



IOSH Reasonable Adjustments and Special Considerations Policy

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Introduction

The Institution of Occupational Safety and Health (IOSH) has responsibilities under both equalities' legislation and education regulation to ensure that all learners have an equal opportunity to demonstrate their knowledge, skills and understanding to the level required for each qualification.

IOSH must therefore have in place clear arrangements for making Reasonable Adjustments and for Special Consideration to be given to Learners in relation to qualifications that it makes available during the learning and assessment process. IOSH has responsibilities to monitor its qualifications for any feature which could disadvantage learners and remove any potential barriers to entry where possible. IOSH is committed to continuously reviewing and improving equality and diversity practices.

This policy sets out to comply with Ofqual Conditions of Recognition as follows: -

Arrangements for Reasonable Adjustments – Condition G6

Arrangements for Special Consideration – Condition G7

Purpose

The purpose of this policy is to:

- Ensure that equality and diversity are encouraged, valued, managed, and celebrated.
- Meet regulatory requirements in outlining the arrangements for Reasonable Adjustments and Special Consideration in relation to IOSH qualifications
- Detail the responsibilities of IOSH, Study Centres and learners
- Outline how learners qualify for reasonable adjustments and special considerations including evidence requirements
- Outline the reasonable adjustments that IOSH will permit, and those where permission is required in advance before they are applied
- Outline the special considerations that can be given to learners

Scope

This policy and related procedures are intended for:

- Study Centres and staff delivering IOSH qualifications who wish to request or apply a reasonable adjustment or special consideration at the time of assessment where a registered learner:
 - has a permanent disability or specific learning need
 - has a temporary disability, illness, injury or learning need
 - is indisposed at the time of assessment
 - has been subject to an event outside of their control that has affected their assessment performance
- IOSH staff to ensure that reasonable adjustment or special consideration requests are responded to and applied in a consistent and fair manner to meet the regulatory requirements
- Learners who are registered on an IOSH qualification who require or have been granted a reasonable adjustment and/or special consideration.

Definitions

Reasonable Adjustments

An adjustment made to an assessment for a qualification where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled, in terms of demonstrating his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification

Adjustments will typically be made for learners with a physical, sensory, or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the Equality Act 2010, learners are deemed to have such impairment if they can show that the condition:

- is more than minor or trivial – this can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial
- has an effect that has lasted, or is likely to last for at least twelve months
- affects everyday things like eating, washing, walking, and going shopping

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment
- persistent distractibility or difficulty concentrating
- difficulty understanding or following simple verbal instructions
- physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling
- inability to read very small or indistinct print without the aid of a magnifying glass
- inability to converse orally in a language which is not the speaker's native spoken language
- nervousness or low-level anxiety about examinations.

Examples of reasonable adjustments

The following are examples of reasonable adjustments which may be permitted by IOSH and/or approved Study Centres. These are not exhaustive and are intended as indicative examples, it is important to note that as IOSH qualifications are competence-based qualifications the following adaptations are examples of what may be considered as facilitating access if they do not impact on any competence standards being tested:

- adapting assessment materials e.g., enlarged format, Braille, coloured paper, different backgrounds for on-screen assessments, audio format, modified language
- adapting the physical environment for access purposes
- adaptation to equipment e.g., special keyboards, monitors
- changing or adapting the assessment method e.g., from written assessment to spoken assessment, allowance for British Sign Language
- revising the usual assessment arrangements e.g., assignment extensions or extra time in an examination
- modified language assessment material
- providing assistance during the assessment e.g., practical assistant, prompter, reader, scribe
- use of assistive software/technology e.g., screen readers, voice activated software
- use of ICT/responses using electronic devices

Special Consideration

Consideration to be given to a Learner who has temporarily experienced an illness or injury, or some other event outside of his or her control, which has, or is reasonably likely to have, materially affected the Learner's ability to –

- (a) take an assessment, or
- (b) demonstrate his or her level of attainment in an assessment

Such considerations could include a post-assessment adjustment to marks or grades or an adjustment to the arrangements for accessing the assessment and will only be reviewed by IOSH for circumstances that could not have been predicted or were outside the learner's control and may have impacted on their performance.

