

Access to assessment and qualifications

Guidance and regulations relating to candidates who are eligible for adjustments in assessment

Access arrangements: pre-assessment adjustments primarily based on history of need and provision.

Special consideration: post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

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Contents

1	Introduction	5
2	Changes to regulations and guidance for candidates eligible for adjustments in examinations – 1 September 2006 to 31 August 2007	7
3	Synopsis of access arrangements and eligibility and/or evidence requirements	8
4	Candidates eligible for access arrangements	8
5	Access arrangements available	8
6	Modified papers / assessment material	8
7	Learning difficulties	8
8	Assessment criteria	8
9	Making applications for access arrangements for examinations	8
10	Key and basic skills	8
11	Entry level qualifications	8
12	Externally verified qualifications, including NVQs and SVQs	8
13	Special consideration	8
Appendix 1	Table of Joint Council for Qualifications (JCQ) approved qualifications	8
Appendix 2	Criteria for approval of a qualification for specialist teachers preparing reports in support of access arrangements	8
Appendix 3	Category codes for candidates with particular requirements	8
Appendix 4	Access arrangement forms	8
Appendix 5	Guidance on applying for access arrangements for online examinations	8

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1 Introduction

Access to assessment and qualifications supersedes City & Guilds *Access to assessment* and City & Guilds Pitman Qualifications *Candidates with special needs* booklets and applies to all City & Guilds qualifications. The guidance and regulations are designed to facilitate access to assessment and qualifications for candidates who are eligible for adjustments in the range of assessments applied across City & Guilds' qualifications, including examinations, assignments, portfolios, practical assessment, orals, and on-line assessment.

Adjustments are set out in two categories:

- Access arrangements – these are approved before an assessment and are intended to allow attainment to be demonstrated. An example of an access arrangement is the production of a modified paper for a candidate with a visual impairment, whose history of need is well established. A synopsis is provided in chapter 3; a further synopsis for externally verified assessments is provided in chapter 12.
- Special consideration – this may be given following an examination or assessment to ensure that a candidate with a temporary illness, injury or indisposition at the time the assessment is conducted is given some recognition of the difficulty they have faced. Clearly, any special consideration granted cannot take away the difficulty the candidate has faced and can only be a relatively minor adjustment to ensure that the integrity of the standard is not compromised. There will be instances when a candidate is either too unwell or distressed to cope with an assessment and this needs to be borne in mind.

Day to day enquiries about the interpretation of these regulations should be made to:

Co-ordinated Services
City & Guilds
1 Giltspur Street
London EC1A 9DD
E-mail: **CAS@cityandguilds.com**
Telephone: 020 7294 2772

The booklet can be downloaded from City & Guilds website at **www.cityandguilds.com**

Suggestions for amendment to the guidance should be sent via e-mail to:
CAS@cityandguilds.com Any proposed changes will be considered by City & Guilds in consultation with other awarding bodies, regulators, and professional bodies as appropriate.

City & Guilds is a member of the Joint Council for Qualifications (JCQ) and is represented on the JCQ forum on access to assessment and qualifications. To achieve clarity and standardisation for centres and candidates, the guidance and regulations have been aligned wherever appropriate with the regulations and guidance produced by JCQ for GCE, VCE, GCSE, GNVQ, Entry Level and Key Skills. City & Guilds is also a member of the Federation of Awarding Bodies (FAB) which is also working to improve consistency in this area across vocational awarding bodies.

The guidance and regulations are in line with those of JCQ with the intention of making them easier to understand and administer. The regulations are reviewed annually though not necessarily amended. Where possible, we incorporate changes suggested by centres, professional bodies, regulators and other awarding bodies.

The variety of candidates' needs and the wish of all parties involved in administering the guidance to find the most appropriate possible arrangements for the individual means that the guidance and regulations will develop in light of best practice subject to resource constraints.

Deadlines for making applications for access arrangements for examinations

Paper Based Examinations

Access arrangements	Deadline
Modified examination papers	3 months before the month of the examination, eg by 31 August for December examinations
Braille examination papers	3 months before the month of the examination, eg by 31 August for December examinations
All other arrangements	1 month before the month of the examination, eg by 31 October for December examinations

Online examinations

Access arrangements	Deadline
Online assessments – 25% extra time only (for other arrangements the timescales above apply)	7 working days before the proposed examination date. NB The examination must not be scheduled for the candidate before an application for extra time has been agreed
All other arrangements	1 month before the month of the examination, eg by 31 October for December examinations

NB Please note that candidates may not be able to have the access arrangements requested if applications are received after these dates. Where a candidate has a temporary difficulty such as a broken arm, it would be appropriate in most cases to reschedule an on demand examination but, to make an emergency access arrangement for a scheduled examination. Centres should telephone City & Guilds, Co-ordinated Services (Telephone: 020 7294 2772) to arrange this, eg agreement to use a scribe in a subject for which a scribe can be allowed.

Amendments to the Disability Discrimination Act 1995 came into force on 1 October 2004 and apply to qualifications that allow access to a trade or profession.

The changes to the Regulations and Guidance seek to enhance access for people with disabilities and other difficulties to the qualifications without compromising the assessment of skills, knowledge, understanding or competence being measured.

2 Changes to regulations and guidance for candidates eligible for adjustments in examinations – 1 September 2006 to 31 August 2007

1. Readers

Chapter 5, sections 5.2.6, 5.2.11, 5.2.12

A reader will not be allowed if a candidate's literacy difficulties are primarily caused by English not being their first language. Candidates who have been in the UK for less than two years and for whom English is an additional language cannot have a reader unless a history of need and provision can be established from their country of origin.

If several candidates require only occasional reading assistance they may be accommodated as a separate group with a reader and an invigilator.

Centres whose candidates are not permitted a reader may wish to accommodate candidates separately so that they may read aloud to themselves, particularly where this is their normal way of working.

2. Scribes

Chapter 5, sections 5.3.6, 5.3.15

If separate marks are awarded for spelling and punctuation, these cannot be credited to a candidate using a scribe unless punctuation is dictated. A scribe will not be allowed if a candidate's literacy difficulties are primarily caused by English not being their first language.

Emergency access arrangements are described in this section, for example, what to do in the event of injury to a candidate's hand.

3. Practical assistants

Chapter 5, sections 5.4.1, 5.4.2

Detailed information must be provided listing tasks which the practical assistant would perform.

The candidate must not be credited with marks for any skill which has been performed by the practical assistant.

4. Brailers

Chapter 9, section 9.1.10

Centres do not need to apply for permission for candidates to produce answers on a braille. All brailled answers must be transcribed.

5. Other minor textual changes have been made throughout.

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3 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 candidates may require a range of arrangements.

	Access arrangement	Eligibility and/or evidence requirements	Permitted by	Chapter / section
1	Additional tapes / CD	- Hearing impairment - Candidates requiring extra time	City & Guilds	Chapter 9, section 9.1.3.6 (page 38)
2	Alternative accommodation / venue away from the centre	Medical condition / psychological report	City & Guilds	Chapter 5, section 5.9.3 (page 25)
3	Amplification equipment	Normal way of working	Centre	Chapter 9, section 9.1.7 (page 38)
4	Bi-lingual translation dictionary	1st language is not English, Irish (or Gaeilge) or Welsh	Centre	Chapter 5, section 5.9.5 (page 26) and Chapter 9, section 9.1.4 (page 38)
5	Bi-lingual dictionary and up to a maximum of 25% extra time	1st language is not English, Irish (or Gaeilge) or Welsh and candidate has been in the UK for less than 2 years	Centre	Chapter 5, section 5.9.5 (page 26) and Chapter 9, section 9.1.4 (page 38)
6	Braille question papers	Blind candidate	City & Guilds	Chapter 6, section 6.1 (page 29)
7	CCTV	Normal way of working	Centre	Chapter 9, section 9.1.7 (page 38)
8	Colour naming	Normal way of working for colour blind candidates	City & Guilds	Chapter 5, section 5.9.6 (page 27)
9	Coloured overlays	Normal way of working	Centre	Chapter 5, section 5.9.4 (page 26) and Chapter 9, section 9.1.7 (page 38)

	Access arrangement	Eligibility and/or evidence requirements	Permitted by	Chapter / section
10	Early opening of question paper up to one hour before scheduled start time	- Hearing / visual impairment - Photocopy to enlarge or provide coloured paper	City & Guilds	Chapter 5, section 5.9.1 (page 25)
11	Extra time up to a maximum of 25% (NB for many candidates a smaller allowance, such as 10% may be appropriate)	- Statement of special education needs - Psychological assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist teacher - Medical condition	Centre	Chapter 9, section 9.1.3 (page 37)
12	Extra time above 25%	- Visual / hearing impairment - Physical disability - Multiple disabilities - Severe learning difficulties	City & Guilds	Chapter 5, section 5.1.2 (page 15)
13	Extra time up to a maximum of 25%	Alternative evidence for mature candidates in the workplace	City & Guilds	Chapter 9, section 9.1.3 (page 37)
14	Live speaker	Hearing impairment	City & Guilds	Chapter 6, section 6.3.5 (page 30)
15	Low vision aid	Visual impairment	Centre	Chapter 9, section 9.1.7 (page 38)
16	Modified enlarged A4 to A3	Visual impairment	City & Guilds	Chapter 6, section 6.2 (page 29)
17	Modified language	Hearing impairment	City & Guilds	Chapter 6, section 6.3 (page 29)
18	OCR scanners	Visual impairment	Centre	Chapter 9, section 9.1.7 (page 38)
19	Practical assistant	Physically disabled candidate	City & Guilds	Chapter 5, section 5.4 (page 20)
20	Prompter	Normal way of working	Centre	Chapter 5, section 5.7 (page 23)
21	Read aloud	Normal way of working	Centre	Chapter 5, section 5.2.11 (page 16)

	Access arrangement	Eligibility and/or evidence requirements	Permitted by	Chapter / section
22	Reader / computer reader	<ul style="list-style-type: none"> - Psychological assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist teacher - Visual impairment 	City & Guilds	Chapter 5, section 5.2.2 and 5.2.3 (page 16)
23	Scribe / voice activated computer	<ul style="list-style-type: none"> - Physical disability - Psychological assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist teacher 	City & Guilds	Chapter 5, section 5.3.2 and 5.3.3 (page 18)
24	Separate invigilation	Use of reader/scribe/WP/ medical Other circumstances at the discretion of the centre	Centre	Chapter 4, section 4.5.4 (page 14) and Chapter 9, section 9.1.6 (page 38)
25	Sign interpreter (BSL, ISL and other sign languages)	Hearing impairment	City & Guilds	Chapter 5, section 5.8 (page 24)
26	Supervised rest breaks	Medical, physical, psychological	Centre	Chapter 9, section 9.1.5 (page 38)
27	Tactile diagrams	Visual impairment	City & Guilds	Chapter 6, section 6.1.4 (page 29)
28	Transcript	Handwriting difficult to decipher Braille scripts	Centre	Chapter 5, section 5.6 (page 23)
29	Transcript of recording	Hearing impairment	City & Guilds	Chapter 6, section 6.3.5 (page 30)
30	Unmodified A3 question paper	Visual impairment	City & Guilds	Chapter 6, section 6.2 (page 29)
31	Voice activated computer	<ul style="list-style-type: none"> - Physical disability - Psychological assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist teacher 	City & Guilds	Chapter 5, section 5.3.3 (page 18)
32	Word processor	<ul style="list-style-type: none"> - Psychological assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist teacher - Physical disabilities 	City & Guilds	Chapter 5, section 5.5 (page 21)

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4 Candidates eligible for access arrangements

Background

- 4.1 Access Arrangements cover the entire course and should be applied for as early as possible to ensure that appropriate specifications are chosen. Arrangements must be approved before an examination or assessment and are intended to allow attainment to be demonstrated. An example of an Access Arrangement is the production of a modified paper for a candidate with a visual impairment. A candidate does not necessarily have to be disabled (as defined by the Disability Discrimination Act) to be allowed an Access Arrangement, neither will every candidate who is disabled be entitled to an Access Arrangement. That will depend on what they need to access in the assessment. The process for granting an Access Arrangement and the evidence required will vary according to the nature of the Access Arrangement sought and the reason for seeking it. Access Arrangements are intended to increase access to assessments but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.
- 4.2 Some Access Arrangements may have the effect of giving those without a genuine disability an unfair advantage in an assessment. Accordingly, where the disability is not obvious, as in learning disabilities for instance, a report prepared by a person qualified in accordance with these Regulations will need to be produced.
- 4.3 Not all Access Arrangements are appropriate for all types of disability. A Braille paper, for example, can be used only by a blind person who reads Braille. Some candidates with a visual impairment will need a modified paper instead. Some Access Arrangements, such as enlarged print, Braille or papers with modified carrier language, involve specialist preparation.

Centres are requested to identify the candidate's needs at an early stage and discuss them with City & Guilds.

- 4.4 Please note that candidates may not be able to have the Access Arrangements requested if applications are received after the deadlines. Where a candidate has a temporary difficulty, such as a broken arm, it would be appropriate in most cases for an emergency Access Arrangement to be made. Centres should contact their awarding body/ies by telephone to arrange this (e.g. agreement for the use of a word processor), though 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.

4.5 Effects of disability

4.5.1 Communication and Interaction

Candidates with communication and interaction difficulties may have problems with written communication skills. They may need to use a word processor or, in particular circumstances, have the assistance of a scribe to write for them (please see Chapter 5, for details of these arrangements). They may need extra time to demonstrate written and oral communication skills.

4.5.2 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 (please see Chapter 5, for details of these arrangements).

4.5.3 Sensory and Physical Needs

Candidates with sensory and physical needs might require extra time, word processors, and/or a scribe. They may require papers which are modified for hearing

impairment or visual impairment (Certain restrictions currently apply). They may require a practical assistant, subject to restrictions relating to the assessment criteria (please see Chapter 5).

