

 **Canterbury**

*C o l l e g e*

# **ACCESS ARRANGEMENTS POLICY**

**MARCH 2011**

## Access Arrangements

(Assessments and examinations for learners with additional educational needs)

### POLICY STATEMENT

Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that individual learners have additional educational needs. Access arrangements are a form of additional learning support that ensures that a learner is not significantly disadvantaged during assessments due to an additional educational need. Access arrangements are not intended to give candidates an unfair advantage, but to give all candidates a level playing field in which to demonstrate their skills, knowledge and understanding. Procedures and practices relating to the awarding of access arrangements are governed by the statutory duty to make reasonable adjustments to provision (DDA 1995, 2001, 2005) and the guidelines produced by the Joint Council for Qualification (JCQ) and Federation of Awarding Bodies (FAB).

#### **It is the college policy that:**

1.1 Access arrangements are agreed before an assessment. They allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment.

1.2 Access arrangements should allow learners to show what they know and can do without changing the demands of the assessment: for example, readers, scribes and Braille question papers.

1.3 Access arrangements which meet the needs of a disabled candidate/learner would be a 'reasonable adjustment' for that particular candidate. See *Appendix 1: The Disability Discrimination Act, reasonable adjustments and special considerations*.

1.4 Access arrangements apply to all forms of controlled summative assessment (internal and external) including pre-entry assessments, initial assessments (e.g. functional skills), on-programme controlled assignments and short courses, not solely examinations.

#### **2. The learner does not necessarily have to be disabled (as defined by the DDA 1995) to be awarded an access arrangement.**

2.1 The college requires appropriate evidence of the existence of an additional educational need in order to make a request for access arrangements. See *Appendix 2: Evidence and Eligibility*.

2.2 The learner must be enrolled on a Canterbury College further education programme (up to level 3) that is funded through Young Person's Learning Agency (YPLA) or the Skills Funding Agency (SFA) for a request for access arrangements to be made by the College.

2.3 The college requires the learner to make "every reasonable attempt" to provide evidence of the additional educational need in order for a request for access arrangements to be made on their behalf. "Every reasonable attempt", amongst other things, can be taken to mean:

- To provide documentary evidence of previous educational or health care assessment outcomes (e.g. SEN Statement, diagnostic test results) in a timely manner
- That the learner prioritises participation in any form of educational testing offered by the college (or external assessors) with the aim of making a timely request for access arrangements

2.4 The College will take reasonable action to support learners to provide evidence for access arrangements including offering further educational testing and obtaining documentary proof of need from external agents.

2.5 The College cannot be held responsible for the failure to obtain agreement for access arrangements where the learner has not made reasonable attempts to provide the necessary evidence.

**3.0 Requests for access arrangements must be processed and submitted to awarding bodies in accordance with deadlines set out with the JCQ/FAB guidelines that are published annually. See Appendix 3: Request Submission Deadlines.**

3.1 A range of staff across college have specific responsibilities for ensuring that requests for access arrangements are made in order for internal and external deadlines to be met. See *Appendix 4: Staff Roles and Responsibilities*.

**4.0 In exceptional circumstances the College may consider individual learner exemption from standard forms of assessment a reasonable adjustment. See Appendix 5: Exemption from assessment policy and practice for learners with learning difficulties and/or disabilities.**

**5.0 Learners enrolled on Entry Level qualifications are assumed to require access arrangements to be made.**

5.1 The College will ensure that any arrangements made do not interfere with the integrity of the assessment or give credit for skills that cannot be performed by the learner.

5.2 In accord with JCQ/FAB guidance, the College will not seek to have every learner enrolled on an Entry Level qualification assessed by a specialist in order to ascertain eligibility for access arrangements.

5.3 Tutors planning and implementing access arrangements for Entry Level qualifications will have information about and individual's needs and normal way of working with the classroom. This evidence will form an essential part of Foundation Learning assessment and support records.

5.4 The college must keep an accurate record of all access arrangements used by learners studying for Entry Level qualifications using the Form 11 JCQ/EL/NF and retain this information for inspection purposes.

**6. The policy will be reviewed and updated on an annual basis to coincide with the publication of the JCQ/FAB Access Arrangements, Reasonable Adjustments and Special Consideration guidance document.**

## Appendix 1: The Disability Discrimination Act, reasonable adjustments and special considerations

A1. An access arrangement which meets the needs of a disabled learner can be considered to be a *reasonable adjustment*.

