



**nebosh**

# **Access arrangements and reasonable adjustments**

Version 5 (April 2026)



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The National Examination Board in Occupational Safety and Health  
Dominus Way  
Meridian Business Park  
Leicester  
LE19 1QW

[Contact us](#)

[info@nebosh.org.uk](mailto:info@nebosh.org.uk)

Tel +44 (0)116 263 4700

[www.nebosh.org.uk](http://www.nebosh.org.uk)

## 1. NEBOSH policy

NEBOSH and its Learning Partners have a duty to ensure individual learners can access qualifications and assessments in a way most appropriate for their individual needs.

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

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

This policy applies to all NEBOSH qualifications.

This document details:

- the principles that apply when determining and meeting a learner'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.

For definitions of terms used in this document please see the *Glossary of NEBOSH Terms* document available from the [policies and procedures section](#) of the NEBOSH website.

## 2. Regulatory authorities' criteria

NEBOSH is an awarding body recognised by both the Qualifications Scotland Accreditation, and the Office of Qualifications and Examinations Regulation (Ofqual).

In addition to statutory duties, this policy is intended to meet the following relevant regulatory requirements:

Qualifications Scotland Accreditation Regulatory Principle 14:

*"The awarding body and its providers must ensure that its qualifications and their delivery and assessment are fair, inclusive and accessible to learners."*

*Qualifications Scotland Accreditation Regulatory Principles (2021)*

Ofqual Condition G6:

"G6.1 An awarding organisation must, in accordance with Equalities Law, have in place clear arrangements for making Reasonable Adjustments in relation to qualifications which it makes available.

G6.2 An awarding organisation must publish details of its arrangements for making Reasonable Adjustments, which must include details as to –

- (a) how a Learner qualifies for a Reasonable Adjustment, and
- (b) what Reasonable Adjustment will be made."

*Ofqual General Conditions of Recognition (2022)*

### 3. Definitions

#### 3.1. Access arrangements

Access arrangements are agreed **before an assessment takes place**. They allow learners with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual learner without affecting the integrity of the assessment. Access arrangements are the principal way in which NEBOSH will comply with the duty under the Equality Act (2010) to make [reasonable adjustments](#).

#### 3.2. Reasonable adjustments

Reasonable adjustments are agreed **before an assessment takes place**. The [Equality Act \(2010\)](#) requires NEBOSH to make reasonable adjustments where a learner, who is disabled, would be at a substantial disadvantage in comparison to someone who is not disabled. Section 6 of the Equality Act defines disability as a 'physical or mental impairment which has a substantial effect on someone's ability to carry out normal day-to-day activities'. NEBOSH 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. NEBOSH are not required to make adjustments to the academic or other standard being applied when conducting an examination/assessment.

**A reasonable adjustment may be unique to an individual, and what is appropriate for one individual may not be suitable for another individual.**

The application of a reasonable adjustment will depend on a number of factors that will include:

- the needs of the learner;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the adjustment's likely impact on the learner and other learners.

An adjustment will **not** be approved if it:

- involves unreasonable costs to the Learning Partner and/or NEBOSH;
- involves unreasonable timeframes; or,
- affects the security or integrity of the assessment.

This is because the adjustment is not 'reasonable'.

The Learning Partner **must** ensure that approved adjustments can be delivered to learners.

Reasonable adjustments must not give the learner an unfair advantage over other learners carrying out the same or similar assessment.

Some adjustments may not be possible for some qualifications. For example, it is not possible to adjust the assessment standards, where to do so would mean that the outcome did not provide a reliable indicator of the knowledge, skills and understanding of the learner.

Adjustments must not put in jeopardy the health and well-being of the learner or any other person.

## **4. Principles of assessment arrangements**

### **4.1. Learners are recruited with integrity**

Learning Partners must ensure that learners have the correct information and advice on their selected qualification(s) and ensure that the qualification(s) will meet their needs.

It is important that learners are entered for a qualification at the right level and that, where appropriate, the support that will need to be made available to the learner to facilitate access to the qualification(s) is identified.

### **4.2. The integrity of the qualifications must be maintained**

Assessment arrangements must be considered in the context of the assessment standards for each qualification. Assessment arrangements must not compromise these standards, or undermine the integrity of the qualification.

There are certain circumstances, where it may not be possible to provide an access arrangement or adjustment, without compromising the integrity of the assessment and the qualification. In these cases, the learner would not be permitted to carry out the assessment for the relevant unit: as a result, the learner could not be awarded a unit certificate or an overall qualification certificate for the qualification.

For example, 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 learner's visual impairment may mean that they are not able to meet these requirements. There are 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 carrying out visual identification of hazards/risks on behalf of the learner, this is not considered reasonable, because the learner carrying out the assessment is still not able to demonstrate that they 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 learners who have had to meet these criteria in order to successfully pass the unit assessment.

### **4.3. Arrangements should be tailored to meet a learner's individual needs**

Arrangements must be provided based on the individual needs of learners. As part of the overall support offered to them, learners should have an assessment plan to ensure that the correct level of support is provided for each assessment.

For example, a learner with writing difficulties might not be at a disadvantage in a multiple choice question paper, but may have difficulties in producing a practical risk assessment.

There should be documented evidence of a learner's assessment needs.

#### **4.4. Arrangements should reflect, as far as possible, the learner's normal way of working and producing work**

Assessment arrangements must reflect the normal learning or working practice of a learner.

Learners may use mechanical, electronic and other aids that are either commercially available, or available from specialist suppliers, and can feasibly be used in the Learning Partner's premises.

For example, if a learner with dyslexia normally uses a laptop computer with spellchecker in class to overcome writing difficulties, then this should be the assessment arrangement provided in the assessment.

However, there may be situations where a learner's particular way of working in the learning environment is not acceptable in an assessment. For this reason, it is very important that learners are aware of, and have practice in, working in a way that reflects what is going to be available in the particular assessment.

If a learner has never made use of the arrangement granted to them, for example, 25% extra time or supervised rest breaks, then it is not their normal way of working. The arrangement will not be awarded for assessments, provided the learner will not be placed at a substantial disadvantage. The Learning Partner would have monitored the use of the arrangement in internal tests, formative and mock assessments.

Learners should be fully involved in any decisions about assessment arrangements. This will ensure that individual needs can be met, while still applying the assessment criteria for a particular qualification.

Requests will be considered on a case-by-case basis.

Please note that extra time for 24+ hour assessments will not normally be granted as learners have the flexibility to complete the assessment at a time which suits them. However, if there are specific requirements that mean additional time is appropriate, we will look at this on a case-by-case basis. For open book-style assessments it is not necessary to request permission for a dictionary as the learner can access one without request.

#### **Access arrangements should be processed at the start of the course.**

However, in the event of a temporary injury/impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course, access arrangements should be applied for as soon as is practicable.

While NEBOSH will try to accommodate any arrangements for a late diagnosis or late manifestation, there may be occasions where otherwise reasonable adjustments cannot be made due to the limited time available.

## 5. Quality assurance by Learning Partners

### 5.1. Learning Partner's internal quality assurance system

To ensure that arrangements are made only on behalf of those learners whose assessment needs have been appropriately identified, Learning Partners must have effective internal quality assurance systems for identifying and verifying learners' assessment needs.

