



THE BRITISH WHEEL OF YOGA  
QUALIFICATIONS

## **BWYQ Reasonable Adjustments Policy and Procedures**

## Introduction

Ofqual defines the term reasonable adjustment as;

An adjustment made to an assessment for a qualification so as to enable a disabled Learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.

(Condition J 1.8)

## Considering the Needs of all Learners

At BWYQ we are committed to enabling everyone to have equal access, and opportunity, to assessment. Our aim is to make all qualifications and assessment tasks accessible to all learners who can demonstrate their competence, and so reduce the need for subsequent reasonable adjustments. If, however, it is felt that, despite the accessibility of the qualifications, a learner with a specific requirement should be offered extra assistance, this will be done. In such cases, BWYQ will make, or allow Centres to make, reasonable adjustments for these learners so that they can access assessment and demonstrate attainment.

## Review arrangements

BWYQ will review this policy as part of BWYQ self-evaluation arrangements and revise it as necessary in response to feedback, changes in BWYQ practices, actions from the regulatory authorities or external agencies or changes in legislation.

## Maintaining the Integrity of the Qualification

BWYQ allows a range of reasonable adjustments to accommodate learners' special assessment requirements and will make every effort to accommodate individual requests. However, reasonable adjustments are there to facilitate a level playing field, not to enable someone to qualify when they do not have the necessary skills and understanding. BWYQ qualifications are competence-based, and learners will be assessed on their ability to meet all the specified assessment criteria for their qualification. In other words, reasonable adjustments will not invalidate the assessment requirements set out in the specifications for the qualifications.

## General Principles Underpinning Reasonable Adjustments

- Reasonable Adjustments are made to allow a learner to demonstrate their knowledge, skills and understanding at the level required by the specification for that qualification.
- Reasonable adjustments are available for learners who have a range of difficulties. These may include: speech impairment, physical impairment, visual impairment, hearing impairment, mental health issues or learning disabilities.
- Evidence of a need for a reasonable adjustment may be asked for.
- The type of adjustment will depend on the learner's individual needs. Reasonable adjustments must not give the learner an unfair advantage.
- Reasonable adjustments must not compromise the quality, integrity and validity of the qualification
- It is the Centre's responsibility to provide adjustments to Centre-devised assessment material/resource or reference materials
- Where Centres modify material, they are responsible for the security of the material and for the accuracy of the modifications. A learner may be penalised for any errors in their work that are the result of errors in the material.
- The health and safety of a learner will not be put at risk for the sake of an assessment.

- The learner should raise issues about reasonable adjustments before the start of the course or as soon as possible after beginning it.
- Pre-course learner information should include details about reasonable adjustments and how to apply for them.
- BWYQ will be responsible for the costs of any reasonable adjustments needed to complete **external** written or online assessments.
- All costs related to reasonable adjustments to complete practical or written assessments on-course will be the responsibility of the Centre.
- **Costs cannot be passed to the Learner**
- BWYQ and Centres are required to do what is “reasonable” in terms of providing adjustments. This will depend on the individual circumstances, cost implications and the practicality/effectiveness of the adjustment
- Failure to comply with the regulations outlined in this policy document may lead to a learner’s results being invalidated and certification withheld (see BWYQ External Quality Assurance Guidance and BWYQ 018 Sanctions Policy).

### Identifying Learners who are eligible for Reasonable Adjustments

Learners eligible for reasonable adjustments may have a long-term physical, communication, interaction, or sensory impairment or mental health issues. They may be defined as disabled under UK Equality legislation.

Any adjustment will be based upon individual need.

### The Process for Making Reasonable Adjustments

There are two ways of granting reasonable adjustments;

- Use reasonable adjustments permitted at the discretion of the Centre - see Permissions Table in Appendix 1. In some cases, BWYQ may permit the Centre to implement reasonable adjustments without seeking prior permission. In these cases, BWYQ requires Centres to keep records for inspection (including any declarations that are signed and dated by a member of the Centre staff who has formally been given delegated authority for this by the Head of Centre)
- Apply to BWYQ for permission.

