

AQA City & Guilds CCEA Edexcel OCR SQA WJEC

Produced on behalf of: AQA, CCEA, Edexcel, OCR and WJEC.

Notice to Centres

Changes to the JCO Regulations on Access Arrangements

From **September 2007**, teachers who assess candidates for access arrangements will no longer need JCO approval of their specialist qualifications. However, JCO does require that a record is kept of those teachers who will now be conducting the assessments. Therefore, centres must complete and return Form 8A (provided at Appendix B) to the address specified in the notes attached to the form.

Why is this change necessary?

The system that operates until the June 2007 examination series was introduced at a time when only those candidates who had specific learning difficulties, as opposed to general or moderate learning difficulties, were eligible for access arrangements. The criteria which determined whether a teacher's qualification was acceptable or not were defined in relation to specific learning difficulties and most of the courses being offered were for teachers dealing with SpLD.

In consequence,

- teachers of the Deaf
- teachers who had long experience in special schools dealing with moderate learning difficulties
- teachers who had qualifications which were no longer being offered by a particular institution

were not able to undertake assessments of their candidates' needs. These teachers may now conduct assessments, provided they have the approval of the Head of Centre.

Why wait until September 2007?

Before any change can take place, certain key requirements must be met.

- The rigour of the testing of candidates must be maintained.
- The quality of the reports must be such that all the required evidence is provided to justify the request being made.
- Arrangements must be requested only for those with genuine and diagnosed needs which reflect their normal way of working within the centre.

In order to maintain the quality of the process and the justification for making arrangements, Heads of Centre are asked to take responsibility for delegating this task to a teacher whose qualifications and experience are fit for purpose.

How will the Head of Centre know which qualifications are fit for purpose?

Heads of Centre must take reasonable steps to satisfy themselves that the teacher assessing candidates' needs has the required level of competence.

The current list of approved qualifications is included as Appendix A of this notice. These qualifications have been approved because the providers have confirmed that they meet most of the following criteria. This is neither a mandatory nor exhaustive list. Other qualifications accredited in the National Qualifications Framework by Institutions of HE may also meet these criteria.

Heads of Centre might wish to use these criteria in satisfying themselves whether a teacher has the required level of competence, particularly where a teacher does not have one of the qualifications on the list. In addition, Heads may wish to satisfy themselves about the suitability of the awarding institution, for example by checking whether it has been recognised by the qualifications regulators (CCEA, DELLS or QCA) or is a recognised Institute of Higher Education.

- The teacher must be able to teach and assess secondary aged or adult learners who have learning difficulties.
- The teacher must have the necessary knowledge and skill to carry out assessments in support of applications for access arrangements.
- This knowledge must include a thorough understanding of the current Joint Council 'Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations' booklet and the principles, procedures and accountabilities involved.
- It should include familiarity with the Code of Practice to be issued in 2007 by the Disability Rights Commission on the forthcoming amendments of the Disability Discrimination Act to include general and vocational qualifications.
- The teacher must understand and be able to use nationally standardised tests which are appropriate for the age group being tested. This should include an understanding of the theoretical bases underlying the tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of significant discrepancy between scores (statistical); either standard error of measurement or confidence intervals for test scores.
- The teacher must be trained in and have experience of the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed and comprehension, spelling, with appropriate test ceilings. Appropriate methods of assessing writing skills including speed should also be covered.

Whilst it is not necessary to carry out cognitive testing in every case, teachers must be able to define when it is necessary to refer the candidate to an Educational Psychologist or other specialist and to understand the limitations of their own skills. Some cognitive tests are available to teachers. The specialist teacher should be trained in and have experience of the objective administration of tests of cognitive ability including tests of verbal ability (e.g. The British Picture Vocabulary Scale) and non verbal tests (e.g. The Ravens Progressive Matrices).

What will Heads of Centre be required to do?

