

## **Guidance Note on supporting neurodivergent applicants**

## Document History

### Document Location

The authoritative document is held as a .pdf in the Documents Library in the Governance site on the intranet as a Core Document managed through SharePoint. This document is only valid on the day it is printed.

### Revision History

Revision date	Summary of Changes
-	

### Approvals

This document requires the following approvals.

Name	Date of Issue	Version
Registration Standards Committee (RSC)	October 2023	1

### Distribution

This document has been distributed to:

Name	Date of Issue	Version
EngC Partner Portal	October 2023	1

### Review Period

This procedure is subject to a minimum of a five year review as part of the cyclical review of the standards-related documents. Changes may be made more frequently as the need arises.

# Guidance note on supporting neurodivergent applicants

## Background

The purpose of this guidance is to provide information and recommendations to help ensure the professional review process is fair and accessible to neurodivergent (ND) applicants. This guidance cannot be prescriptive or exhaustive, but recognises that each applicant's needs are unique and should be considered on an individual basis; Licensees should focus on supporting the specific person, rather than a condition or disability.

The basis for the development of this guidance includes multiple sources of advice and knowledge, including lived experience, successful practice, authoritative publications, and consultation with subject matter experts. Experts advise that more research is required to fully address and establish better inclusion of ND people<sup>1</sup>, and this guidance reflects the best knowledge and practice available at the time of publication. For details on the sources used in development of this guidance, please contact [professionalstandards@engc.org.uk](mailto:professionalstandards@engc.org.uk).

## Reasonable adjustments

A reasonable adjustment can be thought of as *a change made to a process to remove or reduce a disadvantage related to someone's disability*<sup>2</sup>.

However, a disability – diagnosed or otherwise – should not be a prerequisite to requesting or granting an adjustment. Any adjustment that enables an applicant for professional registration to perform to their potential may be considered, as long as the Licensee's Registration Committee considers that it would not diminish the rigour of the assessment against the standard.

Furthermore, it is important to recognise that whereas some applicants may have a diagnosis they are willing to share, some may not want to share; and some may be undiagnosed<sup>3</sup>. The aim of this guidance is to enable every applicant to perform to their best ability by making available appropriate support and / or adjustments.

Some conditions, especially some ND conditions and traits associated with them, can lead to greater anxiety prior to and during assessment. It is good practice to offer applicants some level of control over the accommodations, as this can be a powerful way to help them feel more comfortable and confident during the professional review process. Thus, pre-emptive discussions about eg remote / in-person interviews, or different formats for submission of evidence, can be highly beneficial to applicants.

Licensees should always treat information about applicants' conditions, circumstances, and requirements in confidence. Shared information and requests should be disseminated to staff and volunteers as required to support the professional review process, and no wider.

The CIPD publishes [advice and guidance](#) for businesses, individuals, and other organisations seeking to support and accommodate their people (employees, students, members etc). These apply in situations where a disabled person would otherwise be placed at a substantial disadvantage compared with people who are not disabled.

The following types of adjustment are adapted from guidance for Higher Education providers, and the definitions are included here to help Licensees consider what types of adjustments they might consider beyond those outlined further below.

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<sup>1</sup> Birkbeck University of London 2023, [Neurodiversity at Work](#), Birkbeck University of London 2023.

<sup>2</sup> <https://www.acas.org.uk/reasonable-adjustments>

<sup>3</sup> The process of gaining a diagnosis may vary from country to country. There is no expectation that Licensees should undertake medical diagnoses as part of the process.

1. The first type involves **changing the way things are done** (equality law talks about where the disabled job worker is put at a substantial disadvantage by a provision, criterion, or practice of their employer). This might include training and advice for volunteers and staff involved in the professional review, and / or offering in-person and remote interviews for applicants.
2. The second type involves **making changes to overcome barriers** created by the physical features of a location. This might include making interview locations more accessible for disabled applicants.
3. The third type involves **providing extra equipment** (which equality law calls an auxiliary aid) or **getting someone to do something to assist you** (which equality law calls an auxiliary service). The former may include, for example, text-to-speech and speech-to-text technology; the latter, mentors and coaches, and interview interpreters.

