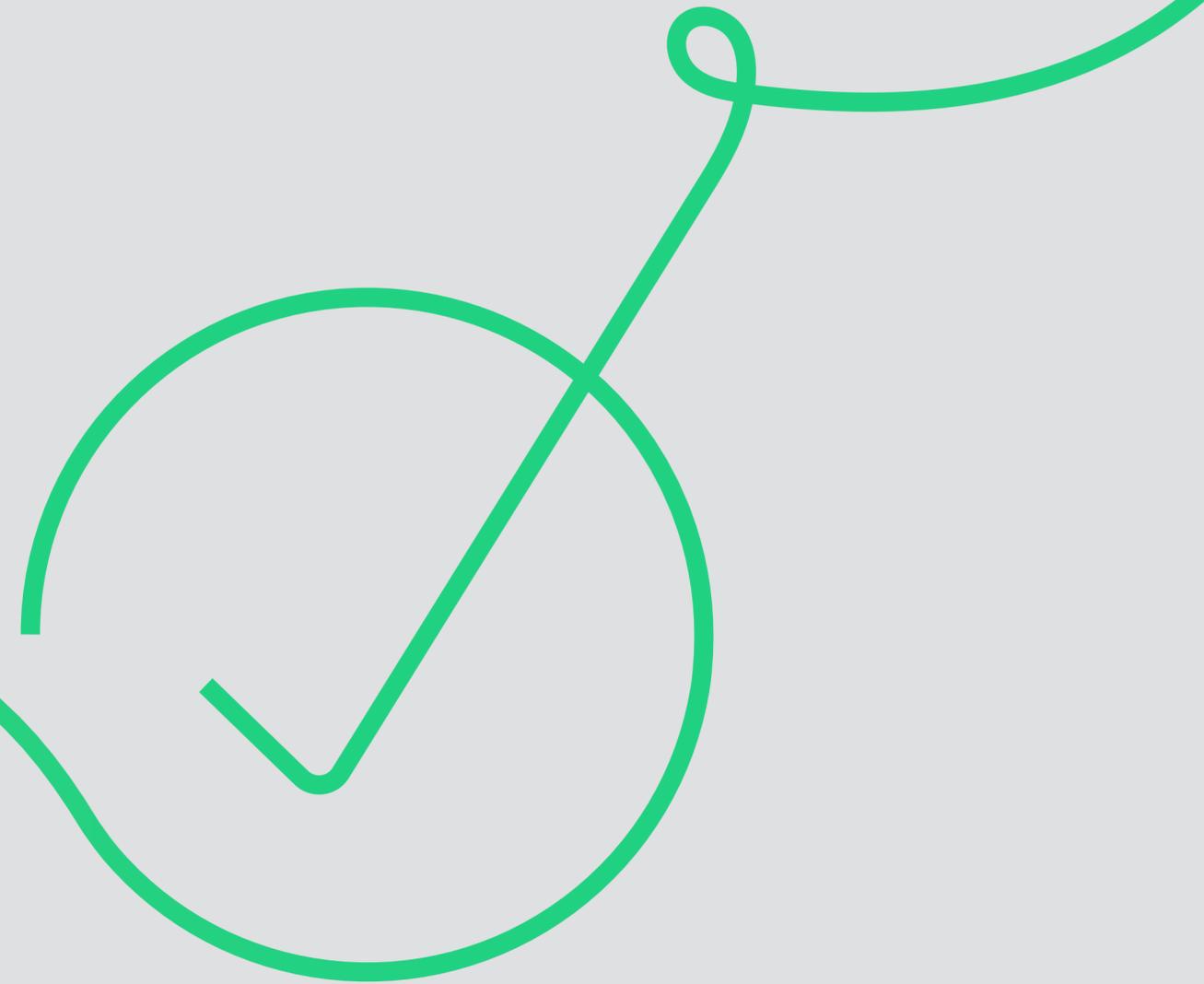


Reasonable adjustments explained



We recommend that this document is read in conjunction with the APM Reasonable Adjustment policy.

A reasonable adjustment is a change that is made to avoid a disability, short- or long-term condition placing an individual at a significant disadvantage to someone during an APM assessment.

The Equality Act 2010 requires organisations to make reasonable adjustments for learners to mitigate the substantial disadvantage they would face due to their condition or disability.

Reasonable adjustments can be made to the assessment conditions for the APM Qualifications or Standards. Adjustments can allow learners with specific needs reasonable access to the assessment without changing the demand of the assessment.

An adjustment may not be considered reasonable if it involves unreasonable costs, time frames or affects the security, reliability, validity, or integrity of the assessment.

There are several factors involved in making an informed decision as to what adjustments can be implemented.

Suitable evidence of the condition or disability is required. This commonly contains the medical assessments undertaken, a diagnosis and medical recommendations that can aid understanding of the individual's personal situation.

