

Policy and Procedure Title	Examination Access Arrangements Policy and Procedure
Date approved	November 2018
Approved by	Executive
Date of Equality Impact Assessment	N/A
Next Review Date	September 2019
Executive Lead	Vice Principal, Quality and Student Experience
Applicable to:	Staff, Students and Public
Accessible to:	Staff, Students and Public

1. Scope and Purpose

Loughborough College is committed to the success and achievement of all learners, including those with additional learning support needs, learning difficulties and disabilities in accordance with and defined by the Equality Act 2010. This policy and procedure sets out how the college will comply with JCQ legislation to provide all learners with fair and equitable access to exams.

2. Key messages from JCQ:

The intention behind an access arrangement is to meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment. Access Arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments' (JCQ guidelines 2018 p3.) Full JCQ guidelines can be found at www.jcq.org.uk

The head of centre must ensure that a reasonable adjustment implemented by the centre on behalf of the learner is based on firm evidence of a barrier to assessment and is in line with this guidance. Failure to do so may result in advice or action for the centre through to the implementation of steps to manage centre malpractice. This could ultimately lead to the recall of certificates, removal of qualification approval or removal of centre approval. (p. 10)

The SENCo and/or specialist assessor must work with teaching staff, support staff and exams office personnel to ensure that approved access arrangements are in place for internal assessments/tests, mock exams and exams. p18

3. Key responsibilities:

Head of Centre

- Overall responsibility for examination policy

Learning Support

- To act in accordance with JCQ guidelines
- To gather evidence to paint a picture of need and normal way of working
- To use standardised tests to assess eligibility and need
- To store paperwork needed by inspection in shared drive, including scanned signatures

- To provide readers and scribes as required by the exams team
- To keep hard copies of test papers in a secure environment
- To produce 'Form 8' reports and centre notes where appropriate where a full form 8 is not necessary.

Exams

- To use 'Form 8' reports to apply to exam boards for examination access arrangements in a timely fashion
- To implement examination access arrangements once approved
- To liaise with Learning Support regarding requests for readers, scribes etc.
- To inform curriculum staff and learners when access arrangements are approved
- To store paperwork needed by inspection in shared drive, including scanned signatures
- To inform learners of special arrangements for exams such as room numbers etc.

