



nebosh

**Policy and procedures for
access arrangements,
reasonable adjustments
and special consideration**

Version 10 (September 2014)

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1. NEBOSH policy

NEBOSH has a duty to ensure that the integrity of its qualifications and assessments is maintained at all times. NEBOSH and its accredited course providers also have a duty to ensure that the rights of individual candidates to access qualifications and assessments in a way most appropriate for their individual needs are upheld.

NEBOSH ensures that individual candidates can access qualifications and assessments in two ways:

- by recognising the diverse needs of candidates when qualifications and assessments are designed;
- by making appropriate access arrangements or reasonable adjustments to standard assessments, wherever this is required to enable access.

The duty for NEBOSH to make a reasonable adjustment will apply where assessment arrangements would put a disabled candidate at a substantial disadvantage in comparison with a candidate who is not disabled. In such circumstances, the awarding body is required to take reasonable steps to avoid that disadvantage.

NEBOSH will also give special consideration to assessment results.

This document details:

- the principles that apply when determining and meeting a candidate's need for an access arrangement or reasonable adjustment;
- how to request an access arrangement or reasonable adjustment;
- the procedure for special consideration.

This policy is written in accordance with the relevant legislation and criteria laid down by the regulatory authority in Scotland.

2. Scope

This policy applies to all access arrangements, reasonable adjustments and special consideration concerning NEBOSH qualifications made by NEBOSH-accredited course providers on behalf of candidates.

For definitions of terms used in this document please see the '*Glossary of NEBOSH Policy Terms*' document available from: http://www.nebosh.org.uk/About_Nebosh/

3. Regulatory authorities' criteria

NEBOSH is an awarding body approved by Scottish Qualifications Authority (SQA) Accreditation, which has a UK-wide regulatory remit.

In addition to statutory duties, this policy is intended to meet the relevant requirements of the regulatory criteria as set out in Principle 11 of the ‘SQA Accreditation Regulatory Principles (2014)’:

“11. The awarding body shall ensure that its qualifications and their assessment are inclusive and accessible to learners.”

4. Definitions

These definitions have been agreed by the Joint Council for Qualifications (JCQ) and the Federation of Awarding Bodies (FAB) to meet legislative and regulatory requirements.

4.1 Meaning of ‘access arrangements’

Access arrangements are agreed **before an assessment**. They allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment. Access arrangements allow candidates/learners to show what they know and can do without changing the demands of the assessment: for example, a reader, a scribe and a word processor.

The intention behind many access arrangements is to meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment. In this way awarding bodies will comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’ (See also **Section 4.2**).

4.2 Meaning of ‘reasonable adjustments’

Reasonable adjustments are agreed **before an assessment takes place**. 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. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper, which would be a reasonable adjustment for a visually impaired person who could read Braille.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available access arrangements (see Appendix 1).

The application of a reasonable adjustment will depend on a number of factors that will include the needs of the disabled candidate/learner, the effectiveness of the adjustment, its cost and its likely impact upon the candidate and other candidates.

An adjustment will not be approved if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not “reasonable”.

In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate.

4.3 Meaning of 'special consideration'

Special consideration is an adjustment to a candidate's mark or grade to reflect temporary illness, injury or other indisposition **at the time of the assessment**.

Special consideration should not give the candidate an unfair advantage; neither should its use cause any person to be misled regarding a candidate's achievements. The candidate's result must reflect his or her achievement in the assessment and not necessarily his or her potential ability.

4.4 Meaning of 'aegrotat'

An aegrotat is an award made to a candidate who is unable, through illness, injury or indisposition, to complete all the usual assessment requirements.

NEBOSH policy is not to issue aegrotats.

4.5 NEBOSH responsibilities

NEBOSH will take all possible practical steps to apply access arrangements, reasonable adjustments and special consideration, so as to promote equality of access for candidates who are placed at a substantial disadvantage in comparison to a person without disability or difficulty, including the following:

- regularly review NEBOSH's 'Policy and procedures for access arrangements, reasonable adjustments and special consideration' and communicate it to all accredited course providers;
- have systems in place to approve adjustments to assessment for candidates with disabilities or particular assessment needs and respond quickly and effectively to such requests;
- monitor and evaluate the use of access arrangements, reasonable adjustments and special consideration in order to ensure that they are effective and meet the requirements of current legislation;
- consider the needs of all potential candidates when developing and reviewing qualifications and assessment material;
- design assessment material, as far as possible, in such a way that it can be used successfully with assistive technology;
- ensure that accredited course providers follow consistent procedures in requesting access arrangements, reasonable adjustments and special consideration and that requests are appropriate;
- encourage accredited course providers to have policies and procedures in place to prevent discrimination against candidates with access-related assessment needs;

- ensure that accredited course providers have effective internal systems to record where they permit access arrangements and reasonable adjustments;
- ensure, as part of the accredited course provider accreditation process, that buildings used as assessment venues are accessible to all candidates, as far as is practicable.

4.6 Accredited course provider responsibilities

Accredited course providers have a responsibility to ensure that they have effective internal quality procedures for identifying candidates' assessment needs and requesting access arrangements, reasonable adjustments and special consideration, including the following:

- have an access to assessment policy and communicate it to all staff and candidates;
- identify as early as possible, preferably before registering a candidate for a qualification, any difficulties that the candidate may have in accessing assessment. All staff who recruit, advise or guide potential candidates should have training to make them aware of access-related issues;
- select an appropriate adjustment to make the assessment accessible to the candidate and involve the candidate in making any decisions. If in doubt, NEBOSH should be contacted for advice;
- follow NEBOSH's procedures for requesting access arrangements, reasonable adjustments and special consideration. All applications must be supported by the Head of accredited course provider or other member of staff with designated responsibility;
- follow NEBOSH's procedures for implementing adjustments to assessment. It is the accredited course provider's responsibility to ensure that the candidate uses only appropriate adjustments and that they keep records of these adjustments for audit purposes. If the accredited course provider exceeds the level of assistance and type of assistance it may lead to malpractice investigations;
- have effective internal appeals procedures so that the candidate can query any decision not to allow an adjustment;
- design materials in an inclusive way so that they are accessible to candidates with access-related needs;
- ensure that buildings used for assessment are accessible to all candidates, as far as is practicable.

5. Types of assessment

The adjustments that are appropriate for a particular assessment will depend on the:

- specific assessment requirements of the qualification;
- type of assessment;
- particular needs and circumstances of the individual candidate.

5.1 Examinations

Where the method of assessment is rigidly determined, such as for assessments taken under examination conditions, accredited course providers may need to apply to NEBOSH to make changes to standard assessment arrangements in order to give access to candidates with disabilities or other needs.

5.2 Assessments that are not taken under examination conditions

These types of assessment include practical applications and assignments and the accredited course provider may allow the candidate to use any mechanical, electronic or other aids in order to demonstrate achievement as long as the aids:

- are generally commercially available;
- reflect the candidate's normal way of working;
- enable the candidate to meet the specified criteria;
- do not give the candidate an unfair advantage.

The outcome produced by the candidate must at all times:

- meet the requirements of the specifications regardless of the process or method used;
- be assessable;
- be able to be moderated.

In the case of a long-term illness of an individual candidate or when a permanent health condition/disability means a candidate's completion of assessment takes additional time it may be possible to permit an extension to the deadline for submission.

5.3 Health and safety considerations for practical applications

There are no circumstances when the health and safety of a candidate should be compromised for the purposes of assessment. Therefore, if there is a concern that the effects of a person's disability or difficulty may have health and safety implications for him/herself or for others, a suitably qualified person should carry out a risk assessment related to the candidate's particular circumstances (eg a person nominated by the candidate's employer where an assessment is to be conducted in the candidate's workplace). The risk assessment should identify any access arrangements or reasonable adjustments that may remove or reduce the risk. The risk assessment may reveal that it is not possible for the candidate to fulfil safely all the requirements of the assessment. In this case, the accredited course provider should contact NEBOSH to discuss possible alternatives.

5.4 Informal assessments

Access arrangements to tutor-set and assessed work that does not form part of the formal assessment requirements are at the discretion of the accredited course provider. However,

such adjustments should not disadvantage the candidate by avoiding the practising of skills that may be needed in formally assessed work.

6. Determining a candidate's need for an access arrangement or reasonable adjustment

Candidates are only eligible for access arrangements or reasonable adjustments if their disability or difficulty places them at a disadvantage in the assessment situation in comparison to a person who is neither disabled nor has a difficulty. Any adjustment to assessment will be based on what the candidate needs to access the assessment.

For example, candidates with the following needs may be eligible for adjustments to assessment.

6.1 Communication and interaction needs

Candidates with communication or interaction difficulties may have problems with reading or writing, the effects of which could be reduced through the use of a reader, word processor, scribe or sign language interpreter/English interpreter. They may also require extra time during timed examinations and assessments to allow them to demonstrate their skills and knowledge.

6.2 Candidates for whom English is an additional language

Candidates for whom English is an additional language may require the use of a bilingual translation dictionary and extra time during timed examinations and assessments.

6.3 Cognition and learning needs

Candidates with learning difficulties and difficulties with comprehension may benefit from extra time in timed examinations and assessments. They may also need assistance with reading and writing.

6.4 Sensory and physical needs

Candidates with sensory or physical needs may, depending on the nature of the difficulty, require modified assessment material, a sign language interpreter, a practical assistant, a reader and/or a scribe. The use of assistive software, extra time to complete assessments or supervised rest breaks may need to be considered in some circumstances. Candidates needing access to medical equipment may require an alternative venue.

Supervised rest breaks, for example, might be considered appropriate for candidates with the following conditions:

- chronic fatigue syndrome (CFS);

- hyper-mobility;
- a medical condition or psychological disorder or extreme stress;
- emotional, social and behavioural difficulties (EBD) or oppositional defiance disorder (ODD)/conduct disorder;
- ADHD (attention deficit disorder);
- a visual impairment.

This list is not exhaustive.

6.5 Behavioural, emotional and social needs

These candidates may require adjustments such as supervised rest breaks or separate accommodation arrangements, either within the accredited course provider or at an alternative venue. Candidates with attention problems may need the use of a prompter.

It should be noted that some candidates' needs will fall within more than one of the above categories.

Not every candidate who is disabled will be entitled to, or will need, an adjustment to assessment. Candidates may have developed coping mechanisms that minimise or remove the need for assistance, or the particular disability may have no effect on the assessment.

7. Applying for an access arrangement/reasonable adjustment

7.1 Identify candidates who are eligible for access arrangements/reasonable adjustments (*refer to Section 6*)

7.2 Select an appropriate arrangement/adjustment to make the assessment accessible to the candidate

The adjustments that are appropriate for a particular assessment will depend upon:

- the specific assessment requirements of the qualification;
- the type of assessment;
- the needs and circumstances of the individual candidate.

Course providers should note that:

- not all the adjustments to assessments described below will be reasonable or practical for particular situations. If in doubt, accredited course providers are advised to contact NEBOSH for advice;
- the candidate may not need, or be allowed, the same adjustment for all qualifications. Some candidates may need a single adjustment; others may require a combination of several adjustments;

- accredited course providers will be required to implement the adjustment to assessment in accordance with the guidance given below and with any further conditions imposed. If accredited course providers exceed the type and/or level of assistance allowed, it may be viewed as malpractice and lead to sanctions for both the candidate and the accredited course provider.

Where they have the expertise to do so, accredited course providers should decide on the adjustment(s) that will be needed in any particular case. In most instances, in order to ensure consistency and fairness in application and/or that the adjustment can be made without compromising other procedures, accredited course providers must apply to NEBOSH for approval to make the proposed adjustment.

Appendix 1 details the most commonly requested adjustments to assessment arrangements. It is not intended to be an exhaustive list. Guidance is provided for accredited course providers on how various types of adjustment should be implemented. A summary table can be found in **Appendix 4**.

When selecting an appropriate adjustment, accredited course providers should take into consideration:

- the candidate's normal way of working;
- history of provision during teaching and during informal assessments;
- the assessment requirements of the qualification.

Simple adjustments may be all that is required such as adjusting seat height or providing an arm rest. The same candidate may not require the same adjustment for all types of assessment, for example, a candidate with dyslexia may need extra time to complete a written examination but may not need extra time for a workplace inspection.

Some candidates may require more than one access arrangement, for example, a candidate with a visual impairment may need adapted question papers and extra time to complete a written examination. In cases of doubt, the accredited course provider should contact NEBOSH for advice on suitable and appropriate adjustments.

It is important that the candidate is involved in this discussion as he/she will know the effect of the particular disability or difficulty on how he/she does things. Accredited course providers must also ensure that potential candidates are aware of the range of options available.

7.3 Ensure that the selected adjustment will not impair the ability to assess fairly the candidate's performance, skill or knowledge in each assessment

In order to ensure that any adjustment to assessment will provide the candidate with only the necessary assistance without giving him/her an unfair advantage over others, accredited course providers must be clear about the extent to which the candidate is affected by the disability or difficulty. The implications of some disabilities are not obvious and it may be necessary for accredited course providers to obtain specialist advice in order to determine the level and form of assistance that the candidate will need.