Examples of potential types of situations where special consideration may be permitted by IOSH

If performance is affected or part of an assessment was missed due to circumstances beyond the control of the learner, for example

- Recent personal illness at the time of assessment, such as flare up of a congenital illness, terminal illness, incapacitating illness
- Serious accident or injury
- Recent bereavement of family member or close friend
- Alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate
- Serious disturbance during the assessment
- Posthumous certification is being requested

Examples of potential types of situations where special consideration will not be permitted by IOSH

- Minor disturbance during the assessment e.g., short-lived noise from external environment, mobile phone ringing etc
- Long term illness unless the illness manifests at the time of the assessment
- General domestic inconveniences such as moving house
- Personal events e.g. holiday, wedding, celebration
- Consequences of committing a crime, where formally charged
- Failure to undertake/complete the assessment due to the learner joining part way through
- Learning difficulties or a disability over and above those that a previously approved access arrangement or reasonable adjustment would have alleviated.

Roles and Responsibilities

Responsibilities of the Study Centre are:

- To ensure that staff who are involved in the management, assessment and quality assurance of qualifications are fully aware of this policy and equipped to follow the procedures for requesting and implementing each reasonable adjustment or special consideration.
- To ensure that staff are equipped to advise learners appropriately with regards to reasonable adjustments and special considerations.
- To have a policy and associated processes on reasonable adjustments and special considerations that meet with regulatory requirements, this will be monitored as part of the annual audit process.
- To ensure it has an inclusive assessment process that adheres to disability and equal opportunity legislation whilst ensuring the regulatory requirements for ensuring assessment standards are maintained.
- To ensure it has an effective appeals policy and associated processes in place so that a learner can query any decision made by the Study Centre to not permit a reasonable adjustment.

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- To ensure that it can resource any reasonable adjustment or special consideration approved by IOSH.
- To ensure that evidence is gathered and records retained (for minimum of 3 years) for each application for reasonable adjustment and special consideration.
- To discuss with learners and identify during programme induction, any difficulties they may have in accessing assessments.
- To design centre learning activities or material in an inclusive way so that they are accessible to all learners, with language that is also clear, unambiguous, and free from jargon
- To select an appropriate reasonable adjustment to make assessment accessible without lowering the standard and involve the learner in making the decision

Responsibilities of IOSH are:

- To ensure that all reasonable adjustment and special consideration requests are dealt with in a consistent manner.
- To ensure that all reasonable adjustments and special considerations fully comply with equality legislation and regulatory requirements.
- To ensure the qualification and assessment integrity is always maintained.
- To ensure reasonable steps are taken to remove any disadvantage to learners which is unjustifiable, and to maintain records of any disadvantage which it believes is justifiable, and the reasons why.

Responsibilities of the learner are:

- To be aware of this policy and the Study Centre's policy and associated processes with regards to access arrangements, reasonable adjustments and special consideration.
- Declare any illnesses or conditions to their Study Centre, for the purposes of reasonable adjustments being made, prior to commencing the course/programme.
- Declare any situation to their Study Centre, for the purpose of special consideration being given, prior to or immediately after the assessment (if applicable).
- Provide any supporting evidence to their Study Centre as requested.

The Policy

A reasonable adjustment is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage. This must be agreed and set in place by the Study Centre and/or IOSH prior to the assessment.

A reasonable adjustment may be unique to the individual learner and may not be included in the list of examples within this policy. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to the:

- needs of the disabled learner
- effectiveness of the adjustment
- cost of the adjustment
- likely impact of the adjustment upon the learner and other learners.

An adjustment will not be approved if it:

- involves unreasonable costs to the IOSH
- involves unreasonable timeframes
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

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In most cases it will **not** be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate. There is no duty to make adjustments which the qualifications regulators have specified should not be made. An adjustment will **not** be reasonable if it affects the reliability or validity of assessment outcome/s, or it gives the learner an unfair (i.e. not reasonable) assessment advantage over other learners undertaking the same or similar assessments.

