

**CILEx Access Arrangements Policy and Procedures –
Level 3 and Level 6 Professional Qualifications and Level 3 and 4
Legal Services Knowledge Qualifications**

Policy name	CILEx Access Arrangements Policy and Procedures Level 3 and Level 6 Professional Qualifications Level 3 and 4 Legal Services Knowledge Qualifications
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1. Introduction

This document sets out the CILEx Access Arrangements Policy and Procedures for learners who have temporary injuries, temporary illness or other indisposition and/or protected characteristics under the Equality Act 2010 for the Level 3 and Level 6 Professional Qualifications and the Level 3 and Level 4 Knowledge Qualifications only.

Learners with disabilities which place them at a substantial disadvantage in an examination or assessment should apply for reasonable adjustments in accordance with CILEx Reasonable Adjustments Policy and Procedures. Disabilities considered for reasonable adjustments include (but are not limited to) mobility issues; sensory impairments; learning difficulties such as dyslexia, Asperger's syndrome and autism; long-term conditions such as multiple sclerosis, MND, ME, cancer treatment.

2. Purpose

CILEx recognises that access arrangements allow learners to show what they know and can do without changing the validity or demands of the assessment.

This policy sets out:

- the responsibilities of CILEx accredited centres in relation to access arrangements;
- the responsibilities of CILEx learners in relation to access arrangements;
- CILEx policy and procedures for access arrangements for knowledge qualifications.

Scope

This policy applies to CILEx centres accredited to deliver the CILEx Level 3 and Level 6 Professional Qualifications and/or the Level 3 and Level 4 Legal Services Knowledge Qualifications, CILEx learners undertaking the CILEx Level 3 and Level 6 Professional Qualifications or the Level 3 and Level 4 Legal Services Knowledge Qualifications and CILEx Awarding Organisation staff.

3. Access Arrangements - Definition

Access arrangements are for learners who have temporary injuries, temporary illness or other indisposition and/or protected characteristics under the Equality Act 2010 which present a barrier to accessing the examination/assessment. Learners (and centres acting on a learner's behalf) should first consider postponing the examination/assessment to a later examination/assessment session when issues arising from temporary illness, temporary injury or indisposition and/or a protected characteristic provide less of a barrier to taking the examination/assessment. Reasonable adjustments for learners with disabilities (a protected characteristic) are set out in the Reasonable Adjustments Policy and Procedures. The additional protected characteristics for access arrangements are: age, gender reassignment, race, religion and belief (including philosophy), gender, sexual orientation, pregnancy and maternity, marriage and civil partnership.

Access arrangements are intended to assist learners to demonstrate their attainment without affecting or circumventing the assessment requirements. Under the Equality Act duties, CILEx and its accredited centres must "have due regard to the need to: eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010; advance equality of opportunity between people from different groups and foster good relations between people from different groups."

Providing there is appropriate supporting evidence, access arrangements can be made to an examination/assessment to alleviate the effect of temporary illness, temporary injury or other indisposition and/or a protected characteristic which places learners at a substantial disadvantage. Learners should be able to demonstrate their knowledge, skills and understanding to the levels of attainment required by the specification for that unit. Access arrangements should not give learners an unfair advantage, neither should they cause the user of the certificate to be misled regarding learners' achievements.

Access arrangements must not affect the validity or reliability of the assessment outcomes. They may involve but are not limited to:

- changing standard assessment arrangements, for example allowing learners to have supervised rest breaks ("stopping the clock") if they have a temporary back injury, to ensure they have the full examination time;
- providing access facilitators during assessment, such as a scribe for a learner with a recently broken arm (writing hand);
- re-organising the assessment room, such as allowing a pregnant learner to be seated near the exit.

The use of access arrangements will not be taken into consideration during the assessment of a learner's work.

CILEx is expected to assist learners with access to examinations/assessments providing the cost of the access arrangements is not excessive. CILEx reserves the right to refuse an application for access arrangements if the costs of the arrangements are unreasonable and if the learner refuses to postpone taking the examination/assessment to a later examination/assessment session. CILEx will not approve access arrangements which affect the security or integrity of the examination/assessment. What can be agreed will depend on the individual circumstances, cost implications and the practicality and effectiveness of the access arrangements. Other factors will be taken into account, such as the need to maintain academic standards, the assessment environment for other learners and health and safety.

