

IoL EDUCATIONAL TRUST

DIPLOMA IN PUBLIC SERVICE INTERPRETING

CHIEF MODERATOR'S REPORT 2008



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CHIEF MODERATOR'S REPORT 2007/08

1 Introduction and overview of the examination

1.1 *The function of the DPSI*

The DPSI examination, set and administered by the IoL Educational Trust (IoLET), fulfils an important public function. Unlike many of its European neighbours, the United Kingdom does not require translators and interpreters to pass a state authorised examination before they can practise, but the IoLET diplomas have become recognised nationally as vocational qualifications which indicate competence to fulfil the translating and interpreting requirements which arise increasingly frequently in many spheres of the public and social life of the community. The DPSI is the key to registration on the National Register of Public Service Interpreters, an invaluable source for identifying individuals suitably qualified to perform public service interpreting tasks. This means that to pass the examination, candidates should demonstrate communicative, professional and interpreting competence in English and in one other language. The content of the source language text should be conveyed in the translation without errors and omissions which might impede understanding and prevent successful communication.

The DPSI has been accredited by Ofqual (Office of the Qualifications and Examinations Regulator) and entered onto the National Qualifications Framework at Level 6 (BA degree level).

1.2 *Historical overview of the number of DPSI candidates*

The number of candidates who sat the examination for the Diploma in Public Service Interpreting in June 2008 was 995, a *slight decrease* on 2007 (1091). Table 1 shows the figures for the current year and for the previous ten years.

Year of examination	Number of candidates
2008	995
2007	1091
2006	1088
2005	1108
2004	1138
2003	1131
2002	973
2001	987
2000	733
1999	647

Table 1: DPSI Examination: candidate numbers 1999-2008

1.3 Profile of candidates and options

Table 2 provides an overview of the number of candidates by option. Data are given for the current and previous year and include both full and part entries.

OPTIONS	2007		2008		Comparison 2007 and 2008
	Number	%	Number	%	
English Law	700	64.2%	687	69.0%	+4.8%
Scottish Law	54	4.9%	53	5.3%	+0.4%
Health	142	13.0%	139	14.0%	+1.0%
Local Government	195	17.9%	116	11.7%	-6.2%
TOTAL	1091	100%	995	100%	

Table 2: DPSI Examination: Candidate numbers per option 2007 and 2008

1.3.1 General trends

The overall number of candidates taking the Law options was 740 this year, down 14 from 754 in 2007. The number of candidates taking the Scottish Law option has stayed more or less stable (one candidate less in 2007). The number of candidates taking the Health option has fallen from 142 in 2007 to 139, again a very slight decrease. The Local Government option has gone down from 195 in the previous year to 116 this year.

1.3.2 English Law and Scottish Law

The English Law option remains the most popular option with 69.0% of the candidates taking it. This is an increase of 4.8% from last year. Even though the Scottish Law option declined slightly (-0.4%), the overall percentage of the candidates taking the law options was 74.3%, which is 5.3% higher than the previous year.

1.3.3 Health and Local Government

The Health option was taken by more candidates this year than the Local Government option. There was a slight rise of 1.0% in the number of candidates taking the Health option, while the Local Government option fell 6.2%.

1.4 Profile of languages

The 49 language manifestations offered for examination in June 2008 are listed in Table 3.

Albanian	Dari	Mandarin	Slovak
Amharic	Dutch	Mandarin/traditional	Somali
Arabic (MSA)	Farsi	script	Spanish
Arabic (N. Afr. Maghrebi)	French	Panjabi	Swahili
Armenian (Western)	German	Panjabi oral/Urdu	Tamil
Bengali	Greek	Pashto	Tigrinya
Bengali/Sylheti oral	Gujarati	Polish	Thai
Bulgarian	Hindi	Portuguese (Brazilian)	Turkish
Chinese/Cantonese	Hungarian	Portuguese (European)	Ukrainian
Cantonese/simplified	Italian	Romanian	Urdu
script	Kurdish (Sorani)	Russian	Panjabi oral/Urdu
Croatian	Latvian	Serbian(in Cyrillic	Mirpuri oral/Urdu
Czech	Lithuanian	script)	Vietnamese

Table 3: Language manifestations offered for examination in June 2008

1.4.1 Language issues

There were some issues with language variants in the exam materials and some complaints about the language variants used by other language interlocutors in the role plays. The languages and language variants in question were Pashto (pronunciation by Other Language Interlocutor), Tigrinya (version of Tigrinya used in Task 2A), Somali (problems deciphering the Somali text), Mirpuri ('Mirpuri interlocutor not a native speaker'). The candidate for Tigrinya produced several statements by Tigrinya speakers to support his case. It is clear that the development of Tigrinya as a written language is a complex issue. Two candidates who had entered for the Bengali/Sylheti language option, turned out not to be able to read Bengali (Task 2A) and therefore they were not able to complete the oral examination.

