



Joint Council  
for Qualifications

## **Access Arrangements, Reasonable Adjustments and Special Consideration**

### **General and Vocational Qualifications**

**With effect from  
1 September 2010 to 31 August 2011**

Produced on behalf of:



## **Statement**

**It is the responsibility of the head of centre, the specialist teacher(s) and the examination officer at the centre to familiarise themselves with the contents of this booklet.**

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# Changes for the academic year 2010/11

Changes made to the content of this booklet since the version (1 September 2009 to 31 August 2010) are highlighted for ease of identification. However, heads of centre, specialist teachers and examination officers **must** familiarise themselves with the entire contents of this booklet.

Some changes have been made to this year's booklet in order to improve clarity or to provide additional advice to centres.

## Principal changes:

### Deadlines for submitting applications for access arrangements and modified papers online for GCSE and GCE qualifications

Chapter 1	Which candidates will be eligible for access arrangements?
Chapter 2, Section 2.1	Extra time of up to 25%
Chapter 2, Section 2.6	Read Aloud
Chapter 2, Section 2.7	Scribes
Chapter 2, Section 2.8	Word Processors
Chapter 2, Section 2.9	Transcripts
Chapter 2, Section 2.10	Prompters
Chapter 2, Section 2.12	Live speaker for pre-recorded examination components
Chapter 2, Section 2.16	Alternative Accommodation away from the centre
Chapter 2, Section 2.19	Braille
Chapter 2, Section 2.20	Colour naming by the invigilator for candidates who are Colour Blind
Chapter 2, Section 2.21	Coloured Overlays
Chapter 2, Section 2.22	Coloured/Enlarged Paper
Chapter 2, Section 2.26	Separate invigilation within the centre
Chapter 2, Section 2.27	CCTV, Low vision aid/magnifier, OCR scanners, amplification equipment
Chapter 5, Section 5.7	Processing of access arrangements using Access arrangements online
Chapter 6	Modified Papers
Chapter 7	Basic and Key Skills
Chapter 8	Functional Skills
Chapter 9	Entry Level qualifications
Chapter 10, Section 10.2	Access arrangements for timetabled Principal Learning components
Chapter 13, Section 13.2	Which candidates will be eligible for special consideration
Chapter 14	What is special consideration? – GCSE and GCE qualifications
Chapter 15	Some examples of special consideration
Page 81	Appendix 5, a memory aid for an Oral Language Modifier
Page 82	Appendix 6, a memory aid for a Sign Language Interpreter
Page 83	Appendix 6, a series of FAQs in relation to access arrangements for GCSE and GCE qualifications

Where a centre has approval from *Access arrangements online* for an access arrangement for a GCSE or GCE candidate, this permission will now extend to timetabled Principal Learning components, Free Standing Mathematics qualifications (FSMQs), Functional Skills and Key Skills qualifications.

Additionally, where a centre has approval from *Access arrangements online* for Coloured/Enlarged paper, an Oral Language Modifier, a Sign Language Interpreter or Alternative Accommodation/Venue away from the centre for a GCSE candidate, this approval will now extend to Entry Level qualifications. This will allow the centre to open Entry Level question papers up to one hour before the published starting time, without prior permission from the awarding body, in order to facilitate the required access arrangement.

# Definitions

The JCQ awarding bodies and the Federation of Awarding Bodies (FAB) have agreed the following definitions in relation to Access Arrangements, Reasonable Adjustments and Special Consideration.

## ***Access Arrangements***

Access arrangements are agreed before an assessment. They allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment.

Access arrangements allow candidates/learners to show what they know and can do without changing the demands of the assessment: for example, readers, scribes and Braille question papers.

An access arrangement which meets the needs of a disabled candidate/learner would be a 'reasonable adjustment' for that particular candidate.

## ***Reasonable Adjustments***

The Disability Discrimination Act (DDA) requires awarding bodies to agree reasonable adjustments for disabled candidates/learners in order to lessen or remove the effects of a 'substantial disadvantage' in an assessment. For example a Braille paper is an access arrangement which would be a reasonable adjustment for a Braille reader, but not for a candidate/learner who was unable to read Braille.

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.

The reasonableness of the adjustment will depend on 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 competencies being tested in an assessment.

## ***Special Consideration***

Special consideration is an adjustment to a candidate's mark or grade to reflect temporary illness, injury or other indisposition at the time of the assessment.

# Deadlines for submitting applications for access arrangements and modified papers online for GCSE and GCE qualifications

Access arrangements may cover the entire course and for GCSE and GCE qualifications **must** be processed using *Access arrangements online* as early as possible. **Arrangements must be processed and approved before an examination or assessment.**

Month of examination	Access arrangement	Deadline
November 2010	Modified papers	20 September 2010
November 2010	All other access arrangements (apart from modified papers)	4 October 2010
January 2011	Modified papers	4 October 2010
January 2011	All other access arrangements (apart from modified papers)	21 October 2010
March 2011	Modified papers	30 November 2010
March 2011	All other access arrangements (apart from modified papers)	21 January 2011
May/June 2011	Modified papers	21 February 2011*
May/June 2011 (GCSE/GCE examinations)	All other access arrangements (apart from modified papers)	21 March 2011

**The deadlines for access arrangements (apart from modified papers) are merely recommendations. It will be possible to make applications for access arrangements using *Access arrangements online* after these dates which coincide with the dates for entries.** However, if a referral to an awarding body becomes necessary, there may not be sufficient time to process the application, if it is made after the respective deadline.

**\*For those candidates who decide to re-sit units in June 2011, following the publication of January 2011 examination results, applications for modified papers must be received no later than 21 March 2011.**

**N.B. Please note that candidates may not be able to have the modified papers requested, if applications are not received by the deadlines.**

Where a candidate has a temporary injury at the time of the examination which gives rise to the need for an emergency access arrangement, centres **must** process the arrangement (e.g. agreement for the use of a scribe) using *Access arrangements online* and **must** ensure that appropriate medical documentation is held on the centre's files to substantiate the arrangement.

Centres should refer to **Chapter 5, page 35**, for more detailed information on how to use *Access arrangements online*.

# Synopsis of Access Arrangements and Eligibility and/or Evidence Requirements

The following synopsis of access arrangements has been produced to help guide you through the regulations and to see with ease the main arrangements available. **It is not an exhaustive list and some candidates may require alternative arrangements.**

The arrangements listed reflect those access arrangements, **including modified papers**, which centres can process using *Access arrangements online*, unless indicated.

(\*) These arrangements **do not** need to be processed using *Access arrangements online*. Where the arrangement reflects the candidate's normal way of working within the centre, it may be granted by the centre at the time of the examination/assessment. No evidence is needed to substantiate the use of the arrangement.

	Access Arrangement	Eligibility and/or evidence requirement	Chapter/ section
1	<b>Additional tapes/CD</b>	<ul style="list-style-type: none"> <li>▪ Hearing impairment</li> <li>▪ Candidates requiring extra time</li> </ul>	Chapter 2, section 2.1.6
2	<b>Alternative accommodation/venue away from the centre</b>	<ul style="list-style-type: none"> <li>▪ Medical/Psychological report demonstrating the need for an alternative venue</li> <li>▪ Candidate is in hospital, in prison or at home</li> <li>▪ Candidate <b>is not</b> attending, or transferring to, a registered centre</li> </ul>	Chapter 1, section 1.5.4 / Chapter 2, section 2.16
3	<b>Amplification equipment* (personal or audiological amplification)</b>	Normal way of working	Chapter 2, section 2.27
4	<b>Bilingual translation dictionary</b>	Candidate's first language is not English, Irish or Welsh and use of a bilingual dictionary reflects candidate's normal way of working	Chapter 2, section 2.17
5	<b>Bilingual dictionary &amp; up to a maximum of 25% extra time</b>	Candidate's first language is not English, Irish or Welsh and has been in the UK for less than 2 years prior to the date of the examination, one or more parents/carers is not British born and the candidate has not been educated in an English speaking school abroad. The use of a bilingual dictionary reflects the candidate's normal way of working	Chapter 2, section 2.17 Chapter 2, section 2.18
6	<b>Braille question papers</b>	Normal way of working	Chapter 6, section 6.2
7	<b>Closed Circuit Television* (CCTV)</b>	Normal way of working	Chapter 2, section 2.27
8	<b>Coloured/enlarged paper, (i.e. A3 unmodified paper)</b>	Normal way of working	Chapter 2, section 2.22 Chapter 6, section 6.4.1
9	<b>Colour naming by the invigilator for candidates who are colour blind*</b>	Normal way of working for candidates who are colour blind	Chapter 2, section 2.20
10	<b>Coloured overlays*</b>	Normal way of working	Chapter 2, section 2.21

11	<p><b>Extra time</b>  <b>Up to a maximum of 25%</b>  <b>(N.B. for many candidates a smaller allowance, such as 10% may be appropriate)</b></p>	<ul style="list-style-type: none"> <li>▪ Statement of Special Education Needs <b>relating to secondary education</b></li> <li>▪ Diagnostic assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist teacher confirming that extra time is needed to complete timed activities (must have been carried out <b>no earlier than Year 7</b>) – i.e. candidate works very slowly</li> <li>▪ Medical report</li> <li>▪ Normal way of working</li> </ul>	<p>Chapter 1, sections 1.5.1, 1.5.2, 1.5.3, 1.5.4 /  Chapter 2, section 2.1</p>
12	<p><b>Extra time over 25% and up to a maximum of 100%</b></p>	<ul style="list-style-type: none"> <li>▪ Diagnostic assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist teacher confirming <b>substantially below average speed of processing</b> (<b>must</b> have been carried out within 26 months prior to examination)</li> <li>▪ Medical/physical/psychological requirement</li> <li>▪ Normal way of working</li> </ul>	<p>Chapter 1, sections 1.5.1, 1.5.2, 1.5.3, 1.5.4 /  Chapter 2, section 2.2</p>
13	<p><b>Live speaker for pre-recorded examination components</b></p>	<p>Speech/lip reader and normal way of working</p>	<p>Chapter 1, section 1.5.3 /  Chapter 2, section 2.12 /  Chapter 6, section 6.5.7</p>
14	<p><b>Low vision aid/ magnifier*</b></p>	<p>Normal way of working</p>	<p>Chapter 2, section 2.27</p>
15	<p><b>A4 modified 18-point bold</b></p>	<p>Normal way of working</p>	<p>Chapter 6, section 6.3</p>
16	<p><b>A3 modified 24-point bold</b></p>	<p>Normal way of working</p>	<p>Chapter 6, section 6.3</p>
17	<p><b>Modified language paper</b></p>	<p>Learning or language difficulties</p>	<p>Chapter 6, section 6.5</p>
18	<p><b>Optical Character Reader (OCR) scanners*</b></p>	<p>Normal way of working</p>	<p>Chapter 2, section 2.27</p>
19	<p><b>Oral Language Modifier</b></p>	<p>Diagnostic assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist teacher confirming <b>below average reading comprehension</b> (<b>must</b> have been carried out within 26 months prior to examination)  Diagnostic assessment <b>must</b> be based upon a recent edition of a national standardised test (specialist decides)  <b>Results must be given as a standardised score, only a standardised score of less than 85 for reading comprehension is acceptable</b></p> <p>Normal way of working</p>	<p>Chapter 1, sections 1.5.1, 1.5.3 / Chapter 2, section 2.11</p>

20	<b>Practical assistant (for written papers only)</b>	<ul style="list-style-type: none"> <li>▪ Physically disabled candidate</li> <li>▪ Visually impaired candidate using modified enlarged examination question papers or Braille examination question papers</li> <li>▪ Normal way of working</li> <li>▪ Temporary physical injury</li> </ul>	Chapter 1. section 1.5.3 / Chapter 2, section 2.14
21	<b>Practical assistant (for practical assessments)</b>	<ul style="list-style-type: none"> <li>▪ Physically disabled candidate</li> <li>▪ Visually impaired candidate</li> <li>▪ Normal way of working</li> <li>▪ Temporary physical injury</li> </ul>	Chapter 1. section 1.5.3 / Chapter 2, section 2.14
22	<b>Prompter*</b>	Normal way of working	Chapter 2, section 2.10
23	<b>Read aloud*</b>	Normal way of working	Chapter 2, section 2.6
24	<b>Reader/Computer reader</b>	<ul style="list-style-type: none"> <li>▪ Visual impairment <b>or</b> temporary condition affecting vision</li> <li>▪ Diagnostic assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist teacher confirming <b>below average reading/comprehension difficulties</b> (<b>must</b> have been carried out within 26 months prior to examination)</li> <li>▪ Diagnostic assessment <b>must</b> be based upon a recent edition of a national standardised test (specialist decides)</li> <li>▪ <b>Results must be given as a standardised score, only a standardised score of less than 85 for reading accuracy or reading comprehension or reading speed is acceptable</b></li> <li>▪ Normal way of working</li> </ul>	Chapter 1, section 1.5.2, 1.5.3, 1.5.4 / Chapter 2, section 2.5
25	<b>Scribe/Voice input systems</b>	<ul style="list-style-type: none"> <li>▪ Physical disability</li> <li>▪ Diagnostic assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist teacher confirming learning difficulty affecting writing (<b>must</b> have been carried out within 26 months prior to examination)</li> <li>▪ <b>Candidate cannot use a word processor and either spelling in the below average range – standardised score of less than 85 and/or illegible writing and/or incomprehensible and/or below average handwriting speed</b></li> <li>▪ Normal way of working</li> <li>▪ Temporary medical condition affecting writing</li> <li>▪ Normal means of communication</li> </ul>	Chapter 1 section 1.5.1 to 1.5.4 / Chapter 2, section 2.7
26	<b>Sign Language Interpreter</b>	Normal means of communication	Chapter 1, section 1.5.1, 1.5.3 / Chapter 2, section 2.13

27	<b>Supervised rest breaks</b>	<ul style="list-style-type: none"> <li>▪ Medical reasons</li> <li>▪ Physical disability</li> <li>▪ Psychological requirement</li> <li>▪ Normal way of working</li> </ul>	Chapter 1, section 1.5.4 / Chapter 2, section 2.4
28	<b>Tactile diagrams</b>	Normal way of working	Chapter 6, section 6.2.4
29	<b>Transcript</b>	<ul style="list-style-type: none"> <li>▪ Handwriting difficult to decipher (<b>word processor is not the candidate's normal way of working</b>)</li> <li>▪ Spelling is difficult to decipher for those not familiar with it</li> <li>▪ Braille scripts (<b>use of manual braille</b>)</li> </ul>	Chapter 2, section 2.9
30	<b>Transcript of recording</b>	<ul style="list-style-type: none"> <li>▪ Hearing impairment</li> <li>▪ Candidates who have difficulty in following speech at normal speed</li> </ul>	Chapter 6, section 6.5.7
31	<b>Voice activated computer</b>	<ul style="list-style-type: none"> <li>▪ Physical disability</li> <li>▪ Diagnostic assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist teacher confirming difficulty affecting writing (eligible for a scribe) - <b>must have been carried out within 26 months prior to examination</b></li> <li>▪ Normal way of working</li> </ul>	Chapter 2, section 2.7.4
32	<b>Word processor*</b>	<ul style="list-style-type: none"> <li>▪ Normal way of working</li> </ul>	Chapter 2, section 2.8

# SECTION A:

## Pre-examination adjustments - Access arrangements

### Chapter 1

#### Which candidates will be eligible for access arrangements?

- 1.1 All applications for GCSE and GCE qualifications, **including extra time of up to 25%, must** be processed using *Access arrangements online* in advance of the candidate's first examination series.

**Access arrangements should be made at the start of the course** so that candidates know what is available and have the access arrangement(s) in place for examinations and controlled assessments/coursework. Arrangements **must** be approved before an examination or assessment.

**The arrangement(s) should reflect what help is usually given to the candidate in the classroom and the normal way of working should reflect what is going to be available in the examinations.**

- 1.2 A candidate does not necessarily have to be disabled (as defined by the DDA 1995) to be allowed an access arrangement.

Any reasonable adjustment required by a candidate will usually be an access arrangement (as listed in this booklet) for the examination/assessment in question, but may include other adjustments which are not listed.

**The process for granting an access arrangement and the evidence required will vary according to the assessment, as well as the nature of the access arrangement and the reason for seeking it.**

- 1.3 Access arrangements are not intended to give candidates an unfair advantage, but to give all candidates a level playing field in which to demonstrate their skills, knowledge and understanding.

**When an access arrangement has been processed online and approval granted, the evidence of need (where required) must be made available for inspection by the JCQ Centre Inspection Service.** Centres **must** ensure that appropriate evidence is on file to substantiate an access arrangement granted to a candidate.

- 1.4 Where a candidate has a temporary difficulty, such as a broken arm, which gives rise to the need for an access arrangement, (e.g. agreement for the use of a scribe) it would be appropriate in most cases for the access arrangement to be made. **Centres must process the access arrangement using *Access arrangements online* and ensure that appropriate evidence is on file to support the arrangement.**

Special consideration could be appropriate in some cases – for example where the candidate was not proficient in using a word processor in a subject for which a scribe could not be allowed.

## 1.5 Managing the needs of candidates

Some candidates are likely to have a number of the needs set out in paragraphs 1.5.1 – 1.5.4, which means that they are likely to require a range of access arrangements. **The exemplars given are therefore not exhaustive.**

**Most access arrangements will be subject to restrictions relating to the skills being tested in the assessment, for example the use of a practical assistant may not be allowed when practical skills are being tested.**

### 1.5.1 Communication and Interaction

Candidates with communication and interaction difficulties may have problems with written communication skills. They may need extra time to demonstrate written and oral communication skills. They may need to use a word processor or, in particular circumstances, have the assistance of a scribe to write for them (**see Chapter 2, pages 4-28** for details of these arrangements). They may require the use of an oral language modifier or a Sign Language Interpreter (**see Chapter 2, sections 2.11 and 2.13 pages 19 and 22**).

### 1.5.2 Cognition and Learning

Candidates with learning difficulties may require extra time for timed examinations and assessments. In appropriate cases, they may also need reading or writing assistance (**see Chapter 2, pages 4-28**, for details of these arrangements).

### 1.5.3 Sensory and Physical Needs

Candidates with sensory and physical needs might require extra time, **a live speaker**, an oral language modifier, a reader, a Sign Language Interpreter, a word processor, and/or a scribe. They may require papers with modified print or modified language. They may require a practical assistant (**see Chapter 2, pages 4-28 and Chapter 6, pages 40-43**).

### 1.5.4 Behavioural, Emotional and Social Needs

Candidates with behavioural, emotional and social needs might require supervised rest breaks, separate invigilation or alternative accommodation arrangements. Where candidates also have learning difficulties, they may require extra time and, in the case of a more severe impairment, a reader, a word processor and/or a scribe (**see Chapter 2, pages 4-28**).

## 1.6 Principles for Centres

- 1.6.1 Access arrangements are intended to increase access to assessments. However, they cannot be granted where they will compromise the assessment objectives of the specification in question (see Chapter 4, page 34).
- 1.6.2 Centres are advised to consult specialist teachers and, if necessary, awarding bodies at the start of the course. This will ensure that access arrangements will be appropriate before a candidate is entered for examinations.
- 1.6.3 Candidates and centres must make informed choices about the qualification routes they choose. This means that candidates need to be aware if they are choosing a course where they may not be able to demonstrate attainment in all parts of the assessment and consequently may be unable to gain credit in all parts of the assessment. A candidate may still decide to proceed with studying a particular subject and not be entered for all or part of the assessment. The centre **must** ensure that candidates are aware of the range of subject options open to them and in which they can cover the course and demonstrate attainment across the whole of the assessment.
- 1.6.4 Candidates might not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate.
- 1.6.5 All applications **must** be made by the centre **and** endorsed by the head of centre. The application, any appropriate evidence and confirmation of the approval for the respective access arrangement(s) **must** be available for inspection at the venue where the candidate is taking the examination.
- 1.6.6 Centres must ensure that in controlled assessment or coursework marked by teachers, credit is given only for skills demonstrated by the candidate working independently and that access arrangements do not affect assessment requirements.
- 1.6.7 Centres should request access arrangements which reflect the candidate's normal way of working and for which there is evidence of need (e.g. use of a reader), unless such arrangements would affect the integrity of the assessment.
- 1.6.8 Failure to comply with the regulations contained in this document has the potential to constitute malpractice which may impact on the candidate's result(s). Failure to comply is defined as putting in place access arrangements that are not approved, or permitting access arrangements within the centre which are not supported by appropriate evidence.
- 1.6.9 These regulations have been agreed by the JCQ member awarding bodies. As part of the annual review of the JCQ regulations, disability groups were invited to offer their comments.

# Chapter 2

## Access arrangements available for GCSE and GCE qualifications

(Centres may wish to consider instances where supervised rest breaks may be more appropriate)

### 2.1 Extra time of up to 25%

2.1.1 An application **must** be submitted using *Access arrangements online* prior to the candidate's first examination.

2.1.2 If the candidate has learning difficulties, the centre **must** assess the needs of the candidate based on one of the following documents, **which can be used throughout the candidate's GCSE and GCE examinations:**

- **a Statement of Special Educational Needs relating to secondary education** and which has reached the stage where an assessment has been carried out by the LA educational psychologist;
- **an assessment carried out by a qualified psychologist confirming learning disability relating to secondary/further education.** The assessment **must** confirm that the candidate is unable to complete a timed assessment in the time allowed. Evidence is likely to include more than one of the following – low standardised scores using assessments of processing speed, reading and/or writing speed, samples of unfinished mock exams or other timed assessments and an individual education plan (or equivalent) noting the need for extra time;
- **an assessment confirming learning disability relating to secondary/further education carried out by a specialist teacher.** The assessment **must** confirm that the candidate is unable to complete a timed assessment in the time allowed. Evidence is likely to include more than one of the following – low standardised scores using assessments of processing speed, reading and/or writing speed, samples of unfinished mock exams or other timed assessments and an individual education plan (or equivalent) noting the need for extra time;
- **privately commissioned reports must give a clear indication that there is evidence of need. The head of centre must be satisfied that there is a history of need and provision.**

**N.B It is only for access arrangements such as extra time of more than 25%, Oral Language Modifiers, readers and scribes that an assessment must be carried out within 26 months of the start of the examination series.**

2.1.3 In other circumstances, such as a **medical, physical or psychological requirement**, or a **visual impairment** appropriate evidence of need **must** be available at the centre for inspection. This may be a short and concise letter or file note, signed and dated on centre headed paper, from a member of centre staff, such as a specialist teacher, SENCO or learning support co-ordinator which confirms normal way of working within the centre and the precise reason for extra time of up to 25%.

2.1.4 The centre must also take into account evidence of need in the normal working arrangements made for the candidate and performance in internal assessments, such as mock examinations. It should also take account of any history of difficulties and any residual effects there may be from those difficulties. **For many candidates a smaller allowance, such as 10%, may be appropriate.**

2.1.5 If the centre makes an arrangement for extra time of up to 25% to be made available in examinations for a candidate, it **must** ensure that appropriate invigilation and timetabling arrangements are in place.

2.1.6 Extra time may not be appropriate in practical examinations or controlled assessments where the impairment has a minimal effect on the assessment. Care **must** be taken within the centre to ensure that candidates (whose normal way of working is to use extra time) are not placed at a disadvantage.

For taped/recorded examinations, the centre must request an extra recording from the awarding body, unless they normally receive enough spares. Centres should contact the awarding body for advice on how the extra time is to be applied.

## 2.2 Extra time of up to 100%

**There must be a strong justification as to why more than 25% extra time is required. In cases where a candidate with learning difficulties is using a reader and/or a scribe in order to remove the barrier to assessment, it would not normally be appropriate to grant more than 25% extra time.**

2.2.1 An application **must** be submitted using *Access arrangements online* prior to the candidate's first examination, with appropriate evidence of need held on file.