Further guidance on the types of access arrangements a learner (or a centre on behalf of a learner) may request are detailed in Section 12.

4. CILEx Duties/Responsibilities

CILEx as a regulated awarding organisation seeks to:

- 4.1 Consider access arrangements in relation to the defined needs of the individual learners based on issues arising from their protected characteristics and/or their temporary illness, temporary injury or other indisposition, and explained in the supporting evidence. The evidence of need is required to maintain the rigour and standard of the examination/assessment.
- 4.2 Approve valid access arrangements for examinations and assessments, on the basis of clear, documented evidence from a qualified professional.
- 4.3 Ensure that access arrangements do not reduce the reliability or validity of the examination or assessment so that academic credibility is maintained. The qualification of learners who had access arrangements must have the same credibility as those of other learners. As CILEx offers professional qualifications, achievement of such qualifications must give a realistic indication to a potential employer of what the holder of the certificate can do.
- 4.4 Ensure that the provision for access arrangements does not compromise the integrity of the final qualification.

5. Duties and Responsibilities of Centres

Centres should work in partnership with the learner and CILEx and:

- 5.1 Ensure that all learners are aware of the procedures for applying for access arrangements for issues arising from their protected characteristics and/or temporary illness, temporary injury or other indisposition.
- 5.2 **Centres delivering the Level 3 and Level 4 Legal Services Knowledge Qualifications are expected, with the agreement of the learner, to apply for access arrangements on the learner's behalf.**
- 5.3 Ensure that all arrangements requested will assist learners to demonstrate their attainment without affecting or circumventing assessment requirements.

- 5.4 Ensure that buildings used for examinations and assessments are accessible and appropriate for learners who have issues arising from their protected characteristics and/or temporary illness, temporary injury or other indisposition, as far as is practicable.

6. Responsibilities of Learners

- 6.1 Learners must ensure that they are familiar with CILEx's Access Arrangements Policy and Procedures - Level 3 and Level 6 Professional Qualifications, Level 3 and 4 Legal Services Knowledge Qualifications. All queries relating to this document should be raised with the Awards-Operations Department at CILEx.
- 6.2 Learners studying the CILEx Professional qualifications must ensure that all requests for access arrangements are made to the Awards-Operations Department at CILEx.
- 6.3 Learners studying the CILEx Level 3 or Level 4 Legal Services Knowledge qualifications should discuss their access arrangements with their centres in order that their centres can apply to CILEx on the learner's behalf. However, if a learner wishes to apply to CILEx directly this is permitted.
- 6.4 Learners applying for access arrangements should send all specific enquiries, requests for advice and completed application forms directly to CILEx as soon as possible and before the deadlines detailed in Section 10.
- 6.5 It is a learner's responsibility to provide evidence which supports the application as detailed in Section 9.
- 6.6 Learners are encouraged to discuss any assessment-related needs with their centres.
- 6.7 Learners should note that failure to comply with the CILEx Access Arrangements Policy and Procedures might lead to grades or results being withheld and/or to an investigation into the matter.
- 6.8 Learners who receive access arrangements for examinations/ assessments will NOT be entitled to receive special consideration (see CILEx Special Consideration Policy) for the same circumstances.

7. Learners Eligible for Access Arrangements

- 7.1 Learners will only be eligible for access arrangements if issues arising from their protected characteristic and/or temporary illness, temporary injury, other indisposition, places them at a substantial disadvantage in the examination/ assessment situation.
- 7.2 Learners (and centres acting on a learner's behalf) should first consider postponing the examination/assessment to a later examination/assessment session when issues arising from their temporary illness, temporary injury or indisposition and/or their protected characteristic provide less of a barrier to taking the examination/ assessment.
- 7.3 Learners will only be eligible for access arrangements if supporting evidence accompanies the application from the learner or accredited centre in accordance with the requirements in Section 9.

9. Supporting Evidence for Access Arrangements Applications

- 9.1 Learners/centres are responsible for ensuring that appropriate supporting evidence accompanies all requests to CILEx for access arrangements to

ensure that CILEx is able to provide each learner with the necessary assistance.

9.2 Supporting evidence must be sufficient, valid and reliable from an appropriately qualified professional. Learners need to explain to this professional the circumstances around their level of study and the format of the examination or assessment.