Heads of Centre will be required to submit a form to the address provided by 15 July 2007, giving the names and qualifications of the person or persons chosen to assess the needs of disabled and SEN examination candidates.

If a specialist teacher who is not employed in the centre is selected, the name and qualifications of that person should still be given on the form.

If the LEA Educational Psychology Service is involved, that information should be given on the form.

The Head of Centre should indicate that reports from private Educational Psychologists may be submitted. (Please see JCQ Regulations and Guidance, section 6.1.3.)

The form should be re-submitted by 15 July every year.

What will Awarding Bodies be required to do?

Awarding Bodies will continue to require applications to be submitted on Form 8 for arrangements for candidates with learning difficulties. Form 8 includes a report from a suitably qualified specialist teacher.

Awarding Bodies will check that the report was written by the named person or LEA Educational Psychology service as confirmed by the Head of Centre. If it was not, it will be returned to the Centre, unless it was written by a private Educational Psychologist.

Awarding Bodies will check that the report contains the information they require giving the results of age appropriate tests in literacy skills and that the information justifies the arrangement requested in the subjects being entered. If the report is inadequate, it will be returned to the centre.

The centre is entitled, under the JCQ Regulations and Guidance, to permit certain arrangements without making an application to the Awarding Body. Inspectors will continue to sample reports for candidates given arrangements of this type randomly and check that the named person or a private Educational Psychologist has written the report held on file in the centre. Statements or other evidence that meet the criteria listed on pages 41 and 42 of the JCQ regulations can still be used for this purpose. Centres should keep a copy of Form 8A which they have submitted to the Awarding Body listing their named persons so that they can show this to the Inspector along with their reports.

Avoidance of Malpractice or Maladministration

Any continual deficiencies in the reports submitted or any suspicion that arrangements are being requested when they are not fully justified will be reported by the Awarding Body to the Head of Centre for investigation.

Consequences of malpractice

It should be noted that failure to comply with the JCQ regulations has the potential to constitute malpractice which may impact on the candidate's results, which may be withheld. Regulations relating to malpractice (JCQ Suspected Malpractice in Examinations and Assessment: Policies and Procedures) can be found on the Joint Council web site, www.jcq.org.uk.

Table of Joint Council for Qualifications (JCQ) approved qualifications

Awarding Body	Qualification
Bishop Grosseteste College	Certificate in Professional Studies in Education – SEN
	Advanced Diploma in SEN
British Dyslexia Association	AMBDA
Bristol Polytechnic	BEd/BEd (Hons) Special Education (from 1983)
Buckinghamshire Chilterns University College	Graduate Diploma in Psychology
Cambridge Institute of Education	Advanced Diploma in Educational Studies (The Education of Children with Special Needs)
Canterbury Christ Church University College	Advanced Certificate in Specific Learning Difficulties/Dyslexia
	Postgraduate Certificate in Specific Learning Difficulties/ Dyslexia
	Advanced Certificate in Special Needs Co-ordination (SENCO)
CARE, Pakistan	CARE Teacher Training Programme for SpLD
Centra	Teaching Adults with Dyslexia (SpLD) (enables holder to prepare reports only for candidates aged 16 years and above)
Charles Sturt University, Australia	Postgraduate Certificate in Special Education
Cheltenham & Gloucester College of HE	MEd Educating Children with Specific Learning Difficulties
	Postgraduate Certificate in Teaching Children with Specific Learning Difficulties
Chester College of Higher Education/ University College Chester	Postgraduate Certificate in SEN with the following four modules: CUM 500 or CU3 500 (An introduction to Special Educational Needs), CUM 501 or CU3 501 (Assessment across the curriculum), CUM 506 or CU3 506 (Children with Specific Learning Difficulties) and CUM 509 or CU3 509 (Individual learning programmes for Children with Specific Learning Difficulties)
Christchurch College of Education, New Zealand	Higher Diploma of Teaching
	Diploma of Education of Students with Special Teaching Needs
City College, Manchester	GMOCN Level 3 Certificate in Supporting Dyslexia Students: Unit 3 – Assessing Dyslexia Students (only suitable for assessing students of the age of 16 and above) If this qualification has been achieved before 2005, it will not be accepted as meeting the JCQ criteria for approved qualifications.
College of St Mark and St John, Plymouth	MEd (Special Educational Needs)
	Diploma in Advanced Professional Studies
	BPhil (Special Educational Needs)
College of Teachers (formerly The College of Preceptors)	Associate of the College of Preceptors (Specific Learning Difficulties)

