



St Peter & St Paul
Catholic Voluntary Academy
Pro Petro Paulo Patria

**Access Arrangements Assessor –
Process for checking qualifications
and adherence to procedures**

St Peter and St Paul Catholic Voluntary Academy

This process is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Key staff involved in the policy

Role	Name(s)
SENCo (or equivalent role)	Hayley Sykes
Exams officer	Clive Crossman
Senior leader(s)	Rebecca Carter

Contents

Key staff involved in the policy.....2
Introduction4
Purpose of the procedure4
Assessor qualification requirements.....4
Procedure for checking qualifications and that the correct procedures are followed6

Introduction

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

The SENCo, or an equivalent member of staff, must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations.

Access arrangements/reasonable adjustments should be processed at the start of the course.

Arrangements must always be approved before an examination or assessment.

The arrangement(s) put in place must reflect the support given to the candidate in the centre.

The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination.

Purpose of the procedure

This procedure details how St Peter and St Paul Catholic Voluntary Academy complies with AA chapter 7.3 (Appointment of Assessors) for purposes of assessing candidates for Access Arrangements and Reasonable Adjustments (AARA)

Assessor qualification requirements

7.3.3 A head of centre will appoint:

- an access arrangements assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment†. An access arrangements assessor may conduct assessments to be recorded within Part 2 of Form 8; and/or
- a specialist teacher assessor with a current SpLD Assessment Practising Certificate, as awarded by BDA, the Dyslexia Guild or Patoss and listed on the SASC website. A specialist teacher assessor may conduct assessments to be recorded within Part 2 of Form 8 and where necessary undertake full diagnostic assessments; and/or
- an appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Part 2 of Form 8 and where necessary undertake a full assessment.

7.3.4 An access arrangements assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training in all of the following:

- the theoretical basis underlying psychometric 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 statistically significant discrepancies between scores; standard error of measurement and confidence intervals;
- the appropriate use of nationally standardised tests for the age group being tested;

- the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading comprehension, reading speed and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;
- the appropriate selection and objective use of tests of cognitive skills (see paragraph 7.5.1 2);
- the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to determine when it is necessary to refer the candidate to an alternative professional.

All assessors must:

- have a thorough understanding of the current edition of the JCQ document Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved;
- be familiar with the Equality Act 2010 (although it is not their role to determine what is a 'reasonable adjustment', but rather to help identify access arrangements that might assist the candidate in examinations and assessments and are thus potentially reasonable adjustments);
- either hold an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties or be a HCPC registered psychologist.

The head of centre must ensure that evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate.

Evidence of the assessor's qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo.

7.3.5 The assessor should be employed or contracted by the centre.

Alternatively, the assessor is:

- employed at another centre, e.g. within an Academy chain; or
- employed by the Local Authority; or
- an external assessor who has contacted the centre prior to any candidate assessment, establishes a working relationship with the centre and is approved by the head of centre. Before assessing the candidate, the assessor will receive as a minimum a 'skeleton' Part 1 of Form 8, working with the SENCo.

Procedure for checking qualifications and that the correct procedures are followed

St Peter and St Paul Catholic Voluntary Academy contracts an assessor from Lincolnshire County Council for all assessment purposes regarding AARA. The Lincolnshire County Council provides all relevant training details and qualifications of the assessor which is placed on file by the SENCo for inspection purposes.

The SENCo reviews all forms completed by the assessor to ensure that correct procedures are followed, though no member of St Peter and St Paul Catholic Voluntary Academy are present during an assessment.

†The reference to at least 100 hours relating to individual specialist assessment would include lecture, seminar and tutorial time, study time, assessment time and time spent completing assignments. Courses which are accredited at AMBDA or APC Level would meet this requirement, as would post-graduate courses at or equivalent to Level 7 which provide a qualification in access arrangements assessment.