## Neurodivergence

The term 'Neurodivergent' has been abbreviated as ND in this guidance and refers to individuals with one or more of the typically included neurotypes / conditions. These include but are not limited to:

- ADHD
- Autism Spectrum Conditions
- Dyscalculia
- Dyslexia
- Developmental Coordination Disorder (DCD; also known as dyspraxia)
- Mental health conditions
- Tic conditions (including Tourette Syndrome)<sup>4</sup>.

For further details on the definition of neurodiversity and neurodivergence, see [this research paper](#) in the British Medical Bulletin<sup>5</sup>.

Many presentations of different neurotypes / conditions will manifest differently from person to person. Hence the term 'spectrum' is often used. They often also overlap or co-occur with each other, so individuals may have more than one condition or trait associated with other conditions. In many cases, individuals may be unaware of a condition; or be aware but not diagnosed; or may not have had access to a diagnosis. In general, it is advisable to consider individual applicants, their needs, and the information they share as a guide for how to support their needs, rather than attempt to categorise by diagnosis. There is further guidance on inviting sharing from applicants below.

## Administrative and Assessment Adjustments

Adjustments made to the professional review are categorised in this guidance as either *Administrative Adjustments* or *Assessment Adjustments*. Where an adjustment has a material impact on the assessment against the competence and commitment standards, it is considered an Assessment Adjustment. All other adjustments are Administrative. For example, producing a large-text leaflet on registration would be an Administrative Adjustment, whereas offering additional time for a professional review interview would be an Assessment Adjustment.

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<sup>4</sup> Kirby, A & Smith, T 2021, *Neurodiversity at Work*, Kogan Page, London.

<sup>5</sup> British Medical Journal 2020, *Neurodiversity at work: a biopsychosocial model and the impact on working adults*. Viewed 20 April 2023 <<https://academic.oup.com/bmb/article/135/1/108/5913187>>

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To ensure the rigour of the process is maintained, Assessment Adjustments must be authorised by the Licensee's Committee responsible for registration before being granted to an applicant, in line with paragraph 12 of the [Regulations for Registration](#)<sup>6</sup>. The Committee may delegate authorisation in some cases, as noted later in this guidance. The regulations also require that the Committee's decisions, including recommendations, justifications, feedback and moderation, must be documented, transparent and auditable.

Administrative Adjustments – those which the Licensees' Committee responsible for registration considers to have no impact on the assessment – can, and should, be made available to *all* applicants for registration, where possible.

Licensees should request guidance or authorisation from the Engineering Council Registration Standards Committee where their own Committee responsible for registration is not able to make a clear recommendation about any adjustment to the professional review, as described in the Regulations for Registration.

### **What is reasonable?**

Various factors influence whether a particular adjustment can be considered reasonable by a Licensee. The following is adapted from the ECHR's guidance on reasonable adjustments for employers.

When deciding whether an adjustment is reasonable a Licensee may consider:

- how effective the change will be in avoiding the disadvantage the applicant would otherwise experience
- its practicality
- the cost
- the Licensee's resources and size
- the availability of financial support

Decisions on whether an adjustment is reasonable should be taken by the Licensee on the basis of the above, and any other factors deemed relevant. Adjustment decisions must be documented, transparent and auditable.

The [Recognised Standard](#) used for assessment, and the [Regulations for Registration](#), remain the authority for all processes related to the Professional Review. Where an adjustment to the process would be in breach of either, the adjustment must not be offered without the authorisation of the Registration Standards Committee. For any queries related to this guidance, please contact [professionalstandards@engc.org.uk](mailto:professionalstandards@engc.org.uk).

