



**REASONABLE  
ADJUSTMENT &  
SPECIAL  
CONSIDERATION  
POLICY**

## **1. INTRODUCTION**

The Equality Act 2010 requires awarding bodies and service providers to apply reasonable adjustment for learners whose disability would significantly disadvantage them in undertaking an assessment compared to learners who are not disabled. This policy sets out the process of how to request reasonable adjustment and special considerations and how these will be applied during internal assessment and IFA externally invigilated examinations. Please note these recommendations are not exhaustive and Centres are expected to use their discretion when determining how and when to apply reasonable adjustment and special considerations on a case by case basis during studies. This policy also covers when it would be applicable for the Centre to agree a course of action with the IFA.

## **2. CENTRE RESPONSIBILITIES**

The IFA aims to ensure that learners can expect a fair and accessible route to an IFA Qualification and expects all its Centres to accommodate learners with special requirements and apply reasonable adjustment where practically possible.

To meet their responsibilities, Centres must:

- Determine the most appropriate IFA qualification to allow the learner to reach their full potential.
- Identify if a learner has any special requirements that could disadvantage the learner in undertaking an assessment before enrolling a learner on an IFA qualification.
- Consult and liaise between the Principal Teacher and the prospective learner to determine if there are any aspects of the course or training procedure that may need adaptation to support the learner's particular needs (this process is especially significant for practical elements of the teaching and learning curriculum).
- Decide an appropriate adjustment to ensure the assessment is accessible to the learner.
- Ensure the Centre has the necessary resources to support the learner e.g. braille, and has made any necessary adaptations to the building i.e. wheelchair access, where applicable to accommodate the learner's needs.
- Follow the IFA's procedure for requesting reasonable adjustment during an IFA externally invigilated examination.
- Follow the IFA's procedure for applying reasonable adjustment during an IFA externally invigilated examination.
- Ensure that the learner has access to the Centre's internal reasonable adjustment and special considerations policy.
- Retain clear records of reasonable adjustment applied or reasons for refusal in the event of any enquiry or appeal.
- Design and set internal assessments in an inclusive way so they are accessible to learners with special requirements.
- Inform the IFA of the learner's disability when registering the learner as a student member and supply the necessary evidence.

## **3. REASONABLE ADJUSTMENTS**

The IFA and its Centres are required by law to apply what is considered 'reasonable' in providing access to an IFA qualification. Each circumstance will be judged on a case by case basis. Learners may require a single adjustment or a combination of adjustments. Reasonable adjustments will only be applied where the learner's disability would disadvantage the learner's performance, compared to a learner who was not disabled. A

learner does not necessarily have to be disabled to be eligible for reasonable adjustment to be applied during an assessment. Similarly, learners with a disability will not automatically be entitled to adjustment of the assessment method, as it is anticipated that the learner may have developed coping mechanisms which would minimise or remove the need for reasonable adjustment.

### **3.1 Applying Reasonable Adjustment during training and internal assessment**

The Centre may use their own discretion when applying reasonable adjustment during training and internal assessment but must ensure that the learner has completed all components of the course with 80% attendance, before entering candidates into IFA externally invigilated examinations; the same as every other learner. Centres who apply reasonable adjustment during training must provide the IFA with an overview report of how they will support the learner. The report will include details of how the Centre will address health, safety and risk management in relation to learners with special needs, and how they will support the learners' other specific learning needs, if appropriate. Similarly, the Centre will provide a report to the IFA detailing how and why they were unable to support learners' special requirements if they decide to refuse a learner access to an IFA qualification on the grounds that they cannot meet such needs.

### **3.2 Applying for Reasonable Adjustment during an IFA externally invigilated examination**

Centres must gain approval from the IFA before reasonable adjustment is applied during an IFA externally invigilated examination and inform the IFA when registering learners with the IFA as student members. Applications for reasonable adjustment must be supported by evidence which is valid, sufficient and reliable e.g. a medical certificate. If a Centre fails to appropriately inform the IFA, the Centre will be liable for the additional costs incurred by the IFA to accommodate the learner on the day, if possible.

### **3.3 Principles of Reasonable Adjustment**

All IFA qualifications have a theoretical and practical assessment at the end of the course. All learners, including those with special needs, will be assessed against the same assessment criterion as any other learner. Learners with special needs will be supported in a way that eliminates or reduces as much as is practically possible any disadvantage caused through their disability. IFA assessments will be undertaken and graded without bias or prejudice.