Consideration is then made against the specific assessment in question, for example the format, duration and what is being tested. In some instances, further evidence may be requested to fully understand the needs of the learner and offer a range of suitable adjustments where reasonably possible. It's not uncommon for a

learner to require more than one type of adjustment to be put in place for an assessment.

As adjustments are awarded towards a specific assessment, medical recommendations alone may not supply the comprehensive view to draw final conclusions. In such instances, further information will be gathered. Additionally, previous adjustments do not automatically translate to an upcoming APM assessment. This includes adjustments that may have been made towards previous assessments within the APM suite of qualifications.

APM are not able to accept non validated screening tests as evidence of a disability. Whilst these tests are useful to indicate potential neurodiversity, a diagnostic report is required to facilitate an assessment adjustment.

There are many ways adjustments can be applied to the assessment arrangements, each to support the wide variety of symptoms that learners with conditions or disabilities may experience.

The following table contains examples of reasonable adjustments and when each adjustment may apply. However, please note -

- The list of types of reasonable adjustments is not exhaustive.
- The indicative evidence is guidance on likely evidence available to a learner for the example condition/ symptoms stated.



Type of reasonable adjustment



Definition of the adjustment



Example condition/symptoms



Indicative evidence



Supervised rest breaks.

The use of regular rest breaks.

The frequency and total duration will be determined on an individual basis.

Persistent difficulty in concentrating and poor working memory such as those experienced with ADHD.

Necessity for regular movement due to arthritis or fidgeting associated with ADHD.

Regular need to use the toilet such as those with Ulcerative Colitis or are pregnant.

Brain fog from long covid, perimenopause or menopause.

Medical assessment report.

Medical letter confirming diagnosis and the specifics of the symptoms experienced by the individual.

MAT BI form.

Letter from long-covid nurse confirming diagnosis and specific symptoms the individual experiences. This may be accompanied by a letter from the employer on what adjustments they make in the workplace to support the individual and their symptoms.

Scribe.

A person who types a learner's dictated answers to questions.

Severe rheumatoid arthritis.

Long- or short-term injury to hands.

Visual impairment.

Medical letter confirming diagnosis and the specifics of the symptoms experienced by the individual.

Reader.

A person or computer software that accurately reads out the instructions and questions to the learner.

Autism Spectrum Disorder (ASD).

Sensory need such as those experienced with MSI.

Visual impairment.

Medical assessment report.

Medical letter confirming diagnosis and the specifics of the symptoms experienced by the individual.

Type of reasonable adjustment



Definition of the adjustment



Example condition/symptoms



Indicative evidence



Assistive software Dragon.

Speech recognition software.

Poor use of arm movement caused by MS.
Long- or short-term injury to hands.

Letter from employer confirming use of the assistive technology as a current adjustment and the usual way of working.

Assistive software JAWS.

Screen reader software.

Severe visual impairment.

Medical letter confirming diagnosis.

Certification of visual impairment.

Letter from employer confirming use of the assistive technology as a current adjustment and the usual way of working.

Prompter.

A person or device to prompt the learner into re-focusing their attention to answer a question and move on to answering the next.

Obsessive revisiting of a question rather than moving onto other questions, such as that often experienced by someone with OCD.

Medical letter confirming diagnosis and the specifics of the symptoms experienced by the individual detailing recommendations.

Use of a fidget cube.

A small hand held device to provide an outlet for desire to move.

Persistent desire to move as symptoms experienced by those with ADHD or anxiety.

Medical confirmation of diagnosis.

Letter from employer confirming use fidget cube as usual ways of working.

Noise cancelling headphones.

Headphones to block background noise or play white noise.

Sensory overload experienced by those with ASD or Asperger's syndrome.

Medical confirmation of diagnosis.

Type of reasonable adjustment



Definition of the adjustment



Example condition/symptoms



Indicative evidence



Magnifier.

Assistive technology to magnify the screen text.

Visual impairment.

Certification of visual impairment.

Virtual colour overlays.

Adapting the colour of the screen to alleviate reading difficulties.

Visual stress.

Medical letter confirming diagnosis.

Dyslexia.

Employer letter confirming the adjustments made in the workplace by way of usual ways of working.

Extra time.

Additional time applied to the duration of the assessment. The duration will be determined on an individual basis.

Specific learning difficulty meaning the individual is affected by either the speed or way that information is cognitively processed such as experienced by those with dyslexia.

Medical diagnostic assessment report, demonstrating the results for each of the tests administered and recommendations being made.

Split assessments.

An assessment is split into two parts with both parts being completed within a 24-hour period.

MND.

Medical letter confirming diagnosis and the specifics of the symptoms experienced by the individual detailing recommendations.

ME.



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