9.3 Appropriate supporting evidence may include:

- Written evidence from an independent, external specialist (for example, medical, psychological, clinical, religious, social care professional);
- Written evidence from qualified staff engaged by the accredited centre.

The written evidence must be recent i.e. produced within the last 3 months and address the following:

- state the name, title and professional credentials of the person who carried out the assessment of the learner and produced the evidence;
- set out the barrier to taking the examination or assessment;
- recommend the access arrangements required to reduce this barrier.

9.4 The supporting evidence will be used to assess the access arrangements application. If the access arrangements are not reasonable (as defined in Section 4), they will not be agreed. The health and safety issues for learners will be considered since for some learners, postponing the examinations will provide more appropriate health and safety outcomes. In some circumstances, alternative access arrangements will be suggested which are more practical for particular situations.

10. Applying for Access Arrangements

10.1 Learners and centres should complete the “Application for Access Arrangements” form (see Appendix 1) when applying for access arrangements for reasons arising from a protected characteristic and/or temporary illness, temporary injury or other indisposition.

10.2 Applications for access arrangements must be sent to the Awards-Operations Department at CILEx by the deadlines shown here (https://www.cilex.org.uk/study/information_for_students/key_dates_and_deadlines)

Professional Skills Assessments – Level 3 Units 16 & 17, Level 6 Units 22 & 23

Each accredited centre decides when the different tasks for the Professional Skills assessments are undertaken by their learners. Any learner requiring access arrangements for the Professional Skills assessments must apply for the access arrangements a minimum of 4 weeks before they are required in order that the requests and supporting evidence can be considered and any access arrangements which are approved can be processed.

10.3 Applications received after the deadline or without the required supporting documentation may not be processed in time for the learner to take the examination/assessment, or may be rejected.

11. Access Arrangement Appeals

Learners/centres wishing to appeal the outcome of access arrangements applications are entitled to do so. Information about appeals is set out in the CILEx Qualifications Appeals Policy and Procedures.

12. Range and Types of Access Arrangements

Section 12 sets out examples of the range of access arrangements which may be considered. CILEx will only approve access arrangements for which there is supporting evidence in accordance with the requirements in Section 9. CILEx must be satisfied that the access arrangements approved compensate for the barrier to the examination/assessment without modifying or invalidating CILEx assessment requirements or reducing the integrity of CILEx qualifications.

12.1 Commonly Requested Access Arrangements

Detailed below are some examples of access arrangements for examinations/assessments. This is not an exhaustive list:

- Supervised rest breaks (stopping the “clock” for each break, for example, to relieve temporary back pain, so the learner is given the full examination/assessment time);
- Use of a scribe if the temporary injury is to the normal writing hand, which prevents handwriting (this would also require separate accommodation to reduce the noise effects on other learners).

Further details are provided on the different access arrangements available in Section 12.3.

12.2 Access Arrangements Categories

The list of access arrangements is organised under the following headings:

- Changes to assessment conditions
- Use of mechanical and electronic aids
- Alternative ways of presenting responses
- Use of access facilitators

12.3 Guidance on Types of Access Arrangements

Changes to assessment conditions

12.3.1. Extra time

Subject to the supporting evidence, where assessment activities are time constrained, learners for whom supervised rest breaks (“clock stopping”) are not appropriate or for whom other access arrangements do not reduce the barriers, may be allowed extra time during an examination/ assessment if they have issues arising from a protected characteristic and/or temporary illness, temporary injury, other indisposition which affects speed of cognitive processing or of handwriting.

The amount of additional time granted will be based on the supporting evidence (see Section 9). Normally, an additional allowance of up to 25% of the total assessment time will be considered.

12.3.2 Supervised rest breaks (“clock stopping”)

Subject to the supporting evidence, where assessment activities are time constrained, a learner may be allowed supervised rest breaks during an examination/assessment. Supervised rest breaks may be taken either inside or outside the assessment room. The duration of the breaks will not be deducted from the assessment time.

12.3.3 Change in the organisation of the assessment room

Subject to the supporting evidence, minor changes to the organisation of the assessment room may benefit some learners with particular issues arising from protected characteristics and/or temporary illness, temporary injury or other indisposition, for example, to allow them more easily to leave the room for supervised rest breaks.