4.5.4 Behavioural, Emotional and Social Needs

Candidates with behavioural, emotional and social needs might require supervised rest periods, separate invigilation or alternative accommodation arrangements. Where candidates also have learning difficulties, they may require extra time and, in the case of more severe impairment, readers and/or scribes (please see Chapter 9).

4.5.5 Some candidates' needs will fall within more than one of the categories set out in paragraphs 4.5.1 – 4.5.4 above.

4.6 Principles for centres

4.6.1 Access Arrangements will not be permitted if they compromise the assessment criteria (please see Chapter 8 on assessment criteria).

4.6.2 Centres are advised to consult City & Guilds at the beginning of the course to ensure that the Access Arrangements will be appropriate before they undertake to enter the candidate for examinations which require skills to be demonstrated which are beyond the scope of the candidate.

4.6.3 Candidates and centres need to be able to 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 will not be able to demonstrate attainment in all parts of the assessment and consequently will 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 should 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.

4.6.4 The same candidate might not require the same arrangements for all types of assessment. Different subjects and different methods of assessment make different demands.

4.6.5 Centres should make use of specialist advice in order to determine the individual needs of the candidate.

4.6.6 All applications must be made by the centre and endorsed by the head of centre/examinations officer/quality assurance co-ordinator and submitted to City & Guilds as required, by the due dates.

4.6.7 Centres must ensure that in 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.

4.6.8 Centres should only request Access Arrangements which reflect the candidate's normal way of working e.g. using a word processor, unless such arrangements would affect the integrity of the assessment.

4.6.9 A Statement of Special Educational Need might qualify the candidate for some Access Arrangements, if it contains up-to-date relevant assessments.

4.6.10 Centres should note that failure to comply with the regulations contained in this document has the potential to constitute malpractice which may impact on the candidate's result. Failure to comply is defined as putting in place Access Arrangements not agreed by City & Guilds, or permitting Access Arrangements within the centre which are not supported by appropriate evidence.

4.6.11 Centres should consult Chapter 9 and the synopsis of Access Arrangements in chapter 3 to clarify which Access Arrangements can be permitted by the centre and which ones will require an application to be sent to City & Guilds.

5 Access arrangements available

5.1 Extra time

5.1.1 Up to 25% extra time may be agreed by the centre subject to the rules defined in Chapter 9.

5.1.2 More than 25% extra time can be applied for in the following circumstances:

- The candidate has a substantial impairment such as multiple disabilities, severe physical impairment or severe illness
- The candidate is using Braille or modified papers
- The candidate is eligible for reading or writing assistance but requires more time in a subject testing reading or writing, where such assistance might not be permitted
- The candidate is medically fit to take a prolonged examination.

If a centre feels that more than 25% extra time is necessary, they should seek advice from the City & Guilds at the beginning of the course.

Supervised rest periods are not counted in the time allowance.

5.1.3 No extra time will be permitted in examinations testing the time in which a skill is performed as part of the performance criteria, such as keyboarding, or in practical activities such as hair colouring, where the timing may be a crucial part of the assessment. A different assessment where the time in which the skill is performed is not part of the performance criteria, e.g. text processing, might be a suitable alternative.

Examples of how access arrangements for extra time would apply

I A candidate was diagnosed as dyslexic but has made good progress with his reading and writing, which are now within normal range for his age. He does make 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] to allow for residual difficulties.

II A candidate has a dyslexic condition affecting speed of processing. She may be allowed up to a maximum of 25% extra time by her centre, depending on her need, to finish writing her papers.

III A candidate has substantial learning difficulties. He is permitted up to a maximum of 25% extra time by his centre, depending on his need, in his written examinations and assignments. He also has practical assessments but he cannot have extra time for all of these as timing is critical in some of them. He can have extra time where the timing is not integral to what is being assessed.

IV A candidate has severe cerebral palsy. He manages multiple-choice papers within the maximum 25% extra time, which his centre may agree. He cannot word process answers to written papers in that amount of time and is permitted up to 50% extra time for those papers by City & Guilds.

V A candidate has severe 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 tourism to complete the examination because the assistant has reduced the effect of the impairment. In Key Skills Communication Level 3 he will require 50% extra time because his reader/scribe cannot help him in this subject.

5.2 Readers

- 5.2.1 Applications must be made to City & Guilds before a reader can be allowed in subjects in which the candidate will require a reader.
- 5.2.2 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.
- 5.2.3 Computer software which reads out a scanned paper but does not decode it or interpret it may be used as a reader.
- 5.2.4 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.
- 5.2.5 A reader will be allowed in certain subjects where a candidate has a more significant impairment. For visually impaired candidates, this means those who cannot read a Braille or enlarged paper independently, or those whose impairment is a temporary injury. Candidates using a Braille paper may need a practical assistant to guide their hands to the right page and section but not to the correct answer. Please see Section 5.4 on practical assistants.

For candidates with other types of disability or impairment, it means where the candidate's 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** or a percentile score of **less than 16**. It does not mean below average standard in a particular centre (please see Chapter 7, section 7.3.7.3 and section 7.3.8 for more detail).

- 5.2.6 A reader will not be allowed in subjects testing reading, such as English Irish (or Gaelige), Welsh, Communication/Adult Literacy, ESOL or in subjects where reading is integral to the assessment for example where candidates are required to access written material, such as in open book examinations/assessments and/or an assessment where candidates need to read technical material, health and safety information or read and interpret diagrams/technical illustrations. Please contact City & Guilds for advice. A candidate who would normally be eligible for a reader but is not permitted this arrangement in these subjects may apply for an additional time allowance.

A reader will not be allowed if a candidate's literacy difficulties are primarily caused by English not being their first language. Candidates who have been in the UK for less than two years and for whom English is an additional language cannot have a reader unless a history of need and provision can be established from their country of origin.

- 5.2.7 The reader is responsible to the head of centre/examinations officer and must be a person acceptable to the Head and capable of reading the material involved.
- 5.2.8 The reader should not normally be the candidate's own subject teacher. On no account may a relative, friend or peer of the candidate be used as a reader.
- 5.2.9 The provision of a reader should reflect the candidate's normal way of working, except in cases of temporary injury to the eyes.
- 5.2.10 The centre is responsible for ensuring that if a candidate and reader are not accommodated separately that 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.
- 5.2.11 If several candidates require only occasional reading assistance, they may be accommodated as a separate group with a reader and an invigilator.
- 5.2.12 Centres whose candidates are not permitted a reader may wish to accommodate candidates separately so that they may read aloud to themselves, particularly where this is their normal way of working.

5.2.13 A reader:

- **must** read accurately
- **must** only **read** the instructions of the question papers and questions but **not** explain or clarify
- **must** repeat instructions given on the question paper only when specifically requested to do so by the candidate
- **must** abide by the regulations; failure to do so can 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
- **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 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.

Examples of how access arrangements for readers would apply

-
- I 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. Understanding is part of the examination and is one of the assessment criteria.*
-
- II 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 examination, the candidate has virtually no sight left. A reader reads all examination papers except for those for which no reader is permitted.*
-
- III A candidate enters for an IT examination involving proof-reading and document layout. A reader is requested but 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.*
-
- IV A candidate achieves a standardised score of 75 on a WRAT III test of single word reading accuracy. 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.*
-
- V 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 criteria. 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.*
-
- VI 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.*

5.3 Scribes

5.3.1 Applications must be made to each City & Guilds before a scribe can be allowed.

- 5.3.2 A scribe is a responsible adult who, in coursework and/or in an examination, 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 hard copy.
- 5.3.3 Computer software which produces a hard copy of the candidate's dictated speech can be used as a scribe.
- 5.3.4 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.
- 5.3.5 A scribe will be allowed in certain subjects when a candidate's impairment has a significant effect. For visually impaired candidates, this means those who cannot record their answers independently through Braille n' Print or other appropriate means. Scribes should only be requested for candidates who cannot produce written communication by any other means e.g. by word processor. For examination purposes, this would be interpreted as those whose free writing cannot be read by others, is grammatically incomprehensible or is produced so slowly that answers could not be recorded even with the extra time allowed. Some candidates with long-term disability or recent injury will not be able physically to manipulate a pen.
- 5.3.6 A scribe will not be allowed in subjects testing writing with spelling and punctuation, unless the candidate can dictate spellings letter by letter and full punctuation. In other subjects testing written communication skills, including English, Irish (or Gaelige) and Welsh, a scribe will be allowed, without certificate indication, 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, or effective and grammatical presentation of arguments. If separate marks are awarded for spelling and punctuation, these cannot be credited to a candidate using a scribe unless punctuation is dictated. A scribe will not be allowed if a candidate's literacy difficulties are primarily caused by English not being their first language.
- 5.3.7 The scribe is responsible to the head of centre/examinations officer/quality assurance co-ordinator and must be a person acceptable to the Head and capable of recording the material involved.
- 5.3.8 The scribe should not normally be the candidate's subject teacher. On no account may a relative, friend or peer of the candidate be used as a scribe.
- 5.3.9 The provision of a scribe should reflect the candidate's normal way of working, except in cases of temporary injury to the writing hand or arm.
- 5.3.10 The centre is responsible for ensuring that a candidate dictating to a scribe cannot be overheard by, or distract, other candidates. **Where a centre needs to accommodate candidates separately a separate invigilator will be required.**
- 5.3.11 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.
- 5.3.12 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 paper or completing an assignment in which the ability to draw/complete the diagrams/graphs and the accuracy of completion are the skills being assessed, in which case a scribe will not be permitted
 - **must** abide by the regulations; failure to do so can 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 regarding which questions to do, when to move on to the next question, nor 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.
- 5.3.13 A copy of City & Guilds' form Access 1 giving permission to use a scribe must be completed and securely attached to the script. No other documentation must be attached. The scribe must indicate whether graphs and diagrams were completed by the candidate or the scribe. This must be signed by the scribe
- 5.3.14 If the scribe is requested and permitted but not used in the examination, the form Access 1 giving permission to use a scribe must be attached to the script with "Scribe not used" written across it. Otherwise the candidate's marking is likely to be affected.
- 5.3.15 Emergency access arrangements: injury to a candidate's hand
- The centre should contact City & Guilds by telephone or by email/fax if they cannot get through by telephone.
 - The centre must abide by the regulations set out in section 5.3
 - The scribe cover sheet should refer to the contact made with City & Guilds.
 - Scribes must not be used without permission from City & Guilds.
 - Emergency arrangements do not apply to late applications for candidates with disabilities which must be submitted by the deadlines.

Examples of how access arrangements for scribes would apply

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- I 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 word processor represents a suitable access arrangement and in addition the candidate can work independently. The word processor is permitted.*
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- II A candidate with severe cerebral palsy has no use of his hands. He cannot use speech recognition software because his speech is indistinct. He is permitted a scribe for his Youth Work written assessments.*
-
- III A centre has six candidates requiring scribes in an examination 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 cannot use a keyboard. They provide word processors for those who should be using one in preference to a scribe. They provide a scribe for one candidate.*
-
- IV A centre compares a few lines of text written by a candidate in the same period of time that a whole page of text can be produced when they dictate 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 their own age range. The difference in content of the written and spoken material is startling. The centre, therefore, feels it may be appropriate to apply for the candidate to have a scribe, where the subject allows.*

5.4 Practical assistants

- 5.4.1 Applications must be made to City & Guilds before a practical assistant can be allowed in subjects in which the candidate will require a practical assistant. Advice must be sought at the beginning of the course. Detailed information must be provided listing the tasks which the practical assistant would perform.
- 5.4.2 A practical assistant is a responsible adult who, in coursework and/or in an examination, 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 a practical assessment, the practical assistant might for example open a crate of components and place them in an accessible position for assembly provided opening the crate and taking out the components are not part of the performance criteria. The candidate must not be credited with marks for any skill which has been performed by the practical assistant.
- 5.4.3 A practical assistant must ensure the safety of the candidate and those around him or her.
- 5.4.4 A practical assistant is not a reader or scribe but the same person may act as reader, scribe and practical assistant as long as permission has been given for all three arrangements.
- 5.4.5 The candidate may require the practical assistant, who may also be acting as a reader or scribe, to read back part of what has been written but no comment must be made about any part of the answer given.
- 5.4.6 A practical assistant will be allowed in certain subjects when a candidate's impairment has a significant adverse effect, so that the candidate cannot perform practical tasks independently because his or her manual dexterity or physical co-ordination are at levels below what is normal for most people provided the practical task is not part of the performance criteria. This would include guiding a blind 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.
- 5.4.7 A practical assistant will not generally be allowed in subjects testing practical or design or artistic skills, such as Art, Floristry, Jewellery, Saddlery, IT keyboarding or word processing, where the practical skill is in itself the focus of the assessment. Where minimal assistance only is required please contact City & Guilds.
- 5.4.8 The practical assistant is responsible to the head of centre/examinations officer/quality assurance co-ordinator and must be a person acceptable to the Head and capable of carrying out the tasks involved.
- 5.4.9 The practical assistant should not normally be the candidate's own subject teacher. On no account may a relative, friend or peer of the candidate be used as a practical assistant.
- 5.4.10 The provision of a practical assistant should reflect the candidate's normal way of working, except in cases of temporary injury to the writing hand or arm.
- 5.4.11 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.
- 5.4.12 A 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; failure to do so can lead to the disqualification of the candidate

- must not give factual help to the candidate or indicate when the task is complete
 - must not advise the candidate regarding which practical questions/tasks to do, when to move on to the next question/task, nor the order in which questions/tasks should be answered.
 - may ask the candidate to repeat instructions where these are not clear
- 5.4.13 A copy of City & Guilds' form Access 1 giving permission to use a practical assistant must be completed and securely attached to the candidates' script. The practical assistant should indicate on this the level of assistance given. This must be signed by the practical assistant.
- 5.4.14 If the practical assistant is requested and permitted but not used in the assessment, form Access 1 giving permission to use a practical assistant must be attached to the work with "Practical assistant not used" written across it. Otherwise the candidate's marking is likely to be affected.