Awarding Body	Qualification
De Montfort University	MA in Dyslexia Studies
	Postgraduate Certificate/Postgraduate Diploma in Dyslexia Studies
Doncaster College (Awarded by Sheffield Hallam University)	MA in Educational Studies
Dyslexia Institute	Postgraduate Certificate in Dyslexia and Literacy (Live Mode) (if completed via distance learning, an additional day of face to face training must be undertaken)
	Postgraduate Diploma in Dyslexia (or the Dyslexia Institute Diploma if the Dyslexia Institute Literacy Programme has also been completed)
	Diploma/Certificate in Teaching Children with SpLD
	Teacher Assessment for Exam Special Arrangements Course
East Sussex County Council	MA in Education Studies (Diploma in Dyslexia)
Edge Hill College of Higher Education	Certificate of Advanced Study (Special Education Needs)
	Postgraduate Certificate in SpLD
Georgia State University	MEd in Education of Students with Mild Handicaps
Griffith University (Australia)	BEd – Special Education
Helen Arkell Dyslexia Centre	Diploma for Teachers of Learners with Specific Learning Difficulties
	RSA Diploma in SpLD
	RSA Certificate plus Double Module in Formal Assessment
	OCR 308 Diploma SpLD
	OCR 307 Certificate SpLD + Units B and F
	OCR Level 5 Diploma SpLD
Hornsby International Dyslexia Centre	Hornsby Diploma
	Hornsby Kingston Distance Learning Postgraduate Diploma in SpLD (Dyslexia)
	Hornsby Distance Learning Diploma in SpLD (Dyslexia)
Irlen International Institute	Irlen Institute Screener Certificate (if held alongside a professional teaching qualification)
	International Diploma in Learning Difficulties
	Certified Diagnostician Certificate
Liverpool John Moores University	Postgraduate Certificate in Specific Learning Difficulties
	Postgraduate Certificate in Special Educational Needs (SENCO)
	MA in Special Educational Needs

Awarding Body	Qualification
Manchester Metropolitan University	Diploma in Teaching Specific Learning Difficulties
	Postgraduate Diploma (Specific Learning Difficulties)
	Diploma in SpLD and Diploma in SpLD (FE/HE)
	Postgraduate Certificate (Specific Learning Difficulties)
	Postgraduate Certificate (Specific Learning Difficulties) FE/HE
Massey University (New Zealand)	MEd (Special Education)
Middlesex University	MA SEN
	MA SpLD
Napier University (Edinburgh)	Post-Graduate Certificate in Specific Learning Difficulties (Dyslexia)
New College Durham	BEd (must include Learning Difficulties option)
Northumbria University	Postgraduate Certificate in Teaching Pupils with SpLD (Dyslexia) within the School Context
The Nottingham Trent University	MA (Special Educational Needs)
	Dyslexia Module of the Certificate/Post Graduate Diploma of Education
Nottinghamshire County Council Local Authority	OCN – Understanding, Managing and Assessing and Supporting Learners with Specific Learning Difficulties (Dyslexia)
OCR (Oxford Cambridge and RSA Examinations) (formerly RSA)	Level 7 Certificate and Diploma in Assessing and Teaching Learners with Specific Learning Difficulties (Dyslexia) (previously Level 5 Certificate and Diploma for Teachers of Learners with Specific Learning Difficulties)
	E801 Difficulties in Literary Development
	Certificate for Teachers of Learners with Specific Learning Difficulties (if supplemented with units B and F from the Diploma)
The Open University	Postgraduate Diploma in Psychology
	BA/BSc Psychology
	Postgraduate Certificate in Professional Studies in Education (Course E801 – Addressing Difficulties in Literacy Development)
Oxford Dyslexia Foundation	Oxford Certificate in SpLD accredited by Middlesex University
	Master's Certificate in SpLD
Patoss	SpLD Assessment Award Practising Certificate
Portsmouth Polytechnic	PGCE 'Children with Learning Difficulties'
Real Training	Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)
Rutgers Graduate School of Education	MEd, EdD (Reading and Learning Disabilities)