2.2.2 It can be applied for in the following circumstances.

- The candidate is eligible for a reader and/or a scribe but requires more time in a subject testing reading or writing when working independently;
- The candidate has a **learning difficulty** which results in **substantially below average speed of processing** (reading, comprehension, writing, or cognitive processing as appropriate). **Results must be given as a standardised score, only a standardised score of less than 70 is acceptable;**
- Extra time of up to 25% is insufficient in light of the candidate's needs, e.g. **the candidate has a physical or visual impairment** that hinders their speed of access to written information such as a blind candidate using Braille.

## 2.3 Extra time of over 100%

2.3.1 If, **in exceptional circumstances**, a candidate requires more than 100% extra time in order to manage a substantial impairment, the online system will enable the centre to refer the application to the relevant awarding body.

**Extra time will not be permitted in examinations testing the time in which a skill is performed, such as sports, musical performance, or expressive arts, where the timing may be a crucial part of the assessment.**

## Examples of how access arrangements for extra time would apply

- A candidate was diagnosed as mildly dyslexic in Y7. He has made good progress with his reading and writing, which are now within the normal range for his age. He does make some spelling mistakes, but these are minor and do not affect the ability of the examiner to read and understand his scripts. He is allowed 10% extra time in written papers [but not multiple choice papers] to allow for any residual difficulties.
- A candidate has a moderate dyslexic condition affecting speed of processing. She may be allowed up to a maximum of 25% extra time, depending on her need, to finish writing her papers.
- A candidate has substantial learning disabilities. He is permitted up to a maximum of 25% extra time, depending on his need, in his History examinations. He is also entered for Drama. He cannot have extra time in his performance, where the group has to perform according to the script. He can have extra time in the Drama written papers.
- A candidate has severe cerebral palsy. He manages multiple-choice papers within 25% extra time. He cannot word process History answers in that amount of time and is permitted up to 50% extra time for those papers.
- A blind candidate is using Braille papers. There is a great deal of text to read in History and there are many diagrams and tables in Science. She is permitted 100% extra time to complete her examinations in these subjects.
- A candidate with severe hearing loss is supplied with modified language papers and up to 25% extra time for her GCSE written examinations. The Peripatetic Teacher of the Deaf advises the SENCO/exams officer to request more than 25% extra time and a live speaker for the Listening Test in GCSE French. This will ensure that if any additional repetition is necessary, for example repeating a question with words which can be confused due to a similarity on the lips (such as 'neuf' and 'deux'), it can be accommodated with up to 50% extra time. The application for the use of a live speaker and extra time of up to 50% is approved.
- A candidate has significant learning difficulties which impair his reading and writing processes. He is allowed a reader and scribe to help him. He no longer needs more than 25% extra time in History to complete the examination because the assistance has reduced the effect of the impairment. In English, Irish or Welsh reading papers he is permitted 50% extra time because his reader cannot help him in these subjects.

## 2.4 Supervised rest breaks

- 2.4.1 An application **must** be submitted using *Access arrangements online* prior to the candidate's first examination, with appropriate evidence of need held on file.
- 2.4.2 **Supervised rest breaks should always be considered before making a request for extra time. They may be appropriate for a candidate with poor concentration skills or who suffers from extreme stress. Alternatively, supervised rest breaks may be permitted for medical/psychological reasons.**
- 2.4.3 The timing of the examination should be stopped and re-started when the candidate is ready to continue. If the candidate needs to leave the examination room, an invigilator **must** accompany the candidate. The timing of these breaks depends on the nature of the candidate's condition.
- 2.4.4 Centres should ensure that medical advice is sought in cases of serious illness, and that the candidate is fit to take the examination. There will be some constraints on timing if the candidate has more than one examination to take each day. **The supervised rest break is not included in any extra time allowance.**

## 2.5 Readers / Computer readers

2.5.1 An application **must** be submitted using *Access arrangements online* prior to the candidate's first examination, with appropriate evidence of need held on file.

**A reader will not be allowed if a candidate's literacy difficulties are primarily caused by English, BSL, Irish, ISL, or Welsh not being their first language.**

2.5.2 A reader is a responsible adult who reads the questions to the candidate. This may involve reading the whole paper to the candidate or the candidate may request only some words to be read.

2.5.3 Computer software which reads out a scanned paper but does not decode it or interpret it may be used as a reader. **Where an application for a computer reader is approved, centres are permitted to open question papers up to 1 hour before the published starting time for the examination.** Any infringement has the potential to constitute malpractice. **Reading pens are not permitted.**

2.5.4 A reader is not a scribe but the same person may act as both reader and scribe as long as permission has been given for both arrangements.

2.5.5 A reader will be allowed where a candidate has a significant impairment. **For example, a visually impaired candidate who cannot read a Braille or modified enlarged paper independently, or those whose visual impairment is the result of a temporary injury.** Candidates with a severe visual impairment may need a practical assistant in written examination components to work at their instruction, guiding their hands to the requested page and section, **but not to the correct answer. Please see Chapter 2, section 2.14, page 23,** on practical assistants.

**For candidates with other types of disability or impairment, this refers to a candidate whose reading skills (accuracy or speed or comprehension) have been measured in a test conducted by a specialist and the standardised score is in the below average range.** Below average is a technical definition which means 1 standard deviation below the mean of an up-to-date, nationally standardised test, which would be a **standardised score of less than 85.** It does not mean below average standard in a particular centre (see Chapter 3, section 3.3.7.3 and section 3.3.8, page 31 for more detail).

2.5.6 **A reader or computer reader will not be allowed to read questions or text in papers (or sections of papers) testing reading.** A candidate who would normally be eligible for a reader but is not permitted this arrangement in certain examinations may be granted an additional time allowance. **Please see Chapter 2, section 2.2, page 5, on extra time over 25% and Appendix 1, pages 76-77, on the permitted use of readers in GCSE and GCE qualifications.**

2.5.7 The reader is responsible to the head of centre/examinations officer and **must** be a person acceptable to the head of centre, capable of reading the material involved.

2.5.8 The reader should not normally be the candidate's own subject teacher and **must not** be a relative, friend or peer of the candidate.

2.5.9 **The provision of a reader should reflect the candidate's normal way of working within the centre,** except in cases where a temporary injury gives rise to the need for a reader.

2.5.10 The centre is responsible for ensuring that if a candidate and reader are not accommodated separately, other candidates cannot overhear what the reader is saying and are not disturbed by their presence. **If the candidate and reader are accommodated separately, a separate invigilator will be required.**

2.5.11 Readers may work with more than one candidate, but **must not** read the same paper to a group of candidates at the same time, as this imposes the timing of the paper on the candidates. **Where candidates require only occasional words or phrases to be read, three or four candidates may share one reader.** The candidate will need to put their hand up when he/she needs help with reading. **If the group is accommodated separately a separate invigilator will be required.**

2.5.12 Centres whose candidates do not meet the criteria for a reader may wish to consider alternative access arrangements such as Read Aloud (see Chapter 2, section 2.6, page 11) or Modified Language Papers (see Chapter 6, section 6.5, page 42).

2.5.13 A reader:

- **must** read accurately;
- **must** only **read** the instructions of the question paper(s) and questions and **must not** explain or clarify;
- **must** only repeat the instructions of the question paper or questions when specifically requested to do so by the candidate;
- **must only read the instructions/rubric of a paper testing reading and must not read individual questions or text;**
- **must** abide by the regulations since failure to do so could lead to the disqualification of the candidate;
  
- **must not** advise the candidate regarding which questions to do, when to move on to the next question, nor the order in which questions should be answered;
- **must not** decode symbols and unit abbreviations (e.g.  $2^2$  should not be read as two squared but the function simply pointed to by the reader since part of the assessment is recognising what the superscript 2 means. Similarly, if the symbol  $>$  is printed, it should not be read as 'greater than' but simply pointed to by the reader.);
- **may** enable a visually impaired candidate to identify diagrams, graphs and tables but **must not** give factual information nor offer any suggestions, other than that information which would be available on the paper for sighted candidates;
  
- **may** read numbers printed in figures as words (e.g. 252 would be read as two hundred and fifty two but at the point of reading the number it should also be pointed to on the question paper). An exception would be when the question is asking for a number to be written in words (e.g. write the number 3675 in words);
- **may** read back, when requested, what has been written in the answer;
- **may**, if requested, give the spelling of a word which appears on the paper but otherwise spellings **must not** be given.

**A suggested memory aid for a reader can be found at Appendix 3, page 79.**

### **Examples of how access arrangements for readers would apply:**

- A candidate with significant reading difficulties is permitted the help of a reader. She hears the words read out by the reader but cannot understand the question. She asks the reader to explain. The reader reads the question again but does not offer any explanation. **A reader is only permitted to read the text and not to explain it.**
- A candidate with a visual impairment requests a modified enlarged paper, which is provided. The condition is a deteriorating one. By the time of the examinations, the candidate has virtually no sight left. A reader reads all examination papers except for those where a reader is not permitted.
- A candidate enters for an IT examination involving proof reading and document layout. A reader is requested but is not permitted. The reader must not help a candidate to proof read a document or organise its layout, as these are the skills being tested.
- **A candidate achieves a standardised score of 75 following a thorough test of sentence and text level comprehension. The specialist states that the candidate's reading skills are in the below average range. She is allowed a reader in subjects not testing reading.**
- A candidate achieves a standardised score in the average range on a test of single word reading accuracy. He has a complex language disorder and can read but cannot understand what he is reading. He cannot have the meaning explained because understanding is one of the assessment objectives. However, his score on comprehension tests is in the below average range and he is allowed a reader in subjects not testing reading because this enables him to concentrate on understanding rather than decoding.
- A candidate has achieved average scores on single word reading accuracy but her speed of reading is in the below average range. As a result, by the time she reaches the end of the sentence, she has forgotten what the first part of the sentence was about. She is allowed a reader in subjects not testing reading.

## 2.6 **Read Aloud**

- 2.6.1 A centre with a candidate who reads aloud to himself/herself, where this is their normal way of working, **must** be accommodated separately.

**There is not a requirement to process an application using *Access arrangements online* and no evidence is needed to support the arrangement.**

## 2.7 Scribes / Voice input systems

- 2.7.1 An application **must** be submitted using *Access arrangements online* prior to the candidate's first examination, with appropriate evidence of need held on file.

**A scribe will not be allowed if a candidate's literacy difficulties are primarily caused by English, Irish or Welsh not being their first language.**

- 2.7.2 A scribe is a responsible adult who, in controlled assessment, coursework and/or in an examination **but not in orals**, writes down or word processes a candidate's dictated answers to the questions. If a candidate dictates answers on to a tape, the centre **must** produce a transcript (**see Chapter 2, section 2.9, page 16**). **Candidates must respond in English, Irish or Welsh as appropriate, so as to meet the assessment of written communication in English, Irish or Welsh (see Chapter 2, section 2.13.7, page 22).**

- 2.7.3 A scribe is not a reader but the same person may act as both scribe and reader as long as permission has been given for both arrangements.

- 2.7.4 A candidate who has permission to use a scribe may use a word processor with the spell check facility enabled instead of a 'human' scribe. (N.B: This arrangement **will not** be permitted in ELC, GCSE and GCE Modern Foreign Language specifications.)

Voice activated computer software which produces hard copy with predictive text when the candidate dictates into a word processor may be used as a scribe. Also software (a screen reader) may be used to read back and correct the candidate's dictated answer.

Computer software which produces hard copy with predictive text/spell checker when the candidate uses a word processor may be used as a scribe. (N.B: This arrangement **will not** be permitted in ELC, GCSE and GCE Modern Foreign Language specifications.)

Computer software which produces speech can be used to dictate to a scribe.

**In all cases a scribe cover sheet must be completed and attached to the completed script.**

- 2.7.5 A scribe will be allowed in certain subjects when a candidate's impairment has a significant effect. For example, a visually impaired candidate who cannot record their answers independently through handwriting, touch typing, Braille input or other appropriate means.

**Scribes should only be requested for candidates who cannot use a word processor.**

For examination purposes, this would be interpreted as those whose spelling accuracy score is in the **below average category** or whose free writing cannot be read by others or is grammatically incomprehensible or is produced so slowly that answers could not be fully recorded even with extra time allowed. The candidate's handwriting speed (words per minute) being in the below average range for their age. Some candidates with a permanent physical disability or a recent injury will not be able to write.

- 2.7.6 **A scribe will not be allowed in papers or sections of papers testing writing, i.e. Modern Foreign Language writing papers, unless the candidate can dictate foreign words letter by letter.**

A candidate who would normally be eligible for a scribe but is working independently because a scribe is not allowed for the paper may be granted an additional time allowance. (**Please see Chapter 2, section 2.2, page 5 on extra time over 25 %.**)

The candidate's dictation may be taped. This will help the candidate to get the flow of the respective Modern Foreign Language. When the candidate has finished dictating his/her response the tape may be re-run, enabling the candidate to give the exact spellings of the words dictated. In such circumstances, the centre may wish to allow the candidate extra time of up to 25%.

In Modern Foreign Language Writing Tests candidates are marked for the quality of their language which not only covers the range and complexity of the language, but also the accuracy of their language. It is therefore essential for the words to be spelled out in such examinations. Similarly, in Modern Foreign Language Listening and Reading Tests, marks are awarded for comprehension. Sometimes the spelling of a word in a language can indicate a particular tense and this can be of significant importance in the marking process.

**In other subjects testing written communication skills, including English, Irish and Welsh, a scribe will be allowed**, but the candidate will be assessed only on those aspects of written communication which he or she can demonstrate independently, such as use of language, effective and grammatical presentation. If separate marks are awarded for spelling and punctuation, these cannot be credited to a candidate using a scribe. Marks may be awarded for punctuation if this is dictated, and the fact is noted on the scribe cover sheet.

- 2.7.7 The scribe is responsible to the head of centre/examinations officer and **must** be a person acceptable to the head of centre, capable of recording the material involved.
- 2.7.8 **A scribe will not be permitted to perform tasks which are part of the assessment objectives, which might include application of skills in ICT or graphic design.** For further information please consult the awarding body.
- 2.7.9 The scribe should not normally be the candidate's subject teacher and **must not** be a relative, friend or peer of the candidate.
- 2.7.10 **The provision of a scribe should reflect the candidate's normal way of working within the centre**, except in cases where a temporary injury gives rise to the need for a scribe.
- 2.7.11 The centre is responsible for ensuring that a candidate dictating to a scribe cannot be overheard by, or distracts, other candidates. **If the candidate and scribe are accommodated separately, a separate invigilator will be required.**
- 2.7.12 The candidate may require the scribe to read back part of what has been written but no comment must be made about any part of the answer given.
- 2.7.13 A scribe:
- **must** write down or word process accurately what the candidate has said, except in an examination requiring word processing, in which case, a scribe will not be permitted;
  - **must** draw or add to maps, diagrams and graphs strictly in accordance with the candidate's instructions, **unless the candidate is taking a design paper, in which case a scribe will only be permitted to assist with written parts of the paper**;
  - **must** abide by the regulations since failure to do so could lead to the disqualification of the candidate;
  - **must** write or word process a correction on a typescript or Braille sheet if requested to do so by the candidate;
  - **must** immediately refer any problems in communication during the examination to the invigilator;
  - **must not** give factual help to the candidate or indicate when the answer is complete;
  - **must not** advise the candidate on which questions to do, when to move on to the next question, or on the order in which questions should be answered;
  - **must not** expect to write throughout the examination if supervised rest breaks have been permitted;
  - **may**, at the candidate's request, read back what has been recorded.

**A suggested memory aid for a scribe can be found at Appendix 4, page 80.**

- 2.7.14 A pre-populated scribe cover sheet **must** be printed from *Access arrangements online* and **must** be securely attached to the script. **In the case of coursework or controlled assessment, the candidate's work must be sent to the examiner/moderator, in addition to the sample requested.**

The cover sheet **must** indicate whether graphs and diagrams were completed by the candidate or the scribe. The cover sheet **must** be signed by the scribe and countersigned by the head of centre or the examinations officer.

- 2.7.15 **Where a temporary injury at the time of the examination gives rise to the need for a scribe the centre must:**

- process the arrangement using *Access arrangements online*;
- ensure that appropriate documentation is on file to substantiate the arrangement;
- abide by the regulations in **section 2.7**;
- ensure that the scribe cover sheet is completed and attached to the candidate's script.

### **Examples of how access arrangements for scribes would apply:**

- A candidate, who has significant learning difficulties, cannot write legibly but he can word process his answers. The centre requests a scribe but this is refused because the candidate is proficient on a word processor. The centre permits the candidate to use a word processor in his examinations, as it reflects his normal way of working within the centre and will allow him to work independently.
- A candidate with severe cerebral palsy has no use of his hands. He cannot use speech recognition software because his speech is indistinct. It is too difficult for him to spell out each word letter by letter. He is permitted a scribe in all subjects except Modern Foreign Language writing papers where writing in the language is being tested.
- A candidate with severe dyspraxia cannot use a word processor because she has poor motor skills. She can dictate words in her chosen Modern Foreign Language letter by letter. She is permitted a scribe provided that she dictates in the Modern Foreign Language examinations by spelling out words letter by letter. In other subjects, she is permitted to use her voice activated computer without spelling out the words, unless they are uncommon ones. Her marks are credited for those skills she has demonstrated.
- A centre has ten candidates requiring scribes but does not have enough staff to cover both the scribing and the invigilation. They provide computer speech recognition software for those who have used it before and are taking literacy-based examinations such as History. They provide word processors for those who should be using one in preference to a scribe. They provide a scribe for those taking Science and Maths. They stagger the examination session, keeping the candidates under centre supervision, so that adequate numbers of staff can be available. They decide to enter some modular candidates for a later examination series.
- A centre compares a few lines of text written by a candidate with learning difficulties in the same period of time that a whole page of text can be produced when he dictates to a third party. The written text is of a standard typical of a much younger age range than the candidate's, but the text produced when the candidate dictates to a third party fits within the standard of his own age range. The difference in content of the written and spoken material is startling. The centre, having undertaken this assessment, feels it may be appropriate to apply for the candidate to have a scribe, where the subject allows.

## 2.8 Word processors

- 2.8.1 Centres are allowed to provide a word processor to a candidate where it is their normal way of working within the centre. This also includes electronic braille. There is not a requirement to process an application using *Access arrangements online* and no evidence is needed to support the arrangement.
- 2.8.2 Coursework or controlled assessment components can normally be completed on word processors unless prohibited by the specification.
- 2.8.3 For regulations on the use of word processors in written examinations, please see section 6.7, page 18 of the JCQ publication *Instructions for conducting examinations*  
[http://www.jcq.org.uk/exams\\_office/instructions\\_for\\_conducting\\_examinations/](http://www.jcq.org.uk/exams_office/instructions_for_conducting_examinations/)

### Examples of using word processors:

- A candidate who cannot write legibly because she has severe dyslexia asks to use a word processor in her examinations. It is her normal means of producing written work within the centre because her teachers cannot read her writing. She is very proficient on the machine. Her centre allows her to use a word processor in her examinations.
- A candidate does not have a learning difficulty but is a 'messy' writer. His handwriting is hard to decipher. He requests the use of a word processor and this is granted by his centre in preference to the use of a transcript.
- A candidate wishes to use a word processor since this is her normal way of working. However, the candidate additionally wishes to use the spell check facility. Given that she does not meet the criteria for a scribe, the candidate cannot use the spell check facility. The centre allows her to use a word processor with all standard functionality switched off.
- A candidate taking an ICT paper wishes to use a word processor with a spell checker. The paper is testing his ability to proof-read a document. His centre refuses the use of the spell checker, but he can use the word processor without this facility because it is his normal way of producing written work within the centre.
- A candidate who has severe dyslexia has quite legible writing. However, he makes many omissions and cannot order his ideas correctly. His written scripts are legible but covered in crossings-out and omission marks. He requests a word processor and this is granted by his centre because it allows for text to be corrected, answers to be properly sequenced and reflects his normal way of working.
- A blind candidate who always uses a word processor to produce text asks to use a word processor to record his answers in his examinations. He also requests the use of a screen reader to allow him to 'read' back and check the answers he has produced. **These arrangements are permitted when using a word processor in his examinations. However, if the candidate also wants to use predictive text and/or a spell checker the centre must apply for the use of a scribe.**

## 2.9 Transcripts

(This arrangement must only be requested where a candidate **cannot** use a word processor)

- 2.9.1 An application **must** be submitted using *Access arrangements online* prior to the candidate's first examination. **(No evidence is needed to support the arrangement.)** A transcript may be permitted where a candidate's handwriting is illegible **(and the use of a word processor is not the normal way of working)** or spelling is so difficult to decipher that it would be beneficial for an examiner to be able to refer to a transcript of the candidate's work for clarification.
- 2.9.2 **A transcript is a copy of the candidate's script which is made after the examination has taken place and without the participation of the candidate.** For those candidates whose difficulties are so significant that their script cannot be read by centre staff, please see the regulations on the use of scribes in **Chapter 2, section 2.7, page 12.**
- 2.9.3 A transcript may be a full copy written on a spare answer booklet or a partial copy where only certain words need clarification. In this case, the original script must be photocopied and the words written clearly above the candidate's writing but not in red, green or purple ink or pencil. It may be helpful to enlarge the photocopy to A3.
- 2.9.4 An application for a transcript can also be made for a candidate who requires assistance completing multiple choice answer sheets or needs to use an enlarged answer sheet, but does not need a scribe for written examinations.
- 2.9.5 The transcript may be handwritten or word processed by a member of centre staff.
- 2.9.6 **Manual braille will require transcription into print. Braille scripts must be transcribed by the centre. The transcriber should be competent in the Braille code concerned. (An application for a transcript must be processed using *Access arrangements online*.)**
- 2.9.7 The transcript **must** be produced by a member of the centre's staff, which may include the candidate's subject teacher, who is familiar with the candidate's handwriting or is fully competent in the Braille code for the subject concerned.
- 2.9.8 A pre-populated transcript cover sheet **must** be printed from *Access arrangements online* and **must** be securely attached to the candidate's transcript. The candidate's original script **must** also be attached. A cover sheet **must** also be attached to any controlled assessment/coursework transcribed, together with the original work produced by the candidate.
- 2.9.9 The transcript **must** be word for word, an exact copy of the candidate's script. The purpose is to produce a legible version of what the candidate has written. Where a candidate has spelt a non-technical word incorrectly, the transcriber may write it correctly in the transcript, but **must not** insert or omit any words, nor alter their order. Technical terms **must not** be corrected.
- In the case of Braille scripts, (where a candidate has used a manual braille) any deviation from the candidate's own spelling on a Braille script must be indicated by the member of centre staff on the transcript cover sheet.**
- 2.9.10 The production of the transcript **must not** delay the despatch of scripts to the examiner/awarding body. Additional information must not be sent to the examiner/awarding body.

### **Examples of how access arrangements for transcripts would apply:**

- A candidate with severe dyslexia writes in a very cramped style which is difficult for a stranger to read. His teachers are familiar with his writing. One of them writes a full transcript in a clean answer booklet which is sent to the examiner with the original script.
- A candidate with dyslexia writes phonetically. The words are clear and understandable but it takes some time to decipher. The examiner is assisted by the fact that a full transcript is attached to the script. She marks the original but refers frequently to the transcript for clarification.
- A candidate writes some words illegibly. The centre makes a photocopy of the script and writes in the odd word over the top of the candidate's writing but only on the photocopy.