Some adjustments may be permitted at the discretion of the Study Centre, others require permission from IOSH (See Appendix 1). The Head of Study Centre (or designated nominee) must ensure that an adjustment implemented by the centre on behalf of the learner is based on firm evidence of a barrier to assessment and is in line with this guidance. Failure to do so may result in advice or action for the Study Centre through to the implementation of steps to manage Study Centre malpractice. This could ultimately lead to the recall of certificates, removal of qualification approval or removal of Study Centre approval.

Any reasonable adjustment must reflect the normal learning or working practice of a learner in a Study Centre or working within the occupational area. Learners may, however, use mechanical, electronic and other aids to demonstrate competence. The aids must either be generally commercially available, or available from specialist suppliers, and be feasible to use in the centre or on the employers' premises.

Where the Study Centre is unsure if the reasonable adjustment proposed is in line with IOSH guidance in Appendix 2, IOSH must be contacted for advice.

Where IOSH permission is required for a reasonable adjustment, Study Centres should complete a Study Centre Reasonable Adjustment and Special Consideration Request Form and submit via the Qualification Management System with supporting evidence where appropriate. Requests for reasonable adjustments must be submitted no later than 30 working days before the assessment.

Requests for post-assessment special consideration should be submitted using a Study Centre Reasonable Adjustment and Special Consideration Request Form via the Qualification Management System with supporting evidence where appropriate, within 10 working days after the assessment date.

Before submission of a special consideration request, study centres must refer to Appendix 3 which details the criteria and allowed allowances.

A special consideration cannot be applied if a reasonable adjustment has been awarded for the same circumstance, nor can it be applied on a cumulative basis.

A mark adjustment will only be considered where the final mark is a border line fail, and an adjustment would change the result. A mark adjustment will not be considered where the candidate has passed the assessment, or the result is a clear failure.

IOSH will only accept group applications in extraordinary circumstances where all learners are affected equally.

Evidence requirements

The evidence of need will vary depending on the disability and the access arrangement(s) being applied for but in all cases must be valid, sufficient, and reliable.

To ensure that any adjustment to assessment will only provide the learner with the necessary assistance without giving the learner an unfair advantage over other learners, the centre must be clear about the extent to which the learner is affected by the disability or difficulty.

Where the centre can verify supporting evidence of the disability or difficulty and where the implications are clear, such as for a learner with physical difficulties, profound hearing impairment or who are registered as blind or partially sighted, the centre does not need to provide further evidence of these physical difficulties.

Where the implications of the difficulty are not obvious, such as for identified learning difficulties, or mental health difficulties, the centre will need to provide additional evidence of the effect of the impairment on the learner's performance in the assessment.

Where appropriate evidence may include, written evidence produced by independent, authoritative, specialists. This could take the form of medical, psychological, or professional reports or assessments.

Communication of decisions by IOSH

IOSH will acknowledge receipt of the Reasonable Adjustment or Special Consideration application within 2 working days of submission. The outcome of the decision to authorise a reasonable adjustment will be communicated directly to the centre within 10 working days. The outcome of the decision to authorise a special consideration will be communicated within 2 working days after the results are issued.

Posthumous Certification

Applications for posthumous certification should be submitted on a Study Centre Special Considerations Form together with details of the units and grades the learner had already achieved along with the units and grades they were expected to achieve.

IOSH will work with the Head of the Study Centre who must authorise the form and may ask for a copy of the death certificate before approving a posthumous certification.

Appeals against an IOSH decision

If a Study Centre disagrees with a decision made by IOSH about a reasonable adjustment or special consideration, the Study Centre can ask for the decision to be reviewed under the IOSH Enquiries and Appeals Policy.

Monitoring

A Study Centre must maintain records of all cases for audit purposes and to monitor the effectiveness of the reasonable adjustments that have been made.

IOSH and Study Centres delivering its approved qualifications may be audited at any time by the qualification regulators.

Study Centres will be audited annually by IOSH.

IOSH will complete an annual self-assessment and submit an annual Statement of Compliance to the regulator.

Review

IOSH will review this policy on an ongoing basis for continuous improvement and to address regulatory changes, operational feedback or concerns brought to the attention of IOSH to ensure the policy remains fit for purpose.