Centres should keep records of adjustments requested and those allowed. These records should be kept for three years following the assessment to which they apply for audit purposes and to monitor the effectiveness of the reasonable adjustments that have been made.

It is recommended that Centres nominate a named member of staff to take responsibility for all adjustments to assessments for monitoring by BWYQ or regulatory authorities.

### Applying for Reasonable Adjustments

Applications for Reasonable Adjustments must be made by centres on their Learners’ behalf on the form provided when students register (a copy of which is included as appendix 4). Details needed include;

- Learner name & registration number
- Centre name & number
- Qualification
- Details of the reasonable adjustments 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 3 working days of receipt.

Any supporting documentary evidence submitted concerning proof of a learner's disability must be valid, and reliable. Where the evidence of the disability or difficulty and its implications are clear, such as for a learner with profound physical or sensory impairments, the Centre does not need to provide further evidence of these physical difficulties.

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

## Appeals

If you wish to appeal against a decision by BWYQ to decline a request for reasonable adjustments, please refer to the BWYQ Appeals Policy.

## Range of Reasonable Adjustments

The Permissions Table (in Appendix 1) lists the most commonly requested adjustments to standard assessment arrangements. **This list is not exhaustive.** Centres and External Verifiers must seek advice 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.

Centres should note that:

- Not all the adjustments to assessments listed below will be reasonable, permissible or practical. If in doubt, the centre is advised to contact BWYQ 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.

Examples of reasonable adjustments include;

- Allowing extra time – e.g. assignment extensions
- Using a different assessment location
- Use of coloured overlays and low vision aids
- Use of assistive software
- Assessment material in large format or Braille (see appendix 3)
- Readers / Scribes (see appendix 2)
- Practical Assistants (see appendix 2) , Transcribers, Promoters
- Assessment material on coloured paper or in audio format
- British sign language (BSL) or Irish sign language (ISL) (See appendix 2)
- Use of ICT / Responses using electronic devices
- Minor adaptations to the assessment location

For any further guidance or advice please contact: BWYQ Operations Coordinator  
[bwyqcoordinator@gmail.com](mailto:bwyqcoordinator@gmail.com)

Document History		
Date	Author	Action
July 2015	BWYQ Operations Coordinator and Responsible Officer Amanda Buchanan	Reviewed and revised

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## APPENDIX 1 – Reasonable Adjustments Permissions Table

This table outlines some of the decisions on reasonable adjustments that can be made. However, Centres and EQAs have a duty to seek advice from BWYQ in any case where they are in doubt if an adjustment is needed or how it should be applied.

- Permitted = reasonable adjustment permitted at the discretion of the Centre
- Apply = apply to BWYQ for permission

Extra time	Permitted
Supervised rest breaks	Permitted
Change in the organisation of the assessment room	Permitted
Use of coloured overlays, low vision aids, tinted spectacles and OCR scanners	Permitted
Use of assistive software	Permitted
Assessment material in enlarge format	Permitted
On-screen assessment	Permitted
Assessment material in Braille	<b>Apply</b>
Assessment material in BSL/ISL	<b>Apply</b>
Assessment material on coloured paper	Permitted
Assessment material in audio format	<b>Apply</b>
Responses using electronic devices	Permitted
Reader	Permitted
Scribe	Permitted
Practical Assistant	<b>Apply</b>
Other	<b>Apply</b>

## APPENDIX 2 – General Guidance on the use of Readers, Scribes, Practical Assistants and British Sign Language/Irish Sign Language

### Use of Readers

- The Reader should not normally be the Learner’s own tutor or assessor, except in circumstances where it is necessary to do so. In such cases, BWYQ should be specifically consulted. On no account may a relative, friend or peer of the learner to use as a Reader.
- Where there is evidence of need a Reader may be allowed in all assessments where reading is not being assessed.
- The Centre is responsible for making the necessary arrangements for the provision of a Reader
- The Centre should select the Reader who can work effectively with the learner. They 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 leading up to the assessment.
- The Centre should ensure that the learner and Reader are clear about the Reader’s role, with clear instructions given to Reader about what they can/can’t do.
- 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 Centre or the Centre staff member with delegated responsibility.