## 2.10 Prompters

- 2.10.1 **There is not a requirement to process an application using *Access arrangements online* and no evidence is needed to support the arrangement.**
- 2.10.2 A prompter may be permitted where a candidate has little or no sense of time, or loses concentration easily, or is affected by an obsessive-compulsive disorder which leads them to keep revising a question rather than moving onto other questions. In such instances a candidate may be assisted by a prompter who can keep the candidate focussed on the need to answer a question and then move on to answering the next question.
- 2.10.3 **For regulations on the use of a prompter please see section 6.7, page 17 of the JCQ publication *Instructions for conducting examinations***  
[http://www.jcq.org.uk/exams\\_office/instructions\\_for\\_conducting\\_examinations/](http://www.jcq.org.uk/exams_office/instructions_for_conducting_examinations/)

### **Examples of how access arrangements for prompters would apply:**

- A candidate with Asperger's syndrome has no sense of time. The prompter sees that the candidate is doing nothing. She says "Mary, focus on the question, there are 15 minutes left".
- A candidate with an obsessive-compulsive disorder goes over the first question again and again. The prompter taps on the desk every quarter of an hour. The candidate knows how many questions have to be done in that time and tries to move on.
- A candidate with attention deficit disorder works for a few minutes then looks out of the window. As he is taking his examination under separate invigilation, the invigilator is able to call out his name to bring his attention back to his question paper.

## 2.11 Oral Language Modifier

- 2.11.1 An application **must** be submitted using *Access arrangements online* prior to the candidate's first examination, with appropriate evidence of need held on file. **An Oral Language Modifier will not be allowed if a candidate's literacy difficulties are caused by their first language being a language other than English, BSL, Irish, ISL or Welsh.**
- 2.11.2 An Oral Language Modifier is a responsible adult who may clarify the carrier language used in the examination paper when requested to do so by a candidate. **The Oral Language Modifier must not explain technical terms or subject-specific terms.** The ability to understand these terms is part of the assessment. If such terms are explained to the candidate then the demands of the question will have been compromised and may constitute malpractice. **An Oral Language Modifier may also act as a reader (see section 2.5.13, page 9). A separate application for a reader is not required.**
- 2.11.3 **The provision of an Oral Language Modifier should reflect the candidate's normal way of working within the centre.** The centre **must** determine the most effective access arrangement(s) for the candidate at the start of the course – an oral language modifier **and/or** a sign language interpreter **and/or** modified language papers.
- 2.11.4 An Oral Language Modifier will **only** be allowed if **a candidate's reading comprehension** is shown to be **'below average'** when measured using an up to date nationally standardised test conducted by a specialist. 'Below average' is a technical term which means that the achieved score is at least one standard deviation below the mean, i.e. a standardised score of less than 85 (see Chapter 3, section 3.3.7.3 and section 3.3.8.2, page 31).
- 2.11.5 An Oral Language Modifier would be suitable for candidates with a range of educational needs such as those within the autistic spectrum and hearing and speech impaired candidates. **However, candidates must have a below average reading comprehension.**
- 2.11.6 **An Oral Language Modifier will not be allowed to read questions or text in papers (or sections of papers) which test reading.** A candidate with below average reading comprehension skills may be granted additional time in such papers. (Please see section 2.2, page 5, on extra time over 25% and Appendix 1, pages 76-77, on the permitted use of readers in GCSE and GCE qualifications).
- 2.11.7 An Oral Language Modifier is responsible to the head of centre/examinations officer and **must** be acceptable to the head of centre.
- 2.11.8 An Oral Language Modifier should have, at least, a basic knowledge of the subject of the examination paper to ensure that any explanation he/she gives does not alter the meaning of the question. An Oral Language Modifier **must** be able to recognise terms specific to the subject and **must** have an appropriate standard of English equivalent to Level 2 Functional Skills English. It is recommended that an Oral Language Modifier receives appropriate training and accreditation where available.
- 2.11.9 The candidate should be familiar with the Oral Language Modifier. Where this is not the case, the candidate must have the opportunity to familiarise him/herself with the Oral Language Modifier using a trial presentation and must be comfortable with the method of communication.
- 2.11.10 An examination for candidates using an Oral Language Modifier should take place in a separate room and therefore **a separate invigilator will be required.**
- 2.11.11 Where possible, a separate Oral Language Modifier should be available for each candidate. Two candidates may share an Oral Language Modifier if the needs of each candidate are minimal. The number of candidates per Oral Language Modifier should **never exceed three.**
- 2.11.12 Modified Language papers should always be requested for candidates who use an Oral Language Modifier. (Please see Chapter 6, section 6.5, page 42.) These papers are usually produced by approved language specialists. They may reduce or even completely remove the need for an Oral Language Modifier.

2.11.13 The paper may be opened up to one hour before the scheduled starting time of the examination to allow the Oral Language Modifier to identify and highlight technical or subject-specific terms and command words. (Further copies of the paper should be made to assist the Oral Language Modifier.) The paper **must not** be discussed with or shown to any other person during this time as this would constitute malpractice. The task of the Oral Language Modifier is to respond solely to a request from the candidate and not to modify the language of the paper prior to the start of the examination in anticipation of a request from the candidate.

2.11.14 A pre-populated Oral Language Modifier cover sheet **must** be printed from *Access arrangements online* and when completed securely attached to the script. A photocopy of the completed cover sheet **must** also be faxed to the JCQ Office – fax number 020 7374 4343.

2.11.15 An Oral Language Modifier

- **must** rephrase or explain the carrier language of a question paper when specifically asked to do so by a candidate;
- **must not** rephrase or explain technical or subject specific terms as this could advantage or disadvantage the candidate;
- **must not** change source material which is testing the ability of the candidate to comprehend the information. Such material is often an extract and may have an acknowledgement of the original source;
- **must** take great care when explaining 'command' words in questions such as *describe*, *explain* and *suggest* as their explanation may change the nature of the question and disadvantage the candidate;
- **must** ensure that the means of communication used reflects the way the candidate is normally taught. This may include saying the word or phrase, manually coded English, i.e. fingerspelling, Cued Speech or SSE, or the use of writing to explain the meaning of a word or phrase; (BSL **must not** be used. Oral language modification is the **oral** modification of English written language, as opposed to the written modification of examination papers. BSL does not have an oral component and is not English. BSL **as a language** cannot be used. If this is needed, then a request for a Sign Language Interpreter should be made.)
- **must** record on the coversheet notes of all the re-phrasing or explaining used. Where no rephrasing or explaining has been given this **must** also be noted on the coversheet;
- **must** underline any words or phrases on the question paper which were re-phrased or explained for the candidate. If the question paper is separate from the answer booklet, it **must** be attached to the candidate's answer booklet;
- **must** ensure that a note of the communication method used is made on the coversheet;
- **may** go through the rubric and read the questions to the candidate. (Reading to candidates is part of the role of an Oral Language Modifier.)

**Examples of how access arrangements for an Oral Language Modifier would apply:**

- A Teacher of the Deaf (ToD) applies for an Oral Language Modifier for a profoundly deaf candidate who uses both BSL and Sign Supported English (SSE) as her normal way of working. The candidate has a below average reading comprehension score and has the support of both an Oral Language Modifier and BSL Interpreter during the course. The examination is English-based so the ToD decides that an Oral Language Modifier would provide the most suitable support for the candidate during her examinations.
- A candidate with severe and specific language impairment finds it hard to recognise and remember the meaning of everyday vocabulary. Text is rephrased for him during his lessons. An Oral Language Modifier who is familiar with the subjects is permitted for his examinations.
- A profoundly deaf candidate uses BSL and receives communication support. She has a below average reading comprehension score. Support during her course has been via BSL which was effective and her preference. The Teacher of the Deaf considers the use of an Oral Language Modifier during the examination, but a Sign Language Interpreter is her normal way of working and more appropriate to her needs.

## 2.12 Live speaker for pre-recorded examination components

- 2.12.1 An application **must** be submitted using *Access arrangements online* prior to the candidate's first examination, with appropriate evidence of need held on file.
- 2.12.2 The live speaker presenting the aural component **must** be appointed by the head of centre.
- 2.12.3 **The use of a Live Speaker in pre-recorded examination components should reflect the candidate's normal way of working within the centre.**
- 2.12.4 For aural tests, clear amplification may be necessary to improve the candidate's ability to hear, or a transcript of a test may be read to enable the candidate to also lip/speech-read (see Chapter 6, section 6.5.7, page 43 for further information on ordering transcripts of tests). **The centre should consult a specialist teacher, for example a Teacher of the Deaf, to identify the most appropriate arrangement for a candidate with hearing loss.**
- 2.12.5 In addition to speaking or reading aloud the contents of the tape in an aural test, the initial letters of words which are easily confused may be finger spelt e.g. deux fois and neuf fois.
- 2.12.6 **Ideally a live speaker should work with one candidate.** The centre **must** always consider the abilities of the candidates as lip/speech readers when requiring them to share a live speaker. **There should never be more than six candidates to one live speaker** and these should be seated so as to gain maximum benefit from the live speaker.
- 2.12.7 Where audio-cassette tapes or CDs are used, the live speaker should be allowed access to the tapes or CDs one hour before the examination. This is to allow time for the preparation necessary for adequate communication. In order to comply with security requirements, it may be necessary to delay the start of the examinations for the candidates concerned and to place them under centre supervision whilst preparation takes place.
- 2.12.8 Additional repetition is allowed, if necessary, to take into account loss of concentration on the content as a result of the candidate's effort to hear or to express answers orally or in writing.
- 2.12.9 **If the recording involves the use of two or more characters, a separate live speaker could be used for each role. However, if it is felt desirable to only use one live speaker for the entire test, the live speaker must make it clear which character is speaking.**

## 2.13 Sign Language Interpreters

- 2.13.1 An application **must** be submitted using *Access arrangements online* prior to the candidate's first examination, with appropriate evidence of need held on file.
- 2.13.2 **The role of a Sign Language Interpreter is to present the questions in a different language without:**
- **changing the meaning;**
  - **adding any additional information or;**
  - **providing an explanation as to what the question requires of the candidate.**
- 2.13.3 British Sign Language (BSL) and Irish Sign Language (ISL) are recognised as official languages of the United Kingdom and have the same status as Welsh and Gaelic. Welsh speakers who would like their question papers translated into Welsh are entitled to that facility irrespective of their ability to read and understand the English language. Users of BSL/ISL have the same entitlement.
- Whereas papers translated into Welsh are created at the same time as the English version and checked by the awarding body for accuracy and consistency of translation, the Sign Language interpretation is done 'live' in the presence of the candidate during the examination to allow for the candidate's regional variations in BSL/ISL signs. Consequently, the Sign Language Interpreter cannot be checked by the awarding body for accuracy. Therefore, great care **must** be taken neither to disadvantage or advantage the candidate.
- 2.13.4 **Sign Language Interpreters can be used to sign the instructions and questions to candidates taking written papers. Technical terms or subject specific language must be finger-spelt and not signed by the Sign Language Interpreter.** The candidate's ability to recognise and understand the English version of the technical or subject specific terms within a subject is part of the assessment. If such terms are signed instead of finger spelt, then the demands of the question will have been compromised. This will constitute malpractice.
- 2.13.5 The Sign Language Interpreter should be familiar with the subject being examined to ensure that the meaning of the question is not changed and that technical and subject specific terms are recognised and finger spelt.
- 2.13.6 Sign Language Interpreters may repeat the translation if requested to do so by the candidate but an alternative translation should not be given as this would be considered to be an explanation of the question which would be giving the candidate an unfair advantage.
- 2.13.7 **Candidates may only be permitted to sign their answers in question papers or in controlled assessment/coursework where it is possible to finger spell the answers or where the answers involve single words.**
- 2.13.8 The Sign Language Interpreter **must** be a suitably qualified adult who is acceptable to the head of centre/examinations officer and who is proficient in the use of the candidate's sign language. The Sign Language Interpreter should be familiar to the candidate and should work at the candidate's pace.
- 2.13.9 Candidates may need to be accommodated in another room in which case **a separate invigilator will be required.**
- 2.13.10 **A modified language paper should be ordered for candidates using a Sign Language Interpreter (see Chapter 6, section 6.5, page 42). The paper may be opened up to one hour before the scheduled starting time of the examination to allow the Sign Language Interpreter to prepare. The content of the paper must not be discussed with or shown to any other person during this time as this would constitute malpractice.**
- 2.13.11 **A Sign Language Interpreter can only sign the instructions/rubric, but not the questions, in Modern Foreign Languages or English, Irish or Welsh Language examinations. In English Literature examinations, texts/source material or literary extracts must not be signed.**
- 2.13.12A pre-populated Sign Language Interpreter cover sheet **must** be printed from *Access arrangements online* and **must** be securely attached to the script.

## 2.14 Practical assistants

- 2.14.1 An application **must** be submitted using *Access arrangements online* prior to the candidate's first examination, with appropriate evidence of need held on file. However, **advice must be sought at the beginning of the course.**
- 2.14.2 *Access arrangements online* will process requests for the use of a practical assistant in **written papers** but in **practical assessments** it will refer requests to the relevant awarding body. **Detailed information must be provided listing the tasks which the practical assistant would perform.**
- 2.14.3 **The provision of a practical assistant should reflect the candidate's normal way of working within the centre,** except in cases where temporary injury gives rise to the need for a practical assistant.
- 2.14.4 A practical assistant will be allowed in certain subjects when a candidate cannot perform practical tasks independently due to significant difficulties relating to manual dexterity or physical co-ordination. This would include guiding a severely visually impaired candidate's hand to the relevant page or section of text in a paper testing reading, where a reader is not permitted. **Care must be taken not to direct the candidate to the answer.**
- 2.14.5 **A practical assistant will not be allowed in assessments which test the ability to physically manipulate or perform,** such as Music, Art and Design and Technology, where the practical skill may be in itself the focus of the examination. Where minimal assistance only is required the awarding body should be informed.
- 2.14.6 A practical assistant is a responsible adult who carries out practical tasks at the instruction of the candidate. In an examination this might be holding a ruler or turning the pages of the script. In practical assessments, the practical assistant might set up, hold or hand to the candidate the appropriate equipment. The candidate **must not** be credited with marks for any skill which has been performed by the practical assistant. **This arrangement does not include facilitated communication, which is not approved by the Joint Council for Qualifications.**
- 2.14.7 A practical assistant is not a reader or a scribe but the same person may act as a reader, a scribe and a practical assistant as long as permission has been given for the arrangement(s). The regulations for the use of each arrangement **must** be strictly adhered to.
- 2.14.8 The practical assistant is responsible to the head of centre/examinations officer and **must** be a person acceptable to the head of centre, capable of carrying out the tasks involved.
- 2.14.9 The practical assistant **must not** be a relative, friend or peer of the candidate and should not normally be the candidate's own subject teacher.
- 2.14.10 Candidates using a practical assistant in externally set practical examinations may need to be accommodated separately, **in which case a separate invigilator will be required.**

#### 2.14.11A practical assistant:

- **must** perform practical tasks according to the candidate's instructions, unless the skill to be performed is the focus of the assessment, in which case the practical assistant will not be permitted, or unless the procedure would be unsafe;
- **must** immediately refer any problems in communication during the assessment to the invigilator or examinations officer;
- **must** abide by the regulations since failure to do so could lead to the disqualification of the candidate;
- **must** ensure the safety of the candidate and those around him/her;
- **must not** give factual help to the candidate or indicate when the task is complete;
- **must not** advise the candidate regarding which questions to do, when to move on to the next question, or on the order in which questions should be answered;
- **may** ask the candidate to repeat instructions where these are not clear.

2.14.12A pre-populated Practical Assistant cover sheet **must** be printed from *Access arrangements online* and **must** be securely attached to the script.

A cover sheet **must** also be attached to any controlled assessment/coursework completed with the aid of a practical assistant and the work **must** be sent to the moderator in addition to the sample requested. Cover sheets **must** indicate the level of assistance given by the practical assistant. The cover sheet **must** be signed by the practical assistant and countersigned by the head of centre or examinations officer.

#### **Examples of how access arrangements for practical assistants would apply:**

- A candidate has hemiplegia affecting his left side. He is right-handed. He needs a practical assistant in GCSE Science only to hold equipment still while he performs practical tasks. The practical assistant is acting only as a second hand where two hands are needed. The candidate does not lose any marks for implementation because he performs by himself those skills which are being assessed.
- A candidate has severe cerebral palsy with no use of his hands. He wants to be included on a Design and Technology course but cannot perform any design making skills. His teacher helps him during the course. As he will not be able to be credited with any marks for skills performed by a practical assistant, it is decided that he should complete the course without entering for the examinations.
- An A Level candidate who has a severe tremor in both hands cannot perform any science practical activity safely. The candidate requires a practical assistant. The practical assistant assembles the equipment and carries out the experiment. The candidate is credited with marks for planning, evaluation and analysis, but she cannot gain marks for implementation.
- A candidate wants to follow an Art course but cannot perform any practical skills independently. The centre requests permission to use a practical assistant. This is refused. It is realised that there are other skills required by the specification which he also cannot fulfil and therefore he decides to follow the course for his education but does not enter for the examinations.
- A candidate studying GCSE Physical Education is a wheelchair user. She is able to demonstrate her performance skills in track and field events in athletics. She does require the help of a practical assistant to set up her wheelchair and other equipment to maximise her performance. The input from the practical assistant is not deemed to have given her an undue advantage.

## 2.15 Other Arrangements

The following arrangements are also available. Centres should note the evidence requirements for each arrangement.

## 2.16 Alternative Accommodation away from the centre

An application **must** be submitted using *Access arrangements online* prior to the candidate's first examination, with appropriate evidence of need held on file. **(N.B This arrangement is different from transferred candidate arrangements, where a candidate transfers from one registered centre to another after the submission of examination entries.)**

- 2.16.1 Alternative accommodation should be requested only for those candidates who **either** have a psychological or medical condition which prevents them from taking the paper in the centre **but** are considered medically fit to take it elsewhere, **or** the candidate is in hospital, in prison or at home.
- 2.16.2 The head of centre/examinations officer **must** be satisfied that the examination will be conducted in accordance with the JCQ document *Instructions for conducting examinations*  
[http://www.jcq.org.uk/exams\\_office/instructions\\_for\\_conducting\\_examinations/](http://www.jcq.org.uk/exams_office/instructions_for_conducting_examinations/)
- 2.16.3 Where permission is granted by *Access arrangements online* for alternative accommodation, centres are permitted to open question papers **up to one hour before the published starting time for the examination.** This is to allow for the paper(s) to be taken to an alternative venue.
- 2.16.4 It may be necessary to delay the examination by up to one hour after the published starting time in order to reach the venue.
- 2.16.5 Papers to be taken to another venue on the day of the examination **must** be securely packaged and kept under secure conditions at all times.
- 2.16.6 **Papers must not be opened on a date preceding the scheduled date of the examination.**
- 2.16.7 Scripts should be despatched with the centre's other scripts and sent to the examiner/awarding body at the normal time. Medical information **must not** be enclosed with scripts.

## 2.17 Bilingual translation dictionaries

An application **must** be submitted using *Access arrangements online* prior to the candidate's first examination, with appropriate evidence of need held on file.

- 2.17.1 Bilingual translation dictionaries may only be used in examinations by candidates whose first language is not English, Irish or Welsh. **However, such dictionaries must not be used in English, Irish or Welsh Language examinations or Modern Foreign Language examinations testing one of the languages of the dictionary or a similar language**, for example a Portuguese dictionary in a Spanish examination. **The use of a bilingual translation dictionary should reflect the candidate's normal way of working within the centre.**
- 2.17.2 **Electronic dictionaries, reading pens, translators, wordlists or glossaries must not be used.**
- 2.17.3 Dictionaries to be used in the examination **must** be held in the centre under secure conditions and thoroughly checked to ensure that notes have not been enclosed within or written on the pages of the dictionary. This should include checking that no other unauthorised information is contained in the dictionary. A candidate using a dictionary which contains notes will lose their marks and their right to this access arrangement.
- 2.17.4 **Translation of either examination material or the candidate's answers into or from the candidate's first language will not be permitted.** The regulations for the use of bilingual translation dictionaries **must** be adhered to; failure to do so can lead to the disqualification of the candidate.

## 2.18 Bilingual translation dictionaries and up to a maximum of 25% extra time

- 2.18.1 Candidates who are permitted to use bilingual translation dictionaries may also be allowed up to a maximum of 25% extra examination time, **depending on need, if they have been resident in the UK for less than two years at the time of the examination. Holiday periods are included in the two year rule.**
- 2.18.2 **In subjects where a dictionary is not permitted, no extra time is available.** The candidate's need of the dictionary does **not** in itself justify allowing the candidate extra time, unless the candidate has to refer to the dictionary so often that examination time is used for this purpose instead of answering the questions.
- 2.18.3 The centre **must** determine the needs of the individual candidate. Not all candidates will need to use a dictionary and have extra time, especially those who have one parent/carer who is British born, who have been educated in an English speaking school abroad or who have entered for International GCSEs in a number of subjects, where English was the language used in the preparation for the examinations. **The candidate's need of the dictionary does not in itself justify allowing the candidate extra time.**

## 2.19 Brailers

**There is not a requirement to process an application using *Access arrangements online* and no evidence is needed to support the arrangement.**

**Where a candidate is using a manual braille, answers must be transcribed (see Chapter 2, section 2.9, page 16). All Braille scripts must be transcribed by the centre. The transcriber should be competent in the Braille code concerned.**

## 2.20 Colour naming by the invigilator for candidates who are Colour Blind

There is not a requirement to process an application using *Access arrangements online* and no evidence is needed to support the arrangement.

Please see section 6.7, page 17 of the JCQ publication *Instructions for conducting examinations*

[http://www.jcq.org.uk/exams\\_office/instructions\\_for\\_conducting\\_examinations/](http://www.jcq.org.uk/exams_office/instructions_for_conducting_examinations/)

## 2.21 Coloured Overlays

There is not a requirement to process an application using *Access arrangements online* and no evidence is needed to support the arrangement.

Please see section 6.7, page 17 of the JCQ publication *Instructions for conducting examinations*

[http://www.jcq.org.uk/exams\\_office/instructions\\_for\\_conducting\\_examinations/](http://www.jcq.org.uk/exams_office/instructions_for_conducting_examinations/)

## 2.22 Coloured/Enlarged Paper (i.e. A3 unmodified paper)

In order for a paper to be photocopied onto coloured paper or enlarged, an application **must** be submitted using *Access arrangements online* prior to the candidate's first examination. **No evidence is needed to support the application.**

Where permission is granted by *Access arrangements online* for an examination on coloured/enlarged paper, **centres are permitted to open question papers up to one hour before the published starting time for the examination. This will enable centres to copy and enlarge the standard paper or, if necessary, a modified enlarged paper further to suit candidates' needs.** It also allows centres more flexibility for candidates with specific needs, such as those who require single sided print or those who would benefit from having a paper in a specific background colour.

In emergency situations where a modified enlarged paper has not been ordered, centres may, as a last resort, gain permission from *Access arrangements online* to enlarge the paper **without modification.**

## 2.23 Early opening of papers

Where permission is granted by *Access arrangements online* for:

- **alternative accommodation/venue away from the centre;**
- **a computer reader;**
- **examination on coloured/enlarged paper;**
- **an oral language modifier;**
- **a sign language interpreter;**

centres are permitted to open question papers **up to one hour before the published starting time for the examination** in order to accommodate the arrangement.

**Access to the content of the paper during this time must be restricted to the exams officer and where relevant, an oral language modifier or a sign language interpreter. The content of the paper must not be discussed with or shown to another person during this period as this would constitute malpractice.**

## 2.24 Exemptions

*Access arrangements online* does not include exemptions. However, it enables centres to refer individual applications to awarding bodies. Applications **must** be submitted in line with the deadlines quoted on **page viii** of this booklet.

