



REASONABLE ADJUSTMENTS PROCEDURE

The Process for Making Reasonable Adjustments

There are two routes through which a Learner may be granted adjustments to an assessment. These are:

- Use reasonable adjustments permitted at the discretion of TSYP – see Permissions Table in Appendix 1.
- Contact TSYP for support and advice where the reasonable adjustment does not appear in the permissions table.

TSYP will keep records of adjustments the Learner has been permitted and when the Learner has requested support from TSYP. These records should be kept for 3 years following the assessment to which the Learner applies for audit purposes and to monitor the effectiveness of the reasonable adjustments that have been made.

Applying for Reasonable Adjustments

Applications for Reasonable Adjustments will include the following

- Learner name & registration number
- Qualification
- Details of the reasonable adjustment requirements and rationale
- Supporting documentary evidence of disability, where appropriate

Requests should be submitted no later than 10 weeks before the assessment takes place. We aim to respond to all requests within 5 working days of receipt.

Any supporting documentary evidence submitted concerning proof of a Learner's disability must be valid, sufficient and reliable.

If necessary, external experts may be called upon to assess the Learner.

Appeals

If you wish to appeal against a decision by TSYP to decline a request for reasonable adjustments, please refer to the Head of Education and Training: training@tsyp.yoga.

Identifying Learners who are eligible for Reasonable Adjustments

Any adjustment to assessment will be based upon what the Learner needs to access the assessment. Below are some examples of Learner needs that may be eligible for adjustment to assessments. This list is not exhaustive and it should be noted that some Learner needs will fall within more than one of the categories set out below.

Communication and interaction needs

A Learner with communication and interaction difficulties may have problems with reading or writing, the effects of which could be reduced using a reader, word processor, scribe, screen reading software or voice-activated software.

Sensory and physical needs

A Learner may need to have assessment material modified for hearing impairment and visual impairment. They may also need to use a reader or scribe. In addition, they may benefit from the use of assistive technology to complete assessments.

Range of Reasonable Adjustments

The Permissions Table (Appendix 1) lists the most commonly applicable adjustments to standard assessment arrangements. Neither those listed in the table, nor the examples given below are intended to comprise a comprehensive list and external quality assurers have a duty to seek advice from TSYP in any case where they do not consider that they have the necessary expertise to judge whether a reasonable adjustment is needed and/or how it should be applied.

- Not all the adjustments to assessments described below will be reasonable, permissible or practical in particular situations. If in doubt, tutors are advised to contact the Head of Education and Training for advice.
- The Learner may not need, nor be allowed, the same adjustment for all qualifications. Some Learners may need a single adjustment; others may require a combination of several adjustments.

The list of reasonable adjustments is organised under the following headings:

1. Use of mechanical and electronic aids.
2. Modifications to presentation of assessment material.
3. Alternative ways of presenting responses.
4. Use of access facilitators.
5. Use of Mechanical and Electronic Aids.

Use of assistive technology, for example speech / screen reading software and voice-activated software

- Some Learners may benefit from the use of software that reads the assessment material to them and records their spoken responses.
- Due to the rapid development of such technology, tutors should seek advice from the Head of Education and Training if the implications of using certain kinds of assistive technology are unclear regarding the risk of giving the Learner an unfair advantage or invalidation of the assessment requirements.
- It should be noted that the use of such software may introduce a hidden assessment agenda, in that the Learner must master the use of the software in addition to mastering the assessment criteria. Some Learners may need extra time if they use such software
- The Learner should be familiar with how the assistive technology works.

1. Modifications to the presentation of the assessment material

Assessment material in enlarged format

For paper-based assessments, enlargements may be used. Examples of these include:

- 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 simplifying the layout and where necessary reducing the content while still meeting the same objective as those tested in the original paper.
- Where TSYP is permitted to make the enlargements to externally set assessment material, it should take responsibility for ensuring that the entire document is enlarged. The Learner may be penalised for any errors in his/her work which occur because of incomplete enlargement of the material.

On-screen assessments

- If the default font and text size used for an on-screen assessment is not suitable for the Learner, screen magnification software programmes may provide an option to magnify the text to a suitable size.
- Learners should become familiar with the ways the screen may be adapted in on-screen exams by using practice tests.
- Learners may normally be able to select a screen background in a colour that is suited to their needs. It is advised that Learners explore the selection available using a practice test before they take an assessment.

Assessment material on coloured paper

- Assessment material may be placed onto coloured paper to assist Learners with visual impairments.
- TSYP must ensure that the entire document is copied as Learners may be penalised for any errors made because of incomplete copying.

Assessment material in audio format

- Where there is evidence of need, assessment material may be provided in audio format
- It is TSYPs responsibility to provide TSYP-devised assessment material in the precise format suitable for the Learner.

2. *Alternative ways of presenting Learner responses*

A Learner should be provided with the means to present their responses by a method most appropriate and familiar to them, as long as the use of that method will not invalidate the requirements of the assessment. The use of ICT is generally perceived to have a positive impact upon helping Learners with disabilities to access assessment. ICT can normally be used for TSYP-devised and portfolio work unless the use of ICT is expressly prohibited by the qualification specification.