All language issues raised are being addressed and were taken account of at the marking stage when necessary.

Some centres provided candidates with basic computers for the examination (this is done with agreement and under tight control, no internet access etc.), however, where no language specific software is available, candidates are allowed to add diacritics by hand. This practice was queried by a couple of markers (Polish and Turkish). We consider that it is acceptable for candidates to add the diacritics by hand in the examination.

1.4.2 Cultural/conceptual issues

There were no problems with cultural and conceptual issues this year.

1.5 Examination results for 2007/08

The number of candidates who enrolled for the DPSI examination in the session 2007-2008 was 1028. Of these 995 candidates took the exam; 33 either withdrew or were absent. The largest cohort was for Polish with 187 candidates. The next largest groups were Urdu, Arabic, French and Russian

Table 4 shows the profile of grades achieved by candidates over the last nine years:

Examination results 1998-2008						
	Distinction	Merit ¹	Pass	LC	Fail	<i>Total Pass, Merit and Distinctions</i>
07/08	0.2%	2.5%	23.0%	47.8%	26.5%	25.7%
06/07	0.3%	3.9%	28.3%	43.4%	24.0%	32.5%
05/06	0.1%	4.3%	31.3%	41.5%	22.6%	35.7%
04/05	0.3%	4%	32.9%	44.7%	18.1%	37.2%
03/04	0.4%	3.3%	32%	46.8%	17.5%	35.7%
02/03	1%	5%	33%	47%	14%	39%
01/02	0.8%	6.9%	39.3%	39.7%	13.3%	47.0%
00/01	0.3%	8.1%	42.7%	44.3%	8.3%	51.1%

1 Please note that the 'Merit' grade was introduced in 2001.

99/00	2.7%	N/a	52.2%	34%	10.2%	54.9%
98/99	3.1%	N/a	58.0%	30%	10.9%	61.1%

Table 4: DPSI Examination: Profile of grades achieved 1998-2008

When candidates have successfully completed all the tasks, they are awarded a Certificate. Their overall result is a Pass. We indicate performance in individual tasks to show candidates where their strengths and weaknesses are which helps inform their continuing professional development (CPD) programme.

The overall proportion of the total Pass, Merit and Distinction grades in 2008 is 25.7%, this is down 6.8% from 2006/2007. There was an interruption to the downward trend in the overall pass grades in 2004-2005, but since then the percentage has continued to fall slightly. The Diploma in Public Service Interpreting remains a robust professional examination measuring fitness to practice.

The percentage of Distinctions is down slightly as is the Merit awards and the overall Passes. Achieving a Distinction shows exceptional skill. Merit awards are also awarded very sparingly.

The proportion of students receiving Letters of Credit has slightly risen this year. This is encouraging showing that the candidates are improving their competences, but still need to improve some of their skills. It may also be an indication that many students enter the examination without enough preparation for all parts of the examination.

It is clear from the number of Fails and the comments from the examiners' reports that too many insufficiently prepared students continue to register for the examination and subsequently fail. Centres and those responsible for teaching preparation courses for the examination should be reminded to recommend that candidates in need of further practice and lacking requisite skills should not be entered for the examination.

Two candidates achieved Distinctions in all tasks this year. One was in the English Law option in Polish and one in the Local Government option in Urdu. There were 25 candidates who achieved Merits in all tasks, 18 fewer than in 2007, 229 overall Pass awards, and 476 Letters of Credit were awarded. Letters of Credit are slightly up on 2007, but the number of Fails has increased slightly.

Recommendation: Centres and those responsible for teaching preparation courses for the examination should be reminded to recommend that candidates in need of further practice and lacking the requisite skills should not be entered for the examination.

2 Matters arising from last year's DPSI report

Recommendations from the 2007 report have had some degree of success.

More and more written markers and tape samplers are writing their comments electronically, this makes moderation much quicker than reading hand-written comments. We would like to thank all written markers and tape samplers who do this and I hope more will do so next exam round.