7.4 Obtain supporting evidence

Any application for an adjustment must be supported by evidence that is valid, sufficient and reliable. Where the accredited course provider can verify evidence of the disability or difficulty and where the implications are clear, such as for a candidate with physical difficulties, or who is registered as blind or partially sighted, further evidence is not required.

However, where the implications of the difficulty are not obvious, such as for learning difficulties, the accredited course provider will be required to provide additional evidence of the effect of the impairment on the candidate's performance in the assessment. Any of the following types of evidence may be acceptable and the accredited course provider should decide which of these will best assist understanding the candidate's situation:

- evidence of assessment of the candidate's needs by a staff member with competence and responsibility in this area. If necessary, external experts may be called upon. This evidence should include an indication of how the accredited course provider plans to meet the candidate's needs and should show that the candidate can cope with the level and content of the assessment. Information from previous accredited course providers may be included;
- history of provision with accredited course provider including information about the support received by the candidate during the training programme and formative assessments;
- written evidence produced by independent, authoritative specialists - the report should include the details of the person who carried out the assessment and who wrote the report and the nature of the difficulty.

When an access arrangement or reasonable adjustment has been processed online and approval granted, the evidence of need (where required) must be available for inspection at the venue where the candidate is taking the examination(s). This must also include a signed Data Protection notice or a Privacy Notice, which specifically makes reference to access arrangements online, confirming the candidate's consent to the processing of the access arrangement(s).

7.5 Candidate's consent for all applications

No personal information, including details of disabilities, should be sent to NEBOSH without the candidate's prior written consent.

7.6 Authorise the adjustment

There are two routes through which adjustments may be authorised. These are:

- adjustments authorised by the accredited course provider;
- adjustments authorised by NEBOSH.

7.6.1 Adjustments authorised by accredited course providers

In some cases, access arrangements and reasonable adjustments may be authorised by the

accredited course provider without seeking prior permission from NEBOSH. In the main, these are adjustments that are unlikely to place the candidate at an unfair advantage, will not have any sort of adverse effect on other candidates and will not compromise security procedures. Rearranging seating positions in an examination room or the provision of an adjustable chair are typical examples of adjustments that may be made locally.

NEBOSH must be contacted if there is any doubt on whether prior permission is required and whenever an adjustment made by the accredited course provider has led to the position whereby assessment criteria may have been compromised.

Accredited course providers are required to report when they have permitted adjustments. This should be a declaration that the information provided is accurate and that the adjustments to assessment have been made in accordance with NEBOSH guidance. The declaration should be signed and dated by the Head of accredited course provider or delegated person.

7.6.2 Adjustments permitted by NEBOSH

In general, if the proposed adjustment has the potential of giving an unfair advantage or of being perceived as giving an unfair advantage to the candidate, then permission from NEBOSH will need to be sought.

This is to ensure a consistent approach between accredited course providers and between candidates.

For some types of adjustment, an application to make the adjustment would not be required if it were not for the fact that security procedures would otherwise be compromised. Hence, applications for assessment material on different coloured paper or presented with enlarged text will largely be agreed as a formality but are required so that NEBOSH can prepare the required material.

An application for an adjustment to assessment must be made by the accredited course provider on behalf of the candidate. It must be made on the appropriate form (Form AARA1 or RA2 – **See Appendices 5-6**). The applicable forms may be downloaded from the accredited Course Provider-accessible section of the NEBOSH website, www.nebosh.org.uk. The information requested on the form must be provided in all cases.

The application should be signed and dated by a member of the accredited course provider staff who has formally been given authority for this by the Head of accredited course provider. By signing the form, the person declares that:

- the details in the application are accurate;
- the accredited course provider will be able to provide the arrangements requested if their use is approved by NEBOSH;
- the access arrangement or reasonable adjustment will be implemented in accordance with the guidance given by NEBOSH;
- the accredited course provider will not exceed the allowances given;
- the accredited course provider has the candidate's authority to make the application and (where applicable) submit the evidence.

The application should be submitted as early as possible but no later than one calendar month prior to the date of the assessment or for 'on demand' NEBOSH Certificate-level examinations (only) by the registration closing date. It should be noted that applications received after the deadline may not be processed in time for the candidate to take the assessment with the adjustment and that an adjustment must not be made if written approval from NEBOSH, where required, has not been received by the accredited course provider.

NEBOSH reserves the right to accept or reject an application, to modify or add conditions applying to any proposed adjustment or to request further information. Each application will be considered individually in light of the candidate's needs. The response will relate primarily to the effect that the requested adjustment may have on the assessment objective being assessed in the qualification.

Some adjustments may not be considered reasonable if they involve unreasonable costs, unreasonable timeframes or affect the security and integrity of the qualification. For example, Braille papers cannot be produced at short notice. Adjustments must not put in jeopardy the health and well-being of any person including the candidate.

An approval for access arrangements/reasonable adjustments shall apply to all written assessments for a qualification at that sitting. Candidates undertaking an assessment for more than one qualification at the same sitting will require one application per qualification. If the candidate takes or re-takes one or more assessment units at a later sitting, then a new application and evidence is required.

7.7 Examples of circumstances where the nature of the assessment for NEBOSH units prevents particular adjustments

There are certain circumstances, where it may not be possible to provide an access arrangement or reasonable adjustment, without compromising the integrity of the assessment and the qualification. In these cases, the candidate would not be permitted to undertake the assessment for the relevant unit and as a result the candidate could not be awarded a unit certificate or an overall qualification certificate for the qualification. As stated in section 4.4, NEBOSH does not issue aegrotat qualifications.

Examples are set out below:

Where visual identification of hazards and/or visual evaluation of risks are assessment requirements

Where visual identification of hazards/evaluation of risks forms part of the assessment requirements of a NEBOSH unit, the nature and/or severity of a candidate's visual impairment may mean that they are not able to meet these requirements. There are a number of circumstances where hazards/risks can only be effectively identified and evaluated visually.

If the only possible adjustment in these circumstances is a qualified sighted person undertaking visual identification of hazards/risks on behalf of the candidate, this is not considered reasonable, because the candidate undertaking the examination is still not able to demonstrate that he/she can meet the specific requirements of the assessment in this area (ie visual identification and evaluation of hazards/risks).

In addition to invalidating the assessment requirements, such an adjustment would also provide an unfair advantage over other candidates who have had to meet these criteria in order to successfully pass the unit assessment.

NEBOSH regrets that it will *not* be possible to provide a reasonable adjustment or access arrangement in these circumstances, or allow the candidate to undertake the unit assessment in question.

NEBOSH qualifications are based on relevant National Occupational Standards (NOS) and the assessment of these units has been designed specifically to reflect the skills that the qualification holder will be expected to demonstrate in the workplace, including meeting the requirements of health and safety legislation.

This policy has been put in place to meet and protect the integrity of NEBOSH assessments and qualifications, in accordance with regulatory requirements.

The relevant NEBOSH units where visual hazard identification and/or risk evaluation is an assessment requirement are set out below:

NEBOSH Award in Health and Safety at Work - Unit HSW2: Workplace risk assessment

NEBOSH National General Certificate in Occupational Health and Safety - Unit GC3: Health and safety practical application

NEBOSH National Certificate in Construction Health and Safety - Unit NCC2: Construction health and safety practical application

NEBOSH National Certificate in Fire Safety and Risk Management/International Certificate in Fire Safety and Risk Management - Unit FC2: Fire risk assessment

NEBOSH National Certificate in the Management of Health and Well-Being at Work - Unit NHC2: Health and well-being practical application

NEBOSH International General Certificate in Occupational Health and Safety - Unit GC3: International health and safety practical application

NEBOSH International Certificate in Construction Health and Safety - Unit ICC2: International construction health and safety practical application

NEBOSH Certificate in Environment Management - Unit EC2: Environmental practical application

NEBOSH National Diploma in Occupational Health and Safety - Unit D: Application of health and safety theory and practice

NEBOSH International Diploma in Occupational Health and Safety - Unit ID: Application of international health and safety theory and practice

NEBOSH National Diploma in Environmental Management - Unit ED2: Application of environment risk theory and practice

This example should not be taken as an exhaustive list of circumstances or unit assessments where it is not possible for an adjustment to be made or unit entry to be permitted. NEBOSH reserves the right not to provide adjustments or access arrangements and/or not to allow the undertaking of a unit assessment in other circumstances where the integrity of the assessment will be undermined.

As with all access arrangements and reasonable adjustments, it is the responsibility of accredited course providers to communicate this policy to relevant candidates, identify any potential cases falling into this category and inform NEBOSH as soon as possible (see section 4.6). All applications will be considered on a case-by-case basis.

Accredited course providers in any doubt or seeking further information should contact NEBOSH.

7.8 Maintain records

Accredited course providers are required to keep records of adjustments that they have permitted and those that they have requested from NEBOSH. It is recommended that accredited course providers nominate a member of staff to take responsibility for demonstrating the implementation and recording of adjustments to assessment for monitoring by NEBOSH or the regulatory authorities.

For adjustments to assessment agreed by NEBOSH, accredited course providers should retain a copy of the application form, supporting evidence and relevant documentation received from NEBOSH.

Accredited course providers are also required to keep records of their decisions to permit adjustments to assessments, however minor they might seem. These records should include any supporting evidence.

All records should be retained for a period of not less than five years.

8. Post examination adjustments - special consideration

Special consideration is consideration to be given to a candidate who has temporarily experienced an illness or injury or some other event outside his/her control that has had or is likely to have had a material effect on his/her ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Special consideration may result in a small post-assessment adjustment to the mark of the candidate. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the candidate. The maximum allowance given will be 5% of the total raw marks available in the assessment task concerned. Special consideration cannot remove the difficulty faced by the candidate and only minor adjustments can be made to the mark awarded because to do more than this would jeopardise the standard of the assessment.

In some circumstances such as a recent bereavement or temporary incapacity, it may be appropriate for accredited course providers to advise a candidate to postpone the assessment to a time that would be more conducive.

It is important to note that it may not be possible to apply special consideration where:

- an assessment requires the demonstration of practical competence;
- the assessment criteria have to be fully met.

Where an assessment has been missed the accredited course provider should offer the candidate an opportunity to take the assessment at a later date.

Special consideration cannot give the candidate an unfair advantage. Additionally, the application of special consideration must not cause the user of a certificate to be misled regarding a candidate's achievements. The candidate's results must reflect his/her actual achievement in assessment, not potential ability.

8.1 Eligibility criteria

Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the assessment is affected by adverse circumstances beyond their control. These include:

- serious disturbance during an examination;
- failure by the accredited course provider to implement previously agreed access arrangements;
- participation in sporting events/competitions at international level at the time of certification;
- alternative assessment arrangements that were agreed in advance of the assessment proved inadequate or inappropriate.

Appendix 2 lists examples of special consideration.

8.2 When will candidates not be eligible for special consideration?

A candidate **will not** be eligible for special consideration where:

- evidence is not supplied by the accredited course provider that the candidate has been affected at the time of the assessment by a particular condition;
- any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence. Candidates should be re-entered for any missed units at the next assessment opportunity. This principle also applies where entire cohorts miss assessments due to adverse weather conditions or for any other reason, or where individual candidates miss assessments as a result of a change of accredited course provider;
- preparation for a component is affected by difficulties during the course such as disturbances through building work, lack of proper facilities, changes in or shortages of staff or industrial disputes.

Additionally, candidates will not be eligible for special consideration if preparation for the assessment is affected by:

- long-term illness or other difficulties during the course affecting preparation for assessment or revision time, unless the illness or circumstances manifest themselves at the time of the assessment;
- bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are ongoing implications such as an inquest or court case;
- domestic inconvenience, such as moving house, lack of facilities, taking holidays (including school/exchange visits and field trips) at the time of the assessment;
- minor disturbance in the examination room caused by another candidate, such as bad behaviour or a mobile phone ringing;
- the consequences of committing a crime;
- the consequences of taking alcohol or any other non-prescribed drugs;
- the consequences of disobeying the accredited course provider's internal regulations;
- the failure to prepare candidates properly for the assessment for whatever reason;
- misreading the timetable for an external assessment and/or failing to attend at the right time and in the right place;
- misreading the instructions of an external assessment and answering the wrong questions;
- making personal arrangements such as a wedding or holiday arrangements that conflict with an assessment;
- missing all internally and externally assessed units;
- failure to cover the course as a consequence of joining the class part way through;
- permanent disability unless illness affects the candidate at the time of the assessment;
- failure without good excuse to request access arrangements on time.

8.3 Extensions for submissions

Where a candidate meets the criteria for special consideration it may be possible to allow a short extension to the deadline for submission of assignments and practical applications. This will usually be no more than ten days to enable the candidate to complete his/her work. The accredited course provider must contact NEBOSH to request this arrangement.

Email requests should be sent to ondemand.exams@nebosh.org.uk for on demand examinations or standard.exams@nebosh.org.uk for standard date examinations. Accredited course providers must provide their centre name and number, together with venue number, examination date and unit.