Examples of how access arrangements for practical assistants would apply

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- I A candidate has hemiplegia affecting his left side. He is right-handed. He needs a practical assistant in an on-line open book examination only to hold the book and turn the pages while he uses the mouse. The practical assistant is acting only as a second hand where two hands are needed.*
-
- II A candidate has severe cerebral palsy with no use of his hands. He wants to be included on a jewellery course but cannot perform any design or making skills. His tutor helps him during the course. As he will not be able to be credited for any skills performed by a practical assistant, it is decided that he should complete the course without entering for the assessments.*
-
- III A candidate has a severe back problem and cannot lift anything, bend down or kneel. He asks for a practical assistant to lay and fit a carpet for him in the practical assessments as he cannot perform these tasks. The assessment standard of the carpet fitting qualification requires all candidates to demonstrate that they have successfully laid and fitted carpets to the required standard. He is not allowed a practical assistant to perform these tasks as he must demonstrate the skills himself.*

5.5 Word Processors

- 5.5.1 Applications must be made to City & Guilds before a word processor can be allowed except where their use is expressly stated in the syllabus, for example English for Business Communications, or where they are integral to the subject being assessed, for example Keyboarding.
- 5.5.2 These regulations relate to the use of word processors in written examinations. Assignments and portfolio can normally be completed on word processors unless prohibited by the subject specific documentation.
- 5.5.3 The word processor:
- **must not** be used without permission from City & Guilds
 - **must** be used only by those candidates whose disability/learning difficulty either impairs their hand written communication or renders their handwriting illegible as evidenced by a diagnostic or medical report.
 - **must** be used as a type-writer, not as a data-base, although standard formatting software is acceptable
 - **must** have been cleared of any previously stored data, as must any portable storage medium used
 - **must** reflect the candidate's normal method of producing written work

- **must** be in good working order at the time of the examination
 - **must** be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where candidates using a word processor are accommodated separately, a separate invigilator will be required
 - **must** either be connected to a printer so that a script can be printed off or have the facility to print from a portable storage medium. This may be done after the examination is over, not in the extra time. The candidate should be present to verify that the work printed is his or her own. Word processed scripts must be attached to any answer booklet which contains some of the answers
 - **must** be connected to mains electricity
 - **must** be used to produce scripts under secure conditions, otherwise they may be refused
 - **must not** have any predictive text software or automatic spell checking, grammatical checking or thesauri
 - **must not** give the candidate access to other applications such as calculators, spreadsheets etc unless permission has been given to use these
 - **must not** include graphic packages or computer aided design software unless permission has been given to use these
 - **must not** include voice-activated software unless the candidate has permission to use a scribe or relevant software (please see Chapter 5).
 - **must not** be used to perform skills which are being assessed, such as spelling, punctuation and grammar and must not use word prediction software
 - **must not** be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe (please see Chapter 5).
 - **must not** be connected to the internet or any other means of communication.
- 5.5.4 A copy of City & Guilds' letter/form (Access 1) giving permission to use a word processor must be attached to the candidate's script.

Examples of how access arrangements for word processors would apply

- I A candidate who uses a word processor at home feels that his presentation will be more attractive if he uses a word processor in the examination. This is not his normal way of producing written work at college as his writing is clear and legible. He has mild dyslexia, but when assessed he was not found to require any specific assistance. The word processor is refused for the examination and he is required to handwrite his scripts. He may use a word processor for his portfolio.*
-
- II A candidate who cannot write legibly because she has severe dyslexia applies to use a word processor in examinations. It is her normal means of producing written work because her tutors cannot read her writing. She is very proficient on the machine. She is allowed to use a word processor.*
-
- III A candidate taking an engineering paper wants to use a computer. Most of the paper involves drawing original plans by hand. Computer aided design packages are not allowed in this particular paper. The computer is refused.*
-
- IV 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 because it allows for text to be corrected and answers to be correctly sequenced.*

5.6 Transcripts

(This arrangement may be permitted by the centre. Please see Chapter 9, section 9.1.8)

- 5.6.1 A transcript may be used where a candidate's handwriting is illegible or so difficult to read that it would be beneficial for an examiner to be able to refer to a transcript of the candidate's work for clarification.
- 5.6.2 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 a transcript cannot be produced, please see the regulations on the use of scribes in Chapter 5, section 5.3 and the use of word processors in Chapter 5, section 5.5.
- 5.6.3 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.
- 5.6.4 The transcript may be handwritten, typed or word processed.
- 5.6.5 All Braille scripts must be transcribed by the centre.
- 5.6.6 The transcript must be produced by a member of the centre's staff who is familiar with the candidate's handwriting or is fully competent in the Braille code for the subject concerned.
- 5.6.7 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 be dictated by the candidate letter by letter.
- 5.6.8 The production of the transcript must not delay the despatch of scripts. No additional information may be sent to the examiner.

Examples of how access arrangements for transcripts would apply

I A candidate with severe dyslexia writes in a very cramped style which is difficult for a stranger to read. His tutors are familiar with his writing. One of them, not his own subject tutor, is permitted by City & Guilds to make a full transcript on a word processor or in a clean answer booklet which is sent to the examiner with the original script.

II 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.

III 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.

5.7 Prompters

(This arrangement may be permitted by the centre. Please see Chapter 9.1.9)

- 5.7.1 A prompter may be permitted where a candidate has little or no sense of time, 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.
- 5.7.2 A prompter is a responsible adult who may sit beside the candidate in order to keep his or her attention on the task in hand.
- 5.7.3 A prompter is not a reader, a scribe or a practical assistant but the same person may act as such as long as permission has been given for each of these arrangements.

- 5.7.4 The prompter is responsible to the head of centre/examinations officer/quality assurance co-ordinator and must be a person acceptable to the Head and a person who is known to the candidate.
- 5.7.5 The prompter should not normally be the candidate's own subject teacher. On no account may a relative, friend or peer of the candidate be used as a prompter.
- 5.7.6 The provision of a prompter should reflect the candidate's normal way of working.
- 5.7.7 The invigilator may act as a prompter. If the prompter is acting as a reader or scribe, different invigilation arrangements will apply.
- 5.7.8 A prompter:
- **must only** tap on the desk or on the candidate's arm, depending on what is normal practice, in order to remind the candidate that he or she must pay attention to the question
 - **must** abide by the regulations; failure to do so can lead to the disqualification of the candidate
 - **must not** speak to the candidate, give factual help or offer any suggestions
 - **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.

Examples of how access arrangements for prompters would apply

I A candidate with Asperger's syndrome has no sense of time. The prompter sees that the candidate is doing nothing. She taps on the desk to bring his attention back to the answer he was writing.

II 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.

5.8 Use of sign interpreters

- 5.8.1 BSL and ISL are now recognised as official languages. There are two issues affecting the use of BSL and ISL in examinations. The first is that there is not a standardised form of BSL or ISL appropriate for every subject. The second is that they are not written languages and most specifications are testing written communication. The difference between using a scribe and using BSL or ISL is that the scribe writes down what the candidate has said but without interpretation. The candidate is therefore using English vocabulary and grammar to convey his or her arguments but is not demonstrating skills of spelling or punctuation. The candidate who uses BSL or ISL requires an interpreter. It is this medium of interpretation which is problematic in examinations and assessments.
- 5.8.2 Applications for sign interpreters in BSL, ISL or other appropriate sign languages must be made to City & Guilds.
- 5.8.3 Sign interpreters can be used to sign the instructions and questions to candidates taking written papers. Signing may only be permitted to be used for answers where it is possible to spell the answers or where the answers involve single words. Technical terms must be finger-spelt.
- 5.8.4 The sign interpreter must be a responsible adult who is acceptable to the head of centre/examinations officer/quality assurance co-ordinator and who is proficient in the use of sign language. The sign interpreter will also require a working knowledge of the subject.
- 5.8.5 Candidates may need to be accommodated in another room in which case a separate invigilator will be required.

- 5.8.6 The sign interpreter must not sign technical language if the sign is iconographic and conveys the meaning of the technical word. Carrier language may be signed but care must be taken especially when the paper has already been modified. No explanation must be given as to what the question requires the candidate to do.
- 5.8.7 The sign interpreter is not a reader or scribe and must not act as such unless applications have been made for each of these arrangements.
- 5.8.8 A modified paper must be ordered by the deadline, if sign interpretation is requested. The paper may be opened up to one hour before the scheduled start time for the sign interpreter to prepare.
- 5.8.9 A copy of City & Guilds' form (Access 1) giving permission to use a sign interpreter must be attached to the candidate's script. Any words or phrases further re-interpreted for the candidate must be listed on this. This should be signed by the sign interpreter. No other documentation must be enclosed.
- 5.8.10 Sign interpretation will not be permitted in any subject testing reading such as English, Irish (or Gaelige) or Welsh Language examinations, Communication/Adult Literacy, ESOL or in subjects where reading is integral to the assessment for example where candidates are required to access written material, such as in open book examinations/assessments and/or an assessment where candidates need to read technical material, health and safety information or read and interpret diagrams/technical illustrations.

5.9 Other Arrangements

5.9.1 Coloured Paper

If papers are requested in different colours, permission must be requested from City & Guilds so that papers can be opened up to one hour before the scheduled start time of the examination and photocopied/enlarged on to coloured paper.

5.9.2 Time extension

A centre may request permission from City & Guilds to have an extension to the deadline for the submission of certification. This might apply in the case of the long-term illness of an individual candidate who has not been able to complete within the normal time. NB In some cases the regulations for the qualification may not allow a time extension.

5.9.3 Alternative accommodation

A centre may apply to City & Guilds for permission to allow the candidate to take an examination or assessment at another venue.

- Alternative accommodation should be requested only for those candidates who are physically or mentally so impaired that they cannot take the paper in the centre but are considered medically fit to take it elsewhere.
- The head of centre/examinations officer/quality assurance co-ordinator must be satisfied that examination papers and assessment material will be kept in secure conditions by a named responsible adult at the other venue. This named responsible adult must ensure that examinations are conducted in accordance with City & Guilds' document 'Conduct of Examinations'.
- Permission must be requested as far in advance of the examination or assessment as possible, especially if separately packaged papers have to be sent to a hospital in a different part of the country.
- Permission must be requested to open papers up to one hour before the scheduled start of the examination, especially when emergency medical situations arise at the last minute and papers have to be taken to another venue.

- 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.
- Papers must **not** be opened on a date preceding the scheduled date of the examination.
- Scripts should be despatched with the centre's other scripts at the normal time. Where scripts have to be despatched separately from a distant venue, the centre should make sure that the other venue has appropriately addressed envelopes. No medical information should be sent to examiners or assessors.

5.9.4 Coloured Overlays

Centres may permit candidates to use coloured overlays on the paper without seeking the permission of City & Guilds.

5.9.5 Bi-lingual translation dictionaries

(This arrangement may be permitted by the centre. Please see Chapter 9, section 9.1.4)

- 5.9.5.1 Bi-lingual translation dictionaries may be used in examinations only by candidates whose first language is not English, Irish (or Gaeilge) or Welsh. However, such dictionaries must not be used in English, Irish (or Gaeilge) or Welsh Language examinations or examinations testing one of the languages of the dictionary or a similar language.
- 5.9.5.2 Candidates who are permitted to use bi-lingual 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.

In subjects where a dictionary is not permitted, no extra time is available.

Centres should 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 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 examinations. The candidate's need of the dictionary does not in itself justify allowing the candidate extra time.

- 5.9.5.3 Electronic dictionaries, translators, wordlists or glossaries must not be used.

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.

Candidates using dictionaries which contain notes will lose their marks and their right to these Access Arrangements.

Translation of either examination material or the candidate's answers from or into the candidate's first language will not be permitted.

The regulations for the use of bi-lingual translation dictionaries must be abided by; failure to do so can lead to the disqualification of the candidate.

- 5.9.5.4 Only those candidates who have been assessed as having learning difficulties and have a history of need and a history of provision may be eligible for other arrangements.

5.9.6 Arrangements for Colour Blind Candidates

Candidates who are colour blind may in certain circumstances be allowed to ask the invigilator or assessor to name colours provided this does not form part of the assessment. No other information or explanation can be given.

NB Candidates who are colour blind may not be able to gain a full qualification in certain disciplines where the requirement is to be able to independently identify items by colour in order to demonstrate certain skills, and where the inability to do this would endanger the candidate or others in demonstrating these skills.

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6 Modified papers / assessment material

Modified papers and assessment materials must be applied for in advance of a specific session and are individually prepared for candidates whose vision or hearing is impaired and for whom other Access Arrangements are unsuitable. The modification of papers involves additional resources, therefore centres are required to provide City & Guilds with three months' notification that a candidate will require a modified paper or assessment material. Centres must not order papers for candidates unless they intend to enter them for the relevant session.

6.1 Braille Papers/assessment material

- 6.1.1 Examination papers are only produced when applications are made by the deadline and are not produced automatically.
- 6.1.2 The standard paper is modified prior to Braille by a teacher specialised in visual impairments once the City & Guilds has directed that this work is to be undertaken.
- 6.1.3 The modified paper is sent to a Braille agency to be produced in Grade 2 English Braille. Permission may be given to centres to Braille assessment material.
- 6.1.4 Tactile diagrams and graphs may also be provided.
- 6.1.5 Centres may be required to provide 3D models in advance for certain types of questions.

6.2 Modified Enlarged Papers and Unmodified Enlarged Papers/assessment material

- 6.2.1 Examination papers are only produced when applications are made by the deadline and are not produced automatically.
- 6.2.2 Modified papers are intended for candidates who have a severe visual impairment which cannot be corrected by spectacles. Questions which include pictures and certain diagrams may have been replaced prior to enlargement. They are not suitable for candidates with moderately poor vision but only for those with severe visual impairment.
- 6.2.3 It is not possible to resource and produce individually customised papers in a wider range of print size, font and colour.
- 6.2.4 If the candidate does not require a modified paper and can see pictures, graphs and diagrams, the centre should request an A3 enlargement without modification. This is the type of paper normally used in centres by candidates with moderately poor vision.
- 6.2.5 City & Guilds may produce on request an A3 enlargement of the A4 modified paper.

