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CURRICULUM AND QUALITY COMMITTEE REPORT

Subject: Assessment Arrangements Policy and Procedure	**Purpose:** **For Approval** ☒ **For Discussion** ☐ **For Information** ☐
Prepared by: D Killean	**Date:** 15 May 2017

Purpose: To approve the assessment arrangements policy and procedure

Linked to Strategic Goal 2: Deliver successful outcomes for all our learners.

Executive Summary:

The assessment arrangements policy and procedure has been developed to meet awarding body requirements where a student needs to have reasonable adjustments made to the way in which their knowledge, understanding or skills are assessed to compensate for a known difficulty or disability.

It provides details of how the student should be assessed for the assessment arrangements, the types of arrangements that are permissible, and the quality assurance processes involved.

The draft policy has been subject to scrutiny by SQA auditors who were satisfied with its content. It has also undergone staff consultation and the JCC and the College Management team meeting.

Recommendation:
The policy is approved

Previous Committee Approvals:
None

For publication ☒	**For publication with redactions** ☐	**Not for publication** ☐

BORDERS COLLEGE

Working Together

Assessment Arrangements Policy and Procedure

(This policy relates to learners requiring additional support during summative assessment.)

September 2016

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History of Changes

Version	Description of Change	Authored by	Date
1.1	Introduction of a new policy and procedure document for assessment arrangements for all awarding bodies used by the College.	D Killean & C Elliott	27.10.2016

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1. Introduction

1.1 The College's model for learning support focusses on promoting individual resilience and independence in learning and assessment. Where individuals require support the aim is always to help the individual acquire strategies for learning and assessment that help them to work toward self-reliance. We recognise independence in learning as a key skill for employment and life.

1.2 Lecturers/Assessors have by far the most significant role in supporting students in their learning and in preparing them for assessment. It is of great importance that they understand the specific challenges faced by their learners and are supported to adapt their teaching and assessment to the needs of those learners. An important role of learning support is to provide the specialist advice that lecturers/assessors need to adapt their teaching and assessment approaches in line with awarding body requirements while encouraging learners to use techniques that promote independence in learning and assessment.

1.3 This policy relates to reasonable adjustments made to internal and external assessments to compensate for a disability and/or an additional support need that does not compromise the integrity of the original assessment. It is compliant with the requirements of the Equality Act 2010.

1.4 Circumstances under which assessment arrangements can be applied are explained in this policy as are the roles and responsibilities of members of staff who ensure the policy is applied properly. The awarding body principles and procedures must be adhered to when making the necessary assessment arrangements with internal and external deadlines met.

1.5 Different awarding bodies have different processes for approving assessment arrangements. It is important that staff are aware of the regulations applied by the specific awarding body for the qualification they are delivering when requesting assessment arrangements for their students.

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2. Scope

2.1 The policy applies to any student requesting and requiring changes to the assessment conditions because of a disability or difficulty. These can be made following awarding body procedures where it is recognised that the assessment conditions are creating barriers to the student demonstrating their skills, knowledge or understanding.

2.2 It relates to both internal and external assessment. However, with internal assessment, adjustments can be made with reference to the unit or course specification's assessment conditions. These adjustments are made by the lecturer/assessor with approval through the College's internal verification processes.

2.3 All awarding bodies have regulations relating to assessment arrangements that must be adhered to when planning and seeking authorisation for adjustments to assessment arrangements for students.

3. Key Principles

3.1 Deciding whether assessment arrangements should be applied for a student in a particular subject is a judgement made between the Subject Specialist Lecturer/Assessor, Learning Support Specialist and Advisers. In all cases, decisions for assessment arrangements must be led by one of the College's Learning Support Specialists with initial evidence gathering by the subject specialist and Learning Support Advisors. Decisions about assessment arrangements are verified and signed off by the Learning & Teaching Development Director at the Learning Support Verification Meetings.

3.2 Application for Assessment Arrangements for external assessments is made to the awarding body by the MIS Department once the assessment arrangements have been verified, the student has agreed to the assessment arrangements and a signed off instruction has been provided by the Learning & Teaching Development Director.