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<sup>6</sup> <https://www.engc.org.uk/media/4061/rfr-fourth-edition-42.pdf>  
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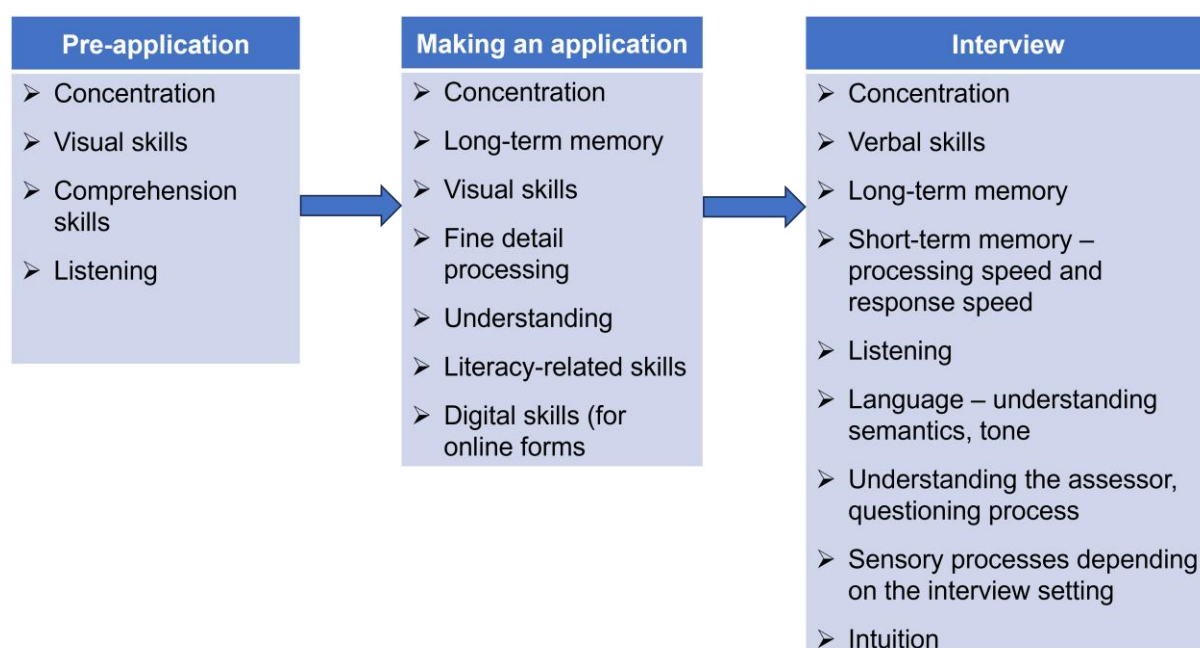
**Table 1: Professional Review skills<sup>78</sup>**

The table below shows the key skills required of applicants to successfully complete each stage of the Professional Review which may present challenges of varying extent to ND people.

**Pre-application** refers to the period during which an individual is considering whether or not to apply for professional registration. This might include undertaking research on Licensees’ or the Engineering Council’s websites, or attending workshops or other events.

**Making an application**, for an applicant, covers the preparation, assembly, and submission of an applicant’s documentary evidence of underpinning knowledge and understanding, competence and commitment.

**Interviews** may be undertaken in-person or remotely. Adjustments for either type of interview are described below.



<sup>7</sup> Genius Within 2023: *What is Neurodiversity?* Viewed 20 April 2023 <<https://geniuswithin.org/what-is-neurodiversity>>

<sup>8</sup> Kirby, A & Smith, T 2021.

**Table 2: Professional Review adjustments and principles**

The table below lists some of the possible adjustments that may mitigate some of the challenges referred to above, showing where in the professional review they apply.

Note that as described above in the ‘Administrative and Assessment Adjustment’ section, Assessment Adjustments require authorisation from the Licensee’s Committee responsible for registration. Administrative Adjustments may be authorised by Licensee staff. For more details see the section above on ‘Administrative and Assessment Adjustments’.

	Pre-application	Making an application	Pre-interview	Interview
<b>Administrative</b>	<ul style="list-style-type: none"> <li>➤ Accessibility of forms and guidance</li> <li>➤ Inviting sharing and requests for adjustments</li> <li>➤ Forums, communities and workshops</li> <li>➤ Neurodiversity champions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accessibility of forms and guidance</li> <li>➤ Facilitators</li> <li>➤ Speech-to-text software</li> </ul>	<ul style="list-style-type: none"> <li>➤ Accessibility of the interview</li> <li>➤ Facilitators</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interview assessor guidance</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Accessibility of standards</li> </ul>			<ul style="list-style-type: none"> <li>➤ Additional time for an interview</li> </ul>

## Reasonable adjustments

The adjustments listed in the sections below are those identified by the Engineering Council to be good practice, and cannot be considered comprehensive. Each applicant's circumstances are unique, and it is the responsibility of the Licensee to ensure that the rigour of the process is upheld, while accommodating each applicant's needs and circumstances wherever reasonable.

### Accessibility of Standards

Assessment Adjustment

#### What is this adjustment?

Making available accessible versions of a Standard is an adjustment that can be made to support ND applicants before and during the professional review process.

#### Why this adjustment?

This adjustment recognises that some applicants may require alternative formats or additional support to prepare their application against the Standard<sup>9</sup>.