12.3.4 Separate accommodation within the centre

Subject to the supporting evidence, learners will be accommodated separately if they are using readers, scribes, amplification or word processing equipment which may disturb other learners.

In such circumstances the usual examination conditions will apply and the examinations will be invigilated in accordance with CILEx instructions.

Use of mechanical, electronic and technological aids

12.3.5 Use of CCTV, OCR scanners and amplification equipment suitable for a temporary illness or temporary injury

Subject to the supporting evidence, some learners with temporary illness or temporary injury may benefit from using these aids. Learners opting for these aids should be confident in the use of these aids or should practice with these aids prior to the examination/assessment. Learners using these aids will be accommodated separately with separate invigilation.

12.3.6 Use of assistive technology, such as speech software, voice activated software, a computer reader

Subject to the supporting evidence, learners with a temporary injury to their vision may benefit from the use of software which reads material to them and potentially allows them to write using their voices. Learners with temporary physical injuries may benefit from the use of voice activated software to record their responses.

Alternative ways of presenting learner responses

Subject to the supporting evidence, learners wherever possible will be provided with the means to present their responses by the method most appropriate to the issues

arising from their protected characteristic and/or their temporary illness, temporary injury or other indisposition, as long as the cost is not excessive and the use of these methods will not invalidate the requirements of the assessment.

12.3.7 Use of ICT to present responses

The use of ICT in this context is taken to include computers, laptops, tablets, and other microprocessor controlled devices producing output in text. The principle is that word processors must reduce the barriers caused by issues arising from their protected characteristic and/or their temporary illness, temporary injury, other indisposition, if attempting handwritten work. This access arrangement does not apply for learners who simply prefer typing. Learners requesting the use of word processing devices, because their handwriting is substantially affected, might have an injury affecting use of their hands. If permitted a word processing device, some learners might use handwriting for shorter answers and type longer answers.

Subject to the supporting evidence, CILEx will attempt to respond positively to requests for learners to use computers subject to the following principles and procedures:

- 12.3.7.1 The object of access arrangements is to enable learners with issues arising from their protected characteristic and/or temporary illness, temporary injury, other indisposition, to demonstrate their attainment in relation to the learning outcomes and assessment criteria of the CILEx unit/s. This principle applies to the use of computers in the same way as it does to other types of access arrangements. It is the attainment of the learner which must be assessed, and the use of the computer must not create a misleading impression of that attainment or reduce academic validity.
- 12.3.7.2 It is anticipated that learners who are able to produce work for assessment by handwriting will do so. Learners may be permitted to produce their answers via a computer in cases where they cannot present handwritten answers.
- 12.3.7.3 If the supporting evidence recommends a scribe, learners can alternatively use assistive technology: word processor with spelling and grammar check enabled (as long as marks are not allocated for correct spelling); voice-activated software which produces hard copy with predictive text when the learner dictates into a word processor. Software (a screen reader) may be used to read back and correct the learner's dictated answers; computer software which produces hard copy with predictive text, spelling and grammar check enabled when the learner uses a word processor; computer software, producing speech, which is used to dictate to a scribe.
- 12.3.7.4 CILEx reserves the right to seek independent advice concerning the operation of computers and software used by learners in order to help determine what access arrangements can be made.
- 12.3.7.5 Where it is apparent that assessment objectives cannot be met fully if a computer is used, CILEx may:
 - Suggest alternative access arrangements **or**
 - Refuse the request.
- 12.3.7.6 Where the use of a computer has been approved, CILEx will award marks on the basis of the positive achievement demonstrated by the learner.

- 12.3.7.7 The computer provided must not be used by someone acting on the learner's behalf. The supporting evidence must clearly point out which software is required. Operator manuals may not be used in examinations.
- 12.3.7.8 Learners must have access only to those facilities which have been agreed in advance.
- 12.3.7.9 In exceptional cases where the supporting evidence recommends use of special computers or particular software on learners' own computers, a method must be found to stop learners accessing existing files or documents.
- 12.3.7.10 Learners using computers in circumstances where their use may distract other learners must be accommodated separately from others for examinations. CILEx's normal regulations concerning invigilation will be applied.
- 12.3.7.11 The frequent saving of work must be undertaken. Where available, an AutoSave facility should be used.
- 12.3.7.12 The printing of answers may take place after the time for the examination has expired. Learners should be present in order to verify that their printing is complete.
- 12.3.7.13 Where a question/answer booklet is provided, learners might need to answer some questions in the booklet together with a completed cover sheet.