There were **two** matters arising from the 2007 report, both related to the exam, though in

different ways.

Centres and those responsible for teaching preparation courses for the examination should be reminded to recommend that candidates in need of further practice and lacking the requisite skills should not be entered for the examination.

I realise of course that anyone is free to register for the DPSI exam, so this is not fully in the control of the Centres, but the Assessors' reports suggest that a good proportion of candidates are really not ready to take this exam and that they invest both time and money with no result.

Examiners should seek to ensure that the voices of all participants are clearly audible on the tapes

Not all examiners/centres have taken this to heart, which is unfortunate since obviously a recording is the most important evidence that tape samplers, the moderator and any other person who needs to check on a performance have to go by.

3 Moderating the DPSI exam

3.1. Introduction

The process of moderation has two phases:

- i) moderating examination papers and
- ii) moderating the examination

This corresponds to the dual purpose of the moderation process

- i) to ensure, so far as possible, that all candidates sit the "same" exam and
- ii) to ensure, so far as possible, that all candidates are judged fairly on their performance in the exam

The overriding intention is to ensure that anyone who holds the DPSI qualification is able to demonstrate a particular level of interpreting and translating competence: they must interpret and translate accurately; they must produce spoken and written discourse that conforms to the conventions of the relevant genre; and they must produce spoken and written discourse that is fit for purpose.

In the case of both phases, moderation is one of the last stages in the process of examination management, which means that:

- i) a large amount of work precedes moderation and
- ii) the deadline for completion of moderation is tight

3.2. Setting the papers

The IoLET employs a team of experts to set the papers in the three options in Law (English and Scottish), Health and Local Government. The papers are set in English and the 'other language' parts of the papers derive from the original English text.

In the case of task 2A, Sight Translation into English, and task 3A, Written Translation into English, however, the setters produce a skeleton text only. This is used by speakers of the other languages to set an original text for translation into English, though the skeleton ensures that the original texts in each of the languages correspond closely to each other in terms of content and lexical complexity. Each other language text is checked by a second native speaker for accuracy, register and style, and the setters produce a back translation which shows how the text is composed in the other language.

All tasks are set for the June examination round. Tasks 3A and 3B only are set for the Autumn resits. The Resits took place in November 2007.

3.3. Moderating the papers

The papers are moderated by the Examinations Manager, a ‘Scrutineer’ for the respective option, and the Chief Moderator to ensure that the tasks are of the right length, and that the content is suitable, factually correct and not likely to advantage some candidates over others. The syntactic complexity of papers and the incidence in them of specialist and idiomatic terminology and expressions are compared.

The topics are checked across all tasks and previous years’ papers to make sure there are no topic overlaps or repeats of previously used topics.

The moderating of the papers again this year was quite demanding because we had to produce two versions of the Law papers, so that the exam could be taken on one of two days. With ever increasing number of law candidates, it may become necessary to set a third set of law papers in the future.

3.4. Moderating the examination

Moderating the examination itself involves looking at examiners’ reports, looking at complaints and checking that appropriate measures have been taken to ensure that Reasonable Adjustments candidates have had their special needs catered for.

The major part of the process, however, is the moderation of the second marked written examination scripts and of sampled tape recordings of the oral examination. Each year, a random sample of written examination scripts are picked out for marking by a second examiner and two oral examinations per examination team are selected for tape sampling by an English and an Other Language tape sampler. This allows the team to check for consistency of marking between examiners and to check examiner performance in terms of how well comments and examples support the grades awarded. Comments about interlocutor performance are also considered at this stage.

If checking the double marking and sampled tapes reveals inconsistent grading (for example that one marker is particularly lenient or strict in his or her marking), or if a tape sampler’s comments suggest irregularities in the conduct of the examination, the performance of a full cohort or a subgroup of candidates may be checked. In cases where the potential problem requires language expertise which is not available internally, a third opinion may be sought.

The English Law Option Task 3B contained the phrase ‘relevant and foreign offences’, which caused a problem for a number of candidates. This was taken into consideration in the moderation process.

In the 2008 session, the moderation process took fourteen days. It was an enjoyable process, because markers and samplers are becoming increasingly skilled at writing comments on scripts and reports and at illustrating their comments with clear, apposite examples.

I have moderated both the spoken and the written tasks and commented on the performance of all examiners. As in past years, the comments will be included in the feedback provided to examiners by the IoLET.