A1.2. The implementation of 'reasonable adjustments' is a requirement under the Disability Discrimination Act (DDA, 1995, 2001, 2005) and the duties of awarding bodies under the Act is clarified by the JCQ thus:

- The Disability Discrimination Act (DDA) requires awarding bodies to agree reasonable adjustments for disabled candidates/learners in order to lessen or remove the effects of a 'substantial disadvantage' in an assessment.
- A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available access arrangements.
- The reasonableness of the adjustment will depend on the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.
- There is no duty on the awarding bodies to make any adjustment to the competencies being tested in an assessment.

A1.3. In addition to the Awarding Body, the College also has a statutory duty under the Act to make reasonable adjustments to provision. The **Post-16 Code of Practice 2007 (Revised)**<sup>1</sup> states:

The duty to make reasonable adjustments arises where:

*A provision, criterion or practice, other than a competence standard, applied by or on behalf of the education provider; or any physical feature of premises occupied by the education provider, places disabled persons at a substantial disadvantage compared with people who are not disabled.*

*An education provider has to take such steps as it is reasonable for it to have to take in all the circumstances to prevent that disadvantage – in other words the education*

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<sup>1</sup> The Post-16 Code of Practice (Revised) for providers of Post-16 education and related services, Disability Rights Commission. 2007.

*provider has to make a 'reasonable adjustment'. There is no justification under the DDA for a failure to make a reasonable adjustment.*

A1.4. *Special consideration* is an adjustment to a candidate's mark or grade to reflect temporary illness, injury or other indisposition at the time of the assessment. Unlike other forms of reasonable adjustment, a special consideration is requested following the completion of the assessment.

A1.5. With specific reference to assessments conducted within vocational qualifications, access arrangements are guided the **Equality and Human Rights Commission Revised Code of Practice: Trade Organisations, Qualification Bodies and General Qualification Bodies**.

A1.6. The College is especially mindful of the guidance given under Chapter 8 of the Code relating to learners protected under the Disability Discrimination Act, 1995. However, it is important to note that reasonable adjustments including access arrangements are not solely applicable to learners with conditions covered by the Act.

A1.7. the College recognises that a key concept relating to its duty to make reasonable adjustments is that of *competence standards* and is committed to ensuring that all assessments conducted, including those used to determine an applicant's suitability for a qualification, are genuine competence standards.

A1.8. the Post-16 Code of Practice states that the DDA defines a competence standard as:

*"An academic, medical, or other standard applied by or on behalf of an education provider for the purpose of determining whether or not a person has a particular level of competence or ability." DRC CoP 2007, p98.*

The Code further advises that:

*"...any such requirement or condition only amounts to a competence standard if its purpose is to demonstrate a particular level of a relevant competence or ability. A requirement that a person has a particular level of knowledge of a subject is likely to be a competence standard". DRC CoP 2007, p98-99.*

## Appendix 2: evidence and eligibility

A2.1. The College acknowledges that a learner does not necessarily have to be disabled (as defined by the DDA 1995) to be awarded an access arrangement.

A2.2. The College requires appropriate evidence of the existence of an additional educational need in order to make a request for access arrangements.

A2.3 The evidence required by the College in order to submit a request to the awarding body for access arrangements varies according the qualification studied and the needs of the individual learner. However,

*“The arrangement(s) should reflect what help is usually given to the candidate in the classroom and the normal way of working should reflect what is going to be available in the examinations.” Jcq Access Arrangements, Reasonable Adjustments and Special Considerations 2010, p.1.*

A2.4 Some of the most common requests made by the College for access arrangements and the evidence required are shown in the table below. A full list of arrangements and the evidence required is available from the Jcq<sup>2</sup> or on request from the Additional Learning Support team.

Access Arrangement	Evidence
<b>Up to 10% extra time</b>	<b>Statement concerning normal way of working and evidence of history of need</b>
<b>Up to 25% extra time</b>	<b>SEN Statement<sup>3</sup> Ed. Psych assessment report<sup>4</sup> Specialist Teacher assessment report<sup>5</sup> Medical Evidence<sup>6</sup></b>
<b>Up to 100% extra time</b> (Evidence must give strong justification e.g. substantially below average)	<b>SEN Statement Ed. Psych assessment report</b>

<sup>2</sup> <http://www.jcq.org.uk/attachments/published/538/25.%20AARASC%200910.pdf>

<sup>3</sup> Statement of Special Educational Needs - this will have been conducted by a Psychologist on behalf of the Local Authority whilst the learner was engaged in compulsory education.

