




## KMS 400 Equality Policy

**Appendix A      The Equality Act 2010 Definition of Disability**  
**Appendix B      Disability Policy (Exams) 2022/ 2023**



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## **Kingston Maurward College Equality & Diversity Policy**

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## **1. Commitment**

The College is committed to ensuring that every individual is treated with respect and dignity and is given the opportunity to achieve his or her maximum potential.

Kingston Maurward College values and celebrates the diversity within the college community and strives to give everyone the opportunity to contribute to the culture in all areas of its activity.

The College is committed to widening participation and strives to ensure that no applicant, employee, student or any other customer of the college receives less favourable treatment than another on any grounds, including age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We are committed to safeguarding and protecting all our students / apprentices, especially children and vulnerable adults, from harm (refer to KMS 250 Safeguarding Policy).

Similarly, we are committed to the prevention of bullying and harassment (refer to KMS 257 Anti-Bullying and Harassment Policy) and to ensuring that victimisation does not occur when dealing with claims or complaints under the Equality Act 2010.

## **2. Equality Act 2010 – Public Sector Equality Duty**

Under the Equality Act 2010, the College has a statutory duty to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people from different groups;
- Foster good relations between people from different groups.

## **3. Counter Terrorism and Security Act 2015**

The Counter Terrorism and Security Act 2015 introduced the Prevent Duty which requires the College to have due regard to the need to prevent people from being drawn into terrorism.

This duty includes the requirement that all staff exemplify British values in their management, teaching and through general behaviours in the College, including through opportunities in the curriculum.

The College is expected to encourage students and apprentices to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

The British values are defined as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance

## **4. Scope**

This policy covers all areas of our work, including the provision of education, human resources, procurement, marketing, employer engagement and commercial or community events.

It is intended to protect prospective students, current students, apprentices, staff, volunteers, partners, employers, customers, contractors, visitors and, in some cases, former students and apprentices (if there is a continuing relationship based on him or her having been a KMC student i.e. KMC Alumni).

In accordance with the Equality Act 2010, the College seeks to promote equality and diversity and to prevent discrimination on the grounds of race, gender, disability, age, sexual orientation, religion or belief, pregnancy and maternity, marriage and civil partnership and gender reassignment. We also seek to reduce socio-economic inequalities and support staff, students and apprentices with caring responsibilities for dependents.

## **5. Roles and Responsibilities**

All members of the College community have a role to play in ensuring that good relations and positive attitudes permeate throughout College life. Members of the College community include all staff and volunteers, all students, all apprentices, including prospective students, apprentices, partners, employers, customers and contractors.

Every individual has the right to:

- Be fairly treated irrespective of race or ethnic background, gender/transgender, disability and/or learning difficulty, age, religion, beliefs, sexual orientation or any other perceived differences
- Work and learn free from harassment and bullying

Every individual has a responsibility to:

- Treat others with the respect with which they would wish to be treated themselves
- Not bully, intimidate, demean, undermine or harass others
- Make appropriate responses if witness to inappropriate or discriminatory behaviour
- Act in accordance with the College's Anti-bullying and Harassment Policy
- Act in a way that is non-discriminatory at all times

Additional responsibilities for Equality and Diversity are held as follows:

- The Corporation is responsible for ensuring that equality systems exist and are monitored and reported upon effectively
- The Principal is responsible for ensuring that appropriate systems are in place and that their impacts are reported to The Corporation
- The Equality and Diversity Committee includes representation from The Corporation, management, teaching staff and support staff. It is chaired by the Principal and reports its findings to The Corporation

- College Managers have a responsibility to ensure that staff under their direction act in accordance with the law and with College equality policies and procedures. They are also responsible for ensuring that awareness of equality themes is promoted to staff, students and apprentices
- All staff have a responsibility to ensure that students under their direction act in accordance with the law and with College equality policies and procedures. They are also responsible for ensuring that awareness of equality themes is promoted to their students and apprentices
- Student Voices has a responsibility to raise issues regarding Equality and Diversity and to suggest initiatives for improvement
- Every student / apprentice has a responsibility for their own conduct; to report problems arising for other students / apprentices and to participate in activities that raise awareness of Equality and Diversity

## **6. Data Collection, Analysis and Reporting**

All data relating to individuals is obtained, processed, stored and disposed of in accordance with all relevant GDPR Legislation (refer to KMS 860 Data Protection Policy).

The College has a statutory duty to identify whether students, apprentices or staff with protected characteristics are disadvantaged compared with others. Data is collected from both students, apprentices and staff, and analysed in respect to recruitment, retention and, in the case of students and apprentices, achievement.

