

Access arrangements

When and how applications need to be made to City & Guilds

Version 4.2

Last modified 19-August-2026

For external use



Document revision history

Version	Summary of change	Approval date
4.2	Updated guidance for T Level Technical qualifications: • 5.7.1 Projects – expanded to cover the Research Project within the Animal Care and Management Occupational Specialisms. Guidance on “delivery of presentations” also added” • 5.7.2 Occupational Specialism (single assessment) and synoptic assignment – expanded to cover the synoptic assignment within the Animal Care and Management Occupational Specialisms. Guidance on “prerecorded presentations” also added.	August 2026
4.1	Updates to reflect changes to the JCQ access arrangements document in section 2.2 How each section applies to City & Guilds	November 2025
4.0	New sections added on: • 5.1 Applying access arrangements to different types of assessment - 5.1.1 Determining when access arrangements are needed - 5.1.2 Risks to consider when applying extra time - 5.1.3 Using a practical assistant • 5.7 T Level Technical Qualifications • 6 Evidence to support access arrangements - 6.1 Evidence of need - 6.1.1 Using older evidence - 6.2 Normal way of working - 6.3 Using a JCQ Form 8 from another centre Sections removed on Functional Skills and EPA, as these are covered elsewhere. More minor changes: • Notes that T levels and Functional Skills are now covered in the JCQ access arrangements document. • Bilingual dictionary and 10% extra time updated to bilingual dictionary and 25% extra time. • Deadlines for ordering modified papers updated. • Guidance on “written answers instead of spoken” added to 5.4.1 Synoptic assignments	September 2025

	Clarification about wireless headphones added to Appendix 3: The Remote Invigilation Service	
3.1	References to special consideration removed from this document. Section on modified question papers and appendix on remote invigilation added.	November 2022
2.5	Guidance on Functional Skills English qualifications updated.	October 2019

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1. Introduction

Access arrangements allow candidates to show what they know and can do without changing the demands of the assessment. For example, through the use of readers, scribes and Braille question papers. Access arrangements are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to access the assessment.

This document describes how to apply for access arrangements for City & Guilds qualifications and assessments. It should be used in conjunction with the following documents:

- Individual qualification handbooks and assessment guides,
- JCQ Access Arrangements and Reasonable Adjustments,
- How to apply for access arrangements using the Walled Garden.

Centres should consider the following points when determining suitable access arrangements:

- what arrangements are suitable for the qualification,
- the candidate's normal way of working (eg support normally given in lessons or the workplace),
- the details of how specific access arrangements would work in an assessment,
- whether evidence or an application to City & Guilds is required,
- any assistance from City & Guilds that may be required to put the arrangements in place.

For vocational qualifications, candidates must achieve the required number of units, credits or components in order to gain the full qualification. They must meet all the learning outcomes and assessment criteria. It may be possible to achieve a unit certificate where the candidate is not able to achieve the full qualification.

This document also covers:

- which arrangements centres do not need to apply for,
- how to apply for access arrangements,
- any deadlines that apply,
- where to get more information.

This document does not cover all possible arrangements. If a candidate needs an arrangement not mentioned in this document, the centre should discuss it with City & Guilds. See **Section 3.4** for more details.

Regulatory references

City & Guilds is regulated by four regulators across the UK who set requirements for reasonable adjustments. The requirements are:

- Ofqual - General Conditions of Recognition, Conditions G6,
- Qualifications Wales – Standard Conditions of Recognition, Conditions G6,
- Qualifications Scotland Accreditation - Regulatory Principles, Principle 14,
- CCEA Regulation - General Conditions of Recognition, Conditions G6.

2. Relationship with the JCQ document

As indicated above, this document should be used in conjunction with the JCQ Access Arrangements and Reasonable Adjustments document.

2.1. Different centre types and delivery models

The language used in the JCQ document is primarily based on schools, however, the principles apply to all centre types. For example, it says:

The SENCo, or an equivalent member of staff within a FE college, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements/reasonable adjustments process within his/her centre.

The document establishes the concept of ‘normal way of working’ and defines it as:

The arrangement(s) put in place must reflect the support given to the candidate in the centre†, for example:

- in the classroom (where appropriate);
- working in small groups for reading and/or writing;
- support lessons;
- intervention strategies;
- in internal school tests/examinations;
- mock examinations.