JCQ regulations governing the use of exemptions are based on the document *Principles governing the use of exemptions* issued jointly by the qualifications regulators which may be found at <http://www.ofqual.org.uk/2138.aspx>

An exemption is an agreement reached by an awarding body, before the examination, for a disabled candidate to miss a component or components. When an exemption is granted the candidate's performance on the components taken will be considered to be the performance on the full examination. **An indication will be placed on the candidate's certificate to show that not all of the assessment objectives were accessible.**

Exemptions should:

- compensate disabled candidates for skills they are unable to demonstrate;
- not undermine the integrity of the qualification;
- only be granted as a last resort when no other access arrangement(s) can be used;
- apply **only to whole components where the candidate cannot demonstrate any of the skills;**
- make up **no more than 50% of a qualification.** At least one A2 unit **must** be completed at A level;
- only apply in general qualifications.

An exemption will not be granted if an alternative and accessible route through a qualification is available to the candidate. The JCQ form *Application for an Exemption* should be completed and submitted to the awarding body concerned.

## 2.25 Modified Papers

Please see Chapter 6, pages 40-43, for information on modified papers.

## 2.26 Separate invigilation within the centre

**There is not a requirement to process an application using *Access arrangements online* and no evidence is needed to support the arrangement.**

**Please see section 6.7, page 18 of the JCQ publication *Instructions for conducting examinations***

[http://www.jcq.org.uk/exams\\_office/instructions\\_for\\_conducting\\_examinations/](http://www.jcq.org.uk/exams_office/instructions_for_conducting_examinations/)

## 2.27 Closed circuit television (CCTV), low vision aid/magnifier, optical character reader (OCR) scanners, amplification equipment

**There is not a requirement to process an application using *Access arrangements online* and no evidence is needed to support the arrangement.**

**Please see section 6.7, page 17 of the JCQ publication *Instructions for conducting examinations*** [http://www.jcq.org.uk/exams\\_office/instructions\\_for\\_conducting\\_examinations/](http://www.jcq.org.uk/exams_office/instructions_for_conducting_examinations/)

## 2.28 Temporary injuries at the time of the examinations

The centre **must**:

- process the access arrangement using *Access arrangements online* **selecting both medical condition and temporary injury;**
- abide by the regulations, ensuring that where appropriate a pre-populated cover sheet is attached to the candidate's script.

# Chapter 3

## Learning difficulties

The range of learning difficulties is extensive and some of the implications for assessment are not obvious, such as speed of processing and organisation of ideas. Therefore, awarding bodies require candidates to be assessed by a suitably qualified person to ensure that the access arrangements that are approved provide the candidate with the necessary assistance to access the assessment but do not result in the candidate gaining an unfair advantage.

**It should be remembered that where assessment objectives (Chapter 4, page 34) would be compromised by an access arrangement, the assessment objectives will take precedence and will not be waived. This includes the demonstration of knowledge, understanding and skills required by the specification.**

### 3.1 Accountabilities

3.1.1 **Staff within the JCQ and the awarding bodies are not in a position to determine whether a candidate has a substantial learning difficulty.** It is the responsibility of staff within the JCQ and the awarding bodies to give appropriate information, ensuring that the arrangement would not undermine the integrity of the qualification. Candidates entered for a qualification **must** be able to demonstrate the assessment objectives laid down in the specification. Any application where marks might be credited for skills which have not been demonstrated independently by the candidate will be rejected.

3.1.2 It is the responsibility of the person carrying out the assessment of the candidate's literacy and processing skills to give the results of any tests completed by the candidate which might indicate that the impairment has a significant effect on the candidate's performance. The status of the person **must** be specified.

3.1.3 **Form 8, Section A**, provides a suitable format for recording information about a candidate's background and history of support. This information **must** be available to the JCQ Centre Inspection Service and it is recommended that centres use **Form 8, Section A**, for this purpose.

**Form 8, Sections A, B and C** are available to download from:

[http://www.jcq.org.uk/exams\\_office/access\\_arrangements/forms/](http://www.jcq.org.uk/exams_office/access_arrangements/forms/)

The form can be downloaded in a format that can be typed into and saved onto a computer. **Section C of Form 8** is also available pre-populated with the candidate's details when an application is made through *Access arrangements online*, and is also referred to as the diagnostic report.

One report can be used by different centres. A copy **must** be available for inspection purposes at each centre where the candidate has been entered for and will be sitting his/her examinations.

The diagnostic report or **Form 8** should be held on the centre's files where an application for an access arrangement has been processed using *Access arrangements online* and approved. All centres will be inspected by a member of the JCQ Centre Inspection Service and inspectors **will** expect to see appropriate documentation to substantiate the use of an access arrangement processed electronically. **A specialist teacher working inside the centre** should use the diagnostic report or **Form 8** as good practice. The completion of the diagnostic assessment or **Form 8** will enable the JCQ Centre Inspector to see clearly and concisely the candidate's evidence of need and their normal way of working. It is the responsibility of the centre to seek advice at the beginning of a two year course to establish whether the candidate will be able to demonstrate all the assessment objectives required. In doing this, the centre should ask the awarding body what access arrangements may be available.

3.1.4 **It is the centre's responsibility to submit applications on time and to ensure that agreed access arrangements have been put in place before the candidate's first examination.**

### 3.2 **Appropriate Adjustments for Candidates with Learning Difficulties**

Access arrangements are made on the basis of an individual candidate's needs. Consideration must be given to whether the proposed access arrangement is effective and suitable for the candidate's particular learning difficulty, but the arrangement must not affect the integrity of the assessment. If a candidate can complete a paper in the normal length of time and never uses the extra time which has been made available, it is not an effective arrangement and therefore would not be an appropriate one to request. Similarly, if a candidate requests the use of a word processor but cannot type comprehensible prose, it is not an effective adjustment to give him or her. However, he or she might require a scribe.

### 3.3 **Guidelines for the Assessment of the Candidate's Learning Difficulties**

3.3.1 *Access arrangements online* allows the centre to manage its own data relating to its approved specialist teacher(s). The exams officer should follow the QCDA training materials <http://www.qcda.gov.uk/qualifications/exams/807.aspx> to record the name of the specialist teacher on the site.

For GCSE and GCE qualifications, centres **must** use *Access arrangements online* to record the name of the specialist teacher on the site. For all other qualifications (Basic Skills, Functional Skills, Key Skills and Principal Learning) **Form 8A must** be completed.

The centre must arrange for the candidate to be assessed **preferably by a specialist teacher employed within the centre** or by a qualified psychologist or LA specialist. The JCQ website ([http://www.jcq.org.uk/exams\\_office/access\\_arrangements/otherdocuments/](http://www.jcq.org.uk/exams_office/access_arrangements/otherdocuments/)) contains a list of some of the appropriate qualifications for specialist teachers.

Before assessing the candidate, the specialist teacher within the centre should complete those sections of the appropriate form (the diagnostic report or **Form 8 - JCQ/AA/LD**) relating to the history of support.

Where a qualified psychologist, LA specialist, or a specialist teacher **outside of the centre** is assessing the candidate, the centre **must** complete those sections of the appropriate form (**Form 8 - JCQ/AA/LD**) or the diagnostic report, which is supplemented by a written or typed centre statement confirming normal way of working, relating to the history of support.

3.3.2 The specialist should then carry out those tests which are relevant to support the application. For instance, if the candidate requires reading assistance but does not have writing problems, there is no need to carry out tests on writing skills.

3.3.3 Once the specialist has completed the tests and established that the candidate has learning difficulties, Section B of the form should be completed by the centre. Section B should recommend the access arrangements which will be required on the basis of the information given by the specialist and taking into account the requirements of the specifications in the subjects being entered and the normal working practice of the candidate in the centre.

3.3.4 It is advisable to consult with subject teachers about the objectives being assessed in the subject at the start of the course. The centre may include a candidate on a course in the full knowledge that the candidate may not be able to fulfil all of the requirements of the assessment. It is important for the candidate and their parents/guardians/carers to be made fully aware of the extent to which it is advisable to enter the candidate for the qualification. It is not always possible to arrange equal access for a candidate whose impairment affects a competence which is being tested in a particular assessment and who may be unable to demonstrate the assessment objectives required by the specification.

3.3.5 **A centre whose candidate has been assessed at the beginning of the course must process access arrangements for GCSE and GCE qualifications using *Access arrangements online*. Where approved, the arrangement(s) will cover modules, controlled assessment/coursework and terminal papers during the two year course.**

3.3.6 The diagnostic report or **Form 8 – JCQ/AA/LD** has been designed to encourage forward planning. It should be perceived as a '**passport to access arrangements**', which travels with the candidate throughout the duration of the course. The centre should begin to compile information relating to the candidate's needs and their normal way of working, complete the form and its assessments at the beginning of the GCSE course and process the application using *Access arrangements online* in the autumn term. It is recommended that a copy of the report is sent to any new centre in the case of a candidate who changes schools/colleges during a course of study. If the candidate continues in education, the specialist should see the candidate again at the beginning of the advanced course and the centre should apply once more.

**An application for an oral language modifier, a reader, a scribe or extra time of more than 25% will last for up to 26 months from the date of the assessment.**

### 3.3.7 Literacy Attainments

3.3.7.1 Please state within **Form 8** when/if learning difficulties affecting literacy were diagnosed and by whom.

3.3.7.2 Recent editions of nationally standardised tests, available through test publishers, which produce standardised scores, must be used and the candidate's chronological age should be less than the 'ceiling' of the test.

3.3.7.3 **Results must be given as standardised scores.** Standardised scores of between 90-110 should be considered within normal limits, standard scores of 85-90 described as 'low average' and **only those below 85 as 'below average'**.

***Access arrangements online* will not be able to process centres' applications unless a standardised score has been provided.**

### 3.3.8 Reading Skills

3.3.8.1 **Reading accuracy:** reading accuracy must be assessed using an individually administered, untimed test of single word reading.

3.3.8.2 **Reading comprehension:** reading comprehension must be assessed using a recognised test of text or sentence comprehension.

3.3.8.3 **Reading speed:** candidates with a history of reading difficulties, whose reading accuracy (at single word level) is within normal limits for his/her age may, nevertheless, read slowly and/or need to re-read text many times in order to absorb its meaning. A timed test of reading which includes comprehension questions should therefore be administered to assess the candidate's need for extra time or a reader.

3.3.8.4 The provision of a reader will depend on whether the candidate's reading impairment in accuracy or speed or comprehension has a substantial effect on his or her ability to read the questions. The effect will be considered substantial if the candidate's standardised scores in tests of accuracy or speed or comprehension fall in the **below average** (not low average) **band** as defined in **3.3.7.3**.

### 3.3.9 Writing Skills

3.3.9.1 A scribe will be allowed in certain subjects when a candidate's impairment has a significant effect. (**Scribes should only be requested for candidates who cannot use a word processor.**) For examination purposes, this would be interpreted as those whose spelling accuracy score is in the **below average category**, **or** whose free writing cannot be read by others, **or** is grammatically incomprehensible **or** is produced so slowly that answers could not be fully recorded even with extra time allowed. The candidate's handwriting speed (words per minute) being in the below average range for their age.

3.3.9.2 **Please comment on the candidate's writing under timed conditions. If a word processor is the candidate's normal way of working within the centre, then it must be used in examinations.**

### 3.3.10 **Other relevant Information**

The specialist may wish to include additional information relating to the candidate's performance particularly when required to demonstrate attainment in stressful situations, and where extra time may be required by a candidate who has otherwise normal levels of literacy. This information may include cognitive deficits in for example working memory, phonological processing, sequencing problems etc. The specialist teacher may refer complex cases to an educational psychologist.

### 3.3.11 **Completing the Report of the Assessment**

**For certain arrangements the assessment must be completed by an appropriately qualified person within 26 months of the start of the examination series.** The status of the person **must** be specified.

**Specialist teachers employed within the centre** may enter the results of these assessments directly on to the *Access arrangements online* system for GCSE and GCE qualifications, but **must** keep on the centre's files the tests which were given and ideally use the diagnostic report or **Form 8** to record the scores and dates of the assessment.

For further information on evidence of need for candidates with learning difficulties or comprehension disorders, **see section 5.6, page 37.**

## 3.4 **Psychological Assessment by a Qualified Psychologist**

3.4.1 Most assessments are carried out by educational psychologists. There are cases where a clinical or occupational psychologist might have been medically responsible for the candidate and their reports will also be accepted.

3.4.2 **Specialist teachers and psychologists working outside of the centre must use Form 8** or the diagnostic report in order to enable the examinations officer or SENCO to process the application electronically.

3.4.3 If a psychologist is signing the form, assessments must have been carried out by the psychologist, or by another qualified psychologist whose work must be appropriately attributed by the psychologist signing the assessment.

3.4.4 **Psychologists must not sign off assessments carried out by a teacher.**

## 3.5 **Assessment by a Specialist Teacher**

3.5.1 **Teachers who assess candidates for access arrangements do not need prior JCQ approval for their specialist qualifications. Instead, the head of centre will be responsible for the approval of specialist teachers.**

3.5.2 The specialist teacher is required to establish that the results of tests in reading and writing present evidence that the candidate has a learning difficulty because it is clear that he or she is performing in the below average band.

3.5.3 **If a specialist teacher is signing the form, assessments must have been carried out by the specialist teacher signing the assessment.**

## 3.6 **Approval of a Specialist Teacher by a head of centre**

A head of centre must take reasonable steps to satisfy themselves that the teacher assessing candidates' needs has the required level of competence.

**The head of centre is responsible for the quality of the access arrangements process within his or her centre, as he or she would be for the delivery of the curriculum and the appointment of teaching staff.**

When a specialist teacher has been approved by the head of centre, the exams officer **must** enter their name into *Access arrangements online* to confirm their status. **Evidence of the specialist teacher's ability to meet the criteria set out in section 3.7, page 33, must be available in the centre for inspection purposes.**

### 3.7 **Appropriate qualifications for the provision of supporting evidence on behalf of examination candidates with learning difficulties**

A list of some appropriate qualifications is available from the Joint Council for Qualifications. These qualifications were deemed appropriate because the providers confirmed that they met most of the following criteria. **This is neither a mandatory nor exhaustive list.** Other qualifications accredited in the National Qualifications Framework by institutions of FE or HE may also meet these criteria.

Heads might wish to use these criteria in satisfying themselves whether a teacher has the required level of competence, particularly where a teacher does not have one of the qualifications on the list. In addition, heads may wish to satisfy themselves about the suitability of the awarding institution, for example by checking whether it has been recognised by the qualifications regulators of England, Wales and Northern Ireland or is a recognised institute of higher education.

- The teacher must be able to teach and assess secondary aged or adult learners who have learning difficulties.
- The teacher must have the necessary knowledge and skill to carry out assessments in support of applications for access arrangements.
- This knowledge must include a thorough understanding of the current edition of the JCQ publication *Access Arrangements, Reasonable Adjustments and Special Consideration* and the principles, procedures and accountabilities involved. It should include familiarity with the Code of Practice following amendments made to the Disability Discrimination Act 1995 to include general qualifications:  
[www.equalityhumanrights.com/en/publicationsandresources/Disability/Pages/Education.aspx](http://www.equalityhumanrights.com/en/publicationsandresources/Disability/Pages/Education.aspx)
- The teacher must understand and be able to use nationally standardised tests which are appropriate for the age group being tested. This should include an understanding of the theoretical bases underlying the 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 significant discrepancy between scores (statistical); either standard error of measurement or confidence intervals for test scores.
- The teacher must be trained in and have experience of the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed and comprehension, spelling, with appropriate test ceilings. Appropriate methods of assessing writing skills including speed should also be covered.
- Whilst it is not necessary to carry out cognitive testing in every case, teachers must be able to define when it is necessary to refer the candidate to an educational psychologist or other specialist and to understand the limitations of their own skills. Some cognitive tests are available to teachers. The specialist teacher should be trained in and have experience of the objective administration of tests of cognitive ability including tests of verbal and non verbal ability as found in the Wide Range Intelligence Test and Ravens Standard Progressive Matrices with Mill Hill Vocabulary Scale.

**The person undertaking the assessment should primarily be a named teacher employed within the centre who is suitably qualified.** The **second choice** is a suitably qualified teacher employed at another centre. The **third choice** would be the LA Psychologist and the **fourth choice** a private Psychologist. Most centres should be able to submit their own reports in this way. If a centre is employing the services of a suitably qualified teacher who does not teach in the centre, they **must** also record the person on *Access arrangements online* if he/she is assessing GCSE and or GCE candidates.

For all other qualifications, the centre **must** list that person on **Form 8A** as contracted to work within the centre. This will include specialist peripatetic teachers working for local authorities who support schools, special educational needs students, deaf students and disabled students. Centres **must** be responsible for the outside help they enlist.

A head may find that their staff do not have enough time to assess a large number of candidates and may therefore be required to enlist additional help from a suitably qualified teacher who has already worked for the centre. However, the head of centre should identify appropriate staff and ensure the consistent use of such staff during the course of the academic year.

# Chapter 4

## Assessment Objectives

- 4.1 In general qualifications, the candidate has to demonstrate attainment in a number of assessment objectives. The assessment objectives define the competencies being tested by the specification. These test knowledge, understanding, skills and their application. The assessment objectives are set out in the awarding bodies' specifications for each subject. The marks gained when these skills are measured are multiplied by an aggregation factor to maintain the appropriate weightings. The total mark is matched against the agreed number of marks (the grade boundary) required for each grade at which the qualification can be issued.

The academic standard or level which must be reached by each candidate to achieve a particular grade is identified by the grade boundary. The grade boundaries are applied equally to all candidates, meaning that to be awarded a grade, the candidate must be able to demonstrate the level of competence or ability against the assessment objectives.

- 4.2 Some types of impairment affect the candidate's ability to demonstrate one or more of the assessment objectives. An alternative route may be available in the specification and advice should be sought from the awarding body as to how to approach the subject. In some cases, a disabled candidate may have to be exempted from a component if that is the only adjustment available to enable him/her to overcome a substantial disadvantage in accessing the specification. Sometimes, however, alternatives cannot be found, because the impairment relates to a fundamental part of the assessment. As a result, the candidate may not score enough marks to justify entering for the assessment.

Examples are given below to show how adjustments can be made to enable candidates to gain access to qualifications and to demonstrate what they know and can do. The examples show cases where an adjustment will not be permitted and where it is not advisable for the candidate to enter for the assessment, unless it is felt that the impairment will not affect a significant proportion of the assessment.

### **Examples of how assessment objectives would impact on the availability of access arrangements:**

- A candidate has a brain injury which affects short term memory. He knows his work for a very short period of time. His long term memory is not affected. He follows unitised qualifications in order to learn units over a longer period of time so that he is not relying on recently learnt work. If this is not an effective adjustment, there can be no other adjustment to the assessment, as the assessment objective being tested is knowledge.
- A candidate with severe cerebral palsy enjoys her Design and Technology course but cannot use her hands. She cannot design or make any realisation independently even with the aid of CAD/CAM. As this part of the assessment is a large proportion of the whole qualification, she decides not to enter for this particular subject. The assessment objectives are designing and making, so no adjustment can be made.
- A candidate with severe dyslexia wants to take English Language and Modern Foreign Language examinations but cannot read or write adequately. As the assessment objectives being tested in these subjects include reading and writing, he cannot have an adjustment in the form of a reader in the reading papers. He cannot have a scribe in the writing paper for Modern Foreign Languages unless he is able to dictate each foreign word letter by letter. A decision is made as to whether to enter him for these subjects on the basis of how much he could complete independently.
- A candidate with no hands wishes to take Art examinations in painting. It is suggested that mouth or foot painting will be acceptable. The candidate cannot do either and wants another person to paint at her instruction. This is not permitted as the assessment includes the skill of painting.
- A candidate taking a piano examination breaks her arm and cannot perform. The centre asks if her friend can play the piece for her. This is not permitted. The assessment objective being tested is playing the piano.

# Chapter 5

## Making applications for access arrangements in GCSE and GCE qualifications

### 5.1 General Information

QCDA, the JCQ awarding bodies and centre representatives created an online system which enables centres to process applications for all access arrangements (GCSE and GCE qualifications) quickly and efficiently.

**The system enables centres to make a single online application for a candidate requiring access arrangements using any of the secure awarding body extranet sites, providing an instant response.**

### 5.2 JCQ Regulations and QCDA support

The QCDA website <http://www.qcda.gov.uk/qualifications/exams/807.aspx> provides centres with a training version of the system, a PowerPoint user training guide, a short online tutorial and a list of frequently asked questions.

Whilst the QCDA training materials will provide information on how to make an application, they will not give details of the JCQ regulations or how these are to be applied. **It is advisable for centres to use the two documents in conjunction with one another.** Once an arrangement has been agreed, it **must** be put into effect in accordance with these JCQ regulations and without affecting the integrity of the qualification.

### 5.3 Modified Papers

**Modified Papers can now be ordered through *Access arrangements online*.** Further information can be found in **Chapter 6, pages 40-43**, of these regulations. The deadlines for the receipt of modified paper requests, as published within these regulations, **must** be adhered to if papers are to be produced in time for the examinations in each series.

### 5.4 Temporary conditions

***Access arrangements online* must be used for candidates with a temporary illness or injury, such as a broken arm.** These arrangements can be applied for as the need arises but **must** be before the first affected examination is taken. However, the centre **must** ensure that appropriate documentation is held on its files to support any arrangement made.

#### Examples of temporary access arrangements

##### Example 1

A candidate recently fell off his bike and injured his writing hand. The candidate is unable to write or type and therefore the exams officer processes a temporary application for the use of a scribe using *Access arrangements online*. As the use of a scribe is not the candidate's normal way of working and he is not entirely comfortable or indeed conversant in dictating his responses to another person, an application for extra time of up to 25% is made using *Access arrangements online*.

The exams officer types a note to support the application for a scribe and extra time of up to 25% and with the approval sheet from *Access arrangements online*, retains on file for centre inspection purposes. Two days later, the candidate brings a note from his GP which confirms the injury to his hand and this is added to the exams officer's file.

Once recovered, the candidate will sign the data protection notice to confirm his consent for the arrangements being processed.

### Example 2

A candidate has suffered a back injury playing rugby. The candidate is unable to come to school to sit his examinations and the exams officer therefore processes a temporary application for alternative accommodation/venue away from the centre. *Access arrangements online* approves the application and allows the centre to open the packet of question papers within one hour of the published starting time. In addition, the exams officer processes an application for supervised rest breaks as sitting for an extended period of time causes him significant discomfort.

The exams officer types a note to support the application for alternative accommodation and supervised rest breaks. The candidate will forward a note from his GP to confirm his back injury and will sign the data protection notice prior to sitting his first examination at home. The exams officer keeps the typed note and the approval sheet from *Access arrangements online* on file for inspection purposes.

The invigilator takes the question paper in a sealed envelope to the candidate's home and conducts the examination as per the JCQ publication *Instructions for conducting examinations*. However, during the course of the examination, the candidate is in severe pain and the invigilator makes a note of this. Having received the invigilator's incident log, the exams officer then submits an application for special consideration to the respective awarding body, having appropriate evidence to substantiate the request.

### Example 3

A candidate arrives in school on the first morning after half term. He has had chicken pox. The candidate is clearly unwell and possibly contagious so he is sent home. The centre decides that it will arrange for the candidate to take his examinations at home.

The exams officer processes a temporary application for alternative accommodation/venue away from the centre. *Access arrangements online* approves the application and allows the centre to open the packet of question papers within one hour of the published starting time.

In addition, the exams officer processes an application for supervised rest breaks, as sitting for an extended period of time, whilst feeling unwell, may not be conducive to the candidate reaching his full potential.

The exams officer types a note to support the application for alternative accommodation and supervised rest breaks, and with the approval sheet from *Access arrangements online* retains on file for centre inspection purposes.

As the candidate has had a contagious disease, the exams officer seeks medical guidance from one of their local GP surgeries, primarily with regard to the risk to others, in this case the invigilator. The exams officer also reads the advice in **section 5.11 of the JCQ publication *Instructions for conducting examinations***.

