



BLACKBURN GOULD
& ASSOCIATES

EXAMS ACCESS
ARRANGEMENTS
PROCEDURE



What are access arrangements?

“Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ^{CIC} awarding body approval.

Access Arrangements allows candidates/learners with special educational needs, disabilities, or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes, and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.”

[JCQ website [Anoverview](#)]

Purpose of the procedure

The purpose of this procedure is to confirm that Blackburn Gould fulfils “*its obligations in respect of identifying the need for, requesting and implementing access arrangements.*”

[JCQ ‘*General regulations for approved centres*’Chapter5.5]

This document is further referred to in this procedure as [GR](#)

The procedure is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication

‘Adjustments for candidates with disabilities and learning difficulties

Access Arrangements and Reasonable Adjustments

General and Vocational qualifications’

This publication is further referred to in this procedure as [AA](#).



Disability procedure (exams)

A large part of the access arrangements procedure is covered in the Disability procedure (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The access arrangements procedure further covers the assessment process and related issues in more detail.

The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required in JCQ regulations as follows:

- *an access arrangements assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. An access arrangements assessor may conduct assessments to be recorded within Section C of Form 8; and/or*
- *an appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments; and/or*
- *a specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website, who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments.*

and

An access arrangements assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training in all of the following:

- *the theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals.*
- *the appropriate use of nationally standardised tests for the age group being tested.*
- *the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered.*
- *the appropriate selection and objective use of tests of cognitive skills, see **paragraph 7.5.12, page 86**;*
- *the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional...*

[AA7.3]



Checking the qualification(s) of the assessor(s)

Bear in mind all relevant JCQ regulations and guidance provided in [GR](#) and [AA](#) , including centres are required to

*“...have a **written** process in place to not only check the qualification(s) of their specialist assessor(s) but that the assessment process is administered correctly...*

*...ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor **as appointed by the head of centre...**”*

[[GR](#) 5.4]

“Evidence of the assessor’s qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo.”[[AA](#)7.3]

How the assessment process is administered

Learners are referred to the learner support team. The team will undertake an assessment and then a record will be held electronically with a log on the Access tracker on the shared G drive. The documentation is then passed on to the Examination Officer, who will apply to the appropriate Awarding Organisation to request approval. All documentation is returned to the learner support team to store securely. When approval is granted by the AO, the reference confirmation is logged on the tracker.

Recording evidence of need

Assessment documentation – completed by learner support team

Awarding body forms – completed by learner support team and exams team

JCQ [forms](#) - completed by learner support team and exams team

Confirmation emails/letters – completed by Awarding organisation

Gathering evidence of normal way of working

Learner support team to provide supporting evidence documentation to list - CEE

Centre-delegated access arrangements

When a learner has centre delegated access arrangements, such as 25% ET. A JCQ form 8 to be completed and filed in the examination office for JCQ inspection purposes

Word process or procedure

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate’s needs and not simply because this is the candidate’s preferred way of working within the centre.

If a learner requires the use of word processor for paper examinations, the examination team will make required arrangements. Learners will sit their examination in the examinations dedicated online room, which has the required restrictions on the PCs.

“Principally, a word processor cannot simply be granted to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor must reflect the candidate’s normal way of working within the centre and be appropriate to the candidate’s needs...”[AA5.8]