Version Control

V	Last amended	Author	Reason for amendment	Review date
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V0.1	01/02/21	Kevin Hickman	Initial Draft	08/02/21
V0.2	31/10/22	Rachel Wilson	Reviewed for self-assessment	31/10/23
V0.3	01/11/22	Rachel Wilson	Amended to allow for assessment by examination	01/11/23
V1.0	17/11/22	K Bevan	Brand Update	17/11/23
V2.0	17/12/24	A Feneley-Lamb	Annual review, references to IOSH AO amended to IOSH, Use of Bilingual dictionaries amended, learners' English requirements added, Amount of extra time allowed amended	17/12/25
V2.1	13/08/25	A Feneley-Lamb	Addition of Appendix 3, clarification of when a special consideration can be considered, clarification of notification timescales.	13/08/26

Policy document information

Policy owner	Head of Awarding Organisation	Policy contact	Operations and Quality Manager
Related operational policies/business rules	Approved Study Centre Agreement Approved Study Centre Handbook		
Relevant legislation and standards	Ofqual General Conditions of Recognition: - Condition G6 Arrangements for Reasonable Adjustments Condition G7 Arrangements for Special Consideration The Equality Act 2010 – Duty to make adjustments		

Appendix 1: Reasonable adjustments and authority to approve

Reasonable Adjustment	Assessments marked by the Centre (Assignment/Portfolio) and not taken under examination conditions	Assessments taken under exam conditions (online exams)
Extra time (Applicable where assessments are time constrained)	Study Centre	IOSH
Supervised rest breaks (Applicable only where assessments are time constrained)	Study Centre	IOSH
Use of mechanical, electronic, and technological aids	Study Centre	IOSH
Use of assistive technology (e.g. speech or screen readers, voice activated software)	Study Centre	IOSH
Use of bilingual dictionaries and bilingual translation dictionaries	Study Centre	IOSH
Assessment material in enlarged format	Study Centre	IOSH
Assessment material in Braille	IOSH	IOSH
Language modified assessment material	IOSH	IOSH
Assessment materials / responses in British Sign Language (BSL)	IOSH	IOSH
Assessment material on coloured paper/backgrounds	Study Centre	Study Centre

Assessment material in audio format	Study Centre	IOSH
Responses using electronic recording devices	Study Centre	IOSH
Responses in Braille	Study Centre	N/A
Reader	Study Centre	IOSH
Scribe	IOSH	IOSH
Prompter (Applicable where assessments are time constrained)	Study Centre	IOSH

Appendix 2: Guidance on types of reasonable adjustment

Reasonable Adjustment	Guidance
Extra time (Applicable where assessments are time constrained)	- Where assessment activities are time constrained, a learner may be allowed extra time during an assessment if they have a condition which affects the speed of processing. - The amount of extra time allowed should accurately reflect the extent to which the completion of the assessment will be affected by the learner's difficulty. - It is the Study Centre's responsibility to specify the amount of extra time the learner will require. The usual allowance is up to a maximum of 25% of the timed assessment, although study centres should not assume that every candidate will need 25%. Extra time of more than 25% will only be allowed in exceptional circumstances. - Unlimited extra time will not be allowed. - Extra time for onscreen assessments may have to be customised for each learner. In these cases, the Centre is advised to contact IOSH to apply for a time extension to be applied. - Extra time should not give the learner an unfair advantage over others.
Supervised rest breaks (Applicable only where assessments are time constrained)	- Study Centres should ensure that both the learner and his/her work is supervised during the break. - The duration of the break should not be deducted from the assessment time. - For online exams, the Study Centre will need to check with IOSH whether the time for rest breaks should be built into the extra time requested for the exam. The system and learner must be supervised during the break to ensure that no one else can interfere with the learner's test during the break. - Rest breaks should not be allowed where their use would invalidate the assessment criteria.
Use of mechanical, electronic, and technological aids	- The learner should be familiar with the use of these aids and that any electronic aids are in good working order. - For online exams, the remote invigilator must be fully informed of the learner's support. - The use of aids should not give the learner an unfair advantage over other learners or invalidate the assessment criteria.
Use of assistive technology (e.g. speech or	Some learners may benefit from the use of software that reads the assessment material to them and records their spoken responses.