The risks are deemed to be minimal. The invigilator takes the question paper in a sealed envelope to the candidate's home and conducts the examination as per the JCQ publication *Instructions for conducting examinations*.

However, during the course of the examination, the candidate begins to feel unwell and is unable to continue with the paper for the remaining 45 minutes.

The invigilator makes a note of the fact that the candidate was only able to complete the first hour of the paper.

The exams officer, using the invigilator's incident log, submits an application for special consideration to the awarding body. The awarding body is informed that the candidate did not complete the paper.

The candidate is unable to sit any more examinations that week and the exams officer, with appropriate documentation, submits further applications for special consideration.

## 5.5 Cases which do not gain approval

*Access arrangements online* deals with over 95% of all applications made by centres in England, Wales and Northern Ireland, providing centres with a single automated response that in the majority of cases will be an approval **as long as the candidate meets the criteria for all of the arrangements requested.**

It is inevitable that some individual needs will not be accommodated by a computer system, which cannot deal with every reasonable adjustment which may be required in specific cases.

**If an application is not approved, the centre should consider whether this is because the candidate does not meet the criteria for one of the arrangements requested and does not have a substantial need for an arrangement being requested.**

### Example:

A candidate has requested the help of a reader and a scribe in her examinations. Her writing is totally illegible and she has used a scribe throughout the course. Her reading has improved during the year and she now achieves standardised scores of 90, 94 and 97 for reading accuracy, reading comprehension and reading speed on nationally standardised tests. The examinations officer puts into the online system a score of 90 for reading accuracy and also confirms that her writing is illegible. The application is not approved because she does not meet the criteria for one of the arrangements requested (a reader). The exams officer makes another application, this time only for a scribe. The application is approved. Before he keys in the next candidate, he checks the criteria to make sure this does not happen again.

If the candidate does have substantial needs which are not accommodated by the online system, it may be because they relate to reasonable adjustments which are not listed or to arrangements which might require further exploration in relation to the competence being tested in the specification(s). Centres should refer these cases to the relevant awarding body. This may be done via *Access arrangements online*; however, additional paperwork may be required in order to justify the request being made.

## 5.6 Evidence of need

### Candidates with learning difficulties or comprehension disorders

- Diagnostic assessments of reading, comprehension, writing, spelling or cognitive processing as appropriate should have been given.
- Specialist teachers **employed within the centre** may have entered the results of these assessments directly on to the system, but should keep on file in the centre the tests which were given and preferably use the diagnostic report or **Form 8** on which to record the scores and the dates of the assessment.
- Specialist teachers and psychologists **working outside of the centre must use Form 8** or the diagnostic report in order to facilitate the keying of the application by the examinations officer or SENCO.
- The validity of these assessments will vary, depending on whether up to 25% extra time is being requested or a reader or a scribe is needed.
- Where only 25% extra time is required, a Statement of Special Educational Need or a diagnostic report which relates to secondary/further education will still be valid.

### Candidates with physical or visual impairments

- Evidence of need does not have to be produced, other than the information which would normally appear on **Form 1**, stating the nature of the impairment and the need(s) arising.

## 5.7 Pre-planning in advance of examination series

Applications processed and approved online can be recorded as a CSV file and using it in Excel, an instant list of candidates who have access arrangements can be produced. This information will be invaluable for centres. It will enable exam officers, prior to the start of each exam series, to plan ahead and identify the number of additional rooms required within the centre to accommodate candidates with access arrangements, invigilation resources and the number of Oral Language Modifiers, practical assistants, prompters, readers, scribes and Sign Language Interpreters which are needed.

*Access arrangements online* will also enable centres to generate pre-populated cover sheets.

### **Access Arrangements that must be applied for on-line include:**

- **Alternative accommodation (away from centre)**
- **Bilingual dictionary**
- **Bilingual dictionary with extra time of up to 25% (for use of the dictionary)**
- **Computer reader**
- **Examination on coloured/enlarged paper**
- **Extra time of up to 25%**
- **Extra time of up to 25% with supervised rest breaks**
- **Extra time over 25%**
- **Live speaker for pre-recorded examination components**
- **Modified papers (please see pages 40-43)**
- **Oral Language Modifier**
- **Practical Assistant for practical assessments**
- **Practical Assistant for written papers**
- **Reader**
- **Scribe/voice activated computer system/voice input system**
- **Sign Language Interpreter**
- **Supervised rest breaks**
- **Transcript**

### **The following arrangements do not need to be processed online:**

- **Amplification equipment**
- **Braille**
- **Closed Circuit Television (CCTV)**
- **Colour naming by the invigilator for candidates who are colour blind**
- **Coloured overlays**
- **Low vision aid/magnifier**
- **Optical Character Reader (OCR) scanners**
- **Prompter**
- **Read Aloud**
- **Word Processor**

How to access the *Access arrangements online* system

[www.aqa.org.uk](http://www.aqa.org.uk)  
[www.ccea.org.uk](http://www.ccea.org.uk)  
[www.edexcel.com](http://www.edexcel.com)  
[www.ocr.org.uk](http://www.ocr.org.uk)  
[www.wjec.co.uk](http://www.wjec.co.uk)

Training and support for the *Access arrangements online* system

<http://www.qcda.gov.uk/qualifications/exams/807.aspx>

## 5.8 How to use Access arrangements online

### Getting started

Before logging in to *Access arrangements online* you will need:

- the candidate's consent (completed data protection notice) to record their personal data online;
- paperwork determining the candidate's needs;
- your login details for one of the secure awarding body websites, e.g. eAQA.

### Good practice

Keep detailed records of all the essential information about access arrangements on file, including a printed copy of the candidate's application and appropriate evidence of need, for inspection by JCQ.

For more information about *Access arrangements online*, consult the help text or go to <http://www.qcda.gov.uk/qualifications/exams/807.aspx> to see:

- a short online tutorial;
- a comprehensive user guide;
- a training version of the system;
- frequently asked questions (FAQs);
- a candidate data protection notice.

### Quick guide to applying for access arrangements online for a long-term condition:

#### Step 1 Log in

Log in to an awarding body secure website, e.g. eAQA and navigate to *Access arrangements online*. Select the option to [Create application](#) from the home page.

#### Step 2 Candidate details

Enter your candidate's details.

\* denotes that input is mandatory. † denotes that input is required for only one of the four fields.

#### Step 3 The exam series

Select the academic year and first exam series in which the access arrangement(s) will be used.

#### Step 4 Qualification type and application duration

Select GCSE or GCE or both whichever is relevant to the candidate's application and select either:

- *Long-term condition = lasts duration of the 2-year course.*
- *Temporary condition = lasts duration of an exam series.*

#### Step 5 Access arrangements

Choose the access arrangement(s) required for the candidate from the list shown. You can select more than one but you must provide supporting evidence in each instance to secure approval.

#### Step 6 Evidence of need

Answer all of the questions about the evidence you have on file to support the application.

#### Step 7 Diagnostic report

Some applications require you to enter details from a diagnostic report to substantiate the evidence of need. You must specify who carried out the assessment and when.

#### Step 8 Confirmation

Your submission is now complete.

Tick the [Confirmation](#) box to state that you have read and accept the legal statements and click [SUBMIT](#).

#### Step 9 Outcome

The application outcome will now be displayed, along with the details of the application.

If your application has been refused, you can refer it to the relevant awarding body for consideration using the awarding body referral section or you may wish to re-check the JCQ regulations to see if the candidate does meet the criteria for the arrangement(s).

#### Step 10 Save & Close

Your application has been saved and can be found at any time using the search facility. Click [SAVE & CLOSE](#) to return to the Home page.

# Chapter 6

## Modified Papers

### 6.1 Modified Papers – an overview of the process

In order to make provision as consistent and fair as possible across the different disability groups, awarding bodies are working towards the modification of carrier language in all question papers, so that the standard paper should be suitable for all candidates with substantial comprehension difficulties, irrespective of the reason for the impairment. As papers are prepared well in advance of the actual examination series, this has to be a phased approach. Technical language and abstract concepts cannot be removed as these form part of the assessment objectives being tested. The aim is to remove unnecessary barriers to comprehension by removing complicated sentence structures where they are not essential to the question itself.

Several technological developments are currently under way. Small scale pilots have recently taken place and the JCQ awarding bodies are continuing to pursue the use of technology in enabling more candidates to access question papers on-screen.

**Modified papers must be applied for in advance of a specific examination series** and are individually prepared for candidates for whom other access arrangements are unsuitable. The modification of papers involves additional resources; therefore centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper. **Centres must not order papers for candidates unless they intend to enter them for the relevant examination series.**

**Access arrangements online (<http://www.qcda.gov.uk/qualifications/exams/807.aspx>) now allows centres to place orders for modified papers.** There is a separate area within *Access arrangements online* which enables centres to place these orders.

#### Requests that can be made online include:

- **Coloured/enlarged paper (please see section 2.22, page 27)**
- **A4 modified 18 point bold**
- **A3 modified 24 point bold**
- **Braille papers and tactile diagrams with Braille labels**
- **Modified language**
- **Tactile diagrams with print labels**
- **Transcript of listening test/video**

#### Appropriate links:

[www.aga.org.uk](http://www.aga.org.uk)

[www.ccea.org.uk](http://www.ccea.org.uk)

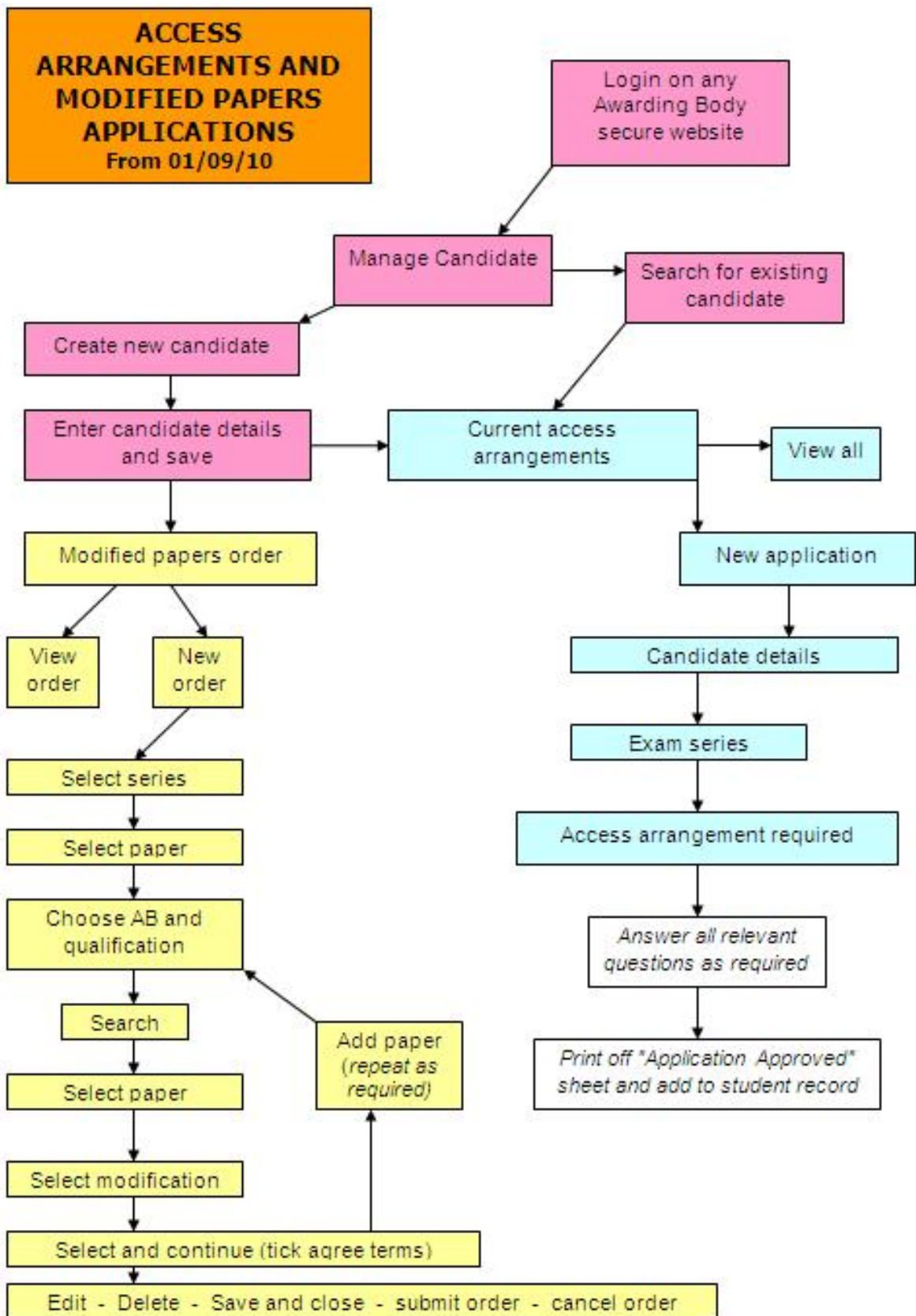
[www.edexcel.com](http://www.edexcel.com)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.wjec.co.uk](http://www.wjec.co.uk)

[www.qcda.gov.uk/qualifications/exams/807.aspx](http://www.qcda.gov.uk/qualifications/exams/807.aspx)

**Access arrangements online** is not however linked to awarding body entry systems. As requests for modified papers are made before the submission of examination entries, it is recommended that centres undertake a check to ensure that modified paper requests and actual entries made to an awarding body match.



Braille and large print papers are produced in line with the publication "Best Practice Guidance for the Modification and Production of Examination Papers for Candidates with a visual impairment". This publication may be accessed from the RNIB website: [www.rnib.org.uk](http://www.rnib.org.uk).

**Centres must ensure that candidates are familiar with the format of modified enlarged papers or Braille papers being requested for examinations.**

## 6.2 Braille papers

- 6.2.1 Papers are only produced when applications are made by the deadline and are not produced automatically. **Awarding bodies do not require evidence of the candidate's visual impairment. Please see the deadlines on page 43.**
- 6.2.2 The standard paper is modified prior to Braille by a teacher specialised in visual impairments once the awarding body has directed that this work is to be undertaken.
- 6.2.3 The modified paper is sent to a Braille agency to be produced in Grade 2 English Braille.
- 6.2.4 **Tactile diagrams and graphs will be provided where necessary.**
- 6.2.5 Centres may be required to provide 3D models in advance for certain types of questions.
- 6.2.6 Videos or films used in assessments may be requested with audio description.

## 6.3 Modified enlarged papers

- 6.3.1 **Modified enlarged papers are only produced when applications are made by the deadline and are not produced automatically. Awarding bodies do not require evidence of the candidate's difficulties. Please see the deadlines on page 43.**
- 6.3.2 **Modified enlarged papers are intended for candidates who cannot read a standard examination paper.** Pictures and certain diagrams may have been removed prior to enlargement.

## 6.4 Unmodified enlarged papers

- 6.4.1 **If the candidate does not require a modified paper and can see pictures, graphs and diagrams, the centre should request an enlarged/coloured paper using *Access arrangements online* (please see **section 2.22, page 27**).**

## 6.5 Arrangements suitable for candidates with learning or language difficulties (Modified Language Papers)

- 6.5.1 **Where a paper has not been modified at source, awarding bodies will accept an application for a modified language paper for a candidate who is deemed to have learning or language difficulties. Awarding bodies do not require evidence of the candidate's difficulties.**
- 6.5.2 Modified language papers are only produced for some specifications when applications are made by the deadline and are not produced automatically.
- 6.5.3 Only the carrier language is modified. The meaning of the questions remains the same and will require the same answers as the standard paper. Any technical and subject specific language will remain unchanged.

- 6.5.4 Some question papers are already language modified since language specialists have been involved in the question paper setting process. **In such circumstances the standard paper is accessible; a modified language paper is not required and cannot be ordered.**
- 6.5.5 Candidates who require BSL support as part of their normal way of working within the centre may benefit from using a modified language paper.
- 6.5.6 Where a candidate is identified as requiring an oral language modifier, a modified language paper should be requested using *Access arrangements online* by the respective deadline. A modified language paper may reduce or sometimes completely remove the need for an oral language modifier.
- 6.5.7 In Modern Foreign Language Listening Tests, a transcript of the recording can be requested using *Access arrangements online* and read to the candidate, who speech-reads from a live speaker. A transcript of a listening tape may also benefit those candidates who have difficulties in following speech at normal speed. The live speaker will read to the candidate separately, but at a pace which enables the candidate to process the information more easily. **(Please see Chapter 2, section 2.12, page 21, on the use of a live speaker in aural examination components).**
- 6.5.8 Videos or films used in assessments may be requested with subtitles.

## 6.6 Applying for modified papers

**Failure to apply on time can lead to the rejection of the application as modified papers cannot be produced at short notice.**

- 6.6.1 **Applications must be made using *Access arrangements online*.**
- 6.6.2 **Applications must be made for each examination series**, giving the correct unit/component numbers that the candidate is planning to enter, in that series, in each subject.

## 6.7 Final deadlines for making applications for modified papers to awarding bodies:

Month of examination	Deadline
November 2010	20 September 2010
January 2011	4 October 2010
March 2011	30 November 2010
May/June 2011	21 February 2011

**All deadlines for making applications for access arrangements and modified papers may be found in the JCQ Notice *Key Dates in the Examination Cycle 2010/2011* on the JCQ website [http://www.jcq.org.uk/exams\\_office/keydates\\_and\\_timetables/](http://www.jcq.org.uk/exams_office/keydates_and_timetables/)**

**Also available is the Key Dates Calendar which is a web tool with key examination dates from JCQ and AQA, CCEA, Edexcel, OCR and WJEC. It produces a calendar which can be searched, filtered, downloaded and printed by users <http://www.qcda.gov.uk/qualifications/exams/812.aspx>**

# Chapter 7

## Basic and Key Skills

7.1 The access arrangements which can be considered for Key Skills levels 1-4, Adult Literacy and Adult Numeracy Levels 1 and 2 are listed in the summary tables below. Due to the nature of ongoing tests, centres should contact the respective awarding body **at least six weeks before the start of the test** to discuss access arrangements. The access arrangements detailed may be appropriate for candidates with disabilities, but this is not an exhaustive list. Reasonable adjustments which may be appropriate for candidates with disabilities have not been listed; applications should be made on an individual basis to awarding bodies. Applications received will be considered in the context of the competence standards which must be met in each specification and the evidence of need.

Qualification	Access arrangements permitted for tests	Access arrangements permitted for portfolios
<b>Application of Number/ Basic Numeracy/ Adult Numeracy</b>	<ul style="list-style-type: none"> <li>• extra time</li> <li>• sign language interpreter (candidates must not sign responses at Levels 3-4)</li> <li>• Braille papers</li> <li>• scribe</li> <li>• reader</li> <li>• word processor</li> <li>• large size scientific calculators (Levels 3-4)</li> <li>• transcript</li> <li>• bilingual dictionary</li> </ul>	<p>Candidates may have access to all the equipment that they use in the workplace/centre. However, evidence produced must meet the requirements of the specifications regardless of process or method used and must be evident and accessible to assessors and verifiers/moderators.</p> <p>In Application of Number there may be instances when the interpretation of symbols or numbers is being assessed, in which case readers would need to avoid inadvertently giving the answer to the question. Please consult the relevant awarding body for further guidance.</p>
<b>Communication/ Basic Literacy/ Adult Literacy</b>	<ul style="list-style-type: none"> <li>• extra time</li> <li>• Braille papers</li> <li>• scribe for Levels 1-2 only</li> <li>• word processor without grammar/spell checker</li> <li>• transcript</li> </ul>	<p>Candidates may have access to all the equipment that they use in the workplace/centre. However, evidence produced must meet the requirements of the specifications regardless of process or method used and must be evident and accessible to assessors and verifiers/moderators.</p>
<b>ICT</b>	<ul style="list-style-type: none"> <li>• extra time</li> <li>• sign language interpreter</li> <li>• Braille papers</li> <li>• scribe at Levels 1-2 only</li> <li>• reader</li> <li>• word processor</li> <li>• bilingual dictionary</li> </ul>	<p>Candidates may have access to all the equipment that they use in the workplace/centre. However, evidence produced must meet the requirements of the specifications regardless of process or method used and must be evident and accessible to assessors and verifiers/moderators.</p>

**Information on the above arrangements can be found within Chapter 2, pages 4-28 of this booklet.**

7.2 **The wider Key Skills, Improving own learning, Problem solving, Working with others**

### Portfolio assessment

Candidates may have access to all the equipment that they use in the workplace/centre. However, evidence produced must meet the requirements of the specifications regardless of process or method used and must be evident and accessible to assessors and verifiers/moderators.

### 7.3 Modified Papers

It is presently not possible to provide a modified enlarged or enlarged version of a Key Skills paper because of the ongoing nature of the assessment and the frequency of examination series. However, the JCQ awarding bodies and the regulators will continue to work together to review the provision of modified papers for Key Skills examinations.

### 7.4 Process for applying for access arrangements

7.4.1 **Basic Skills – Entry Level Adult Literacy and Adult Numeracy qualifications - please see Chapter 9, pages 52 to 54.**

#### 7.4.2 Candidates sitting Key Skills qualifications alongside GCSE qualifications

Where a centre has approval from *Access arrangements online* for an access arrangement for a GCSE candidate, **this permission will now extend to Key Skills qualifications.** For example, **an approved application for a scribe and extra time of up to 25% for a GCSE candidate will be regarded as additionally applying to Key Skills qualifications (where permitted by the specification – see section 7.1, page 44).**

#### 7.4.3 Candidates sitting Key Skills qualifications not alongside GCSE qualifications

**Centres are allowed by awarding bodies to permit certain arrangements without prior consultation with the awarding body. The following arrangements may be permitted by the centre (where allowed by the specification):**

- Bilingual translation dictionaries with or without extra time of up to 25%;
- Supervised rest breaks;
- Transcripts;
- Up to a maximum of 25% extra time.

**Form 9 – JCQ/CA must be completed and kept on the centre's files, listing the names and numbers of candidates who were granted access arrangements as delegated to centres.**

**The following arrangements may be permitted by the centre (where allowed by the specification) and do not need to be recorded on Form 9 – JCQ/CA. Evidence of need is not required to be held on file:**

- Amplification equipment;
- Braille;
- Closed Circuit Television (CCTV);
- Colour naming by the invigilator for candidates who are colour blind;
- Coloured overlays;
- Low vision aid/magnifier;
- Optical Character Reader (OCR) scanners;
- Prompter;
- Read Aloud;
- Separate Invigilation;
- Word processors.

**For all other access arrangements, e.g. readers and scribes, centres must apply to the individual awarding body concerned by the dates published at the front of this booklet. A paper application must be sent to the individual awarding body, using either Form 1 – JCQ/AA or Form 8 – JCQ/AA/LD.**

# Chapter 8

## Functional Skills

### Process for applying for access arrangements

#### 8.1 Candidates sitting Functional Skills qualifications alongside GCSE/GCE qualifications

Where a centre has approval from *Access arrangements online* for an access arrangement for a GCSE or GCE candidate, **this permission will now extend to Functional Skills qualifications. For example, an approved application for a reader and extra time of up to 25% for a GCSE candidate will be regarded as additionally applying to Functional Skills qualifications (where permitted by the specification – see pages 48 to 51).**

#### 8.2 Candidates sitting Functional Skills qualifications not alongside GCSE/GCE qualifications

**For Entry Level Functional Skills qualifications - please see Chapter 9, pages 52 to 54.**

##### **Level 1 and Level 2 Functional Skills qualifications:**

**Centres are allowed by awarding bodies to permit certain arrangements without prior consultation with the awarding body.**

**The following arrangements may be permitted by the centre:**

- Bilingual translation dictionaries with or without extra time of up to 25%;
- Supervised rest breaks;
- Transcripts;
- Up to a maximum of 25% extra time.