The data about students / apprentices is published in the College Self-Assessment Report and actions are incorporated into the Quality Improvement Plan. Statistically insignificant data may be withheld on the grounds of confidentiality but will still be used to inform the quality improvement process.

Data about staff is published in the Human Resources Manager's annual report.

## **7. Training and Awareness**

The College recognises that education and training have a significant role to play in promoting equality throughout the community.

We will ensure that appropriate education is delivered to governors, students, apprentices and staff, including employers and wider community within our allocated funding resources, in accordance with the requirements of each individual's responsibilities. This will include briefings at new staff induction and as part of CPD for staff.

Supporting resources are available in the LRC and on Moodle (Teaching Resources section).

## **8. Consultation and Review**

The College will seek the views of its stakeholders when reviewing or implementing policies,

procedures, projects, plans or strategies that have an impact on Equality and Diversity.

The College Annual Self-Assessment Review summarises the key actions that the College has undertaken to achieve equality throughout the academic year.

## **9. Reporting Discrimination or Unfair Treatment**

The College is committed to providing an open and supportive culture where people can report genuine concerns without fear of reprisal or further discrimination.

Students and Apprentices can report problems by:

- Talking to their tutor, Course Manager or Work Based Learning Coordinator
- Talking to a member of the Student Welfare team
- Emailing the Student Welfare Team via [121@kmc.ac.uk](mailto:121@kmc.ac.uk)
- Sending an official complaint to the Complaints Officer
- Referring to the Anti-bullying and Harassment Policy for further details

Staff can report problems by:

- Talking to their line manager
- Talking to the Human Resources Manager
- Referring to the Whistle Blowing policy for further details
- Raising a formal grievance via the Staff Grievance Procedure

Others can report problems by:

- Sending an official complaint to the Complaints Officer

## **10. Student Admissions**

- The College's Equality and Diversity Statement is available from the college website
- Non-discriminatory language is used in all College literature
- Prospective students / apprentices will be given realistic and clear guidance on the costs they can expect to face in relation to their course and of financial support arrangements available to them
- The student admissions procedure is non-discriminatory
- The College Admissions Policy (KMS 420) has further details about equality of opportunity for students

## **11. Transport**

The College will ensure that Equality and Diversity principles are taken into account in the way that it provides transport and parking with a special regard to the needs of students with disabilities.

## **12. Curriculum Learning and Teaching**

- The College has a responsibility to ensure that the framework and principles described in this policy are applied to all learning and teaching
- Methods of assessment must be accessible and appropriate to all students / apprentices
- The College will monitor cases where disciplinary action is taken to ensure that no student / apprentices – or group of students / apprentices – is subjected to direct or indirect discrimination
- The monitoring of disciplinary actions should also highlight whether any particular group within the student population is struggling – and therefore more presenting more behavioural problems

## **13. Student Welfare Team**

- All Student Welfare Team functions, including access to the LRC and welfare services, are available and accessible to all students / apprentices
- Advice and guidance delivered by Student Welfare Team is impartial and non-judgmental
- The Team is committed to the active promotion and encouragement of diversity
- External partner organisations working with our students / apprentices by referral from Student Welfare Team are committed to our Equality and Diversity Policy
- The Student Welfare Team play an active role in safeguarding and in the prevention of bullying or harassment (refer to policies)

## **14. Supporting Students / Apprentices with Disabilities**

- The College provides appropriate additional support to students / apprentices with disabilities (refer to Learning Support information from the website) to ensure that they are not disadvantaged in the pursuit of their studies
- The College has a responsibility to ensure that students, apprentices, staff and visitors with disabilities are treated with respect; are not disadvantaged as a result of their disability and are not subjected to discriminatory behaviour
- Disability awareness should be promoted throughout the College

## **15. Staff**

- The College seeks to recruit, develop and promote staff in a fair and transparent way.
- Decisions on the shortlisting and recruitment of prospective staff are made in accordance with non-discriminatory person specifications. Equality information is not used in these judgements
- In its dealings with individuals, the College will adhere to the principles of natural justice, employment legislation and best practice and individuals' civil and human rights
- Applicants with a disability must be short listed if they meet the minimum essential criteria outlined within the job description and person specification. Details of reasonable adjustments when interviewing and appointing disabled applicants can be found in the relevant appendix of the Recruitment and Selection Policy

- Training on Equality and Diversity will be provided to staff through the use of online materials, dedicated E&D training events during Staff Development Weeks and at new staff inductions and specific role-related training identified as required
- The College regularly monitors Gender Pay Gap information and formulates actions accordingly
- The HR department will monitor the protected characteristics of its staff body and will identify actions required to adhere to relevant legislation as required

## **16. Supporting staff with disabilities**

Staff either with existing disabilities, or who develop disabilities whilst employed by the College, will be supported on a case by case basis, in conjunction with relevant specialist expertise (GP and Occupational Health intervention) and in line with best practice.

## **17. External partners, contractors and employers (e.g. for work placements)**

The College has a responsibility to ensure that our partners all adhere to the College's required standards relating to Equality and Diversity as described in this policy. This includes those working on or off-campus and those working with students, staff, Governors, members of the public or any other members of the College community.

## **18. Contacts and Links**

An up-to-date list of relevant websites and support organisations is available to students, apprentices and staff from the Student Welfare Team and via the Moodle self-help pages.



<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

### **The Equality Act 2010 definition of disability**

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

The clear starting point in the statutory guidance is that disability means **'limitations going beyond the normal differences in ability which may exist among people'**.

**'Substantial'** means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

**'Long term'** means the impairment has existed for at least 12 months, or is likely to do so.

**'Normal day to day activities'** could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. **(Study and education related activities are included in the meaning of 'day to day' activities.)**

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

**Factors that might reasonably be expected to have a substantial adverse effect include:**

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions.

**Factors that might reasonably be expected not to have a substantial adverse effect include:**

- minor problems with writing or spelling;
- inability to fill in a long, detailed, technical document, which is in the person's native language without assistance;
- inability to concentrate on a task requiring application over several hours.

### Equalities Policy (Exams) 2022/2023

#### Purpose of the policy

This document is provided as an exams-specific supplement to the *centre-wide equalities/accessibility policy/plan*, which details how the centre will

- recognise its duties towards disabled candidates, ensuring compliance with all aspects of the Equality Act 2010<sup>†</sup>, particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid; <sup>†</sup>or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect ( JCQ's **General Regulations for Approved Centres**, section 5.4)
  - This publication is further referred to in this policy as [GR](#)

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

#### The Equality Act 2010 definition of disability

A definition is provided on page 9 of the JCQ publication (Adjustments for candidates with disabilities and learning difficulties) Access Arrangements and Reasonable Adjustments\_2022-2023

This publication is further referred to in this policy as [AA](#)

#### Identifying the need for access arrangements

#### Roles and responsibilities

##### Head of centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#)

##### Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

##### Learning Support Tutors (Learning Support Tutors)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)

##### Teaching staff

- Inform the Learning Support Tutors of any support that might be needed by a candidate

**Support staff** (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- (where appropriate) Provide comments/observations to support the Learning Support Tutors to paint a holistic picture of need confirming normal way of working for a candidate

### **Assessor of candidates with learning difficulties**

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist teacher assessor)

- Has detailed understanding of the current JCQ publication [AA](#)

### **Use of word processors**

Please refer to KMS 052L Exam Word Processor Policy

### **Requesting access arrangements**

#### **Roles and responsibilities**

#### **Learning Support Tutors (Learning Support Tutors)**

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- Presents the files when requested by a JCQ Centre Inspector and addresses any queries/questions raised.
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is processed at the start of the course and at the latest by the awarding body deadline
- Follows guidance in [AA](#) Section 8 to process approval applications for access arrangements for those qualifications listed on page 2 of [AA](#)
- Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of JCQ Form 8 (Application for access arrangements – Profile of learning difficulties), and/or centre based evidence including concise file note(s) on centre headed paper, signed and dated, and a body of evidence to substantiate the candidate's normal way of working within the centre ([Form 8](#) must only be used for
  - candidates with learning difficulties who are **not** subject to a current EHCP or Statement of Special Educational Needs who require 25% extra time and/or a scribe (including candidates who require a computer reader/reader and 25% extra time and/or a scribe)
  - all candidates with learning difficulties who require up to 50% extra time
  - all candidates who require a Language Modifier)
- Ensures where form 8 is required to be completed, the original form is signed (an electronic or typed signature is permissible) and dated as required **prior** to approval being sought and that the form is provided for processing and inspection purposes
- Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of [AA](#), are entered into AAO to confirm their status including any professionals working outside the centre
- Confirms by ticking the 'Confirmation' box prior to submitting the application for approval that the '*malpractice consequence statement*' has been read and accepted

- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Maintains a (hard copy or electronic) file/e-folder for each candidate that will include:
  - completed JCQ/awarding body application forms and evidence forms
  - appropriate evidence to support the need for the arrangement where required
  - appropriate evidence to support normal way of working within the centre
  - in addition, for those qualifications listed on page 2 of [AA](#) (where approval is required), a print out/PDF of the AAO approval and a signed candidate personal data consent form (which provides candidate consent to their personal details being shared)
  - (where applicable) 'Data protection confirmation by the examinations officer or SENCo' acknowledged before an application is processed online

### **Exams officer**

- Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA](#) where this may be relevant to the EO role
- Liaises with the Learning Support Tutors to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (using AAO for those qualifications included in the tool; using Form VQ/EA), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

## **Implementing access arrangements and the conduct of exams**

### **Roles and responsibilities**

#### **External assessments**

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication [Instructions for conducting examinations \(ICE\)](#).