†The only exception to this is where an arrangement is put in place due to a temporary injury or impairment (see section 8.3).

For City & Guilds, short courses are also an exception to this requirement, in addition to the exception for temporary injuries. All other requirements apply to short courses.

2.2. How each section applies to City & Guilds

City & Guilds Level 2 and Level 3 Technical qualifications, T level Technical qualification, Functional Skills and Essential Skills are listed on the front of the JCQ document. Although other City & Guilds qualifications are not specifically listed, centres need to apply the following sections to City & Guilds qualifications:

Chapters in section A	Qualifications it applies to
Chapter 1	This applies to General Qualifications, for City & Guilds this means Functional Skills, the Extended Project qualification (EPQ) and ESOL Skills for Life
Chapter 2 Vocational qualifications	This applies to all of City & Guilds vocational qualifications, for example: Technical qualifications, T levels, and apprenticeship assessment.
Chapter 3 Candidates with disabilities and learning difficulties, and the application of assessment objectives	This section primarily applies to GCSEs and A levels.

Chapters in Section B	Qualifications it applies to
Chapter 4 Managing the needs of candidates and principles for centres	This applies to City & Guilds qualifications.
Chapter 5 Access arrangements and adjustments	This applies to City & Guilds qualifications, with the following exceptions: • the application process, • the requirements for: • alternative site for the conduct of examinations, • bilingual translation dictionaries with 25% extra time
Chapter 6 Modified papers	The principles of modification are the same for City & Guilds qualifications. The application process described does not apply to City & Guilds.
Chapter 7 Learning difficulties	This applies to all City & Guilds qualifications
Chapter 8 Processing applications for access arrangements and adjustments	This section does not apply to City & Guilds qualifications.

2.2.1. Alternative site for the conduct of examinations

An alternative site arrangement for the conduct of examinations is permitted for City & Guilds qualifications, in the circumstances outlined in the JCQ document under 5.15.1:

The candidate will be sitting his/her examination(s) at a residential address or at a hospital which is a non-registered centre due to, for example:

- a medical condition which prevents the candidate from taking examinations in the centre; or
- social, emotional and mental health needs.

Where this is the case, the address does not need to be registered with City & Guilds as an assessment site. For information on how to apply see section 3, How to apply for access arrangements.

2.2.2. Bilingual translation dictionaries with 25% extra time

A bilingual translation dictionary and 25% extra time is only available to candidates entered for any City & Guilds qualification if the centre is in the UK, and who meets all of the published criteria in paragraph 5.18.6 of the JCQ document:

- the candidate's first language is not English, Irish or Welsh;
- the candidate entered the United Kingdom within three years of the examination(s), is new to learning in English and does not have sufficient prior and current knowledge of academic English. The candidate may have been assessed on arrival as being new to English (Band A on the DfE scales) or in the early acquisition stages of language development (Band B on the DfE scales).
- English is not one of the languages spoken in the family home†;
- prior to their arrival in the United Kingdom the candidate was not:
 - educated in an international school where some or the entire curriculum was delivered in English;
 - prepared for or entered for IGCSE qualifications where the question papers were set in English;
 - prepared in English for other qualifications, e.g. IELTS qualifications, Preliminary English Tests;
- the candidate has to refer to the bilingual translation dictionary so often that examination time is used for this purpose, delaying the answering of questions;
- the provision of 25% extra time reflects the candidate's usual way of working with the dictionary.

† A candidate with no prior knowledge of the English Language who has been placed in a foster home upon arriving in the United Kingdom would not be considered living in their family home.

Please see section 3, on page 8, for information on how to apply.

3. How to apply for access arrangements

3.1. Applying on the Walled Garden (UK centres only)

UK centres **must** apply for the following access arrangements using the Walled Garden:

- extra time (including 25%),
- practical assistant,
- reader / computer reader,
- scribe (including speech recognition technology).

For most applications, centres will be told instantly whether or not the arrangement is approved. For some requests (eg. over 100% extra time), the request will be referred to City & Guilds. If this happens, centres should contact City & Guilds for more information as soon as possible.