The quality assurance system should include processes to:

- identify a learner's assessment need;
- determine the most appropriate assessment arrangement;
- verify the learner's need for the assessment arrangement, eg verification from an employer of the use of a laptop as a normal way of working (for distance learning learners) or during class;
- authorise the request for the provision of any assessment arrangement.

At all stages, professional dialogue is essential between staff who act as advocates for the learner, and those who are responsible for quality assurance.

In some cases, other professionals, such as therapists, may be involved.

### 5.2. Identify the learner's assessment need

Wherever possible, a learner's likely difficulties in accessing assessment should be identified before they start a course. In some cases, however, the learner's difficulties may only become apparent during the learner's course of study.

Learning Partners must make justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. If it is identified that the learner may not be able to achieve all of the assessments for the selected qualification, this must be communicated clearly to the learner. A learner may still decide to proceed with the qualification and not be entered for all or some of the assessments.

Learning Partners must ensure that learners are aware of the range of options available, including the ability to apply for any access arrangements or reasonable adjustments that may be necessary, to enable the demonstration of attainment across all of the required assessments, and any restrictions on progression routes to the learners as a result of not achieving certain outcomes.

The arrangements put in place must reflect the support given to the learner during the course. The key principle is that a history of support and provision by the Learning Partner can be shown; the arrangement is not suddenly being granted to the learner at the time of their assessments.

Some learners may need a single adjustment; others may require a combination of adjustments.

The learner must have had appropriate opportunities to practise using the access arrangement(s) before their first assessment, eg a computer reader or a Scribe. This is particularly so where a computer reader, modified enlarged papers, a Scribe, speech recognition technology or a word processor will be used in assessments.

The Learning Partner is required to ensure that all learners have fair access to assessments to maximise their performance. For more information, see [Section 3.2 Reasonable adjustments](#)

### **5.3. Determining an appropriate arrangement**

The need for assessment arrangements should be part of a learner's overall support plan.

When selecting appropriate arrangements, Learning Partners should take into consideration:

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

Simple arrangements may be all that is required, such as adjusting seat height, or providing an arm rest. The same learner may not require the same adjustment for all types of assessment; for example, a learner with dyslexia may need extra time to complete a written assessment (see [Section 4.4](#) regarding 24+ hour assessments), but may not need extra time for a workplace inspection.

Some learners may require more than one arrangement, for example, a learner with a visual impairment may need adapted combined question paper and answer books and extra time to complete a written assessment. It is important that all requirements are submitted together and must be submitted on one form.

Learners should be fully involved in any decision about adjustments/adaptations. This will ensure that individual needs can be met, while still bearing in mind the specified assessment criteria for a particular qualification.

There may be some learners who require other adjustments which are not listed in this document. For example, white noise played through headphones; or a learner with a brain injury who may need access to eye gaze technology. Accordingly, the list of arrangements is not exhaustive.

As the needs and circumstances of each learner are different, Learning Partners must consider any request for an assessment arrangement on a case-by-case basis.

### **5.4. Verify the learner's need for an arrangement**

This is a key stage and Learning Partners must be able to provide documented evidence of their verification process and the personnel involved.

Verifying the learner's assessment needs is extremely important for two reasons:

- to be assured that the decision to provide, or not to provide, a particular assessment arrangement can be justified;
- to ensure that all relevant information and evidence has been gathered and considered in determining the provision of assessment arrangements for a learner.

## 5.5. Authorising assessment arrangements

NEBOSH must authorise all assessment arrangements.

Reasonable adjustments must be requested for each assessment.

[Appendix 1](#) provides further details on examples of assessment arrangements.

Learning Partners are responsible for recording all authorised arrangements. Applications for adjustments should be made on the *Application for Access Arrangements or Reasonable Adjustments to Assessment (Form AARA1)*. This form is available from the Learning Partner secure area of the NEBOSH website (Policies, Procedures and Forms > Pre examination > Reasonable Adjustments)

In all cases, the required evidence to support the learner's eligibility and need for the arrangement in the particular assessment must be retained in line with the Learning Partner's own robust data security measures.

## 5.6. Permitted arrangements

Learning Partners are required to record all arrangements implemented on the day of assessment on the Learner Register. 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.

## 5.7. Evidence to support the provision of an assessment arrangement

This section provides guidance on the types of documented evidence that should be obtained and made available to NEBOSH to support the provision of assessment arrangements.

### 5.7.1. Evidence of confirmation from learners

Processing reasonable adjustments, special considerations and extension requests will most likely require evidence concerning learners or other individuals. This evidence would be considered, in most cases, sensitive personal data. Sensitive personal data is information that is subject to more stringent conditions than other forms of personal data. This type of data requires careful handling and the subject must be clear about how this data will be processed securely.

Once a reasonable adjustment or special consideration has been processed it is advised that Learning Partners do not retain the supporting evidence. One suggestion is for the type of evidence to be logged on a database for referencing purposes, but not the actual evidence itself. It is recommended that this should be securely disposed of in whatever format it is held and in line with their own robust data security measures.

Learning Partners must also obtain consent from learners for relevant details of their disability/difficulty to be disclosed to NEBOSH. If the learner does not give consent, then NEBOSH will be unable to authorise the request. NEBOSH will not retain any evidence sent to us once the request has been processed and the evidence verified. This is referred to in our [Privacy Statement](#) (available on the NEBOSH website). NEBOSH will ensure this data is **securely disposed** of.

### 5.7.2. Evidence of the learner's disability and/or additional support needs and how this affects learning or assessment

In all cases, there should be documented evidence of the nature and extent of the learner's disability or difficulty, and how it has impacted on teaching and learning in the classroom. Evidence must be valid, sufficient and reliable. Where the Learning Partner can verify evidence of the disability or difficulty, and where the implications are clear, such as for a learner with physical difficulties, or who is registered as blind or partially sighted, further evidence is not required.

The Learning Partner must carry out the necessary and appropriate steps to gather an appropriate picture of need and demonstrate normal way of working for a learner. This includes distance learners. The Learning Partner, where required, must lead on the assessment process. The learner must be assessed by the Learning Partner's appointed Assessor. In some instances, depending on their needs, the learner may have to be assessed away from the Learning Partner, for example at home. The Learning Partner must comply with the obligation to identify the need for, request and implement access arrangements.

However, where the implications of the difficulty are not obvious, such as for learning difficulties (eg dyscalculia and dyslexia), the Learning Partner will be required to provide additional evidence of the effect of the impairment on the learner's performance in the assessment. A letter/report from professionals (eg therapists, sensory impairment specialists, medical consultant) should be provided and contain details of the learner's disability. The specialist evidence provided must be current and reflect current circumstances.

**Please note:** free, online dyslexia tests/evaluations are not solely an acceptable form of evidence. The results from these tests must be accompanied by a letter from the Learning Partner to verify the learner is in need of the access arrangement/reasonable adjustment being requested.

### 5.7.3. Evidence of the learner's need for a particular assessment arrangement

For some types of assessment arrangements, additional information/evidence of the need for the particular arrangement is required. For example, if a Scribe is being provided, this evidence might include speed, accuracy and legibility assessments by a specialist.

Where a person is appointed to facilitate an access arrangement/reasonable adjustment, eg a Scribe or a Reader, the person appointed **must not** normally be the learner's Tutor, Learning Support Assistant, or a relative, friend, or peer. Where the learner's own Tutor is used, a separate Invigilator must always be present.