12.3.8 Responses on audio cassette

Subject to the supporting evidence, learners may be permitted to record their responses to questions onto audio cassette. Where the learner's responses are recorded onto audio cassette, CILEx will arrange for a transcript of the learner's responses. The transcript will be produced by a responsible adult either by writing down the answers or word processing them.

Use of access facilitators and appropriate technology

12.3.9 Reader

A reader is a person who, when requested, will read to the learner all or part of the assessment material and read back the learner's written responses. If a recommended computer reader is not capable of reading a particular word, a reader can read that word. A computer reader is preferable since it will not emphasise any particular words. Readers may add a layer of vocal interpretation suggesting nuance and meaning which could compromise the reliability of the qualification.

Subject to the supporting evidence, the learner/centre, in consultation with CILEx, should consider carefully whether the use of a reader or a computer reader will be an effective arrangement.

For learners requiring a reader and a scribe, the same person may act as both.

- 12.3.9.1 Additional time will be permitted for the use of a reader and will normally be up to 25% of the prescribed duration of the examination.
- 12.3.9.2 A reader must be a responsible adult who is able to read accurately and at a reasonable rate and should ideally have a working knowledge of the subject being examined or assessed.

- 12.3.9.3 A reader should not normally be the learner's lecturer/assessor. However there may be particular circumstances in which it is necessary to use the learner's own lecturer/assessor, and these must be discussed with CILEx in order that CILEx can determine if such an arrangement is appropriate. On no account may a relative, friend or peer of the learner be used as a reader.
- 12.3.9.4 A learner should, wherever possible, have adequate practice in the use of a reader.
- 12.3.9.5 Learners having the services of readers must be accommodated separately to avoid disturbing other learners.
- 12.3.9.6 The reader may act as invigilator (as long as 12.3.9.5 is satisfied).
- 12.3.9.7 **Role of the Reader:**

The reader must not emphasise any words, reading neutrally at all times and:

- must abide by examination and assessment regulations or the learner will be disqualified;
- must read only as requested by the learner. Learners may choose to read some parts of the assessment themselves;
- must read accurately;
- must only read the exact wording (instructions and questions), but not give meanings of words, rephrase or interpret anything;
- must repeat instructions and questions on the paper only when specifically requested to do so by learners. The repetition of the instructions and questions will be agreed with and explained to learners prior to the assessment;
- must read, as often as requested, the answers already recorded, but will not act as proof-reader;
- must not advise the learner regarding which questions to do, when to move on to the next question, nor the order in which the questions should be answered;
- may enable a learner with temporary issues with vision, to identify which piece of visual material relates to which question, but will neither give factual help to the learner nor offer any suggestion;
- may read numbers printed in figures as words, while pointing to the number on the paper;
- is permitted to help a learner with temporary issues with vision, using diagrams, graphs and tables to obtain the information that the print/amended print copy would give to a sighted learner;
- may, if requested, give a learner with temporary issues with vision, the spelling of a word which appears on the paper, but otherwise spellings will not be given;
- must refer any problems during the assessment to the invigilator.

12.3.10 Scribe (formerly Amanuensis)

Subject to the supporting evidence, CILEx may agree the use of a scribe. A scribe is a responsible adult who writes down or word processes a learner's dictated answers to the questions. If a learner dictates answers on to a tape, a responsible adult must write down or word process the dictated answers to the questions

- 12.3.10.1 The scribe must not perform tasks which are part of the assessment.

- 12.3.10.2 Additional time will be permitted for the use of a scribe and will normally be up to 25% of the prescribed duration of the examination/ assessment.
- 12.3.10.3 A scribe should be able to produce an accurate record of the learner's answers; must write legibly or type accurately and at a reasonable speed; and should ideally have a working knowledge of the subject being examined or assessed.
- 12.3.10.4 A scribe should not normally be the learner's own lecturer/assessor. However there may be particular circumstances in which it is necessary to use the learner's own lecturer/assessor and these must be discussed with CILEx in order that CILEx can determine if such an arrangement is appropriate. On no account may a relative, friend or peer of the learner be used as a scribe.
- 12.3.10.5 A learner should, wherever possible, have adequate practice in the use of a scribe.
- 12.3.10.6 A learner using a scribe should be accommodated separately to avoid disturbing other learners.
- 12.3.10.7 The scribe may not also act as an invigilator.
- 12.3.10.8 Scribes should not normally also act as practical assistants, prompters, or Sign Language Interpreters, unless permission is given by CILEx.