#### The Reader:

- Should read only as requested by the learner. The learner may choose to read some parts of the assessment
- Should read accurately and articulate clearly.
- Should only read the exact working (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 the Centre

### Use of a Scribe (amanuensis)

- A Scribe should not normally be the learner’s own tutor or assessor, except when it is necessary to do so. In such cases, the awarding body should be specifically consulted. On no account may a relative, friend or peer of the learner be used as a Scribe.
- For a learner requiring a Scribe and a Reader, the same person may act as both, provided permission has been given for both

- The Centre should select a Scribe who can work effectively with the Learner. A Scribe should be able to produce an accurate record of the learner's responses and have sufficient knowledge of the subject to be able to record technical terms correctly.
- The Centre 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 Centre or the Centre staff member with delegated responsibility
- A learner should, wherever possible, have had previous practice in working with the Scribe
- The Centre should ensure that the learner and Scribe are clear about the Scribe's role and what they can/cannot do.

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 BWYQ 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 the Centre.

### Use of a Practical Assistant

- A Practical Assistant is a person who, during an assessment, carries out practical tasks at the instruction of the learner.
- The Practical Assistant should be familiar with the requirements of the assessment but should not normally be the learner's own tutor or assessor except when it is necessary to do so. In such cases, BWYQ should be specifically consulted. On no account may a relative, or a friend of the Learner be used as a Practical Assistant.
- The Centre is responsible for making the necessary arrangements for the provision of a Practical Assistant.
- A Practical Assistant should be a person who is able to ensure the safety of the learner and carry out their instructions accurately.
- The Centre should prepare clear written instructions for the Practical Assistant. A copy of these instructions should also be given to the learner. The Centre should note that the Practical Assistant may not perform tasks for which the learner will receive credit.

The Practical Assistant;

- Should follow the instructions prepared by the Centre on the level of kind of assistance that can be given.
- Should ensure the safety of the learner and those around them.
- Should not give factual help to the learner or offer any suggestions
- Should carry out instructions exactly as they are given unless to do so would cause a hazard. If the Practical Assistant does not understand the learner's instructions, they may ask for clarification but must not lead the learner in any way or attempt to interpret the learner's wishes; if incorrect or inadequate instructions are given by the learner this must be reflected in the outcome of the assessment.
- Should not expect to assist the learner throughout the entire assessment – there may be parts of the assessment which the Learner can do without help and thus gain credit for demonstrating the require skills.
- Should immediately refer any problems during an assessment to the Centre.



## Use of British Sign Language (BSL) and Irish Sign Language (ISL)

- Although British Sign Language (BSL) and Irish Sign Language (ISL) are recognised as official languages of the UK, it is not a statutory language, unlike English, Welsh and Irish (Gaelige).
- The regulatory criteria state: *“A Learner taking a qualification may be assessed in British Sign Language or Irish Sign Language where it is permitted by an awarding organisation for the purpose of Reasonable Adjustment” (Ofqual’s General Conditions of Recognition 2011 – G2.2)*
- Where BSL/ISL is the primary means of communication for a deaf learner, these learners may have the support of a BSL/ISL /English interpreter to sign the questions (or part questions) where they are undertaking written assessments.
- For assessments where reading or speaking and listening are the competences being assessed, BSL/ISL or any other sign language may only be used for the assessment material rubric and instructions.
- The Centre should ensure that the BSL/ISL interpreter has an appropriate qualification in the sign language and a good working knowledge of the content of the assessment.
- A learner should, wherever possible, have had previous experience of working with a BSL/ISL /English interpreter. The Centre should ensure that the learner and the person providing the interpretation is clear about the scope of the role.
- The Centre should ensure that the person providing the interpretation has access to the assessment material in advance of the assessment, to prepare for the signing. This arrangement should be agreed with the awarding body.
- The interpretation should not give the learner an unfair advantage and care must be taken not to indicate the meaning of technical words, where the learner’s understanding of these words is inherent in the purpose of the question. The interpretation should not explain or clarify. In some instances, it may be more appropriate to finger-spell a word.
- Any words or phrases interpreted for the learner because a standard sign is not available or appropriate should be underlined on the assessment material, which, if separate from the answer book, should be attached to the learner’s answer book. Amended versions of questions should be shown on the assessment material
- The learner using a BSL/ISL /English interpreter should be accommodated separately so as not to disturb others.