## 5.8. Timescales

Applications for arrangements should be submitted as early as possible to avoid any requests being rejected.

In order for NEBOSH to guarantee that requests will be approved and implemented prior to the assessment, applications must be submitted prior to the registration closing date. Any requests submitted after this date may not be approved or implemented in time for the assessment.

Paper-based exams only:

Please note that in order for NEBOSH to guarantee that approved requests will be denoted on the Learner Register with an \*, applications must be submitted to NEBOSH no later than **5-working days** prior to the registration closing date. Applications may still be processed by NEBOSH after this deadline, up until the registration closing date, however they may not show on the Learner Register. It is therefore the Learning Partner's responsibility to ensure all Invigilators have been made aware of all approved applications in advance of the assessment date.

To apply for Braille papers, modified enlarged papers, or papers adapted for the purpose of using a recording, applications must be submitted no later than 6-weeks before the date of the assessment.

Written approval must be received from NEBOSH before implementing the arrangement.

Applications received after the deadline may not be processed in time for the learner to take the assessment with the arrangement.

## 5.9. Consideration by NEBOSH

Each application will be considered individually. NEBOSH reserves the right to accept or reject an application; to modify or add conditions applying to any proposed arrangement; or to request further information.

The response will relate primarily to the effect that the requested arrangement may have on the assessment objective being assessed.

Once all relevant details and evidence is provided, the outcome will be communicated within 2-working days.

## 5.10. Recording implementation of arrangements

Learning Partners are required to record all arrangements implemented on the day of assessment on the learner register.

## 6. Malpractice

Learning Partners must ensure that assessment arrangements are based on firm evidence of a barrier to assessment and is in line with the guidance with this document. Failure to comply with this *Access Arrangements and Reasonable Adjustments policy* (Q027) has the potential to constitute malpractice and withholding a learner's result. Examples of failure to comply include:

- putting in place access arrangements/adjustments that have not been approved by NEBOSH, where this is required;
- permitting access arrangements/adjustments for a learner which are not supported by appropriate evidence;
- failing to *consider* putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments);
- failing to put in place appropriate arrangements for learners with known and established learning difficulties/disabilities;
- exceeding the allowances agreed with NEBOSH;
- failing to maintain records of access arrangements or reasonable adjustments for audit;
- charging a fee for providing reasonable adjustments (eg charging a standard fee for arranging a reasonable adjustment);
- permitting the use of assistive speech-to-text software beyond approved transcription of a learner's own spoken words, including the use of AI-driven features that generate, edit, rephrase, or enhance written content.

Please see NEBOSH's [Policy and procedures for suspected malpractice in examinations and assessments](#) for further details.

## 7. Appeals

Please refer to our [Appeals Policy \(Q020\)](#).

## 8. Data Protection

Please refer to our [Data Protection statement](#) and [Privacy notice](#).

## 9. Document control

<b>Document reference</b>	<b>Q027</b>
<b>Business Unit</b>	<b>Deliver and Improve</b>
<b>Area</b>	<b>Operations</b>
<b>Version</b>	<b>5</b>
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<b>Contacts</b>	<b>Head (Operations and Delivery)</b>
<b>Owner</b>	<b>Head (Operations and Delivery)</b>

## Appendix 1: Access arrangements explained

This appendix describes some of the more commonly requested access arrangements. It is not a comprehensive list and Learning Partners are advised to contact NEBOSH for advice on alternative ways of accessing assessment for particular situations. Learning Partners 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.

Learning Partners should note the following:

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

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 learner may be allowed extra time during an assessment if they have 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, or cognitive processing difficulties which have a substantial and long-term adverse impact on the learner's speed of working.

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 learner's difficulty. 'Unlimited' extra time will not be allowed. It is the Learning Partner's responsibility to specify the amount of extra time required. Learning Partners must always explore and trial the option of supervised rest breaks through timed internal tests before making an application for 25% extra time.

**Please note:** extra time for 24+ hour assessments will not normally be granted as learners have the flexibility to complete the assessment at a time which suits them.

However, if there are specific requirements that mean additional time is appropriate, we will look at these on a case-by-case basis.

## 1.2 *Extra time of up to 50%*

Access arrangements are determined on an individual basis, based on the assessment evidence, the learner's demonstrated needs within the Learning Partner, and their normal way of working.

For the majority of learners with cognition and learning needs who require extra time, 25% will be sufficient. If more than this is needed, . NEBOSH will expect to see a strong justification for the arrangement, including medical evidence as to why more than 25% extra time is required. If this information is not provided it would not be appropriate to award more than this as it would provide an unfair advantage over their peers.

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

- a learner 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, if the learner has:

- a learning difficulty that results in substantially below average speed of processing (reading, comprehension, writing or cognitive processing/fluency\* as appropriate);
- a physical, sensory or multi-sensory impairment that significantly hinders their speed of access to written information.

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

**Please note:** extra time for 24+ hour assessments will not normally be granted as learners have the flexibility to complete the assessment at a time which suits them. However, if there are specific requirements that mean additional time is appropriate, we will look at these on a case-by-case basis.

\* Cognitive processing/fluency would include:

- short-term/working verbal memory
- short-term/working visual memory (short-term/working verbal and visual memory may be combined within a composite score)
- phonological awareness
- phonological memory
- phonological processing speed/rapid naming
- visual processing speed
- visual/motor processing

### 1.3 *Extra time of over 50%*

In very exceptional circumstances, a learner may request more than 50% extra time. Learning Partners should note that extra time of over 50% is likely to be counter-productive in terms of fatigue. As a result, NEBOSH would recommend timed rest breaks.

**Please note:** extra time for 24+ hour assessments will not normally be granted as learners have the flexibility to complete the assessment at a time which suits them. However, if there are specific requirements that mean additional time is appropriate, we will look at these on a case-by-case basis.

### 1.4 *Supervised rest breaks*

For open book/digital assessment and assignment-based assessment, learners are able to organise their own breaks within the assessment window. It is unusual that a reasonable adjustment will be required; however, if there is a specific requirement that means additional time is appropriate to facilitate timed rest breaks, we will look at these on a case-by-case basis. Learning Partners should work with learners prior to assessment to discuss strategies and support to ensure learners perform at their best.

Where assessment activities are timed and under invigilation, a learner may, where it is their normal way of working, be allowed supervised rest breaks during an assessment. They may be appropriate for a learner with poor concentration skills or who suffers from extreme stress. Alternatively, supervised rest breaks may be permitted for medical/psychological reasons, or where a learner has behavioural, emotional and social needs. Learning Partners should ensure that medical advice is sought in cases of serious illness and that the learner is fit to take the assessment. There will be some constraints on timing if the learner has more than one assessment 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 assessment should be paused and re-started when the learner is ready to continue.

During the supervised rest break the learner must not have access to the question paper/answer book. The purpose of a supervised rest break is for a break from the assessment and **should not** be used as 'thinking time'.

If the learner needs to leave the assessment room, an Invigilator **must** accompany the learner. The timing of these breaks depends on the nature of the learner'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 learner.

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

Applications for supervised rest breaks must be made to NEBOSH. The duration and frequency must be noted on the exam activity form on the day of the assessment.

Learning Partners must seek medical advice in cases of serious illness on whether the learner is fit to take the assessment.

