



**ACADEMY OF
TECHNOLOGY
AND INDUSTRY**

by UCT ONLINE HIGH SCHOOL

ACADEMY OF TECHNOLOGY AND INDUSTRY ACCESSIBILITY AND ACCOMMODATIONS POLICY



OVERVIEW

Purpose	This policy sets out the Valenture Institute's position, approach and parameters, in respect of accessibility and accommodations to support learners who are differently abled.
Custodian	Head of Wellbeing and Engagement
SME	
Approval Authority	Chief Executive Officer
Version History	Version 1, effective 1 January 2026



Definitions	3
1. Policy Summary	6
2. Barriers to Learning and Concession Disclosure	6
3. General Accessibility Resources	7
3.1. Visual barriers / Impaired vision / Colour blindness	7
3.2. Hearing impairments	8
3.3. Physical barriers	8
3.4. Learning difficulties	8
3.5. Behavioural and other profiles	9
3.6. Other medical conditions	9
4. Formal Concessions for Assessments	9
5. Concession Application Requirements	11
6. Use of Concession Assistants	11
7. Concession Assistant Recordings	12
8. Fees and Responsibilities	13
9. Ethical Guidelines and General Consent	14

Definitions

Account Payer: the person responsible for meeting the terms and conditions for enrollment for a qualification offered through the Academy of Technology and Industry. For a learner who is under the age of 18 at the point of registration, the Account Payer must be a parent or legally recognised guardian.

Assessment: a continuous and planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence of achievement; evaluating evidence; recording the findings and using information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment can be formal (contributing to the award of a qualification), or informal (assessment for learning purposes that does not contribute directly to



the grades awarded for the achievement of the qualification). In both cases regular feedback should be provided to learners to enhance the learning experience.

External Integrated Summative Assessment (EISA): a comprehensive and integrated assessment designed to evaluate competence against the overall exit-level outcomes of the qualification, requiring a learner to draw on knowledge, practical skills, and workplace experience simultaneously. The EISA is administered by the Quality Partner assigned to the qualification by the QCTO.

Personal Information: any information relating to an identifiable, living natural person, and where applicable, an identifiable, existing juristic person.

Quality Council for Trades and Occupations (QCTO): the statutory body responsible for qualifications registered on the Occupational Qualifications Sub-framework of the National Qualifications Framework.

Quality Partner: an organisation accredited by the QCTO to oversee the work of a Skills Development Practitioner and to serve as the Assessment Quality Partner for the administration of the External Integrated Summative Assessment.

The Invigilator App (TIA): a remote proctoring and exam monitoring tool designed for educational institutions to ensure academic integrity during online assessments.

Typing/Scribe Concession: an assessment accommodation that supports learners who experience significant difficulties with handwriting due to a learning disorder, visual impairment, physical disability, injury, or other approved barrier to writing. The concession allows the learner to either type responses using a secure computer with only Notepad available or dictate responses to a trained scribe, who records them exactly as stated. The learner remains responsible for



generating all answers independently, while the accommodation ensures that writing difficulties do not unfairly affect their ability to demonstrate their knowledge and skills.





1. Policy Summary

The Academy of Technology and Industry welcomes applications for learners who are differently abled. Admission is contingent on our ability to adequately and responsibly meet the learner's specific requirements, and on the provision of necessary equipment and software, external approved facilitators, healthcare professionals, or relevant experts (all of which must be provided by the learner or the account payer).

2. Barriers to Learning and Concession Disclosure

Account payers are required to disclose any barrier(s) to learning, concessions, and accommodations associated with the learner at the start of the learner's time with the Academy of Technology and Industry. To better understand a learner's support needs, it is helpful to have access to all of the learner's health professional documentation. For more information on the bounds of confidentiality, refer to Section 10 on Ethical Guidelines and General Consent.

Concessions allow learners to demonstrate their knowledge without changing the integrity or demands of the assessment. They are granted to learners with diagnosed barriers to learning and ensure that they have fair access to necessary support during assessments..

Examples of concessions approved by the Academy of Technology and Industry include:

- Extra time
- Rest breaks
- Separate Room



- Reader, Scribe, Typing, or Prompter
- Enlarged Print

3. General Accessibility Resources

The Academy of Technology and Industry offers an online learning experience and thus strives for WCAG 2.1 Level A/AA and Section 508 conformance, as per the Web Content Accessibility Guidelines (WCAG) set by The World Wide Web Consortium (W3C). The Academy's online modality inherently provides a number of forms of assistance for learners who are differently abled. The Academy provides, as standard, access to a number of accessibility tools as detailed in this document.