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3.3 Assessment arrangements for internal assessments are authorised by a Learning Support Specialist and then verified through an assessment arrangements verification meeting. These arrangements are set out in the individuals learning support plan. They are only necessary where adjustments to the assessment methodology go beyond the scope of the assessment conditions set out in the unit or course specification. These often specify alternatives that can be used to gather evidence of achievement.

3.4 In making that judgement learning support staff and lecturers/assessors must consider the four questions set out below. (Adapted from Assessment Arrangements Explained: SQA August 2016)

3.4.1 Does the student for whom assessment arrangements are to be provided potentially have the ability to achieve the national standards, but will be unable to do so using the published assessment arrangements for the particular qualification?

It is important that students are entered for a qualification at the right level, given their general level of ability and attainment. Assessment arrangements are designed to enable students' access to an assessment to allow them to demonstrate their attainment. They are not designed to compensate for lack of attainment.

For example, a student may have difficulty with reading the questions in an external assessment. Assessment arrangements, such as the use of a computer with text-reading software, may alleviate this disadvantage.

3.4.2 Will the proposed assessment arrangement still ensure that the integrity of the qualification is maintained?

Assessment arrangements must be considered in the context of the assessment standards or competence standards for each qualification. Assessment arrangements must not compromise these standards or undermine the integrity of the qualification. Any qualification that is awarded must provide a reliable indication of the knowledge, skills, understanding and competence of the holder.

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For example, it is not possible for a student to use a human scribe in a National Literacy unit, where writing skills are being explicitly assessed.

3.4.3 How will the assessment arrangements be tailored to meet a student's individual needs subject by subject?

The individual needs of students should be the basis for the provision of an assessment arrangement. As part of the overall support offered to them, students should have a Learning Support Plan that details the assessment arrangements, considered subject by subject, with no assumption that the same kind or level of support will be required in every case. It is important that the assessment arrangements relate to current need and not just replicated to provide the same assessment arrangements provided at school.

As assessment requirements vary depending on the unit or course specifications, a student's need for a particular assessment arrangement may also vary.

The inherent flexibility of internal assessments will help many students achieve the standard for the qualification. In many unit assessments, students can provide evidence in a variety of ways, using a range of assessment methods to demonstrate their knowledge, and understanding.

3.4.4 How well do the assessment arrangements reflect, as far as possible, the student's normal way of learning and producing work?

The method used to facilitate access to an assessment will generally be, though not always, the method that has been used in the learning environment. For example, if a student with dyslexia normally uses a computer with a spell checker in class to overcome writing difficulties, this should be the assessment arrangement provided in the assessment.

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However, there may be situations where a student's particular way of working in the learning environment is not acceptable in an assessment. For example, a student who has a profound speech and language impairment, and who normally has someone in class explaining words and terms, would not be allowed such support in the externally-set examination question paper. For this reason, it is very important that students are aware of, and have practice in, working in a way that reflects what is going to be allowed as support in an external examination

3.5 Assessment arrangements will be agreed based on the particular difficulties of the individual concerned. These are described fully in the procedures set out by the individual awarding body. A common test across all awarding bodies is that assessment arrangements must not impact on the integrity of the assessment and only adjusted to allow the student to demonstrate the skills, knowledge or understanding they possess. Examples of assessment arrangements are: large font examination papers, coloured background examination papers, braille translation, extra time allowed, electronic format with text reader, readers and scribes, prompters.

3.6 Assessment arrangements for both internal and external assessments are subject to an internal verification process and are signed-off. Verification is undertaken at bimonthly verification meetings chaired by the Learning & Teaching Development Director.

3.7 Adjustment to assessments beyond the assessment conditions set out in a unit or course specification cannot be made until approved through the assessment arrangements verification meeting.

4. Responsibilities

Vice Principal: Quality & Innovation – Is responsible for authoring this policy, overseeing its implementation and leads on internal and external audit of assessment arrangements.

Learning and Teaching Development Director – Leads on the operation of this policy, ensuring compliance with awarding body requirements, liaison with awarding bodies with issues relating to this policy, chairs verification meetings and signs-off on all verified assessment arrangements.

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Curriculum & Quality Committee – Responsible for approving this policy.

Subject Specialist Lecturer/Assessor – are responsible for regular dialogue with the student to check that the teaching provided is adapted where possible to be supportive of the student's needs. They are also responsible for providing assessment work to demonstrate that the proposed assessment arrangement would have a positive impact. They are responsible for internal assessment and adjusting these assessments within the confines of the assessment conditions set out in unit and course specifications in compliance with the College's assessment and internal verification policies.