Awarding Body	Qualification
Somerset LEA	Postgraduate Diploma in Complex Specific Learning Difficulties (Dyslexia)
St. Bartholemew's Hospital Dyslexia Centre	Bart's Dyslexia Therapist's Course (course no longer runs)
St. Martin's College, Lancaster	Postgraduate Diploma/MA in Education (SEN)
St Mary's University College, Belfast	BEd Primary with English (including special needs modules)
South Bank University (previously accredited by University of Greenwich)	The London Language and Literacy Unit Certificate in Adult Dyslexia Support (Cert ADS) Level 3 or M
	Postgraduate Certificate in Adult Dyslexia Diagnosis and Support
South Nottingham College	Professional Development Programme with units in Understanding, Supporting and Assessing Specific Learning Difficulties (Note: all must be included)
Suffolk Anglia Polytechnic University	Postgraduate Certificate (SpLD)
	Post Graduate Certificate in Education
Susie Secemski Course	Advanced Course in SpLD
Swansea Institute of Higher Education	Certificate in Professional Development in Education in Specific Learning Difficulties (Dyslexia)
	AMBDA
Swansea LEA	Teaching Pupils with SpLD (Dyslexia)
Teesside University	Postgraduate Certificate in Teaching Pupils with SpLD (Dyslexia) within the School Context (up to and including July 2006)
University of Aberdeen	Postgraduate Certificate in Special Educational Needs
University of Birmingham	Advanced Certificate (Specific Learning Difficulties/Dyslexia)
	Postgraduate Certificate (Specific Learning Difficulties/Dyslexia)
	BEd (Hons) Severe Learning Difficulties
	BPhil/Postgraduate Diploma in Education (Special Education – Hearing Impairment)
	BPhil/PGDip/M Ed in Dyslexia Studies
	BPhil in Education (Special Education – Learning Difficulties)
University of Bradford	Advanced Diploma in Special Educational Needs
	Certificate in Specific Learning Difficulties/Dyslexia
University of Brighton	Professional Development for Specialist Teachers of Dyslexia (Secondary)
University of Bristol	Further Professional Studies Certificate in Education – Children with Learning Difficulties (Course no longer runs)

Awarding Body	Qualification
University of Central Lancashire	Postgraduate Diploma (SpLD)
	Postgraduate Certificate (SpLD)
	University Certificate (Professional Development, SpLD Module SN 4200)
University of Chichester	MA in Education (Must include Teaching Children with SpLD module and Writing Reports for Exam Concessions module)
	Postgraduate Diploma in Education (Must include Teaching Children with SpLD module and Writing Reports for Exam Concessions module)
	Postgraduate Certificate in Educational Studies
University College London	Certificate in the Diagnostic Assessment and Management of Literacy Difficulties
University College Worcester	MEd (Special Needs)
University of Colorado	MA in Education /Psycho-Educational Studies
University of East Anglia	MA (Special Educational Needs)
University of Edinburgh	Post Graduate Certificate in SpLD (Dyslexia)
	AMBDA
University of Exeter	MEd (SEN)
	Diploma of Advanced Professional Studies – Dyslexia
	Bachelor of Philosophy in Education (SEN)
	PhD 'The Acquisition of Literacy at Secondary School'
University of Gloucester	MEd (must include module - Educating Children with SpLD)
	Post Graduate Certificate in Specific Learning Difficulties
University of Hertfordshire	MA in Special Education Needs
	Post Graduate Diploma (Education of Deaf Children)
	Specialist Teacher Report – Teacher of the Deaf
University of Hull	Advanced Certificate/Diploma/MA in Inclusive Education
	Advanced Certificate/Diploma/MA in SEN
	MA in Education (Applied Educational Studies)
University of Kingston	Dyslexia Institute Postgraduate Diploma in Dyslexia (Specialist Education)
	Postgraduate Diploma in Professional Studies in Education (SpLD/Dyslexia)
University of Kwazulu-Natal	BA Honours (Educational Psychology)

