

# EXAM ACCESS ARRANGEMENTS POLICY



## PURPOSE OF THE POLICY

Yeovil College is committed to creating a non-discriminatory and supportive environment for all students. The College will ensure that students who are eligible for examination access arrangements are identified and assessed in the required manner and the necessary recommendations made. Following approval from the relevant Awarding Body, Examination Access Arrangements will be put in place (e.g. scribe, reader, extra time etc.).

The Equality Act 2010 places a duty on institutions not to discriminate against students learning difficulties/disabilities in terms of either admission to courses or provision of education and support services.

Students are encouraged to disclose any difficulties/disabilities that may affect their learning, either pre or post admission, in order to enable the College to make reasonable adjustments to meet their needs and enhance their learning. The information will be treated in such a way to ensure that it meets the college's guidelines on confidentiality.

## SCOPE

This policy is applicable to all students at Yeovil College.

## RESPONSIBILITY AND AUTHORITY

Head of Additional Learning Support  
Assessment and Achievements Manager  
Ultimate responsibility rests with the Principal and Governing Body.

## RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS

Equality & Diversity Policy  
Disciplinary Policy  
*Adjustments for candidates with disabilities and learning difficulties*, JCQ – available on Yeovil College intranet

Appendix 1 – Definitions of Examination Access Arrangements

## Definitions

### 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;
- show what they know and can do without changing the demands of the assessment.

**The intention behind an access arrangement is to meet the particular needs of an individual 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’.**

### Reasonable Adjustments

The Equality Act 2010 requires **an awarding body** to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired person who could read Braille.

A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- the needs of the disabled candidate/learner;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.


An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not “reasonable”.

In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate. There is no duty to make adjustments which the qualifications regulators have specified should not be made.

**The responsibility of an awarding body is principally one of making reasonable adjustments for a candidate defined as disabled within the meaning of the Equality Act 2010.**

Policy Review				
Author	Position	Approved by SMT	Approval date	Review date
Lorraine Burchell	Head of Additional Learner Support	Signed: 	24.11.15	November 2017

Initial Equality Impact Screening			
Have you consulted on this policy? Yes Details: discussed with Safeguarding, Equality & Diversity Group and Exams Office			
What evidence has been used for this assessment? Previous policy and guidance from Joint Council for Qualifications			
Could a particular group be affected differently in either a negative or positive way? Indicate Y where applicable			
<b>Group</b> Age Disability Gender (incl. Transgender) Race (incl. Gypsy & Traveller) Religion or belief Sex Sexual orientation Marriage & civil partnership Pregnancy & maternity Other groups (see guidance)	<b>Negative impact</b>	<b>Positive impact</b>	<b>Evidence</b>
Please give details:			
If any negative impacts are identified, are there any related policies, services, strategies, procedures or functions that need to be assessed alongside this screening? If yes, please detail below:			
Should the policy proceed to a full Equality Impact Assessment? No If no, please give reasons			
<b>Declaration</b> We are satisfied that an initial screening has been carried out on this policy and a full Equality Impact Assessment is not required.  We understand that the Equality Impact Assessment is required by the College and that we take responsibility for the completion and quality of this assessment  Completed by Author: Lorraine Burchell                      Position: Head of ALS                      Date: 13.10.15  Reviewed by Safeguarding, Equality & Diversity Group:                      Date: 11.11.15			
<b>Comments from Safeguarding, Equality &amp; Diversity Group Review:</b>			