Learning Support Specialist – They provide diagnostic testing, assess for assessment arrangements, provide the necessary quality assurance checks and provide the expert advice to curriculum managers and teams.

Learning Support Advisers –They will help to coordinate and provide learning support within the faculty working closely with faculty managers and staff. They possess knowledge of the vocational areas in which they work. They will also screen for the common problems that can be barriers to learning and assessment and provide a range of intervention that will help learners overcome barriers to be as independent in their learning as possible. They are responsible for the collation of assessment evidence from the lecturer for the student, the development of the Learning Support Plan and the relevant documentation being available in the College's Learning Support shared area. They are also responsible for ensuring the Assessment Arrangement agreement form is signed by the student and for any students under 16 years of age, this document should also be signed by a parent/guardian.

Learning Assistants – They provide support to learners on a day-to-day basis. They work closely with the Learning Support Advisers following their guidance and advice. They also have a vocational knowledge of the areas in which they work. They are deployed where needed providing a responsive model to meet need.

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MIS Staff – Will make assessment arrangements with the awarding body and provide chief invigilators and their team with the necessary information and guidance to provide the assessment arrangements during external assessments.

Awarding Bodies – agrees with or rejects the application for assessment arrangements, notifies the college of their decision. Until notification has been received the college is unable to apply any alterations to the assessment conditions.

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5. Related Documents

SQA Website Assessment Arrangements Pages
http://www.sqa.org.uk/sqa/14976.html
SQA Assessment Arrangements Explained August 2016
SQA Quality Assurance of Assessment Arrangements

JCQ Regulations for rest of UK awarding bodies
http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

Staff should always refer to the awarding body and regulator websites rather than printed versions of these documents to ensure that reference is being made to the latest edition.

Where staff are delivering a rest of UK qualification such as a City & Guilds NVQ or a Pearson BTEC they should also check that awarding bodies website for further guidance.

6. Review

This policy will be reviewed annually to update on the basis of awarding body changes and external documentation updating.

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SUMMARY FLOW DIAGRAM – Assessment Arrangements

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7. Procedure

7.1 This section aims to provide information for all staff on assessment arrangements and the procedure to follow to verify those arrangements for students who have a disability and/or an identified additional support need.

7.2 It also aims to provide guidance to Learning Support staff to ensure that appropriate assessment arrangements are provided for those students who are eligible. The College recognises the importance of having an effective quality assurance system for identifying and verifying students' need for assessment arrangements.

7.3 The College's assessment arrangements quality assurance system includes the following processes:

- Identify a student's assessment need
- Determine the most appropriate assessment arrangement
- Verify the student's need for the assessment arrangement in an internal or external assessment
- Authorise the submission of a request for an assessment arrangement in an external assessment

All of the processes outlined above must be documented, implemented and monitored to meet the awarding body requirements. At all stages, professional dialogue is essential between teaching staff, learning support staff, those responsible for quality assurance, and the MIS team who are responsible for submitting requests for assessment arrangements to the awarding bodies. In some cases, other key professionals, such as therapists, specialist practitioners or educational psychologists, may also be involved.

7.4 Identifying the student's assessment need

Wherever possible, the student's likely difficulties in accessing the unit or course assessment should be identified before he or she embarks on the unit or course. In some cases, however, the student's disability or difficulties may only become apparent, or be disclosed, during the student's course of study. The need for assessment support could be identified by the student, the subject lecturer or learning support staff.

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7.5 Determine the most appropriate assessment arrangement

This is the stage in the internal quality assurance system where the College determines what assessment arrangements will be required. For example, this could be quite straightforward e.g. the provision of a Braille question paper for a blind candidate in the external assessment or it could require detailed discussion with the awarding body to ensure that the integrity of the assessment is not compromised by the proposed assessment arrangement.

The specification for each unit or course lists the evidence that is required to show that the outcomes and assessment/competence standards have been achieved. For example, students may be required to show that they have knowledge, specific communication skills, practical skills, or the ability to work in a particular way.

The specification will also set out the assessment conditions. If the student is able to achieve the outcomes and assessment/competence standards, but is unable to do so using the suggested assessment activities outlined in the specification, there is often scope to propose alternative ways of generating the necessary evidence.