The moderating process in some sense culminates in, though it does not end with, the Awards Meeting. This year, the Awards Meeting took place on 27th August 2008 and was attended by examiners, members of the IoL Educational Trust and the Chief Moderator. The minutes of the meeting are sent to all markers.

The final stage of the moderating process involves looking at borderline papers for final assessment.

Feedback received from oral examiners, written markers and tape samplers seems to indicate that we have achieved a good balance of topics and the right level of difficulty in the papers we set for this exam round.

Moderation was completed without any major problems this year. There were some delays in getting papers back from one or two markers.

3.5 Administration

As ever, IoLET staff have been extremely helpful, even-tempered and good-humoured and made every effort to provide all necessary information in record time.

4 Managing the examinations

On the whole, the management of the examinations was highly successful for 2007-2008 with relatively few cases of e.g. delays, noisy conditions and miscommunication. The Institute would like to see 100% candidate satisfaction, which is not yet achieved. However, the IoLET is to be congratulated on the vast improvement achieved this year on last year and on its strenuous efforts to ensure that no candidate is preventably disadvantaged.

A recurring complaint by tape samplers again this year was that they found it sometimes difficult to hear all participants on the tapes, probably because of the placing of the microphone, and we recommend that examiners endeavour to arrange the room and participants in such a way that each voice can be recorded clearly.

Recommendation: Examiners should seek to ensure that the voices of all participants are

clearly audible on the tapes.

There were some issues which emerged from the moderation process, which will be dealt with in the coming training sessions

5 Conclusion

Given the complexity of the task of examining around a 1000 candidates in 49 language manifestations in Centres spread across the country with numerous paper setters and examiners, I remain very impressed with the dedication shown by both IoLET staff and Centre staff and with the efficiency with which the process is managed. I would like especially to thank Ulrike Heinze and her team for their help throughout the year and Hilary Maxwell-Hyslop for her support. I would also like to extend my thanks to all the setters, markers, tape samplers and interlocutors and all the IoL staff involved in the DPSI for their contribution in making the DSPI a successful examination.

Chief Moderator
September 2008

6 Appendix 1: Advice to Centres

6.1 Managing the examinations

We would like to thank most sincerely the DPSI Centres who ensure the smooth running of the DPSI examinations and especially those Centres whose performance on this score has improved vastly over last year. This year logistical problems were reduced significantly.

6.2 Examiners' Recommendations to Centres

Every year, examiners are asked by the IoLET to provide recommendations to Centres on how candidates may be helped to perform better in the DPSI examination. Although not all candidates taking the examination have necessarily followed any of the associated courses, the examiners would like to provide the following advice to Centres on how they can support their students in their preparations for the DPSI examination.

1. Admissions policies

Centres should check that DPSI candidates' background is likely to provide sufficient basis for them to be able to benefit from a programme of study preparatory to the DPSI examination. They should, for example, have a good mastery of relevant orthography, and they should be competent in both English and their other language, preferably to first year honours degree standard.

2. Programmes of study

Programmes of study should prepare candidates fully for the tasks facing them by:

- providing language teaching geared towards the examination but including spelling, grammar and orthography
- emphasising the importance of case systems for certain languages
- emphasising the importance of consistent, correct use of diacritics for certain languages
- emphasising the difference between formal and informal styles
- advising candidates NOT to provide alternative translations for certain terms. Candidates should select the most suitable term
- providing practice in the judicious use of dictionaries and other resources such as corpora, data bases, and original documents for emulation and term extraction
- providing plenty of translating and interpreting practice, critical marking, and exposure to past examination papers
- emphasising the importance of understanding the source text properly before beginning to translate
- emphasising the importance of specialist terminology and helping candidates to build up term banks
- impressing on candidates the need to write clearly and legibly, paying special attention to diacritics in the case of some languages
- impressing on candidates the need to check through their written scripts for errors and faulty logic
- drawing candidates' attention to the need to use a register appropriate to the task at

hand

- encouraging candidates to read as much as possible both in English and in their other language
- emphasising to candidates the need to keep up to date with current affairs and alerting them to the availability of online newspapers for a number of languages
- stressing the need for understanding of the specialist subject area (Law; Health or Local Government)
- teaching the conventions of letter writing in both languages
- emphasising the importance of practice to gain confidence

If possible Centres should try to arrange visits to the kinds of setting in which the candidates will have to interpret, e.g. open court hearings, hospitals, Citizens' Advice Bureaux.