#### How to offer this adjustment?

By offering accessible versions of Standards, and guidance, Licensees can help applicants to feel more comfortable and confident during the application process and have a better opportunity to understand and meet the requirements. This can include [following Web Content Accessibility Guidelines \(WCAG\)](#)<sup>10</sup>, making available non-text or low-text versions of the materials, or providing exemplar completed application forms and personal statements.

Guidance should use as little jargon and metaphor as possible.

This adjustment is subject to paragraph 12 of the [Regulations for Registration](#), which requires that Licensee-derived standards of competence and commitment must meet UK-SPEC. Accessible versions of standards must not lower the threshold for registration set in the reference standard. Paragraph 13 requires that all Derived Standards shall be subject to authorisation by Quality Assurance Committee.

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<sup>9</sup> The Engineering Council will explore accessible options for the reference standard UK-SPEC as part of the 2025 Standards Review.

<sup>10</sup> World Wide Web Consortium 2018, *Web Content Accessibility Guidelines (WCAG) 2.1*, viewed 20 April 2023  
<<https://www.w3.org/TR/WCAG21/>>

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## **Additional time for an interview**

### Assessment Adjustment

#### **What is this adjustment?**

Additional time for an interview is a reasonable adjustment that can be made to support ND applicants during professional review interviews.

#### **Why this adjustment?**

This adjustment recognises that some applicants may require more time to process information and respond to questions during an interview due to their ND condition. By providing additional time, applicants can feel more comfortable and confident during the interview process and have a better opportunity to demonstrate their skills and knowledge. This can be particularly useful for applicants with speech impediments, speech disorders, or stammers<sup>11</sup>.

#### **How to offer this adjustment?**

Additional time may vary from person to person depending on their specific needs. For some people having questions broken down into parts and repeated can be enough. For others it may be additional time to process information and to respond. This is not specifically about one condition requiring X time and another Y minutes, but more about reducing the interview pressure and allowing someone to be able to engage fully and respond. This may vary from task to task, person to person and in different settings.

It should be noted that there is no set amount of time for a PRI, and all applicants should be assured that they will be given adequate time to formulate and deliver their responses. The Guidance Note on the Professional Review recommends that a PRI would normally last between 60 and 90 minutes. A standard adjustment might offer an additional 50% of the time allotted for an interview. This is about reducing interview pressure and providing more time for someone to communicate themselves to the assessors<sup>12</sup>.

Offering additional time for an interview is an assessment adjustment, requiring approval from the Licensee's Committee responsible for registration. Committees responsible for registration may pre-emptively enable Licensee staff to offer additional time directly to applicants, and this should be fully documented, transparent and auditable.

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<sup>11</sup> STAMMA 2023, REASONABLE ADJUSTMENTS. Viewed 20 April 2023 <<https://stamma.org/get-support/at-work/reasonable-adjustments>>

<sup>12</sup> ADHD UK 2023, *ADHD Interview Adjustments*. Viewed 20 April 2023 <<https://adhduk.co.uk/interview-adjustments/>> Guidance Note on supporting neurodivergent applicants (v1 – October 2023)

## Accessibility of the interview

### Administrative Adjustment

#### What is this adjustment?

The rooms used before and during professional review interviews can be crucial to making applicants feel welcome and prepared.

#### Why this adjustment?

This adjustment recognises that the physical characteristics of a space can either help or hinder ND applicants' ability to prepare, focus, and engage.

#### How to offer this adjustment?

Some applicants may have strong preferences for either remote or in-person interviews, depending on the nature of their disability or circumstances<sup>13</sup>. Both options should be made available.

#### In-person interviews

There are several ways to make a physical interview location welcoming and enable the applicant to prepare and perform well. Here are some tips and potential adjustments:

- When inviting applicants to interview, ensure that directions are clear and concise. Use of local landmarks can be of assistance.
- If proof of identity will be needed, this should be communicated ahead of time.
- A summary of the process that will take place on the day can help to set applicants at ease. For example, explaining that they will be welcomed at reception, and invited to wait in a quiet area until the assessors are ready to receive them.
- Ensure that the interview location – and any waiting rooms – are quiet and free from distractions.
- Ensure that the interview location is free from any distractions or interruptions.
- Consider offering a quiet space for applicants who may need it before the meeting.
- An initial visit to a physical interview location can set applicants at ease and allow them to familiarise themselves. Sharing video or photos of the setting may be helpful.
- Choose a comfortable location with natural light and good temperature control. Stiff chairs, dark lighting, and extreme temperatures can make the applicant feel uncomfortable and negatively affect their performance.
- The building used for interviews should be accessible to all, where possible. The UK Government publishes guidance on [Access to and use of buildings](#)<sup>14</sup>.
- PRI assessors should greet the applicant and introduce themselves. This way, the interviewee knows immediately they have met the right person.
- However, some applicants may not want to shake hands or make sustained eye contact. It is important to respect their preferences and not force applicants to do something that makes them uncomfortable.

