen coated paper may also be unsuitable. The learners themselves should be consulted.

### 16. Braille, Braille-mate, Braille 'n speak, Braille 'n print, etc.

Braille is generally, though not extensively, used by learners who are blind or visually impaired. It is generally advised that the Braille machine is attached and adapted to a printer which will produce a printed text. The responses of the learner should not be printed until after the end of the assessment time, as the noise levels may be too high for other learners. The assessment/training location should supply the printer, braille paper and/or the computer print-out paper.