screen readers, voice activated software)	• Such software may be used to allow learners to have access to assessments that are appropriate for them and enable them to show their proficiency. • The Study Centre should ensure that the use of assistive technology will not invalidate the assessment requirements or give the learner an unfair advantage. • Due to the rapid development of such technology, Study Centres should seek advice from IOSH if the implications of using certain kinds of assistive technology are unclear. • It should be noted that the use of such software may introduce an additional unintended element to the assessment, in that the learner has to 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 assistive technology should not give the learner an unfair advantage over other learners or invalidate the assessment criteria
Use of bilingual translation dictionaries	• The use of bilingual translation dictionaries is not allowed in IOSH assessments. • The qualification is assessed in English, it is crucial that learners have the appropriate level of English language skills as detailed in the qualification handbook.
Assessment material in enlarged format	• Where the Study Centre is permitted to make the enlargements to externally set assessment material, it should take responsibility for the security of the material and for ensuring that the entire document is enlarged. The learner may be penalised for any errors in their work which occur because of incomplete enlargement of the material. • If the default font and text size used for an online exams is not suitable for the learner, screen magnification software programmes may provide an option to magnify the text to a suitable size. The e-assessment software used by IOSH for online exams provide options to change screen colours and fonts. • Learners should become familiar with the ways the screen may be adapted in onscreen exams by using the practice tests.
Assessment material in Braille	• Permission may be given to the Study Centre to convert externally set assessment materials to Braille. IOSH will advise when this can be permitted. • Where the Study Centre is permitted to convert externally set assessment material to Braille, it should take responsibility for the security of the material and for ensuring that the entire document is in Braille. The learner may be penalised for any errors in their work which occur because of errors in the material that is in Braille. • Braille is not always an appropriate adjustment for the learner, not all blind people are fluent in Braille.
Language modified assessment material	• The carrier language in assessment material may be modified for a deaf learner whose first language is either English or BSL. In either case, the learner's English may be limited, and modified assessment material may be necessary. BSL is a recognised language and has its own grammar, syntax and vocabulary, and written assessment material will have to be modified for most deaf learners for whom BSL is their first language. • Technical language may not be modified. The modified version of the assessment material should contain the same questions as the standard version and the same answers will be expected from the learner.

	Where the Study Centre is permitted to modify externally set assessment material, they should take responsibility for the security of the material and for the accuracy of the modification. The learner may be penalised for any errors in their work which occur because of inaccurate modification of the material.
Assessment materials / responses in British Sign Language (BSL)	- Where there is evidence of need, the learner may be allowed to sign their responses to questions. - A learner can sign full responses in BSL. Where the learner is required to show knowledge of an expression or name in their response, this must be finger spelt. - The Study Centre will provide a paper translation of the responses for validation purposes. - The Study Centre should ensure that the person doing the translation is appropriately qualified. - Where the Study Centre provides a transcript of the learner's response, the Study Centre should ensure that the transcript is authenticated and an accurate reflection of the learner's responses. The Study Centre should keep this as a record of the assessment. - Where the Study Centre cannot provide a BSL interpreter for the assessment, and if language modified assessment material does not provide sufficient assistance, a supporting BSL version of assessment material may be provided on DVD in written English. - Where the Study Centre is permitted to translate externally set assessment material into BSL, they should take responsibility for the security of the material and for the accuracy of the translation. The learner may be penalised for any errors in their work which occur because of errors in the material. - Where BSL is the primary means of communication for a deaf learner, these learners may have the support of a BSL interpreter to sign the questions, or parts of questions, where they are undertaking written assessments.
Assessment material on coloured paper/backgrounds	- Where the Study Centre is permitted to photocopy/print externally set assessment material onto coloured paper, it should take responsibility for the security of the assessment material and for ensuring that the entire document is copied. - For online exams 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 the practice test before they take an assessment.
Assessment material in audio format	- Where there is evidence of need, assessment material may be provided in audio format. - Where the Study Centre is permitted to produce an audio version of externally set assessment material, they should take responsibility for the security of the material and for ensuring that the recording is accurate. The learner may be penalised for any errors in their work which occur because of errors in the recording.
Responses using electronic recording devices	- Where there is evidence of need, the learner may be permitted to record their responses electronically. - Where the learner's responses are recorded electronically, the Study Centre should provide an authenticated transcript on paper of the learner's responses.