In addition, learners may make use of specific approved external accessibility tools and resources, with the proviso that these tools must be provided and paid for by the learner or account payer. Below is a non-exhaustive list of accessibility features which are available via our learning platform, as well as types of externally-provided resources which may be considered for approval.

3.1. Visual barriers / Impaired vision / Colour blindness

- 3.1.1. Academy of Technology and Industry-provided resources: The font size on documents and other learning materials may be increased via the in-built zoom functionality.
- 3.1.2. Resources which may be required and must be externally provided: Resources such as text-to-speech software, a compatible Braille Word Processor, or any other compatible accessibility tool and/or approved facilitator may be utilised with prior approval from the Academic Support team.



3.2. Hearing impairments

- 3.2.1. Academy of Technology and Industry-provided resources: All of the Academy's recorded videos have closed captions and other learning support materials are primarily text-based, enabling learners with hearing impairments to utilise a wide range of learning support materials.
- 3.2.2. Resources which may be required and must be externally provided: Any compatible accessibility tool and/or approved facilitator may be utilised with prior approval from the Academic Support team.

3.3. Physical barriers

- 3.3.1. Academy of Technology and Industry-provided resources: The online nature of our learning modality may provide a more supportive learning environment for learners whose physical barriers to learning are not well served by a traditional schooling environment.
- 3.3.2. Resources which may be required and must be externally provided: Any compatible accessibility tool and/or approved facilitator may be utilised with prior approval from the Academic Support team.

3.4. Learning difficulties

- 3.4.1. Academy of Technology and Industry-provided resources: The online nature of our learning modality may provide a more supportive learning environment for learners who experience learning difficulties.
- 3.4.2. Resources which may be required and must be externally provided: Any compatible accessibility tool and/or approved facilitator may be utilised with prior approval from the Academic Support team.

3.5. Behavioural and other profiles

- 3.5.1. Academy of Technology and Industry-provided resources: The online nature of our learning modality may provide a more supportive learning



environment for learners whose specific profiles are not well-served in traditional schooling environments.

- 3.5.2. Resources which may be required and must be externally provided: Any compatible accessibility tool and/or approved facilitator may be utilised with prior approval from the Academic Support team.

3.6. Other medical conditions

- 3.6.1. Academy of Technology and Industry-provided resources: The online nature of our learning modality may provide learners with medical conditions the degree of flexibility and comfort which they may require in order to thrive academically while managing a medical condition.
- 3.6.2. Resources which may be required and must be externally provided: Any compatible accessibility tool and/or approved facilitator may be utilised with prior approval from the Academic Support team.

4. Formal Concessions for Assessments

During assessments, the following types of concessions are available for learners with barriers to learning. Please note that this constitutes a general guideline and is not an exhaustive list nor a guarantee of specific concessions which will be granted.

The External Integrated Summative Assessment is the sole responsibility of the Quality Partner for the qualification as designated by the Quality Council for Trades and Occupations. Learners and account payers should apply directly to the designated Quality Partner for concessions required for the External Integrated Summative Assessment.

Concessions for assessments administered by the Academy, all of which take place online, are as follows:



4.1. Visual barriers / Impaired vision / Colour blindness

- Up to 30 minutes per hour extra time may be granted for learners who are blind or who have low vision.
- The use of the following concessions may be allowed: Scribe, Separate venue, Specific equipment, reader, Braille Word Processor, Computer, Enlarged print, rest breaks.

4.2. Hearing impairments

- Up to 30 minutes per hour extra time may be granted.
- Other concessions which may be granted are: separate venue, and the use of specific, approved equipment.

4.3. Physical barriers

- Between 5-20 minutes per hour extra time may be granted to accommodate slower writing speed.
- Other concessions which may be granted are: Computer, handwriting, personal assistant, prompter, rest breaks, scribe, separate venue, specific equipment.

4.4. Learning difficulties

- Up to 15 minutes per hour extra time may be granted.
- Other concessions which may be granted are computer, handwriting, reader, scribe, separate venue, spelling, prompter, rest breaks, special placement.

4.5. Behavioural and other profiles

- Concessions which may be granted are: Additional time, computer, handwriting, prompter, reader, rest breaks, scribe, separate venue, special placement.

4.6. Other medical conditions

- Learners may be granted additional time allocations, not exceeding 15 minutes per hour.



- Other concessions which may be granted are: computer, handwriting, medication/food intake, prompter, rest breaks, scribe, separate venue, specific equipment.