6.3 Arrangements suitable for candidates with substantial hearing impairment

- 6.3.1 Examination papers are only produced when applications are made by the deadline and are not produced automatically.
- 6.3.2 Once City & Guilds has directed that the work is undertaken, papers are modified by teachers who are specialised in hearing impairments. Centres would normally be expected to participate in the modification process and final approval of the suggested modifications will be given by City & Guilds.

- 6.3.3 Only the carrier language is modified. The meaning of the questions remains the same and will require the same answers as the standard paper. All technical language will remain unchanged.
- 6.3.4 Some papers do not require modification.
- 6.3.5 In Listening Tests, a transcript of the recording can be requested and read to the candidate, who lip-reads from a live speaker.

6.4 Applying for modified papers/assessment material

Examination papers have to go through many processes before they arrive on the candidate's desk. In order to produce a modified paper, using all the external agencies involved, as well as passing the paper through all the internal procedures, City & Guilds must receive the application by the set deadlines. Failure to apply on time can lead to the rejection of the application as papers simply cannot be produced at short notice.

- 6.4.1 Applications must be made on the form Access 4 which is included in **Appendix 4** of this document.
- 6.4.2 Applications must be made for each session, giving the correct unit/component numbers that the candidate is planning to enter, in that session, in each subject.

Deadlines for making applications for modified papers/assessment material

Access arrangement

Modified examination papers

Deadline

3 months before the month of the examination, eg by 31 August for December examinations

Braille examination papers

3 months before the month of the examination, eg by 31 August for December examinations

7 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, City & Guilds 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 criteria (Chapter 8) would be compromised by any adjustment made to take account of the impairment, the assessment criteria will take precedence and will not be waived. This includes the demonstration of knowledge, understanding and skills required by the specification.

7.1 Accountabilities

- 7.1.1 City & Guilds staff are not in a position to determine whether a candidate has a substantial learning difficulty. It is the responsibility of City & Guilds staff to check that the applications which are submitted have been correctly completed, give appropriate information and request arrangements which do not undermine the integrity of the qualification. They must check that candidates entered for the qualification are able to demonstrate the assessment criteria laid down in the specification and reject any application where marks might be credited for skills which have not been demonstrated independently by the candidate.
- 7.1.2 It is the responsibility of the person carrying out an 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. The report (i.e. Section C of form Access 2, appendix 4) must be submitted with the application from the head of centre/examinations officer/quality assurance co-ordinator (i.e. Front page and Sections A & B of form Access 2, appendix 4) for access arrangements. City & Guilds can advise on the acceptability of a teacher's specialist qualification (those qualifications currently recognised are listed in appendix 1 and posted on the JCQ website: www.jcq.org.uk).
- 7.1.3 It is the responsibility of the centre to inform City & Guilds of the candidate's normal way of working, the history of the candidate's difficulties and the arrangements which are considered necessary in each particular subject. 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 criteria required. In doing this, the centre should ask City & Guilds what Access Arrangements may be available and, more importantly, what aspects of the assessment will not be able to be adjusted. It is the centre's responsibility to submit applications on time and to ensure that agreed Access Arrangements have been put in place.

7.2 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 adjustment and therefore may 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. But he or she might require a different arrangement.

7.3 Guidelines for the Assessment of the Candidate's Learning Difficulties

- 7.3.1 The centre must arrange for the candidate to be assessed by a qualified Psychologist or Specialist Teacher. The table in appendix 1 contains a list of JCQ approved qualifications for Specialist Teachers (The list is correct at the time of printing but will be updated on the JCQ web site throughout the year: www.jcq.org.uk). Before arranging for the candidate to be assessed by a qualified Psychologist or a Specialist Teacher, the centre should complete those sections of the appropriate form (Access 2, appendix 4 of this document) relating to the history of need and the history of provision.
- 7.3.2 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.
- 7.3.3 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, recommending the 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.
- 7.3.4 It is advisable to consult with subject teachers about the criteria 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 the requirements of the assessment. It is important for the candidates and parents 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 skill, knowledge, understanding or competence which is being tested in a particular assessment and who will be unable to demonstrate the assessment criteria required by the specification.
- 7.3.5 The centre should begin to compile a history of need and a history of provision from the time of enrolment on a course.
- 7.3.6 A centre whose candidate has been assessed at the beginning of the course can apply for arrangements in all subjects which may be entered by that candidate and, once the candidate has been registered for the qualification, one application which lists each subject will be sufficient.

This does not apply in the case of requests for modified papers which must be requested according to the timetable in the front of these Regulations and should confirm the candidate's entry for the month of the examination.

7.3.7 Literacy Attainments

- 7.3.7.1 Please state when/if learning difficulties affecting literacy were diagnosed and by whom.
- 7.3.7.2 Recent editions of nationally standardised tests, available through test publishers, should be used and the candidate's chronological age should be less than the 'ceiling' of the test. In exceptional circumstances (i.e. when an age-appropriate test is too difficult for a candidate) one designed for and standardised on a younger group may be used. The reason for this should be stated.
- 7.3.7.3 Results must be given as Standardised Scores. Standardised scores between 90-110 (percentile rank 25-75) should be considered within normal limit, standard scores of 85-100 described as 'low average' and only those below 85 (percentile score less than 16) as 'below average'.

7.3.8 Reading Skills

- 7.3.8.1 Reading accuracy: must be assessed using an individually administered, untimed test of single word reading.
- 7.3.8.2 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.
- 7.3.8.3 The provision of a reader will depend on whether the candidate's reading impairment in accuracy, 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, speed or comprehension fall in the below average (not low average) band as defined in 4.3.7.3 above.

7.3.9 Writing Skills

- 7.3.9.1 A scribe may be permitted where a candidate cannot produce written communication by any other means. For examination purposes, being unable to produce written communication means that the candidate's free writing cannot be read by others, is grammatically incomprehensible or is produced so slowly that answers could not be fully recorded even in the extra time allowed.
- 7.3.9.2 Please comment on the candidate's free writing under timed conditions. If using a word processor is the candidate's normal mode of working, this should be the arrangement requested.

7.3.10 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.

7.3.11 Completing the Report of the Assessment

For certain arrangements (i.e. those where the decision is not delegated to the centre), the assessment must be completed and the report signed by an appropriately qualified person within two years of the date of the start of the examination month. The status of the person must be specified. The report must be submitted with the application from the head of centre/examinations officer/quality assurance co-ordinator for access arrangements. City & Guilds can advise on the acceptability of a teacher's specialist qualification (those qualifications currently recognised are listed in appendix 1. The list is correct at the time of printing but will be updated on the JCQ web site throughout the year: www.jcq.org.uk)

7.4 Psychological Assessment by a Qualified Psychologist

- 7.4.1 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.
- 7.4.2 It is preferable for the reports to be submitted to City & Guilds on the pro-forma Access 2 in appendix 4 of this document. Processing is considerably more efficient and faster if the pro-forma is used. Where Psychologists use an electronic version, the wording of the form must not be changed.

- 7.4.3 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.
- 7.4.4 Psychologists must not sign off assessments carried out by a teacher.

7.5 Assessment by a Specialist Teacher

- 7.5.1 The Specialist Teacher must hold one of the qualifications which has been approved by the Joint Council for Qualifications and which appears on the list of approved qualifications (appendix 1). The list is correct at the time of printing but will be updated on the JCQ web site throughout the year: **www.jcq.org.uk**
- 7.5.2 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 well below the expected attainment at the candidate's chronological age.

7.6 Approved qualifications for the provision of supporting evidence on behalf of examination candidates with learning difficulties

- 7.6.1 The qualifications listed in appendix 1 are the only qualifications approved for the provision of reports and evidence for candidates requiring access arrangements for examinations and assessments by Specialist Teachers in 2007 (the list is correct at the time of printing but will be updated on the JCQ web site throughout the year: **www.jcq.org.uk**). Policy is being reviewed for subsequent series. Please see the JCQ website for details of the consultation. The reports must be provided by an appropriately qualified teacher.
- 7.6.2 An appropriately qualified teacher is defined as a teacher or tutor who is employed at or contracted by (for the purpose of carrying out assessments) a secondary school or college or college of further education and who also holds one of the approved qualifications listed in appendix 1.
- 7.6.3 An individual teacher or centre may request that a particular qualification is added to the list.
- Any such request should be e-mailed to: info@jqc.org.uk or in writing to: the Joint Council for Qualifications (JCQ), Veritas House, 125 Finsbury Pavement, London, EC2A 1NQ. The full title of the qualification, the awarding institution and its contact details and the date of the qualification must be given. If you have the name of the course tutor and their contact details then please also supply these.
 - The list is posted on the JCQ website: **www.jcq.org.uk** and will be updated throughout the year.

7.7 Alternative evidence for mature candidates in the work place

- 7.7.1 If a report from a qualified psychologist or specialist teacher is not available eg in the case of a learner in the workplace, the head of centre should send City & Guilds written evidence of initial assessment which proved the justification for access arrangements throughout the programme and in tests/assessments. Details of the arrangements made for the candidate during the programme must also be included. If the candidate has a letter from a psychologist or specialist tutor, a copy must also be kept. **Centres should contact City & Guilds for further advice, if required.**

e-mail: **CAS@cityandguilds.com**

Telephone: 020 7294 2772

8 Assessment criteria

8.1 Assessment criteria may be expressed in a number of ways, for example as performance criteria, assessment objectives, assessment evidence, assessment standards, competence standards etc. These detail what the candidate must know and can do in order to achieve the qualification. There are four main areas:

- Knowledge
- Understanding
- Application of knowledge and understanding
- Skills

8.2 Some types of impairment affect the candidate's ability to demonstrate one or more of these objectives. In some cases, an alternative route is available in the specification and advice can be sought as to how to approach the subject. In some cases, no alternative can be found, because the impairment relates to a fundamental part of the assessment. In these cases, the candidate may not score enough marks to justify entering for an examination. Examples are given below to show how adjustments can be made to enable candidates to gain access to the qualification 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. If the candidate is fully aware that they will not be able to meet the assessment criteria but still wishes to enter the course without being assessed it is at their and the centre's discretion to choose this path.

Examples of how assessment criteria would impact on the availability of access arrangements

I A candidate with severe cerebral palsy enjoys her Jewellery course but cannot use her hands. She cannot design or make any realisation independently. As this part of the assessment is a large proportion of the whole qualification, she decides not to enter for assessment. The assessment criteria are designing and making so no adjustment can be made.

II A candidate with severe dyslexia wants to take an English for Speakers of other Languages examination but cannot read adequately. As one of the assessment criteria being tested in this subject is reading, he cannot have an adjustment in the form of a reader. A decision is made as to whether to enter him for the subject on the basis of how much he could complete independently.

III A candidate with no hands studying art wishes to enter an assessment 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 criteria is the skill of painting.

IV A candidate taking a word processing assessment breaks her arm and cannot use the keyboard. She asks if someone can key-in the documents for her at her instruction. This is not permitted. The assessment criteria being tested is keying-in speed and accuracy.

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9 Making applications for access arrangements for examinations

9.1 Arrangements permitted by the centre

9.1.1 Centres are allowed by City & Guilds to permit certain arrangements without prior consultation with City & Guilds. However, for on-line examinations a request must be made to City & Guilds 7 working days before the examination, and before the test is scheduled, so that the adjustment to time can be made.

9.1.2 Candidates (or their parents/ carers) who seek any Access Arrangements should approach the head of centre/examinations officer/quality assurance co-ordinator at the centre through which the candidate is to be entered. The centre will then decide whether it can make the arrangement or whether an application must be made to City & Guilds. Centres may also determine, without a request being made by a candidate or their parent/ carer that a candidate requires Access Arrangements which need to be applied for through City & Guilds. However, the candidate should always be consulted by the centre before an Access Arrangement is made by the centre or an application is submitted to City & Guilds.

9.1.3 Up to a maximum of 25% Extra Time

9.1.3.1 If the candidate has learning difficulties, the centre must assess the needs of the candidate based on one of the following documents:

- 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 LEA Educational Psychologist
- a Psychological Assessment carried out by a qualified Psychologist confirming learning disability either during the secondary school period or later
- an assessment confirming learning disability during the secondary school period or later carried out by a Specialist Teacher who holds one of the JCQ approved qualifications.

NB It is only Access Arrangements that must be approved by the City & Guilds that an assessment must be carried out within 2 years of the start of the examination month.

If one of the above is not available, eg in the case of a mature candidate in the work place, the arrangement for up to 25% extra time must be approved by City & Guilds.

9.1.3.2 In other circumstances, current evidence confirming physical/mental impairment or other ill health must be available in the centre.

9.1.3.3 The centre must also take into account evidence of need in the normal working arrangements made for the candidate and performance in internal assessments. It should also take account of any history of difficulties and any residual effects there may be from those difficulties. It may be appropriate to grant less than the maximum 25% extra time, which a centre may allow.

9.1.3.4 If the centre makes an arrangement for extra time of up to a maximum of 25% to be made available in examinations for a candidate/s, it must ensure that invigilation and timetabling arrangements are in place and appropriate. It must also submit on a monthly basis a notification form (Access 3,

appendix 4) listing details of candidates who have been given extra time by the centre. The form should not include candidates whose applications were made to City & Guilds

9.1.3.5 **The centre must keep on file all evidence relating to current students to show City & Guilds auditor/inspectors. Failure to retain evidence may constitute malpractice by the centre.**

9.1.3.6 Extra time may not be appropriate in practical examinations where there is a minimum of writing. For taped/recorded examinations, the centre must request an extra recording from City & Guilds, unless they normally receive enough spares.