Spoken responses using electronic recording devices, e.g., CD Rom, memory stick, audio cassette

- Where there is evidence of need, the Learner may be permitted to record their responses electronically.
- Spoken responses will only be available for assessments where there is no requirement for the Learner to produce visual material.

3. *The Use of Access Facilitators*

Reader

- A reader is a person who, when requested, will read to the Learner all or part of the assessment material and the Learner's written responses.
- The reader should not normally be the Learner's own tutor or assessor, except in exceptional circumstances. On no account may a relative, friend or peer of the Learner be used as a reader.
- Where there is evidence of need, a reader may be allowed in all assessments where reading is not being assessed.
- TSYP should, in consultation with the Learner, decide whether the use of a reader will be an effective arrangement. The Learner may be more comfortable with using speech or screen-reading software which reads out the material, accessing the material in electronic format.
- TSYP is responsible for making the necessary arrangements for the provision of a reader.

- TSYP should select the reader based on their ability to work effectively with the Learner. The reader should be able to read accurately and at a reasonable rate and should have sufficient knowledge of the subject 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 any training programme leading up to the assessment.
- TSYP should ensure that the Learner and reader are clear about the limitations of the reader's role.
- TSYP should give the reader clear instructions regarding what they are required to do and what they may and may not do during the assessment.
- For a Learner requiring a reader and a scribe, the same person may act as both if permission has been given for both arrangements.
- The Learner using a reader may need to be accommodated separately so as not to disturb other Learners.
- The reader is responsible to, and should be approved by, the Head of Education and Training.

The reader:

- Should read only as requested by the Learner. The Learner may choose to read some parts of the assessment him/herself.
- Should read accurately. If the reader is working with a deaf or hearing-impaired Learner, the reader should articulate clearly.
- Should only read the exact wording (instructions and questions) and not give meanings of words, rephrase or interpret anything.
- May consult a dictionary, where this is allowed, at the Learner's request and read out entries.
- Should read, as often as requested, the answers already recorded but may not act as a proof-reader.
- Is permitted to help a visually impaired Learner using diagrams, graphs and tables to obtain the information that the print/amended print copy would give to a sighted Learner
- Should, if requested, give a visually impaired Learner the spelling of a word which appears on the paper, but otherwise spellings must not be given.
- Should immediately report any problems in communication to TSYP.

Scribe / Amanuensis

- A scribe is a person who, in an assessment, writes down or word processes a Learner's dictated responses. The most common need for a scribe is where a Learner has injured their arm and is unable to write.
- A scribe should not normally be the Learner's own tutor or assessor, except in exceptional circumstances. On no account may a relative, friend or peer of the Learner be used as a scribe.
- TSYP should, in consultation with the Learner, decide whether the use of a scribe is an appropriate adjustment. As the effective use of a scribe requires high-level communication skills from the Learner, TSYP should consider whether the Learner would be more comfortable with the use of a computer, especially where the Learner is likely to use a word processor rather than a scribe.
- For a Learner requiring a scribe and a reader, the same person may act as both, if permission has been given.
- TSYP should select a scribe based on their ability to work effectively with the Learner. A scribe should be able to produce an accurate record of the Learner's responses, write legibly

and/or word process at a reasonable speed, and have sufficient knowledge of the subject to be able to record technical terms correctly.

- TSYP is responsible for making the necessary arrangements for the provision of a scribe
- The scribe is responsible to and should be approved by the Head of Education and Training.
- A Learner should, wherever possible, have had previous practice in working with the scribe
- TSYP should ensure that the Learner and scribe are clear about the limitations of the scribe's role.
- TSYP should give the scribe clear instructions regarding what s/he is required to do and what s/he is not allowed to do during the assessment.

The scribe:

- Must write down answers exactly as they are dictated.
- May not take responsibility for spelling technical words.
- Should not assist the Learner to produce any diagrammatical or graphical material. If assistance with this is needed, approval should be obtained from TSYP in advance of the assessment.
- May, at the Learner's request, read back what has been written, but no comment must be made about any part of the Learner's responses.
- Should immediately refer any problems in communication to TSYP.

For any further guidance or advice please contact the tutor in the first instance.

APPENDIX 1 – Reasonable Adjustments Permissions Table

This table outlines the decisions on reasonable adjustments that can be made.

Permitted = reasonable adjustment permitted at the discretion of TSYP:

Use of assistive software	Permitted
Assessment material in enlarged format	Permitted
Assessment material on coloured paper	Permitted
Assessment material in audio format	Permitted
Responses using electronic devices	Permitted
Reader	Permitted
Scribe	Permitted

Version	Final
Author	Michelle Tarling
Ratified by	TSYP Education Committee
Date Ratified	August 2020
Date issued	August 2020
Date amended	July 2022 – to remove mention as BWY accredited group. October 2025 – to separate policy and procedure.
Date to be reviewed	September 2027