5. Concession Application Requirements

1. Official documentation and forms completed, provided by the Academic Support team upon admission
2. Where relevant, psycho-educational assessment reports provided by the account payer (this includes cognitive and educational assessments, which must not be older than 2 years)
3. Where relevant, medical report provided by the account payer(if required, it must not be older than 6 months)
4. Supporting historical evidence:
 - Previous school report and teacher comments
 - Previous writing samples/computer samples
 - Any other required documentation requested by the Academic Support team.

6. Use of Concession Assistants

Readers, Scribes, Prompters, Personal Assistants, and Communication and Regulation Partners that support our learners during assessments need to meet certain requirements. These include:

1. They must be appointed by the account payer.
2. They may not be a teacher, subject facilitator, or tutor of the learner, nor the head of a tutoring centre or independent academy.
3. They may not have a personal relationship with the learner.
4. They may not assist learners with the interpretation of questions or the formulation of answers.



5. They must familiarise themselves with the rules for each concession granted and ensure that they function within those parameters.
6. They must be trained and certified to act as a concession assistant.
7. All sessions with a Reader and Scribe must be recorded and the recording link uploaded to the Academic Support Team Assessment Recordings form.
8. They need a valid police clearance.
9. They must sign the Academy of Technology and Industry's Non-Disclosure Agreement.

Please note that Concession Assistants will be allowed to assist learners via online platforms (such as Google Meets, Zoom and Microsoft Teams) for internal assessments only. Please email the necessary documents (Police Clearance, signed Non-Disclosure Agreement, ID and proof of a valid concession assistant training certificate) to the Academic Support Team once the concession has been approved, and you have appointed an appropriate concession assistant.

7. Concession Assistant Recordings

As per the Concession Assistant requirements listed in Section 6 above, all sessions with a Reader and Scribe must be recorded. These recordings must meet the following requirements:

1. Video recordings are preferred. If a video recording device is not available, an audio recording will be accepted. The recording must start at the beginning of the assessment sitting and conclude when the learner has successfully submitted their assessment on The Invigilator App.
2. Position the recording device between the learner and the Reader/Scribe to ensure both participants can be clearly seen and/or heard.
3. A shareable link of the recording must be uploaded on the Academic Support Team Assessment Recordings form by 8 p.m. on the day that the assessment is written.



4. If a recording link is not received by 8 p.m. on the day that the assessment is written without a valid reason, the assessment will be graded with a zero.
5. All assessment recordings must be stored in a safe and accessible folder for a minimum of 1 year.

8. Fees and Responsibilities

It is the responsibility of the account payer to cover all costs related to putting into effect the concession(s) granted by the Academy as confirmed by the issuing of a Concession Letter. These costs include:

1. The cost of a concession assistant as mutually agreed between the concession assistant and the account payer.
2. Any costs related to the use/renting of devices (computers, earphones, etc.) that might be needed by the learner to action the concessions that were approved.
3. The printing of additional question papers for use by readers/scribes.
4. Any costs incurred in applying concessions granted by the designated Quality Partner for the External Integrated Summative Assessment.

It is the responsibility of the learner or the account payer to regularly update the Academic Support Team when changes are made to a learner's concessions that are in use, including text-to-speech/speech-to-text software changes, Concession Assistant changes, or concessions discontinued.

It is the responsibility of learners to:

1. Fully utilise the additional support granted to them.
2. Ensure that the approved accommodations and concessions are applied to all their assessments (both internal and external assessments).
3. Cooperate with the concession assistant (reader/scribe) and invigilators.
4. Familiarise themselves with the rules for each accommodation granted and to ensure that they function within those parameters.



9. Ethical Guidelines and General Consent

Our ethical guidelines entail observation of confidentiality with regard to information shared about specific learners' educational needs. In a bid to facilitate holistic support, it is vital to share relevant information with other members of staff at the Academy of Technology and Industry who engage with the learners. To this end, we hereby notify you that learners' relevant information may be shared with staff members beyond the Wellbeing and Engagement Team. The limits of disclosure will align with the following boundaries:

1. Disclosure of diagnoses and/or difficulties will be to staff members involved in facilitating the learning and wellness of the individual.
2. Discretion around disclosure is guided by the principle of facilitating a better learning experience for the learner.
3. The level of information disclosure will vary depending on the staff member and their role with the learner.

Confidentiality is revoked in instances where there is imminent danger to the life of a learner or to others and when the court of law summons for records. Should an account payer or learner have any concerns or objections or wish that information about a learner should not be shared beyond the Wellbeing and Engagement Team within the bounds outlined above, please advise a Support Advisor within the learner's first week of enrollment.