

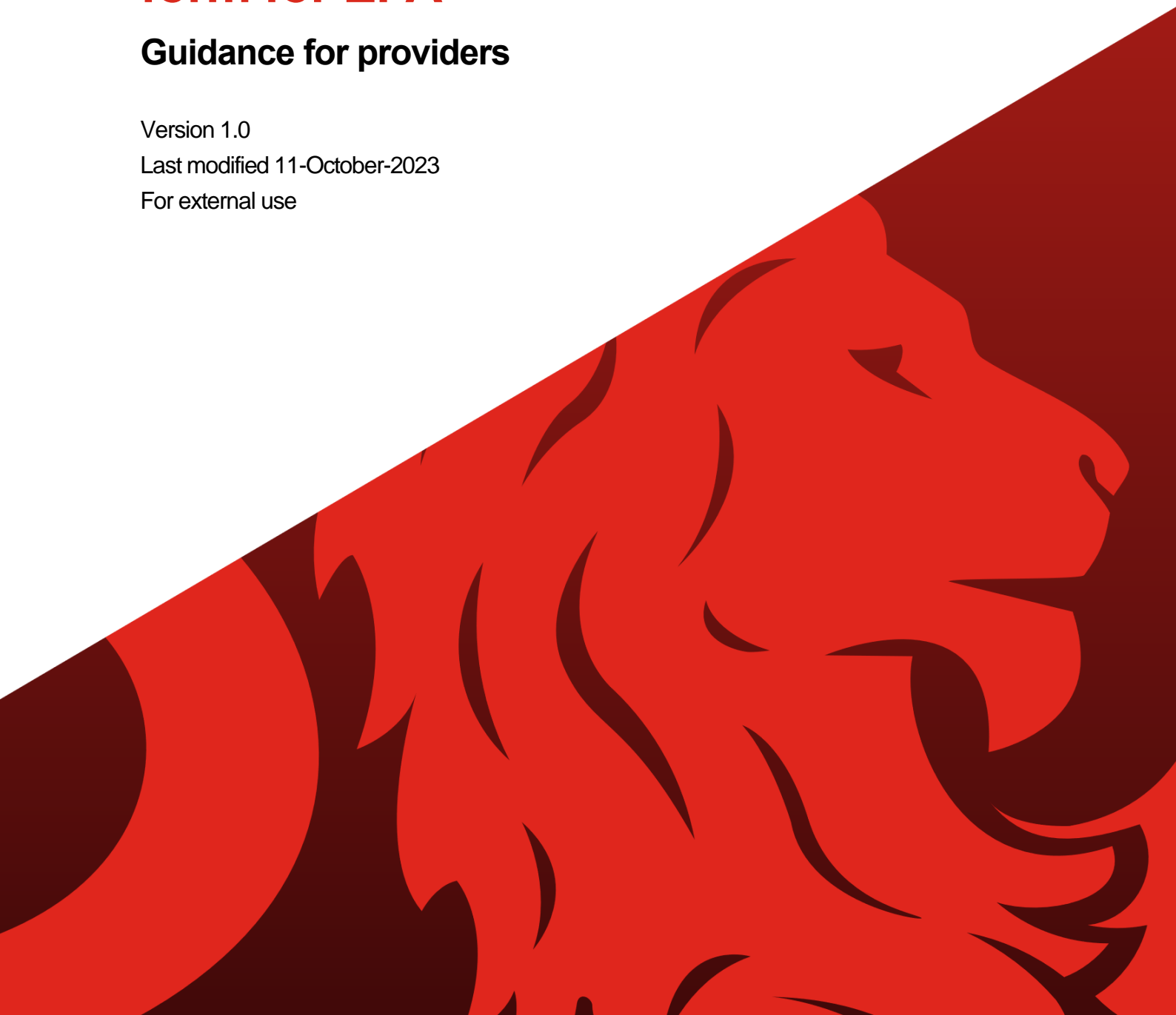
Guide to the access arrangements notification form for EPA

Guidance for providers

Version 1.0

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For external use



Document revision history

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1. Introduction

Access arrangements allow people to show what they know and can do without changing the demands of the assessment. For example, through the use of readers, scribes and Braille question papers.

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

This document describes how to apply for access arrangements for apprenticeship end-point assessments. It should be used in conjunction with the following documents:

- Individual end-point assessment packs,
- Guide to the EPA Service
- JCQ Access Arrangements and Reasonable Adjustments,
- How to apply for access arrangements using the Walled Garden.

For qualifications that form part of the on-programme requirements of an apprenticeship, please refer to the document [Access arrangements - When and how applications need to be made to City & Guilds](#). This is available on the access arrangements and reasonable adjustments page of the City & Guilds website.

Providers should consider the following points when determining suitable access arrangements:

- what arrangements are suitable for the assessment,
- the apprentice's normal way of working (e.g. support normally given on-programme or in the workplace),
- the details of how specific access arrangements would work in an assessment.

This document does not cover all possible arrangements. If an apprentice needs an access arrangement not mentioned in this document, the provider should discuss it with City & Guilds. Access arrangements will be permitted by City & Guilds if they are appropriate for the assessment and for the apprentice.