For the suite of leadership and management qualifications developed by ILM but now awarded by City & Guilds, UK centres can apply for access arrangements on the Walled Garden.

3.2. Applying on the City & Guilds website

For some access arrangements, applications **must** be made to City & Guilds and cannot be completed using the online system on the Walled Garden. There are online forms within the Centre document library for centres to use.

3.2.1. UK centres

Centres **must** apply for the following access arrangements by using in the form on the City & Guilds website:

- bilingual dictionary with 25% extra time,
- modified question papers.

3.2.2. International centres

Centres **must** apply for the following access arrangements by using in the forms on the City & Guilds website:

- Braille question papers,
- electronic versions of paper-based question papers (eg. PDFs),
- extra time,
- paper versions of e-volve-only tests,
- modified enlarged paper,

- modified language paper,
- practical assistant,
- reader / computer reader,
- sign language interpreter,
- scribe (including speech recognition technology),
- tactile diagrams,
- unmodified question paper on A3 / coloured paper.

All forms for Access Arrangements are available from City & Guilds' website, www.cityandguilds.com.

All applications must be received by the following deadlines.

City & Guilds aims to send a confirmation for all applications, within two weeks of receipt.

3.3. Access arrangements permitted by the centre

The following access arrangements can be given without having to consult City & Guilds or apply on the Walled Garden:

- amplification equipment,
- bilingual dictionary without extra time,
- Sign Language Professional (for candidates using Sign Language)
- closed circuit television (CCTV),
- coloured overlays,
- low vision aid/ magnifier,
- optical character reader (OCR) scanners,
- prompter,
- read aloud / reading pen,
- supervised rest breaks,
- word processor.

Centres should refer to the qualification handbook and/or assessment guide for any qualification-specific guidance.

3.4. Any other access arrangements

If a centre wishes to use an arrangement that is not listed in this document, then the centre should contact City & Guilds to discuss the arrangement further. Arrangements will usually be permitted, if they are appropriate for the assessment and for the candidate.

The fact that it is not listed does not mean it is not permitted. City & Guilds makes every effort to provide detailed information to centres, but it is not possible to list every possible access arrangement a candidate may need.

Centres **must** apply for the following access arrangements by email:

- exemptions,
- live speaker,
- language modifier,
- practical assistant in a practical assessment,
- transcript of recording.

4. Modified question papers

4.1. Types of modifications available

Where modified papers are not available to order on the Walled Garden catalogue, centres **must** make a separate application to City & Guilds to order any modified assessment materials. These will be sent separately from the unmodified question papers and the attendance register (referred to as an Invigilation Certificate).

The modifications available include:

- Braille question papers,
- electronic versions of paper-based question papers (eg. PDFs),
- paper versions of e-volve-only tests,
- modified enlarged paper,
- modified language paper,
- tactile diagrams.

Modified question papers can be tailored to the candidate's needs, so please be specific when making requests. City & Guilds will make every effort to produce modified question papers for candidates as requested. However, in certain circumstances it may not be possible to produce a modified question paper exactly as requested by a centre. This could, for example, be due to cost, time or the security of the assessment.

4.2. Applying for modified question papers

There is an online form, [Request for modified question papers](#), within the [Centre document library](#) for centres to use.

The deadlines for modified assessment materials apply only where the modifications are being prepared by City & Guilds. For example, the deadlines would not apply to Braille question papers ordered directly from the Walled Garden catalogue or where permission has been given to photocopy materials onto A3 paper. The timescales depend on the type of modification required, for example:

Access arrangements	Deadline
Braille or modified enlarged question papers	2 months before the exam
modified language paper	3 months before the exam
non-interactive electronic (PDF) question papers	1 month before the exam
paper versions of e-volve-only tests	2 months before the exam

4.3. Unmodified question paper on A3 / coloured paper

Centres do not need to request these from City & Guilds. The centre may open the question paper packet up to 90 minutes before the exam to copy the question paper on to A3 or coloured paper. Prior permission is not required.

4.4. Functional Skills

Braille and modified enlarged (size 24 on A4) question papers for Functional Skills can be ordered directly from the Walled Garden catalogue. If any other size or type of modification is required, it must be requested from City & Guilds.