6.3 Skills and knowledge requirements

In order to pass the DPSI examination candidates must have the following skills and knowledge in English as well as their other language:

- ◆ a sound command of the structures in both languages, in particular grammar and syntax (specifically the use of tenses), word order, punctuation, stress and intonation, spelling of words and standard vocabulary
- ◆ the ability to select conjunctions that signal the intended relationship between text parts; selecting the wrong conjunction can alter the meaning of the text completely and fatally
- ◆ the ability to convey the meaning expressed in one language into the other in a coherent manner and avoiding word-for-word rendition
- ◆ conventions for spoken and written language, including the use of formal and informal registers in both languages, salutations and leave-taking formulas in letters
- ◆ a well-developed lexicon of terminology required for the specialist options
- ◆ background knowledge of the specialist option both in the UK and in the country/countries where the other language is spoken
- ◆ time management skills

Other knowledge aspects:

- ◆ knowledge of interpreting techniques
- ◆ knowledge of translation techniques
- ◆ the ability to manage the interpreting situation and to take action if the interlocutors make it difficult or impossible for the candidate to interpret effectively
- ◆ appropriate use of dictionaries
- ◆ examination practice, especially in whispered interpreting, time management and checking written work
- ◆ the use of footnotes for annotations and explanations when terms are introduced for which no direct equivalent exists in the target language
- ◆ knowledge of the format of DPSI examination

Appendix 2. Recommendations to Candidates

The following recommendations were made to candidates by the markers of the 2008 examination papers:

Preparing for the examination:

- Make sure you know the DPSI exam format (see the DPSI Handbook/IoL website for details) and what the examination entails.
- Do not sit for the examination unless you have perfect mastery of both the languages involved, including their orthography and spelling rules.
- Keep both your languages up to date by reading, writing and speaking.
- If you are doing the law option, improve your knowledge of legal terminology by attending a few court hearings, where your language is used. This will give you a better idea of court procedure and how to use legal terminology.
- Pay careful attention to the specialist terminology relevant to your DPSI option. Build up a glossary of specialist terminology. Read original documents in your chosen option to research your glossary.
- Keep **up to date** with the specialist vocabulary in your chosen field.
- Make sure you **understand** your chosen field and its specialist concepts and notions so well that should a specialist term not exist in one of your languages, you can paraphrase precisely.
- Work at mastering the vocabulary used in the area you plan to work in and maintain that. Dictionaries are useful but, however, on their own they are not enough. Work towards use of language that is accurate but also sounds natural. Pro-actively seek exposure in a range of situations you are likely to come across as an interpreter as well as situations that improve general knowledge and understanding of the environment people live and work in.
- Do not underestimate the power of a good dictionary. It is worth investing in good dictionaries. Use both monolingual and bilingual dictionaries. In your preparation a thesaurus is an excellent way to build vocabulary.
- Listen to the radio (e.g. BBC Radio 4, World Service). Remember an interpreter is a facilitator of communication between two persons neither of whom has any knowledge of the other person's language. You have to be proficient in both languages to be able to do your job properly.
- Practice manual writing for the examination. If your computer has integrated software that will automatically correct your spelling, you may not be aware of the areas where you need improvement.
- Read newspapers (including online) as well as other publications and original documents relating to your chosen option regularly in both your languages. This will ensure that you keep up to date with current affairs in both cultures and with what is happening in your subject area.
- Use internet research as a tool to increase your knowledge of your speciality, it is advisable to concentrate on the government, official and university websites, they are more likely to be reliable.
- Watch relevant television programmes in both your languages. This will help you

keep up to date with terminology, and you can practice interpreting while you watch.

- Familiarise yourself with the procedures in your speciality by visiting the appropriate institutions both in the UK and when visiting the countries where your language is used.
- Exams can be stressful, but so can court appearances and interpreting assignments. Control of the situation is therefore vital. Develop coping techniques that will help ensure good quality of work whatever the circumstances.
- Enjoy interpreting. Only if you enjoy it, can you really be proficient. If you are struggling, practise more until you start enjoying it.
- Remember that to be a good interpreter you need to be competent in two languages, as you need to decode the source language and encode the target language. It is not enough to be a native speaker to get a DPSI qualification, you need to be able to act in your chosen specialist field with competence in English and your own language.
- Practise the tasks involved in the exam under timed exam conditions. This will help you manage your time. Practice will help alleviate stress in the exam itself.
- Use the Institute of Linguists website for up-to-date information and guidance on preparing for the examination.