Assessment evidence can often be drawn from a variety of activities and presented in a variety of formats. Assessors should use their professional judgment, subject knowledge and understanding of the student's difficulties (in consultation with learning support staff) to determine the most appropriate ways to generate the necessary evidence of attainment.

7.6 Verify the student's need for an assessment arrangement

This is a key stage in the internal quality assurance system and it is important that the College can provide awarding bodies with documented evidence of the verification process and the staff involved. Verifying the student's need for assessment arrangements is extremely important for two reasons:

- The College need to be assured that the decision to provide, or not to provide, a particular assessment arrangement can be justified, and that it accords with the awarding body guidance and relevant equality legislation.

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- That the College have in place a robust internal assessment arrangements verification system to ensure that all relevant information and evidence has been gathered and fully considered in determining the provision of assessment arrangements for a student in any internal or external assessment.

The Learning & Teaching Development Director (L&TDD) will act as the Senior Manager responsible for verifying and authorising any request for assessment arrangements in an external assessment. These requests will be submitted to the MIS department by the required date to ensure that they are received prior to the awarding body deadline.

In submitting a request for an assessment arrangement in an external assessment, or providing an assessment arrangement in an internal assessment, the college is acknowledging that it has met its responsibilities in terms of quality assuring the eligibility of the student and the appropriateness of the assessment arrangement. The college is also confirming that it has obtained the written consent of the candidate to share their personal data with the awarding body and to submit the request.

7.7 Documented evidence to support the provision of assessment arrangements

7.7.1 Evidence of the college's assessment arrangements internal verification meetings

The college must provide documented evidenced of the meetings/discussions at which relevant candidate information and evidence was considered before the provision of an assessment arrangement in an internal assessment and/or before submitting the request to the awarding body for an assessment arrangement in an external assessment. Evidence will include minutes of meetings, signed and dated.

7.7.2 Evidence that students have agreed to the provision of assessment arrangement and to their details being disclosed to the awarding body

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It is important to have confirmation from students that they have been involved in discussions about, and have agreed to, the assessment arrangements being provided, and that they intend to use them. Consent must be obtained from students for relevant details of their disability/additional support needs to be disclosed to the awarding body. For some students, it may be necessary to involve parents/carers in the discussion.

7.7.3 Evidence of the students' disabilities/additional support needs and how this affects them in the learning and teaching situation

There must be documented evidence of the nature and extent of the student's disability or difficulty, and how it has impacted on teaching and learning. Information, where relevant, from professionals eg educational psychologist, may also be available. This evidence should be contained within the Learning Support Plan (LSP) and additional reports, assessments, minutes of meetings, will be held within the Learning Support shared area.

7.7.4 Evidence of the need for current assessment support, how this is met, and how it relates to the arrangements being requested or provided

In nearly all cases, students requiring specific assessment arrangements will need similar arrangements to be made during their course to ensure they are not disadvantaged. There should be documented evidence that links this ongoing support to the assessment arrangements needed for the awarding body.

7.7.5 Evidence that varying needs across the curriculum areas have been taken into account

There should be documented evidence that the need for assessment arrangements has been considered on a subject-by-subject basis.

7.7.6 Evidence for specific types of assessment arrangements

For some types of assessment arrangements, there should be specific documented information/evidence of the need for the particular arrangement.

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7.7.7 Evidence of a system for the management of assessment arrangements which is supported by college senior management

There is a requirement for awarding bodies to see evidence of a whole-college approach to the provision of assessment arrangements, for example, a reference made to this in the College's Access and Inclusion Policy.

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8. Verification of Assessment Arrangements Procedure Flow Diagram

Student has a disability or difficulty that is impacting on their learning and assessment.

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Discussion between lecturer and student exploring the difficulty, progress to date and possible changes in delivery to reduce the difficulty.

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If lecturer and student still feel they require specialist support the student would complete the Learning Support Request form **(Appendix A)** and submit this to the Student Advice Centre.

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The Learning Support Adviser would meet with the student and their lecturer to determine the difficulties being experienced and identify the possible level of support required for assessment and start to prepare a Learning Support Plan **(Appendix B).**

↓

If the student requires assessment arrangements to be put in place, the Learning Support Specialist would be required to undertake appropriate tests to determine the level of assessment support in line with awarding body standards and add relevant information onto the Learning Support Plan.