9.1.4 **Bi-lingual Translation dictionaries with/without extra time**

9.1.4.1 Centres should consult Chapter 5, section 5.9.5. Regulations in Chapter 5 must be observed.

9.1.4.2 Centres may permit a bi-lingual translation dictionary to be used by candidates whose first language is not English (Irish/Gaelige or Welsh), and who have not been educated in English (Irish/Gaelige or Welsh).

9.1.4.3 Up to a maximum of 25% extra time may be permitted by the centre, as long as there is an established need for the dictionary to be used extensively by candidates who have been in the UK less than two years.

9.1.4.4 Dictionaries must not be used in English, Irish/Gaelige or Welsh language examinations or other language examinations testing one of the languages of the dictionary or a similar language.

9.1.4.5 Only those candidates who have been assessed as having learning difficulties and have a history of need and a history of provision may be eligible for other arrangements.

9.1.5 **Supervised rest breaks**

Supervised rest breaks may be considered as an alternative or addition to any request for extra time. Centres may permit a candidate to take supervised rest breaks for medical/psychological reasons. 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 medical condition. 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.**

9.1.6 **Separate invigilation**

Centres may permit a candidate to take examinations under separate invigilation if there is a pressing need to do so. Centres must judge the appropriateness of this arrangement in the light of their available resources. For alternative accommodation on other sites, application must be made to City & Guilds, as the movement of examination papers is involved (Please see Chapter 5, section 5.9).

9.1.7 **Coloured overlays, low vision aids, braille machines, closed circuit TV, OCR scanners, amplification equipment**

Centres may permit devices of this type which are normally used by the candidate and which do not have any bearing on the assessment. This does not include any reading pens which read to the candidate and define the word, electronic translators or any other computer software for which permission has not been granted. Centres must consult City & Guilds about any new technology which might invalidate the assessment objectives.

9.1.8 Transcripts

Please see Chapter 5, section 5.6 on the use of Transcripts and Transcript Cover Sheets. Centres may permit this arrangement without making an application to the City & Guilds.

9.1.9 Prompters

Please see Chapter 5, section 5.7, on the use of prompters. Centres may permit this arrangement without making an application to the City & Guilds.

9.1.10 Brailers

Centres do not need to apply for permission for candidates to produce answers on a braille. All brailled answers must be transcribed.

9.2 Access arrangements permitted by City & Guilds

9.2.1 Candidates (or their parents/ carers) who seek Access Arrangements should approach the examinations officer/quality assurance co-ordinator at the centre through which the candidate is to be entered. The centre will then decide whether it can make the arrangement or whether an application must be made to City & Guilds involved. Centres may also determine, without a request being made by a candidate or their parent/ carer, that a candidate requires Access Arrangements which either it can make or needs to be applied for through City & Guilds. However, the candidate should always be consulted by the centre before an Access Arrangement is made by the centre or an application is submitted to City & Guilds.

9.2.2 Centres must make a separate application to City & Guilds to request permission to use any of the other arrangements listed in Chapter 5, and to order modified/Braille papers listed in Chapter 6. Please see Chapter 7, for the evidence required with applications for a candidate with learning difficulties.

9.2.3 City & Guilds will not automatically agree to all Access Arrangements requested, particularly where they conflict with assessment criteria. Access Arrangements must be appropriate for the assessment and for the candidate, and will not be permitted where it is felt that the assessment may be affected by the arrangement requested. Access Arrangements will be made, as appropriate, for candidates whose impairment has a substantial effect on their ability to perform in examinations. Some whose impairment is minor may be allowed minor adjustments to their examination conditions, at the discretion of City & Guilds.

9.3 Application forms and deadlines

All forms for Access Arrangements can be found in the Appendix 4 of this document. Forms are also available electronically from City & Guilds' website, www.cityandguilds.com.

All applications must be received by the following deadlines but, unless modified papers are required, it is advisable to make applications at the start of the course.

Paper based examinations

Access arrangements	Deadline
Modified examination papers	3 months before the month of the examination, eg by 31 August for December examinations

Braille examination papers	3 months before the month of the examination, eg by 31 August for December examinations
All other arrangements	1 month before the month of the examination, eg by 31 October for December examinations

Online examinations

Access arrangements	Deadline
Online assessment – 25% extra time only (for other arrangements the timescales above apply)	7 working days before the proposed examination date. NB the examination must not be scheduled for the candidate before the application for extra time has been agreed
All other arrangements	1 month before the month of the examination, eg by 31 October for December examinations

NB Please note that candidates may not be able to have the access arrangements requested if applications are received after these dates. In the case of an on-demand examination, where a candidate has a temporary difficulty, such as a broken arm, it would be appropriate in most cases to reschedule the examination. In the case of a scheduled examination, where a candidate has a temporary difficulty, such as a broken arm, it would be appropriate in most cases for an emergency access arrangement to be made. Centres should telephone to arrange this, eg agreement to use a scribe in a subject for which a scribe can be allowed.

10 Key and basic skills

10.1 The Access Arrangements which can be considered for Key Skills levels 1-4, and Adult Literacy and Adult Numeracy Levels 1 and 2 are listed in the summary tables below. Because of the nature of ongoing tests, centres should contact City & Guilds well in advance of the date of the test to discuss Access Arrangements.

Qualification	Access arrangements for tests	Access arrangements for portfolios
Application of number / adult numeracy	<ul style="list-style-type: none"> • extra time • sign interpreter (candidates must not sign responses at Levels 3-4) • Braille and enlarged print papers • scribe • reader • word processor • large size scientific calculators (Levels 3-4) • transcript 	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.
Communication / adult literacy*	<ul style="list-style-type: none"> • extra time • Braille and enlarged print papers • scribe for levels 1-2 only • word processor without grammar/spell checker • transcript 	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.
Information technology	<ul style="list-style-type: none"> • Extra time • sign interpreter • Braille and enlarged print papers • scribe at Levels 1-2 only • reader • Word processor 	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.

* Provision of voice activated software for Level 3 Communication is under review. Please contact City & Guilds

10.2 The wider Key Skills, Improving own Learning, Problem solving, Working with others

10.2.1 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.

Please note:

It is not possible to provide a modified enlarged version of Key Skills papers because of the ongoing nature of the assessment and the frequency of examination sessions.

Applications for Access Arrangements can be made on the same forms as for other qualifications. (Please see Appendix 4). Forms are also available electronically at www.cityandguilds.com

In the case of learning difficulties, evidence of need should be confirmed by a history of provision during the course within the centre, supported by one or more of the following:

- a report from a qualified teacher (defined here as a teacher or tutor who is employed or contracted by a secondary school or college or college of further education (to carry out assessments) and who also has one of the acceptable qualifications (listed in appendix 1) completed less than two years before the candidate takes the test. (The list is correct at the time of printing but will be updated on the JCQ web site throughout the year: www.jcq.org.uk).
- a report from a qualified psychologist giving evidence of a history of literacy difficulty, completed less than two years before the candidate takes the test.

If neither of the above is available e.g. in the case of a learner in the workplace, the head of centre should send City & Guilds written evidence of initial assessment which proved the justification for Access Arrangements throughout the programme and in tests/ assessments. Details of the arrangements made for the candidates during the programme must also be included. If the candidate has a letter from a Psychologist or specialist teacher, a copy must also be kept.

Centres should contact City & Guilds further advice, if required.

Email: CAS@cityandguilds.com

Telephone: 020 7294 2772

11 Entry level qualifications

Entry Level qualifications recognise basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations. It is assumed that many candidates entering for Entry Level examinations 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 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 two major differences in dealing with requests for adjustments to be made for Entry Level.

- 11.1 The centre is not required to have every candidate individually assessed by a specialist. The centre is required to have determined the needs of the candidate within the classroom situation and in the light of those arrangements which have to be made as part of the normal working practices.
- 11.2 The centre is permitted to allow more Access Arrangements at Entry Level without the prior permission of the City & Guilds. Please see the notes in sections 11.4–11.5.
- 11.3 The following summary of access arrangements has been produced to provide guidance on the main arrangements available.

	Access arrangements	Permitted by
1	Low vision aids, overlays	Centre
2	Braille of non-secure assessment material	Centre
3	Braille or large print examination papers	City & Guilds
4	Amplification, taped questions and responses	Centre
5	Supervised rest breaks	Centre
6	Use of a reader	Centre
7	Use of a scribe	Centre
8	Use of a practical assistant	Centre
9	Use of a sign interpreter	Centre
10	Bi-lingual translation dictionaries with/without extra time	Centre
11	Transcription of a candidate's written responses	Centre
12	Use of a word processor	Centre
13	Use of a prompter	Centre
14	Early opening of question papers up to one hour before the scheduled start time to enlarge or photocopy the question paper on to coloured paper or for sign interpreters to prepare	City & Guilds
15	Timetable alterations	City & Guilds

The centre must report centre permitted access arrangements used on the notification form Access 3 (appendix 4) on a monthly basis. Where readers, scribes, sign interpreters or practical assistants are used please attach a form Access 1 (appendix 4) as a cover sheet to scripts, coursework or portfolios completed with these arrangements.

Applications for City & Guilds permitted Access Arrangements should be made to City & Guilds, by the deadlines given at the front of this booklet.

11.4 Entry Level Arrangements

11.4.1 Readers

A reader is required to read, on request, all or part of the examination or any part of the candidate's response. 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. In addition, in Entry Level Certificate examinations a Reader may decode certain terms in order to give the candidate access to the question but no explanation of technical terms may be given. A reader must be prepared for periods of inactivity. **In English, Irish/Gaelige, Welsh or other examinations/assessments in which reading is being assessed, a reader must not be used unless specifically permitted at certain levels by the specification.**

11.4.2 Scribes

A scribe is required to write out answers dictated by the candidate. A scribe must be able to write legibly, at a reasonable speed and should have a working knowledge of the subject. A scribe must write down 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/Gaelige, Welsh or other examinations/assessments in which writing is being assessed, a scribe must not be used unless the candidate dictates spellings letter by letter.**

11.4.3 Sign interpreters

A sign interpreter is required to communicate questions to the candidate upon request. A sign interpreter is not a reader. A sign 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 interpreter should work at the candidate's pace. **In English, Irish (or Gaelige), Welsh or other examinations/assessments in which speaking and listening are being assessed, a sign interpreter must not be used. No sign interpreters will be permitted in English, Irish (or Gaelige) and Welsh written papers except for the instructions of the question papers, unless specifically permitted at certain levels by the specification.**

11.4.4 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.

11.5 Readers, scribes, sign interpreter's and practical assistants

When a candidate is assisted by a reader, a scribe or a sign 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 would be required. The head of centre/examinations officer/ quality assurance co-ordinator should ensure that readers, scribes, sign interpreters and practical assistants 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 a reader, scribe, sign interpreter or practical assistant.

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12 Externally verified qualifications, including NVQs and SVQs

Centres are advised to consider any access arrangements that may be required before a candidate is enrolled on a course (please see chapter 4, section 4.7). Centres do not have to make applications for assessment arrangements but should inform the external verifier of all access arrangements and consult the external verifier where indicated in the table below.

12.1 Synopsis of access arrangements and eligibility and/or evidence requirements

The following synopsis of access arrangements has been produced to provide guidance on the main arrangements available. In making alternative access arrangements to allow candidates to demonstrate attainment, steps must be taken to ensure that the evidence provided by the candidate is relevant and authentic, and sufficient to determine whether the candidate meets the required standards. An arrangement must not invalidate the assessment requirements and where possible should reflect their normal way of working.

	Access arrangements	Eligibility and/ or evidence requirement	Consultation	Guidance section
1	Extra time where assessment is time framed – up to a maximum of 25%	<ul style="list-style-type: none"> • Statement of special education needs relating to secondary education. • Psychological assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist tutor. 	Centre	9.1.3
2	Extra time where assessment is time framed – above 25%	<ul style="list-style-type: none"> • Visual/hearing - impairment • Physical disability • Multiple-disabilities • Learning difficulties 	External verifier	5.1.2
3	Tapes / CD	<ul style="list-style-type: none"> • Hearing-impairment • Candidates requiring extra time 	Centre	9.2
4	Alternative accommodation / venue away from the centre	<ul style="list-style-type: none"> • Medical reason/psychological report 	External verifier	5.9.3
5	Amplification equipment	<ul style="list-style-type: none"> • Normal way of working 	Centre	9.1.7

	Access arrangements	Eligibility and/ or evidence requirement	Consultation	Guidance section
6	Bilingual dictionary	<ul style="list-style-type: none"> • Candidate's first language is not English and candidate has not been educated in English (Irish/Gaelige or Welsh), and the assessment is not of English, a foreign language or assessed through the medium of another language, eg Chinese 	Centre	5.9.5 and 9.1.4
7	Braille material	<ul style="list-style-type: none"> • Blind candidate 	Centre	6.1
8	Sign interpreter (BSL, ISL and other sign languages)	<ul style="list-style-type: none"> • Hearing impairment 	External verifier	5.8
9	Read aloud	<ul style="list-style-type: none"> • Normal way of working 	Centre	5.2.11
10	CCTV	<ul style="list-style-type: none"> • Normal way of working 	Centre	9.1.7
11	Live speaker	<ul style="list-style-type: none"> • Hearing impairment 	Centre	6.3.5
12	Low vision aid	<ul style="list-style-type: none"> • Visual impairment 	Centre	9.1.7
13	Modified assessment material	<ul style="list-style-type: none"> • Visual impairment • Hearing impairment 	External verifier	6.2
14	OCR scanners	<ul style="list-style-type: none"> • Visual impairment 	Centre	9.1.7
15	Practical assistant	<ul style="list-style-type: none"> • Physically disabled candidate 	External verifier	5.4
16	Prompter	<ul style="list-style-type: none"> • Normal way of working 	Centre	5.7
17	Reader	<ul style="list-style-type: none"> • Psychological assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist tutor. • Alternative evidence for mature candidates in the workplace • Visual impairment 	External verifier	5.2
18	Scribe	<ul style="list-style-type: none"> • Physical disability • Psychological assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist tutor. • Alternative evidence for mature candidates in the workplace 	External verifier	5.3