**Form 9 – JCQ/CA must be completed and kept on the centre's files, listing the names and numbers of candidates who were granted access arrangements as delegated to centres.**

**The following arrangements may be permitted by the centre and do not need to be recorded on Form 9 – JCQ/CA. Evidence of need is not required to be held on file:**

- Amplification equipment;
- Braille;
- Closed Circuit Television (CCTV);
- Colour naming by the invigilator for candidates who are colour blind;
- Coloured overlays;
- Low vision aid/magnifier;
- Optical Character Reader (OCR) scanners;
- Prompter;
- Read Aloud;
- Separate Invigilation;
- Word processors.

**Information on the access arrangements mentioned can be found within Chapter 2, pages 4-28 of this booklet.**

**For all other access arrangements, e.g. readers and scribes, centres must apply to the individual awarding body concerned by the dates published at the front of this booklet.**

**A paper application must be sent to the individual awarding body, using either Form 1 – JCQ/AA or Form 8 – JCQ/AA/LD.** The appropriate cover sheet **must** be used at the time of the assessment. Forms are available electronically at [www.jcq.org.uk/](http://www.jcq.org.uk/).

Awarding bodies will consider each application individually and the response will relate to the effect the access arrangement might have on the competence or ability being tested.

### 8.3 **Access arrangements for internally assessed components within Functional Skills qualifications**

**For internally assessed components within Functional Skills qualifications, centres do not need to apply to the individual awarding body concerned.** Centres **must** however permit access arrangements which are in line with Ofqual's Functional Skills qualifications criteria.

**Access arrangements must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments.** It is recommended that centres discuss the application of reasonable adjustments to internally assessed units with the awarding body concerned.

### 8.4 **Modified Papers**

Modified papers for written components within Functional Skills qualifications **must** be applied for in advance of a specific examination series and are individually prepared for candidates for whom other access arrangements are unsuitable. The modification process involves additional resources; therefore centres are required to inform the awarding bodies **no later than ten weeks before the date of the assessment** that a candidate will require a modified paper. Centres **must not** order papers for candidates unless they intend to enter them for the relevant examination series.

**A paper application must be sent to the individual awarding body using Form 7 – JCQ/Modified Papers.** The form is available electronically at [www.jcq.org.uk/](http://www.jcq.org.uk/).

Further information on modified papers may be found within **Chapter 6, pages 40-43**, of this booklet.

### 8.5 Ofqual, together with its regulatory partners in Wales (DCELLS) and Northern Ireland (CCEA), published the Functional Skills qualifications criteria in November 2009. The specific criteria for the individual Functional Skills in English, Mathematics and ICT were also published at the same time.

**The information published on pages 48-51 applies to all levels of Functional Skills English, ICT and Mathematics qualifications.**

## Functional Skills English (Reading)

Access Arrangement	Yes/No	Type of assessment
Extra time	Yes	
Dictionaries and bilingual dictionaries	Yes	The use of a dictionary or a bilingual dictionary is permitted for <b>all candidates</b> .
Reader	No	
Computer/screen reader	Yes	
Oral Language Modifier	No	
Sign Language Interpreter	N/A	
Scribe	Yes	
Voice recognition technology (assistive technology)	Yes	
Word Processor	Yes	The use of a word processor with the spell check facility switched on is permitted for <b>all candidates</b> .
Transcript	Yes	
Practical Assistant	Yes	
Modified Question Papers (including Braille)	Yes	
Models, visual/tactile aids, speaking scales	Yes	
External device to load personal settings	Yes	Permitted as a reasonable adjustment provided that this does not compromise the assessment or give the candidate any advantage not available to other candidates.

Reading within Functional Skills English is defined as the independent decoding and understanding of written language and text in a purposeful context. "Text" is defined as materials that include the use of words that are written, printed, on-screen or presented using Braille.

**Computer/screen readers (assistive technology) may be used in the Reading component of Functional Skills English where their use reflects the candidate's normal way of reading.** A computer/screen reader (assistive technology) is an acceptable arrangement, since it still allows the candidate to independently meet the requirements of the reading standards.

A 'human' reader **cannot** be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the Reading component can be requested for a disabled candidate who cannot use assistive technology.

## Functional Skills English (Speaking, Listening and Communication)

**Sign Language (i.e. BSL, SSE) is permissible in the Speaking, listening and communication component, provided this is made accessible to all participants in the discussion.** (It is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of Speaking, listening and communication where BSL is the candidate's normal way of communicating in the contexts described by the standards.) **No other languages are permitted as alternatives to English.**

**Similarly, access to augmentative speech equipment is permissible where it reflects the candidate's normal way of working.**

As a last resort, candidates who are disabled under the terms of the DDA 1995 and have no accessible means of communication may request an exemption from the Speaking, Listening and Communication component.

## Functional Skills English (Writing)

Access Arrangement	Yes/No	Type of assessment
Extra time	Yes	
Dictionaries and bilingual dictionaries	Yes	The use of a dictionary or a bilingual dictionary is permitted for <b>all candidates</b> .
Reader	Yes	
Computer/screen reader	Yes	
Oral Language Modifier	Yes	
Sign Language Interpreter	Yes	
Scribe	No	
Voice recognition technology (assistive technology)	Yes	
Word Processor	Yes	The use of a word processor with the spell check facility switched on is permitted for <b>all candidates</b> .
Transcript	Yes	
Practical Assistant	Yes	
Modified Question Papers (including Braille)	Yes	
Models, visual/tactile aids, speaking scales	Yes	
External device to load personal settings	Yes	Permitted as a reasonable adjustment provided that this does not compromise the assessment or give the candidate any advantage not available to other candidates.

Writing within Functional Skills English is defined as the independent construction of written text to communicate in a purposeful context. "Text" is defined as materials that include the use of words that are written, printed, on-screen or presented using Braille and which are presented in a way that is accessible for the intended audience.

**Voice recognition technology (assistive technology) may be used in the Writing component of Functional Skills English where its use reflects the candidate's normal way of writing.** The use of voice recognition technology (assistive technology) is acceptable since it allows the candidate to independently meet the requirements of the writing standards.

A 'human' scribe **cannot** be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the Writing component can be requested for a disabled candidate who cannot use assistive technology.

## Functional Skills Mathematics

Candidates can have access to all forms of equipment, software and practical assistance, such as a reader or a scribe that reflect their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give the candidate an assessment advantage over other candidates undertaking the same or similar assessments.

Access Arrangement	Yes/No	Type of assessment
Extra time	Yes	
Reader	Yes	
Oral Language Modifier	Yes	
Sign Language Interpreter	Yes	
Scribe	Yes	
Word Processor	Yes	
Transcript	Yes	
Practical Assistant	Yes	
Modified Question Papers (including Braille)	Yes	
Models, visual/tactile aids, speaking scales	Yes	

## Functional Skills ICT

Candidates can have access to all forms of equipment, software and practical assistance, such as a reader or a scribe that reflect their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give the candidate an assessment advantage over other candidates undertaking the same or similar assessments.

Access Arrangement	Yes/No	Type of assessment
Extra time	Yes	
Reader/screen reader	Yes	
Oral Language Modifier	Yes	
Sign Language Interpreter	Yes	
Scribe	Yes	
Word Processor	Yes	
Transcript	Yes	
Practical Assistant	Yes	<p>A practical assistant may switch on the computer and insert a disk at the candidate's instruction but must not perform any skill for which marks will be credited.</p> <p>A practical assistant may be used in written examinations.</p>
Modified Question Papers (including Braille)	Yes	
External device to load personal settings	Yes	Permitted as a reasonable adjustment provided that this does not compromise the assessment or give the candidate any advantage not available to other candidates.

## **Exemptions**

In **Functional Skills English**, where barriers to access remain, awarding bodies must offer candidates with disabilities, as a last resort, exemptions from individual assessment components within the qualification. **Candidates can be exempted from up to two of the three assessed components.**

**Such an arrangement does not apply to Functional Skills ICT and Mathematics qualifications, as these qualifications consist of only one component.**

The awarding bodies and the regulators will work together to agree a certificate specification which will allow for the reporting of the level at which the qualification has been awarded and the level at which the assessment component(s) has/have been achieved.

## Chapter 9

### Entry Level qualifications –

#### Entry Level Adult Literacy and Numeracy qualifications

#### Entry Level Certificate (ELC) qualifications

#### Entry Level Functional Skills qualifications

Entry Level qualifications are designed for people who may not be able to demonstrate attainment at the level required for GCSE, which makes greater demands on a candidate. It is assumed that many candidates entering for Entry Level qualifications will require arrangements to be made to give them access to the examinations.

The principles which have been outlined in this booklet apply also to Entry Level qualifications in that arrangements **must not** be allowed to interfere with the integrity of the assessment or to give credit for skills which cannot be performed by the candidate. There are however two major differences in dealing with requests for adjustments to be made for Entry Level qualifications as opposed to GCSE examinations.

- 9.1 **The centre is not required to have every candidate individually assessed by a specialist.** The centre **must** determine the needs of the candidate within the classroom situation and their normal way of working.
- 9.2 Where permitted by the specification, **the centre is allowed to grant more access arrangements at Entry Level than at GCSE, without prior permission.** These include:
- Amplification, taped questions and responses;
  - Bilingual translation dictionaries with/without extra time of up to 25%;
  - Braille of non-secure assessment material;
  - Extra time in timed components;
  - Low vision aids/magnifiers, overlays;
  - Supervised rest breaks;
  - Transcription of a candidate's written responses;
  - Use of an oral language modifier;
  - Use of a practical assistant;
  - Use of a prompter;
  - Use of a reader;
  - Use of a scribe;
  - Use of a Sign Language Interpreter for written questions and responses, but not for Modern Foreign Language orals;
  - Use of a word processor.

**Information on the above arrangements can be found within Chapter 2, pages 4-28 of this booklet.**

**Information on the permitted access arrangements for Basic Skills qualifications may be found within Chapter 7, page 44, of this booklet.**

**Information on the permitted access arrangements for Functional Skills qualifications, including Entry Level Functional Skills qualifications, may be found within Chapter 8, pages 48-51 of this booklet.**

The centre **must** record access arrangements used on **Form 11 - JCQ/EL/NF** and **retain on their file for inspection purposes.**

Where oral language modifiers, practical assistants, readers, scribes or Sign Language Interpreters are used please attach a cover sheet (**Form 13 - JCQ/EL/CS**) to scripts, coursework or portfolios completed with these arrangements.

- 9.3 **Timetabled examinations must remain secure.** Where a centre wishes to open question papers up to one hour before the published starting time to:
- enlarge or photocopy the question paper on to coloured paper;
  - enable an Oral Language Modifier or a Sign Language Interpreter to prepare for the examination;
  - conduct an examination at an alternative venue for an individual candidate, e.g. the candidate's home;

**permission must be sought from the individual awarding body.** An application **must** be made on **Form 12 - JCQ/EL/AA**, by the deadlines given at the front of this booklet.

However, where a centre has approval from *Access arrangements online* for Coloured/Enlarged paper, an Oral Language Modifier, a Sign Language Interpreter or Alternative Accommodation/Venue away from the centre for a GCSE candidate, **this approval will now extend to Entry Level qualifications.** This will allow the centre to open Entry Level question papers up to one hour before the published starting time, **without prior permission from the awarding body**, in order to facilitate the required access arrangement.

- 9.4 **Modified papers for written components within Entry Level Certificate (ELC) and Entry Level Functional Skills qualifications must be applied for in advance of a specific examination series** and are individually prepared for candidates for whom other access arrangements are unsuitable. The modification process involves additional resources; therefore centres are required to inform the awarding bodies **no later than ten weeks before the date of the assessment** that a candidate will require a modified paper. Centres **must not** order papers for candidates unless they intend to enter them for the relevant examination series.

**A paper application must be sent to the individual awarding body using Form 7 – JCQ/Modified Papers.** The form is available electronically at [www.jcq.org.uk/](http://www.jcq.org.uk/).

Further information on modified papers may be found within **Chapter 6, pages 40-43**, of this booklet.

## 9.5 **Entry Level arrangements (where permitted by the specification)**

### 9.5.1 **Readers**

A reader is required to read, on request, all or part of the question paper or any part of the candidate's responses. A reader must read accurately and at a reasonable rate. A reader may repeat as necessary any instructions given on the question paper, as well as the questions and answers already recorded. A reader may assist a visually impaired candidate using tactile diagrams, graphs and tables to obtain the information which the printed paper would give to a sighted candidate. A reader must, if required, spell out any word which occurs in the question paper. A reader must be prepared for periods of inactivity. **In English, Irish, Welsh, Modern Foreign Languages and Adult Literacy specifications, a reader must not be used for any Reading Test, unless specifically permitted at certain levels by the specification.**

### 9.5.2 **Scribes**

A scribe is required to write or type answers dictated by the candidate. A scribe must be able to write legibly, write or type at a reasonable speed and should have a working knowledge of the subject. A scribe must write down or type the answers exactly as they are dictated. A scribe must draw or add to diagrams strictly in accordance with the candidate's instructions. The candidate will not be expected to dictate spellings. A scribe should work at the candidate's pace. **In English, Irish, Welsh or Adult Literacy specifications, a scribe must not be used for any writing test, unless specifically permitted at certain levels by the specification. In Modern Foreign Languages, a scribe must not be used in the writing paper unless the candidate dictates spellings letter by letter.**

### 9.5.3 Sign Language Interpreters

A Sign Language Interpreter is required to communicate questions to the candidate upon request. **A Sign Language Interpreter is not an oral language modifier or a reader.** A Sign Language Interpreter should give the essence of the candidate's signed response on the examination paper without inferring any meaning that was not clear in the signed response. Candidates who are signing their responses must not be in a position to see other candidates' signed responses. A Sign Language Interpreter should work at the candidate's pace.

In English, Irish, Welsh Speaking and Listening Tests and Adult Literacy specifications, a Sign Language Interpreter **must not** be used. Sign Language Interpreters will not be permitted in English, Irish and Welsh written papers except for the instructions of the question papers, unless specifically permitted by the specification at certain levels.

In reading tests in English, Irish and Welsh, although no part of an assessment may be signed to a candidate, a candidate may use sign language expressively to show that he or she has read the passage correctly. Please consult the awarding body for advice.

### 9.5.4 Practical assistants

A practical assistant is required to help a candidate in practical assessments, to carry out tasks at the candidate's instruction and ensure the safety of the candidate. This support **must not** give the candidate an unfair advantage. A practical assistant **must** work strictly in accordance with the candidate's instructions and should not perform tasks independently of the candidate. A practical assistant **is not** permitted to carry out tasks which are the focus of the assessment, such as art work, designing or making artefacts.

### 9.5.5 Oral Language Modifiers

An oral language modifier may be required by a candidate during an examination to clarify language in a question paper that he/she cannot understand. The oral language modifier is permitted to explain/re-phrase the carrier language in a paper, but any technical terms **must not** be explained or re-phrased.

Candidates who use an oral language modifier are required to demonstrate the same subject skills, knowledge and concepts as other candidates. This includes an understanding of the technical terms used in the subject. If such terms are explained to the candidate, then the demand of the question will be compromised. This may constitute malpractice which could impact on the candidate's result.

**Oral language modifiers will not be permitted in those parts of examination components testing reading. Please consult the awarding body for advice.**

## 9.6 Oral Language Modifiers, practical assistants, readers, scribes and Sign Language Interpreters

When a candidate is assisted by an oral language modifier, a practical assistant, a reader, a scribe or a Sign Language Interpreter, help **must not** be given with the subject matter being assessed. This support **must not** give the candidate an unfair advantage or disadvantage. It **must not** invalidate the assessment. Additional time may also be available and a separate room may be necessary if the candidate is to dictate responses, **in which case a separate invigilator will be required.**

The head of centre/examinations officer should ensure that oral language modifiers, practical assistants, readers, scribes and Sign Language Interpreters are acceptable and responsible adults, familiar with the subject matter being tested and have worked with the candidate before the examination. A relative of the candidate **must not** act as an oral language modifier, a practical assistant, a reader, a scribe or a Sign Language Interpreter.

# Chapter 10

## Diploma Administration

Applications for access arrangements should be made by the home centre who is best placed to understand the learner and their needs. **Where the learner is taking GCSE and or GCE qualifications, which constitute Additional and Specialist learning, applications must be made using *Access arrangements online*.**

Access arrangements are normally associated with timetabled written examinations. However, access arrangements may also be appropriate for other types of assessment such as controlled assessments. Examination officers should consult with the relevant member of teaching staff or other member of centre staff responsible for curriculum delivery to ensure that the access arrangement identified can be applied effectively. Certain access arrangements may not be possible depending on the specific skills, knowledge and understanding which the component is testing. As an example, where a paper is testing the candidate's independent reading abilities, a reader will not be allowed.

Where a centre is acting as an assessment centre, accommodating learners registered at another centre within the consortium, they must be aware of the access arrangements in place for those learners. The assessment centre must be aware of the regulations which surround the access arrangement. In the most commonly used access arrangements, such as readers and scribes, exam officers will be familiar with the regulations that apply. The onus is on the home centre to ensure, especially for less commonly used access arrangements, that the assessment centre understands the access arrangement(s), the conditions of use and any expertise which may be needed.

In the event that a home centre and an assessment centre share responsibility for a learner, it should be decided locally who provides the access arrangement. Sometimes a decision may not be needed; extra time will be provided via the invigilator or assessor. Elsewhere the decision will often be easy to make on a common sense basis, with a bias towards the home centre providing any resources needed such as readers, scribes or practical assistants since they are more likely to understand the learners' real needs.

### 10.1 Access arrangements for internally assessed Principal Learning units and Project qualifications

**For internally assessed Principal Learning units and Project qualifications, including the Extended Project, centres do not need to apply to the individual awarding body concerned.** Centres **must** however permit access arrangements which are in line with the awarding body's policies.

**Access arrangements must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments.**

It is recommended that centres discuss the application of reasonable adjustments to internally assessed units with the awarding body concerned.

## 10.2 Access arrangements for timetabled Principal Learning components

Where a centre has approval from *Access arrangements online* for an access arrangement for a GCSE or GCE candidate, **this permission will now extend to Principal Learning components. For example, an approved application for supervised rest breaks and extra time of up to 25% for a GCSE candidate will be regarded as additionally applying to Principal Learning components.**

## 10.3 Modified Papers

Modified papers for Principal Learning units **must** be applied for in advance of a specific examination series and are individually prepared for candidates for whom other access arrangements are unsuitable. The modification process involves additional resources; therefore centres are required to inform the awarding bodies **no later than ten weeks before the date of the assessment** that a candidate will require a modified paper. Centres **must not** order papers for candidates unless they intend to enter them for the relevant examination series.

**A paper application must be sent to the individual awarding body using Form 7 – JCQ/Modified Papers.** The form is available electronically at [www.jcq.org.uk/](http://www.jcq.org.uk/).

Further information on modified papers may be found within **Chapter 6, pages 40-43**, of this booklet.

# SECTION B - The Disability Discrimination Act 1995

## Chapter 11

### Important information

At the time of publication, (July 2010) this chapter reflects current guidance to centres. The Equality Act, which became an Act of Parliament on 8 April 2010, will replace the Disability Discrimination Act (DDA 1995) in October 2010.

It will strengthen the duty to make reasonable adjustments; will define 'substantial disadvantage', as well as new duties for the qualifications regulator. The Equality and Human Rights Commission (EHRC) is intending to produce a code focused on qualifications and assessment to accompany the Equality Act 2010.

**Centres should note that this chapter will be subject to change during the course of the academic year 2010/2011 and revised information may need to be issued by the JCQ.**

### Information and guidance for examination centres

#### 11.1 The Meaning of Disability

This section is included to aid understanding about who is covered by the Disability Discrimination Act 1995 (DDA 1995). A Government publication *Guidance on matters to be taken into account in determining questions relating to the definition of disability* was published in March 2008 and is available from The Stationery Office, ISBN 13: 9780337090509.

#### 11.2 Frequently asked questions

##### 11.2.1 Which qualifications are covered by the amendments to the DDA 1995?

The Disability Discrimination Act 1995 has been amended in England, Scotland and Wales to include general qualifications, which include the following qualifications offered by JCQ member awarding bodies: AEA, Entry Level, Free Standing Mathematics Qualifications, GCE, GCSE, Basic Skills, Key Skills, Certificate in Adult Literacy, (Entry Levels 1, 2 and 3); Certificate in Adult Numeracy, (Entry Levels 1, 2 and 3); the National Qualifications framework in Scotland and the Welsh Baccalaureate Qualification. Similar legislation arrangements exist in Northern Ireland and are covered in amendments to The Special Educational Needs and Disability (Northern Ireland) Order 2005.

##### 11.2.2 Who is protected under the DDA 1995?

The Act will protect those people who can establish that they are disabled, under the terms of the DDA 1995.

For further information on which candidates are protected under the DDA 1995, centres should consult the *Guidance on matters to be taken into account in determining questions relating to the definition of disability*.

### 11.2.3 What are the Duties of the General Qualifications Bodies?

The Equality and Human Rights Commission has published on its website the Revised Code of Practice: Trade Organisations, Qualification Bodies and General Qualification Bodies - [www.equalityhumanrights.com/en/publicationsandresources/Disability/Pages/Education.aspx](http://www.equalityhumanrights.com/en/publicationsandresources/Disability/Pages/Education.aspx)

Chapter 9 interprets the legislation as it applies to General Qualifications Bodies. The main issues relate to direct discrimination, disability related discrimination, reasonable adjustments and competence standards. Centres should take note of the extracts quoted from the following sections:

*9.21* Treatment of a disabled person amounts to direct discrimination if:

- it is on the grounds of his disability;
- the treatment is less favourable than the way in which a person not having that particular disability is (or would be) treated; and
- the relevant circumstances, including the abilities, of the person with whom the comparison is made are the same as, or not materially different from, those of the disabled person.

*9.29* Less favourable treatment of a disabled person may be unlawful under the Act even if it does not amount to direct discrimination. This will be the case if it amounts to disability-related discrimination instead.

*9.30* As explained at paragraph 4.25, this is treatment of a disabled person by a general qualifications body which amounts to unlawful discrimination if:

- it is for a reason related to the person's disability;
- the treatment is less favourable than the way in which the general qualifications body treats (or would treat) others to whom that reason does not (or would not) apply; and
- the body cannot show that the treatment is justified.

*9.38* A general qualifications body owes the duty to make reasonable adjustments to a disabled applicant or potential applicant for a relevant general qualification and to a disabled person who holds a relevant general qualification conferred by it.

*9.42* It should be noted that the duty to make reasonable adjustments does not apply at all to competence standards. However, in respect of relevant general qualifications, the process of assessing the competence standard is in most cases subject to the duty, where the process is not part of the knowledge, skills and understanding being tested.

*9.57* **[s 31AB(9)]** The Act says that a competence standard is an academic, medical, or other standard applied by or on behalf of a general qualifications body for the purpose of determining whether or not a person has a particular level of competence or ability.

*9.58* General qualifications bodies are likely to impose various requirements and conditions upon the conferment of a relevant general qualification.

*9.68* To the extent that it does not amount to direct discrimination, the Act says that, where the application of a competence standard to a disabled person amounts to less favourable treatment of him for a reason which relates to his disability, that treatment is justified if, but only if, the general qualifications body can show that:

- the standard is (or would be) applied equally to people who do not have his particular disability, and
- its application is a proportionate means of achieving a legitimate aim.

#### 11.2.4 **How can centres apply for reasonable adjustments for candidates defined as disabled under the terms of the DDA 1995?**

**Centres should bear in mind that they will have duties towards disabled candidates, including a duty to make reasonable adjustments to the service they provide to candidates.** The responsibility of an awarding body principally concerns permitting access arrangements to the assessment itself for a candidate defined as disabled under the terms of the DDA 1995.

