



AQA

CCEA

OCR

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WJEC

Guidance regarding access arrangements when a candidate changes centre

The JCQ and its member awarding bodies offering GCE and GCSE qualifications fully understand the challenges centres face, in particular colleges, when dealing with the administration of access arrangements where a candidate has moved centres post 16. This is especially so for those candidates re-sitting GCSE English Language and/or Mathematics qualifications. The college will have limited knowledge of the candidate's needs and a short period of time before he/she re-sits their GCSE examinations.

Robustness and fairness are essential requirements in maintaining the integrity of the access arrangements process. Only those candidates who meet the published criteria, with the required evidence in place, must be awarded the arrangement(s).

Reducing bureaucracy and burden

A key aim of the JCQ is to reduce the administrative burden on schools and colleges. Over the past ten years we have taken significant steps to reduce bureaucracy and burden.

Principally:

- by delegating **seventeen access arrangements** to centres. Such arrangements **do not** require an on-line application or, in the vast majority of cases, any evidence of need. The SENCo, or an equivalent member of staff within a college, is empowered at a local level to determine the appropriateness and reasonableness of the arrangement;
- by introducing Access Arrangements Online the process of applying for access arrangements has been streamlined. Around **90%** of applications are automatically approved by the on-line system where the candidate meets the published criteria for the arrangement(s);
- where a candidate has a confirmed learning difficulty, with a fully completed Form 8 in place, and will continue to require **25% extra time** and/or **a scribe**, the Form 8 may be rolled forward from a school to a college where there is **an established working relationship**. This ensures the integrity of the access arrangement(s) with the school.

What is an ‘established working relationship’?

An ‘established working relationship’ is:

- a school acting as ‘a feeder’ to a college, year in, year out;
- the school and the college are part of the same local Academy Trust;
- the school and the college are part of a local consortium arrangement;
- the two schools are part of the same local Academy Trust;
- the two schools are part of a local consortium arrangement; or
- the two schools are part of a local School Improvement Partnership programme.

Should a list of ‘feeder’ schools, Academy Trust or consortium arrangement links be produced for the JCQ Centre Inspector?

It would be desirable for the school or college to produce a list of ‘feeder’ schools or those schools that are part of the same local Academy Trust, same local consortium arrangement or same local School Improvement Partnership programme. This will assist the JCQ Centre Inspector when undertaking an inspection of the documentation to support approved access arrangements.

What checks need to be made when a Form 8 is received from another centre with whom there is an established working relationship?

Where, for example, a college receives a fully completed Form 8 from a school with whom there is an established working relationship, the following checks **must** be made by the Additional Needs/Learning Support Team:

- Has Part 1 of Form 8 been completed? Is there sufficient information within Part 1 showing the candidate’s picture of need and normal way of working?
- Has Part 2 of Form 8 been completed?
- Has Part 3 of Form 8 been completed?
- Are the tests recorded within Part 2 of Form 8 current, age appropriate and nationally standardised?
- Was the candidate assessed no earlier than the start of Year 9?
- Has Part 2 of Form 8 been signed and dated by the assessor?
- Has evidence been provided that the assessor does hold, as a minimum, a post-graduate qualification in individual specialist assessment at or equivalent to Level 7?
- Has Part 3 of Form 8 been signed and dated by the SENCo?

The above checks would similarly apply where a candidate transfers to a different school at the start of Year 12.

Should a pro-forma be produced by the SENCo, or an equivalent member of staff within a college, to show that Parts 1, 2 and 3 of Form 8 have been checked?

The SENCo, or an equivalent member of staff within a college, may produce a simple pro-forma which shows that Parts 1, 2 and 3 of Form 8 have been checked and the form is in order. However, a thorough visual check of the Form 8 is perfectly acceptable.

What is the process for GCSE re-sits?

If all of the checks are in order, as per **page 2**, and the SENCo or Additional Needs/Learning Support Team is fully satisfied that the need for the arrangement still exists, then the candidate **does not** have to be re-assessed. The Form 8 may roll forward to support a new on-line application for **25% extra time** and/or **a scribe**. The centre **must** however process a new on-line application using Access Arrangements Online and the candidate must sign a new candidate personal data consent form.

It is only for 25% extra time where an updated detailed picture of need is required for GCSE re-sits – see the JCQ publication *Access Arrangements and Reasonable Adjustments*. Updated centre based evidence **is not** required for a scribe.

For a candidate requiring **a computer reader/reader**, a short concise file note relating to the new centre must be produced. The centre **must** process through a new on-line application using Access Arrangements Online and the candidate must sign a new candidate personal data consent form.

What is the deadline for processing applications for GCSE November resits?

To further assist colleges, the deadline for processing access arrangements for the GCSE November series has been extended to 1st November. Late applications after 1st November are permissible, provided that the candidate meets the published criteria for the arrangement(s) and the required evidence is in place **prior to** processing an on-line application.

Is additional paperwork required when a candidate moves from GCSE to GCE A-level qualifications?

In addition to the fully completed Form 8, the SENCo, or an equivalent member of staff within a college, must produce centre-based evidence. This must confirm that 25% extra time and/or a scribe continues to be the candidate's normal way of working. Evidence will be sought from teaching staff that the candidate has persistent and significant difficulties, and that these substantially impact on teaching and learning. (See the JCQ publication *Access Arrangements and Reasonable Adjustments*.)

The centre **must** process a new on-line application using Access Arrangements Online and the candidate must sign a new candidate personal data consent form.

Are any other qualification types covered?

Where all of the required checks have taken place, as per **page 2**, a fully completed Form 8 received from a centre with whom there is an established working relationship may be used to process an on-line application for **25% extra time** and/or **a scribe** for the following qualification types which are covered both by the JCQ regulations and Access Arrangements Online:

AQA Applied General qualifications
AQA Level 1, Level 2 and Level 3 Technical qualifications
FSMQ
OCR Cambridge Nationals
OCR Cambridge Technicals
OCR Level 3 Certificates
WJEC Level 1 and Level 2 General qualifications
WJEC Level 1 and Level 2 Vocational qualifications
WJEC Level 3 Applied qualifications

For **Level 3 qualifications**, updated centre based evidence **must** be produced, as above – see the JCQ publication *Access Arrangements and Reasonable Adjustments*.