<sup>4</sup> Educational Psychologist Assessment (EPA) - the assessment report must confirm a learning disability relating specifically to further education and also that the learner is unable to complete a timed assessment within the time allowed.

<sup>5</sup> The suitable qualified Specialist Teacher’s assessment report must confirm a learning difficulty relating to further education and also that the learner is unable to complete a timed assessment within the time allowed. The College employs appropriately qualified Specialist Teachers who are able to conduct the required standardised tests.

<sup>6</sup> Where the need relates to a medical, physical or psychological condition, a short statement from the ALS Manager/Coordinator recorded on centre headed paper confirming the learners’ normal way of working is sufficient.

performance on standardised score)	<b>Specialist Teacher assessment report</b> <b>Medical Evidence</b>
<b>Supervised Rest Breaks</b> (should be considered with every request but most appropriate where there are difficulties with poor concentration, stress or other medical/psychological reasons)	<b>SEN Statement</b> <b>Ed. Psych assessment report</b> <b>Specialist Teacher assessment report</b> <b>Medical Evidence</b>
<b>Readers and Computer Readers</b> (Learners with learning difficulties must perform in the 'below average' <sup>7</sup> range on standardised tests. <b>Readers or computerised readers are not permitted in tests that test reading skill.</b> )	<b>SEN Statement</b> <b>Ed. Psych assessment report</b> <b>Specialist Teacher assessment report</b> <b>Medical Evidence</b>
<b>Scribe and Voice Input Systems</b> (Scribes should not be requested where a learner can use a Word Processor. Spelling scores must be shown to be in the 'below average' category or writing must be grammatically incomprehensible or writing is produced so slowly that answers could not be fully recorded. Scribes are not permitted for assessment that test handwriting skills.)	<b>SEN Statement</b> <b>Ed. Psych assessment report</b> <b>Specialist Teacher assessment report</b> <b>Medical Evidence</b>
<b>Word Processor</b>	<b>Statement concerning normal way of working and evidence of history of need</b>
<b>Transcripts</b> (Cannot be requested in conjunction with that for a Word processor. This is a copy of the learner's script made after the assessment has taken place and where difficulties are so significant that the candidate's script cannot be read).	<b>SEN Statement</b> <b>Ed. Psych assessment report</b> <b>Specialist Teacher assessment report</b> <b>Medical Evidence</b>
<b>Prompter</b> (Permitted where the learner has little or no sense of time, loses focus easily or is affected by an obsessive-compulsive disorder for example.)	<b>Statement concerning normal way of working and evidence of history of need</b>
<b>Sign Language Interpreter</b>	<b>Statement concerning normal way of working and evidence of history of need</b>
<b>Coloured Overlays</b>	<b>Statement concerning normal way of working and evidence of history of need</b>

<sup>7</sup> Standardised reading scores of less than 85 i.e. one standard deviation below the mean of an up to date test.

## Appendix 3: evidence and request submission deadlines

A3.1. In order for the College to make reasonable adjustments in the form of access arrangements, evidence of a learner's eligibility needs to be gathered and processed by a number of staff before the arrangements can be requested and confirmed.

A3.2. It is essential that College personnel are aware of evidence and request deadlines as well as their responsibility to ensure that learners have access arrangements in place (where eligible and agreed) for all forms of assessment throughout the learner journey.

A3.3. Failure to provide evidence and submit a request to the awarding body by the stated deadlines can result in individual learners being placed at substantial disadvantage as a result of the disability and this may be considered unlawful under the DDA (1995, 2001, 2005).

A3.4. Table 1 below shows evidence and request deadlines for **GCSE, GCE, AS and A2** Level examinations and **Functional Skills**<sup>8</sup> assessments.