8.4 Lost or damaged work

If a candidate's work has been lost within the examination centre and despite every effort it cannot be found, or it has been accidentally destroyed, the circumstances should be reported immediately to NEBOSH.

8.5 Other problems

There are circumstances that arise by accident and where specialist input may be required. Such circumstances may involve question papers, when an incorrect paper has been handed to the candidate or a paper is defective in some way, with perhaps an incorrectly printed page. These cases are given special consideration by means other than those quoted so far. They will be referred to the NEBOSH Standards Manager for a specific decision as to how the special consideration should be awarded. This means that the results may not immediately show the enhancement, but an adjustment of marks may have been made to take into account the problem that has arisen.

Accredited course providers may not realise that the candidate has been given the incorrect paper. NEBOSH will notify course providers of any discrepancies. If the accredited course provider is aware of the error at the time of the examination the candidate should, where possible, be given the correct paper as long as he or she is still under supervised conditions and is able to continue with the examination. The accredited course provider must inform NEBOSH both when the incorrect paper has been taken and when the incorrect paper has been replaced by the correct paper and the candidate has taken both. There are circumstances where it is not possible for NEBOSH to grant special consideration to candidates who have attempted an incorrect paper.

8.6 Applying for special consideration

Unlike access arrangements, there are no circumstances whereby an accredited course provider may apply its own special consideration. Applications must be made to NEBOSH on a case by case basis and thus separate applications must be made for each candidate. The only exception to this is where a group of candidates has been affected by a similar circumstance during an assessment, such as a fire alarm. A list of candidates affected must always be attached to the application.

An application for special consideration must be made by the accredited course provider on behalf of the candidate and must be made on the appropriate form (Form SC1 – See **Appendix 7**), downloaded from the accredited Course Provider-accessible section of the NEBOSH website, www.nebosh.org.uk . The information requested on the form must be provided in all cases.

Accredited course providers must submit evidence in support of special consideration where appropriate. This may include medical evidence, a statement from the invigilator or any other appropriate information that shows the extent to which a candidate's performance has been affected.

The application should be signed and dated by a member of the accredited course provider staff who has formally been given authority for this by the Head of accredited course provider. The signatory must declare that the information given is, to the best of his/her knowledge, accurate.

An application for special consideration should be submitted as soon as possible after the assessment and **no later than seven days** after an examination. Requests made after this date, but before the results have been declared, will be considered only when it is practicable and reasonable to do so. Requests for special consideration will not be accepted after the results of the assessment have been declared except in one of the following circumstances:

- the application has been overlooked at the accredited course provider and the oversight is confirmed by the Head of accredited course provider;
- medical evidence comes to light about a candidate's condition demonstrating that the candidate must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment.

The decision made by NEBOSH will be based on various factors that will be different from one assessment to another. These may include the severity of the circumstances, the date of the examination in relation to the circumstances or the nature of the assessment, for instance whether the written papers are affected as opposed to whether a practical application assignment is involved. Each case is assessed individually. It should be noted that a successful application of special consideration will not necessarily change a candidate's result. NEBOSH will not enter into discussion with candidates as to how much special consideration should be applied.

9. Malpractice

Accredited course providers should note that failure to comply with the guidance regarding adjustments to assessment set out by NEBOSH has the potential to constitute malpractice and may lead NEBOSH to withhold a candidate's result. Examples of failure to comply in this respect include:

- putting in place arrangements without seeking prior approval from NEBOSH where this is required;
- exceeding the allowances agreed with NEBOSH;
- agreeing delegated adjustments that are not supported by evidence;

- failing to maintain records of access arrangements, reasonable adjustments and special consideration for audit.

Please see '*Policy and procedures for suspected malpractice in examinations and assessments*' document for further details.

10. Appeals

If a candidate or accredited course provider is dissatisfied with a decision made by NEBOSH they may request an appeal. There are two stages in the appeal process. Stage 1 consists of a review of the case by NEBOSH; Stage 2 consists of consideration of the case by an Appeals Panel. When making an appeal, the candidate or accredited course provider should establish the grounds for the appeal. These may include:

- a reasonable belief that the case was not dealt with in accordance with the policy and procedures;
- a reasonable belief that the evidence has been misinterpreted;
- further evidence coming to light that changes the basis of the decision;
- a reasonable belief that the outcome is not in line with the guidelines or procedure.

10.1 Stage 1 Appeal

10.1.1 Application

Notification of an intention to appeal must be made **within fourteen days** of the date of issue of the decision.

To submit a Stage 1 Appeal please write to NEBOSH at the address below including the following details:

- candidate and/or Head of accredited course provider name (as appropriate);
- NEBOSH student number;
- accredited course provider name;
- assessment name and date (found on the candidate examination entry confirmation / confirmation of examination registration, where applicable);
- consent form signed by the candidate;
- grounds for the appeal (see above) and any supporting evidence where applicable;
- payment (see current NEBOSH Fees list available from www.nebosh.org.uk).

Standards Manager
NEBOSH
Dominus Way
Meridian Business Park
Leicester
LE19 1QW

NEBOSH will acknowledge the request within **five working days** of receipt.

10.1.2 Cost

The Stage 1 Appeal fee covers the administrative costs of the investigation.

For the cost of submitting a Stage 1 Appeal, please see the current NEBOSH Fees list available from the NEBOSH website: www.nebosh.org.uk. Cheques or postal orders should be made payable to 'NEBOSH'. NEBOSH also accepts credit/debit card and BACS payments.

10.1.3 Procedures

A Stage 1 Appeal consists of an investigation of the case by a senior NEBOSH staff member nominated by the NEBOSH Standards Manager. The investigation will focus on whether:

- NEBOSH used procedures that were consistent with the regulatory criteria;
- NEBOSH applied procedures properly and fairly in arriving at judgements;
- the candidate has been disadvantaged by a failure to apply these procedures;
- any further work relating to the appeal should be authorised.

The investigation is *not* concerned with making judgements about a candidate's work and does *not* include further re-marking of candidate scripts. However, further re-marking can be ordered if the investigation finds procedures have not been satisfactorily followed.

The written evidence and the findings of the investigation will be reviewed by the NEBOSH Standards Manager.

The Head of accredited course provider or candidate will receive written confirmation of the outcome within **ten working days** of the Stage 1 Appeal request being received.

10.1.4 Outcomes

If the Stage 1 Appeal investigation finds in favour of the appellant the appeal fee will be refunded to the candidate or accredited course provider (as appropriate). Any relevant re-registration fee already paid by the candidate will also be refunded. If the outcome requires the issue of unit certificates or re-issue of qualification parchment, this will be done free of charge.

However, the candidate will be required to return any unit certificate/s and/or qualification parchment already issued and NEBOSH will *not* issue replacement/s until the original/s has/have been received. The parchment issued for the original result will become invalid from the date that the revised result is issued.

Please note that (as with Enquiries About Results) units or qualifications may be downgraded as the result of an appeal. In this case no refund will be issued but unit certificate/s and/or the qualification parchment will be re-issued (where necessary) free of charge.

10.2 Stage 2 Appeal

If a candidate or accredited course provider remains dissatisfied after Stage 1 Appeal they may proceed to Stage 2.

10.2.1 Application

Notification of an intention to appeal must be made **within fourteen days** of the date of issue of the outcome of the Stage 1 Appeal.

To submit a Stage 2 Appeal please write to NEBOSH at the address below including the following details:

- candidate and/or Head of accredited course provider name (as appropriate);
- NEBOSH student number;
- accredited course provider name;
- assessment name and date (found on the candidate examination entry confirmation / confirmation of examination registration, where applicable);
- consent form signed by the candidate;
- grounds for the appeal (see above) and any supporting evidence where applicable;
- payment (see current NEBOSH Fees list available from www.nebosh.org.uk).

Customer Services Manager
NEBOSH
Dominus Way
Meridian Business Park
Leicester
LE19 1QW

NEBOSH will acknowledge the request within **five working days** of receipt.

10.2.2 Cost

The Stage 2 Appeal incurs a fee to cover the administrative costs of organising the Appeals Panel.

For the cost of submitting a Stage 2 Appeal, please see the current NEBOSH Fees list available from the NEBOSH website: www.nebosh.org.uk. Cheques or postal orders should be made payable to 'NEBOSH'. NEBOSH also accepts credit/debit card and BACS payments.

10.2.3 Procedures

The case will be presented to an Appeals Panel consisting of:

- two senior NEBOSH representatives (eg managers) who have not been involved in the original investigation and;

- one independent representative, who has not at any time during the past seven years been a member of the awarding body's board or committees, or an employee or Examiner of the awarding body.

In line with the regulatory criteria, in the case of appeals against assessment decisions, the investigation will focus on whether:

- NEBOSH used procedures that were consistent with the regulatory criteria;
- NEBOSH applied procedures properly and fairly in arriving at judgements;
- the candidate has been disadvantaged by a failure to apply these procedures;
- any further work relating to the appeal should be authorised (eg re-marking of scripts).

The Appeals Panel is *not* concerned with making judgements about a candidate's work and does *not* include further re-marking of candidate scripts. However, further re-marking can be ordered if the Panel finds procedures have not been satisfactorily followed.

The Head of accredited course provider or candidate will receive written confirmation of the outcome within **fifty working days** of the Stage 2 Appeal request being received.

10.2.4 Outcomes

In the event that the Stage 2 Appeal finds in favour of the appellant the appeal fee will be refunded to the candidate or accredited course provider (as appropriate). Any relevant re-registration fee already paid by the candidate will also be refunded. If the outcome requires the issue of unit certificates or re-issue of qualification parchment, this will be done free of charge.

However, the candidate will be required to return any unit certificate/s and/or qualification parchment already issued and NEBOSH will *not* issue replacements until the original/s has/have been received. The parchment issued for the original result will become invalid from the date the revised result is issued.

Please note that (as with Enquiries About Results) units or qualifications may be downgraded as the result of an appeal. In this case no refund will be issued but unit certificates and/or the qualification parchment will be re-issued (where necessary) free of charge.

10.3 Unresolved Appeals

If following the outcome of an appeal, the candidate or accredited course provider remains dissatisfied, and where the relevant NEBOSH qualification is accredited in Scotland by SQA Accreditation *and* was assessed within the UK, he/she may seek regulatory advice from SQA Accreditation: <http://www.sqa.org.uk/sqa/42256.html>

A list of NEBOSH qualifications accredited by SQA Accreditation is available from: <http://www.sqa.org.uk/sqa/42333.2729.html>

NB: Appeals relating to qualifications not accredited by SQA Accreditation or cases where an SQA-accredited qualification has been assessed outside the UK, may not be submitted for SQA regulatory review.

10.3.1 Application

The candidate or Head of accredited course provider has **fourteen days** from the date of issue of the Stage 2 Appeal outcome to make an application for regulatory review of an unresolved Stage 2 Appeal. Please write to this address:

The Senior Regulation Manager
SQA Accreditation
Scottish Qualifications Authority
Optima Building
58 Robertson Street
Glasgow
Scotland
G2 8DQ

10.3.2 Costs, procedures, outcomes

These will be communicated by SQA Accreditation following receipt of the application for regulatory review.

11. Document control

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Appendix 1: Access arrangements explained

This appendix describes some of the more commonly requested access arrangements. It is not a comprehensive list and accredited course providers are advised to contact NEBOSH for advice on alternative ways of accessing assessment for particular situations. Accredited course providers must seek advice from NEBOSH in any case where they do not consider that they have the necessary expertise to judge whether an access arrangement is needed and/or how it should be applied.

Accredited course providers should note the following:

- not all the adjustments to assessments described below will be reasonable or practical for particular situations. If in doubt, accredited course providers are advised to contact NEBOSH for advice;
- the candidate may not need, or be allowed, the same adjustment for all qualifications. Some candidates may need a single adjustment; others may require a combination of several adjustments;
- accredited course providers will be required to implement the adjustment to assessment in accordance with the guidance given below and with any further conditions imposed. If accredited course providers exceed the type and/or level of assistance allowed, it may be viewed as malpractice and lead to sanctions for both the candidate and the accredited course provider.

The access arrangements are organised under the following headings:

Section A	-	Changes to assessment conditions
Section B	-	Use of mechanical, electronic and technological aids
Section C	-	Modifications to presentation of assessment material
Section D	-	Alternative ways of presenting responses
Section E	-	Use of access facilitators.

1. Section A: Changes to assessment conditions

1.1 Extra time of up to 25%

Where assessment activities are timed, a candidate may be allowed extra time during an assessment if he/she has a condition that affects processing speed, reading and/or writing speed or a below average writing speed. (conditions listed: behavioural, emotional and social development needs, or communication and interaction needs, or sensory and/or physical needs, which have a substantial and long term adverse effect on the candidate's speed of processing.)

The usual allowance for a timed assessment is up to 25% of the stated assessment time. However, the amount of extra time allowed should accurately reflect the extent to which the completion of the assessment will be affected by the candidate's difficulty. 'Unlimited' extra time will not be allowed. It is the accredited course provider's responsibility to specify the amount of extra time required.