Curriculum staff

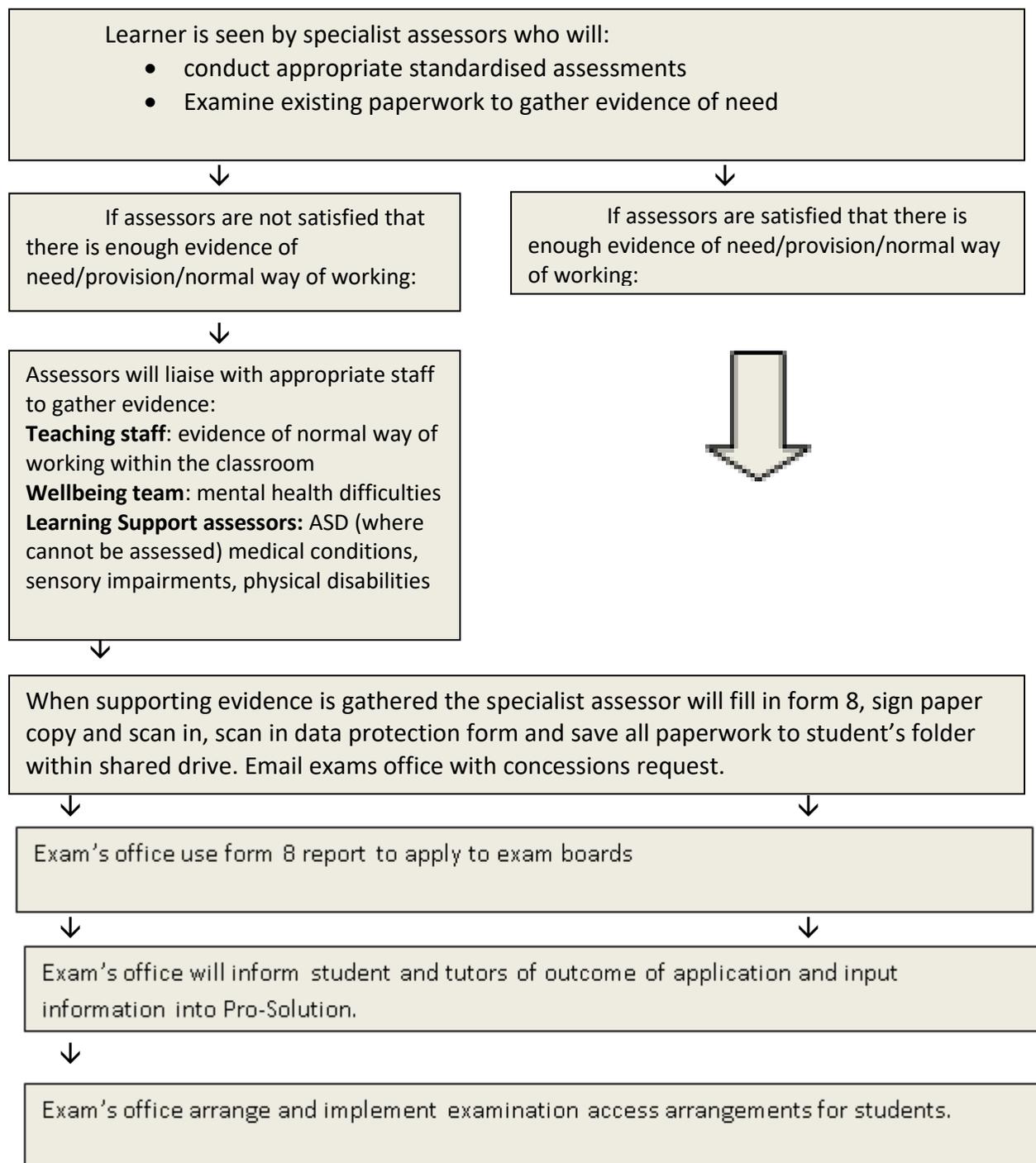
- Ensure that they are aware of learners in their class who have examination access arrangements in place
- Assist Learning Support and Exams in applying for access arrangements
- To ensure that examination access arrangements are implemented in 'mock' exams as well as live ones
- To liaise with exams/Learning Support if readers/scribes/extra time is required for 'mock' exams
- Respond in a timely manner to Learning Support requests for information regarding a learner
- Pro-actively refer learners to Learning Support for an assessment

4. Procedure

Learners are asked to declare at application and enrolment whether they need support to help them achieve their studies; this includes prior support and exam concessions they may have had at school.

Once the declaration appears on pro solution the Learning Support team are able to filter and send correspondence to the learner asking them to make an appointment with the Learning Support Team to be assessed.

The Learning Support Team will send an initial email; if they have not heard back from a learner a second email will be sent. If no response is received from the second email in the time stated, a letter will be sent explaining how to make an appointment once the learner starts at college, should they change their mind. In this instance teaching staff are reminded to ensure learners book in for an assessment with the Learning Support Team. For those that did not declare at application they can self-declare at any time by contacting the Learning Support Team but where deadlines for applications for access arrangements are passed (please see below) this will not be able to be implemented in the current academic year.