	It will be the Study Centre's responsibility to ensure that the transcript is an accurate reflection of the learner's responses and to keep this and the original recording as a record of the assessment.
Responses in Braille	- Where there is evidence of need, a learner may be permitted to present their responses in Braille. - In these cases, an authenticated paper transcript of the learner's responses should be provided by the Study Centre. - It will be the Study Centre's responsibility to ensure that the transcript is an accurate reflection of the learner's responses and to keep the transcript for their records.
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 Study Centre 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: - The use of speech or screen reading software, which reads out the material without decoding or interpreting it. - Accessing the assessment material in electronic format, in Braille, or through sign language. - The Study Centre is responsible for making the necessary arrangements for the provision of a reader and providing them with instructions set out by IOSH.
Scribe	- A scribe is a person who, in an assessment, writes down or word processes a learner's dictated responses. - Where there is evidence of need, a scribe may be allowed in all assessments where writing or keyboarding is not the competence being assessed. - The most common need for a scribe is where a learner has injured their arm and is unable to write/use a keyboard. - The Study Centre should, in consultation with the learner, decide whether the use of a scribe is an appropriate adjustment. - The use of a scribe should not affect the assessment requirements for the qualification being assessed. Voice recognition technology (assistive technology) may be used in the writing component of a qualification, where its use reflects the learner's normal way of writing.
Prompter (Applicable where assessments are time constrained)	- A learner with severe attention problems may benefit from the use of a prompter, in timed assessment situations, to draw their attention back to the assessment task. - The Study Centre should, in consultation with the learner, decide whether the use of a prompter is an appropriate arrangement. - The Study Centre is responsible for making the necessary arrangements for the provision of a prompter. - Where the problem is one of concentration, consideration should be given to allowing supervised rest breaks rather than a prompter.

Appendix 3: Special Consideration Allowance and Criteria

% Allowance	Criteria
5%	This is the maximum allowance and is reserved for the most exceptional cases, such as, • Terminal illness of the candidate. • Terminal illness of a parent/carer, brother or sister. • Death of an immediate family member within three months of the examination. • Very serious and disruptive crisis/incident at or near the time of the examination.
4%	Very serious problems such as, • Life-threatening illness of candidate or member of immediate family. • Major surgery at or near the time of the examination. • Severe disease (e.g., cancer). • Very recent death of a member of extended family. • Severe or permanent bodily injury occurring at the time of the examination. • Serious crisis/incident at the time of the examination. NB 'Very recent' is defined as within one month of the examination(s) taking place. The centre must be satisfied that there has been a detrimental effect on the candidate examination performance.
3%	A more common category (more cases will fall into this category), including, • Recent traumatic experience such as death of a close friend or distant relative. • Recent illness of a more serious nature. • Flare-up of a severe congenital/medical condition. • Flare-up of a psychological condition, a mental health condition. • Flare-up of a disability such as Autism. • Broken Limbs. • Crohn's disease • Physical assault trauma before an examination NB 'Recent' is defined as up to four months prior to the examination(s) taking place. The centre must be satisfied that there has been a material detrimental effect of candidate examination performance.
2%	The most common category of allowance (most cases will fall within this category) including, • Illness at the time of the examination. • Broken limb on the mend. • Concussion • Effects of pregnancy (not pregnancy <i>per se</i>), • Extreme distress on the day of an examination (not simply exam related stress)
	Reserved for more minor problems, such as,

1%	• On-going noise during an examination. • Illness of another candidate which leads to minor disruption in an examination room. • Stress or anxiety for which medical advice has been sought and/or medication has been prescribed. • Hay fever on the day of the examination • Minor upset arising from administrative problems.
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Centres must not submit applications for special considerations for trivial cases. Where the request for special consideration fails to meet the criteria, it will be rejected.