### 1.5 *Change in the organisation of the assessment room*

With any form of assessment where the learner may be taking the assessment outside of a traditional assessment venue, minor changes to the organisation of the assessment room may be required for learners with autistic spectrum disorder, with visual or hearing impairment or with physical difficulties.

The Learning Partner should discuss with the individual learner what their needs are and, where possible, arrange the assessment room (or make suggestions for digital assessments) to suit the learner. For instance:

- visually impaired learners may benefit from sitting near a window so that they have good lighting;
- hearing impaired learners may benefit from being seated near the front of the room;
- learners with physical difficulties may benefit from using chairs with arm rests or adjustable heights; and
- learners 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 Learning Partner's discretion, but must not disadvantage other learners or affect the assessment criteria.

### 1.6 *Separate assessment room (for timed face-to-face closed book invigilated assessments)*

It may be necessary to accommodate learners separately if they are likely to disturb other learners – for instance by using Readers, Scribes, Interpreters, word processing equipment, or by taking supervised rest breaks away from their seat.

If the learner is likely to be disturbed by the presence of others, we also recommend a separate assessment room.

This adjustment may form a condition of other adjustments, as well as being an adjustment in its own right.

Learning Partners should ensure that, where a learner is accommodated separately for assessments taken under examination conditions, usual examination conditions apply and separate invigilation is arranged.

Where learners have been accommodated in a separate room, this must be notified to NEBOSH ahead of the day of the assessment. If NEBOSH have mandated that a separate room is required, no further notification is required.

In a case where a reasonable adjustment has been agreed and a learner is sitting in a separate room, the question papers should be opened in front of the largest group of learners. The reasonable adjustment learner can then have the full agreed time starting from receipt of the question paper and relevant instructions.

### 1.7 *Taking the assessment at an alternative venue (for timed face-to-face closed book invigilated assessments)*

In certain circumstances, the learner may be permitted to take an assessment at an alternative venue, for example at home or in hospital, such as a learner who either has emotional and behavioural difficulties, a medical condition or a psychological condition that prevents them from taking the assessment with the Learning Partner. An Invigilator must be present under these circumstances.

Alternative accommodation must only be requested where a learner 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 assessment(s).

The Learning Partner should ensure that the learner 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 learner's work should be followed in accordance with NEBOSH's *Instructions for Conducting Examinations*, which can be found on the NEBOSH website.

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

It may be necessary to delay the assessment by up to one hour after the published starting time in order to reach the venue.

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

Question papers must not be opened on a date before the scheduled date of the assessment.

The script(s) should be despatched with the Learning Partner'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 learners with a 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; amplification equipment; fidget toys/stress balls; non-electronic ear defenders/ear plugs; or squared paper for visual spatial difficulties.

The Learning Partner should ensure that the learner has had sufficient practice in the use of any aid and that any electronic aid is in good working order.

For assessments taken under invigilated examination conditions, and where the aids are likely to disturb other learners, the learner should be accommodated separately with a separate Invigilator. The Invigilator should be fully informed of the learner's requirements.

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

For digital assessments the learner will need to have the software on their own device.

## 2.1 *Use of assistive technology*

- Blind and visually impaired learners, or those with learning difficulties, may benefit from the use of software that reads material to them, or typing their answers instead of writing them.
- Learners with physical difficulties may benefit from the use of speech recognition software to record their responses. Approved assistive speech-to-text software may be used by learners with specific, evidenced conditions as part of a Reasonable Adjustment. Use must be strictly limited to the accurate transcription of the learner's own spoken words. The use of any AI-driven functionality that generates, edits, rephrases, restructures, or enhances written content is not permitted.
- Grammar and spell-checking tools (for example, Grammarly) may be permitted where supported by appropriate evidence and approval. These tools must be used only to identify basic spelling or grammatical errors and must not be used to suggest, rewrite, improve, or enhance content.
- Over-use or inappropriate use of assistive technology or grammar-checking tools may result in the assessment being flagged for AI-generated material and may constitute malpractice.

The learner should be familiar with how the assistive technology works. Learning Partners should ensure that the use of assistive technology will not invalidate the assessment requirements, or give the learner an unfair advantage. Due to the rapid development of such technology, Learning Partners should seek advice from NEBOSH before proposing the use of assistive technology.

For digital assessments, learners will need to have the software on their own device. Learners must use only the approved functionality of the software and must be familiar with its correct use prior to the assessment.

## 2.2 *Use of bilingual dictionaries or bilingual translation dictionaries (for timed face-to-face invigilated assessments)*

For face-to-face invigilated assessments, standard bilingual translation dictionaries may only be used in assessments in the UK by learners whose first language is not in the language of the assessment. For example, if the learner's first language is Arabic and the assessment is in English, then they may have an English to Arabic and, if needed, an Arabic to English dictionary.

Dictionaries must be a hard copy paper bilingual translation dictionary. The use of bilingual translation dictionaries should be the learner's normal way of working.

The bilingual translation dictionary must not:

- contain/display pictures or notes;
- provide an explanation or clarification of words and phrases.

As an example, an Arabic to English bilingual dictionary must simply be the word in Arabic and the equivalent word in English. Monolingual dictionaries that define words and phrases, translators' wordlists or glossaries are not to be used.

Bilingual dictionaries to be used in the assessment **must** be held by the Learning Partner 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 learner.

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

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

- first that the learner 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 learner's usual way of working with the dictionary.

Learning Partners should always consider whether 10% extra time would be more appropriate, particularly where a learner is using an electronic bilingual dictionary.

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

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

For assessments taking place overseas which are being sat in a language other than English, if the language of the assessment is not the learner's first language, the rules regarding the use of bilingual dictionaries are determined whether the learner has been resident in the country of the language concerned for less than two-years at the time of the assessment.

Applications must be made to NEBOSH.

### 2.3 *Use of bilingual dictionaries or bilingual translation dictionaries (for proctored/invigilated online/digital assessments)*

For proctored/invigilated online/digital assessments, standard bilingual translation dictionaries may only be used in assessments in the UK by learners whose first language is not in the language of the assessment. For example, if the learner's first language is Arabic and the assessment is in English, then they may have an English to Arabic and, if needed, an Arabic to English dictionary.

Dictionaries must be a hard copy paper bilingual translation dictionary. The use of bilingual translation dictionaries should be the learner's normal way of working.

The bilingual translation dictionary must not:

- contain/display pictures or notes;
- provide an explanation or clarification of words and phrases.

As an example, an Arabic to English bilingual dictionary must simply be the word in Arabic and the equivalent word in English. Monolingual dictionaries that define words and phrases, translators' wordlists or glossaries are not to be used.

Bilingual dictionaries to be used in the assessment **must not** have notes enclosed, all proctored/invigilated online/digital assessments are recorded to monitor the use of additional materials. The regulations for the use of dictionaries must be adhered to: failure to do so can lead to the disqualification of the learner.

Learners who are permitted to use dictionaries for proctored/invigilated online/digital assessments will be allocated a maximum of 25% extra assessment time.

Learning Partners must determine the needs of the individual learner. Not all learners will need to use a dictionary.

For assessments taking place overseas which are being sat in a language other than English, if the language of the assessment is not the learner's first language, the rules regarding the use of bilingual dictionaries are determined whether the learner has been resident in the country of the language concerned for less than two-years at the time of the assessment.

Applications must be made to NEBOSH.