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<sup>13</sup> Nottingham University 2020, *Guidance on making reasonable adjustments*. Viewed 20 April 2023  
<<https://www.nottingham.ac.uk/edi/documents/2020-december-4.-guidance-on-making-reasonable-adjustments.pdf>>

<sup>14</sup> HM Government 2015, *Access to and use of buildings*. Viewed 20 April 2023  
<[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/540330/BR\\_PDF\\_AD\\_M1\\_2015\\_with\\_2016\\_amendments\\_V3.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/540330/BR_PDF_AD_M1_2015_with_2016_amendments_V3.pdf)>

## Online/remote interviews

A comparable set of principles and possible adjustments apply to PRIs conducted remotely.

- Offer applicants the time and opportunity to check their audio-visual equipment before the interview to ensure that it is working properly.
- Provide clear instructions on how to use the video conferencing software and any other tools that will be used during the interview. Advise applicants on which video conferencing system will be used, as they may need to download it beforehand.
- Consider offering a practice session before the interview to help applicants become familiar with the technology.
- Some applicants may need additional time to process information or may require written instructions instead of verbal instructions. Each person will be different and specific adjustments may vary from person to person. The more the person knows about what will be happening, the easier it is for them to know if they require adjustments at all.

Further advice on offering accessible, inclusive interviews is available [on the Employment Autism website](#)<sup>15</sup>.

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<sup>15</sup> Employment Autism 2023, *Reasonable adjustments for interviews and assessments*. Viewed 20 April 2023  
<<https://www.employmentautism.org.uk/fags/reasonable-adjustments-for-interviews-and-assessments>>  
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## **Interview interpreter**

### Assessment Adjustment

#### **What is this adjustment?**

Use of an interpreter or interlocutor during the interview is a reasonable adjustment that can be made to support ND applicants who may have speech, language, or communication difficulties, or be non-speaking, during the professional review process. The interpreter may be a sign-language interpreter.

#### **Why this adjustment?**

This adjustment recognises that some applicants may require assistance in communicating their responses (in different formats apart from only orally) during an interview due to their specific ND condition.

By providing or allowing an interlocutor, Licensees can help applicants feel more comfortable and confident during the interview process and give them a better opportunity to demonstrate their skills and knowledge. It is important to note that the interlocutor's role is limited to clarifying questions; they must not embellish or add to the applicant's responses.

#### **How to offer this adjustment?**

Interlocutors are typically a friend, family member, or colleague of the applicant.

Assessment must still establish the communications skills of the applicant, as set out in the standard. [Regulations for Registration](#) paragraph 23 allows for the use of languages other than English 'for the clarification of a word or point, to enable the interview to continue.' This should be used as a guiding principle for interactions involving an interlocutor.

Consideration might also be given to allowing support animals, for example for Autistic Spectrum Disorder and Complex Post-Traumatic Stress Disorder candidates.

This is an assessment adjustment, requiring authorisation from the Licensee's Committee responsible for registration.

## Measures that enable good practice adjustments

The following do not constitute direct adjustments to the Professional Review, but are enablers for supporting applicants before and during the process.

### Inviting sharing and requests for adjustments

#### What is this adjustment?

This means inviting applicants for registration to share or inform the Licensee about any conditions, diagnoses, requirements or support needs they may have; while bearing in mind that some applicants who would benefit from an adjustment might not have a diagnosis or be aware of their condition(s).

#### Why this adjustment?

Beginning a productive, two-way dialogue with prospective applicants for registration is the first step towards identifying what support or adjustments offer the applicant the best chance of demonstrating their competence and commitment.

It is good practice to follow [ACAS's guidance](#) on making reasonable adjustments for employees when informed of a support need or request. [SCOPE also publishes guidance](#) on sharing and disclosure of disability in applications<sup>16</sup>.

