**Access Arrangements and Special Considerations Policy**

**Access Arrangements**

Access Arrangements allow candidates to show what they know and can do without changing the demand 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 and a fair and equal chance of demonstrating their knowledge, skills and understanding to achieve the assessment standards.

The access arrangement will depend on the individual circumstances, the impact of the disability on the individual, cost implications and the practicality and effectiveness of the arrangement. Access arrangements must:

* Not make the assessment easier
* Not give the candidate an unfair advantage
* Be based on the individual need of the candidate
* Be auditable and capable of being internally and externally quality assured
* Give a realistic indication to a potential employer of what the holder of the certificate can do.

Access arrangements apply for external assessments, including e-volve tests

To enable a learner to have an appropriate access arrangement, a thorough initial assessment must have been carried out to assess the learner’s additional need. This will be done by appropriately qualified staff and the results of which will be recorded accordingly and in confidence on the initial skills scan and subsequent sign-up documents as appropriate.

It is expected that learners will supply evidence of their additional needs if declared on the initial assessment; such documents could include an Educational Health Care Plan.

If the learner declares special additional needs but does not have evidence as such then the centre may refer the learner for cognitive testing or to an educational psychologist who will enable diagnostic testing of the learner’s needs.

**Special Considerations**

A Special Consideration is a post-assessment adjustment reflecting an unforeseen circumstance which could affect a candidate’s performance during or near the time of an assessment and/or examination.

Special consideration may be given following dated examinations for candidates who are present for the examination but may have been disadvantaged, for example, by temporary illness or adverse circumstances during the assessment.

In the case of an on-demand assessment (including e-volve tests), the assessment should be rescheduled, following City and Guilds and ILM processes.

Examples of unforeseen circumstances include, but this is not an exhaustive list:

* Temporary illness or accident/injury at the time of the assessment;
* Bereavement at the time of the assessment (where whole groups are affected, normally only those most closely involved will be eligible);
* Domestic crisis arising at the time of the assessment;
* serious disturbance during an examination, particularly where recorded material is being used;
* Other accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper, failure of IT equipment, failure of materials to arrive on time;
* Failure by the centre to implement previously approved access arrangements.

Such circumstances may not affect the assessment outcome; therefore it may be more appropriate to reschedule the assessment to enable fair access.

Special consideration cannot give the candidate an unfair advantage and must not mislead regarding a candidate’s achievements. The candidate’s results must reflect their actual achievement in assessments; not their potential ability.

All centres are required to have their own guidance on access arrangements and special considerations and to ensure that all staff within the centre are familiar with the content.