

Assessment Arrangements for Students with a Disability

The Chartered Banker Institute acknowledges that in accepting a disabled student onto a qualification programme, some adjustments may need to be made with respect to examinations and other assessments in order to accommodate the particular support needs of the individual.

By "disabled student", we mean a student who may have one or more of a wide range of physical, sensory and cognitive impairments and / or other additional needs.

Any special arrangements put in place must not compromise the academic credibility of the assessment, nor put the disabled student at a disadvantage compared with non-disabled students by preventing him / her from adequately demonstrating his / her achievement of learning outcomes. Similarly, those special arrangements must not give the disabled student an unfair advantage over non-disabled students.

It should be noted that a student who has a disability or a specific learning difficulty, may or may not require special arrangements to be put in place with regard to the Chartered Banker Institute examinations.

Students with a Specific Learning Difficulty (including dyslexia)

Any student who has a specific learning difficulty, including dyslexia, must provide an Educational Psychological Report (ideally issued within the last 10 years) or other acceptable written medical evidence to this effect. If a Report was completed before the candidate's 16th birthday, or if circumstances have changed, the candidate should have a "Review Assessment" undertaken by an appropriately qualified practitioner.

Please also note that where a photocopy of the required evidence is provided, this **must be attested** (certified). Regrettably, we cannot act without written evidence.

Given satisfactory evidence, we will allow additional time in the examination up to the recommended time contained within the Report provided. The Report should indicate the degree to which dyslexia or specific learning difficulty might affect the student's examination performance and make specific recommendations for assessment arrangements.

Where an allocation of extra time for examinations has been detailed, this will normally be up to a **maximum** of 25% unless a lesser amount is deemed necessary on the basis of the independent evidence.

Students who have a specific learning difficulty will not be penalised for poor spelling, grammar, punctuation, or poorly-structured work in an assignment or an examination script. This is recognised as a reasonable adjustment under the Equality Act 2010.

Students with Other Disabilities

This could include students who are blind or partially sighted; are deaf or hard of hearing; have Multiple Sclerosis, Myalgic Encephalopathy (ME), back problems, head injuries, epilepsy, dexterity problems, e.g. a repetitive strain injury, or have mobility problems, e.g. wheelchair users.

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In the above and all other situations, the supporting evidence required will vary according to the specific circumstances, but it will generally be from an external agency with detailed knowledge of the student's condition, e.g. an assessment from the Royal National Institute of the Blind, a report from a GP or consultant / specialist. Regrettably, we cannot act without written evidence.

Given satisfactory evidence, we will allow additional time in the examination up to the recommended time contained within the evidence provided. The evidence should indicate the degree to which the disability might affect the student's examination performance and make specific recommendations for assessment arrangements.

Where an allocation of extra time for examinations has been detailed, this will normally be up to a **maximum** of 25% unless a lesser amount is deemed necessary on the basis of the independent evidence.

Examination Arrangements

In addition to the potential for extra time to be allocated, alternative practical arrangements will be considered by the Institute to allow students to fulfil their full potential during their examinations.

The assessment arrangements will vary from student to student but could include the provision of a paper-based examination, large print examination papers or the provision of a scribe. Where the recommendation is that a student is permitted to use a scribe, the standard allocation of extra time will apply.

Conduct of Examinations

It is the responsibility of the invigilator to ensure that Chartered Banker Institute examinations involving disabled students are conducted in accordance with the agreed alternative arrangements, including the allocation of extra time. As far as possible in other respects the usual rules for the conduct of examinations are observed.

If a student feels that his / her individually agreed needs have not been satisfactorily accommodated within the assessment process, he / she should contact info@charteredbanker.com within **three working days** of the assessment.

Where a disability has not been declared prior to an examination, this cannot be taken into account retrospectively, unless the student has a valid reason for not having declared it.

Academic Transcripts and Qualification Certificates

Where special arrangements within the assessment process have been put in place for students due to a disability, this will not be indicated on their academic transcript or qualification certificate.

Request for Special Circumstances

Students should apply for alternative assessment procedures **at least one month before the date of the assessment**. Students should either write to the Institute enclosing the required documentary evidence to support their request, or email info@charteredbanker.com.

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Students should note that late applications may not be accommodated due to the difficulties in making the necessary arrangements at short notice.

Where a request for special circumstances has been declined, candidates may appeal against the decision by writing to the Deputy Chief Executive within **seven** days of receiving the decline decision. The appeal decision by the Deputy Chief Executive is final.

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