



GRIFFIN COLLEGE LONDON
(INTERNATIONAL EXAMINATION BOARD)

Reasonable Adjustments Policy

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Support for candidates with specific needs taking Griffin College London Exams.

Introduction

We are committed to ensuring that all candidates have equal access to our assessments.

This policy explains how to request reasonable adjustments for candidates with specific needs who are taking Graded exams in Indian Classical Dance, Carnatic Vocal and Instruments Practical and Theory.

Griffin College London is committed to ensuring that its qualifications are assessed equally and fairly. We anticipate that all candidates will have equal and fair access to all of the assessments we offer.

We identify that in some cases, candidates will require a variety of accommodations to meet their specific requirements as well as provide fair access to the assessments they are taking.

Issue and review

This policy will be effective in January 2023. This policy will be reviewed on an annual basis.

What are reasonable adjustments?

A reasonable adjustment is defined as any action taken to mitigate the impact of a permanent disability or difficulty that places the candidate at a significant disadvantage during the assessment process.

Reasonable adjustments must not jeopardise the assessment's integrity, but may include:

- Making changes to the standard assessment arrangements for individuals, such as allowing candidates extra time to complete the assessment; and
- Adapting assessment materials, such as providing materials in Braille for those with visual impairments.
- Providing assessment access facilitators such as a sign language interpreter or a reader
- Reorganising the assessment room, such as removing visual stimuli for an autistic candidate

Reasonable adjustments are requested and approved by Griffin College London before the assessment takes place and supporting evidence must include the diagnosis by a medical professional or substantiated by an Educational Psychologist or Paediatric practitioner on headed paper.

The use of a reasonable adjustment will not be taken into consideration during the assessment of a candidate's work and does not affect the standards applied. Reasonable Adjustments are procedural adaptations which apply to how the examination or assessment is conducted, not the assessment of the work. Every request for a reasonable adjustment will be considered on a case by case basis by Griffin College London. What is reasonable in terms of an adjustment to the assessment will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment.

Examples of Reasonable adjustment

Below are examples of adjustments that could be made for candidates with particular disabilities and/or learning difficulties. A more detailed explanation of these adjustments can be found at Appendix 1. The examples are not exhaustive and are for illustrative purposes only

Practical examinations

Supervised rest breaks

Rest breaks may be taken during the examination.

- **Extra time**

Usually up to 25% of the examination time can be added.

Please see Appendix 1 for more detailed information about how extra time is applied.

- **A practical assistant/prompter**

This may include someone in the examination to help the candidate stay focussed. It cannot be the candidate's teacher.

For face to face examinations the examiner could act as the prompter for the candidate or another suitable person if appropriate.

- **Instruction to examiner/examiner to be made aware**

This may include instructions to the examiner about how they ask questions (e.g. using simple

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language), repeating instructions or speaking slowly for the candidate to aid understanding. Examiners may also be requested to check and confirm understanding before the candidate undertakes an assessment activity (e.g. performance piece, technical exercises). If the examiner is to be made aware of a candidate's condition / circumstances but not requested to make any change to normal procedure, this strictly speaking is not a reasonable adjustment; however this can still be arranged via the reasonable adjustment application process.

Written examinations

- Supervised rest breaks
- Extra time Usually up to 25% of the examination time can be added.
- A practical assistant/prompter
- Coloured/enlarged papers
- A live speaker
- A Sign Language Interpreter
- Separate invigilation
- Alternative site arrangement

Where additional personnel such as interpreters, prompters, scribes or assistants are not provided by Griffin College London, they are responsible to the candidate or candidate's representative (teacher, parent, private venue etc.). The person appointed must not be the candidate's dance / music teacher, relative, friend or peer. The person appointed must be appropriately trained and understand the rules of the particular access arrangement they are facilitating.

Submitting applications for reasonable adjustment arrangements

Requests for reasonable adjustments must be sent to Griffin College London at least 2 weeks before the assessment. Requests should be submitted for any examination where a candidate wishes to apply for an adjustment. This includes remotely assessed examinations. Requests for reasonable adjustments should be sent in by completing and submitting the Griffin College London Application for Reasonable Adjustments form which is available on the website at <https://griffincollege.org.uk/about-us/policy/>

Griffin College London reserves the right to refuse an entry from a candidate if the adjustment required would affect the integrity of the examination. Each request should include the following information:

- The nature of the candidate's disability/learning need
- The special assessment arrangements requested

- Any supporting evidence or a copy of the evidence Subsequent applications for a reasonable adjustment must be accompanied by supporting evidence as a candidate's condition may change over time or a different adjustment may be required for an examination at a higher grade or in a different discipline.