Any reasonable adjustment required by a candidate will usually be an access arrangement for the assessment in question, but may include other adjustments which are not listed in this booklet. Centres should apply for reasonable adjustments in the same way as they apply for access arrangements.

Where a candidate has substantial needs which are not accommodated by *Access arrangements online*, such a case should be referred to the relevant awarding body. This may be done via *Access arrangements online*; however, additional paperwork may be required in order to justify the request being made.

Awarding bodies may require more compelling evidence of need before approving arrangements that would otherwise unfairly advantage the candidate. The requirement for evidence of need is important so as to maintain the rigour and standard of the examination system and to ensure that those using examination certificates can continue to have confidence in the awarding of qualification grades.

Whether it is reasonable for an awarding body to permit a particular adjustment will depend on a number of factors, such as its cost and effectiveness. However, if an adjustment is one which is reasonable to make, then the awarding body will do so unless the assessment objectives or competencies being assessed are to be affected. Where a disabled person is placed at a substantial disadvantage by an assessment objective or competency, the awarding body is not under a duty to make reasonable adjustments.

**Each application will be considered individually in light of the candidate's needs and the response will relate primarily to the effect the requested adjustment might have on the competence or ability being tested in the qualification.**

Some adjustments may not be considered reasonable if they involve unreasonable costs, unreasonable timeframes or affect the security and integrity of the qualification itself. For example, Braille papers cannot be produced at short notice. Adjustments must not put in jeopardy the health and well being of any person, including the candidate. (See Code of Practice section 5.17.)

# SECTION C

## Chapter 12

### Reasonable Adjustments in Vocational and Occupational Qualifications to allow access to assessments

#### Information and guidance for examination centres

##### 12.1 Which qualifications are covered?

This section relates specifically to vocational and occupational qualifications.

##### 12.2 Who is protected under the DDA 1995?

The Act will protect those people who can establish that they are disabled under the terms of the DDA 1995.

For further information on which candidates are protected under the DDA 1995, centres should consult the *Guidance on matters to be taken into account in determining questions relating to the definition of disability*, published in March 2008 and available from The Stationery Office, ISBN 13: 9780337090509.

Candidates who are not disabled under the terms of the Act may still be eligible for access arrangements.

##### 12.3 What are the Duties of Qualifications Bodies?

The Equality and Human Rights Commission has published on its website the Revised Code of Practice: Trade Organisations, Qualification Bodies and General Qualification Bodies - [www.equalityhumanrights.com/en/publicationsandresources/Disability/Pages/Education.aspx](http://www.equalityhumanrights.com/en/publicationsandresources/Disability/Pages/Education.aspx)

Chapter 8 interprets the legislation as it applies to Qualifications Bodies. The main issues relate to direct discrimination, disability related discrimination, reasonable adjustments and competence standards. Centres should take note of the extracts quoted from the following sections:

8.10 Treatment of a disabled person amounts to **direct discrimination** if:

- it is on the grounds of his disability;
- the treatment is less favourable than the way in which a person not having that particular disability is (or would be) treated; and
- the relevant circumstances, including the abilities, of the person with whom the comparison is made are the same as, or not materially different from, those of the disabled person.

- 8.11 Less favourable treatment of a disabled person may be unlawful under the Act even if it does not amount to direct discrimination. This will be the case if it amounts to **disability – related discrimination** instead. As explained at paragraph 4.25, this is less favourable treatment which is for a reason related to the person’s disability. However, unlike treatment which amounts to direct discrimination (and which is therefore incapable of justification) a qualifications body’s treatment of a disabled person does not amount to disability-related discrimination if the body can show that it is justified. The general circumstances in which this may be possible are explained in Chapter 6. However, special rules apply in respect of justification of less favourable treatment in the application of a competence standard (see paragraphs 8.35 to 8.40).
- 8.27 **[s14A (5)]** The Act says that a competence standard is an academic, medical, or other standard applied by or on behalf of a qualifications body for the purpose of determining whether or not a person has a particular level of competence or ability.
- 8.28 Qualification bodies are likely to impose various requirements and conditions upon the conferment of a professional or trade qualification.
- 8.32 Special rules apply in relation to the application of a competence standard to a disabled person by or on behalf of a qualifications body. The effect of the Act is that:
- there is no duty to make reasonable adjustments in respect of the application of a competence standard; and
  - in the limited circumstances in which less favourable treatment of a disabled person in the application of such a standard may be justified, justification is assessed by reference to a special statutory test (see paragraph 8.36).
- 8.36 **[s14A (3)]b** To the extent that it does not amount to direct discrimination, the Act says that, where the application of a competence standard to a disabled person amounts to less favourable treatment of him for a reason which relates to his disability, that treatment is justified if, but only if, the qualifications body can show that:
- the standard is (or would be) applied equally to people who do not have his particular disability; and
  - its application is a proportionate means of achieving a legitimate aim.

#### 12.4 Taking Advice from the Awarding Body about Competence Standards

There are subject specific issues relating to vocational and occupational qualifications where the centre may need to seek particular advice from the awarding body issuing the qualification.

In the majority of qualifications, a wide range of reasonable adjustments will be available. The arrangements listed in **Chapter 2, pages 4-28**, for GCSE/GCE qualifications may be relevant for some candidates entering for vocational and occupational qualifications. However, there are some important exceptions where the competence standards would be invalidated if an adjustment was made. In particular, reasonable adjustments to vocational and occupational qualifications that carry a “licence to practise” need to be considered so as not to invalidate ‘the licence’.

#### 12.5 Advising prospective candidates

**It is vital that centres recruit with integrity onto vocational and occupational qualifications.** Centres must ensure that learners have the correct information and advice on their selected qualifications and that the qualifications will meet their needs. The recruitment process should include the centre assessing each potential learner and making justifiable and professional judgements about the learner’s potential to successfully complete the assessment and achieve the qualification.

Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the assessment.

Where the recruitment process identifies that the learner may not be able to demonstrate attainment and thus gain achievement in all parts of the assessment for the selected qualification, this must be communicated clearly to the learner. A learner may still decide to proceed with studying a particular qualification and not be entered for all or part of the assessment.

Centres are advised to ensure that learners are aware of:

- the range of options available, including any reasonable adjustments that may be necessary, to enable the demonstration of attainment across all of the required assessments; and
- any restrictions on progression routes to the learner as a result of not achieving certain outcomes.

## 12.6 Vocational and occupational qualifications

Vocational and occupational qualifications accredit competence in the workplace against National Standards and an approved assessment strategy. Any reasonable adjustment **must** reflect the normal working practice of an employee working within the occupational area.

Learners may, however, use mechanical, electronic and other aids in order to demonstrate competence so long as the aids are generally commercially available and can feasibly be used on employers' premises. The following adaptations might be considered for the purposes of facilitating access, **as long as they do not impact on the competence standards being tested:**

- adaptation of the physical environment for access purposes;
- adaptation to equipment.

Learners should be fully involved in any decisions about adjustments/adaptations to ensure that individual needs can be met whilst still bearing in mind the specified assessment criteria for a particular qualification.

## 12.7 How can centres or training providers apply for reasonable adjustments for external assessments?

Centres or training providers who wish to apply for a reasonable adjustment in vocational or occupational qualifications should make an application to the relevant awarding body **at least six weeks before the date of the series in which the examination is to be taken.**

To apply for modified enlarged papers, Braille papers, modified language papers or papers adapted for the purpose of using a recording, please submit **Form VRQ/VQ/EA no later than ten weeks before the date of the assessment.** Centres may provide an A3 enlargement of non-secure materials without requesting the permission of the awarding body. Secure question papers must not be opened early without permission. (**Form VRQ/VQ/EA** is available electronically at [www.jcq.org.uk/.](http://www.jcq.org.uk/))

Each application will be considered individually and the response will relate primarily to the effect the requested adjustment might have on the competence or ability being tested in the qualification.

Some adjustments may not be considered reasonable if they involve unreasonable costs or timeframes or affect the security and integrity of the qualification itself. For example, Braille papers cannot be produced at short notice. Adjustments must not put in jeopardy the health and well being of the candidate or any other person. (See Code of Practice section 5.17.)

## 12.8 **Applying reasonable adjustments to internal assessment**

For qualifications which are internally assessed centres **do not** need to apply to the awarding body. However, centres **must** make reasonable adjustments which are in line with the awarding body's policies. All reasonable adjustments made in relation to internal assessments **must** be recorded on **Form VRQ/VQ/IA** and held on file within the centre for inspection purposes. (**Form VRQ/VQ/IA** is available electronically at [www.jcq.org.uk/](http://www.jcq.org.uk/).)

**Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments.**

It is recommended that centres discuss the application of reasonable adjustments to internally assessed units with their external verifier for the unit(s) concerned.

## 12.9 **Candidates who are not covered by the DDA**

Reasonable adjustments are available for those who are disabled under the terms of the DDA 1995. There may be other candidates, with less substantial difficulties, for instance, who may not be covered by the Act but who may need an access arrangement.

It is the responsibility of the Head of Centre/Principal/CEO (or designated nominee) to ensure that any access arrangement implemented by the centre on behalf of the learner is based on firm evidence of a barrier to assessment. If further clarification is required in relation to the application of a reasonable adjustment you should contact the respective awarding body.

# Section D: Post examination adjustments

## Special Consideration in GCSE and GCE qualifications

### Chapter 13

#### Which candidates will be eligible for special consideration?

Special consideration must be applied for following a specific examination series.

- 13.1 **Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination or in the production of controlled assessment/coursework is affected by adverse circumstances beyond their control.** These include:
- 13.1.1 temporary illness or accident/injury **at the time of the assessment;**
  - 13.1.2 bereavement **at the time of the assessment** (where whole groups are affected, normally only those most closely involved will be eligible);
  - 13.1.3 domestic crisis arising **at the time of the assessment;**
  - 13.1.4 serious disturbance **during an examination**, particularly where recorded material is being used;
  - 13.1.5 other accidental events **at the time of the assessment** such as being given the wrong examination paper, being given a defective examination paper or tape, failure of practical equipment, failure of materials to arrive on time; (**see 14.2.2, page 68**).
  - 13.1.6 participation in **sporting events/competitions at international level at the time of certification;**
  - 13.1.7 failure by the centre to implement **previously agreed access arrangements.**
- 13.2 When candidates have been prepared to meet the assessment objectives but the wrong texts have been chosen, special consideration may be given at the discretion of the awarding body. **Centres are advised that it is their responsibility to ensure that the correct texts are taught and where this has not happened there can be no guarantee that a candidate will receive special consideration.** Such instances will be investigated on a case-by-case basis. **Where the wrong texts have been taught it is essential that the texts studied must at least have been examined in the current specification in a previous examination series.**
- 13.3 **Candidates will NOT be eligible for special consideration** if preparation for or performance in the examination is affected by:
- 13.3.1 long term illness or other difficulties during the course affecting revision time, **unless the illness or circumstances manifest themselves at the time of the assessment;**
  - 13.3.2 bereavement occurring more than six months before the assessment, **unless an anniversary has been reached at the time of the assessment or there are ongoing implications** such as inquests or court cases;
  - 13.3.3 domestic inconvenience, such as moving house, lack of facilities, taking holidays (**including school/exchange visits and field trips**) at the time of the assessment;
  - 13.3.4 minor disturbance in the examination caused by candidates, such as bad behaviour, mobile phones etc;

- 13.3.5 the consequences of committing a crime;
- 13.3.6 the consequences of taking alcohol or any other non-prescribed drugs;
- 13.3.7 the consequences of disobeying the centre's internal regulations;
- 13.3.8 the failure to prepare candidates properly for the examination for whatever reason;
- 13.3.9 staff shortages, building work or lack of facilities;
- 13.3.10 misreading the timetable and/or failing to attend at the right time and in the right place;
- 13.3.11 misreading the instructions of the question papers and answering the wrong questions;
- 13.3.12 making personal arrangements such as a wedding or holiday arrangements which conflict with the examination timetable;
- 13.3.13 submitting no controlled assessment/coursework at all, unless controlled assessment/coursework is scheduled for a restricted period of time, rather than during the course;
- 13.3.14 missing all examination and internally assessed components;
- 13.3.15 failure to cover the course as a consequence of joining the class part way through;
- 13.3.16 permanent disability unless illness affects the candidate **at the time of the assessment**;  
(Access arrangements exist to make adjustments in such cases, please see Chapters A and B of this booklet.)
- 13.3.17 failure without good excuse to process access arrangements on time.

# Chapter 14

## What is special consideration? - GCSE and GCE qualifications

Special consideration is a **post examination adjustment** to the marks or grades of a candidate who is eligible for consideration. Special consideration can only seek to go some way to assist the candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. Special consideration cannot remove the difficulty faced by the candidate; there will be situations where candidates should not be entered for an examination because they are not in a fit state to cope with the assessment. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardise the standard of the examination.

**There are minimum requirements for enhanced grading in cases of acceptable absence (which are detailed in Section 14.3, page 68).**

### **GCE specifications:**

**50% of the total assessment must normally be completed before enhanced grading may be considered in cases of acceptable absence.**

### **GCSE legacy specifications:**

**(English, English Language, English Literature, Gaelige, Welsh First Language, Welsh Second Language, Welsh Literature, ICT, Mathematics and Sciences)**

**35% of the total assessment must be completed.**

### **GCSE new specifications:**

**50% of the total assessment must be completed before enhanced grading may be considered in cases of acceptable absence.**

All examinations are measuring what a candidate knows and can do. The overall grades must reflect the level of attainment demonstrated in the examination. They do not necessarily reflect the candidate's potential level of ability, if attainment has been considerably affected over a long period of time. **It is not necessarily the case that the grade issued will match the estimated/forecast grade.** Where long term circumstances have prevented the candidate from reaching the competence standards it may not be possible to make an adjustment.

## **14.1 Candidates who are present for the assessment but disadvantaged**

14.1.1 Special consideration will normally be given by applying an allowance of marks to each component affected in a particular scheme of assessment. The size of the allowance depends on the timing, nature and extent of the illness or misfortune. The maximum allowance given will be 5% of the total raw marks available in the component concerned, including controlled assessment/coursework.

14.1.2 The decision made by the awarding body will be based on various factors which will be different from one subject to another. These might include the severity of the circumstances, the date of the examination in relation to the circumstances, the nature of the assessment, for instance whether the written papers are affected as opposed to controlled assessment/coursework, whether an oral or practical is involved. Each case is assessed individually.

**The following circumstances must apply at the time of the assessment and be supported by appropriate and up to date evidence. Awarding bodies will not enter into discussion with candidates or their parents as to how much special consideration should be applied. The examples listed below are provided for illustrative purposes only.**

**5% This is the maximum allowance and will be reserved for the most exceptional cases, such as:**

- terminal illness of the candidate;
- terminal illness of a parent/guardian/carer;
- very recent death of a member of the immediate family;
- very serious and disruptive domestic crises leading to acute anxiety about the family.

**4% Very serious problems such as:**

- life-threatening illness of candidate or member of immediate family;
- major surgery at or near the time of the examination;
- severe disease;
- severe injury arising from a car accident;
- very recent death of member of extended family;
- severe or permanent bodily injury occurring at the time of the examinations;
- serious domestic crisis at time of examinations.

**3% A more common category, many more cases will fall into this group, including:**

- **recent** traumatic experience such as death of a close friend or distant relative;
- **recent** illness of a more serious nature;
- flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack;
- **recently** broken limbs;
- organ disease;
- physical assault trauma before an examination;
- recent domestic crisis;
- witnessing a distressing event on the day of the examination.

**2% The most common category of allowance - the majority of cases might fall within this category:**

- illness at the time of the assessment;
- broken limb on the mend;
- recent viral illness;
- concussion;
- effects of pregnancy (**not pregnancy per se**);
- hay fever on the day of an examination;
- extreme distress on day of examination;
- allowance on last paper taken in a day when a candidate has exceeded 5 hours 30 minutes at Level 1 or Level 2 (GCSE) or 6 hours at Level 3 (GCE).

**1% Reserved for more minor problems:**

- noise during examination which is more than momentary;
- illness of another candidate in the examination room;
- stress or anxiety for which medication has been prescribed;
- minor ailments;
- headache;
- minor upset arising from administration problems, such as wrong time allocated.

**0% Consideration was given but the addition of marks was considered inappropriate.** (Where the request fails to meet the criteria, it will be rejected.)

## 14.2 Candidates who are absent from a time-tabled component/unit for acceptable reasons

14.2.1 When a candidate has missed a time-tabled component/unit for acceptable reasons and the centre is prepared to support an application for special consideration, an adjustment may be made to the terminal grade as long as the component/unit was missed in the terminal series and the minimum requirements of section 14.3 have been satisfied. **Awarding bodies cannot give advice as to whether a candidate is fit to take an examination. Centre staff should follow their internal procedures for dealing with candidates who feel unwell on the day of an examination.**

14.2.2 **For modular examinations taken in an examination series prior to certification, candidates should be re-entered for any missed units at the next assessment opportunity. Unless there are difficulties arising, e.g. group performances which cannot be repeated, special consideration will not be awarded.**

**This principle also applies where entire cohorts miss units due to adverse weather conditions** or for any other reason, or where individual candidates miss units as a result of a change of centre.

## 14.3 Minimum Requirements for enhanced grading in cases of acceptable absence

**In all cases, candidates must have covered the whole course.**

**GCE: normally at least 50% of the total assessment must be completed.**

- **AS three unit award:**  
two units out of three must have been completed. (**Partially completed units are not acceptable**).
- **AS two unit award:**  
one unit worth at least 50% or one externally assessed unit worth 40%.
- **Enhancement given at AS Level will be carried forward to A Level.**
- **A Level six unit award:**  
50% of the total assessment completed with at least one A2 unit completed.
- **A Level four unit award:**  
50% of the total assessment completed with at least one A2 unit completed.
- **An A Level award will not be issued on the basis of AS units alone.**

**GCSE (new specifications): at least 50% of the total assessment must be completed.**

**Principal Learning: units which represent at least 50% of the total Guided Learning Hours must be completed.**

**Projects (including Extended Project): where the project is not completed, a grade cannot be issued.**

**GCSE Legacy specifications:  
(English, English Language, English Literature, Gaelige, Welsh First Language, Welsh  
Second Language, Welsh Literature, ICT, Mathematics and Sciences)**

**35% of the total assessment must be completed.**

**If the minimum requirement is not met in a GCSE legacy specification, (as above) an exceptional circumstances award may be made in the following circumstances:**

- one component, usually coursework, **must** have been completed. (**Where a qualification consists of a single component, such as a GCSE Short Course specification, special consideration cannot be given where that single component has been missed**);
- alternative appropriate pre-existing evidence of attainment **must** be available in each of the components missed;
- this **must** have been produced by the candidate under controlled conditions;
- it **must** match the specification requirements regarding the content, at the appropriate tier of entry;
- it **must** reflect the nature of the component(s) missed;
- it **must** be accompanied by the required documentation and a copy of the question paper if available;
- it **must** be submitted, when requested by the awarding body;
- **if appropriate evidence is not available, an enhanced grade will not be issued.**

Where a candidate who has been entered for a specification has died before completing the minimum amount of assessment required, or has been entered and is terminally ill and unable to complete the minimum amount of assessment, the centre may request an honorary certificate from the awarding body. Where the minimum requirement is met, an award will be issued.

#### 14.4 **Controlled assessment/coursework extensions**

Where a candidate meets the criteria for special consideration, i.e. a temporary illness, temporary injury or other indisposition prior to the submission of their work, it may be possible to allow a short extension to the deadline. An extension of no more than ten days to the deadline for the submission of coursework or controlled assessment may enable the candidate to complete his/her work. **The centre must contact the relevant awarding body to request this arrangement.**

Where a centre has been affected by circumstances beyond its control it may, **in exceptional cases**, be possible to grant a short extension of no more than ten days for a whole cohort of candidates. This is at the discretion of the awarding body and the centre **must** contact the awarding body as soon as possible to request such an arrangement.

#### 14.5 **Shortfall in work (controlled assessment/coursework)**

If a candidate has been subject to an unforeseen prolonged illness or other misfortune during the period when the work was produced, it may, in some subjects, be possible to accept a reduced quantity of work without penalty, **as long as all of the assessment objectives have been covered at least once**. This will not be possible if the specification requires only one piece. Where several pieces of work are required, the reduction will be accepted only if those pieces are testing the same criteria. It will not be possible to give this consideration in every case, for example, if work has not been submitted or the assessment objectives have not been satisfied.

No adjustment to the marks should be made by the centre. A special consideration form should be submitted to the awarding body, attached to a breakdown of marks across the assessment objectives. **Candidates must have been fully prepared for the course but unable to finish the work.** Awarding bodies will not normally agree a reduced amount of work in advance.

**This arrangement does not apply when candidates join the course late.**

## 14.6 Lost or damaged work

If a candidate's work has been **lost within the examination centre** and despite every effort it cannot be found, or it has been accidentally destroyed, the circumstances should be reported immediately to the awarding body using **Form 15 – JCQ/LCW**. This form is available on the JCQ website – [www.jcq.org.uk/](http://www.jcq.org.uk/).

The awarding body will consider whether it is appropriate to accept a mark for which there is no available evidence of attainment. This might occur in the following circumstances:

- The centre **must** be able to verify that the work was done and that it was monitored whilst it was in progress.
- The loss **is not** the consequence of negligence on the part of the candidate, for example work being left on a bus.
- **If only part of the work is lost and part of the work is available**, further guidance must be sought from the awarding body.
- **If the work was marked before it was lost or damaged**, marks should be submitted in the usual way. **Form 15 - JCQ/LCW must** be submitted both to the moderator and the awarding body by the deadline for the submission of internally assessed marks or by the date by which the work should be despatched for moderation. **No marks will be accepted after the issue of results.**
- **If the work was not marked before it was lost or damaged**, an estimated mark may be submitted on **Form 15 - JCQ/LCW**, based on the teacher's knowledge of the work up to the point where it was lost. Estimates **must not** include any supposition as to what the candidate might have achieved if the work had been finished. Estimates **must not** be submitted on mark sheets, only on **Form 15 - JCQ/LCW**. **No estimated marks will be accepted after the issue of results.**

## 14.7 Other Problems

14.7.1 There are circumstances which arise by accident and where specialist input may be required. Such circumstances may involve examination papers, when an incorrect paper has been handed to the candidate or a paper is defective in some way, with perhaps an incorrectly printed page. These cases are given special consideration by other means than those quoted so far. They may need to be referred to a subject officer or a senior examiner for a subject specific decision as to how the special consideration should be awarded. This means that the results may not immediately show the enhancement but an adjustment of marks may have been done to take account of the problem which has arisen.

14.7.2 Centres may not realise that the candidate has been given the incorrect paper. Awarding bodies will notify centres of any discrepancies. If the centre is aware of the error at the time of the examination the candidate should, where possible, be given the correct paper as long as he or she is still under supervised conditions and is able to continue with the examination. A special consideration form (**Form 10 – JCQ/SC**) should be sent to the awarding body both when the incorrect paper has been sat and when the incorrect paper has been replaced by the correct paper and the candidate has taken both. There are circumstances where it is not possible for an awarding body to grant special consideration to candidates who have attempted an incorrect paper.

14.7.3 Where candidates have taken the wrong controlled assessment assignment, the centre may submit an application for special consideration using **Form 10 – JCQ/SC** if it is not possible to enter candidates at the next assessment opportunity.