### 2.4 *Use of bilingual dictionaries or bilingual translation dictionaries (for unproctored/uninvigilated online/digital assessments)*

Permission is not required for these types of assessment and no additional time will be permitted for the use of dictionaries.

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

Modified assessment material is individually prepared for learners for whom other access arrangements are unsuitable.

For the adjustment to be effective, the learner should have had appropriate opportunities to practise using example modified papers, provided by Learning Partners, before their first assessment. NEBOSH may need time to create an example if one is not available for the modification requested.

Where a learner requires question papers in an alternative format the Learning Partner **must** discuss their particular requirements **at the earliest opportunity** with NEBOSH, ideally at the start of the course. The Head of Learning Partner must demonstrate to NEBOSH that all appropriate access arrangements such as a computer reader, an examination reading pen, a magnifier and a Reader, alongside the standard modified enlarged paper formats, have been considered and totally exhausted.

### 3.1 *Assessment material in enlarged format*

Learning Partners may apply for NEBOSH-set assessment material to be enlarged to a format suitable for learners 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.

Learning Partners must ensure that learners are familiar with the format of modified enlarged papers. Additional time will be needed to produce enlarged assessment material and Learning Partners must apply for enlarged assessment materials by the deadlines set by NEBOSH.

In some instances, eg in the case of practical submissions and associated guidance, the Learning Partner may make enlargements to the assessment material without authorisation from NEBOSH. However, the learner may be penalised for any errors in their work that occur as a result of incorrect or incomplete enlargement of the material.

It is the Learning Partner's responsibility to provide course material, resource, reference materials, formative or mock assessments in a suitable format for the learner.

NEBOSH use the UKAAF publication [General and Vocational Examinations for Candidates with Visual Impairment: Best Practice Guidance for Modifiers and Producers](https://www.ukaaf.org/standards/) as a source of reference when producing Braille and modified enlarged papers. Information can be found on the UKAAF website: <https://www.ukaaf.org/standards/>

### 3.2 *Assessment material in Braille*

Learning Partners may apply for NEBOSH-set assessment material to be presented in Braille for blind or visually impaired learners. 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 *General and Vocational Examinations for Candidates with Visual Impairment: Best Practice Guidance for Modifiers and Producers*. Information can be found on the UKAAF website: <https://www.ukaaf.org/standards/>

The Learning Partner should meet NEBOSH deadlines for applying for assessment material in Braille.

Learning Partners must ensure that learners are familiar with Braille papers, and be aware that Braille is not always an appropriate adjustment for the learner: not all registered blind people are fluent in Braille.

It is the Learning Partner's responsibility to provide course material, resource, reference materials, formative or mock assessments in a suitable format for the learner.

### 3.3 *Language modified assessment material*

The language or wording in NEBOSH-set written assessment materials may be modified by NEBOSH for those learners 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 are languages in their own right, with their own grammar, syntax and vocabulary, and written assessment material will have to be modified to use language structures with which deaf learners are familiar.

The Learning Partner must meet NEBOSH deadlines for requesting language modified assessment material.

It will be a direct translation, 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 learner is identified as requiring a [Communication Professional](#), a modified language paper should be requested by the respective deadline.

Where a learner is identified as requiring a [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 a 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 Learning Partner 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 recording of externally set assessment material instead of (or in addition to) the assessment material in written English.

The Learning Partner should meet the NEBOSH deadlines for requesting assessment material in BSL or ISL.

The Learning Partner should ensure that the recording is subject to the same security conditions as other assessment material.

The Learning Partner should provide playback equipment that is suitable and sufficient and in good working order.

### 3.5 *Assessment material on coloured paper*

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

The Learning Partner should meet NEBOSH deadlines for requesting assessment material on paper of a specific colour.

In some instances, eg in the case of practical submissions and associated guidance, the Learning Partner may photocopy the assessment material on to coloured paper without authorisation from NEBOSH. However, the learner may be penalised for any errors in their work that occur as a result of incorrect copying of the material.

It is the Learning Partner's responsibility to provide course material, resource, reference materials, formative or mock assessments in a suitable format for the learner.

**Please note:** for digital assessments learners are able to change the appearance of their own screens within the assessment platform (this includes the size of text and the text/background colours).

#### 4. Section D: Alternative ways of presenting responses

Learners 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 learner'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 learner's work for clarification.

##### 4.1 *Use of IT to present responses (for timed face-to-face invigilated assessments)*

The use of IT 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 learners with additional support needs, computers can provide an effective means of independent communication.

For timed face-to-face invigilated assessments, a computer should be used only if it is appropriate to the learner's needs, if the learner is confident in its use and can use it effectively, and if it reflects their normal way of working. This also extends to the use of electronic Braille, iPads and PC tablets. The learner should be consulted before a decision is taken whether the use of IT is an appropriate adjustment. Where it is apparent that assessment objectives cannot be met fully if a computer is used, the Learning Partner 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 learner fairly. The use of the computer should not create a misleading impression of the learner's attainment or confer an unfair advantage over other learners.

The Learning Partner needs to disable facilities such as spellcheckers, electronic dictionaries, thesaurus, calculators, predictive software, unless these have been agreed in advance with NEBOSH.

The computer must be working correctly at the time of an assessment. It is the Learning Partner's responsibility to arrange IT provision for the learner.

Learning Partners should ensure that workstations are adapted for the need of the learner, 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 learner and not by someone acting on the learner's behalf (unless NEBOSH has considered a Scribe to be appropriate).

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

Learners 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 learner's work must be saved frequently, preferably by using an auto-save facility and contingency arrangements should be in place to deal with any technical problems.

The learner should be present when their work is printed to check that all pages have printed properly.

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

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

Each answer must appear on a separate sheet where required and must be clearly numbered.

Electronic copies of the work should be destroyed by the Learning Partner once the assessment pack has safely arrived with NEBOSH. Electronic copies should not be submitted to NEBOSH.

#### 4.2 *Responses on recording devices*

Learners may be permitted to record their responses to questions on a recording device.

Where the learner's responses are recorded, the Learning Partner should provide a transcript of the learner's responses.

It will be the Learning Partner's responsibility to ensure that the transcript is an accurate reflection of the learner's responses. Both the transcript and the electronic recording file should be submitted for assessment.

The Learning Partner 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 learners*

Where learners 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 learner's writing is illegible, the Learning Partner can arrange for a transcript to be made of the learner'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, learners 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:

- learners can sign full responses in BSL or ISL to a time-stamped recording. Where learners are required to show knowledge of an English term in their response, this must be finger-spelled;
- learners can sign their responses and the Learning Partner 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 finger-spell the answers. The Learning Partner should ensure that the transcript is an accurate reflection of the learner's responses.

Where the learner will sign the responses to a camera, the Learning Partner 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, learners may be permitted to present their responses in Braille.

In these cases, a transcript of the learner's responses should be provided by the Learning Partner. It will be the Learning Partner's responsibility to ensure that the transcript is an accurate reflection of the learner's responses. The Learning Partner should select a Transcriber with the required level of skill in Braille and fully brief them 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 learner.

A Reader is **not** a Scribe, a Practical Assistant, a Prompter or a Communication Professional. The same person may act as a Reader, a Scribe, a Practical Assistant, a Prompter and/or a Communication Professional 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 learner has a significant impairment such as a visual impairment or learning difficulties.