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The Learning Support Adviser would liaise with the lecturer(s) and the Learning Support Specialists and Learning Assistants to determine the current need for assessment arrangements and to collate the relevant information relating to the actual assessments requiring assessment arrangements as this may only be for a specific assessment.

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Once the assessment arrangements are identified and the relevant documents are available for audit purposes including the Learning Support Plan, reports, contact logs and evidence of student's assessments with and without assessment arrangements. The Learning Support Adviser and Learning Support Specialist would attend the Verification of Assessment Arrangements meeting to present the evidence for the arrangements being proposed. This would be considered by the Learning & Teaching Development Director and once approved, the Learning Support Adviser would inform the student and they would be required to sign a statement confirming that they accepted the assessment arrangements through completion of the Assessment Arrangements Agreement (subject to awarding body approval for external assessments) and that they authorised that documents relating to assessment arrangements could be made available for audit by the awarding body **(Appendix C).**

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The Learning & Teaching Development Director would be responsible for signing off the proposed assessment arrangements and this document would then be forwarded to the MIS team for action. The MIS Department will process the application and inform the L&TDD when approval has been granted. The MIS Department will make the necessary arrangements with external exam invigilators.

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The Learning Support Adviser will monitor the student's internal assessment arrangements to ensure that e.g. extra time is being used and that it is having a positive impact. This will be recorded on the student's Learning Support Plan.

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9. Internal and External assessments

9.1 Internal Assessments

You do not have to submit a request to the awarding body for the provision of assessment arrangements for internal assessment, provided that the student's need for the assessment arrangement has been appropriately verified and the assessment arrangement required does not compromise the assessment/competence standards.

9.2 External Assessments

It is important that requests for assessment arrangements are submitted on the appropriate document. For example, completion of the Scottish Qualifications Authority (SQA) – Assessment Arrangements Request (AAR) online system and for the Joint Council for Qualifications (JCQ) - Form 8 – Application for Access Arrangements. The MIS team will provide guidance for other awarding bodies.

If you are in any doubt as to whether a particular assessment arrangement would be acceptable in an external assessment it is important that you contact the MIS team for clarification. The MIS team will access these for you or can provide the link to the most up-to-date arrangements.

10. Examples of assessment arrangements

10.1 Assistance in aural assessments

Technological aids which provide better access to sound, such as radio aids for deaf candidates, may be used in an aural assessment. Where a candidate requires extra time for a listening assessment presented to them on CD, the College can request a version of the CD with extended pauses.

10.2 Live presentation

Listening arrangements that are normally presented to candidates on CD may be presented live to enable deaf candidates to lip-read. Copies of the transcript for the listening assessment will be provided for the reader's use.

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Before the start of the examination/assessment, and in isolation, the person reading the transcript to the candidate should be allowed sufficient time to read through the transcript and hear the CD through. This is to enable them to match the speed and style of the recording. If required, an additional CD may be requested for this purpose. The transcript should then be read to the student with appropriate pauses.

10.3 Extra time

Only students who have been identified as having a particular disability/difficulty, and who are placed at a **substantial disadvantage** and need extra time are eligible. It is important that the necessary evidence is provided to support the provision of extra time. There must also be monitoring of the student's ongoing difficulty in completing assessment tasks and the overall use of extra time in any timed class assessments to accurately estimate the amount of extra time required. Too much extra time in an assessment may be tiring for the student and may ultimately disadvantage them.

10.4 Use of ICT or Digital Question Papers

For many disabled students and/or those with additional support needs, using ICT to type or to use speech recognition software provides a more effective and independent means of communication than using human support such as a scribe.

10.5 Practical Assistant

A practical assistant is someone who carries out some tasks in a practical assessment under the explicit instruction of the student. This is permitted for students who have difficulties that prevent them carrying out practical assessments safely and independently. Approval to use this arrangement depends on both the assessment and competence/assessment standards for the practical assessment and the degree of assistance that is required by the student.

10.6 Prompters

A prompter is someone who can be present during an assessment to ensure a candidate stays on task. A prompter may be required where a candidate has little or no sense of time, or has significant concentration difficulties. The prompter may sit beside the candidate to keep their attention on the assessment.