If the candidate needs to use a computer reader in the Reading exam, the centre should enter them for the paper-based exams and request an electronic version of a paper-based question paper.

4.5. Paper-based versions of e-volve only tests

Please remember modified question papers can be requested for e-volve tests, as well as paper-based ones. If the candidate cannot access the e-volve platform, due to their disability, a paper-based version can be provided.

4.6. Braille scripts

If the candidate has written their answers in braille, the centre must transcribe their answers into print before sending them off for marking. Braille scripts, without a transcript, cannot be marked by City & Guilds.

5. Access arrangements for specific types of qualification or assessment

5.1. Applying access arrangements to different types of assessment

5.1.1. Determining when access arrangements are needed

If an application is made for all assessments, it may still be that the candidate only *needs* the access arrangement for certain types of assessment. For example:

- A reader would not be needed for a professional discussion, where there is no written material to read.
- Extra time may be needed in a practical assessment, for a candidate with a physical disability or a sensory impairment which has a substantial and adverse effect on their manual dexterity or their physical coordination. However, extra time may not be required in a practical assessment for a candidate with learning difficulties.
- Extra time is not required where the assessment is not timed, for example, where timings are only given as a guide for timetabling.

5.1.2. Risks to consider when applying extra time

It's possible for extra time to be counter-productive in terms of fatigue. This may be a risk

- where a candidate has over 50% extra time, or
- when applying extra time to very long assessments (eg 6 hours or more).

Other access arrangements may be more helpful to the candidate in this case, and you may want to consider rest breaks as an alternative (or in addition to the extra time).

5.1.3. Using a practical assistant

A practical assistant is someone who performs practical tasks on behalf of a candidate, according to the candidate's instructions. Marks **cannot** be given to the candidate for activities completed by the practical assistant. If and how a practical assistant can be used will depend on:

- if the assessment is testing practical skills, and
- if the assessment is mark-based.

Examples of assessment types	Guidance on using a practical assistant
Written, multiple choice, spoken or listening	• In written assessments, the practical assistant can complete tasks such as turning pages or holding a ruler in place. • There are no marks for these tasks, so it doesn't affect what is being assessed.

Practical tasks form part or all of the assessment – all criteria must be met	• The practical assistant can complete tasks that are not assessed, for example, they could pass equipment to the candidate. • A practical assistant cannot be used to complete any activity that is assessed. • The same grading criteria must be applied to every candidate.
Practical tasks are <i>part</i> of the assessment – mark-based	• As above, the practical assistant can complete tasks that are not assessed, for example, they could pass equipment to the candidate. • If the practical assistant completes any tasks which are assessed, the candidate cannot get any marks for those tasks. • Marks cannot be given to the candidate for activities completed by the practical assistant.
Practical tasks are the <i>whole</i> assessment – mark-based	• As above, the practical assistant can complete tasks that are not assessed, for example, they could pass equipment to the candidate. • A practical assistant cannot be used to complete any activity that is assessed.

It is not possible to make any adjustment to an assessment that would alter the knowledge, skills and understanding being assessed (as opposed to the way they are demonstrated). For this reason, a practical task can **never** be replaced with an alternative spoken or written task. The candidate describing or talking through how they would complete a task can never be permitted as an alternative to a completing a practical task, as it would not assess the same knowledge, skills or understanding.

5.2. 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.

There are two major differences for access arrangements at Entry Level. The centre is:

- **not** required to have every candidate individually assessed by a specialist, although the centre **must** determine the needs of the candidate and their normal way of working,
- permitted to allow more access arrangements without prior permission from City & Guilds.

The table below lists some of the access arrangements available:

Access arrangements	Permitted by
Braille/ modification of non-secure assessment material	Centre
Braille or modified enlarged question papers	City & Guilds
Supervised rest breaks	Centre
Reader	Centre
Scribe	Centre
Practical assistant	Centre
Sign language interpreter	Centre
Bilingual dictionaries	Centre
Prompter	Centre
Early opening of question papers to photocopy on to A3/coloured paper	Centre
Early opening of question papers for a Communication Professional to prepare	Centre
Timetable alterations (for dated examinations only)	City & Guilds
Extra time in timed assessments	Centre
Oral language modifier	Centre

Please contact City & Guilds about any access arrangements not on this list.