A Reader will **not** be allowed if a learner's literacy difficulties are primarily caused by English, BSL Irish, ISL, or Welsh not being their 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 learner'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, Learning Partners are permitted to open question papers up to one-hour before the published starting time for the assessment. This is only and specifically to allow the Learning Partner 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.

For timed face-to-face invigilated assessments, it is the Learning Partner's responsibility to ensure that the computer used does **not** contain any software that the learner can access and that might assist them with the assessment. **Failure to do so may constitute malpractice.**

The Learning Partner should, in consultation with the learner, decide whether the use of a Reader is an effective arrangement. Alternatives may include accessing the assessment material in Braille or through sign language.

The Learning Partner is responsible for making the necessary arrangements for the provision of a Reader.

The Reader should not normally be the learner's own Tutor or Assessor, but there may be circumstances in which it is necessary to use the learner's own Tutor or Assessor in that capacity; in such cases, NEBOSH must be specifically consulted. For timed face-to-face invigilated assessments under no circumstances may a relative, friend or peer of the learner be used as a Reader.

The Learning Partner should select the Reader on the basis of their ability to work effectively with the learner. 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 learner 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 Learning Partner should ensure that the learner and Reader are clear about the limitations of the Reader's role in the assessment situation.

The learner using a Reader should be accommodated separately so as not to disturb other learners. 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.

The Learning Partner should give the Reader clear instructions regarding what they are required to do, as well as what they are not allowed to do during the assessment. These instructions should also be given to the Invigilator.

For learners permitted to use a Reader and a Scribe, the same person may act as both.

Learning Partners whose learners do not meet the criteria for a Reader may wish to consider alternative access arrangements such as extra time of up to 25% for timed face-to-face invigilated assessments. Reading aloud sometimes helps learners to spot their own mistakes and improves their comprehension of written text. A question paper with enlarged font may help some learners. Alternatively, a question paper with the carrier language made more accessible may be of benefit. Where a learner requires 25% extra time without the use of a Reader, a separate application for 25% extra time is required. The learner **must** meet the published criteria for 25% extra time.

For non-invigilated/proctored assessments, a learner's request for additional time, Reader and/or Scribe will be reviewed on a case-by-basis.

The provision of a Reader should reflect the learner's normal way of working within the Learning Partner except in cases where a temporary injury gives rise to the need for a Reader.

Before the assessment the Reader and learner 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 learner;
- **must** abide by the regulations since failure to do so could lead to the disqualification of the learner;
- **must not** advise the learner 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 learner to retrieve information found in diagrams, graphs and tables so that they have access to the same visual information as a sighted learner. The learner **must** make it clear what help they require. The Reader **must not** give factual information or offer any suggestions, other than that information that would be available on the paper for sighted learners. 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);
- may read back, when requested what the learner has written;
- may, if requested, give the spelling of a word that appears on the paper, but otherwise spellings **must not** be given.

Learners with an Autistic Spectrum Condition, a hearing impairment and/or 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 learner's speed of working.

Where a learner has a significant visual impairment and cannot access a Braille or modified enlarged paper, and cannot independently decode symbols and unit abbreviations; the Learning Partner must set out a compelling rationale as to why the learner needs symbols and unit abbreviations decoded for them by a Reader.

## 5.2 *Reading aloud*

A learner may work more effectively if they can hear themselves read.

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

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

For timed face-to-face invigilated assessments, a Learning Partner with a learner who reads aloud to themselves must be accommodated separately with an Invigilator. The Invigilator may not correct the reading of the learner.

This arrangement would also include the use of an examination reading pen. For timed face-to-face invigilated assessments 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 learners who wish to work independently and who do not qualify for a Reader. The use of an examination reading pen might also benefit those learners who only require occasional words or phrases to be read to them.

## 5.3 *Scribe/voice input system*

A Scribe is a responsible adult who, in an assessment, writes down or word processes accurately a learner's dictated answers to the questions. A Scribe cannot help the learner answer the assessment questions.

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 if 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 learner's impairment has a significant effect, eg visual impairment, learning difficulties, autistic spectrum disorder, permanent physical disability/medical condition or a recent injury.

A Scribe will not be allowed if a learner's literacy difficulties are primarily caused by the language of the assessment not being their first language.

The Learning Partner should, in consultation with the learner, decide whether the use of a Scribe is an appropriate arrangement for the learner. As the effective use of a Scribe requires high level communication skills from the learner, Learning Partners are advised to consider whether an alternative, such as the use of a computer, would be more appropriate.

The Learning Partner is responsible for making the necessary arrangements for the provision of a Scribe. For timed face-to-face invigilated assessments, where a learner requires 25% extra time without the use of a Scribe, a separate application for 25% extra time is required. The learner must meet the published criteria for 25% extra time.

A Scribe should not normally be the learner's own Tutor or Assessor, but there may be circumstances in which it is necessary to use the learner's own Tutor or Assessor in that capacity; in such cases, NEBOSH must be specifically consulted. For timed face-to-face invigilated assessments under no circumstances may a relative, friend or peer of the learner be used as a Scribe.

The Learning Partner should select the Scribe based on their ability to work effectively with the learner. The Scribe should be able to produce an accurate record of the learner'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 learner 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 Learning Partner should ensure that the learner and Scribe are clear about the limitations of the Scribe's role in the assessment situation.

For timed face-to-face invigilated assessments, the learner using a Scribe should be accommodated separately so as not to disturb other learners.

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 Learning Partner should give the Scribe clear instructions regarding what they are required to do as well as what they are not allowed to do during the assessment. These instructions should also be given to the Invigilator.

For learners permitted to use a Reader and a Scribe, the same person may act as both.

The provision of a Scribe should reflect the learner's normal way of working within the Learning Partner, except in cases where a temporary injury gives rise to the need for a Scribe.

A learner 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 learner dictates into a word processor. Software (a screen reader) may be used to read back and correct the learner's dictated answers;
- computer software that produces hard copy with predictive text/spelling and grammar check facility enabled when the learner 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 learner has said;
- may use discretion regarding spelling and punctuation;
- **must** draw or add to maps, diagrams and graphs strictly in accordance with the learner's instructions;
- **must** abide by the regulations since failure to do so could lead to the disqualification of the learner;
- **must** write or type a correction on a typescript or Braille sheet if requested to do so by the learner;
- **must** immediately refer any problems in communication during the assessment to the Invigilator or Examinations Officer;
- must **not** give factual help to the learner or indicate when the answer is complete;
- must **not** advise the learner 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 learner's request, read back what has been recorded.

In all cases a completed *Scribe Cover Sheet* (Q027d) must be attached to the relevant work. This cover sheet is available from the Learning Partner secure area of the NEBOSH website (Policies, Procedures and Forms > Pre examination > Reasonable Adjustments).

#### **5.4 Communication Professional (for learners using Sign Language)**

A Learning Partner is allowed to provide a Communication Professional to a learner whose normal way of working is to use Sign Language.

##### **5.4.1 The role of the Communication Professional**

The role of a Communication Professional is to present the questions in a different language without:

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

A Communication Professional will work 'live' in the presence of the learner during the assessment to allow for the learner's regional variations in BSL/ISL signs.