1.2 Extra time of up to 50%

Extra time of up to 50% is an exceptional arrangement.

Where a candidate with learning difficulties is using a computer reader, a reader and/or scribe in order to remove a substantial barrier to assessment, it would not normally be appropriate to grant more than 25% extra time.

Similarly, where a candidate with learning difficulties is using a word processor in order to remove a substantial barrier to assessment, it would not normally be appropriate to grant more than 25% extra time.

An application for extra time of up to 50% **must only** be processed in the following exceptional circumstances:

- a candidate working independently with a learning difficulty, which has a very substantial and long term adverse effect on speed of working;

In exceptional circumstances more than 25% may be allowed, for example:

- the candidate has a learning difficulty that results in substantially below average speed of processing (reading, comprehension, writing or cognitive processing as appropriate);
- the candidate has a physical, sensory or multi-sensory impairment that significantly hinders his/her speed of access to written information, such as a blind candidate using Braille. (where a candidate is **proficient** in reading a Braille paper it would normally be appropriate to award **no more** than 50% extra time);

It is the accredited course provider's responsibility to propose the amount of extra time that the candidate will need, using as a guide the extra time required during informal assessments during the course.

1.3 Extra time of over 50%

In very exceptional circumstances, a candidate may require more than 50% extra time in order to manage a very substantial impairment.

Accredited course providers should note that extra time of over 50% is likely to be counter-productive in terms of fatigue. Before the accredited course provider proposes extra time for a candidate, the accredited course provider should be satisfied that the candidate can cope with the content of the qualification and that the candidate is medically fit to undertake the extended assessment. Supervised rest breaks should always be considered before making a request for extra time, since they may be more appropriate for candidates with a medical or psychological condition.

Applications for extra time must be made to NEBOSH. The amount of extra time requested must be both reasonable and appropriate to the candidate's needs.

1.4 Supervised rest breaks

Where assessment activities are timed, a candidate may, where it is his/her normal way of working, be allowed supervised rest breaks during an assessment. They may be appropriate for a candidate with poor concentration skills or who suffers from extreme stress. Alternatively, supervised rest breaks may be permitted for medical/psychological reasons or where a candidate has behavioural, emotional and social needs. Accredited course providers should ensure that medical advice is sought in cases of serious illness and that the candidate is fit to take the examination. There will be some constraints on timing if the candidate has more than one examination to take each day. The supervised rest break is not included in any extra time allowance.

Supervised rest breaks should always be considered before making a request for extra time and may be taken either in or outside the assessment room. The timing of the examination should be paused and re-started when the candidate is ready to continue.

During the supervised rest break the candidate must not have access to the question paper/answer booklet.

If the candidate needs to leave the examination room, an invigilator **must** accompany the candidate. The timing of these breaks depends on the nature of the candidate's condition.

The duration of the breaks will not be deducted from the assessment time. For reasons of practicality, it may be necessary to specify a maximum time for each break and/or for the total duration of the assessment (ie assessment time plus break time), and this may vary according to the needs of the candidate.

Candidates taking supervised rest breaks must not unduly distract other candidates. The position of the candidate within the assessment room, or separate accommodation and invigilation, may need to be considered.

Applications for supervised rest breaks must be made to NEBOSH.

Accredited course providers must seek medical advice in cases of serious illness on whether the candidate is fit to take the examination.

1.5 Change in the organisation of the assessment room

Minor changes to the organisation of the assessment room may be required for candidates with autistic spectrum disorder, with visual or hearing impairment or with physical difficulties.

The accredited course provider should consider the needs of the individual candidate and, where possible, arrange the assessment room to suit the candidate. For instance: visually impaired candidates may benefit from sitting near a window so that they have good lighting; hearing impaired candidates may benefit from being seated near the front of the room; candidates with physical difficulties may benefit from using chairs with arm rests or adjustable heights; and candidates with autism may benefit from having visual or noise stimuli (such as a ticking clock) removed from the room.

Changes to the room organisation, or to the types of furniture provided, are at the accredited course provider's discretion but must not disadvantage other candidates or affect the assessment criteria.

1.6 Separate accommodation within the venue

It may be necessary to accommodate candidates separately if they are likely to disturb other candidates – for instance by using readers, scribes, interpreters or word-processing equipment, or by taking supervised rest breaks away from their seat – or if they are likely to be disturbed by the presence of other candidates. This adjustment may form a condition of other adjustments as well as being an adjustment in its own right.

Accredited course providers should ensure that, where a candidate is accommodated separately for assessments taken under examination conditions, usual examination conditions apply (insofar as other adjustments allow) and separate invigilation is arranged.

For examinations, an application for such an adjustment must be made to NEBOSH so that provision can be made for the security of examination materials and for invigilation instructions.

1.7 Taking the assessment at an alternative venue

In certain circumstances, the candidate may be permitted to take an assessment at an alternative venue, for example at home, in hospital or in a prison, such as a candidate who either has emotional and behavioural difficulties, a medical condition or a psychological condition that prevents him/her from taking the assessment with the accredited course provider.

Alternative accommodation must only be requested where a candidate has:

- an impairment that has a substantial and long term adverse effect giving rise to persistent and significant difficulties;
- a temporary illness or injury at the time of the examination(s).

The candidate will be sitting the examination(s) at a residential address or at a hospital that is a non-registered centre due to, for example:

- behavioural, emotional and social development needs;
- a medical condition or a psychological condition, which prevents the candidate from taking examinations in the centre.

The accredited course provider should ensure that the candidate is medically fit to take the assessment.

For assessments taken under examination conditions, standard examination and invigilation procedures should be in place at the alternative venue and the standard procedures for security of assessment material and despatch of the candidate's work should be followed in accordance with NEBOSH's '*Monitoring of conduct of examinations*'.

Where permission is granted for alternative accommodation, accredited course providers are permitted to open question papers up to one hour before the published starting time for the examination. This is to allow for the question paper(s) to be taken to an alternative venue.

It may be necessary to delay the examination by up to one hour after the published starting time in order to reach the venue. In a case where a reasonable adjustment has been agreed and a candidate is sitting in a separate room, the packets should be opened in front of the largest group of candidates, the reasonable adjustment candidate can then have the full agreed time starting from receipt of the question paper and relevant instructions.

Question papers to be taken to another venue on the day of the examination must be securely packaged and kept under secure conditions at all times.

Question papers must not be opened on a date preceding the scheduled date of the examination.

The script(s) should be despatched with the accredited course provider's other scripts and sent back at the normal time. Medical information must not be enclosed with the script(s).

Applications must be made to NEBOSH.

2. Section B: Use of mechanical, electronic and technological aids

Some candidates with visual impairment, hearing impairment or learning difficulties may benefit from using specific aids such as coloured overlays, low vision aids, tinted spectacles, optical character reader (OCR) scanners and amplification equipment.

The accredited course provider should ensure that the candidate has had sufficient practice in the use of any aid and that any electronic aid is in good working order.

For assessments taken under examination conditions, the candidate should be accommodated separately with separate invigilation if the use of any of these aids will disturb other candidates. In these cases, the invigilator should be fully informed of the candidate's requirements.

Accredited course providers should contact NEBOSH if they are unclear about whether any such aid will unfairly advantage the candidate or invalidate the assessment requirements. Application to NEBOSH is required only for the use of those aids that have this potential.

2.1 Use of assistive technology

Blind and visually impaired candidates or those with learning difficulties may benefit from the use of software that reads material to them. Similarly, candidates with physical difficulties may benefit from the use of speech recognition software to record their responses. The candidate should be familiar with how the assistive technology works. Accredited course providers should ensure that the use of assistive technology will not invalidate the assessment requirements or give the candidate an unfair advantage. Due to the rapid development of such technology, accredited course providers should seek advice from NEBOSH before proposing the use of assistive technology.

2.2 Use of bilingual dictionaries or bilingual translation dictionaries

Dictionaries may be used in examinations only by candidates whose first language is not English, Irish (or Gaelic) or Welsh. It is the responsibility of the accredited course provider to verify eligibility.

Electronic dictionaries, monolingual dictionaries (which define words and phrases) reading pens, translators, wordlists or glossaries **must not** be used.

A standard bilingual translation dictionary must be used by the candidate. This may be an electronic bilingual translation dictionary or a hard copy paper bilingual translation dictionary. The bilingual translation dictionary must **not** contain/display pictures or provide an explanation or clarification of words and phrases. As an example, a Polish to English bilingual translation dictionary must simply be the word in Polish and the equivalent word in English.

Dictionaries to be used in the examination must be held by the accredited course provider under secure conditions. They must be thoroughly checked to ensure that notes have not been enclosed within or written on the pages of the dictionary. This should include checking that no other unauthorised information is contained in the dictionary.

The regulations for the use of dictionaries must be adhered to; failure to do so can lead to the disqualification of the candidate.

The use of a dictionary should reflect the candidate's normal way of working.

Candidates who are permitted to use dictionaries may also be allowed up to a maximum of 25% extra examination time, depending on need, if they have been resident in the UK for less than two years at the time of the examination. Holiday periods are included in the two year period.

Extra time must only be awarded where both the following exist:

- first that the candidate has to refer to the bilingual translation dictionary so often that examination time is used for this purpose, delaying the answering of questions;
- secondly, that the provision of extra time of up to 25% reflects the candidate's usual way of working with the dictionary.

Accredited course providers should always consider whether 10% extra time would be more appropriate, particularly where a candidate is using an electronic bilingual dictionary.

Where use of a dictionary is not required, extra time will not be authorised.

Accredited course providers must determine the needs of the individual candidate. Not all candidates will need to use a dictionary and have extra time. The candidate's need of the dictionary does not in itself justify allowing the candidate extra time, unless the candidate has to refer to the dictionary so often that examination time is used for this purpose delaying the answering of questions.

Extra time **must not** be awarded to a candidate when using a bilingual translation dictionary if:

- either (or both) parents/carers are fluent in English;

- the candidate has been educated in an International school where some or the entire curriculum was delivered in English;
- the candidate was prepared in English for other qualifications;
- the candidate is using a bilingual dictionary in order to compensate for difficulties in reading and writing in English;
- prior to arrival in the United Kingdom the candidate was prepared in English for other qualifications, eg IELTS qualifications.

Applications must be made to NEBOSH.

3. Section C: Modifications to the presentation of the assessment material

Modified papers are individually prepared for candidates for whom other access arrangements are unsuitable.

For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before his/her first examination.

3.1 Assessment material in enlarged format

Accredited course providers may apply for externally set assessment material to be enlarged to a format suitable for candidates with visual impairment.

The enlargement can take two forms:

- unmodified enlarged papers where the standard paper is photocopied from A4 to A3, thus enlarging the whole paper and retaining the original layout and visual presentation;
- modified enlarged paper where the paper is modified by changing or simplifying the layout – and, where necessary, reducing the content – while still meeting the same objectives as those in the original paper.

Accredited course provider must ensure that candidates are familiar with the format of modified enlarged papers. Additional time will be needed to produce enlarged assessment material and accredited course providers must apply for enlarged assessment materials by the deadlines set by NEBOSH (see section 7.6.2).

In some instances, eg for assignment briefs and associated guidance, the accredited course provider may make enlargements to the assessment material without authorisation from NEBOSH. However, the candidate may be penalised for any errors in his/her work that occur as a result of incorrect or incomplete enlargement of the material.

It is the accredited course provider's responsibility to provide accredited course provider-devised assessment, resource or reference materials in a suitable format for the candidate.

3.2 Assessment material in Braille

Accredited course providers may apply for externally set assessment material to be presented in Braille for blind or visually impaired candidates. The material will be modified to

remove any visual content prior to brailing. Diagrams in the assessment material can be produced as tactile diagrams.

Braille and large print papers will be produced in line with the publication 'Best Practice Guidance for the Modification and Production of Examination Papers for Candidates with a Visual Impairment'. This publication is available on the RNIB website www.rnib.org.uk.

The accredited course provider should meet NEBOSH deadlines for applying for assessment material in Braille (See section 7.6.2).

Accredited course providers must ensure that candidates are familiar with Braille papers and be aware that Braille is not always an appropriate adjustment for the candidate; not all blind people are fluent in Braille.

It is the accredited course provider's responsibility to arrange for the accredited course provider-devised assessment, resource or reference materials to be presented in Braille.

3.3 Language modified assessment material

The language or wording in externally set written assessment materials may be modified by NEBOSH for those candidates who have been born profoundly deaf and whose first language is English, British or Irish sign language (BSL/ISL). Modified assessment material may be necessary. BSL/ISL is a language in its own right, with its own grammar, syntax and vocabulary, and written assessment material will have to be modified to use language structures with which deaf candidates are familiar.

The accredited course provider must meet NEBOSH deadlines for requesting language modified assessment material (see section 7.6.2).

Only the carrier language is modified. The meaning of the questions remains the same and will require the same answers as the standard paper. Any technical and subject specific language will remain unchanged.

Where a candidate is identified as requiring a sign language interpreter, a modified language paper should be requested by the respective deadline.

Where a candidate is identified as requiring an oral language modifier, a modified language paper should be requested by the respective deadline. A modified language paper may reduce or sometimes completely remove the need for an oral language modifier.