5.3. Competence-based vocational qualifications

This section covers access arrangements for competence-based vocational qualifications that are centre assessed using a portfolio of evidence and subject to external quality assurance. For any under-pinning knowledge tests or assignments within an NVQ/SVQ, please refer to **Section 3** on page 8.

Centres are advised to consider any access arrangements that may be required before a candidate is enrolled on a qualification. Access arrangements **must not** invalidate the learning outcomes or assessment criteria and where possible should reflect the candidate's normal way of working within the centre or workplace.

Centres should inform their EQA of all access arrangements as part of the visit planning process. Evidence of need does not need to be included in this notification. Centres **must** consult City & Guilds where an arrangement could invalidate the assessment.

5.3.1. General guidance

- Access arrangements must be put in place before the candidate begins any assessment.
- Centres should make sure access arrangements are suitable for the assessment before the candidate starts working on it. If the centre is not sure, they should consult City & Guilds before putting the access arrangement in place.
- A candidate must not receive marks for something somebody else has done. For this reason, a practical assistant is not usually permitted for practical components.
- If a word processor can be permitted, it can be permitted for all candidates and it doesn't need to be treated as an access arrangement.
- EQAs must be able to sample the work of any candidate selected for sampling at the centre. This means in some cases (eg where the candidate has produced work in Braille), the centre will need to provide a transcript, as well as the original work.
- Health and Safety may be a concern for some qualifications and this should be taken into consideration when agreeing suitable access arrangements. Candidates must not complete an assessment in a way that puts their safety, or the safety of others, at risk.
- Where an access arrangement has been put in place, the Internal Quality Assurer (IQA) must ensure that records are kept for quality assurance purposes.

The table below provides guidance on some of the access arrangements available:

Access arrangements	Guidance
Extra time	Only applicable where assessment is timed.
Sign language interpreter	Consult City & Guilds before the assessment if speaking or listening is being assessed.
Modified assessment materials	Refer to section 4, Modified question papers, on page 10, if modification by City & Guilds is required.
Practical assistant	Cannot be used in practical assessments, please contact City & Guilds for more information.
Reader	Reads written assessment materials (ie questions and instructions) exactly as they are written, must not read reference material or labels on equipment
Scribe	Where a candidate has difficulty writing, the centre should investigate different forms of evidence that can be used, for example video evidence may be a possibility.
Rest breaks	Only applicable where assessment is timed

For information on any access arrangements not listed or for more detail, please contact City & Guilds.

5.4. Technical qualifications

This section covers access arrangements for level 2 and 3 Technical qualifications.

5.4.1. Synoptic assignments

The table below provides guidance on some of the access arrangements available:

Access arrangements	Guidance
Extra time	Only applicable where assessment is timed. In some cases the times given are for guidance only, not mandatory assessment times.
Modified assessment materials	Refer to section 4, Modified question papers, on page 10, if modification by City & Guilds is required.
Practical assistant	Using a practical assistant may limit the marks the candidate can achieve, depending on the tasks completed by the assistant. Approval from City & Guilds is required before the assessment takes place, please contact City & Guilds for more information.
Rest breaks	Only applicable where assessment is timed
Word processors	All candidates can type their answers, with spell check.
Written answers instead of spoken	Where speaking is not assessed, answers can be given in writing instead. Approval from City & Guilds is required before the assessment takes place, please contact City & Guilds for more information.

If there are any parts of the assignment that the candidate may not be able to access, please contact City & Guilds as soon as possible.

5.5. Functional Skills English qualifications - 4748

For information on Functional Skills, please refer to the [JCQ Access Arrangements and Reasonable Adjustments](#) document.

5.6. Apprenticeship assessment

Please refer to the guidance documents on Proficient or the [EPA document library](#).