## Chapter 15:

### Making applications for special consideration (GCSE and GCE qualifications)

- 15.1 Applications for special consideration should be submitted on **Form 10 - JCQ/SC**. One form should be submitted by the head of centre/examinations officer per candidate per subject and sent to the relevant awarding body conducting the examination(s). **Applications will not be accepted if submitted directly by parents or candidates.**
- 15.2 Applications should be submitted within seven days of the last examination in the series in each subject. Late applications may be accepted at the discretion of the awarding body. After the publication of results, late applications may be accepted only in the most exceptional circumstances and **only if submitted before the deadline for enquiries about results for the respective examination series.**
- 15.3 Forms should be completed in all cases. It may be appropriate for heads of centre or examination officers to attach a letter of explanation to the form where the circumstances are unusual or the form is not adequate for the particular circumstances which have arisen. In some circumstances, it is appropriate to submit one form and attach to it a list of candidates affected and a covering letter.
- 15.4 It is not possible for all letters to receive an individual reply. It is more important to process the application before the issue of results and therefore awarding bodies may be unable to respond personally to each individual application. **Letters will not be sent to candidates and/or parents/guardians/carers, whose cases must be dealt with by the centre.**
- 15.5 For cases of lost/damaged work (controlled assessments or coursework) **Form 15 - JCQ/LCW** should be submitted by the examinations officer.
- 15.6 For cases of shortfall in work (controlled assessments or coursework) or any other request for special consideration, **Form 10 - JCQ/SC** should be submitted by the examinations officer.
- 15.7 **Form 10 - JCQ/SC** and **Form 15 - JCQ/LCW** are available electronically at [www.jcq.org.uk/](http://www.jcq.org.uk/)

#### Online applications for special consideration with AQA

- **Applications for special consideration in respect of AQA GCSE and GCE qualifications must now be made online.**
- **Online applications are possible for timetabled written examinations only and centres must use the online system. Paper forms will not be accepted.**
- **Special consideration online is available through e-AQA.**
- **In the majority of cases the online system will provide an instant decision.**
- **Centres should continue to make paper applications where there are problems with internally assessed components, such as controlled assessments or coursework.**
- **For candidates who have taken examinations but who have been disadvantaged as a consequence of illness or other misfortune, a single application can be made for all affected components once the exams are over or once the candidate has recovered, whichever occurs first. It is not necessary to make separate applications for individual subjects.**
- **Where candidates have missed examinations it is necessary to make a separate application for each day on which examinations are missed.**
- **A proportion of cases are sampled for quality control purposes. Where an application is selected for sampling the centre concerned may be asked to submit evidence in support of their application. In all other cases the centre must retain any evidence on file until after the publication of results.**

## Some examples of special consideration

### Example 1

A candidate is sitting a number of GCE AS units in January 2011, but is not seeking AS qualification awards. He sat a handful of AS units in the previous June examination series. The candidate is unable to attend for his AS examinations (Chemistry, Economics and History) for two days due to ill health. As this is not his final examination series and he is not seeking an AS award in the subjects which he has missed, special consideration is not applied for. His centre will re-enter him for the missed AS units at the next available assessment opportunity – June 2011.

### Example 2

A candidate misses two GCSE units in one day - Religious Studies in the morning and Geography in the afternoon, due to ill health. It is her final examination series before progressing to GCE AS and A2 studies. In light of this, and the fact that she meets the minimum requirements for a GCSE award in June 2011, having completed 50% of the total assessment in both GCSE subjects, her centre applies for special consideration. As the centre knows that the candidate has been struggling with her health over the past few days, there is no need for them to ask the candidate to produce a letter from her GP. The centre can write a supporting letter to substantiate her absence from the two GCSE units.

### Example 3

A candidate sits a GCE A2 General Studies examination on Friday afternoon. He is known to be struggling, yet is adamant that he must sit his examination and this is clearly evident to the invigilation team. However, the candidate is unable to attend his GCE A2 Government & Politics examination on Monday morning. It is his final examination series and he meets the minimum requirements for a GCE award in June 2011 since he has sat the Government & Politics unit previously in January 2011. The centre is in a position to write a statement supporting the application for special consideration since they know he was falling ill prior to his absence from Monday morning's examination.

### Example 4

A candidate sits a GCSE Russian exam on Tuesday afternoon. There were no known problems during Tuesday's examination. However, she does not attend for her GCSE D&T Food Technology examination on Wednesday afternoon. Her mother contacts the school office on the day of the examination to report her absence. Medical evidence is not available to substantiate the request. The centre advises the parent to complete the relevant part of **Form 14 – JCQ/ME** which is then brought into the school office. The centre having received **Form 14** feels able to support the application and submits Forms 10 and 14 to the awarding body.

### Example 5

A candidate sits a GCE A2 Psychology examination on Monday. He is undergoing treatment for a serious illness. The candidate has recently been prescribed medication which is causing serious side effects. The candidate sits his GCE A2 Psychology examination as scheduled, but is unable to sit his remaining GCE A2 Economics and Mathematics units later that week. This is the candidate's final examination series before going to University. He can satisfy the rules for special consideration since he has completed 50% of the specification in both GCE A level Economics and Mathematics, with banked GCE AS and A2 units. The candidate visits his GP who on account of her knowledge of her patient and his condition is more than willing to produce a note for the school. Similarly, his school is willing to write a supporting statement.

# Section E

## Chapter 16

### Post examination adjustments – Special Consideration (Vocational and Occupational Qualifications)

#### 16.1 What is special consideration?

Special consideration is an adjustment to the mark or outcome of an assessment for a learner who was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances **that have arisen at or near to the time of an assessment.**

**It is important to note that it may not be possible to apply special consideration where:**

- **an assessment requires the demonstration of a practical competence;**
- **the assessment criteria have to be fully met;**
- **units/qualifications confer Licence to Practise.**

**Where an assessment has been missed or is in the form of an on demand test, such as an electronic test set and marked by a computer, the centre should offer the learner an opportunity to take the assessment at a later series.**

Special consideration cannot give the learner an unfair advantage. Additionally, the application of special consideration must not cause the user of a certificate to be misled regarding a learner's achievements. The learner's results must reflect their actual achievement in assessments; not their potential ability. Examinations and assessments are measuring what a candidate can do. Only minor adjustments can therefore be made to the mark awarded because to do more than this would jeopardize the standard.

An awarding body's decision to award special consideration will be based on various factors, which may vary from learner to learner and from one assessment to another. These factors may include the severity of the circumstances, the date of the assessment and the nature of the assessment.

#### 16.2 Who is eligible for special consideration?

A learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- performance in an assessment was affected by circumstances beyond the control of the learner, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment;
- alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate.

The following are examples of circumstances arising at the time of the examination which may lead to an application for special consideration:

- terminal illness of the learner;
- terminal illness of a parent/carer/guardian;
- very recent bereavement of a member of the immediate family;
- very serious and disruptive domestic crisis leading to acute anxiety about the family;
- life threatening illness of the learner or member of immediate family;
- severe injury arising from a car accident;
- recent traumatic experience such as death of a close friend or distant relative; (In the case of the former, where whole class groups are involved, normally only the most closely involved friends will be eligible for special consideration.)
- flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack;
- recent physical assault;
- temporary accident, illness or injury at the time of the assessment;
- broken limb on the mend;
- serious disturbance during an examination;
- failure by the centre to implement previously agreed access arrangements.

Unlike reasonable adjustments, there are **no** circumstances whereby a centre may apply its own special consideration. Applications **must** be made to the relevant awarding body.

### 16.3 **When will learners not be eligible for special consideration?**

A learner **will not** be eligible for special consideration where:

- evidence is not supplied by the centre that the learner has been affected at the time of the assessment by a particular condition;
- any part of the assessment is missed;
- preparation for a component is affected by difficulties during the course such as disturbances through building work, lack of proper facilities, changes in or shortages of staff or industrial disputes.

Additionally, learners **will not** be eligible for special consideration if preparation for the assessment is affected by:

- long term illness, unless the illness manifests itself also during the assessment or during the months leading up to the assessment;
- bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are ongoing implications such as an inquest or court case;
- minor disturbance in the examination room caused by another candidate, such as bad behaviour or a mobile phone ringing;
- the consequences of taking alcohol or any other non-prescribed drugs;
- the consequences of disobeying the centre's internal regulations;
- misreading the timetable for an external assessment and/or failing to attend at the right time and in the right place;
- misreading the rubrics and answering the wrong questions;
- permanent disability;
- failure without good excuse to request reasonable adjustments on time.

#### 16.4 **Applying for special consideration in Vocational and Occupational Qualifications**

Applications for special consideration **must** be made on a case by case basis and thus separate applications **must** be made for each learner. The only exception to this is where a group of learners have been affected by a similar circumstance during an assessment, such as a fire alarm. A list of learners affected **must** always be attached to the application.

Applications for special consideration should be submitted to the relevant awarding body using **Form VRQ/NVQ/SC**. (This form is available electronically at [www.jcq.org.uk/](http://www.jcq.org.uk/).) To ensure effective processing of applications centres **must** additionally submit:

- evidence to support the application such as a statement from a member of centre staff, a statement from the invigilator (if relevant), or any other appropriate information;
- applications to Edexcel should also include the learner's Student Report Form (SRF).

The head of centre/Principal/CEO **must** authorize all applications for special consideration. Applications **must** be submitted to the awarding body concerned within seven days of the assessment having taken place.

It is important for awarding bodies to process applications for special consideration before the issuing of results and it may not be possible therefore to respond personally to each request. During the processing of an application, awarding bodies will only liaise with the centre making an application for special consideration on behalf of a learner.

Special consideration **will not** be considered once learner achievement has been claimed and certificated.

#### 16.5 **Lost or damaged work**

When a learner's work has been lost or damaged, an awarding body may consider an application for special consideration. In all cases, the centre **must** be able to verify that the work was done and that it was monitored whilst it was in progress.

## APPENDIX 1

### Permissions table for the use of readers in GCSE, GCE, Functional Skills and Key Skills qualifications

Qualification criteria	Current position		Rationale for current position
	Candidate must 'read'	Reader allowed	
A level English Language	x	✓	For A level English, 'reading' is essentially a requirement to understand the text, so a reader would be permissible for assessment of reading in this subject. Use of Braille is also permitted.
A level English Literature	x	✓	Assessing response to literature and texts rather than reading, so a reader would be permitted.
A level English Language and Literature	x	✓	The same position holds as for A level English Language and A level English Literature, i.e. a reader is allowed to support the candidate in understanding the text.
A level Welsh	x	✓	A level Welsh is a combination of both Welsh Language and Welsh Literature elements. Although reading is a requirement, by this level (in a first language) learners are assumed to have progressed beyond taking meaning off the page from text, so a reader would be permissible.
A level Welsh second language	✓	x for components that assess reading	A level Welsh second language assessment objectives show that learners must actually 'read' and demonstrate understanding of the written language. This means taking meaning off the page from text or Braille, therefore, readers would not be permitted for components that assess reading.
A level MFL	✓	x for components that assess reading	The assessment objectives show that learners must actually "understand and respond, in speech and writing, to written language" (A02). This means taking meaning off the page from text or Braille. Using a Reader would turn this task into a listening task.
GCSE English Language	✓	x for components that assess reading	GCSE English assessment objectives show that learners must actually "read" and demonstrate understanding of the written language. This means taking meaning off the page from text or Braille, therefore, readers would not be permitted for components that assess reading.
GCSE English Literature	x	✓	Reading is not being assessed in GCSE English Literature and so a reader would be permitted.
GCSE Welsh first language	✓	x for components that assess reading	GCSE Welsh requires learners to read and demonstrate understanding of the written language, taking meaning off the page from text or Braille. Readers would not be permitted.
GCSE Welsh Literature	x	✓	In GCSE Welsh Literature candidates are required to extract literary meaning. A reader would be permitted.

GCSE Welsh second language	✓	x for components that assess reading	GCSE Welsh second language assessment objectives show that learners must actually 'read' and demonstrate understanding of the written language. This means taking meaning off the page from text or Braille, therefore, readers would not be permitted for components that assess reading.
GCSE MFL	✓	x for components that assess reading	As for A level MFL, i.e. the assessment objectives show that learners must actually "understand written language" (A03). This means taking meaning off the page from text or Braille. Using a reader would turn this task into a listening task.
Functional Skills English (all levels)	✓	x	<p>Reading within Functional Skills English is defined as the independent decoding and understanding of written language and text in a purposeful context. "Text" is defined as materials that include the use of words that are written, printed, on-screen or presented using Braille.</p> <p><b>Computer/screen readers (assistive technology) may be used in the Reading component of Functional Skills English where their use reflects the candidate's normal way of reading.</b> A computer/screen reader (assistive technology) is an acceptable arrangement, since it still allows the candidate to independently meet the requirements of the reading standards.</p> <p>A 'human' reader <b>cannot</b> be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the Reading component can be requested for a disabled candidate who cannot use assistive technology.</p>
Key skills Communication and Adult Literacy at all levels	✓	x	Standards include assessment of the candidate's ability to 'read'. This means assessment of the candidate's own ability to interpret / decode printed or Braille texts and therefore a reader is not permitted. In this context 'reading' is also about understanding the way that language is encoded in text and not just about understanding the meaning it conveys.

## **Data Protection Notice**

So that we can process your application for access arrangements electronically via the *Access arrangements online* system we need your consent to share some of your personal data with a number of organisations. In some cases, we may need to provide more detailed personal information to support the application for access arrangements being made on your behalf.

These organisations are the participating awarding bodies (currently AQA, CCEA, Edexcel, OCR and WJEC) and the **Qualifications, Curriculum and Development Authority (QCDA)**.

Your application will be processed in line with the common standards, regulations and guidance developed for GCSE and GCE qualifications by the Joint Council for Qualifications (JCQ).

If you are happy for us to share your data please provide your consent by completing the declaration below. We will not use your data for any other purpose without your consent (unless authorised to do so by law).

### **Declaration**

For the purpose of processing my access arrangement application, I consent to the use of my name, date of birth and other relevant data as set out above. I understand that this information will not be used for any other purpose without my consent unless authorised by law.

Signed ..... Date .....

Print Name.....

**A memory aid for a reader**

**I am here to read for you in your examination**

**I can only read the instructions and the questions**

**I can repeat instructions, but only if you ask me**

**I can't tell you which questions to choose  
I can't tell you when to move on to the next question  
I can't tell you which questions to do first**

**I can spell words if you ask me, but only words on the question paper**

**I can read back your answer, but only if you ask me**

**GCSE English examinations:**

**I can read the questions in the writing section of this paper, but I can't read any of the questions in the reading section**

**Centres must ensure that both invigilators and those acting as a reader are familiar with section 2.5.13, page 9.**

**It is recommended that the candidate is made aware of what a reader can and cannot do in advance of their first examination, e.g. internal school tests or mock exams.**

## A memory aid for a scribe

I am here to write for you in your examination

I must write exactly what you say

I can draw maps, graphs and diagrams, but I can only draw exactly what you tell me  
I can't draw for you in a Design examination

I can change what I have written, but only if you ask me

If we have problems communicating, I must tell the invigilator

I can't give you any help with answers  
I can't suggest when an answer is finished

I can't tell you which questions to choose  
I can't tell you when to move onto the next question  
I can't tell you which questions to do first

If you are allowed rest breaks, I can't write in those breaks

I can read back what I have written, but only if you ask me

**Centres must ensure that both invigilators and those acting as a scribe are familiar with section 2.7.13, page 13.**

It is recommended that the candidate is made aware of what a scribe can and cannot do in advance of their first examination, e.g. internal school tests or mock exams.

**Memory aid for an Oral Language Modifier**

**I am here to change words, phrases or sentences that you don't understand**

**I can't change words or phrases that the examiner thinks you should have learnt**

**I can't change anything the examiner didn't write (e.g. text from a book, maps, tables, etc.)**

**I can only make changes if you ask me**

**I can speak, write or sign any changes**

**I can read for you if you ask me**

**GCSE English examinations**

**I can read or change words, phrases and sentences in the writing section of the paper but I can't read or change anything in the reading section**

**Centres must ensure that both invigilators and those acting as an oral language modifier are familiar with section 2.11.15, page 20.**

**It is recommended that the candidate is made aware of what an oral language modifier can and cannot do in advance of their first examination, e.g. internal school tests or mock exams.**

**Memory aid for a Sign Language Interpreter**

**I am here to sign the questions in British Sign Language**

**I can't sign words or phrases that the examiner thinks you should have learnt, but I can fingerspell them**

**I can't sign anything the examiner didn't write (e.g. text from a book, maps, tables, etc.)**

**I can sign the questions more than once but I can't explain the questions**

**I can't explain what the examiner wants you to write**

**You can fingerspell answers, or sign an answer if it is one word only and I will write it for you**

**GCSE English examinations**

**I can sign words, phrases and sentences in the writing part of the paper but I can't sign anything in the reading part**

**Centres must ensure that both invigilators and those acting as a sign language interpreter are familiar with section 2.13, page 22.**

**It is recommended that the candidate is made aware of what a sign language interpreter can and cannot do in advance of their first examination, e.g. internal school tests or mock exams.**

## GCSE & GCE access arrangements questions

### Question

*Does an extra time assessment written by a specialist teacher in the secondary school period remain current in Years 12 and 13 as these assessments do not apparently expire after 26 months?*

### Answer

Yes – **reports written during secondary education for extra time of up to 25% are valid throughout secondary/further/adult education** but the specialist teacher should really have some evidence that extra time is still needed. For example, evidence that it was used in GCSE examinations, comments from teachers that they work slowly or the results for timed standardised tests.

As a side issue, some centres think that where a candidate is granted a reader or a scribe that there is an automatic entitlement to extra time of up to 25%. **This is not the case.** For example, if a centre has processed an application for extra time and a scribe, an inspector will be looking for additional evidence to justify the need for extra time in addition to the use of a scribe.

### Question

*Which categories of access arrangements have an end date and which do not?*

### Answer

**AAO (Access arrangements online) will only allow a maximum of 26 months for any arrangement.** However, most arrangements can be applied for again after 26 months without a major update of the evidence. **Four arrangements must have a diagnostic report from a specialist dated within 26 months of the final exam – reader, scribe, oral language modifier and more than 25% extra time.**

### Question

*Can a list be provided which indicates what access arrangements require diagnostic reports and which do not?*

### Answer

Detailed requirements are given in this document, with a quick guide on **page ix**.

In addition, extra time up to 25% needs a report diagnosing a learning difficulty, but this does not need to be in the **Form 8** format. A report written by a specialist during the candidate's secondary education, confirming the need for extra time as a consequence of a learning difficulty would be enough.

### Question

*Should we routinely use JCQ Form 8 or at just part C?*

### Answer

JCQ strongly recommends that specialists record their evidence on **Form 8**, including the background information in section A. However, there is a mixed approach to this amongst centres and JCQ cannot enforce the use of Form 8. Form 8 is ideal as it enables the centre to record the background information within section A. Some centres will create their own diagnostic form which equates to Part C of Form 8. This is acceptable, provided the centre has produced a typed or written statement which confirms that the arrangement reflects the candidate's normal way of working. In essence, there is a history of provision.

A few centres use the diagnostic report within AAO. The centre should always have an accompanying typed or written statement which confirms the candidate's normal way of working. **Spreadsheets are not acceptable. Additionally, the supporting documentation should be in hard copy format.**

### Question

*Should there be a standard certificate which states what a candidate's requirements are supplied by a qualified person*

### Answer

See previous answer

### Question

*What are the minimum requirements for assessment of candidates for access arrangements?*

### Answer

This depends on the specific access arrangement being given – detailed requirements are given in this document, with a quick guide on **page ix**.

### Question

*Does the evidence have to be signed, such as a psychological assessment?*

### Answer

**Unsigned assessments cannot be accepted as appropriate evidence.** The signature acts as confirmation that the specialist has completed the assessment and supports the recommendations made.

### Question

*What is an "appropriately qualified teacher?"*

### Answer

An appropriately qualified teacher is someone who is able to meet the criteria as set out on **page 33** of this booklet. There should be evidence that a named specialist teacher meets the criteria as set out on **page 33** of this booklet – the examinations officer is agreeing that this is the case when he/she enters a name on to AAO. An inspector can ask to see evidence of the specialist teacher's qualifications. **A copy of their certificate and a statement from the head of centre outlining the rationale for the appointment of the specialist teacher should be held on file.** The head of centre **must** justify the appointment of the specialist teacher as per **section 3.7, page 33**.

### Question

*Should a Statement of Special Educational Needs be made available and should it be up to date even though it is reviewed annually?*

### Answer

Where the candidate is subject to an annual review, there is no need to produce a new Statement if the candidate's requirements remain the same. An annual review can simply state that the candidate's needs are as before provided the supporting evidence is also available.

### Question

*Must students sign the data protection notice?*

### Answer

Ideally, the centre should be presenting to the inspector the downloaded approval from AAO, the accompanying evidence to support the access arrangement(s) (where required) and a signed data protection notice. If the signed data protection notice is missing, then the inspector will remind the centre that they must ask candidates to sign a data protection notice or Fair Processing Notice which specifically makes reference to AAO.

### Question

*What is the validity of privately commissioned reports supplied to a centre as evidence of need?*

### Answer

If a centre has accepted a privately commissioned report from an educational psychologist, then there **must** be a statement on file explaining why. **This is not a job for the examinations officer**, but for a member of the senior leadership team. A member of the senior leadership team must decide whether or not to accept the report and if he/she does accept the report they **must** state the rationale deployed.

### Question

*There have been difficulties finding evidence of more than 2 years residency in the UK. How do centres prove date of entry to the UK if a student from an EC country has a passport which is not stamped?*

### Answer

Presuming this refers solely to the use of a bilingual dictionary, the centre should be providing a typed or written statement which confirms that the candidate's first language is not English, their first language is 'Y', and that the use of a bilingual dictionary reflects their normal way of working. The bilingual dictionary is used in mock exams, internal school tests and classroom based activities, and may perhaps have been used for GCSE examinations if the candidate has now advanced to GCE AS and A2 examinations.

### Question

*For the use of a bilingual dictionary, how does the centre show evidence that the candidate has been in the country for less than 2 years?*

### Answer

The two year rule only applies to the use of a bilingual dictionary with up to 25% extra time – **candidates can use a bilingual dictionary without extra time for as long as they need to.**

Essentially this must be down to the centre's judgement. The evidence will vary from centre to centre. Evidence may be a typed or written statement which simply states that the candidate arrived from 'X' country and that 'Y' is his or her first language. As the candidate is learning the English Language and is making frequent use of a bilingual dictionary as part of their normal way of working, extra time is needed.

Alternatively, some centres present a form for inspection which they have asked the candidate and his/her parents to complete. This may contain some or all of the following: when they arrived in the UK; was the candidate educated in an International school where some or the entire curriculum was delivered in English; was the candidate prepared for or entered for IGCSE examinations where the question papers were set in English; is one or more parent British born. The centre would thus present a pro-forma with 'NO' to these questions, with a statement confirming normal way of working.

### Question

*What procedures should there be for unexpected situations on exam days?*

### Answer

This is covered in **Chapter 5, section 5.4, page 35** of this booklet.

Again, this comes down to centre judgement. If the centre can verify the circumstances or is of the opinion that the injury is genuine, then the arrangement should be granted to the candidate. There may also be evidence such as a note from the GP or a hospital consultant. The inspector will be aware that the examinations officer may not have had time to process the application, particularly if it has arisen immediately before the start of the exam. The examinations officer should process the application as soon as it is realistically possible to do so.

## References, extracts and acknowledgement

### **You may:**

- refer to the materials in this publication;
- quote non-substantial extracts of the materials (in terms of quantity and quality) in your own materials.

Such references and/or extracts must be accurate, not misleading and they must all be accompanied by a written acknowledgement of JCQ's ownership of the copyright in such materials and where the extracts have been taken from.

### **You must not:**

- amend any of the materials in this publication or remove or alter any copyright, trade mark or other proprietary notice;
- commercially exploit any of the materials or any part of them contained within this publication, without the prior written consent of JCQ.