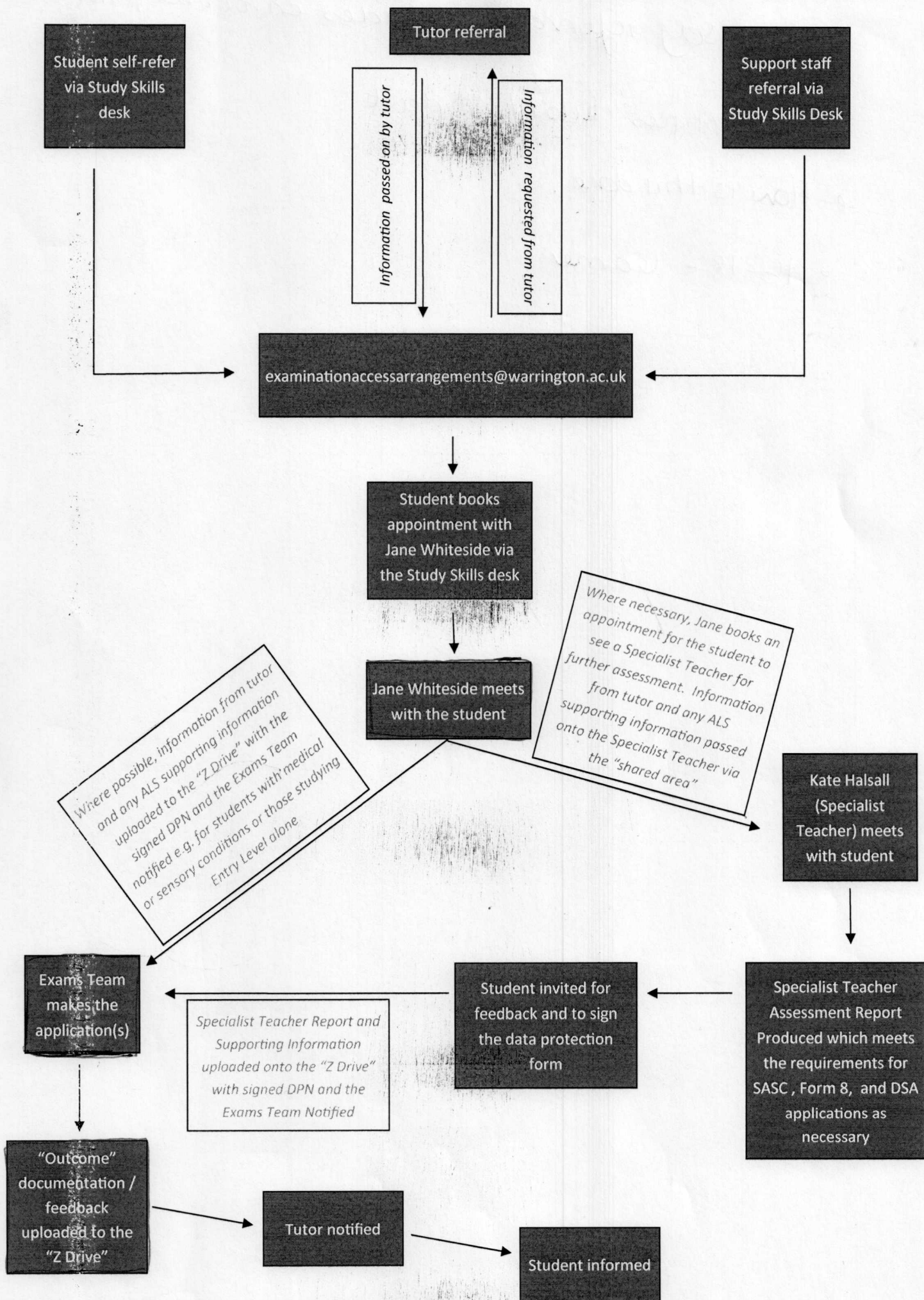


# Examination Access Arrangements— Whole College Procedures



• Check say referral includes enrollment form.