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10.7 Readers
The use of a human reader can be allowed to meet the needs of students who have **substantial** difficulties with reading text and who cannot access the assessment material by any other more appropriate means, for example, by using a text/screen reader.

A human reader reads out text verbatim in an assessment to enable to a student to access it. This may involve reading out all written instructions and questions to the candidate, or only certain questions and words as directed by the student. Students may also ask that their written responses are read back to them.

10.8 Scribe
The use of a scribe can be allowed to meet the needs of students who have **substantial** difficulties with writing and who cannot produce their written responses by any other more appropriate means, for example by using appropriate ICT.

A scribe records a student's dictated responses. This may involve scribing all the student's responses, or the candidate may request only certain questions or words are scribed. The scribe cannot enhance or refine the student's dictated responses, but can use their discretion with regard to the correct spelling of a word and, where necessary, correct the punctuation.

10.9 Using sign in assessments
With the exception of English, Gaidhlig, Gaelic (Learners) and Modern Languages, Deaf students may have the contents of a question paper or assessment task signed to them by a sign communicator in any external assessment. Deaf students may also sign their responses, which must be recorded, translated and transcribed prior to submission.

10.10 Supervised breaks or rest periods in a timed assessment
Rest periods and supervised breaks are permitted during a timed assessment. The time taken for the break does not count towards the time allowed for the assessment concerned. The College must ensure that a member of staff supervises the student if they are out of the room as this is not the invigilator's responsibility.

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10.11 Transcription with correction of spelling and punctuation

The use of transcription with correction may be allowed to meet the needs of students who have **substantial** difficulties with handwriting and spelling and/or punctuation and who cannot produce written text by any other more appropriate means, for example using ICT with appropriate software.

The transcriber may only correct errors of spelling and punctuation. The transcript must otherwise be an exact copy of the student's original script

10.12 Assessment arrangements for candidates who have English as an additional language (EAL)

Candidates who have English as an additional language, **and whose knowledge of English could impair their ability to communicate their attainment**, are allowed the use of a bilingual translation dictionary. This is allowed in both internal and external assessments, with the exception of assessments in English, ESOL and the candidate's first language.

All candidates who need to use a bilingual dictionary are allowed extra time of 10 minutes per hour to use the dictionary.

The College must determine whether a candidate needs to use the bilingual dictionary.

Where a lecturer believes a learner requires the use of a bilingual they should request that this is assessed by a member of the ESOL team and approved by the Programme Leader responsible for ESOL.

The Programme Leader informs the MIS team that a request should be submitted for approved candidates to the awarding body for external assessments. MIS will inform the lecturer, Programme leader and make arrangements for this assessment arrangement with the exam invigilators.

For internal assessments, approval is required from the Programme Leader responsible for ESOL but there is no requirement to seek the awarding body's approval.

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Word Lists - The use of word lists for subject specific words not found in some bilingual dictionaries is subject to prior approval by the awarding body.

Electronic Dictionary - The use of an electronic dictionary is allowed provided it functions as an English/first language dictionary only (word for word) and does not contain explanations or definitions of words and phrases. Any personal user word lists etc. must be disabled.

Online Dictionaries - Centres may only use an online bilingual dictionary, where it is confirmed to be a word for word dictionary and is printed out as a paper version or downloaded and used as a stand-alone file on a PC by the centre in advance of the examination. No access to networks/internet should be permitted on the day of the examinations to access these dictionaries.

APPENDICES

Appendix A: Learning Support Request form

Appendix B: Learning Support Plan

Appendix C: Assessment Arrangements Agreement

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Learning Support Request

Supporting achievement at Borders College

If you would like to speak to someone about learning support at college, please complete the details below and **return it to the Student Advice Centre**. You will then be contacted by a member of the Learning Support team.