Consequently, this cannot be checked by NEBOSH for accuracy. **Great care must be taken not to disadvantage or advantage the learner.**

#### 5.4.2 *The rules – the use of a Communication Professional*

The Communication Professional must be proficient in the use of the learner's sign language, being qualified to a minimum of BSL/ISL at SCQF Level 6 (for comparison of levels please see [Qualifications Can Cross Boundaries](#)) (ideally at Level 10). The Communication Professional must be at an appropriate level for the assessment. It is advisable that the Communication Professional should also be a qualified Language Modifier. The Communication Professional must be familiar to the learner and must always work at the learner's pace. The Learning Partner must hold on file evidence that the Communication Professional is suitably qualified.

The Communication Professional must be familiar with the subject being assessed and the learner's normal way of working. This will ensure that the meaning of the question is not changed, and that technical and subject specific terms are recognised and finger spelt. Technical and subject specific terms must **not** be signed.

**A Communication Professional is not a Reader.** However, the same person may act as a Communication Professional and a Reader. Permission must have been given for the use of a Communication Professional and a Reader. The regulations for the use of each arrangement must be strictly adhered to.

The Communication Professional can sign the instructions and questions to learners.

The Communication Professional may use repetition if requested to do so by the learner. An alternative signing of the original text may be provided.

**However, under no circumstances may an explanation of the question or clarification of the original text be given.** These actions would be deemed as giving the learner an unfair advantage **and may constitute malpractice.**

Learners may only sign their answers in question papers or in non-examination assessment where it is possible to finger spell the answers, or where the answers involve single words.

#### 5.4.3 *Factors to consider when using a Communication Professional*

For timed face-to-face invigilated assessments, due to the additional repetition which may be required, 25% extra time may also be needed in light of the learner's persistent and significant difficulties.

Where available, modified language papers must always be ordered for learners who will be using a Communication Professional.

For timed face-to-face invigilated assessments, the question paper packet may be opened one hour before the published starting time for the assessment. A copy of the question paper should be provided to the Communication Professional to allow them to prepare for the assessment. The content of the paper must not be discussed with or shown to any other person during this time as this would constitute malpractice.

Learners requiring the use of a Communication Professional may need to be accommodated in another room in which case a separate Invigilator **will** be required.

## 5.5 *Prompter*

A Prompter may be permitted where a learner 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 learner to keep revising a question rather than moving on to other questions.

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

The Learning Partner should, in consultation with the learner, decide whether the use of a Prompter is an appropriate arrangement for the learner. Where the problem is one of concentration, consideration should be given to allowing supervised rest breaks for timed face-to-face invigilated assessments, rather than a Prompter.

The Learning Partner is responsible for making the necessary arrangements for the provision of a Prompter.

A Prompter should not normally be the learner's own Tutor or Assessor, but there may be circumstances in which it is necessary to use the learner's own Tutor or Assessor in that capacity; in such cases NEBOSH must be specifically consulted. For timed face-to-face invigilated assessments on no account may a relative, friend or peer of the learner be used as a Prompter.

The Learning Partner should ensure that the learner and the Prompter have had experience of working together. Prompters should be sufficiently familiar with the learner to recognise when their attention is no longer on the assessment task and that they are not, for example, looking away from the paper while thinking.

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

The Prompter should sit near enough to be able to observe the learner and draw their attention back to the task. This should, however, be organised as unobtrusively as possible. The learner's attention may be drawn back using a method agreed with the learner ahead of the assessment (eg a light tap on the desk).

It should be noted that some learners with emotional and behavioural sensitivity/vulnerability and/or mental health conditions (eg ADD, ADHD) may not be comfortable with a 'light tap' prompt. A form of verbal prompting may be considered for these learners.

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

The Learning Partner should ensure that the learner and Prompter are clear about the limitations of the Prompter's role during the assessment.

The Learning Partner should give the Prompter clear instructions regarding what they are required to do and what they are 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 learner's attention.

During the assessment, a Prompter:

- should draw the learner's attention back to the task in hand by a method of prompting agreed with the learner in advance;
- should not give factual help to the learner or offer any suggestions;
- should not advise the learner 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 assessment but should remain vigilant;
- should refer any problems during the assessment to the Invigilator.

## 5.6 *Language Modifier*

A Language Modifier will not be allowed if the learner's literacy difficulties are caused by their first language being a language other than that of the assessment being taken.

An application for an Language Modifier must only be made once all other relevant access arrangements have been considered and exhausted. For example, extra time (for timed face-to-face invigilated assessments) and the use of a computer reader are inappropriate to the needs of the learner in light of their substantial impairment when accessing and processing information. The extensive modification of language must reflect the learner's normal way of working.

A Language Modifier will be allowed only if a learner'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 84 in relation to reading comprehension is required.

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

A Language Modifier is a responsible adult who may clarify the original text used in the question paper when requested to do so by a learner. The Language Modifier 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 learner then the demands of the question will have been compromised and may constitute malpractice.

A Language Modifier may also act as a Reader. A separate application for a Reader is not required.

The provision of a Language Modifier should reflect the learner's normal way of working and should be appropriate to the needs of the learner.

#### 5.6.1 *A Language Modifier must have:*

- knowledge of the subject being examined in order to recognise subject-specific vocabulary and technical terms;
- a good working knowledge of English Language grammatical structures;
- an understanding of the impact of command words and an Examiner's expectations of a learner's answer.

#### **A fully qualified teacher of the deaf may act as a Language Modifier without the need to successfully complete accredited training.**

A Language Modifier should have at least a basic knowledge of the subject being examined to ensure that any explanation they give does not alter the meaning of the question. A Language Modifier must be able to recognise terms specific to the subject and must have an appropriate standard of the language of the assessment.

The learner should be familiar with working with the Language Modifier. Where this is not the case, the learner must have the opportunity meet and practice with the Language Modifier before the assessment. The learner must be comfortable with the method of communication.

A timed face-to-face invigilated assessment for learners using a Language Modifier should take place in a separate room. A separate Invigilator will be required.

Where possible, a separate Language Modifier should be available for each learner. Two learners may share a Language Modifier if the needs of each learner are minimal.

Modified language papers should always be requested for learners who use a Language Modifier. These papers are usually produced by approved language specialists. They may reduce or even completely remove the need for a Language Modifier.

Digital assessment papers will not be provided before the assessment start time, but for a timed face-to-face invigilated assessment the paper may be opened up to one hour before the scheduled starting time of the assessment to allow the Language Modifier to identify and highlight technical or subject-specific terms and command words. Further copies of the paper should be made to assist the Language Modifier. 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 Language Modifier is to respond solely to a request from the learner. They must not modify the language of the paper prior to the start of the assessment in anticipation of a request from the learner.

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

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

The Language Modifier'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 Language Modifier working in the same room.

The Language Modifier's copy of the question paper **must** be retained by the Learning Partner until the closing date for enquiries about results for the assessment has passed.

During the assessment, a Language Modifier:

- must rephrase or explain the original text of a question paper when specifically asked to do so by a learner;
- must **not** rephrase or explain technical or subject-specific terms as this could advantage or disadvantage the learner;
- must **not** change source material that is testing the ability of the learner 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 (if command words form part of the assessment), such as 'describe' and 'explain', as their explanation may change the nature of the question and disadvantage the learner. 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 finger-spelling or Sign Supported English (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 *Scribe Cover Sheet* (Q027d) notes of any re-phrasing or explaining. Where no rephrasing or explaining took place this must also be noted on the *Scribe Cover Sheet* (Q027d);
- **must** underline any words or phrases on the question paper that were re-phrased or explained for the learner. If the question paper is separate from the answer book, it must be attached to the learner's answer book;
- **must** ensure that a note of the communication method used, eg spoken, written, the use of BSL is made on the *Scribe Cover Sheet* (Q027d);
- may go through the instructions/rubric and read the questions to the learner. Where permitted, reading to learners is part of the role of a Language Modifier.