**Table 1: Evidence & Request Deadlines for GCSE, A Level & Functional Skills**

MONTH OF EXAMINATION	ACCESS ARRANGEMENT	EVIDENCE DEADLINE (ALS)	REQUEST DEADLINE
NOVEMBER	MODIFIED PAPERS	6 <sup>TH</sup> SEPTEMBER	20 <sup>TH</sup> SEPTEMBER
NOVEMBER	ALL OTHER ARRANGEMENTS	20 <sup>TH</sup> SEPTEMBER	4 <sup>TH</sup> OCTOBER
JANUARY	MODIFIED PAPERS	20 <sup>TH</sup> SEPTEMBER	4 <sup>TH</sup> OCTOBER
JANUARY	ALL OTHER ARRANGEMENTS	14 <sup>TH</sup> OCTOBER	21 <sup>ST</sup> OCTOBER
MARCH	MODIFIED PAPERS	16 <sup>TH</sup> NOVEMBER	30 <sup>TH</sup> NOVEMBER
MARCH	ALL OTHER ARRANGEMENTS	14 <sup>TH</sup> JANUARY	21 <sup>ST</sup> JANUARY
MAY/JUNE	MODIFIED PAPERS	7 <sup>TH</sup> FEBRUARY	21 <sup>ST</sup> FEBRUARY <sup>9</sup>
MAY/JUNE	ALL OTHER ARRANGEMENTS	14 <sup>TH</sup> MARCH	21 <sup>ST</sup> MARCH

<sup>8</sup> With the exception of learners taking Entry Level Functional Skills assessments as a component of part of foundation learning programme.

<sup>9</sup> For candidates that decide to re-sit examinations in June following the publication of January examination results, applications for modified papers must be received by 21<sup>st</sup> March.

A3.5. Table 2 below shows evidence and request deadlines for **external** assessments that form part of **vocational qualifications**.

**Table 2: Vocational Assessments (external) Evidence & Request Deadlines**

ACCESS ARRANGEMENT	EVIDENCE DEADLINE (ALS)	REQUEST DEADLINE
MODIFIED PAPERS	12 weeks prior to assessment	10 weeks prior to assessment
ALL OTHER ARRANGEMENTS	8 weeks prior to the assessment	6 weeks prior to the assessment

A3.6. Where vocational programmes involve an internally assessed component, the College is not required to make a request to the awarding body. However, the college must and will strive to put in place reasonable adjustments including access arrangements which are in line with the awarding body's policy.

A3.7. Reasonable adjustments involving access arrangements for internal assessments on vocational courses should be negotiated and confirmed with the learner and the **ALS team** as early as possible. Where the adjustment requires access to ALS staff (for example, to act as a scribe or sign language communicator) or the use of additional physical/technological resources, **course leaders must make a request to the ALS Team no later than 2 weeks prior to the start of the assessment series.**

A3.8. In some situations discussions may be required in order for the College to establish what arrangements might constitute reasonable adjustments. Such discussions should take place as early as possible – and always in advance of any assessment – and involve the Section Manager and ALS Manager.

### Basic and Functional Skills

A3.9. Where learners are sitting **Functional Skills** assessments *alongside* GCSE/GCE qualifications, any access arrangements awarded for the GCSE/GCE are extended to the Functional Skills assessment without the College being required to submit a further, separate request.

A3.10. Where Functional Skills form part of an Entry Level qualification, the College is not required to make a request for access arrangements (see 5.0, 5.3).

A3.11. Where a learner is undertaking **Functional Skills** assessment at **Level 1** or **Level 2**, the following access arrangements can be permitted by the College *without* prior consultation with the awarding body:

- Up to a maximum of 25% extra time
- Supervised rest breaks

- Transcripts
- Bilingual Dictionaries with or without up to 25% extra time

However, the college is required to complete the Form 9 - JCQ/CA listing the names of learners who were awarded access arrangements.

A3.12. There is a range of further access arrangements that may be permitted by the College for Function Skills assessments at Level 1 and 2 that do not require a request being submitted *or* the completion of a Form 9. The ALS team can advise personnel in this regard.

**A3.13. For access arrangements relating to Functional Skills Level 1 and 2 assessments involving readers, scribes and more than 25% extra time, the evidence and request deadlines outlined in Table 1 are relevant.**

#### Pre-entry assessment including Summer School

A3.14 Where a programme of study requires learners to undertake any form controlled assessment (e.g. a test of literacy competence), staff must be aware that individual learners may be eligible for access arrangements to be in place so as not to put them at a substantial disadvantage due to a disability etc.