5.7. T Level Technical Qualifications

5.7.1. Projects

Guidance on delivering the Employer-Set Projects and the Animal Care and Management Research Project is covered in the table below:

Activity	Guidance
Audience for presentations	The presentation must be to the tutor. No one else needs to be present.
Delivery of presentations	If the candidate is unable to deliver the presentation live, it may be possible that the presentation is recorded in advance and then played to the tutor. This will only be approved in exceptional circumstances.
Video evidence	If the candidate does not consent to being video recorded: • an audio recording can be submitted instead • the content of their slides can also be marked However, the examiner cannot assess body language from an audio recording and this will limit the marks the candidate can access.
Giving spoken answers	The examiner must be able to hear the candidate's answers on the video so they can mark them. Answers can be given in writing instead of spoken, but: • approval is required, • some marks cannot be accessed. However, it will enable the learner to be assessed on the content of the answers and achieve marks for this. Questions cannot be provided to candidates in advance.
Group work	Groups can be decided before the day of the task and candidates can be informed of the groups in advance.

5.7.2. Occupational Specialism (single assessment) and synoptic assignment

This section covers Occupational Specialisms with a single assessment and the synoptic assignment with Animal Care and Management. Guidance on delivering these assessments is covered in the table below:

Activity	Guidance
Practical assistant	For practical tasks, using a practical assistant may limit the marks the candidate can achieve, depending on the tasks completed by the assistant.
Written answers instead of spoken	Where speaking is not assessed, answers can be given in writing instead.

5.7.3. Applying for access arrangements

Instructions for applying for access arrangements is covered in the table below:

Access arrangements	Guidance	Approval required
Extra time	- Extra time should only be given for tasks where it is needed. - If extra time is required for only one (or some) participants in a group activity, please email policy@cityandguilds.com for more information.	Yes
Alternative to video evidence	Where it is not possible to video the candidate due to their disability, an application must be made for approval to utilise alternative evidence for the task.	Yes
Pre-recorded presentations	Only permitted if the candidate would be at significant disadvantage without this arrangement and where this disadvantage is due to a disability.	Yes
Practical assistant in a practical task	Details of the tasks to be completed by the assistant will be required to support the application.	Yes
Written answers instead of spoken	Where communication skills are being assessed, this could affect the marks the candidate can achieve.	Yes

For extra time, centres must apply on the Walled Garden. For the other access arrangements listed above, centres must apply using the “other” access arrangements form.

6. Evidence to support access arrangements

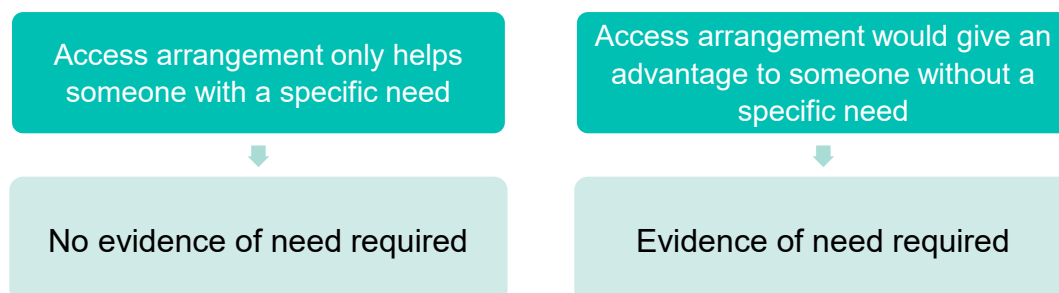
Centres must keep evidence on file for access arrangements for a minimum of three years after the assessment date. City & Guilds may ask to see copies of the evidence held for specific candidates. Centres must keep copies of access arrangements confirmations from City & Guilds on file (including those from the Walled Garden and email correspondence).

The candidate **must** be consulted by the centre before an access arrangement is made by the centre, or an application is submitted to City & Guilds.

There are two different types of evidence as described in the sections below. For more detailed information, please refer to the **JCQ Access Arrangements and Reasonable Adjustments** document.

6.1. Evidence of need

This is required where an access arrangement could give an unfair advantage to someone without a genuine need. For example, extra time might help someone without a disability to spend more time on their answers, whereas a Communication Professional would only help apprentices who use sign language.



All evidence **must**:

- be dated,
- reflect the candidate's current needs
- include details of the author (eg name, position),
- be relevant (for example, if a centre is applying for a reader and no other arrangements, there would be no reason to include the results of a spelling test),
- specify the candidate's disability.