4.1 Timeline

- Learners will not be given exam arrangements in the first term unless satisfactory evidence (including medical evidence) can be provided by the learner including and Education, Health and Care Plan (EHCP) where exam concessions are clearly recorded. Requests for supporting evidence for any new starters assessed during the first half term will be sent out six weeks after the start of term to allow tutors to determine normal way of working and evidence of need within the classroom
- Learners that have previously had exam arrangements in school will need to be reassessed for their concessions to be put in place. JCQ regulations state that the evidence for concessions (including core assessment and supporting evidence) must come from within the center or a center approved assessor.
- For GCSE and A level assessments/examinations the deadline for concession assessments is 31st January 2019 to comply with the JCQ regulations. It is asked/advised that all learners requiring concessions for GCSE and A level are booked in by 14th December 2018 to ensure they secure an appointment before the 31st January 2019
- The deadline for all examination access arrangements is the 21st March 2019. No applications can be processed after this date. To allow the gathering of evidence and the assessment process, Learning Support will not take any referrals for examination access arrangements after 1st March 2019 (Emergency applications will still be processed)
- Exceptions to the timeline apply for apprentices/short courses or other courses that start at different times of the year, where their entry date for exams and timeline vary. Applications for access arrangements for other qualifications such as Functional Skills must be made at least six weeks prior to the examination. It is therefore strongly recommended that appointments be made at least eight weeks prior to the examination.

4.2 Access Arrangements considerations

Separate invigilation within the centre

Due to Mental Health

- The Wellbeing team will be required to provide a letter-headed statement for the Examinations team confirming:
 - a. The learner is known by the wellbeing/pastoral staff
 - b. They can confirm that there is sufficient evidence of difficulty to warrant separate invigilation
- In all cases, the learner will be offered a smaller room with others (no more than 10). Only in exceptional circumstances will they be offered a room to themselves. Substantial evidence of need will be required for this.

Due to ASD/ADHD/behavioral problems

- The SpLd tutor or ASD assessor will be required to provide a letter-headed statement confirming:
 - a. The learner is known to the college support team
 - b. There is sufficient evidence that a separate room is required

Due to a medical condition/sensory impairment or physical disability/temporary disability (injuries and accidents):

- The assessor will be required to provide a letter-headed statement confirming:
 - a. The learner is known to the college support team
 - b. There is sufficient evidence that a separate room is required
 - c. There is evidence from a medical professional e.g. doctors' letter stating the advised concessions recommended for the learner to continue with the exam.
 - d. Where extra time is recommended by a medical professional the concession given will be given on a case by case basis depending on the needs of the learner.

Due to a learning difficulty

- The assessor will be required to provide a letter-headed statement confirming the following:
 - a. The learner is known to the college support team
 - b. There is sufficient evidence that a separate room is required

Rest breaks

- The appropriate assessor (mental health, ASD, physical difficulties, SpLd Tutor) will be required to liaise with the learner to provide the appropriate evidence
- The appropriate assessor will need to meet with the learner to determine the length of a rest break and to determine the type of rest break activity that will be taking place
- The length of the rest break is to be communicated to the exams team when sent for processing

Use of a laptop with spellchecker disabled

- Students must be assessed by Learning Support.
- Students might be entitled to this exam arrangement due to slow handwriting speed or illegible handwriting but also due to an underlying need such as a medical condition or mental health.
- Students cannot have this exam arrangement in place just because they prefer typing or they work faster on a word processor.
- Evidence must be provided by the teaching staff that this is normal way of working.

5. Location and Access to Policy and Procedure

Website, SharePoint

6. Person Responsible for Policy and Procedure

Head of Learner Services

7. Linked Policies and Procedures

- Equality Act (2010)
- JCQ Guidance and regulations (2016)

8. Equality Impact Assessment

9. Change log

Date	Version number	Details of change	Review / Revision by	
			Name	Title
10.9.18	2	Section 4.1 Date changed from and year changed from 2018 to 2019. 16 th December to 14 th December Recommendations for Functional Skills added	Emma Setchfield	Learner Services Manager
10.9.18	2	Section 4.2 Separate room - added the need due to a learning difficulty	Emma Setchfield	Learner Services Manager
10.9.18	2	Use of a laptop with spellchecker disabled – wording changed to reflect JCQ regulations.	Emma Setchfield	Learner Services Manager
16/11/2018	2	Header and footer formatted and removed annotations.	Hayley Dobson	Document Administrator