Reasonable adjustments:

- Will not affect the assessment demands of the qualification.
- Will not invalidate the assessment requirements or competency standards.
- Will present learners with opportunities to demonstrate their skills and understanding without being disadvantaged by the method of assessment.
- Will not compensate for the learner's lack of knowledge and skills.
- Will not give the learner an unfair advantage over other learners.
- Will not mislead anyone as to the learner's achievements.
- Will not compromise health and safety.

### 3.4 Examples

Below are the most common applications of reasonable adjustment. Centres are responsible for providing all the necessary equipment during the Quality Assurer's visit.

Nature of Disability	Examples of Reasonable Adjustment Applied
Visual impairments	<ul style="list-style-type: none"> <li>• Answer an appropriately adapted test paper (supplied by the IFA) e.g. large font/Braille</li> <li>• Use of a reader</li> <li>• Use of a word processor with a Braille keyboard</li> <li>• Use of a speech synthesiser</li> <li>• Audio tape</li> <li>• Changes to examination room</li> <li>• Extra time of up to 25% of the total examination time.</li> </ul>
Auditory impairments	<ul style="list-style-type: none"> <li>• Have questions communicated in sign language</li> <li>• Have questions communicated by oral rephrasing or lip reading</li> <li>• Video recorder</li> <li>• Changes to examination room</li> <li>• Extra time of up to 25% of the total examination time.</li> </ul>
Physical impairment	<ul style="list-style-type: none"> <li>• Use of a reader</li> <li>• Use of a word processor</li> <li>• Use of a speech synthesiser</li> <li>• Use of any mechanical or electronic aids that they usually utilise</li> <li>• Answer an appropriately adapted test paper or use an alternative presentation instrument (e.g. an audio tape or via computer)</li> <li>• Changes to the organisation of the examination room</li> <li>• Take supervised rest periods</li> <li>• Extra time of up to 25% of the total examination time.</li> </ul>
Learning difficulties	<ul style="list-style-type: none"> <li>• Use of a reader</li> <li>• Have questions on audio tape via a computer</li> <li>• Work in a separate room</li> <li>• Prompter</li> <li>• Supervised rest breaks</li> <li>• Extra time of up to 25% of the total examination time.</li> </ul>
Language	<ul style="list-style-type: none"> <li>• Assessments in languages other than English will be supplied with an interpreter who will sign the Conflict of Interest Assessment Declaration Form.</li> </ul>

### 3.5 Reasonable Adjustments that may be applied:

#### 3.5.1 Extra Time

All IFA externally invigilated examinations are subject to constrained time limitations and learners whose disability affects their speed process will be allowed extra time of up to 25% to complete an examination. The extra time allowed will reflect the nature of the learner's disability and the specific assessment requirements e.g. if the learner has dyslexia the theoretical examination will only be affected, if a learner has a physical

disability the practical examination may only be affected, depending on the nature of the physical disability. Centres will use their own discretion during training time to determine the extra time granted but should not exceed more than 25% of the overall allocated assessment time as prescribed in IFA external examinations. Centres who provide online internal assessments may have to customise these. At all times Centres should be satisfied that the learner can cope with both the theoretical and practical components of an IFA Qualification and is medically fit to do so.

### **3.5.2 Supervised rest breaks**

Where the need is demonstrated, learners may be allowed supervised rest breaks. Supervised rest breaks will take place outside the examination room during IFA externally invigilated examinations but may be taken inside or outside during training and internal assessments. The time taken for supervised rest breaks will not be deducted from the overall assessment time allocation. Centres and learners must be aware that during the rest break 'exam conditions' still remain and must be applied. Rest breaks may not be applicable or will be limited when there are natural breaks during assessment components e.g. during practical assessments when groups of learners are being assessed, there are natural breaks between tasks e.g. from providing a massage demonstration to presenting coursework.

### **3.5.3 Changes to the organisation of the examination room**

Some learners with disabilities may benefit from minor changes to the organisation of the examination room, for example:

- Deaf learners may benefit from sitting near the front of the examination room.
- Visually impaired learners may benefit from sitting near a window so that they have good lighting.
- Autistic learners may benefit from having visual/noise stimuli, (such as a clock), removed from the examination room.
- Physically impaired learners may benefit from using chairs with arm rests or chairs with adjustable heights etc.