### 5.7 **Practical Assistant**

A Practical Assistant is a person who, during an assessment, carries out practical tasks, as specifically approved by NEBOSH, at the instruction of the learner. This is permitted for learners 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, or opening the door of a storage cabinet in a practical assessment.

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

The Learning Partner should, in consultation with the learner, decide whether the use of a Practical Assistant is an appropriate arrangement for the learner. A Practical Assistant will not normally be allowed where the practical task required is the focus of the assessment.

The Learning Partner 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 learner's own Tutor or Assessor. There may be circumstances in which it is necessary to use the learner's own Tutor or Assessor in that capacity; in such cases, NEBOSH must be specifically consulted. For timed face-to-face invigilated assessments on no account may a relative, friend or peer of the learner be used as a Practical Assistant.

A Practical Assistant should be a person who is able to ensure that the safety of the learner and carry out their instructions accurately. A learner using a Practical Assistant should have had practice using this arrangement during their training programme.

The Learning Partner should give clear instructions to the Practical Assistant on what they are required to do, and what they are 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 learner 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.

Learners who are using a Practical Assistant may, depending on the nature of assistance, need to be accommodated separately from other learners. 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 are part of NEBOSH procedures and requirements, but may also be used by Learning Partners 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 learner'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 learner;
- **must** ensure the safety of the learner and those around them;
- must **not** give factual help to the learner or indicate when the task is complete;
- may ask the learner to repeat instructions where these are not clear.

## 5.8 Transcription with correction IT

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

- a temporary injury at the time of an assessment;
- the learner is not competent in dictating to a Scribe;
- the use of a word processor is not appropriate.

A transcript may be permitted by the Learning Partner where:

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

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

This arrangement may be used by learners 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 learner'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 learner'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 learner's response.

The Learning Partner should, in consultation with the learner, decide whether the use of a transcript will be an effective arrangement for the learner.

The Learning Partner will normally be responsible for making the necessary arrangements for the provision of a Transcriber.

The Learning Partner should give the Transcriber clear instructions regarding what they are required to do.

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

The transcript should be securely attached to the back of the learner's work and be included with the other work from the Learning Partner 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 Learning Partner 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 learner is likely to use.

Following the assessment, the Transcriber:

- should produce a transcript of the learner'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 produce the transcript immediately after the assessment under secure conditions;
- should **not** involve the learner 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 learner's script. On no account should the learner's original script be marked or annotated in any way;
- should produce a word-for-word transcription (ie an exact copy of what the learner 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 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 learner's own work.

### 5.9 *Transcription without correction*

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

Transcribers must ensure that:

- any errors of spelling and punctuation are not corrected. The transcript must be an exact copy of the learner's original script;
- any diagrammatical material is not transcribed. Assessment of such material will be based on the learner's own work;
- the Transcriber is familiar with the learner's handwriting, but does not have any personal interest in the success of the learner and is not a relative or a teacher;
- the learner 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 learner'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.

## Appendix 2: 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:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/570382/Equality\\_Act\\_2010-disability\\_definition.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/570382/Equality_Act_2010-disability_definition.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 sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions;
- physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

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

- minor problems with writing or spelling;
- inability to read very small or indistinct print without the aid of a magnifying glass;
- inability to converse orally in a language which is not the speaker’s native spoken language.

### Appendix 3: Summary of commonly requested access arrangements showing where an application to NEBOSH is required

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

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

\* if a digital assessment is taking place at a venue organised by the Learning Partner, then these adjustments are at their discretion.

Type of adjustment	Practical assessments (eg NG2, IG2, FSC2, EMC2)	Assignments/ projects (eg DNI, I/NDEM2)	Face-to-face invigilated assessments	Digital assessments (un-proctored)	Digital proctored assessments (eg EAW, PSM)
<a href="#">Extra time of up to 25%</a>	[x]	[x]	N	N	N
<a href="#">Extra time of up to 50%</a>	[x]	[x]	N	N	N
<a href="#">Extra time of over 50%</a>	[x]	[x]	N	N	N
<a href="#">Supervised and timed rest breaks</a>	[x]	[x]	N	[x]	[x]
<a href="#">Change in the organisation of assessment room</a>	[x]	[x]	LP	LP*, if applicable	LP*, if applicable
<a href="#">Separate accommodation within the venue (sitting the assessment outside of the main room, eg a room for a smaller group of learners)</a>	[x]	[x]	N	LP*, if applicable	LP, if applicable
<a href="#">Taking the assessment at an alternative venue</a>	[x]	[x]	N	LP*, if applicable	LP, if applicable
<a href="#">Use of coloured overlays, low vision aids, etc</a>	LP	LP	N	N	N
Fidget toys and stress balls	[x]	[x]	N	[x]	N
Non-electronic ear defenders/ear plugs	[x]	[x]	N	[x]	N
Squared paper for visual spatial difficulties	[x]	[x]	N	LP	N, If applicable
<a href="#">Use of assistive software</a>	LP	LP	N	N	N
<a href="#">Use of dictionaries and bilingual dictionaries</a>	[x]	[x]	N	[x]	N
<a href="#">Assessment material in enlarged format</a>	LP	LP	N	[x]	[x]
<a href="#">Assessment material in Braille</a>	N	N	N	[x]	[x]
<a href="#">Language modified assessment material</a>	N	N	N	N	N

Type of adjustment	Practical assessments (eg NG2, IG2, FSC2, EMC2)	Assignments/ projects (eg DNI, I/NDEM2)	Face-to-face invigilated assessments	Digital assessments (un-proctored)	Digital proctored assessments (eg EAW, PSM)
<a href="#">Assessment material in BSL/ISL</a>	N	N	N	N	N
<a href="#">Assessment material on coloured paper</a>	LP	LP	N	N	N
Assessment material in audio format	N	N	N	N	N
Use of IT	[x]	[x]	N	[x]	[x]
<a href="#">Audio-recorded responses by the learner</a>	N	N	N	N	N
<a href="#">Responses in BSL/ISL</a>	N	N	N	N	N
<a href="#">Responses in Braille</a>	N	N	N	N	N
<a href="#">Reader/Computer reader</a>	LP	LP	N	N	N
<a href="#">Read out loud</a>	[x]	[x]	LP	LP*, if applicable	LP*, if applicable
<a href="#">Scribe</a>	LP	LP	N	N	N
<a href="#">Communication Professional: BSL/English Interpreter</a>	LP	LP	N	N	N
<a href="#">Prompter</a>	LP	LP	N	N	N
<a href="#">Language Modifier</a>	LP	LP	N	N	N
<a href="#">Practical Assistant</a>	[x]	[x]	N	[x]	N
<a href="#">Transcriber (transcription with correction IT)</a>	LP	LP	N	N	N
<a href="#">Transcriber (transcription without correction)</a>	LP	LP	N	N	N

#### 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.

N = contact NEBOSH for approval

LP = Learning Partners can allow adjustment without referring to NEBOSH (records must be kept)

[x] = permission not needed (record not necessary)