	Access arrangements	Eligibility and/ or evidence requirement	Consultation	Guidance section
19	Rest breaks where assessment is time framed	<ul style="list-style-type: none"> • Medical reason/ psychological/ disability 	Centre	9.1.5
20	Transcript	<ul style="list-style-type: none"> • Handwriting difficult to decipher 	External verifier	5.6
21	Transcript of tape	<ul style="list-style-type: none"> • Hearing impairment 	External verifier	5.6

12.2 General guidance

- 12.2.1 Centres are advised to consider any access arrangements that may be required before a candidate is enrolled on a course (please see section 4.6 Principles for centres). Candidates need to be aware that they must achieve all the required units to gain NVQs , SVQs and other vocational qualifications and must meet all the performance criteria. No amendments to the performance criteria may be made; however, candidates may present their evidence of meeting the performance criteria in a different way.
- 12.2.2 Where candidates are not able to meet the performance criteria for the full qualification they may be able to achieve unit certification and may choose this route.
- 12.2.3 Provided the centre holds evidence of a candidate's need for an access arrangement then it should be put in place before the candidate begins the unit or component to be assessed. City & Guilds does not need to be consulted provided the access arrangements comply with the NVQ/SVQ or other assessment strategy, and the candidate can present evidence of meeting the performance and/or assessment criteria. The evidence the candidate presents will be subject to formal assessment procedures, including internal and external verification; therefore arrangements will need to be made for assessment and verification, for example of evidence presented in Braille.
- 12.2.4 In certain industry areas health and safety forms part of the assessment/performance criteria. Where this is the case the candidate will need to provide evidence that they can meet the evidence requirements of the performance criteria. Where health and safety is not part of the assessment/performance criteria there may nevertheless be genuine concerns that the effects of a candidate's disability may give rise to a health and safety issue in providing evidence for assessment. Assumptions about health and safety implications should be avoided; where there is reason to think that in particular circumstances there is an issue then it would be prudent for the centre to have a proper risk assessment, referenced to individual circumstances, carried out by a suitably qualified person. This should take account of any access arrangements which might reduce or remove the risk.
- 12.2.5 If there is any doubt about the acceptability or appropriateness of an access arrangement then the centre should consult the external verifier before putting it in place. Access arrangements are intended to assist candidates demonstrate their attainment without affecting or circumventing the assessment requirements.
- 12.2.6 Where an access arrangement has been put in place the quality assurance co-ordinator must ensure that records are kept for verification purposes.

12.3 Assessment and verification using the medium of Braille

- 12.3.1 Where Braille is used as the medium to present documentary evidence as part of a portfolio of evidence for an N/SVQ or other vocational qualification, the external

verifier must have confidence in the assessment and verification process implemented by the centre.

- 12.3.2 The role of the assessor, internal verifier/qualification co-ordinator and the external verifier is not affected. However, there needs to be a mechanism in place to confirm that the quality assurance requirements are as rigorous for candidates with visual impairments as there is for all other candidates.
- 12.3.3 If the internal verifier/qualification co-ordinator or external verifier is not able to read/translate Braille, it is the centre's responsibility to ensure that an appropriately qualified person is made available to translate for the internal verifier/qualification co-ordinator and/or external verifier. This person will need to demonstrate a proven level of competence in the translation of Braille in reading and writing to Grade II.

12.4 Hearing impaired candidates and the production of written evidence

- 12.4.1 Candidates who are pre-lingually deaf and whose first language is British Sign Language (BSL) and who present their own written work should have the content of their work assessed, not the standard of English, unless they are being assessed for English or literacy skills or the quality of English is stipulated in the standards or qualification criteria. A candidate should not be penalised for the quality of English if he/she can demonstrate competence in order to obtain the qualification.
- 12.4.2 Where the candidate produces written material, either by hand or by computer, a transcript of the whole or part, may be prepared if all or part of the material cannot be easily read. Alternatively, oral questioning of the candidate can be undertaken.
- 12.4.3 The provision of support personnel and application for extra time for candidates with hearing impairments is the responsibility of the centre to provide and obtain. It is also the centre's responsibility to ensure authenticity of a candidate's work and to ensure that any special assessment arrangements do not give unfair advantage over other candidates.
- 12.4.4 Written material should only be requested where it is a requirement of the standards or qualification criteria. Alternative evidence other than written should be considered at all times, for example, witness testimony, questioning or the use of audio and visual devices.
- 12.4.5 As long as the candidate can demonstrate the skills and attributes required to achieve a qualification, then the lack of written or literacy skills (unless specifically stated in the standards/criteria) should not prove to be a barrier to the candidate obtaining the qualification.

12.5 The use of a language other than English/Welsh/Irish (Gaelige) in externally verified qualifications

- 12.5.1 There is an implicit assumption that someone holding a certificate in England will have a competence in English at least to the level of the qualification. This is reflected in the regulations laid down by QCA and the other regulators. For candidates whose first language is **not** English, Welsh or Irish (Gaelige), it is not sufficient for candidates to be competent to operate only in the context of their first language.
- 12.5.2 The QCA document 'The statutory regulation of external qualifications in England, Wales and Northern Ireland, (2004)' has regulations in place for the assessment being carried out in languages other than English, Welsh or Irish (paragraph 40, page 16). This document applies to all accredited qualifications. It has a further statement that it is the awarding body's responsibility to ensure that '...lack of proficiency in English, Welsh or Irish (Gaelige) does not prevent the candidate from properly carrying out the role that is supported by the qualification' (paragraph 40(b) page 16).
- 12.5.3 If assessment is carried out in a language other than English, Welsh or Irish (Gaelige), clear evidence must be provided that the candidate is also competent in English,

Welsh or Irish (Gaelige) to the standard required for competent performance throughout the UK.

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13 Special consideration

Special consideration may be given following an examination for candidates who are present for the examination but may have been disadvantaged, for example by temporary indisposition or adverse circumstances during the assessment. It is a judgement of the circumstances and may result in a post-examination adjustment to the marks 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 affect 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. There are minimum requirements which are set out below. All examinations are measuring what a candidate knows and can do. The grade must reflect the level of attainment demonstrated in the examination. Where an assessment requires a competence, criteria or standard to be met fully or in the case of a Licence to Practise it may not be possible to apply special consideration.

NB In the case of an on-demand examination, where a candidate has a temporary illness, it would be appropriate in most cases to reschedule the examination.

13.1 Candidates will be eligible for special consideration if they have been fully prepared and covered the whole course but performance in the examination or scheduled assessment 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 involved, normally only the most closely involved friends 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 taped material is being used
- 13.1.5 failure by the centre to implement previously agreed access arrangements

13.2 Candidates will not be eligible for special consideration if preparation for the examination is affected by:

- 13.2.1 long term illness, unless the illness manifests itself also during the assessment, or months leading up to the assessment
- 13.2.2 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
- 13.2.3 domestic inconvenience, such as moving house, lack of facilities, taking holidays at the time of the assessment
- 13.2.4 minor disturbance in the examination caused by candidates, such as bad behaviour, mobile phones etc.
- 13.2.5 the consequences of committing a crime
- 13.2.6 the consequences of taking alcohol or any other non-prescribed drugs
- 13.2.7 the consequences of disobeying the centre's internal regulations

- 13.2.8 the failure to prepare candidates properly for the examination for whatever reason
- 13.2.9 misreading the timetable and/or failing to attend at the right time and in the right place
- 13.2.10 misreading the rubrics and answering the wrong questions
- 13.2.11 making personal arrangements which conflict with the examination timetable
- 13.2.12 permanent disability unless other illness affects the candidate at the time of the assessment
- 13.2.13 failure without good excuse to request access arrangements on time.

13.3 Candidates who are present for the assessment but disadvantaged

- 13.3.1 Applications for special consideration will be considered on an individual basis taking account of a number of factors. Special consideration will normally take the form of applying an allowance of marks to the examination component affected in a particular qualification of assessment. The size of the allowance depends on the 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. Any mark allowance will be applied prior to result issue and the grade awarded will reflect it.
- 13.3.2 The decision 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. Special consideration will not automatically result in an adjustment.

13.4 Making an application for special consideration

- 13.4.1 Applications for special consideration must be made in writing by the head of centre/examinations officer/quality assurance co-ordinator per candidate per subject and sent to City & Guilds. Details of the circumstances must be supplied. No applications will be acceptable if submitted directly by parents or candidates.
- 13.4.2 Applications must be submitted within five working days of the examination. Late applications will only be accepted in the most exceptional circumstances. Applications will not be accepted after the publication of results.
- 13.4.3 Where more than one candidate is concerned it may be appropriate for heads of centre or examinations officer/quality assurance co-ordinators to attach a list of candidates affected to the letter requesting special consideration.
- 13.4.4 It is important to process applications for special consideration before the issue of results and therefore it may not be possible to respond personally to each request.
- 13.4.5 Applications should be sent to:
 - Special Consideration
 - Co-ordinated Services
 - City & Guilds
 - 1 Giltspur Street
 - London
 - EC1A 9DD

Appendix 1 Table of Joint Council for Qualifications (JCQ) approved qualifications

Updated on 19 January 2006

Awarding Body	Qualification
Bishop Grosseteste College	Certificate in Professional Studies in Education – SEN Advanced Diploma in SEN
British Dyslexia Association	AMBDA
Bristol Polytechnic	B.Ed/B.Ed (Hons) Special Education (from 1983)
Cambridge Institute of Education	Advanced Diploma in Educational Studies (The Education of Children with Special Needs)
Canterbury Christ Church University College	Advanced Certificate in Specific Learning Difficulties/Dyslexia Postgraduate Certificate in Specific Learning Difficulties/ Dyslexia Advanced Certificate in Special Needs Co-ordination (SENCO)
CARE, Pakistan	CARE Teacher Training Programme for SpLD
Centra	Teaching Adults with Dyslexia (SpLD) (enables holder to prepare reports only for candidates aged 16 years and above)
Cheltenham & Gloucester College of HE	M.Ed Educating Children with Specific Learning Difficulties Postgraduate Certificate in Teaching Children with Specific Learning Difficulties
Chester College of Higher Education/University College Chester	Postgraduate Certificate in SEN with the following four modules: CUM 500 or CU3 500 (An introduction to Special Educational Needs), CUM 501 or CU3 501 (Assessment across the curriculum), CUM 506 or CU3 506 (Children with Specific Learning Difficulties) and CUM 509 or CU3 509 (Individual learning programmes for Children with Specific Learning Difficulties)
Christchurch College of Education, New Zealand Christchurch College of Education, New Zealand (continued)	Higher Diploma of Teaching Diploma of Education of Students with Special Teaching Needs
City College Manchester	GMOCN Level 3 Certificate in Supporting Dyslexia Students: Unit 3 – Assessing Dyslexia Students (only suitable for assessing students of the age of 16 and above) If this qualification has been achieved before 2005, it will not be accepted as meeting the JCQ criteria for approved qualifications.
College of St Mark and St John (Plymouth)	M.Ed (Special Educational Needs) Diploma in Advanced Professional Studies BPhil (Special Educational Needs)
College of Teachers (formerly The College of Preceptors)	Associate of the College of Preceptors (Specific Learning Difficulties)

Awarding Body	Qualification
Colorado University	MA in Education /Psycho-Educational Studies
De Montfort University	MA in Dyslexia Studies
	Postgraduate Certificate/Postgraduate Diploma in Dyslexia Studies
Doncaster College (Awarded by Sheffield Hallam University)	Master of Arts in Educational Studies
Dyslexia Institute	Postgraduate Certificate in Dyslexia and Literacy (Live Mode) (if completed via distance learning, an additional day of face to face training must be undertaken)
	Postgraduate Diploma in Dyslexia (or the Dyslexia Institute Diploma if the Dyslexia Institute Literacy Programme has also been completed)
	Diploma/Certificate in Teaching Children with SpLD
	Teacher Assessment for Exam Special Arrangements Course
East Sussex County Council	MA in Education Studies (Diploma in Dyslexia)
Edge Hill College of Higher Education	Certificate of Advanced Study (Special Education Needs)
Georgia State University	Masters of Education in Education of Students with Mild Handicaps
Helen Arkell Dyslexia Centre	Diploma for Teachers of Learners with Specific Learning Difficulties
	RSA Diploma in SpLD
	RSA Certificate plus Double Module in Formal Assessment
	OCR 308 Diploma SpLD
	OCR 307 Certificate SpLD + Units B and F
	OCR Level 5 Certificate SpLD
	OCR Level 5 Diploma SpLD
Hornsby International Dyslexia Centre	Hornsby Diploma
	Hornsby Kingston Distance Learning Postgraduate Diploma in SpLD (Dyslexia)
	Hornsby Distance Learning Diploma in SpLD (Dyslexia)
Irlen International Institute	Irlen Institute Screener Certificate (if held alongside a professional teaching qualification)
	International Diploma in Learning Difficulties
	Certified Diagnostician Certificate
Institute of Education, University of London	Certificate of Education
Lancaster University	MA Special Educational Needs
Liverpool John Moores University	Postgraduate Certificate in Specific Learning Difficulties
	Postgraduate Certificate in Special Educational Needs (SENCO)
	Master of Arts in Special Educational Needs
Manchester Metropolitan University	Diploma in Teaching Specific Learning Difficulties
	Postgraduate Diploma (Specific Learning Difficulties)
	Diploma in SpLD and Diploma in SpLD (FE/HE)
	Postgraduate Certificate (Specific Learning Difficulties)
	Postgraduate Certificate (Specific Learning Difficulties) FE/HE