### **3.5.4 Separate room for the examination**

It may be necessary that the learner undertake the assessment in a separate room if they are using readers, interpreters etc. so as to not disturb other learners. Centres will ensure such arrangements are in place when requesting examinations at the Centre. However, if due to a high number of candidates, a central venue is organised by the IFA for theoretical examinations for example, Centres must inform the IFA of learners requiring a separate room when scheduling examinations, so the IFA can accommodate this when hiring the examination venue.

### **3.5.5 Use of assistive technology/ information communication**

Where the need is demonstrated, Centres must ensure learners are fully practised in using electronic aids and that such aids are kept in good working order. Learners are expected to have mastered the use of software and become familiar during training, before entering into IFA externally invigilated examinations. It is anticipated that its use will not impede a learner's performance or require the learner to have additional time added to the assessment. It is usually necessary that a learner undertake the assessment in a separate

room if they are using electronic aids e.g. visual or speech reading software etc. so as to not disturb other learners. Centres are responsible for providing supporting equipment and/or persons during training and internal assessments and IFA externally invigilated examinations and should be approved by either the centre owner or the centre staff member with delegated responsibility. Centres must ensure that the use of assistive technology will not give the learner an unfair advantage over other learners or invalidate the assessment requirements. Centres should contact the IFA if they are unclear whether any technology will unfairly advantage the learner or invalidate the assessment requirements.

### **Braille**

Where there is evidence of need, assessment material may be provided in Braille for example for a blind or visually impaired learner and will only be modified to remove any visual content prior to brailleing. Diagrams in the assessment material can be produced as tactile diagrams. Braille may not always be an appropriate adjustment for a learner, as not all blind people are fluent in Braille, and other methods may be more suitable e.g. reader and scribe. If a Centre is permitted to translate externally set assessment material into Braille for a learner, the Centre is responsible for the security of the assessment material and for ensuring that the entire document is in Braille. Learners who use Braille may respond in Braille under the supervision of the IFA quality assurance assessor and/or interpreter to authenticate the transcript. Please note the learner may be penalised if there are errors in the Braille material.

### **Reader**

Where there is evidence of need, the learner may use a reader during assessments, if it is deemed the most effective arrangement compared to other assistive methods. If a learner is not eligible to use a reader, it may be helpful for the learner to read the questions aloud. In these circumstances, the learner will be accommodated in a separate room so that other learners are not disturbed. The quality assurance assessor and/or interpreter will not correct the reading of the learner. The reader will not be the learner's tutor, relative, friend or peer, which would pose a conflict of interest. All Centres will be required to complete Conflict of Interest Assessment Declaration Form for any and all supportive staff present during assessments. For a learner requiring a reader and a scribe, the same person may act as both as long as permission has been granted for both arrangements. An IFA quality assurance assessor and/or interpreter will be present when a reader is used to ensure that the reader does not provide prompts to learners and only reiterates what the examiner/learner is saying. Other general guidance includes:

- a) Readers should read only as requested by the learner. Learners may choose to read parts of the assessment themselves.
- b) Readers should articulate clearly
- c) Reader should read at a reasonable rate and have sufficient subject knowledge to read technical terms accurately.
- d) Readers should only read the exact wording of instructions and questions, and not give meanings of words, interpretations or rephrase.
- e) Readers can spell out the words on the paper if required.
- f) Readers can repeat instructions and questions on the paper only when specifically requested to do so by the learner.
- g) Readers must read questions in the order they appear/or are asked, however may enable a visually impaired learner to identify which piece of the visual

material i.e. diagram/table relates to which question, but must not give factual or suggestive help to the learner.

### **Scribe**

Where there is evidence of need, the learner may use a scribe during assessments, if it is deemed the most effective arrangement compared to other assistive methods, as the use of a scribe requires high-level communication skills from the learner. For example it may be more appropriate to use a word processor, which is more common in the workplace. A scribe is very rarely permitted as aromatherapists have to write detailed notes during consultations. In these circumstances, the learner will be accommodated in a separate room so that other learners are not disturbed. The centre should select a scribe on the basis of their ability to work effectively with the learner but will not be the learner's tutor, relative, friend or peer, which would pose a conflict of interest. All Centres will be required to complete the Conflict of Interest Assessment Declaration Form for any and all supportive staff during assessments. For a learner requiring a reader and a scribe, the same person may act as both as long as permission has been granted for both arrangements. A scribe should be able to produce an accurate and legible record of the learner's responses, or word process at a reasonable speed, and have sufficient knowledge of the subject to be able to record technical terms correctly. An IFA quality assurance assessor and/or interpreter will be present when a scribe is used to ensure that the scribe does not provide prompts to learners and only reiterates what the examiner/learner is saying. Other general guidance includes:

- a) Scribes may only scribe the parts of the assessment the learners wishes to have their responses scribed. The learner may choose to write some responses themselves.
- b) Scribes should only scribe the exact wording of instructions and responses and must not give factual or suggestive help to the learner or correct them. The scribe should write a correction on a typescript or Braille sheet if requested to do so by the learner.
- c) Scribes cannot advise learners which questions to do or change the order they appear/or are asked.
- d) Where technical terms/latin names of essential oils are used the learner should spell out the words, as the scribe will not take responsibility for spelling errors.
- e) Scribes may read back to the learner what has been written but may not comment or makes any indications if an answer is right or wrong.
- f) Any problems encountered during an assessment must be referred the IFA quality assurance assessor.

### **Information communication technology**

Please note learners are not entitled to the use of ICT (information communication technology) where they do not require a reasonable adjustment, even when this is their normal way of working. The use of ICT may only include the use of word processors, for learners with visual impairments as described above and only under supervised conditions. A computer should only be used during training if it is appropriate to the learner's needs and if the learner is confident in its use.

### **3.5.6 Assessment in larger font/different colour**

Learners with visual impairments will be provided with theoretical/paper-based examinations in larger sized font and/or a different colour. Papers will be enlarged/changed in colour but questions and original layout will not be modified in any way i.e. it will be printed in A3 rather than A4. Centres will also need to ensure that training material and internal assessments follow the same principle and are provided in a suitable format for the learner. Only IFA quality assurance assessors will be permitted to photocopy/appropriately adapt papers for learners on the day of externally invigilated examinations but usually, with the appropriate notice, the IFA will have provided these to the assessor before the scheduled assessment.

### **3.5.7 Bilingual assistance**

The IFA will work collaboratively with Centres to ensure assessments are undertaken in the learner's colloquial language, to ensure learners are not disadvantaged. Centres are responsible for providing an interpreter during practical assessments conducted in languages other than English. The time required for interpreters to translate what the IFA quality assurance assessor is saying will not be deducted from the overall examination time. The Centre will complete the Conflict of Interest Assessment Declaration Form for their appointed interpreter and ensure they do not alter questions in a way that may benefit or disadvantage a learner. Interpreters must not give factual assistance to the learner or give any clues to the answer when communicating questions. If the IFA quality assurance assessor becomes concerned interpreters are not translating exactly what they are saying, the Centre will be required to supply another interpreter, which may also result in examinations having to be rescheduled. For theoretical examinations, the IFA will provide papers translated in the learner's colloquial language.

Use of bilingual dictionaries or bilingual translation dictionaries is not permitted. Learners or centres are also not permitted to request special consideration or adjustments to examination results after the examination on the grounds they were unable to understand due to language barriers. Centres are reminded to only accept learners with knowledge and comprehension of English if training is conducted in English or the language of which training is delivered to avoid complaints, unless they or the learner is prepared to supply an interpreter or translate material during training to ensure the learner is not disadvantaged and able to understand and complete all components of the course.

### **3.5.8 Sign Language and other auditory support**

Learners who are deaf will be supported with the assistance of a sign language communicator. The Centre will be responsible for providing the sign language communicator during internal and external practical assessments. Questions and technical terms used during the assessment may not be modified and the learner will be expected to provide the same answers as all other learners. The learner should have had previous experience of working with the sign language communicator during training. The sign language communicator will portray the learner's response to the IFA quality assurance assessor or if necessary an interpreter who will relay answers to the IFA quality assurance assessor. Alternatively a transcript of the questions can be read to the learner to enable the learner to lip-read or if the centre is unable to provide a lip reader the assessment questions may be related to learner via videotape or audio in the learner's colloquial language. Please note the learner may be penalised if there are errors in inaccurate modification or translation of material. The Centre must ensure that the

interpreter is appropriately qualified. Centres should contact the IFA for further advice if they are unclear which adjustment is appropriate. Other general guidance includes:

- a) Centres will appropriately prepare the sign language communicator with example questions in advance of the practical assessment for the signing. Centres should refer to examination procedures for each qualification, downloadable in the centre support area.
- b) Sign language communicators should communicate/interpret at a reasonable rate and have sufficient subject knowledge to read technical terms accurately.
- c) Sign language communicators should communicate/interpret the exact wording of instructions and questions, and not give the meanings of words, explain, clarify or rephrase anything. Sign language communicators must take care to indicate the meaning of technical words and Latin names of essential oils. In some instances, it may be more appropriate to fingerspell a word.
- d) Any amended words or phrases used to communicate a question to a learner because a standard sign is not available or appropriate should be written down so the learner is not penalised in how they respond and accordingly communicated to the quality assurance assessor on the day of assessment (where oral questions are asked).

### **3.5.9 Prompter**

All IFA externally invigilated examinations are subject to constrained time limitations and learners with severe attention problems may benefit from the use of a prompter to draw their attention back to an assessment task. The centre should consult with the learner to decide if a prompter is an appropriate arrangement, or the use of supervised rest breaks for example. The centre is responsible for making the necessary arrangements for the provision of a prompter. The centre should select a prompter sufficiently familiar with the learner to recognise when their attention is no longer on the assessment task but will not be the learner's tutor, relative, friend or peer, which would pose a conflict of interest. All Centres will be required to complete the Conflict of Interest Assessment Declaration Form for any and all supportive staff during assessments. Centres should contact the IFA for further advice if they are unclear which adjustment is appropriate. The IFA quality assurance assessor will be informed of how prompts are given. Other general guidance includes:

- a) Prompters should sit close enough to the learner to be able to observe the learner and draw their attention back to the task but positioned in an unobtrusive way.
- b) Prompts will be delivered by light tapping on the desk so as to not disturb other learners. Verbal prompting and physical tapping e.g. on the shoulder or arm is not normally permitted and must be prior agreed in conjunction with the IFA and will be determined, dependent on the learner's specific disability.
- c) Prompters may not indicate to learners which questions to do or change the order in which they appear/or are asked.
- d) Prompters should be aware that there will be periods of inactivity and must remain silent during these periods and conform to examination conditions.

- e) Any problems encountered during an assessment must be referred the IFA quality assurance assessor.

#### **4. SPECIAL CONSIDERATIONS**

Special considerations are applied when a learner is temporarily impaired either due to illness or injury but also includes other such circumstances beyond the learner's control, which would impact on the learner's ability to undertake or partake in assessments. Each case will be addressed individually and the Centre must complete the Special Considerations Form, for each and every learner, downloadable in the centre support area. Typically, the most appropriate course of action is to defer the learner to take the assessment at a later date. It should be noted that a successful application of special consideration will not necessarily change a learner's result and marks will not be adjusted if evidence of a special consideration is presented after an assessment has been undertaken.

##### **4.1 Applying special considerations during training and internal assessment**

The Centre may use their own discretion when applying special considerations during training and internal assessment but must ensure that the learner has completed all components of the course before entering any candidate into IFA externally invigilated examinations, with 80% or greater attendance. We recommend that Centres include clauses in their contracts with learners regarding rescheduling missed lessons. Special consideration should not give the learner an unfair advantage over other learners and not mislead anyone regarding a learner's achievements. Learners' internal assessment results must reflect their achievement and not their potential ability.

##### **4.2 Applying special considerations during IFA externally invigilated examinations**

Special considerations supplied as a reason for abstaining or absence from IFA externally invigilated examinations must be brought to the IFA's attention as soon as the Centre becomes aware and the Centre must complete the Special Considerations Form for each learner. Applications for special considerations must be supported by evidence which is valid, sufficient and reliable e.g. a medical certificate. However if a Centre needs to delay or cancel any examinations for a group of learners e.g. in the case of a fire at the Centre, then only a single form will need to be completed naming all the learners affected.

Centres schedule examinations with the IFA a minimum of four (4) months in advance of the required month and work collaboratively with the IFA to finalise dates for which an examiner is available in that country within that month. Centres will provide learners with enough notice to ensure attendance. Once dates are confirmed in writing by the IFA and the IFA has received the finalised examination candidate list, the quality assurance assessor's travel and accommodation is booked, based on guaranteed numbers. Centres are charged cancellation fees for learners. Learners should check with their Centre in regards to if they are liable to pay cancellation fees or their Centre pays this on their behalf. Centres must ensure that all learners take into consideration every foreseeable circumstance before entering into external examinations.