A3.15 Applicants and learners have a range of opportunities to disclose information and provide evidence about learning difficulties and disabilities that may affect performance on pre-entry tests. The College will make every effort to ensure that all learners are aware, in advance, where programme entry procedures require the completion of constrained assessments.

A3.16 Prior to testing, applicants will be given appropriate and timely opportunities to sufficient educational/medical evidence that confirms their eligibility for access arrangements to be in place at the time of testing.

A3.17 It is the learners and carer's responsibility to provide the required evidence to support a request for access arrangements at the pre-entry stage. It is the College's responsibility to ensure that learners and carers are informed of policies and procedures (including evidence required and deadlines) relating to pre-entry testing and access arrangements.

A3.18 **Table 3** shows the evidence required for the college to implement access arrangements for pre-entry testing procedures. Where arrangements are requested that are not shown in the table, the member of staff responsible for the programme(s) should contact the ALS Manager as soon as possible to discuss the request and evidence required.

Table 3: evidence required for access arrangements to be applied during pre-entry phase

Arrangement Requested	Test Type(s)	Evidence Required
<b>25% additional time</b>	Reading, numeracy, ICT, practical competence, interview	SEN Statement ED. Psych/ Specialist Tutor report SENCO/AEN Reference Medical Reference
<b>Reader</b>	Writing, numeracy, ICT	SEN Statement SEN Statement ED. Psych/ Specialist Tutor report SENCO/AEN Reference Medical Reference
<b>Scribe</b>	Reading, Numeracy, ICT	SEN Statement SEN Statement ED. Psych/ Specialist Tutor report SENCO/AEN Reference Medical Reference
<b>Sign Language Interpreter</b>	Numeracy, ICT, practical competence, interview	SEN Statement SEN Statement ED. Psych/ Specialist Tutor report SENCO/AEN Reference Medical Reference
<b>Computer Screen Reader</b>	Reading, writing, numeracy, ICT	SEN Statement SEN Statement ED. Psych/ Specialist Tutor report SENCO/AEN Reference Medical Reference
<b>Prompter, separate room, rest break</b>	Reading, writing, numeracy, ICT, practical competence, interview	SENCO/AEN reference Medical reference

A3.19 Where access arrangements are required that involve additional resources, (e.g. a member of staff to act as a reader during the assessment) the member of staff responsible for the programme must request the resource from the ALS Manager/Coordinator a **minimum of two weeks prior to the date of the test. This applies to requests for support on summer school programmes where attendance and performance is monitored, assessed and forms part of the programme entry criteria.**

A3.20 In all cases, it is imperative that college staff responsible for assessing the suitability of an individual for a programme of study take into account the impact of reasonable adjustments being planned and the learners' chance of success and progression with such modifications in place. The ALS team is available to support cross-college curriculum teams in making judgments about the suitability of programmes for individual learners.

A3.21 In situations where it has not been possible to give minimum prior notice to the ALS team or where a learner has not been able to provide satisfactory evidence, the testing date may have to be re-scheduled in order for appropriate resources to be in place or for the applicant to acquire the required evidence. Deferral of entry testing procedures for these reasons should in no way prejudice the applicant's chance of acceptance for the programme.

## **Appendix 4: staff roles and responsibilities**

### **A4.1 Additional Learning Support Team**

Under the direction of the Director of Student Support Services and the Additional Learning Support manager, The Additional Learning Support team is responsible for:

- Ensuring the applicants, learners and other stakeholders are aware that access arrangements are a form of additional support provision
- Ensuring that applicants, learners and other stakeholders are aware of College policy regarding access arrangements
- Ensuring that the College has sufficient access to appropriately qualified specialist tutors that are able to implement the requisite standardised tests and author requests for access arrangements
- Ensuring that College staff are aware of College policy and their responsibilities regarding access arrangements
- Guiding and supporting applicants and learners to acquire the necessary evidence by, stated deadlines, in order to submit a request for access arrangements
- Submitting access arrangement requests, in a timely manner, to the examination team along with evidence of eligibility as defined by the JCQ
- Working in partnership with the examinations team to ensure that evidence submitted conforms with JCQ criteria
- Storing evidence to support access arrangement requests for audit purposes and informing the examinations team of the evidence location
- Keeping records and sharing required information of access arrangements granted to learners throughout their time at the College to ensure consistency of provision and on-going effective support
- Keeping informed of changes to policies and regulations that affect the way in which access arrangements are managed and to work with other relevant members of College staff to ensure that that College policy and procedures are compliant with such regulations