If you require any help relating to your **welfare or wellbeing**, including **personal or emotional issues, financial difficulties**, or have a concern about **drug or alcohol use**, there is no need to complete this form, simply contact or pop into the Student Advice Centre where the team will be able to support you with appropriate advice and guidance. The Student Welfare Officers can be contacted by email: **studentwelfare@borderscollege.ac.uk**

Name:	Date of Birth:
Telephone/Mobile Number:	
Name of College programme:	
Course Tutor/Lecturer (if known):	

Tick ✓	**Please tell us why you are asking for learning support.**
	Learning difficulty/specific learning difficulty eg dyslexia
	Visual or hearing impairment
	Physical disability/Mobility impairment

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	Alternative assessment and examination arrangements
	Additional support with coursework (including core skills)
	Other (Please provide additional information):
Learner Signature:	Date:

NOTE: To be returned to the Student Advice Centre

For Office use:

Action:	
Signed: Learning Support Specialist/Adviser	Date:

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Learning Support Plan

Student Name			
Date of Birth		**BC number**	
Session	2016/2017	**Audit Due**	09/17
Address			
Tel. No/Mobile			
Email			
Course			
Start Date/End Date			
Course Tutor			
Adviser	LSS		2016

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Recent Educational Experience

School/College	**Dates**
School Contact Person	
Educational Attainment	
Previous support/alternative assessment arrangements	

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Relevant Medical Information

Assessment Arrangements

Summary of assessment arrangements required for the following subjects:
Verification of assessment Arrangements:
Approved by:
Date forwarded to MIS for processing:

Learning Support Recommendations

Learning Objectives Block 1	
I agree that I will accept Learning Support in Block 1 and will work towards the learning objectives set. I also agree that information on my LSP can be shared with relevant staff and accessed for audit purposes.	
Student signature	**Date**
Staff signature	**Date**

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Block 1 Review	**Date**
Learning Objectives Block 2	
I agree that I will accept Learning Support in Block 2 and will work towards the learning objectives set. I also agree that information on my LSP can be shared with relevant staff and accessed for audit purposes.	
Student signature	**Date**
Staff signature	**Date**
Block 2 Review	**Date**

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Important that this section is fully completed to meet audit requirements

Documentation		Comments
Referral – self/lecturer/school/agency		
Learning & Support Plan (LSP)		
School Future Needs/External Agency Reports		
Assessment Arrangements – JCQ or SQA?		**Exam co-ordinator informed Y/N**
Assessment Arrangements Verified		**Name of Verifier:**
Student agreement/refusal of arrangements		**Course tutor informed Y/N**
Needs Assessments and evidence gathered + name of person testing	**Education Psychologist Report/other professional (GP etc.)**	
	DAST	
	Standardised Testing	
	Cerium Overlay Test	
Equipment on loan	**Laptop**	
	Other	
Care Aware student		

Other relevant documentation or information	Comments

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Assessment Arrangement Agreement

Borders College
Assessment Arrangements Agreement

Student Name: **Name of Programme:**

After discussions with lecturers and learning support staff, the following arrangements will be trialled for assessments. If they make a significant difference to your performance they can then be put in place for summative assessments.

If you have any concerns regarding these arrangements please contact the Learning Support Adviser in your faculty.

Subject/Level	Assessment Arrangement
Comment:	

I agree/do not agree to the above assessment arrangements and for the disclosure of relevant information relating to my disability/difficulty to the awarding body.

Student Signature:..... Date: .....

Students under 16 years of age also require the signature of a parent/guardian.

Signature of Parent/Guardian: ..... Date: .....

Please note: If this agreement is not signed and returned to the Learning Support Adviser it will be assumed that you do not wish to use the above assessment arrangements.

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Equality Impact Assessment

(Rapid impact assessment tool)

What Impacts may there be from this proposal on any group's ability to use the College services?

Policy: Assessment Arrangements

Positive Impacts (Groups affected)	**Negative Impacts (Groups affected)**
This policy is designed to ensure that anyone with a disability or difficulty has the opportunity to demonstrate their skills, knowledge and understanding in pursuit of their qualification. Assessments are adjusted while maintaining the integrity of the award.	No negative impact.
Actions taken to alleviate any negative Impacts:	
Recommendations:	

From the outcome of the rapid equality impact assessment, have negative impacts been identified for any protected characteristic or any other potentially disadvantaged group?

Has a full Equality Impact Assessment been recommended?

Yes ☐

No x

Reason for recommendation:

The policy is designed to meet requirements of equality legislation.

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Status:	Pending
Policy Dated:	September 2016
Author:	Vice Principal: Quality & Innovation
Review Date:	September 2017
Equality Impact Assessed:	September 2016

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