Awarding Body	Qualification
Massey University (New Zealand)	Master of Education (Special Education)
Middlesex University	MA SEN MA SpLD
Napier University (Edinburgh)	Post-Graduate Certificate in Specific Learning Difficulties (Dyslexia)
New College Durham	Bachelor of Education (must include Learning Difficulties option)
The Nottingham Trent University	MA (Special Educational Needs) Dyslexia Module of the Certificate/Post Graduate Diploma of Education
OCR (Oxford Cambridge and RSA Examinations) (formerly RSA)	Level 7 Certificate and Diploma in Assessing and Teaching Learners with Specific Learning Difficulties (Dyslexia) (previously Level 5 Certificate and Diploma for Teachers of Learners with Specific Learning Difficulties) E801 Difficulties in Literacy Development Certificate for Teachers of Learners with Specific Learning Difficulties (if supplemented with units B and F from the Diploma)
The Open University	Postgraduate Diploma in Psychology BA/BSc Psychology Postgraduate Certificate in Professional Studies in Education (Course E801 – Addressing Difficulties in Literacy Development)
Oxford Dyslexia Foundation	Oxford Certificate in SpLD accredited by Middlesex University Master's Certificate in SpLD
Patoss	SpLD Assessment Award Practising Certificate
Portsmouth Polytechnic	PGCE 'Children with Learning Difficulties'
Real Training	Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)
Rutgers Graduate School of Education	M.Ed, Ed.D (Reading and Learning Disabilities)
Somerset LEA	Postgraduate Diploma in Complex Specific Learning Difficulties (Dyslexia)
St. Bartholemew's Hospital Dyslexia Centre	Bart's Dyslexia Therapist's Course (course no longer runs)
St. Martin's College, Lancaster	Postgraduate Diploma/MA in Education (SEN)
Southampton University	Postgraduate Diploma (Advanced Teaching in SpLD) Postgraduate Certificate of Educational Studies in SpLD Assessment, Identification and Teaching of Individuals Post Graduate Certificate in Education -1976 (from La Saint Union College) MSc in SpLD PCES in Assessment and Identification
South Bank University (previously accredited by University of Greenwich)	The London Language and Literacy Unit Certificate in Adult Dyslexia Support (Cert ADS) Level 3 or M Post Graduate Certificate in Adult Dyslexia Diagnosis and Support

Awarding Body	Qualification
South Nottingham College	Professional Development Programme with units in Understanding, Supporting and Assessing Specific Learning Difficulties (Note: all must be included)
Suffolk Anglia Polytechnic University	Postgraduate Certificate (SpLD) Post Graduate Certificate in Education
Susie Secemski Course	Advanced Course in SpLD
Swansea Institute of Higher Education	Certificate in Professional Development in Education in Specific Learning Difficulties (Dyslexia) AMBDA
Swansea LEA	Teaching Pupils with SpLD (Dyslexia)
Teesside University	Postgraduate Certificate in Teaching Pupils with SpLD (Dyslexia) within the School Context
University College Chichester	Master of Arts in Education (Must include Teaching Children with SpLD module and Writing Reports for Exam Concessions module) Postgraduate Diploma in Education (Must include Teaching Children with SpLD module and Writing Reports for Exam Concessions module) Postgraduate Certificate in Educational Studies
University College London	Certificate in the Diagnostic Assessment and Management of Literacy Difficulties
University College Worcester	Master of Education (Special Needs)
University of Aberdeen	Postgraduate Certificate in Special Educational Needs
University of Birmingham	Advanced Certificate (Specific Learning Difficulties/Dyslexia) Postgraduate Certificate (Specific Learning Difficulties/Dyslexia) B. Ed (Hons) Severe Learning Difficulties BPhil/Postgraduate Diploma in Education (Special Education – Hearing Impairment) BPhil/PgDip/M Ed in Dyslexia Studies BPhil in Education (Special Education – Learning Difficulties)
University of Bradford	Advanced Diploma in Special Educational Needs Certificate in Specific Learning Difficulties/Dyslexia
University of Brighton	Professional Development for Specialist Teachers of Dyslexia (Secondary)
University of Bristol	Further Professional Studies Certificate in Education – Children with Learning Difficulties (Course no longer runs)
University of Central Lancashire	Postgraduate Diploma (SpLD) Postgraduate Certificate (SpLD) University Certificate (Professional Development, SpLD Module SN 4200)
University of Durham	Bachelor of Education
University of East Anglia	MA (Special Educational Needs)
University of Edinburgh	Post Graduate Certificate in SpLD (Dyslexia) AMBDA

Awarding Body	Qualification
University of Exeter	Master of Education (SEN)
	Diploma of Advanced Professional Studies – Dyslexia
	Bachelor of Philosophy in Education (SEN)
	PhD ‘The Acquisition of Literacy at Secondary School’
University of Gloucester	M. Ed (must include module - Educating Children with SpLD)
	Post Graduate Certificate in Specific Learning Difficulties
University of Hertfordshire	Master of Arts in Special Education Needs
	Post Graduate Diploma (Education of Deaf Children)
	Specialist Teacher Report – Teacher of the Deaf
University of Hull	Advanced Certificate/Diploma/Master of Arts in Inclusive Education
	Advanced Certificate/Diploma/Master of Arts in SEN
	Master of Arts in Education (Applied Educational Studies)
University of Kingston	Dyslexia Institute Postgraduate Diploma in Dyslexia (Specialist Education)
	Postgraduate Diploma in Professional Studies in Education (SpLD/Dyslexia)
University of Kwazulu-Natal	BA Honours (Educational Psychology)
University of Lancaster	Postgraduate Certificate in Education (with emphasis on the teaching of slow-learners at Secondary school)
	Master of Arts in Educational Research (must include options on Research on Teaching and Learning and Psychology)
University of Leeds	Advanced Diploma in Special Educational Needs
	MA in Deaf Education (Teacher of the Deaf Qualification)
	Postgraduate Diploma in the Education of Children with Special Educational Needs
University of Leicester	Certificate in Professional Studies in Education (SENCO qualification or Special Educational Needs)
	Advanced Diploma in SEN (must include the Identification and Assessment of Learning Difficulties module)
University of Liverpool	Master of Education (SEN)
	Diploma in Advanced Studies in Education (must include Assessment and Identification module)
University of Liverpool, Chester	Double module entitled ‘Issues in Assessment’
	Certificate of Advanced Study in SpLD (from 1990 onwards)
	Graduate/Postgraduate Diploma in SEN
	Diploma of Advanced Study in SEN (from 1990 onwards)
	Graduate/Postgraduate Certificate in SpLD

Awarding Body	Qualification
University of London, Institute of Education	Advanced Diploma in the Psychology and Education of Students with Special Educational Needs
	Certificate in Specific Learning Difficulties (Dyslexia)
	MA in Special Education (Inclusion and Disability Studies or Psychological Perspectives)
	MA in the Psychology and Education of Students with Special Needs
	MA in the Teaching and Learning of Reading and Writing
	Graduate (previously 'Advanced') Diploma in Special and Inclusive Education (Must include the Specific Learning Difficulties Double Module)
	Diploma in the Education of Handicapped Children
	Graduate (previously 'Advanced') Certificate in Specific Learning Difficulties and Inclusive Education
	Certificate in Psychology and Education for Special Needs (must be supplemented with a special assessment session)
University of Manchester	B.Sc Hons Psychology
	Diploma in Advanced Study in the Education of Hearing Impaired Children
	Advanced Diploma SpLD
	Diploma in Advanced Studies in SpLD (Literacy)
University of Newcastle upon Tyne	MSc Education Psychology (from 1986 onwards)
University of New England (Australia)	Bachelor of Education (Special Education)
University of Northampton	Diploma in SpLD
	Diploma in Professional Studies in Education (Special Educational Needs)
	Master of Education (Special Needs)
	Advanced Diploma in Special Education
University of Plymouth	Master of Education/Postgraduate Diploma Education (Must include modules on Assessment, Specific Learning Difficulties and Language Difficulties)
University of Sheffield	In Service Certificate in Social & Educational Studies (Specific Learning Difficulties)
	M.Sc Educational Psychology
	M. Ed Special and Inclusive Education
University of Southern Queensland	Master of Education (Guidance and Counselling)
	Master of Education (Special Education if EDU8317 (Advanced Educated Assessment) is completed)
University of Surrey, Roehampton Institute	Certificate in Professional Practice – Children with Literacy Difficulties
	MA in Education – must include module 'Effective Inclusion: Children with Literacy Difficulties (SEN)'
University of Sussex	Diploma in Dyslexia/Specific Learning Difficulties

Awarding Body	Qualification
University of Wales, Aberystwyth	Master of Education (must include Dyslexia modules)
University of Wales, Bangor	Post Graduate and Masters course to include modules 4016, 4017 and 4011: Theoretical Background to Dyslexia, Principles of Teaching Dyslexic Learners and Principles of Assessment for Teachers. These give eligibility for AMBDA. Postgraduate Diploma in SEN Master of Education (must include Dyslexia module) Postgraduate Certificate in Education (2000 onwards)
University of Wales, Cardiff	Master of Education degree which includes module U49
University of Wales, Newport	MA (SEN-SpLD) Postgraduate Diploma SEN (SpLD) Postgraduate Certificate (SpLD) AMBDA
University of Wales, Swansea	Certificate of the University of Wales in SpLD/Dyslexia AMBDA
University of Warwick	B.Ed. Learning Difficulties
University of the West of England, Bristol	Postgraduate Certificate (SpLD) B.Ed Special Educational Needs Master of Education (Must include both UTC S03D3/M Dyslexia: A Practical Course for Teachers and UTC I01 S3/M Child Study)
University of York	Dyslexia Institute Postgraduate Diploma in Dyslexia (Specialist Education) Dyslexia Institute Postgraduate Certificate in Dyslexia and Literacy (Live Mode) Dyslexia Institute Postgraduate Certificate in Dyslexia and Literacy (Distance Learning, with Dyslexia Institute Teacher Assessment for Exam Special Arrangements Course)
Victoria University of Manchester	B.A.Hons Combined Studies and Audiology
York St John College of the University of Leeds	Certificate in Advanced Educational Studies in Special Needs Graduate Diploma in Educational Studies

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Appendix 2 Criteria for approval of a qualification for specialist teachers preparing reports in support of access arrangements

- The holder must be qualified to work as a teacher/ tutor in a secondary school or college or college of further education.
- The course must be sufficiently detailed and of sufficient length to enable the holder of the qualification to teach and assess secondary aged pupils with specific learning difficulties successfully and without supervision. Additionally, knowledge and skill in assessment must be adequately observed, assessed and accredited, as detailed below.
- The course should incorporate specific training with regard to the Joint Council for Qualifications Regulations and Guidance Relating to Candidates Eligible for Adjustments in Examinations.
- **Assessment of cognitive abilities:** Specifically, training in and experience of objective administration of tests of cognitive ability which can be administered individually. This must include tests of verbal ability (e.g. The British Picture Vocabulary Scale) and non verbal tests (e.g. The Ravens Progressive Matrices).
- **Assessment of understanding of the theoretical bases underlying standardised tests:**

Specifically this must include:

 - The concept of validity
 - The concept of reliability
 - Standard deviations and the normal curve
 - Standard scores, quotients, (per)centiles and age equivalent scores
 - The concept of a significant discrepancy between scores (statistical)
 - Either standard error of measurement or confidence intervals for test scores
- **Assessment of attainments:** Specifically training in and experience of objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed and spelling, all of which have appropriate test ceilings for assessing GCSE candidates. Appropriate methods of assessing writing speed should also be covered.
- **Diagnostic assessment:** Specifically training in and experience of administering and interpreting such tests. An extensive range of diagnostic tests and their interpretation must be covered.

The course tutor is asked to sign that the course meets the Awarding Bodies' required criteria, as specified in the list above and as implied in the Regulations and Guidance document which they have read. This must be countersigned by the Head of Faculty or equivalent.

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Appendix 3 Category codes for candidates with particular requirements

Where an alternative assessment arrangement has been provided the appropriate code must be entered on the relevant Form.

Category code	Description
BH ¹	Reader and writer – hearing impairment
BL ¹	Reader and writer – learning difficulties
BP ¹	Reader and writer – physical impairment
BV ¹	Reader and writer – visual impairment
RH ¹	Reader – hearing impairment
RL ¹	Reader – learning difficulties
RP ¹	Reader – physical impairment
RV ¹	Reader – visual impairment
TH	Extra time only – hearing impairment
TL	Extra time only – learning difficulties
TP	Extra time only – physical impairment
TV	Extra time only – visual impairment
WH ¹	Writer – hearing impairment
WL ¹	Writer – learning difficulties
WP ¹	Writer – physical impairment: permanent or temporary
WV ¹	Writer – visual impairment
SL ¹	Bilingual translation dictionary

Notes

- 1 These codes include additional time if required in association with other provision. Where additional time only is provided please use the appropriate code which begins with 'T'.
- 2 Reader and writer above covers any communication medium to or from the candidate including use of magnification, overwrite facilities, sign interpreters, tape recorders and word processors where these are not the standard means of accessing the examination or producing the answers.

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Appendix 4 Access arrangement forms

Access:

- 1 Request for access arrangements permitted by City & Guilds - page one to be completed by the examinations officer/ quality assurance co-ordinator and submitted to City & Guilds by the due date, including Educational Psychologist or Specialist teacher's report for candidates with learning disabilities. City & Guilds will confirm access arrangements. The centre should complete section 2 after the examination and attach both pages of the form to the candidates' script.
- 2 Application for access arrangements permitted by City & Guilds - to be completed by the centre for candidates with learning disabilities where the centre does not hold a current Educational Psychologist or Specialist teacher's report. Sections A and B to be completed by the examinations officer/ quality assurance co-ordinator, Section C should be completed by a qualified psychologist or specialist teacher, and the completed form submitted to City & Guilds by the due date. City & Guilds will confirm access arrangements. The centre should complete Access 1 Section 2 after the exam and attach both pages of the form to the candidates' script.
- 3 Notification of access arrangements permitted by the centre - to be completed by the examinations officer/ quality assurance co-ordinator and submitted to City & Guilds at the end of the examination month. This form should not be used for City & Guilds permitted access arrangements.
- 4 Request for unmodified, modified or Braille question papers - page one to be completed by the examinations officer/ quality assurance co-ordinator and submitted to City & Guilds by the due date, including Educational Psychologist or Specialist teacher's report for candidates with learning disabilities. City & Guilds will confirm access arrangements. The centre should complete section 2 after the examination and attach both pages of the form to the candidates' script.