#### **A4.2 Examinations Team**

Under the direction of the Director of Student Support Services and the Registry Manager, the Examinations team are responsible for:

- Processing access arrangement applications in conformity with JCQ procedures and deadlines
- Working with ALS staff to ensure that appropriate evidence is available to support the request for access arrangements
- Keeping up to date records of access arrangements agreed by awarding bodies and ensuring that relevant college staff know about the outcomes of requests in a timely manner
- Coordinating the allocation of resources (including rooming, invigilation and technology) for learners that have been granted access arrangements
- Keeping informed of changes to policies and regulations that affect the way in which access arrangements are managed and to work with other relevant members of College staff to ensure that that College policy and procedures are compliant with such regulations
- In the first instance, dealing with complaints from learners whom consider that agreed access arrangements were not effectively managed

#### **A4.3 Curriculum Teams**

Under the direction of Faculty and Section Managers, curriculum team are responsible for:

- Ensuring that new applicants are informed in advance of course entry testing procedures and formative and summative assessment practices required by the awarding body once on-programme
- Ensuring that new applicants are aware College regarding access arrangements with particular attention drawn to eligibility criteria required at the pre-entry stage (see A3.15 - 3.18 and Table 3).
- All curriculum staff participating in pre-entry testing are aware of the College policy and their responsibilities for applying it

- Working in conjunction with the Additional Learning Support Team, to ensure that all relevant staff are aware of learner disclosures that may result in the request for access arrangements to be made
- Ensuring that all pre-entry testing procedures that contribute to course selection decisions are based on genuine competence standards and that planned reasonable adjustments for a learner are considered as part of this process
- At the pre-enrolment stage, and at any other point in the learner journey, considering how adjustments to all forms of assessment undertaken within the course may be made so as not to disadvantage the learner
- Submitting examination entry information in a timely manner that takes into account the needs of all learners for whom access arrangements have been granted
- Working collaboratively with additional learning support staff to ensure that all curriculum staff are informed of the individual needs of learners and agreed arrangements that are in place to support the assessment process

## **Appendix 5: exemption from assessment for learners with learning difficulties and/or disabilities**

JCQ regulations governing the use of exemptions are based on the document Principles governing the use of exemptions (Ofqual, 2010) issued jointly by the qualifications regulators.

*An exemption is an agreement reached by an awarding body, before the examination, for a disabled candidate to miss a component or components. When an exemption is granted the candidate's performance on the components taken will be considered to be the performance on the full examination. An indication will be placed on the candidate's certificate to show that not all of the assessment objectives were accessible. (Ofqual, March 2010, p.3).*

With reference to general qualifications, exemptions should:

- Compensate disabled candidates for skills they are unable to demonstrate
- Not undermine the integrity of the qualification
- Only be granted as a last resort when no other access arrangement(s) can be used
- Only apply to whole components where the candidate cannot demonstrate any of the skills
- Make up no more than 50% of a qualification (at least one A2 unit must be completed at A Level)

An exemption will not be granted if an alternative and accessible route through a qualification is available to the candidate. The JCQ form Application for an Exemption should be completed and submitted to the awarding body concerned.

### **Functional Skills**

*In functional skills English, where barriers to access remain, awarding organisations must offer disabled learners, as a last resort, exemptions from individual assessment components within the qualification. All learners must complete some element of assessment and cannot be exempt from the entire assessment for a qualification. (Ofqual, March 2010, p.5).*

A5.1 It is College policy that consideration will be given to exemption from assessment, for both principle learning and functional skills components of the College offer, where barriers to learning exist (or are predicted to remain) once all reasonable adjustments have been made.

A5.2 Exemption from assessment for either principle learning or functional skills components must be agreed at the pre-entry stage of the learner journey and every effort will be made to ensure that learners and stakeholders are able to make informed choices regarding the implication of exemption.

A5.3 Where exemption from an element of the principle learning aim has been agreed, the learner will not be expected to attend classes relating directly and solely to that element.

A5.4 Where exemption from an element of functional skills assessment has been agreed, learners will be expected to attend appropriate functional skills lessons delivered via specialist tutors on a 1:1 or small group basis.

A5.5 Exemption from any form of assessment represents a last resort and is expected to occur rarely and only under exceptional circumstances.