12.3.10.9 Role of the Scribe

During the examination or other assessment, scribes:

- must check with learners for which parts of the assessment they wish to have their responses scribed. Learners may choose to write some responses themselves;
- must not give factual help to the learner, not offer any suggestions, not suggest when the answer is complete;
- must not advise the learner which questions to do, when to move on to the next question, or the order in which the questions should be answered;
- must abide by the regulations or the learner will be disqualified;
- must write or word process answers exactly as they are dictated. Where spelling accuracy and punctuation is being tested, the scribe will follow explicit instructions from the learner with regard to spelling and punctuation. The scribe will not take responsibility for spelling of technical words;
- must write or word process a correction if requested to do so;
- may at the learner's request read back what has been recorded, but must not make any comment about any part of the learner's response;
- must immediately refer any problems in communication during the examination/assessment to the invigilator.

12.3.11 Practical Assistant in written papers

Subject to the supporting evidence, CILEx may agree the use of a practical assistant. Practical assistants may carry out practical tasks at the instruction of the learner. Examples include: guiding the hand of learners with temporary vision issues to the relevant page or section of text.

- 12.3.11.1 The use of a practical assistant must not modify CILEx's syllabus/ assessment requirements.

- 12.3.11.2 Additional time will be permitted for the use of a practical assistant and will be normally up to 25% of the prescribed duration of the examination/assessment.
- 12.3.11.3 Practical assistants should not normally be the learner's own lecturer/assessor. However there may be particular circumstances in which it is necessary to use the learner's own lecturer/assessor in that capacity and these must be discussed with CILEx in order that CILEx can determine if such an arrangement is appropriate. On no account may a relative, friend or peer of the learner be used as a practical assistant.
- 12.3.11.4 Practical assistants are not readers or scribes. Depending on supporting evidence, agreement can be given for a practical assistant to act as a reader and/or scribe.
- 12.3.11.5 During an examination/assessment a practical assistant: must not give factual help to the learner or offer any suggestions or advice; must immediately refer any problems to the invigilator.

12.3.11.6 Role of the Practical Assistant

During an examination/assessment practical assistants:

- must follow the instructions approved by CILEx on the level and kind of assistance which can be given to the learner;
- must ensure the safety of learners and those around them;
- must not give factual help to learners or offer any suggestions;
- must not advise learners regarding which questions to do, when to move on to the next question, or the order in which the questions should be done;
- must perform practical tasks according to the learner's instructions exactly as they are given unless to do so would cause a hazard. If practical assistants do not understand the learner's instructions, they may ask for clarification but must not lead the learner in any way or attempt to interpret the learner's wishes; if incorrect or inadequate instructions are given by the learner, this will be reflected in the assessment outcome;
- must abide by the regulations or the learner will be disqualified;
- must not expect to assist the learner throughout an examination/ assessment (there may be parts of the assessment which the learner can do without help and thus gain credit for demonstrating the required skills);
- must immediately refer any problems during an assessment to the invigilator.

12.3.12 Transcriber

Subject to the supporting evidence, CILEx may agree the use of a transcriber. A transcriber may be used by learners whose handwriting has become illegible through temporary illness or temporary injury, but who are unable to use a computer or dictate their responses either to a scribe or by using voice-operated software.

Transcribers will produce transcripts after the examination/assessment has taken place and without the participation of learners. The transcript is to assist the examiner/assessor in the assessment of a learner's work. The examiner/assessor will assess the learner's work and will only refer to the transcript if it is impossible to decipher any part of the learner's paper.