2. Overview of the process

For assessments that require an IEPA, example professional discussions, interviews, presentations and practical assessments or observations, City & Guilds needs to know about every single access arrangement, even ones that can be permitted without evidence. City & Guilds needs to know in order to put the arrangements in place on the day. For knowledge tests, putting the arrangements in place on the day is the responsibility of the provider, and City & Guilds only needs to ensure that higher-risk access arrangements are being used where there is evidence of need, and it is the apprentice's normal of working.

2.1. Enrolment numbers and ULNs

We need both the City & Guilds candidate enrolment number for the apprentice and their ULN. This is because while EPA Pro uses ULNs, the access arrangements on the Walled Garden are by enrolment number only.

2.2. Evidence of need

The evidence required will depend on the access arrangements being requested.

There are some access arrangements that would give any apprentice any advantage, so we must be careful when approving any request and do so only where there is clear evidence on need. More compelling evidence of need may be required to ensure that the apprentice is not unfairly advantaged over other apprentices.

Access arrangements should support a disabled apprentice in being able to demonstrate what they know and can do, however, the EPA must remain a reliable indication of their knowledge, skills and understanding. It is not reasonable for adjustments to be made to the assessment objectives. To do so would undermine the purpose of the EPA.

2.3. Normal way of working

Providers must hold evidence of the provider's normal way of working. This can be in the form of a note written by the provider on headed paper. It must be signed¹ and dated.

The arrangement(s) put in place must reflect the support given to the candidate in the centre, or in the workplace. This would include support given in previous assessments or mock exams. It is not required for temporary injuries.

¹ Electronic signatures can be used.

3. Access arrangements listed on the form

3.1. Access arrangements that do not require approval

This is for common access arrangements where evidence of need is not required. These will always be permitted, however, we need to know about them, to ensure the EPA runs smoothly on the day. The following access arrangements are included on the form:

Access arrangement	Description	Guidance
Communication Professional	For candidates using Sign Language	They must not: <ul style="list-style-type: none">• change the meaning,• provide any additional information, or• provide an explanation as to what the question requires of the candidate.
Prompter	<ul style="list-style-type: none">• Designed for if the apprentice has persistent distractibility or significant difficulty in concentrating, a prompter can help to keep them focused.	<ul style="list-style-type: none">• No evidence is needed to support the arrangement.
Supervised rest breaks	<ul style="list-style-type: none">• The purpose of a supervised rest break is for a break from the assessment• The timing of the assessment is paused and re-started when the apprentice is ready to continue.	<ul style="list-style-type: none">• This is different to extra time. Rest breaks do not come out of the assessment time.• If the candidate needs to leave the room, they must be accompanied.

3.2. Access arrangements that require approval

Providers **must** apply for the following access arrangements using the Walled Garden:

- extra time (including 25%),
- practical assistant,
- reader / computer reader,
- scribe (including speech recognition technology).

For most applications, centres will be told instantly whether or not the arrangement is approved. For some requests (e.g. over 100% extra time), the request will be referred to City & Guilds. If this happens, providers should contact City & Guilds for more information as soon as possible. If approval is not in place in time, the EPA will take place without the access arrangements.

The following access arrangements are included on the form:

Access arrangement	Description	Guidance
Extra time	<ul style="list-style-type: none"> • Extra time to complete the assessment. • If there is some flexibility in the duration, extra time should be added to this, as well as the standard assessment time. 	<ul style="list-style-type: none"> • Only applicable where assessment is timed. • Extra time is not permitted where the apprentice is being assessed on how quickly they complete tasks.
Practical assistant	<ul style="list-style-type: none"> • A practical assistant carries out practical tasks at the instruction of the apprentice. 	<ul style="list-style-type: none"> • They are not allowed to carry out physical tasks or demonstrate physical abilities where they form part of the assessment objectives.
Reader	<ul style="list-style-type: none"> • A reader reads the instructions and the questions to the candidate. • A computer reader is software which accurately reads out text, but does not decode or interpret 	<ul style="list-style-type: none"> • This would only be needed for assessments with written questions or instructions that need to be understood by the apprentice. • For spoken assessments, like a profession discussion, a reader is not be needed.
Scribe	<ul style="list-style-type: none"> • A scribe writes a candidate's dictated answers. • Speech recognition software or a word processor with the spelling and grammar check switched on 	<ul style="list-style-type: none"> • This would only be needed for assessments where the apprentice needs to produce written responses. • For spoken assessments, like a professional discussion, a scribe is not needed.

3.3. Other access arrangements

If a provider wishes to use an arrangement that is not listed in this document, then the provider can add this to the “other” box on the notification form. Arrangements will usually be permitted, if they are appropriate for the assessment and for the apprentice.

The fact that it is not listed does not mean it is not permitted. City & Guilds makes every effort to provide detailed information to providers, but it is not possible to list every possible access arrangement an apprentice may need.

Where evidence is required to support the application, City & Guilds will contact the centre to request it.

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About City & Guilds

Since 1878 we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We work with governments, organisations and industry stakeholders to help shape future skills needs across industries. We are known for setting industry-wide standards for technical, behavioural and commercial skills to improve performance and productivity. We train teams, assure learning, assess cohorts and certify with digital credentials. Our solutions help to build skilled and compliant workforces.

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