Where an applicant's employer has made adjustments in their workplace, the applicant may wish to recreate those conditions for the professional review where possible.

#### How to offer this adjustment?

By clearly signposting a commitment to diverse, accessible and inclusive assessment on documentation and web pages about professional registration, Licensees can make applicants aware of how to begin a dialogue about support and adjustments. This can be as simple as a check box labelled 'I would like to talk to someone about getting support or an adjustment for my application.'

It is important that this invitation is offered as early as possible in the process – applicants may require support with making an application, or simply wish to discuss whether an adjustment is available or feasible before beginning the application process. The process of sharing or dialogue need not be excessively formal. Knowing what the intended process will be will enable the applicant to also know if they may need adjustments.

Licensees should assure applicants that any shared declarations would not be communicated further than necessary, and that a declaration would not affect the assessment of the applicant.

Some applicants may wish to share information about a specific condition or diagnosis. Others may not have a diagnosis or wish to share. Nonetheless, if a request is reasonable and the Licensee sees no likelihood of an impact on the rigour of the professional review, it should be considered on its own merits.

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<sup>16</sup> SCOPE 2022: Disclosing disability to an employer. Viewed 20 April 2023. <<https://www.scope.org.uk/advice-and-support/disclosing-disability-to-an-employer>>  
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## Accessibility of forms and guidance

### What is this adjustment?

Online or paper forms can be made accessible and inclusive.

### Why this adjustment?

This recognises that completion of online or paper forms can represent a barrier to ND applicants. The [Web Content Accessibility Guidelines \(WCAG\)](#)<sup>17</sup> can be used to develop forms that are more inclusive.

### How to offer this adjustment?

- Use clear and concise language in the form instructions and questions.
- Provide clear labels for each field in the form.
- Use a simple and consistent layout for the form.
- Ensure that the form is compatible with assistive technologies such as screen readers.
- Consider accepting applications that make use of audio or video recordings to demonstrate the required underpinning knowledge and understanding, competence, and commitment.
- Offer a 'form hotline' to talk through filling in a form.
- Provide alternative formats of the form such as a PDF or Word document if needed.
- Enable applicants to begin completing an online form, and return later to complete it.

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<sup>17</sup> World Wide Web Consortium 2018.  
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## **Forums, communities, and workshops**

### **What is this adjustment?**

Introducing online forums, regional special interest groups, and regional and national workshops for members.

### **Why this adjustment?**

Building member forums and communities, whether online, regional, or national, is a powerful way of giving members the opportunity to engage with the Licensee and with each other. Online forums, in particular, have grown in importance in recent years.<sup>18</sup>

Workshops – online, in person, or hybrid – are already widely used to promote the concept of professional registration, and offer advice and guidance to (potential) applicants.

### **How to offer this adjustment?**

A number of Licensees have launched dedicated forums and online spaces for ND and disabled members.

Workshops and other events should abide by accessibility guidance.<sup>19</sup> If possible, the content of professional registration workshops and events should be made available in more than one format. For example, provide audio and transcripts. Make sure everyone knows alternative formats are available. Disabled and ND members can be asked for feedback on workshops and events.

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<sup>18</sup> Kirby, A & Smith, T 2021.

<sup>19</sup> HM Government 2015.

## Neurodiversity champions<sup>20</sup>

### What is this adjustment?

Inviting members who have a background, training, or personal experience in supporting ND members to act as points of contact for other members considering professional registration.

### Why this adjustment?

The role is used to signpost people to resources or processes within or outside the Licensee, and to be a listening ear.

### How to offer this adjustment?

Usually, ND champions are cognitively diverse themselves and many will have had their own experiences which they may want to share. However, the person is not an expert in other people's conditions. They are not a counsellor or a coach (unless trained in this). The champion should have a basic understanding of neurodiversity and neurodivergent traits but should avoid commenting about the other person and their circumstances at home or work. They should be able to signpost the applicant to appropriate and relevant resources to assist them.

Licensees must satisfy themselves that ND champions are well-informed and prepared to represent the Licensee when communicating with other members. Licensees can make available resources to support champions.

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<sup>20</sup> Kirby, A & Smith, T 2021.



## **Facilitators**

### **What is this adjustment?**

Where ND champions can provide informal support and guidance about professional registration in general, a facilitator role is specifically about guiding applicants through the process of making an application, preparing for, and attending an interview. This adjustment is adapted from current practice by at least one Licensee.