12.3.12.1 Role of the Transcriber

The transcriber:

- must produce the transcript in a separate copy of the question paper/answer booklet or on lined or unlined white paper as appropriate;
- may handwrite or word process the transcript. If handwritten, dark blue or black ink should be used. Pencil must never be used.
- must, for examinations, produce the transcript immediately after the examination under secure conditions;
- must not involve the learner in the production of the transcript;
- must abide by the regulations or the learner will be disqualified;
- will normally transcribe complete answers. In cases where only occasional words need to be transcribed, these may be written on a photocopy of the learner's script. On no account should the learner's original script be marked or annotated in any way;
- will normally be a word-for-word transcription, i.e. an exact copy of what the learner has written. The transcriber must not insert or omit words or alter their order. Any errors, including those of spelling, punctuation and grammar, will be transcribed as given by the learner and will not be corrected;
- must indicate any corrections by the learner to spelling on the verbatim transcript using a different colour ink, but not red, green or purple ink. Pencil must not be used for this purpose.

13. Regulatory References

CILEx is required by Ofqual, Qualifications Wales and CCEA to demonstrate compliance with the General Conditions of Recognition.

This policy addresses the following General/Standard Conditions of Recognition:

C2.3h	Require the Centre to undertake the delivery of the qualification required by the awarding organisation in accordance with Equalities Law
D2.1	An awarding organisation must ensure that it complies with the requirements of Equalities Law in relation to each of the qualifications which it makes available.
G6.1	For the purposes of this condition, Reasonable Adjustments are adjustments made to an assessment for a qualification so as to enable a disabled Learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification
G6.2	An awarding organisation must, in accordance with Equalities Law, have in place arrangements for making Reasonable Adjustments in relation to qualifications which it makes available
G6.3	An awarding organisation must publish details of its arrangements for making Reasonable Adjustments, which must include details as to- (a) how a Learner qualifies for a Reasonable Adjustment, and (b) what Reasonable Adjustments will be made.

Appendix 1

ACCESS ARRANGEMENTS APPLICATION FORM



Applications for access arrangements are considered before an examination/assessment. Learners/centres should refer to the **CILEX Access Arrangements Policy and Procedures – Level 3 and Level 6 Professional Qualifications and Level 3 and 4 Legal Services Knowledge Qualifications** for information about CILEX policy and procedures.

This form can be completed electronically or manually by learners or centres and should be completed as far in advance of the examination/assessment and no later than the deadlines here

https://www.cilex.org.uk/study/information_for_students/key_dates_and_deadlines*

For queries about access arrangements, contact the Awards-Operations Department. The completed form should be sent to the Awards-Operations Department at CILEX.

Learner's Membership Number:		Learner's Name:	
Examination Centre:			

EXAMINATION/S/ASSESSMENT/S FOR WHICH APPLICATION IS MADE:

Level (ie 3,4 or 6)	Unit	Date of Examination/ Assessment

REASONS FOR THE ACCESS ARRANGEMENTS REQUEST:

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FULL DETAILS OF THE ACCESS ARRANGEMENTS REQUIRED as set out in the supporting evidence, taking account of the examples given in the CILEx Access Arrangements Policy and Procedures.

In addition to the summary in box above, supporting evidence must be submitted with this form. Supporting evidence must be in writing from independent, external specialists (for example, medical, psychological, clinical, religious or social care professionals). The evidence must set out the barrier to taking the examination or assessment arising from the protected characteristic and/or temporary illness, temporary injury or indisposition and explain the access arrangements required to reduce this barrier. Learners need to explain to this professional the circumstances around their level of study and the format of the examination or assessment.

Evidence attached to form	Insert X to confirm
Medical, psychological, clinical, religious or social care evidence:	
Other evidence accompanies this form:	

Please note that it is the applicant's responsibility to ensure that all relevant evidence is provided in support of the application

DECLARATION FOR APPLICATIONS MADE BY LEARNERS

I confirm that the information provided on this form is accurate.

Signature of Learner:		Date:	
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DECLARATION BY LEARNERS FOR DATA PROTECTION LEGISLATION

To process your application, we need your consent to share the information on this form with CILEx staff and the colleagues with whom they work, when they consider your application under the relevant Policy and Procedures. Insert 'X' in the table below to confirm whether you give your consent.

Yes I give my consent:		No I do not give my consent:	
Signature of Learner:			
Date:			

DECLARATION FOR APPLICATIONS MADE BY A CENTRE ON BEHALF OF A LEARNER

I confirm that the information provided on this form is accurate.

Name of Centre:	
Name of Centre Contact:	
Telephone Number of Centre Contact:	
E-mail Address of Centre Contact:	
Signature of Centre Contact:	
Date:	