### **Head of centre**

- Supports the Learning Support Tutors, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

### **Learning Support Tutors (Learning Support Tutors)**

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time

- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

## **Exams officer**

- Is familiar with the instructions for invigilation arrangements for candidates with access arrangements and Access Arrangements in [ICE 2022-23](#)
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Ensures where a facilitator is allocated to support a candidate under exam conditions that they will not be a the teacher of the subject being examined, a relative, friend, peer or private tutor of the candidate
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures candidates with access arrangements are identified on exam room seating plans
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or Communication Professional)
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the Learning Support Tutors to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with the Learning Support Tutors regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the Learning Support Tutors regarding rooming of access arrangement candidates
- Liaises with the Learning Support Tutors and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the Learning Support Tutors to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question

paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the awarding body's published start time of the exam

- Understands that where permitted/approved, secure exam question paper packets may need to be opened early so the facilitator (Language Modifier, Live Speaker, Communication Professional only) may have access to the question paper 60 minutes prior to the awarding body's published starting time for the exam in order to prepare.
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
  - prints pre-populated cover sheets from AAO where this is required for particular arrangements
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the Learning Support Tutors where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Monitors, in mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage

#### **Other relevant centre staff**

- Support the Learning Support Tutors and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

#### **Internal assessments**

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally moderated/standardised by the centre and externally moderated by the awarding body.

*"Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'."*

#### **Special educational needs coordinator (Learning Support Tutors)**

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments

#### **Teaching staff**

- Support the Learning Support Tutors in implementing appropriate access arrangements for candidates
- Provide the Learning Support Tutors with assessment schedules to ensure arrangements are put in place when required
- Liaise with the Learning Support Tutors regarding assessment materials that may need to be modified for a candidate
- Ensures a candidate has had appropriate opportunities to practice using the access arrangement(s) before his/her first examination
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment

### **Internal exams**

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

### **Special educational needs coordinator (Learning Support Tutors)**

- Liaises with teaching staff to implement appropriate access arrangements for candidates

### **Teaching staff**

- Support the Learning Support Tutors in implementing appropriate access arrangements for candidates
- Provide the Learning Support Tutors with internal exam timetable to ensure arrangements are put in place when required
- Ensures a candidate has had appropriate opportunities to practice using the access arrangement(s) before his/her first examination
- Provide exam materials that may need to be modified for a candidate



## Facilitating access – examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to:

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations  Supervised rest breaks	<p><i>Learning Support Tutors gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>Course Manager provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by Learning Support Tutors ; AAO approval for both arrangements not required</i></p> <p><i>Course Manager discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits 'Alternative site form for timetabled written exams to awarding body/bodies online using CAP</i></p> <p><i>An on-line submission must only be made for timetables written examinations in the following qualifications ...</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Course Manager confirms with candidate the information is understood</i></p> <p><i>Course Manager agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with Course Manager if candidate is eligible for special consideration (candidate present but</i></p>



		<p>disadvantaged)</p> <p>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</p> <p>Course Manager informs candidate that special consideration has been requested</p>
<p>Persistent and significant difficulties in accessing written text</p>	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p>Confirms candidate is disabled within the meaning of the Equality Act 2010</p> <p>Papers checked for those testing reading</p> <p>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</p> <p>A short concise file note produced on centre headed paper, signed and dated kept on file, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects his/her normal and current way of working within the centre</p> <p>(25% Extra time – Form 8 completed as appropriate)</p> <p>Supporting evidence, AAO approval and signed candidate personal data consent kept on file</p>
<p>Significant difficulty in concentrating</p>	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p>Gathers evidence to support substantial and long term adverse impairment</p> <p>Confirms with candidate how and when they will be prompted</p> <p>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</p>
<p>A wheelchair user</p>	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</p> <p>Provides height adjustable desk in exam room</p> <p>Allocates exam room on ground floor near adapted bathroom facilities</p> <p>Spaces desks to allow wheelchair access</p> <p>Seats candidate near exam room door</p> <p>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</p> <p>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</p>