The BSL/ISL interpreter:

- Should have access to the assessment material in advance of the assessment to prepare for the signing. BWYQ will advise how long before the assessment the BSL/ISL /English interpreter can have access to the assessment material
- Should not interpret technical language or give additional explanations
- May, at the Learner’s request, sign any labels or text connected with reference material such as maps, diagrams or graphs. The learner should, however, study the reference material independently.

### Summary:

- The Centre should select a BSL/ISL interpreter and fully brief them on their responsibilities
- A BSL/ISL interpreter should not be allowed where such use would invalidate the assessment requirements.
- The BSL/ISL interpreter should have an appropriate qualification in the sign language so as not to disadvantage the learner.

## APPENDIX 3 - Assessment Materials in Braille

### Assessment material in Braille

- Assessment material may be provided in Braille for a blind or visually impaired learner.
- The material will be modified to remove any visual content prior to brailleing
- Diagrams in the assessment material can be produced as tactile diagrams
- If Braille assessment material has been ordered for a BWYQ devised assessment, but is no longer required, the Centre should inform BWYQ immediately as any costs incurred in producing such material may be passed to the Centre.
- Permission may be given to the Centre to Braille externally set assessment materials. BWYQ will advise when this can be permitted.
- Where the Centre is permitted to Braille externally set assessment material, it is responsible for ensuring that the entire document is brailled. The learner may be penalised for any errors in their work as a result of errors in the brailled material.
- It is the Centre's responsibility to arrange for the brailleing of Centre-devised assessment materials/resources or reference materials.

## APPENDIX 4 – Application for Reasonable Adjustments Form

Course tutors should use this form to request reasonable adjustments for Learners who have special assessment requirements. Full details of reasonable adjustments can be found in the Reasonable Adjustments Policy, which must be read before making an application.

An application for reasonable adjustments should be submitted by the tutor as soon as the need for the adjustment is identified, preferably at the start of the course. It should be accompanied by documentary evidence confirming the specific impairment or disability, where appropriate.

Access to the information provided on this form is strictly limited and those with authorised access will store in accordance with data protection requirements.

Centre's name:	Centre's number	Date of application:
Learner's full name:	Unique learner number:	
The qualification for which reasonable adjustments are being requested:	Planned assessment date:	
Details of the learner's special assessment requirements (supporting documentary evidence should be attached to this form):		
Reasonable adjustments suggested to accommodate the learner's special assessment requirements:		
<b>Learner's contact details and signature</b>		
Learner Name:	Signature:	
Tel:	Email:	
<b>Tutor's contact details and signature</b>		
Tutor Name:	Signature:	
Tel:	Email:	

Please send completed form to the centre representative responsible for approving Reasonable Adjustments (e.g. Head of Centre, Safeguarding Manager, Educational Administrator) who will forward a copy of all requested (denied or approved) Reasonable Adjustments to the centre's Quality Assurance Officer or Lead IQA who will securely file the documentation and have it available for BWYQ EQA inspection upon request.

### Contact details of the Centre's representative

Name:	Signature:	Position:
Tel:	Email:	Decision: DENIED / APPROVED

### Contact details of the Centre's quality assurance officer or lead iqa

Name:	Position:
Tel:	Email:

For Reasonable Adjustments requiring BWYQ permission (see Appendix 1), please forward the completed form to the BWYQ Operations Coordinator, [bwyqcoordinator@gmail.com](mailto:bwyqcoordinator@gmail.com)

BWYQ response		
Name:	Signature:	Position
Tel:	Email:	