

From September 2025 an application for 25% extra time must be supplemented by samples of evidence for inspection purposes:

- a sample of internal tests, mock exam papers across relevant subjects showing the application of 25% extra time;
- comments and observations from teaching staff in relevant subjects as to why the candidate needs 25% extra time and how they use the 25% extra time awarded.

These requirements apply to the qualifications as listed on the front cover of the 2025/26 JCQ document *Access Arrangements and Reasonable Adjustments*.

This document highlights how colleges can evidence the requirement for 25% extra time in a practical and proportionate way.

NB Samples of work showing the application of supervised rest breaks **are not** required. Where a candidate has an impairment other than a learning difficulty, e.g. a medical condition, and 25% extra time is awarded rather than supervised rest breaks, the need for 25% extra time would be set out within Part 1 of Form 9. It would be explained that supervised rest breaks were explored, trialled but proved to be ineffective and not appropriate to the student's needs. This would be supported by teacher feedback.

Key principle

Evidence **must** demonstrate both:

- the **need** for 25% extra time; **and**
- the student's **normal way of working** in timed tasks and assessments.



This has always been required. The 2025/26 JCQ regulations simply make these expectations more explicit, ensuring fairness and consistency across all centres.

Acceptable forms of evidence

Colleges **do not** need to create additional burdensome processes. Evidence should be drawn from **naturally occurring work** within existing teaching and assessment practice. Examples include:

- **A simple form completed by the teacher** which confirms the candidate used their extra time in a timed assessment and how the candidate used their extra time, e.g. completed more questions, improved or extended their answers.
- **If available, timed classroom assessments:** short tests, past paper extracts or timed written tasks with a change of pen colour or font to show the candidate using their extra time.
- **If available, mock exam papers** with a change of pen colour or font to show the candidate using their extra time.



Practical considerations for colleges

- **New students in September:**
Where students arrive without prior documentation, colleges should gather early evidence through short, timed classroom tasks and teacher feedback. Full mock exams **are not** required.
- **Range of qualifications:**
Evidence **does not** need to come from every subject studied. A sample from relevant curriculum areas is sufficient.
- **Tutor workload:**
Embedding the process into existing practice is key. Evidence can be collected at the point of marking or feedback of existing tests or assessments.
- **Deadlines:**
For qualifications with October deadlines (e.g. BTECs), colleges should prioritise short, practical evidence gathering. A simple class test, annotated with a note on the application of extra time, is sufficient. Applications can be made after the deadline of 21 October.

Reuse of evidence

GCSE resits

- **Forms 8 and 9 from schools** may be reused for GCSE resits without any further evidence if complete, signed, dated and in the case of Form 8 accompanied by evidence of the assessor's qualification **or** in the case of Form 9 appropriate specialist/medical evidence or an EHCP (England), IDP (Wales) or Statement of special educational needs (Northern Ireland).
- Where documentation is missing or incomplete, new evidence must be gathered in line with the principles above.

Level 1/2 Vocational Technical Qualifications (as covered by the JCQ regulations)

- **Forms 8 and 9 from schools** may be reused for these qualifications if complete, signed, dated and in the case of Form 8 accompanied by evidence of the assessor's qualification **or** in the case of Form 9 appropriate specialist/medical evidence or an EHCP (England), IDP (Wales) or Statement of special educational needs (Northern Ireland).
- Evidence of feedback from teachers **is not** required.
- Since the student has moved from GCSEs to a different Level 1/2 course which has timetabled written exams, it's helpful – **but not mandatory** – to include one or two examples of assessment evidence from the new course. This could be things like short, timed classroom tests or mock exams, if available, to show that the student still needs 25% extra time. However, professional judgement can be used.

Examples of qualifications and the assessment evidence required

Qualification type	Assessment evidence required
Level 1 Functional Skills English and/or Mathematics	One piece of assessment evidence with teacher feedback.
Level 2 Functional Skills English and/or Mathematics	One piece of assessment evidence with teacher feedback.
Student moves from Level 1 Functional Skills English and/or Mathematics to Level 2 Functional Skills English and/or Mathematics	Updated teacher feedback is not required. Updated assessment evidence is not required.
Student moves from a Level 1 or Level 2 Functional Skills English and/or Mathematics qualification to a GCSE English Language and/or Mathematics qualification	Updated teacher feedback is not required but updated assessment evidence is. One piece of assessment evidence relating to the GCSE course which could be a timed classroom assessment or a mock exam, if available.

Summary



These requirements **do not** represent a change in processes but rather reinforce what has always been expected: applications for 25% extra time are supported by evidence of need **and** evidence of the student's normal way of working.