NEBOSH will supply a modified language version of the paper in PDF format where available.

3.4 Assessment material in sign language (BSL (British sign language) or ISL (Irish sign language))

Where the accredited course provider cannot provide a BSL/English interpreter for the assessment, and if language modified assessment material is not sufficient, NEBOSH may be able to provide a BSL/ISL version of externally set assessment material on videotape instead of (or in addition to) the assessment material in written English.

The accredited course provider should meet the NEBOSH deadlines for requesting assessment material in BSL or ISL (see section 7.6.2).

The accredited course provider should ensure that the videotape, when received by the accredited course provider, is subject to the same security conditions as other assessment material.

The accredited course provider should provide playback equipment that is suitable and sufficient and in good working order.

3.5 Assessment material on coloured paper/enlarged paper

Some candidates with visual impairment or learning difficulties may benefit from having assessment material copied on to coloured paper.

For examinations, the accredited course provider should meet NEBOSH deadlines for requesting assessment material on paper of a specific colour (see section 7.6.2).

For other types of assessment, the accredited course provider shall have this responsibility. However, the candidate may be penalised for any errors in his/her work that occur as a result of incorrect or incomplete copying of the material.

It is the accredited course provider's responsibility to provide accredited course provider-devised assessment, resource or reference material on coloured paper, if required.

4. Section D: Alternative ways of presenting responses

Candidates eligible for access arrangements should be provided with the means to present their responses by the method most appropriate and familiar to them, as long as the use of methods will not invalidate the requirements of the assessment:

- a candidate's handwriting is illegible (and the use of a word processor is not the normal way of working);
- spelling is so difficult to decipher that it would be beneficial for an Examiner to be able to refer to a transcript of the candidate's work for clarification.

4.1 Use of ICT to present responses

The use of ICT in this context should be taken to include word processors, personal computers (PCs) and other microprocessor controlled devices producing output in text or other forms such as graphics and diagrams. For many candidates with additional support needs, computers can provide an effective means of independent communication.

A computer should be used only if it is appropriate to the candidate's needs, if the candidate is confident in its use and can use it effectively and if it reflects his/her normal way of working. (This also extends to the use of electronic brailers, iPads and pc tablets). The candidate should be consulted before a decision is taken whether the use of ICT is an appropriate adjustment. Where it is apparent that assessment objectives cannot be met fully

if a computer is used, the accredited course provider should suggest alternative arrangements.

Consideration should be given to the effect that the use of the computer will have on NEBOSH's ability to assess the candidate fairly. The use of the computer should not create a misleading impression of the candidate's attainment or confer an unfair advantage over other candidates.

The accredited course provider needs to disable facilities such as spellcheckers, electronic dictionaries, thesaurus, calculators, predictive software, unless these have been agreed in advance with NEBOSH or the candidate has been permitted a scribe or is using voice-activated software. Candidates should be given access only to those facilities that have been agreed in advance with NEBOSH.

The computer must be working correctly at the time of an assessment. It is the accredited course provider's responsibility to arrange ICT provision for the candidate.

Accredited course providers should ensure that workstations are adapted for the need of the candidate, and that enabling technologies, such as speech recognition or voice activated software, coloured background, adapted keyboard, large tracker ball mouse, sticky keys etc are available when needed and agreed in advance.

The computer must be used solely by the candidate and not by someone acting on the candidate's behalf (unless NEBOSH has considered a scribe to be appropriate).

The candidate must be accommodated and invigilated separately since the use of a computer is likely to distract other candidates.

Candidates must not be able to gain access to any other electronic sources. These sources include the internet, locally-stored files, network shares, CDs, DVDs, email and instant messaging systems, or any other digital media sources accessible locally or over a wired or wireless network.

The candidate's work must be saved frequently, preferably by using an autosave facility and contingency arrangements should be in place to deal with any technical problems.

The candidate should be present when his/her work is printed. For assessments where the candidate's response is submitted to NEBOSH without copies being retained (eg for examinations), electronic copies of the work should be destroyed (or submitted on disc together with the printout if preferred) after a check has been made that all pages have printed properly.

The candidate and invigilator must initial each sheet at the bottom of the page to confirm it is the candidate's own work.

Where an answer book is provided, the printout must be securely bound within the covers of a standard booklet, with the details on the front cover completed.

Each answer must appear on a separate sheet where required and must be clearly numbered. For external assessments, the name of the candidate should not appear on any printed page.

Example: An accredited course provider requests the use of ICT for a candidate who has dyslexia. NEBOSH approves the use of ICT with spellcheck facility for all the candidate's examinations.

4.2 Responses on audio cassette or similar recording device

Where there is evidence of need, candidates may be permitted to record their responses to questions on to audio cassette or similar recording device.

Where the candidate's responses are recorded on to audio cassette or similar recording device, the accredited course provider should provide a transcript of the candidate's responses.

It will be the accredited course provider's responsibility to ensure that the transcript is an accurate reflection of the candidate's responses. Both the transcript and the audio cassette or electronic recording file should be submitted for assessment.

The accredited course provider should ensure that suitable and sufficient recording equipment is provided and that it is in full working order.

4.3 Written responses by deaf or hearing impaired candidates

Where candidates whose first language is BSL or ISL produce their responses in writing, they will have the content of their responses assessed and not the standard of English.

Where the candidate's writing is illegible, the accredited course provider can arrange for a transcript to be made of the candidate's responses. Both the transcript and the original should be submitted for assessment.

4.4 Responses in BSL or ISL

Where there is evidence of need, candidates may be allowed to sign their responses to questions. Signing of responses will not be permitted if it will invalidate the assessment requirements.

Signing of responses can take two forms:

- candidates can sign full responses in BSL or ISL to a video camera. Where candidates are required to show knowledge of an English term in their response, this must be fingerspelled;
- candidates can sign their responses and the accredited course provider will provide a transcript of the responses for assessment. This will be permitted only where the answers involve single words or where it is possible to fingerspell the answers. The accredited course provider should ensure that the transcript is an accurate reflection of the candidate's responses.

Where the candidate will sign the responses to a video camera, the accredited course provider should ensure that suitable and sufficient recording equipment is available and that the equipment is in good working order.

4.5 Responses in Braille

Where there is evidence of need and where it will not invalidate the assessment requirements, candidates may be permitted to present their responses in Braille.

In these cases a transcript of the candidate's responses should be provided by the accredited course provider. It will be the accredited course provider's responsibility to ensure that the transcript is an accurate reflection of the candidate's responses. The accredited course provider should select a transcriber with the required level of skill in Braille and fully brief him/her on the responsibilities of the role.

5. Section E: Use of access facilitators

5.1 Reader / Computer reader

A reader is a responsible adult who reads the instructions of the question paper and the questions to the candidate.

A reader is **not** a scribe, a practical assistant, a prompter or a sign language interpreter. The same person may act as a reader, a scribe, a practical assistant, a prompter and/or a sign language interpreter as long as permission has been given for the arrangements. The regulations for the use of each arrangement must be strictly adhered to.

A reader will be allowed where a candidate has a significant impairment such as a visual impairment or learning difficulties.

A reader will **not** be allowed if a candidate's literacy difficulties are primarily caused by English, BSL, Irish, ISL or Welsh not being his/her first language.

A computer reader and a reader do not interpret text in the same way. A reader can add a layer of vocal interpretation (nuance and meaning). This could affect a candidate's response and therefore compromise the reliability of the qualification.

Computer software that reads out a scanned paper, (including synthetic speech software stored on a memory stick) but does not decode or interpret the paper, may be used as a reader. Where an application for a computer reader is approved, accredited course providers are permitted to open question papers up to one hour before the published starting time for the examination. This is only and specifically to allow the accredited course provider to scan the hard copy question paper into an accessible electronic format. Any infringement has the potential to constitute malpractice. Reading pens are not permitted. A computer reader may be more appropriate in papers that predominately consist of written text. This would also include the use of an examination reading pen. A permitted examination reading pen **will not** have an in-built dictionary or thesaurus, or a data storage facility.

The accredited course provider should, in consultation with the candidate, decide whether the use of a reader is an effective arrangement for the candidate. Alternatives may include accessing the assessment material in Braille or through sign language.

The accredited course provider is responsible for making the necessary arrangements for the provision of a reader.

The reader should not normally be the candidate's own tutor or assessor but there may be circumstances in which it is necessary to use the candidate's own tutor or assessor in that capacity; in such cases, NEBOSH must be specifically consulted. Under no circumstances may a relative, friend or peer of the candidate be used as a reader.

The accredited course provider should select the reader on the basis of his/her ability to work effectively with the candidate. The reader should be able to read accurately and at a reasonable rate and should have a sufficient (but not detailed) knowledge of the subject in order to read technical terms accurately.

A candidate should, wherever possible, have had previous practice in working with the reader and should have used this arrangement during the training programme leading up to the assessment.

The accredited course provider should ensure that the candidate and reader are clear about the limitations of the reader's role in the assessment situation.

The candidate using a reader should be accommodated separately so as not to disturb other candidates. A separate invigilator should be present when a reader is used in order to ensure that the guidance regarding readers is followed. The invigilator may be positioned beside the reader. If the candidate and reader are accommodated separately, on a one to one basis, the invigilator may additionally act as the reader.

The accredited course provider should give the reader clear instructions regarding what he/she is required to do as well as what he/she is not allowed to do during the assessment. These instructions should also be given to the invigilator.

For candidates permitted to use a reader and a scribe, the same person may act as both.

Accredited course providers whose candidates do not meet the criteria for a reader may wish to consider alternative access arrangements such as extra time of up to 25%. Reading aloud sometimes helps candidates to spot their own mistakes and improves their comprehension of written text. A question paper with enlarged font may help some candidates. Alternatively, a question paper with the carrier language made more accessible may be of benefit.

The provision of a reader should reflect the candidate's normal way of working within the accredited course provider except in cases where a temporary injury gives rise to the need for a reader.

Before the assessment the reader and candidate should decide which side to sit so both are comfortable.

During the assessment, the reader:

- **must** read accurately;
- must read **only** the instructions for the question paper(s) and questions, and **must not** explain or clarify;

- must repeat **only** the instructions of the question paper or questions when specifically requested to do so by the candidate;
- **must** abide by the regulations since failure to do so could lead to the disqualification of the candidate;
- **must not** advise the candidate regarding which questions to do, when to move on to the next question or the order in which questions should be answered;
- **must not** decode symbols and unit abbreviations (eg 2^2 should not be read as two squared, but the function simply pointed to by the reader since part of the assessment is recognising what the superscript 2 means. Similarly, if the symbol > is printed, it should not be read as 'greater than' but simply pointed to by the reader.);
- may enable a visually impaired candidate to identify diagrams, graphs and tables but **must not** give factual information or offer any suggestions, other than that information that would be available on the paper for sighted candidates. The reader **must not** explain or clarify the questions and text or advise on timing or the choice or order of questions;
- may read numbers printed in figures as words (eg 252 would be read as two hundred and fifty two, but when reading the number it should also be pointed to on the question paper). An exception would be when the question is asking for a number to be written in words (eg write the number 3675 in words);
- may read back, when requested what the candidate has written;
- may, if requested, give the spelling of a word that appears on the paper but otherwise spellings **must not** be given;

Candidates within the autistic spectrum, with a hearing impairment and those with speech, language and communication needs may have persistent and significant difficulties in following a reader. A reader alone may not be sufficient in removing barriers to assessment as language and vocabulary difficulties will often have a substantial and long term adverse effect on the candidate's speed of working.

5.2 Reading Aloud

A candidate may work more effectively if he/she can hear themselves read.

It can make a significant difference to a candidate who **persistently** struggles to understand what they have read, but who does not qualify for a reader, to read aloud. Where a candidate is reading difficult text they may work more effectively if they can hear themselves read.

A member of teaching staff must recommend that the candidate needs to read aloud, based on their knowledge of the candidate and the candidate's normal way of working in internal tests and mock examinations.

An accredited course provider with a candidate who reads aloud to himself/herself must be accommodated separately with an invigilator. The invigilator may not correct the reading of the candidate.

This arrangement would also include the use of an examination reading pen. A permitted examination reading pen will **not** have an in-built dictionary or thesaurus, or a data storage

facility. The use of an examination reading pen might benefit those candidates who wish to work independently and who do not qualify for a reader.

5.3 Scribe / Voice input system

A scribe is a responsible adult who, in an assessment, writes down or word processes accurately a candidate's dictated answers to the questions. The use of a scribe should not affect the assessment requirements for the qualification being assessed.

A scribe is **not** a reader, a practical assistant or a prompter. The same person may act as a scribe, a reader, a practical assistant and/or a prompter as long as permission has been given for the arrangements. The regulations for the use of each arrangement must be strictly adhered to.

A scribe will be allowed where a candidate's impairment has a significant effect eg visual impairment, learning difficulties, permanent physical disability/medical condition or a recent injury.

A scribe will not be allowed if a candidate's literacy difficulties are primarily caused by English, Irish or Welsh not being his/her first language.