Evidence requirements

Each application must be accompanied by supporting medical evidence where disabilities are present. For individuals with physical or mental conditions Griffin College London accepts diagnostic confirmation on headed paper by medical practitioners and for learning needs from Educational Psychologist or SEND qualified personnel. Subsequent applications for a reasonable adjustment must be accompanied by supporting evidence as a candidate's condition may change over time or a different adjustment may be required for an examination at a higher grade or in a different discipline.

Please note that under GDPR requirements we cannot accept or process medical information about a candidate without having received informed consent from the candidate (if aged 18 or above) or their parent / guardian (if aged under 18); therefore if such information is supplied and the application form is not properly signed, the application will be returned and not processed. Griffin College London will only store supporting medical or other evidence for a maximum of 1 year.

Appendix 1:

Detailed information about types of reasonable adjustment

This section sets out the potential arrangements that can be made to Griffin College London assessments. As Griffin College London provides a range of assessments including practical and written, some arrangements may not be applicable to certain types of assessment. Each request for an adjustment to assessment will be considered on a case by case basis.

Extra time

It may be permissible to allow an individual candidate extra time to complete an assessment if he or she has a learning difficulty/disability which affects the speed at which they are able to process the instructions (but not their ability to carry them out in accordance with the set standard).

The amount of extra time allowed should accurately reflect the extent to which the completion of the assessment will be affected by the candidate's difficulty.

'Unlimited' extra time will not be allowed. Griffin College London will set a maximum amount of extra time in relation to the individual candidate's requirements which must be adhered to by the venue or examiner.

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The candidate or candidate's representative is responsible for ensuring they can cope with the content of the examination and that they are medically fit to undertake an extended assessment period before additional time is requested.

Extra time will not be allowed in cases where the timing is a crucial part of the assessment or in group activities where the candidate's performance will be assessed in conjunction with others.

Griffin College London may apply the following extensions to time allowances during the assessment. This will be applied to particular sections of the examination where the candidate may require additional time to process written or verbal instructions or directions. In all cases evidence must be presented that the extra time is in accordance with the candidate's normal way of working.

25% extra time may be added for a candidate who has evidence of requiring additional time for verbal explanation or instruction. This may apply to the following sections of an assessment:

- Unset work where an examiner may have to repeat instructions or break down an exercise for a candidate to be able to demonstrate that exercise. Examples of candidates who may need this include those with dyslexia, memory problems or other learning difficulties meaning that they need instructions repeated.
- Set exercises where a candidate requires the examiner to repeat an instruction or where the candidate needs the exercise to be broken down into smaller elements and requires extra time to complete these.

In certain exceptional cases a candidate may be allowed up to 50% extra time; however there must be a strong justification for this.

In very exceptional cases a candidate may be allowed more than 50% extra time in order to manage a very substantial impairment. These will be granted on a case by case basis in the light of the candidate's needs and medical evidence provided by the applicant.

Supervised rest breaks

Additional rest breaks could be permissible for some candidates. Rest breaks could be incorporated into the format of the assessment within the assigned time schedule.

A rest break is not the same as extra time. Should a rest break be required, the examination should be paused and re-started when the candidate is ready to continue.

Sign Language Interpreter

A Sign Language Interpreter can be used during assessment, but only where this does not compromise a candidate's ability to complete the assessment themselves. Where Sign Language is the primary means of communication for a candidate with hearing impairment,

these candidates may have the support of a BSL/English interpreter to sign the instructions or directions to them which are being given.

Where a Sign Language Interpreter is used in an assessment, Griffin College London will also permit additional time to allow for instructions to be relayed to the candidate via the interpreter.

The candidate or candidate's representative is responsible for providing a Sign Language Interpreter.

The Sign Language Interpreter should be recruited with integrity by the venue/teacher and hold an appropriate qualification in the sign language and a good working knowledge of the content of the assessment. They must not be the candidate's music teacher relative, friend or peer.

A candidate should, wherever possible, have had previous experience of working with a Sign Language

Interpreter and should have used this arrangement during their classes.

A reader

A reader is a responsible adult who reads the exam instructions and questions to the candidate.

This may involve reading all the instructions to the candidate or the candidate may request only some words to be read.

A reader is not a practical assistant, a prompter, a scribe or a Sign Language Interpreter.

The same person may act as a practical assistant, a prompter, a reader, a scribe and/or a Sign Language Interpreter as long as permission has been given for these arrangements by Head Office in advance. The regulations for the use of each arrangement must be strictly adhered to.

So as not to give an unfair advantage, a computer reader or a reader will only be allowed if a candidate has:

- language and vocabulary difficulties which have a substantial and long term adverse effect on his/her ability to access on-screen text; or
- a substantial and long term vision impairment and cannot read a modified script independently, or at a sufficient speed even with extra time allowed (or Griffin College London is not able to provide such a modified script).