Awarding Body	Qualification
University of Lancaster	Postgraduate Certificate in Education (with emphasis on the teaching of slow-learners at Secondary school)
	MA Special Educational Needs
	MA in Educational Research (must include options on Research on Teaching and Learning and Psychology)
University of Leeds	Advanced Diploma in Special Educational Needs
	MA in Deaf Education (Teacher of the Deaf Qualification)
	Postgraduate Diploma in the Education of Children with Special Educational Needs
University of Leicester	Certificate in Professional Studies in Education (SENCO qualification or Special Educational Needs)
	Advanced Diploma in SEN (must include the Identification and Assessment of Learning Difficulties module)
University of Liverpool	MEd (SEN)
	Diploma in Advanced Studies in Education (must include Assessment and Identification module)
University of Liverpool, Chester	Double module entitled 'Issues in Assessment'
	Certificate of Advanced Study in SpLD (from 1990 onwards)
	Graduate/Postgraduate Diploma in SEN
	Diploma of Advanced Study in SEN (from 1990 onwards)
	Graduate/Postgraduate Certificate in SpLD
University of London, Institute of Education	Advanced Diploma in the Psychology and Education of Students with Special Educational Needs
	Certificate in Specific Learning Difficulties (Dyslexia)
	MA in Special Education (Inclusion and Disability Studies or Psychological Perspectives)
	MA in the Psychology and Education of Students with Special Needs
	MA in the Teaching and Learning of Reading and Writing
	Graduate (previously 'Advanced') Diploma in Special and Inclusive Education (must include the Specific Learning Difficulties Double Module)
	Diploma in the Education of Handicapped Children
	Graduate (previously 'Advanced') Certificate in Specific Learning Difficulties and Inclusive Education
	Certificate in Psychology and Education for Special Needs (must be supplemented with a special assessment session)

Awarding Body	Qualification
University of Manchester	BSc Hons Psychology
	Diploma in Advanced Study in the Education of Hearing Impaired Children
	Advanced Diploma SpLD
	Diploma in Advanced Studies in SpLD (Literacy)
University of Newcastle upon Tyne	MSc Education Psychology (from 1986 onwards)
University of New England (Australia)	BEd (Special Education)
University of Northampton	Diploma in SpLD
University of Nottingham	Diploma in Professional Studies in Education (Special Educational Needs)
	MEd (Special Needs)
	Advanced Diploma in Special Education
University of Plymouth	MEd/Postgraduate Diploma Education (Must include modules on Assessment, Specific Learning Difficulties and Language Difficulties)
University of Reading	Diploma in Further Professional Studies: Teaching Children with Written Language Difficulties
University of Sheffield	In Service Certificate in Social & Educational Studies (Specific Learning Difficulties)
	MSc Educational Psychology
	MEd Special and Inclusive Education
University of Southampton	Postgraduate Diploma (Advanced Teaching in SpLD)
	Postgraduate Certificate of Educational Studies in SpLD Assessment, Identification and Teaching of Individuals
	Post Graduate Certificate in Education -1976 (from La Saint Union College)
	MSc in SpLD
	PCES in Assessment and Identification
University of Southern Queensland	MEd (Guidance and Counselling)
	MEd (Special Education if EDU8317 (Advanced Educated Assessment) is completed)
University of Surrey, Roehampton Institute	Certificate in Professional Practice – Children with Literacy Difficulties
	MA in Education – must include module ‘Effective Inclusion: Children with Literacy Difficulties (SEN)’
University of Sussex	Diploma in Dyslexia/Specific Learning Difficulties
University of Wales, Aberystwyth	MEd (must include Dyslexia modules)