The accredited course provider should, in consultation with the candidate, decide whether the use of a scribe is an appropriate arrangement for the candidate. As the effective use of a scribe requires high level communication skills from the candidate, accredited course providers are advised to consider whether an alternative, such as the use of a computer, would be more appropriate.

The accredited course provider is responsible for making the necessary arrangements for the provision of a scribe.

A scribe should not normally be the candidate's own tutor or assessor but there may be circumstances in which it is necessary to use the candidate's own tutor or assessor in that capacity; in such cases, NEBOSH must be specifically consulted. Under no circumstances may a relative, friend or peer of the candidate be used as a scribe.

The accredited course provider should select the scribe on the basis of his/her ability to work effectively with the candidate. The scribe should be able to produce an accurate record of the candidate's responses, write legibly at a reasonable speed or word process accurately and have a sufficient, but not detailed, knowledge of the subject to be able to record technical terms correctly.

A candidate should, wherever possible, have had previous practice in working with the scribe and should have used this arrangement during the training programme leading up to the assessment.

The accredited course provider should ensure that the candidate and scribe are clear about the limitations of the scribe's role in the assessment situation.

The candidate using a scribe should be accommodated separately so as not to disturb other candidates.

A separate invigilator should be present when a scribe is used in order to ensure that the guidance regarding scribes is followed. The invigilator may be positioned beside the scribe.

The accredited course provider should give the scribe clear instructions regarding what he/she is required to do as well as what he/she is not allowed to do during the assessment. These instructions should also be given to the invigilator.

For candidates permitted to use a reader and a scribe, the same person may act as both.

The provision of a scribe should reflect the candidate's normal way of working within the accredited course provider, except in cases where a temporary injury gives rise to the need for a scribe.

A candidate who has permission to use a scribe may use:

- a word processor with the spellcheck facility enabled;
- voice activated computer software that produces hard copy with predictive text when the candidate dictates into a word processor. Software (a screen reader) may be used to read back and correct the candidate's dictated answers;
- computer software that produces hard copy with predictive text/spelling and grammar check facility enabled when the candidate uses a word processor;
- computer software that produces speech can be used to dictate to a scribe.

During the assessment, a scribe:

- **must** write or type accurately, and at a reasonable speed, what the candidate has said;
- may use discretion regarding spelling and punctuation;
- **must** draw or add to maps, diagrams and graphs strictly in accordance with the candidate's instructions, unless the candidate is taking a design paper, in which case a scribe will be permitted to assist only with the written parts of the paper;
- **must** abide by the regulations since failure to do so could lead to the disqualification of the candidate;
- **must** write or word process a correction on a typescript or Braille sheet if requested to do so by the candidate;
- **must** immediately refer any problems in communication during the examination to the invigilator;
- must **not** give factual help to the candidate or indicate when the answer is complete;
- must **not** advise the candidate on which questions to do, when to move on to the next question, or on the order in which questions should be answered;
- may, at the candidate's request, read back what has been recorded;

A completed scribe cover sheet must be attached to the relevant work.

5.4 British sign language (BSL)/English interpreter

The use of a sign language interpreter should reflect the candidate's normal way of working within the accredited course provider. The role of the sign language interpreter is to present the questions in a different language without:

- changing the meaning;
- adding any additional information or;
- providing an explanation as to what the question requires of the candidate.

British sign language (BSL) and Irish sign language (ISL) are recognised as official languages of the United Kingdom and have the same status as Welsh and Gaelic. Welsh speakers who would like their question papers translated into Welsh are entitled to that facility irrespective of their ability to read and understand the English language. Users of BSL/ISL have the same entitlement.

Sign language interpretation is done 'live' in the presence of the candidate during the examination in order to allow for the candidate's regional variations in BSL/ISL signs.

Consequently, sign language interpretation cannot be checked by NEBOSH for accuracy. Great care must be taken not to disadvantage or advantage the candidate.

Sign language interpreters can be used to sign the instructions and questions to a candidate taking written papers. Technical terms or subject specific language must be fingerspelled and not signed by the sign language interpreter.

The candidate's ability to recognise and understand the English version of the technical or subject specific terms within a subject is part of the assessment. If such terms are signed instead of fingerspelled, then the demands of the question will have been compromised. This will constitute malpractice.

The sign language interpreter should be familiar with the subject being examined to ensure that the meaning of the question is not changed and that technical and subject specific terms are recognised and fingerspelled.

Sign language interpreters may repeat the translation if requested to do so by the candidate. An alternative translation of the carrier language may be provided. However, under no circumstances may an explanation of the question or clarification of the carrier language be given. These actions would be deemed as giving the candidate an unfair advantage.

Candidates may only be permitted to sign their answers in question papers or in controlled assessment/coursework where it is possible to fingerspell the answers or where the answers involve single words.

A sign language interpreter is not a reader. The same person may act as a reader and a sign language interpreter, either reading aloud or silently reading the instructions and questions to a candidate taking written papers and then signing. Permission must have been given for the use of a reader and a sign language interpreter. The regulations for the use of each arrangement must be strictly adhered to.

Where BSL/ISL is the primary means of communication for deaf or hearing impaired candidates, these candidates may have the support of a BSL/English interpreter to sign the questions (or part questions) in written assessments.

The accredited course provider should ensure that the BSL interpreter has the required level of skill in the sign language and also a good working knowledge of the content of the assessment. NEBOSH will provide the accredited course provider with a specification for the person who will be allowed to interpret the written assessment material into BSL.

A candidate should, wherever possible, have had previous experience of working with a BSL interpreter and should have used this arrangement during the training programme leading up to the assessment.

The accredited course provider should ensure that the candidate and the person providing the interpretation are clear about the limitations of the interpreter's role in the assessment situation.

The accredited course provider should ensure that NEBOSH is provided with the details of the BSL interpreter so that he/she can be given access to the assessment material in advance of the assessment, in order to prepare for the signing.

The BSL interpretation should not give the candidate an unfair advantage and care must be taken not to indicate the meaning of technical words where candidates' understanding of these words is inherent in the purpose of the question. The interpretation should not explain or clarify. In some instances, it may be more appropriate to fingerspell a word.

Any words or phrases interpreted for the candidate should be underlined on the assessment material, which should be attached to the candidate's answer book. Amended versions of questions should be shown on the assessment material.

The BSL interpreter may, at the candidate's request, sign any labels or text connected with reference material such as maps, diagrams or graphs. The candidate should, however, study the reference material independently.

The candidate using a BSL interpreter should be accommodated separately so as not to disturb other candidates.

A separate invigilator should be present when a BSL interpreter is used in order to ensure that the guidance regarding BSL interpreters is followed.

The accredited course provider should give the BSL interpreter clear instructions regarding what he/she is required to do as well as what he/she is not allowed to do during the assessment. These instructions should also be given to the invigilator.

5.5 Prompter

A prompter may be permitted where a candidate has a substantial and long term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating.

For example:

- has little or no sense of time;
- loses concentration easily;
- is affected by an obsessive-compulsive disorder that leads the candidate to keep revising a question rather than moving on to other questions.

In such instances a candidate may be assisted by a prompter who can keep the candidate focused on the need to answer a question and then move on to answering the next question.

The accredited course provider should, in consultation with the candidate, decide whether the use of a prompter is an appropriate arrangement for the candidate. Where the problem is one of concentration, consideration should be given to allowing supervised rest breaks rather than a prompter.

The accredited course provider is responsible for making the necessary arrangements for the provision of a prompter.

A prompter should not normally be the candidate's own tutor or assessor but there may be circumstances in which it is necessary to use the candidate's own tutor or assessor in that capacity; in such cases NEBOSH must be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a prompter.

The accredited course provider should ensure that the candidate and the prompter have had experience of working together. Prompters should be sufficiently familiar with the candidate to recognise when his/her attention is no longer on the assessment task and that he/she is not, for example, looking away from the paper whilst thinking.

Under no circumstances may the prompter draw the attention of the candidate to part of the question paper or the candidate's script.

The prompter should sit near enough to be able to observe the candidate and draw his or her attention back to the task. This should, however, be organised as unobtrusively as possible. The candidate's attention may be drawn back to the task using a light tap on the candidate's arm or shoulder or, alternatively, the desk (although not in a way that may be taken to indicate any part of the examination question paper). Verbal prompting should not normally be used. The method used by the prompter to bring back the candidate's attention should be agreed before the assessment between the candidate and the prompter and should be acceptable to the accredited course provider. It should be noted that some candidates with emotional and behavioural sensitivity/vulnerability and/or mental health conditions may not be comfortable with a 'light tap' prompt. A form of verbal prompting may be considered for these candidates.

In the case of candidates with epilepsy, where the problem is one of temporary absenting, the normal procedure to help that candidate will be allowed.

The accredited course provider should ensure that the candidate and prompter are clear about the limitations of the prompter's role during the assessment.

The accredited course provider should give the prompter clear instructions regarding what he/she is required to do and what he/she is not allowed to do during the assessment. These instructions should also be given to the invigilator.

A separate invigilator should be present when a prompter is used. The invigilator is present to ensure that the guidance regarding prompters is followed. The invigilator should be fully informed of the strategies used to regain the candidate's attention.

During the assessment, a prompter:

- should draw the candidate's attention back to the task in hand by a method of prompting agreed with the candidate in advance;
- should not give factual help to the candidate or offer any suggestions;
- should not advise the candidate on which questions to attempt, on when to move to the next question, on the order in which questions should be answered or on any other matter;
- should be prepared for periods of inactivity during the examination but should remain vigilant;
- should refer any problems during the examination to the invigilator.

5.6 Oral language modifier

An oral language modifier (OLM) will not be allowed if a candidate's literacy difficulties are caused by their first language being a language other than English, BSL, Irish, ISL or Welsh.

An application for an OLM must only be made once all other relevant access arrangements have been considered and exhausted. For example, extra time and the use of a computer reader are inappropriate to the needs of the candidate in light of his/her substantial impairment when accessing and processing information. The extensive modification of language must reflect the candidate's normal way of working.

An OLM will be allowed only if a candidate's reading comprehension is shown to be 'below average' when measured using an up to date nationally standardised test conducted by a specialist. A standardised score of less than 85 in relation to reading comprehension is required.

An OLM is an exceptional arrangement. It **must** only be considered for those candidates who have persistent and significant difficulties in accessing and processing information. An OLM may be suitable for candidates with a range of educational needs such as those within the autistic spectrum and hearing and speech impaired candidates. However, candidates must have a below average reading comprehension score.

An OLM is a responsible adult who may clarify the carrier language used in the question paper when requested to do so by a candidate. The OLM must not explain technical terms or subject-specific terms. The ability to understand these terms is part of the assessment. If such terms are explained to the candidate then the demands of the question will have been compromised and may constitute malpractice.

An OLM may also act as a reader. A separate application for a reader is not required.

The provision of an OLM should reflect the candidate's normal way of working and should be appropriate to the needs of the candidate.

An OLM should have, at least, a basic knowledge of the subject being examined to ensure that any explanation he/she gives does not alter the meaning of the question. An OLM must be able to recognise terms specific to the subject and must have an appropriate standard of English. It is recommended that an OLM receives appropriate training and accreditation where available.

The candidate should be familiar with the OLM. Where this is not the case, the candidate must have the opportunity to familiarise him/herself with the OLM using a trial presentation. The candidate must be comfortable with the method of communication.

An examination for candidates using an OLM should take place in a separate room. A separate invigilator will be required.

Where possible, a separate OLM should be available for each candidate. Two candidates may share an oral language modifier if the needs of each candidate are minimal. The number of candidates per oral language modifier should never exceed them.

Modified language papers should always be requested for candidates who use an OLM. These papers are usually produced by approved language specialists. They may reduce or even completely remove the need for an OLM.

The paper may be opened up to one hour before the scheduled starting time of the examination to allow the OLM to identify and highlight technical or subject-specific terms and command words. (Further copies of the paper should be made to assist the OLM). The paper must not be discussed with or shown to any other person during this time as this would constitute malpractice. The task of the OLM is to respond solely to a request from the candidate. He/she must not modify the language of the paper prior to the start of the examination in anticipation of a request from the candidate.

The Oral Language Modifier should identify and highlight technical or subject-specific terms and command words that cannot be modified.

The OLM may make notes on the copy if, for example, potentially problematic language is identified. It **must** be stressed, however, that an OLM can only modify in an examination if the candidate makes clear that they do not understand the wording of a specific question.

The OLM's copy of the question paper **must** only be annotated in the examination room and **must not** be shown to another person except for another OLM working in the same room.

The OLM's copy of the question paper **must** be retained by the accredited course provider until the closing date for enquiries about results for the respective examination series.

During the assessment an OLM:

- must rephrase or explain the carrier language of a question paper when specifically asked to do so by a candidate;
- must **not** rephrase or explain technical or subject specific terms as this could advantage or disadvantage the candidate;

- must **not** change source material that is testing the ability of the candidate to comprehend the information. Source material is often an extract and may have an acknowledgement of the original source;
- **must** take great care when explaining 'command words' in questions such as describe and explain as their explanation may change the nature of the question and disadvantage the candidate. In most cases command words should **not** be modified;
- **must** ensure that the method of communication used reflects normal classroom practice. This may include saying the word or phrase, manually coded English, ie fingerspelling or SSE, the use of Cued Speech, the use of BSL or the use of writing to explain the meaning of a word or phrase;
- **must** record on the coversheet notes of any re-phrasing or explaining. Where no rephrasing or explaining took place this must also be noted on the coversheet;
- **must** underline any words or phrases on the question paper that were re-phrased or explained for the candidate. If the question paper is separate from the answer booklet, it must be attached to the candidate's answer booklet;
- **must** ensure that a note of the communication method used, eg spoken, written, the use of BSL, is made on the coversheet;
- may go through the instructions/rubric and read the questions to the candidate. (Where permitted, reading to candidates is part of the role of an OLM).

5.7 Practical assistant

A practical assistant is a person who, during an assessment, carries out practical tasks at the instruction of the candidate. This is permitted for candidates who have difficulties that prevent them carrying out practical assessments safely and independently. Examples of the kinds of tasks with which the practical assistant may assist are turning the pages of a question paper and opening the door of a storage cabinet in a practical assessment.

The provision of a practical assistant should reflect the candidate's normal way of working, except in cases where a temporary injury gives rise to the need for a practical assistant.

The accredited course provider should, in consultation with the candidate, decide whether the use of a practical assistant is an appropriate arrangement for the candidate. A practical assistant will not normally be allowed where the practical task required is the focus of the assessment.

The accredited course provider is responsible for making the necessary arrangements for the provision of a practical assistant.

The practical assistant should be familiar with the requirements of the assessment, but should not normally be the candidate's own tutor or assessor. There may be circumstances in which it is necessary to use the candidate's own tutor or assessor in that capacity; in such cases, NEBOSH must be specifically consulted. On no account may a relative, friend or peer of the candidate be used as a practical assistant.

A practical assistant should be a person who is able to ensure the safety of the candidate and carry out his/her instructions accurately. A candidate using a practical assistant should have had practice using this arrangement during their training programme.

The accredited course provider should give clear instructions to the practical assistant on what he/she is required to do and what he/she is not allowed to do during the assessment. These instructions should also be given to the invigilator. The practical assistant may not perform tasks for which the candidate will receive credit.

The use of a practical assistant should not modify the specification requirements. In some cases, for example, making accurate visual observations may be the skill being assessed and in these cases the use of a practical assistant will not be permitted.

Candidates who are using a practical assistant may, depending on the nature of assistance, need to be accommodated separately from other candidates. In these cases, a separate invigilator should be present. The invigilator is present to ensure that the guidance regarding practical assistants is followed. During practical assessments, a practical assessor or supervisor should also be present in addition to the practical assistant.

The following criteria form part of NEBOSH procedures and requirements but may also be used by accredited course providers as a basis for the instructions and guidance to be given to a practical assistant.

During the assessment, a practical assistant:

- **must** perform practical tasks according to the candidate's instructions, unless to do so would cause a hazard;
- **must** immediately refer any problems in communication during the assessment to the invigilator;
- **must** abide by the regulations since failure to do so could lead to the disqualification of the candidate;
- **must** ensure the safety of the candidate and those around him/her;
- **must not** give factual help to the candidate or indicate when the task is complete;
- may ask the candidate to repeat instructions where these are not clear.

5.8 Transcription with correction ICT

This arrangement must only be used in exceptional circumstances such as:

- a temporary injury at the time of an examination;
- the candidate is not competent in dictating to a scribe;
- the use of a word processor is not appropriate.

A transcript may be permitted by the accredited course provider where:

- a candidate has a temporary injury which means that his/her handwriting may be hard to decipher at times;
- the use of a word processor is not appropriate.

A transcript is a copy of the candidate's script, which is made after the examination has taken place and without the participation of the candidate.

This arrangement may be used by candidates who have substantial difficulties with written communication, or spelling is so difficult to decipher that it would be beneficial for an

Examiner to be able to refer to a transcript of the candidate's work for classification, but who are unable to use or dictate their responses. The role of the transcriber is to produce a transcript of the candidate's work to assist the Examiner in its assessment. The Examiner will refer to the transcript only if it is impossible to decipher any part of the candidate's response.

The accredited course provider should, in consultation with the candidate, decide whether the use of a transcript will be an effective arrangement for the candidate.

The accredited course provider will normally be responsible for making the necessary arrangements for the provision of a transcriber.

The accredited course provider should give the transcriber clear instructions regarding what he/she is required to do.

The transcript should normally be produced by a member of the accredited course provider's staff who is familiar with the candidate's handwriting, or by a person who is fully competent in Braille (where the transcription is for the candidate's responses produced in Braille) or who has the required skills in sign language (where the transcription is for candidate's responses produced in sign language). The transcript should not be produced by anyone with a personal interest in the success of the candidate such as a relative.

The transcript should be securely attached to the back of the candidate's work and be included with the other work from the accredited course provider for dispatch to NEBOSH or the practical assessor in the normal way. The production of the transcript should not delay the dispatch of scripts and where this would be an inevitable consequence, an alternative arrangement may be made by NEBOSH.

NEBOSH will not inform the Examiner, and the accredited course provider should not inform the practical assessor, of the reason why a transcript was necessary.

The transcriber should be familiar with the correct spelling of any technical terms that the candidate is likely to use.

Following the assessment, the transcriber:

- should produce a transcript of the candidate's answers as a separate document on lined or unlined white paper as appropriate;
- may handwrite or word-process the transcript. If handwritten, the transcript should be in dark blue or black ink, not pencil; the transcriber should have legible handwriting and be able to spell and punctuate correctly;
- should, for examinations, produce the transcript immediately after the examination under secure conditions;
- should **not** involve the candidate in the production of the transcript;
- should normally transcribe complete answers. In cases where only occasional words need to be transcribed, these may be written on a photocopy of the candidate's script. On no account should the candidate's original script be marked or annotated in any way;

- should produce a word-for-word transcription (ie an exact copy of what the candidate has written). The transcriber may not insert, omit or substitute words, or change their order;
- may correct the spelling of non-technical words but should indicate any corrections to spelling on the verbatim transcript using a different colour ink (but not red); pencil must not be used for this purpose;
- should **not** transcribe diagrammatic material. Assessment of such material will be based on the candidate's own work.

5.9 Transcription without correction

This arrangement is designed to meet the needs of those candidates who have illegible handwriting but who are unable to use ICT.

Transcribers must ensure that:

- any errors of spelling and punctuation are not corrected. The transcript must be an exact copy of the candidate's original script;
- any diagrammatical material is not transcribed. Assessment of such material will be based on the candidate's own work;
- the transcriber is familiar with the candidate's handwriting but does not have any personal interest in the success of the candidate and is not a relative or a teacher;
- the candidate is **not** present during the transcription;
- the transcriber does not sign the transcription or inform the Examiner why a transcript was necessary. An invigilator does not need to be present;
- the transcript is produced under secure conditions as soon as possible after the assessment. Where a delay is involved, scripts must be secured overnight and completed the following morning.

The transcript may be handwritten or word-processed. If it is to be handwritten, the transcriber must have legible handwriting.

The transcript must be produced separately and be a word-for-word transcription. The transcript should be attached to the back of the candidate's script and both must be passed to NEBOSH in the normal way. The transcriber must not sign the transcript or inform the Examiner of the reason why a transcription was necessary.

6. Colour naming by the invigilator for candidates who are colour blind

No other information or explanation can be given. If a candidate has been using a colour chart, he or she will be permitted to do so in written examinations or practical examinations.

Appendix 2: Examples of special consideration

5% This is the maximum allowance and will be reserved for the most exceptional cases, such as:

- terminal illness of the candidate;
- terminal illness of a parent/guardian/carer;
- very recent bereavement of a member of the immediate family;
- very serious and disruptive domestic crises leading to acute anxiety about the family.

4% Very serious problems such as:

- life-threatening illness of candidate or member of immediate family;
- major surgery at or near the time of the examination;
- severe disease;
- severe injury arising from a car accident;
- very recent death of member of extended family;
- severe or permanent bodily injury occurring at the time of the assessment task;
- serious domestic crisis at time of assessment task.

3% A more common category (many more cases will fall into this category), including:

- recent traumatic experience such as death of a close friend or distant relative;
- recent illness of a more serious nature;
- flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack;
- recently broken limbs;
- organ disease;
- physical assault trauma before an assessment task;
- recent domestic crisis;
- witnessing a distressing event on day of assessment task.

2% The most common category of allowance. The majority of cases will fall within this category:

- illness at the time of the assessment task;
- broken limb on the mend;
- recent viral illness;
- concussion;
- effects of pregnancy (not pregnancy per se);
- hay fever on the day of an assessment task;
- extreme distress on day of assessment task;

- allowance on last paper in a day when a candidate has exceeded 6 hours at level 3.

1% Reserved for more minor problems:

- noise during examination task which is more than momentary;
- illness of another candidate in examination room;
- stress or anxiety for which medication has been prescribed;
- minor ailments;
- headache;
- minor upset arising from administration problems, such as wrong time allocated.

0%

- Consideration was given but the addition of marks was considered inappropriate;
- Where the request fails to meet the criteria, it will be rejected.

Appendix 3: The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>.

The clear starting point in the statutory guidance is that disability means **'limitations going beyond the normal differences in ability which may exist among people'**.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. (Study and education related activities are included in the meaning of 'day to day' activities.)

The guidance from the Office for Disability Issues referred to above illustrates the factors that might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, or learning difficulty or a visual impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;
- inability to fill in a long, detailed, technical document, which is in the person's native language without assistance;
- inability to concentrate on a task requiring application over several hours.

Appendix 4: Summary of commonly requested access arrangements and show where an application to NEBOSH is required

This table lists the most commonly requested adjustments to standard assessment arrangements and shows where an application to NEBOSH is required.

It is not intended to be a comprehensive list and accredited course providers are advised to contact NEBOSH for advice on alternative ways of accessing assessment for particular situations.

Type of adjustment	Practical assessments	Assignments/ projects	Examinations
Extra time, normally to a maximum of 25%	A	A	A
Supervised and timed rest breaks	A	n/a	A
Change in the organisation of assessment room	B	n/a	B
Separate accommodation within the venue	B	n/a	A
Taking the assessment at an alternative venue	B	n/a	A
Use of coloured overlays, low vision aids, etc	A	B	A
Use of assistive software	A	B	A
Use of dictionaries and bilingual dictionaries	A	n/a	A
Assessment material in enlarged format	A	B	A
Assessment material in Braille	A	A	A
Language modified assessment material	A	A	A
Assessment material in BSL/ISL	A	A	A
Assessment material on coloured paper	A	B	A
Assessment material in audio format	A	A	A
Use of ICT	A	n/a	A
Responses on audio cassette	A	A	A
Responses in BSL/ISL	A	A	A
Responses in Braille	A	A	A
Reader	A	B	A
Read out loud	B	n/a	B
Scribe	A	B	A
BSL/English interpreter	A	B	A
Prompter	A	n/a	A
Practical assistant	A	A	A
Transcriber	A	A	A

Key

The following key is used to indicate where the decisions regarding reasonable adjustments can usually be made. Reference to any type of adjustment does not imply that it will necessarily be available or approved in all circumstances.

- A - reasonable adjustment permitted by NEBOSH
- B - reasonable adjustment at the discretion of the accredited course provider
- n/a - not applicable



Appendix 5: Application for Reasonable Adjustments to Assessment – Form AARA1

APPLICATION FOR ACCESS ARRANGEMENTS OR REASONABLE ADJUSTMENTS TO ASSESSMENT - Form AARA1



The National Examination Board in Occupational Safety and Health

Dominus Way Meridian Business Park Leicester LE19 1QW

telephone 0116 263 4700 fax 0116 282 4000 www.nebosh.org.uk

(by the course provider on behalf of a candidate - excluding those requiring a bi-lingual dictionary)

Please complete in block capitals and black ink

Student

Grid for student number

number Candidate name

name in full

Course provider name

Course provider number grid

Venue (if applicable)

Type of assessment for which adjustment is required (tick all that apply)

Unit

Examination: On demand [] Standard Date []

Date of examination ___/___/20___

Practical assessment [] Assignment/project []

Date of assessment

year

month

Reason for access arrangement/s or reasonable adjustment/s (with details of disability/difficulty and effect on performance)

Large text box for reason for access arrangement/s

Access arrangement/s or reasonable adjustment/s needed by, and agreed with, the candidate (with full details of what is required and how the adjustment will be made)

Text box for access arrangement/s details

List of supporting evidence that accompanies this form (medical report, educational needs assessment, etc)

List of supporting evidence with numbered items



Declaration

NEBOSH will process this data in accordance with the principles of the UK Data Protection Act (1998)

I certify that:

- the details above and within supporting documents are, to the best of my knowledge and belief, complete and accurate
- the course provider is, where necessary, able to provide the arrangements for the requested adjustment/s and will not exceed any approved allowances
- I have read the NEBOSH '*Policy and Procedures for Access Arrangements, Reasonable Adjustments and Special Considerations*' and understand it
- I am duly authorised by the candidate named above to make this application on their behalf and to give consent to the processing of this data and by my Head of course provider to make this application.