### **Why this adjustment?**

Facilitators act as a channel of communication between an applicant and the Licensee's registration function. While ND Champions provide informal advice for members considering professional registration, the Facilitator role is more formal and is used to support an applicant already in the process of applying for registration. Crucially, facilitators are not involved in the assessment, which adds to the 'friendly face' aspect of the support they lend.

### **How to offer this adjustment?**

Facilitators are volunteers who make initial contact with an applicant ahead of an interview. In most cases they are just a point of contact should questions arise; but some have experience in supporting ND applicants through the process. This can include arranging and preparing any adjustments to the process and coordinating authorisation for any Assessment Adjustments. Over time, and with training where possible, facilitators may build up expertise in supporting and accommodating a diverse set of applicants.

Facilitators should not be involved in the actual authorisation of Assessment Adjustments, which should be authorised by the Licensee's Committee responsible for registration.

## **Staff and volunteer training**

### **What is this adjustment?**

This means offering diversity, inclusion, and accessibility training for staff and volunteers to leverage understanding of neurodiversity and related neurodivergent traits and conditions.

### **Why this adjustment?**

Specific training on supporting disabled and ND applicants enables staff to better support and advise applicants. Training for volunteers can enable them to adapt interview questions for ND and/or disabled applicants. For example, some applicants may not respond well to questions that use metaphor, incomplete sentences, multi-part questions, or unfamiliar jargon not relating to their technical professional practice. Asking a similar question with different words, and breaking a question into parts, may elicit a better response. Equally, 'off-piste' questions about 'interests', or other topics outside the scope of the review, can throw an ND applicant.

Training may also promote wider inclusion in the Licensee's broader offering to ND registrants and their own employees.

### **How to offer this adjustment?**

A number of organisations offer training, advice, and auditing services for professional bodies, and can be found with a web search. Contact [professionalstandards@engc.org.uk](mailto:professionalstandards@engc.org.uk) for more advice on training organisations.

## Interview assessor guidance

### What is this adjustment?

The inclusion of simple techniques that interview assessors can use to ensure the applicant feels relaxed and prepared for their interview.

### Why this adjustment?

A relaxed and confident applicant, who has had an opportunity to discuss the interview and agree any reasonable adjustments before and during the interview, is more likely to perform to the best of their ability.

### How to offer this adjustment?

The following techniques for interviewers are adapted from *Neurodiversity at Work*<sup>21</sup>.

- Slow your speech down to the pace of the applicant.
- Provide sufficient time for a response.
- If an applicant seems not to understand your question or request, try asking it in another way - don't just repeat the question again. If they didn't understand the first time, repetition of the same thing several times will not help a great deal.
- Allow the applicant enough time to process the information and think of a response and don't jump in too soon.
- If you don't understand what the applicant has said to you then ask in a non-judgmental way for it to be repeated.
- Reframe what the applicant says to you to show you are hearing what has been said and check that this is a correct understanding.
- Avoid unnecessary jargon, abbreviations, metaphors.
- Avoid using double statements: 'You weren't coming to the gym, were you...?'

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<sup>21</sup> Kirby, A & Smith. T 2021.

## **Further reading**

The following sources were used in the drafting of this guidance, and contain more detailed information on supporting ND learners, employees and members.

### **Neurodiversity subject experts**

[Diverse Minds](#)

[DoIT Profiler](#)

[Genius Within](#)

[NASEN](#)

[National Autistic Society](#)

[Neurodiversity in Business](#)

[Ultranauts](#)

[Universal Inclusion](#)

### **Organisations, groups, and regulators**

[ACAS](#)

[City & Guilds](#)

[CIPD: Neurodiversity at Work](#)

[General Medical Council](#)

[IfATE](#)

[National Police Autism Association](#)

[Nottingham University](#)

[PATOSS](#)

[Royal College of Nursing](#)

[Science Council](#)

[Society for the Environment](#)

### **Publications**

[BERA Educational Research Standards](#)

[Birkbeck University: Neurodiversity in Business Report](#)

[Neurodiversity at Work](#)

[Patoss: Teaching for Neurodiversity](#)

[Policy Link: The Curb-Cut Effect](#)

[The Salamanca Statement and Framework](#)

[Intersections in Neurodiversity](#)