At the examination:

Role-plays:

- Read the briefing context carefully.
- Remember you can make notes during the interpreting tasks.
- Aim for accuracy - your interpretation provides access to justice.
- Remember that absolute accuracy is required in interpreting/translating for medical purposes, as a misinterpretation can lead to a misdiagnosis with potentially tragic consequences.
- Pay attention to style (formal or informal).
- Pay special attention to the register of the language and make sure it is appropriate to the situation you are interpreting in or the text you are translating.
- Interpret everything.
- Switch from consecutive to whispered and back to consecutive interpreting as required.
- Concentrate.
- Speak clearly and audibly.
- Maintain eye contact.

Written tasks:

- Pay careful attention to the correct use of grammar, spelling, and vocabulary. Make sure that you know the grammar of English and your own/other chosen language.
- Pay attention to detail.
- Refrain from using transliterated words where there is a good word in your own language.
- Be alert to the kinds of error that speakers of your particular language combination

are prone to make when interpreting and translating between the languages. For example, if your language does not have grammatical categories such as articles and tenses, be sure to pay attention to them when interpreting and translating into English; if your language has very elaborate systems of address forms, remember that you may need to simplify considerably when translating and interpreting into English.

- Do not be too ready to use an English term in your other language; although residents in the UK may be able to understand you, visitors and people not living here may not.
- Use the letter-writing conventions in English and in your own language.
- Make sure you have understood the source text before starting to translate. Do not begin to translate a sentence or paragraph before reading all of it; otherwise you run the risk of following the source language order of words or sentence structure too closely. Produce a coherent translation.
- Before you start translating a text, remember it has an author and a reader. Identify them first. Who wrote the text? Who will read it and why? Once you have translated the text, put yourself in the place of the reader and see if you can act on the basis of the text, and make sure that the text makes sense.
- Make sure you understand the sense of the text, don't just translate it word by word.
- Leave time to read through your translation at the end of the exam so that you can check for careless spelling, grammar and punctuation errors. When reading through the text make sure that the choice of the words in the target language is made according to the context of the text and avoid the use of English words when the word exists in your language. Make sure that the translated text is clear and reads fluently in your language. This means that a speaker of your language would not only understand the message but that the text conforms to the genre of the original text. Make also sure that the translation is faithful to the original text.
- Pay great attention to accuracy in choosing the right wording when translating idiomatic terms such as 'on-street parking', 'off-street car parks', 'suspended meters' etc (examples are from the Local Government Option, but this is true for all options) as they may not have clear-cut equivalents in the target language. It is better to describe/paraphrase the specialist terminology unknown in your language rather than trying to find a single word for it.
- Do not offer two or more alternative translations. This is not good professional practice and will be penalised. It is up to you, not the reader, to select the most appropriate term.
- Complete the task; serious omissions are penalised. Check whether the translation continues over the page (this is always indicated by 'Continued on next page' printed in bold letters).
- Do not add words to the translation, you may distort the original meaning or invalidate the text.
- Make sure you have adequate dictionaries or glossaries for your option, and that you bring them to the examination.
- When consulting a dictionary where more than one term is given for a word, do not use the first term that meets your eye; make sure you select the best term for the context. Where a key vocabulary item is concerned, it is absolutely essential to get it right to obtain a pass. Cross-reference if necessary.
- Be alert to 'false friends'.
- Legible writing is crucial. Illegible handwriting can lead to vital information being

missed out or misunderstood.

- Make sure you have time to copy out rough work to a final version.
- Leave politics outside the examination room.

Appendix 3.

Reasonable adjustments and special considerations

Reasonable adjustments are made in order to take into account the effect of a disability on (or other impediment to) a candidate's performance. Adjustments are determined according to the particular needs of the candidate. Reasonable adjustments for a candidate do not give him/her unfair advantage over other candidates. See IoL website for full details.

The number of reasonable adjustments and special considerations slightly up in 2008 compared to 2007. There were 28 granted reasonable adjustments and special considerations for a wide range of reasons.

It is not always possible for the Chief Moderator to know whether an agreed reasonable adjustment has been granted at the time of the examination. It is not always clear whether the RA is agree for all tasks or written or oral only. If there is no mention I have assumed that the RA was granted.

Recommendation:

Explore a way of recording whether an agreed RA was granted. (To be done internally in IoL)