The use of a computer reader or a reader must reflect the candidate's normal way of working in light of their substantial and long term impairment.

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Read aloud

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

The arrangement must reflect the candidate's normal way of working.

A candidate who reads aloud to himself/herself must be accommodated separately within the venue.

A scribe

A scribe is a responsible adult who, in controlled assessment, coursework and/or in an examination but not in orals, inputs a candidate's dictated answers to the questions. If a candidate dictates answers on to a tape, a responsible adult must input the candidate's dictated answers to the questions.

A scribe is not a practical assistant, a prompter or a reader. The same person may act as a practical assistant, a prompter, a reader and/or a scribe as long as permission has been given for these arrangements.

So as not to give an unfair advantage, a scribe will only be allowed where:

- an impairment has a substantial and long term adverse effect on the candidate's ability to input responses; or
- a candidate cannot input responses independently, or at sufficient speed to record their answers even with extra time allowed, as a result of a substantial and long term impairment.

The use of a scribe must reflect the candidate's normal way of working in light of their substantial and long term impairment.

Speech recognition technology

Where it reflects the candidate's normal way of working, as appropriate to his/her needs, the candidate may alternatively use:

- word processing software with the spelling and grammar check facility enabled.
- word processing software with predictive text/spelling and grammar check facility enabled.
- speech recognition technology with predictive text when the candidate dictates into word processing software. A screen reader) may be used to read back and correct the candidate's dictated answers
- computer software, producing speech, which is used to dictate to a scribe.

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However, in these circumstances the candidate will not have access to marks awarded for spelling, punctuation and grammar.

Prompter

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

- has little or no sense of time (e.g. candidates with ADHD or ASD); or
- persistently loses concentration; or
- is affected by an obsessive-compulsive disorder which prevents them from moving onto the next part of the exam.

Practical assistant

A practical assistant must not be allowed to carry out physical tasks or demonstrate physical abilities where they form part of the assessment objectives. GRIFFIN COLLEGE LONDON will grant the use of a practical assistant only in particular cases where there is a clear need for such assistance and a defined set of activities that the practical assistant is required to perform.

Bilingual translation dictionaries with up to a maximum of 25% extra time

A bilingual translation dictionary must:

- only be used in examinations by candidates whose first language is not English
- reflect the candidate's normal way of working.

A standard bilingual translation dictionary must be used by the candidate. This may be an electronic bilingual translation dictionary or more typically a hard copy paper bilingual translation dictionary.

Monolingual dictionaries (which define words and phrases), translators (including web based translators), wordlists or glossaries must not be used. The bilingual translation dictionary must not:

- contain/display pictures; or
- provide an explanation or clarification of words and phrases. For example, a Tamil to English dictionary must simply be the word in Tamil and the equivalent word in English.

Bilingual translation dictionaries to be used in an examination must be:

- held in the venue under secure conditions; and

- thoroughly checked to ensure that no unauthorised information such as notes and revision data have been enclosed within or written on the pages of the dictionary.

Alternative assessment arrangements

In some cases it may be permissible for a candidate to be assessed in an alternative way. For example this could include:

- Modification of the examination room (e.g. placement of the examiner or equipment)
- Allowing the candidate to be examined on their own
- Allowing the candidate to be examined with friends/peers
- Allowing the teacher to be present in the examination room

Where a modification of the examination room is proposed, this must not impact on the assessment. The examiner must be able to see the candidate performing so that they can make an accurate assessment against the standards.

Braille papers

Braille papers may be provided for learners on a case by case basis and where a clear need is established. In these cases the standard paper is modified prior to Brailleing by a teacher specialised in vision impairments.

The layout and presentation of the standard paper is modified accordingly.

Coloured/enlarged paper (e.g. A3 unmodified enlarged papers)

Griffin College London can provide coloured or enlarged versions of question papers or assessment material. This should be agreed in advance with Griffin College London.

Other modifications to assessment materials

Griffin College London will consider requests for other forms of modification to assessment materials on a case-by-case basis.

Griffin College London will require sufficient evidence that the modification requested does not impact on the integrity of the assessment nor gives the candidate an unfair advantage.

Such modifications should be within the candidate's normal way of working.

This policy has been agreed by the GRIFFIN COLLEGE LONDON Executive Management, is reviewed on a regular basis, and any amendments other than to contact details, have been confirmed by them.

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About GRIFFIN COLLEGE LONDON

Griffin College London is a leading Examination Board to develop the knowledge, skills and practices expected to help organisations flourish, we offer an expansive and creative scope of products and services that help people achieve their potential through Examinations.

We believe in a world where individuals and associations have the certainty and capabilities to thrive, today and in the future. So, we work with like-minded partners to foster the abilities that businesses demand across the world.

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