Signed _____ Date ____ / ____ / 20____

Name _____ Position _____
please print eg Examinations Officer, Lead Tutor

Form AARA1 - Notes

1. Access arrangements and reasonable adjustments are intended to ensure that there are no unnecessary barriers to assessment – ie that candidates with particular assessment needs can effectively demonstrate their attainment in the assessments. The nature of the adjustment will be determined according to the assessment needs of the individual candidate.
2. Access arrangements and reasonable adjustments must not undermine the integrity of the assessment outcome. An adjustment must neither invalidate the assessment criteria nor give or appear to give, a candidate an unfair advantage over other candidates.
3. Access arrangements and reasonable adjustments must be approved by NEBOSH before the particular assessment, except when a type of adjustment is specifically stated to be at the course provider's discretion.
4. Each application for access arrangements or reasonable adjustments must be made by the course provider using the 'application for access arrangements or reasonable adjustment to assessment' form overleaf and certified by an authorised member of that course provider's staff.
5. Applications should be emailed to Info@nebosh.org.uk or sent by fax to 00 44 116 282 4000.
6. All applications must be supported by appropriate medical, psychological or other evidence. Candidates with specific learning difficulties, for instance, will require a report from an educational psychologist or other suitably qualified person. In cases where it might be expected that there could be changes in the way the candidate is affected by the difficulty, evidence of assessments or consultations carried out by an independent expert within the preceding two years should be provided. Where a condition is of a temporary nature, current evidence should be provided. **Applications submitted without supporting evidence will not be accepted and will be returned to the course provider. No personal information should be sent to NEBOSH without the written consent of the candidate.**
7. The completed 'access arrangements or reasonable adjustments' form, together with all the supporting evidence, must be received by NEBOSH as early as possible but **no later than one calendar month prior to the date of the assessment** for standard date examinations or **by registration closing date** for 'on demand' Certificate examinations. Applications received later than these timescales will be accepted at NEBOSH's sole discretion.
8. Formal acknowledgement will be sent by NEBOSH to the course provider (with a copy to the candidate for individual adjustments) at least one week before the examination date where the application has been made as number 6 above.
9. Where the requested access arrangement or reasonable adjustment requires action by the course provider, full details must be given of the arrangements that will be made, together with confirmation that the course provider is able to make the adjustment if it is approved.

10. Where the access arrangement or reasonable adjustment requires action by NEBOSH, please ensure sufficient information is provided to enable NEBOSH to make a decision regarding the appropriate adjustments. The course provider is responsible for implementing all access arrangements and reasonable adjustments granted by NEBOSH.
11. An approval for access arrangement or reasonable adjustment shall apply to all written assessments at that sitting. If the candidate takes or re-takes one or more assessment units at a later sitting, then a new application will be required, together with supporting evidence
12. When the assessment is to take place at one of the standard examination sittings (eg March, June, September and December for the National General Certificate; January and July for the National Diploma), then the application should simply show the relevant month and year. For candidates sitting 'on demand' examinations, the actual date of the examination should be given, even when the application applies to the practical assessment element.
13. Failure to comply with the arrangements agreed by NEBOSH may lead to a candidate's result being withheld.
14. Guidance for candidates and course provider staff considering the need to make an application for reasonable adjustments is contained within the document '*NEBOSH Policy and Procedures on Access Arrangements, Reasonable Adjustments and Special Consideration*', which can be accessed online from the NEBOSH website, www.nebosh.org.uk.



Appendix 6: Application for Reasonable Adjustments to Assessment – Form RA2

APPLICATION FOR BI-LINGUAL DICTIONARY ADJUSTMENT FOR DIPLOMA QUALIFICATIONS - Form RA2



The National Examination Board in Occupational Safety and Health

Dominus Way Meridian Business Park Leicester LE19 1QW

telephone 0116 263 4700 fax 0116 289 6579 www.nebosh.org.uk

(by the course provider on behalf of UK/Overseas candidates - whose first language is not English)

Please complete in block capitals and black ink

SECTION A – CANDIDATE DETAILS

Student

Grid for candidate name

number Candidate name

name in full (please list multiple candidates in Section B)

Course provider name

Course provider number grid

Venue (if applicable)

Qualification title (Diploma qualifications only)

Type of assessment for which adjustment is required (tick all that apply)

Examination, Date of examination, Assignment/project, Date of assessment

Reason for reasonable adjustment/s

Candidate's first language is not English, Candidate's nationality

Reasonable adjustment/s needed

Bi-lingual (non-technical) translation dictionary Up to 25% extra time to compensate for the use of the dictionary

applicable*

Please tick where

UK candidates - we have verified and confirm that the candidate has been resident in the UK for less than two years

Overseas candidates - we have verified and confirm that the candidate's first language is not English

Policy and procedures for access arrangements, reasonable adjustments and special consideration (September 2014 – v10)

We confirm the candidate's usual working practice is to use a translation dictionary and that extra time will be required

We confirm that we are able to make the above adjustments and they are acceptable to the candidate

** Please note if all of the statements are not confirmed we are unable to grant the reasonable adjustments requested*

Declaration

NEBOSH will process this data in accordance with the principles of the UK Data Protection Act (1998)

I certify that:

- the details above and within supporting documents are, to the best of my knowledge and belief, complete and accurate
- the course provider is, where necessary, able to provide the arrangements for the requested adjustment/s and will not exceed any approved allowances
- I have read the NEBOSH '*Policy and Procedures for Access Arrangements, Reasonable Adjustments and Special Considerations*' and understand it
- I am duly authorised by the candidate named above to make this application on their behalf and to give consent to the processing of this data and by my Head of course provider to make this application.

Signed _____ Date ____ / ____ / 20____

Name _____ Position _____
please print eg Examinations Officer, Lead Tutor

Form RA2 - Notes

15. Reasonable adjustments are intended to ensure that there are no unnecessary barriers to assessment – ie that candidates with particular assessment needs can effectively demonstrate their attainment in the assessments. The nature of the adjustment will be determined according to the assessment needs of the individual candidate.
16. Reasonable adjustments must not undermine the integrity of the assessment outcome. An adjustment must neither invalidate the assessment criteria nor give or appear to give, a candidate an unfair advantage over other candidates.
17. Reasonable adjustments must be approved by NEBOSH before the particular assessment, except when a type of adjustment is specifically stated to be at the course provider's discretion.
18. Each application for reasonable adjustments must be made by the course provider using the 'application for reasonable adjustment to assessment' form overleaf and certified by an authorised member of that course provider's staff.
19. Applications should be emailed to Info@nebosh.org.uk or sent by fax to 00 44 116 282 4000.
20. All applications must be supported by appropriate evidence. **Applications submitted without supporting evidence will not be accepted and will be returned to the course provider. No personal information should be sent to NEBOSH without the written consent of the candidate.**
21. The completed 'reasonable adjustments' form, together with all the supporting evidence, must be received by NEBOSH as early as possible but **no later than one calendar month prior to the date of the assessment** for standard date examinations or **by registration closing date** for 'on demand' Certificate examinations. Applications received later than these timescales will be accepted at NEBOSH's sole discretion.
22. Formal acknowledgement will be sent by NEBOSH to the course provider (with a copy to the candidate for individual adjustments) at least one week before the examination date where the application has been made as number 6 above.
23. Where the requested adjustment requires action by the course provider, full details must be given of the arrangements that will be made, together with confirmation that the course provider is able to make the adjustment if it is approved.
24. Where the requested adjustment requires action by NEBOSH, please ensure sufficient information is provided to enable NEBOSH to make a decision regarding the appropriate adjustments. The course provider is responsible for implementing all reasonable adjustments granted by NEBOSH.
25. An approval for reasonable adjustment shall apply to all written assessments at that sitting. If the candidate takes or re-takes one or more assessment units at a later sitting, then a new application will be required, together with supporting evidence
26. When the assessment is to take place at one of the standard examination sittings (eg March, June, September and December for the National General Certificate; January and July for the National Diploma), then the application should simply show the relevant month and year. For candidates sitting 'on demand' examinations, the actual

date of the examination should be given, even when the application applies to the practical assessment element.

27. Failure to comply with the arrangements agreed by NEBOSH may lead to a candidate's result being withheld.
28. Guidance for candidates and course provider staff considering the need to make an application for reasonable adjustments is contained within the document "*NEBOSH policy and procedures on reasonable adjustments and special consideration*", which can be accessed online from the NEBOSH website, www.nebosh.org.uk. This document is based on material in the Federation of Awarding Bodies' publication "*Good practice guide: the application of reasonable adjustments and special consideration in vocational qualifications*" (2005) and the Joint Council for Qualifications' "*Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations*" (2007-2008).



Appendix 7: Application for Special Consideration – Form SC1

APPLICATION FOR SPECIAL CONSIDERATION - Form SC1

(by the course provider on behalf of a candidate)



The National Examination Board in Occupational Safety and Health

Dominus Way Meridian Business Park Leicester LE19 1QW

telephone 0116 263 4700 fax 0116 289 6579 www.nebosh.org.uk

Please complete in block capitals and black ink

Candidate name _____ Student _____ name in full, surname first

Number grid (8 boxes)

number

Course provider name _____ provider

Course

Course number grid (3 boxes)

number

Qualification title _____ eg National Diploma, NGC, IGC, Env Dip

Where this application relates to a group of candidates, please see Note 5 overleaf.

Assessment title _____ eg Paper NGC1, Unit A, practical assessment

Date of assessment

If 'local' examination, please tick this box

Summary of adverse circumstances affecting performance of candidate/s

Large text area for summary of adverse circumstances

List of supporting evidence that is attached to this form (medical certificate, invigilator's statement, etc)

List of supporting evidence (3 numbered lines)

Declaration

NEBOSH will process this data in accordance with the principles of the UK Data Protection Act (1998)

I certify that:

- the details above are, to the best of my knowledge and belief, complete and accurate
- the course provider is, where necessary, able to provide the arrangements for the requested adjustment
- the course provider will not exceed any approved allowances
- I have read the NEBOSH *“Policy and procedures for reasonable adjustments and special considerations”* and understand it
- I am duly authorised by my Head of accredited course provider to make this application.
- I am duly authorised by the candidates named above to make this application on their behalf
- I am duly authorised by the candidates named above to give consent to the processing of this data.

signed _____ date ___ / ___ / 20___

name _____ position _____
please print eg Examinations Officer, Lead Tutor

This form must be completed as soon as possible after the event to which it relates. Please refer to notes overleaf.

Form SC1 - Notes

29. Special consideration may be given by the Results Panel after a unit assessment after an assessment if a candidate believes they have been disadvantaged by temporary illness, injury, indisposition or adverse circumstances at the time of the assessment. Special consideration *may* result in a small post-assessment adjustment to the candidate's marks.
30. Special consideration applies only to scheduled, externally-assessed and/or moderated assessments. It cannot be given where the circumstances prior to the assessment (eg work commitments, domestic problems, etc) have been such that the candidate has been unable to devote sufficient time or effort to his/her studies, or where there have been difficulties with the study programme (staff shortages, industrial disputes, timetabling problems, etc). Equally, special consideration cannot be given in cases where a candidate suffers occasional periods of indisposition (eg due to hayfever, asthma, etc) without details of whether, and the extent to which, the candidate was affected at the actual time of the assessment.
31. Each application for special consideration must be made by the course provider using the NEBOSH 'application for special consideration' form overleaf and certified by an authorised member of that course provider's staff.
32. A 'special consideration' application form must be accompanied by evidence to support the application where appropriate. This may include medical evidence via the candidate, a statement by the invigilator or other appropriate information.
33. A completed 'special consideration' application is normally required for each candidate. However, where a group of candidates has been affected by the same set of circumstances, then write "GROUP" under 'Candidate name', leave the student number blank, complete the remainder of the form and attach a list of the candidates concerned (names and student numbers). A copy of the candidate list provided by NEBOSH, with absentees deleted, will often be appropriate for this purpose.
34. The completed 'special consideration' form, together with all the supporting evidence, must be received by NEBOSH as soon as possible and no later than 7 days after the particular assessment.
35. An application for special consideration received after the results have been declared will be accepted only in exceptional circumstances (eg when the application relates to circumstances that were not known, and could not have reasonably been known, at the material time).
36. A successful 'special consideration' application will result in the candidate's result being reviewed in the light of the available evidence. However, a successful application will not necessarily change the candidate's result.
37. Guidance for candidates and course provider staff considering the need to make an application for special consideration is contained within the

document *“NEBOSH policy and procedures on reasonable adjustments and special consideration”*, which can be accessed online from the NEBOSH website, www.nebosh.org.uk. This document is based on material in the Federation of Awarding Bodies’ publication *“Good practice guide: the application of reasonable adjustments and special consideration in vocational qualifications”* (2005) and the Joint Council for Qualifications’ *“Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations”* (2007-2008).