Awarding Body	Qualification
University of Wales, Bangor	Post Graduate and Masters course to include modules 4016, 4017 and 4011: Theoretical Background to Dyslexia, Principles of Teaching Dyslexic Learners and Principles of Assessment for Teachers. These give eligibility for AMBDA.
	Postgraduate Diploma in SEN
	MEd (must include Dyslexia module)
	Postgraduate Certificate in Education (2000 onwards)
University of Wales, Cardiff	MEd degree which includes module U49
University of Wales, Newport	MA (SEN-SpLD)
	Postgraduate Diploma SEN (SpLD)
	Postgraduate Certificate (SpLD)
	AMBDA
University of Wales, Swansea	Certificate of the University of Wales in SpLD/Dyslexia
	AMBDA
University of Warwick	BEd. Learning Difficulties
University of the West of England, Bristol	Postgraduate Certificate (SpLD)
	BEd Special Educational Needs
	MEd (Must include both UTC S03D3/M Dyslexia: A Practical Course for Teachers and UTC I01 S3/M Child Study)
University of York	Dyslexia Institute Postgraduate Diploma in Dyslexia (Specialist Education)
	Dyslexia Institute Postgraduate Certificate in Dyslexia and Literacy (Live Mode)
	Dyslexia Institute Postgraduate Certificate in Dyslexia and Literacy (Distance Learning, with Dyslexia Institute Teacher Assessment for Exam Special Arrangements Course)
Victoria University of Manchester	BA (Hons) Combined Studies and Audiology
York St John University College	Certificate in Advanced Educational Studies in Special Needs
	Graduate Diploma in Educational Studies
	Certificate of Advanced Educational Studies: Dyslexia

AQA

CCEA

Edexcel

OCR

WJEC

Centre no:

Centre name:

Assessing Candidates for Access Arrangements

The following named persons have been selected by the Head of Centre to assess candidates who require access arrangements. The Head considers the named persons to be professionally competent to perform this task.

1 Specialist Teacher working within the centre

Name (in block capitals)

Qualifications

Awarding Institution

2 Alternative Specialist Teacher working within the centre

Name (in block capitals)

Qualifications

Awarding Institution

3 Specialist Teacher working at another centre

Name (in block capitals)

Centre

Qualifications

Awarding Institution

4 LEA Educational Psychologist

This centre **will/will not** refer candidates to the LEA Psychology services.

(Please delete as appropriate)

5 Private Psychologists

Some of the candidates in the centre may be assessed by a qualified Psychologist working privately.

Yes/No (Please circle the appropriate alternative.)

Name of Head of Centre _____

Date _____ Signed _____

Notes on completion of Form 8A

- 1 This form should be signed by the Head of Centre and submitted to the address given below by 15 July every year.
- 2 The name and qualifications of each specialist teacher who has been selected to write reports on Form 8 should be submitted.
- 3 It is not necessary to name individuals working under the auspices of the LEA Psychology Services but the fact that this service will or may be used should be noted.
- 4 Heads of Centre will not be expected to name private Educational Psychologists but will be required to indicate that they accept that private consultations might be requested by their candidates.
- 5 All completed forms should be sent to:

Pre-Examinations Services
Centre and Candidate Support
AQA
Devas Street
MANCHESTER
M15 6EX