



**Wiltshire College
& University Centre**

Information about **Exam Access Arrangements** (EAA)

Contents

- 2** Frequently Asked Questions
- 4** Definitions

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Frequently Asked Questions

Are school exam access arrangements transferable to College?

No – the Exam Access Arrangements (EAA) are not transferable and further evidence of support whilst studying in College is required. Any reasonable adjustment must reflect the normal learning or working practice of a student in a centre or working within the occupational area.

How do I arrange to be assessed for exam special considerations?

Students can only be assessed when relevant background information on their disability/difficulty is available and when sufficient evidence of the support given in their normal day to day learning is provided by their college lecturers. This evidence needs to be collated and communicated to the college's 'Specialist Coordinator for Exams Access Arrangements' who then determines whether there is enough evidence for an EAA assessment to take place.

Students with an Education Health and Care Plan may not require assessment at college but will still need a detailed referral from the curriculum team illustrating their normal way of working, difficulties in class at college and the support strategies in place before a request can be submitted to the exam board through the college exam's team.

When do assessments for special considerations take place?

When there is evidence of a 'disability' (see definition on Page 4) and sufficient evidence of support given during 'normal day to day activities' by the teaching and support teams across the

What is the deadline for assessments?

The evidence from course tutors is required by the end December to meet exam board deadlines for summer exams. January exams require evidence to be submitted much earlier. Students therefore need to have good attendance in all classes for sufficient evidence to be collated.

programme of study (vocational programme plus English and Maths (if applicable) the student will be invited for assessment.

Who carries out the EAA assessment at the college?

The college employ well qualified (to Level 7) Exam Access Arrangement (EAA) Assessors to conduct the assessments. They carry out appropriate assessments to support the application and current editions of nationally standardised tests are used. The assessors must personally conduct the assessments and cannot sign off assessments carried out by another professional.

How are the results of the EAA assessment communicated?

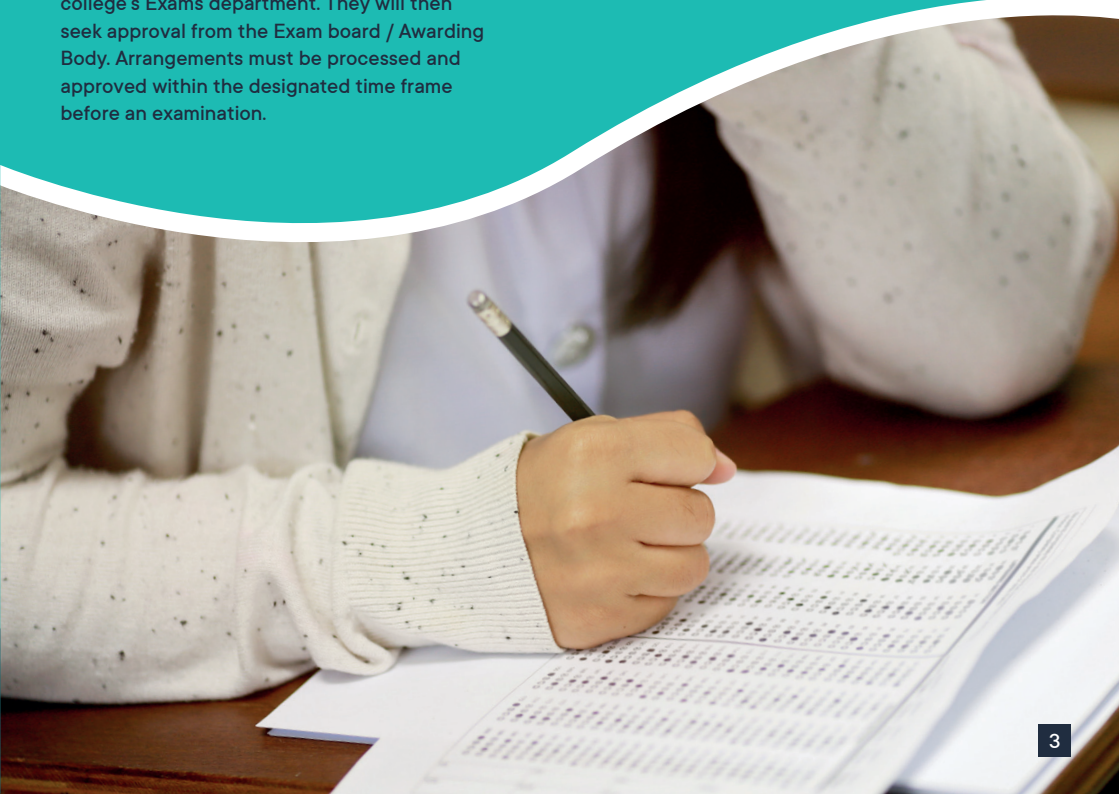
Students are fully involved in any decisions about adjustment/adaptations and will be notified of any exam access arrangement (EAA) recommended to the Exam board via teams and ProPortal Teaching staff are also informed.



The majority of EAA assessments will be scheduled to take place between October and February each academic year.

Who finally approves the EAA arrangements?

Following EAA assessment, the results and recommendations are communicated to the college's Exams department. They will then seek approval from the Exam board / Awarding Body. Arrangements must be processed and approved within the designated time frame before an examination.



Definitions

Access Arrangements

Exam Access arrangements are agreed before an exam. They allow students with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the exam and show what they know and can do, without changing the demands of the exam. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a student, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

Disability

Disability means 'limitations going beyond the normal differences in ability which may exist among people'.

The Equality Act 2010 definition of disability is considered 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**

'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' may 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;
- physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard

