



Exam Access Arrangements Workshop

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Dyslexia Action Training and Support

- CPD Exam Access Arrangements course for support staff
- Exam Access Arrangements course for Level 7 Assessors
- Dyslexia Guild Forum

Exam Access Arrangements for support staff

- This is a course for support staff who assist with exam access arrangements. It covers:
 - The Equality Act
 - Exam Access Arrangements and JCQ Regulations
 - An overview of Form 8
 - Normal way of working and evidence
 - Screening vs Assessment
 - Adult Support of EAA
 - Assistive Technology

Exam Access Arrangements

Online Mentored Training for Form 8 Report Writing

- This course is for those who already hold an assessment qualification
- It is primarily concerned with the gathering of information to show normal way of working
- How to interpret and relate scores from an assessment to a suitable EAA request
- How to complete form 8
- It also includes the Equality Act

Changes to JCQ regulations 2016-2017

Centre approved arrangements:

- Evidence now required to support the need for rest breaks
- The use of a transcript is no longer permitted
- Assessor qualifications

Some Awarding Organisation approved access arrangements changes

- Applications for 50% extra time now require TWO standard scores below 70. 'The candidate must have two very substantially below average standardised scores which relate to two different areas of speed of working.' P28 JCQ regs 2016-21
- The amount of extra time awarded to a GCSE candidate using a bilingual dictionary will be a maximum of 10%. However the period of time the candidate has been in the country has been extended from 2 to 3 years.
- The rolling forward of a Form 8 from GCSE to GCE qualifications applies in the context of 11 to 18 schools or where a school has an established working relationship as a 'feeder' to a FE or Sixth Form College.

Expect more changes from August 2017

- Exams Officers' Association have made representations to Ofqual about workload implications.
- Ofqual have promised to review their concerns, so adjustments can be made to the JCQ documents upon which exams centres depend for help and guidance'.
<https://www.examofficers.org.uk/home/1-latest-eoa-news/1227-aa-eoa-proposal-to-ofqual-on-the-access-arrangements-issue>
- The concern is that the JCQ regulations have become too cumbersome and ambiguous.
- Would you agree?

Practical considerations in educational settings

- Numbers of pupils involved
- <https://www.gov.uk/government/statistics/access-arrangements-for-gcse-and-gce-summer-2014>

England, Wales & Northern Ireland		
	Year	Total candidate requests
Number of candidates approved	2009/10	169,500
	2010/11	172,350
	2011/12	163,450
	2012/13	145,450
	2013/14	156,550
Percentage of candidates approved	2009/10	95.4%
	2010/11	94.9%
	2011/12	94.6%
	2012/13	94.0%
	2013/14	93.0%

Numbers vary between settings

- Some schools still only have a handful of students who receive support.
- The norm for a proactive school appears to be around 25-30% (anecdotal).
- Workload is huge in terms of gathering evidence of need and normal way of working for each subject.
- Does a person with a physical disability need to prove their need of a mobility aid for example in every different life situation in order to be able to use it? Does someone with hearing aids only have access to them for speaking but not music? Yet evidence is required for each subject. Is this in keeping with The Equality Act?

Assistive Technology and Exams Access

- Computer reader and online papers
- Word processor (with or without spellchecker)
- Voice to text software
- Reading pens

The Assessor

- The SENCO completes Section A of form 8 setting out the normal way of working
- Based on the findings of the assessment in section C, recommends any EAA in Section B
- An assessor completes the information in Section C of form 8
- The assessor can be an Educational Psychologist or a Specialist teacher holding an Assessment Practising Certificate (APC) certificate awarded by the Dyslexia Guild, the BDA or PATOSS
- New for 2016/2017, an Access Arrangements Assessor who must have completed a Level 7 qualification with 100 hours of training relating to assessment (see p 82 of current JCQ regulations)

Routes to gaining an Assessment Practising Certificate (APC)

- Information on the different routes is available from the Dyslexia Action website: www.dyslexiaaction.org.uk/page/assessment-practising-certificate
- In order to obtain an APC, you must be a **qualified** specialist teacher/assessor in dyslexia/SpLD or have at least seven years of experience in providing full diagnostic assessments **PRIOR** to making an application. (for details see the website)
- There is additional information to download from the website or contact: apc@dyslexiaaction.org.uk
- An accredited Specialist Teacher Assessor qualification leading to an APC can be obtained by completing Modules B, D and E of the Postgraduate Course run by Dyslexia Action.
(NB Applicants must be qualified specialist teachers at level 5 or level 7).

Assessor Relationship to school

- An external assessor must either have established a relationship with the school
- **OR** establish a relationship prior to the assessment and find out information from the school about normal way of working: see page 83 of current JCQ regulations
- Remember it is the SENCO who makes recommendations about EAA
- Be careful in phrasing, the school/SENCO can reject the report

Discussion

- A learner has a score of 69 on the TOWRE sight word reading test and the composite score for Rapid Naming from CTOPP 2
- The parent requests 50% Extra Time and an independent assessor repeats this in a report

Case Study

- So as not to give an unfair advantage, only very substantially below average standardised scores of 69 or less are acceptable.
- The candidate must have two very substantially below average standardised scores which relate to two different areas of speed of working as below:
 - speed of reading **and** speed of writing; **or**
 - speed of reading **and** cognitive processing measures; **or**
 - speed of reading comprehension **and** speed of writing; **or**
 - speed of reading comprehension **and** cognitive processing measures; **or**
 - speed of writing **and** cognitive processing measures; **or**
 - **two different areas** of cognitive processing.
- The candidate will have been assessed with appropriate up to date tests being conducted within 26 months of the final examination (see section 7.5, pages 84-86). This will be in addition to a compelling picture of need, indicating the candidate's normal way of working, as evidenced within Section A of Form 8.

Extra Time

- 50% ET is an exceptional arrangement
- Would need substantial information about normal way of working
- Explore reasons for slow reading speed such as elimination of visual stress
- What can TOWRE be used for in EAA- as a cognitive process or as supplementary evidence for extra time
- It does not fit test criteria for award of a reader (speed of reading)
- Or for poor reading accuracy
- It is unlikely that this would be enough for 50% ET. In reality candidate would either score below 85 on a test of reading speed using continuous text and so qualify for a reader, or respond to overlays or trials of normal way of working would find 25% ET to be sufficient. Remember 50% ET is an exceptional arrangement

Further information

- Joint Council for Qualifications

www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration

- Dyslexia Action Training and Dyslexia Guild

www.dyslexiaaction.org.uk/page/exam-access-arrangements

Email: trainingcourses@dyslexiaaction.org.uk