6.1.1. Using older evidence

Older evidence can be used in certain circumstances, where it reflects the learner's current needs, for example:

Letter from a psychologist, medical consultant or psychiatrist used to confirm a diagnosis	This can be from any time, providing the diagnosis is still current
Report detailing any difficulties with reading, writing and/or cognitive processing	The candidate must have been at least 12 years old

Any evidence will be judged against the **current** requirements when the application is made, and **not** the requirements from the time it was written.

6.2. Normal way of working

In addition, centres must hold evidence of the candidate's normal way of working.

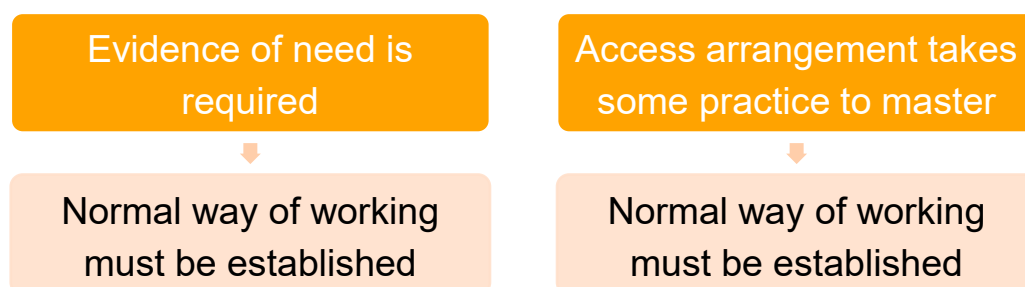
The arrangement(s) put in place for the assessment must reflect the support given to the candidate when preparing for their assessment, for example:

- for any previous qualifications (like GCSEs),
- during any teaching or preparation for their assessments,
- in the workplace,
- during any mock or practice tests.

This is referred to as ‘normal way of working’. The evidence must be put together by a member of staff at the centre. It should ‘paint a holistic picture of need’, including:

- support given to the candidate when preparing for their assessments (as described above),
- if known, arrangements made at school (for example for GCSEs),
- comments and observations from teaching staff and support staff who have noted the candidate’s difficulties,
- intervention strategies (e.g. individual education/learning plans),
- screening test results,
- the apprentice’s self-reported difficulties.

Normal way of working evidence is designed to show how the candidate will benefit from the access arrangement, for example, that they know how to work with a reader or scribe, as it does take some practice.



Normal way of working evidence can be in the form of a note written by the centre on headed paper. It must be signed¹ and dated. Alternatively, the JCQ forms can be used. Normal way of working evidence must be from the **current** centre, evidence from previous centres **cannot** be accepted.

Normal way of working evidence is not required for access arrangements where it is put in place due to a temporary injury or impairment where it would not be possible to establish normal way of working.

¹ Electronic signatures can be used.

6.3. Using a JCQ Form 8 from another centre

If a fully completed JCQ Form 8 has been received from another centre (for example from a school), the following checks should be completed:

- Has Part 1 of Form 8 been completed? Is there sufficient information within Part 1 showing the candidate's picture of need and normal way of working?
- Has Part 2 of Form 8 been completed?
- Are the tests recorded within Part 2 of Form 8 current on the date of the assessment, age appropriate and nationally standardised?
- Was the candidate assessed no earlier than the start of Year 9?
- Has Part 2 of Form 8 been signed and dated by the assessor?
- Has evidence been provided that the assessor holds, as a minimum, a post-graduate qualification in individual specialist assessment at or equivalent to Level 7, or is a specialist teacher assessor holding a current SpLD Assessment Practising Certificate, or is a psychologist holding HCPC registration?
- Has Part 3 of Form 8 been completed?
- Has Part 3 of Form 8 been signed and dated by the SENCo?

JCQ Form 8RF should be completed by the current centre, to confirm these checks and the candidate's current normal way of working.

Appendix 1: Category codes

The codes below are used, on the Walled Garden, when booking e-volve tests with time extensions.

Category code	Description
BH	Reader and writer – hearing impairment
BL	Reader and writer – learning difficulties
BP	Reader and writer – physical impairment
BV	Reader and writer – visual impairment
RH	Reader – hearing impairment
RL	Reader – learning difficulties
RP	Reader – physical impairment
RV	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	Writer – hearing impairment
WL	Writer – learning difficulties
WP	Writer – physical impairment: permanent or temporary
WV	Writer – visual impairment
SL	Bilingual translation dictionary

Notes

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

Appendix 2: Guidance on e-volve tests

Additional time

Centres must apply for the arrangement on the Walled Garden before booking the test. Centres can then schedule time extensions for candidates needing up to 25% extra time. A guide on how to do this can be found at www.cityandguilds.com/e-volve.

Centres cannot add extra time to a test after it has been booked. For on-demand e-volve tests, a new test should be booked.

Time can be added in percentage multipliers of the test time, in increments of five, eg. 5%, 10% up to 25%. Some assessments, including Functional Skills English and some Underpinning Knowledge Tests will allow up to 50% extra time. If centres need to book more than this percentage, they should email policy@cityandguilds.com or complete the [Time extensions form](#), with all the test details. A confirmation email will be sent when the booking is made. The maximum extra time available on e-volve is 100%.

Rest breaks

The candidate must, as usual, be supervised during any short rest breaks and the system must be invigilated to ensure that no one else can access the candidate's test or accidentally close the test down. When a break is needed, the test must be paused. The use of the pause function through the SecureAssess portal will lock the assessment as well as stop the clock. This function should also be used in the event of an emergency.

Use of a practical assistant

The e-volve 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 e-volve Navigation Test well in advance of the proposed examination date, using the special keyboard or mouse. Should any difficulties be experienced with the equipment, City & Guilds would be happy to consider the use of a practical assistant.

Use of other software

At present, the use of other software with e-volve is not supported for locked down tests. For In-app tests, please contact City & Guilds for more information on using assistive software.

Learners have the ability to change the text colour and background once they have entered their keycode. This leaves the learner time to find the best combination for their particular need.

Information on using magnification software with e-volve can be found on the City & Guilds website, www.cityandguilds.com.

A paper-based version of the examination can be requested, all assessment materials are available in a range of formats, on request.

Appendix 3: The Remote Invigilation Service

The Remote Invigilation Service allows e-volve tests to be taken from home or the workplace. City & Guilds provides the invigilators. Please refer to our website for more information on [remote invigilation](#).

Additional time

As with other e-volve tests, centres can then schedule time extensions for candidates needing up to 25% extra time. If centres need to book more than this percentage, they should email policy@cityandguilds.com, with all the test details.

Rest breaks

The candidate must, as usual, be supervised during any short rest breaks and cannot leave the room during the test. If the candidate has not remained under test conditions, the test cannot resume.

When a break is needed, the test cannot be paused by the invigilator.

Human readers, scribes or practical assistants

Unfortunately, City & Guilds are unable to provide human readers or scribes for the Remote Invigilation Service. The candidate cannot provide their own reader or scribe, as this would be a potential conflict of interest.

Candidates may have extra time where they have approval for a reader or scribe.

Headphones

Candidates cannot wear wireless headphones unless they are approved in advance by City & Guilds. Wired headphones or hearing aids are permitted.

Use of other software

If any other software is required, this must be approved in advance by City & Guilds before the test. Any software will need to work with both e-volve and remote invigilation

Contact us

Giltspur House
5-6 Giltspur Street
London EC1A 9DE

customersupport@cityandguilds.com

+44 (0) 1924 930 800

cityandguilds.com

About City & Guilds

City & Guilds is the global skills partner, empowering people, organisations and economies to develop the skills they need for growth. With almost 150 years of trusted expertise, we support people into work, help them develop on the job and move into the next job.

We work with Governments, employers, training providers, colleges and industry stakeholders to design and deliver high-quality training, qualifications, assessments and credentials that lead to meaningful career progression. We understand the life changing link between skills development, social mobility and success. Our solutions span critical sectors including construction, engineering, transport, energy and electrical, serving over 1 million learners annually.

Through our comprehensive portfolio of brands and trusted global network, we set industry-wide standards for technical, behavioural and commercial skills to improve performance and productivity. We believe you can achieve your potential - and we're here to help make it happen.

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