##### **4.3 Principles of Special considerations**

Learners who are prepared and present for a scheduled assessments may be eligible for special consideration if:

- Their performance is affected due to circumstances beyond their control e.g. illness, accident, bereavement.
- Their performance is affected due to missing part of internal assessment and/or tuition time due to circumstances beyond the learner's control.
- Their performance is affected due to alternative assessment arrangements (prior approved and agreed in advance) proving inappropriate or inadequate e.g. change in location.

**In these circumstances:**

- The learner will be re-entered into examinations at the next available opportunity and the examination fee will be transferred. If a learner does not want to wait until an examiner is next available in their country or region, please see Transfer Policy for more details.
- If the learner is seriously injured or impaired due to illness or an accident, the examination fee may be refunded to the Centre or
- Reasonable adjustment will be applied as prescribed above.

**Learners will not be eligible for special consideration in the following circumstances:**

- No valid evidence supplied by the Centre that the learner has been affected at the time of the scheduled assessment or self-diagnosis.
- Personal arrangements e.g. holidays, weddings or unauthorised absence
- Lack of preparation of coursework (externally verified by the IFA quality assurance assessor at the scheduled assessment)
- Failure to prepare or revise due to difficulties experienced during the course e.g. lack of resources, changes to home life – all learners have the opportunity to discuss these with their teacher (and where appropriate the IFA) before committing to an examination
- Failure to inform the IFA before the scheduled assessment.

**In these circumstances:**

- Fees are applied to Centres for learners' invalid cancellation (see Service Fees Policy). It is at the discretion of your Centre if they require learners to pay this fee themselves or pay this fee on behalf of their learners.
- Learners should also be aware of the time restriction for undertaking an IFA examination after completing their course (see Learner Handbook).

#### **4.4 Examples**

Below are the most common applications of special considerations.

- Learners whose arms or hands are bandaged may not enter the Practical Examination(s) in the interest of upholding safe practice. The Centre will re-schedule the learner at the

next available opportunity when the risk has been removed.

- Pregnancy will not be accepted as a reason to cancel a theory examination but will be accepted as a reason for cancelling a practical examination. Learners will be advised by their tutor not to enter examinations or defer until the following year (our congratulations also).
- If a learner has an allergy to a particular essential oil or base product your Centre will bring this to the attention of the IFA when registering the learner and inform the IFA of the reasonable adjustment they apply during training. The IFA will then agree how or if the examination process can be adapted, this will be judged on a case by case basis.

In any event, all special circumstances such as these must be brought to the IFA's attention immediately to determine how to best support the learner.

## **5. RECORD KEEPING**

Centres will retain records of any and all requests, decisions and applications of reasonable adjustment and special considerations for learners in either electronic or paper format, for 3 years. The IFA may request details at any given time.

## **6. MALPRACTICE**

Centres are reminded that failure to comply with this policy may potentially constitute malpractice and result in the withholding of examination results. Failure to comply could be:

- Failure to inform the IFA
- Implementing reasonable adjustments without prior approval from the IFA
- Implementing reasonable adjustments or special considerations without obtaining the relevant evidence from the learner
- Circumnavigating this policy
- Failing to retain, and provide the IFA with, records of decisions regarding reasonable adjustments or special considerations.

All cases of malpractice will be addressed through the Malpractice and Maladministration policy, which can be found on the IFA website.

## **7. APPEALS**

If you wish to appeal a decision regarding the IFA's decision to grant reasonable adjustments or special consideration please see the Appeals Policy, which can be found on the IFA website.

## **8. MONITORING**

The IFA will monitor the content of this Reasonable Adjustment and Special Considerations Policy and the implementation of its content on an annual basis through:

- Centre approval process and procedure
- External Verifier visits and their completed report, and any other applicable method of providing feedback
- Examiners' and external verifiers' training sessions

- Statistical analysis of the number of learners with special needs
- Statistical analysis of achievement and pass rates, incorporating and observing trends, positive and/or negative bias or disadvantage (gender, ethnicity, age, disability)
- Inspection of training assessment promotional materials produced and presented by Centres and their editors, advisors and staff.