Notes on completion of application for modified papers (form Access 4)

- This form should be used to order modified papers for each examination for candidates who have a substantial visual or hearing impairment.
- This form should be used to order modified papers for each session for candidates whose vision or hearing is impaired and for whom other access arrangements are unsuitable.
- The information given must be accurate and complete.
- Any changes to entries or other requirements must be conveyed immediately to City & Guilds, Co-ordinated Services.
- The City & Guilds will not undertake to supply modified papers if requests are received after the deadlines or candidate entries are amended late.
- This form must not be used unless modified papers are required and unless the candidate is eligible to receive them.

These forms are available electronically at www.cityandguilds.com

Access Arrangements are approved before an examination or assessment and are intended to allow attainment to be demonstrated. A synopsis of access arrangements is set out at pages 9 to 12.

Please note that the deadline for submitting access arrangements forms is:

Paper based examinations

Access arrangements	Deadline
Modified examination papers	3 months before the month of the examination, eg by 31 August for December examinations
Braille examination papers	3 months before the month of the examination, eg by 31 August for December examinations
All other arrangements	1 month before the month of the examination, eg by 31 October for December examinations

Online examinations

Access arrangement	Deadline
On-line assessments – 25% extra time only (for other arrangements the timescales above apply)	7 working days before the proposed examination date. NB The examination must not be scheduled for the candidate before an application for extra time has been agreed.
All other arrangements	1 month before the month of the examination, eg by 31 October for December examinations

Access 1

Request for access arrangements permitted by City & Guilds for candidates with particular requirements

This form must be completed by the centre and endorsed by the examinations officer/quality assurance co-ordinator for each candidate who will require alternative assessment arrangements.

Section 1 should be submitted to Co-ordinated Assessment Services two months prior to the examination. In the case of specific learning disabilities it must be accompanied by an educational psychologists report or form Access 2.

Section 1 - to be completed prior to the examination

Centre number	Centre name		
Qualification number	Component	Component name	Series
Candidate enrolment no	Candidate name	Approval ref no.*	Category code

Please indicate in the appropriate box/es the support required	Support required
Up to maximum of 25% extra time with another arrangement	
Up to maximum of 25% extra time (alternative evidence for mature candidates in workplace) with another arrangement	
Extra time above 25%	
BSL to sign questions	
Reader	
Scribe	
Word processor	

Reason for support

Name _____ Signature _____ Date: _____
 Examinations Officer/Quality Assurance Co-ordinator (Delete as appropriate)
 Email Address _____
 Telephone _____

For City & Guilds use only

Approved Not approved Date confirmed _____

* Please quote this if you need to request access arrangements for other examinations for this candidate. If the candidate has previously been approved for access arrangements please enter the approval reference number.

Section 2 - to be completed after the examination

* Scribe - please indicate who completed:	spellings	punctuation	diagrams/graphs
Candidate			
Scribe			

Practical assistant - level of assistance given

Name _____ Signature _____ Date: _____
Transcriber/scribe/practical assistant
(Delete as appropriate)

I certify that the above information is correct and that in all other respects the examination was held in accordance with City & Guilds General Regulations.

Invigilators comments (if any)

Name _____ Signature _____ Date: _____
Invigilator

A copy of this form should be attached and submitted as follows:

- in the case of a centre assessed result attach it to Form S and send it to City & Guilds
- in the case of a multiple choice examination attach it to the candidate's MA and return it to City & Guilds
- in the case of a written examination attach it to the candidate's answer book and send it to the examiner.

Please do not staple this form to the script

Section 3 - to be completed by the marking examiner

Any comment you may wish to make regarding this candidate's performance, and the support provided should be made below.

Comments on candidate's performance (continue on a separate sheet if necessary)

Name _____ Signature _____ Date: _____
Marking examiner

Access 2

Application for access arrangements

Profile of learning difficulties

The completed form should be sent to Co-ordinated Assessment Services two months prior to the examination. The centre should complete this form and Sections A and B. Section C should be completed by a qualified specialist (i.e. an educational psychologist/specialist teacher recognised by the Joint Council for Qualifications).

Centre number		Centre name		
Qualification number	Component	Component name	Series	
Candidate enrolment no	Candidate name			

Examinations for which application is made

Qualification/component number (ie 2360-203)	Exam title	Category code

Candidate has previously been granted access arrangements by an Awarding Body, please specify

Declaration

I am satisfied that the information provided on this form is accurate. I fully support the application and confirm that the candidate is/ will be appropriately entered for the examination(s) concerned and will be able to demonstrate the assessment criteria required by the specification.

Name _____ Signature _____ Date _____

Examinations Officer/Quality Assurance Co-ordinator (Delete as appropriate)

Email Address _____

Telephone _____

Candidate name

Section A

This section should be completed by the Centre before the candidate is assessed and the form should be sent to the specialist assessor in time for the appointment.

History of need

Does the candidate have a history of difficulties with the acquisition and development of literacy skills? Please give brief details mentioning school records, reports, SATs results, previous psychological assessments and results of screening tests.

History of provision

Have any of the following been made available to the candidate: learning support/a differentiated curriculum/special assessment arrangements? Please give details, including dates and indicate which arrangements represent the candidate's normal way of working. Do the candidate's NC level attainments suggest that he/she should be able to cope with the content of the examination entered?

Section B

This section should be completed by the Centre, after the candidate has been assessed. On the basis of this assessment, the following access arrangements for examinations are requested (please be specific).

Candidate name

Section C

This section should be completed by a qualified specialist (i.e. an educational psychologist/specialist teacher recognised by the Joint Council for Qualifications). The specialist is not required to recommend access arrangements but to assess the candidate and discuss appropriate arrangements with the Centre. Please use the guidance notes in chapter 7 of City & Guilds Access to assessment and qualifications.

Please complete those sections necessary to support the application, i.e. sections on reading for reader applications. It is not permitted under any circumstances to delete sections or amend the wording on the form. Please insert n/a in sections not completed.

Reading skills

If a test with a lower ceiling age than the candidate's chronological age has been used, please give the reason in the section, 'Other relevant information'.

1. Reading accuracy

Is the candidate's untimed (single word) reading accuracy in the **below average** range for his/her age (i.e. at least 1 standard deviation below the mean on a nationally standardised test, that is with a standardised score of less than 85 or a percentile less than 16)?

YES/NO

Please give the candidate's result on a Single Word Reading test as a standardised score.

Name of test	
Test ceiling	
Date of administration	
Standardised score	

2. Reading speed and comprehension

Does the candidate read and/or comprehend continuous text at a speed/level which is below average for his/her age (i.e. at least 1 standard deviation below the mean on a nationally standardised test, that is with a standardised score of less than 85 or a percentile less than 16)? YES/NO

Give the candidate's results on timed assessments of reading text with comprehension.

Name of test	
Test ceiling	
Date of administration	
Reading speed wpm	
Reading speed standardised score, if available	
Comprehension standardised Score	

Candidate name

Writing skills

3. Accuracy & legibility

Is the candidate's spelling accuracy in the below average range? YES/NO

Does the candidate's spelling and/or handwriting render his or her free writing largely illegible? YES/NO

Is the candidate's free writing incomprehensible? YES/NO

Is the candidate proficient in the use of a word processor? YES/NO

Please give the results of a spelling assessment, stating how many errors were unrecognisable as the target word.

Name of test	
Test ceiling	
Date of administration	
Spelling Standardised Score	
Errors unrecognisable as target word, expressed as a percentage of the whole assessment	

4. Does the candidate express him/herself in written form, more slowly than is average for his/her age? YES/NO

Free writing speed (wpm)	
Percentage of indecipherable words	
Free writing speed (wpm) when dictated to scribe/word-processed	
Quality of language - please comment	

Candidate name

Other relevant information
(Please see guidance notes in Chapter 7)

Name of the author of this report _____
(Please print)

Are you:

A qualified psychologist? YES/NO

A full/affiliated member of the Association of Educational Psychologists? YES/NO

Employed as an Educational Psychologist by an LEA? YES/NO

A teacher holding a Joint Council for Qualifications approved qualification? YES/NO

Institution where currently employed as a teacher contracted to carry out assessments
(e.g. LEA) _____

Specialist qualification held _____

Name of Awarding Body _____

I certify that the above information is accurate and that I carried out all the assessments
in section C.

Name _____ Date _____
(Please print)

Signature _____

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Access 4

Request for unmodified A3 question papers, modified or Braille examination papers

This form must be completed by the centre and endorsed by the examinations officer/quality assurance co-ordinator for each candidate who will require alternative assessment arrangements.

Completed forms should be submitted to Co-ordinated Assessment Services three months prior to the examination.

Section 1 - to be completed prior to the examination

Centre number	Centre name		
Qualification number	Component	Component name	Series
Candidate enrolment no	Candidate name	Approval ref no.*	Category code

Please indicate in the appropriate box/es the support required	Support required
Up to maximum of 25% extra time with another arrangement	
Extra time above 25% with another arrangement	
Braille examination paper	
Unmodified A3 question paper	
Modified language examination papers	
Modified enlarged question paper A4-A3	
Reader	
Tactile diagrams/graphs	
Scribe **	
Other (please specify)	

Reason for support

I am satisfied the requested access arrangements are appropriate to the candidates needs and ability.

Name _____ Signature _____ Date _____
 Examinations Officer/Quality Assurance Co-ordinator (Delete as appropriate)
 Email Address _____
 Telephone _____

For City & Guilds use only

Approved Not approved Date confirmed _____

* Please quote this if you need to request access arrangements for other examinations for this candidate. If the candidate has previously been approved for access arrangements please enter the approval reference number.

Section 2 - to be completed after the examination

**Scribe - please indicate who completed:	spellings	punctuation	diagrams/graphs
Candidate			
Scribe			

Practical assistant - level of assistance given

Name _____ Signature _____ Date: _____
Transcriber/scribe/practical assistant
(Delete as appropriate)

I certify that the above information is correct and that in all other respects the examination was held in accordance with City & Guilds General Regulations.

Invigilators comments (if any)

Name _____ Signature _____ Date: _____
Invigilator

A copy of this form should be attached and submitted as follows:

- in the case of a centre assessed result attach it to Form S and send it to City & Guilds
- in the case of a multiple choice examination attach it to the candidate's MA and return it to City & Guilds
- in the case of a written examination attach it to the candidate's answer book and send it to the examiner.

Please do not staple this form to the script

Section 3 - to be completed by the marking examiner

Any comment you may wish to make regarding this candidate's performance, and the support provided should be made below.

Comments on candidate's performance (continue on a separate sheet if necessary)

Name _____ Signature _____ Date: _____
Marking examiner

Appendix 5 Guidance on applying for access arrangements for online examinations

Access arrangements for on-line examinations

City & Guilds Access to assessment and qualifications document can be downloaded from our website www.cityandguilds.com

For access arrangements which require City & Guilds authorisation i.e. readers, scribes, centres must make an application to City & Guilds one month before the month of the examination, e.g. by 31 October for December examinations. Please refer to chapter 5 in the booklet 'Access to assessment and qualifications' for guidance.

Additional time

Additional time for an on-line examination is customised for each candidate. In order that we can set up the time extension for the test please **contact us by e-mail, CAS@cityandguilds.com**, after the candidate has been registered for the examination and **before** it has been scheduled by the administrator. A week's notice is requested.

Please provide the following details: centre number, candidate name, enrolment number, qualification component number(s), reason for the request, the total length of time required for the test including any short rest periods, and the date on which you wish to hold the test.

Please note that any short rest breaks must be built into the overall additional time you request for the examination as the examination runs continuously on system. The candidate must, as usual, be supervised during any short rest breaks and the system must be invigilated also to ensure that no one else can access the candidate's test or accidentally close the test down.

Documentation for access arrangements

Evidence in support of an access arrangement must be held on file at your centre. Please see chapter 7 in the booklet 'Access to assessment and qualifications' for the evidence required for applications for a candidate with learning difficulties.

The evidence and request for provision should be submitted to City & Guilds one month before the month of the examination, e.g. by 31 October for December examinations.

Use of an assistant

The software allows candidates to use a keyboard or mouse and does not support other means. If the keyboard or mouse is not a standard one we recommend that the student is given access to the navigation test well in advance of the proposed examination date using the special keyboard or mouse. Should any difficulties be experienced with the equipment we would be happy to consider the use of an assistant.

Use of Other Software

At present we do not support the use of other software with the on-line examinations. We are liaising with our software providers to develop accessibility to extend our wider provision for all disabilities.

You may wish to trial one of the software applications which allow you to change background colours when using the internet. However, as this is not supported by our software providers we

would not be able to assist you should you encounter problems. Alternatively, you may wish to place a coloured overlay on the pc screen or enter the candidate for the paper-based exam and photocopy the question paper on to coloured paper.

You may wish to trial one of the screen reading software applications with the use of headphones. However, as this is not supported by our software providers we would not be able to assist you should you encounter problems. Alternatively, you may wish to consider the use of a reader.

Please do not hesitate to contact me if you have any further queries.

Online Examinations

Access arrangement	Deadline
On-line assessments – 25% extra time only (for other arrangements the timescales above apply)	7 working days before the proposed examination date. NB The examination must not be scheduled for the candidate before an application for extra time has been agreed.
All other arrangements	1 month before the month of the examination, eg by 31 October for December examinations

Contact details

Co-ordinated Services

City & Guilds

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London EC1A 9DD

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e-mail CAS@cityandguilds.com

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