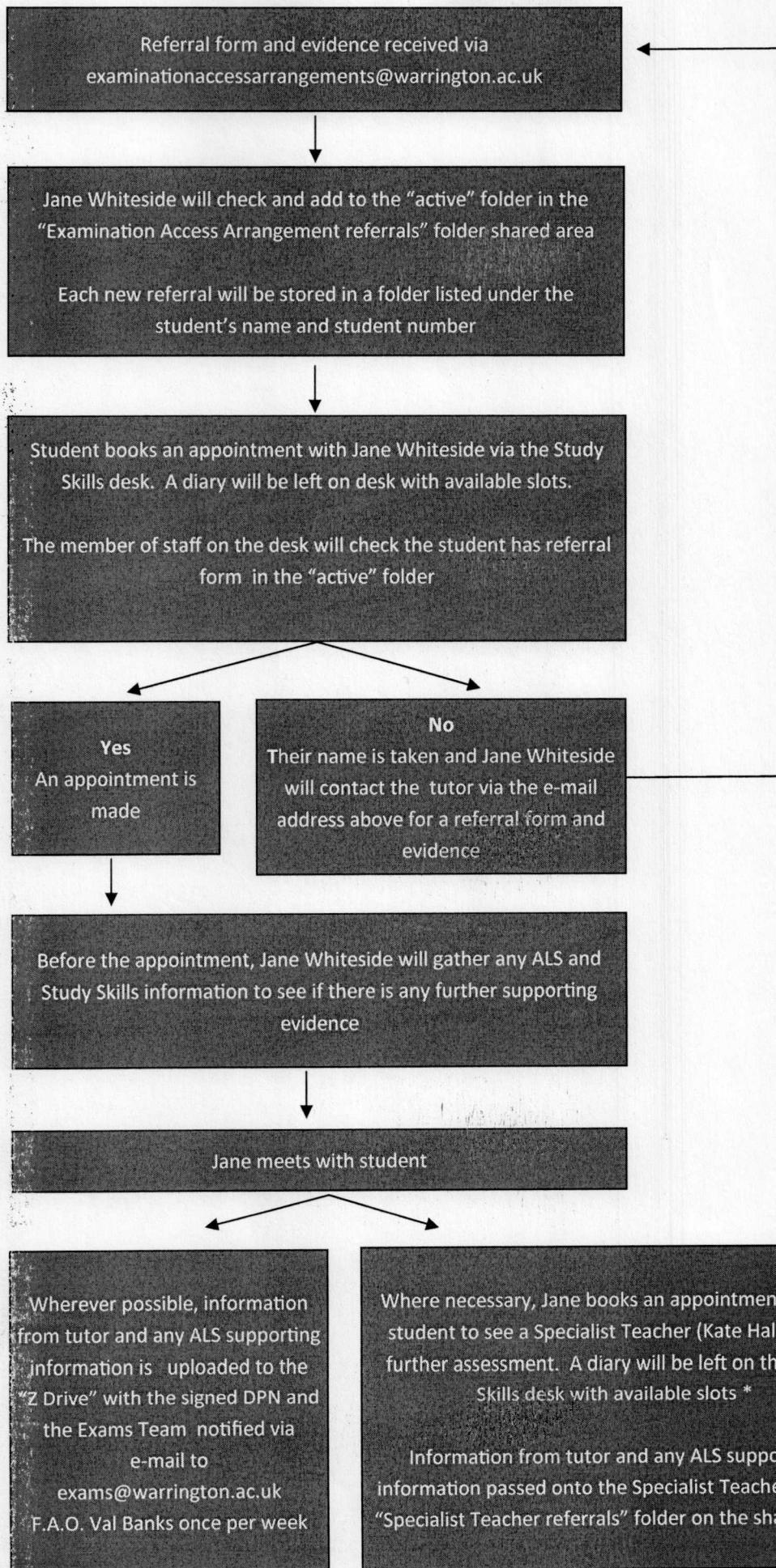
• Who notifies tutor / student

• How is this done.

• 16-18 - learner.



# Examination Access Arrangements— ALS / Study Skills Desk Procedures



*\*The diary for the Specialist Teacher will include a short "drop in" time each day for students to access feedback.*

*Once an assessment report has been produced, students will be sent a letter asking them to "drop in" for feedback and to sign the DPN*

Student: \_\_\_\_\_ Student No: \_\_\_\_\_  
 Member of staff conducting meeting: \_\_\_\_\_  
 D.O.B: \_\_\_\_\_ Date of meeting: \_\_\_\_\_  
 Personal Tutor: \_\_\_\_\_  
 Course(s): \_\_\_\_\_

<p>Difficulties in school?  Support, if any?</p>	
<p>Exam access arrangements in the past?  Were these used and beneficial?</p>	
<p>Current difficulties?  Support, if any?</p>	
<p>Diagnosed learning difficulty?  Evidence available?  Any other family member with a learning difficulty?</p>	
<p>Diagnosed medical difficulty?</p>	<p><i>Developmental history (walking, talking etc)</i></p> <p><i>General health</i></p> <p><i>Hearing</i></p> <p><i>Vision</i></p> <p><i>Medication</i></p>



<b>Additional notes</b>	
-------------------------	--

	<b>Yes (attached) / No/ N/A</b>
<b>Relevant Information on Notes</b>	
<b>Information received from tutor</b>	
<b>Information from Study Skills</b>	

**Additional information**

Does the candidate's spelling and/or handwriting render his or her free writing largely illegible to someone not familiar with it?

**Yes / No**

Is the candidate's free writing incomprehensible to someone who is not familiar with it?

**Yes / No**

**Centres are allowed to provide a word processor to a candidate where it is their normal way of working within the centre and reflects their needs. There is not a requirement to record this arrangement using *Access arrangements online*.**

Is the candidate proficient in the use of a word processor?

**Yes / No**

**ARRANGEMENTS**

--

**EVIDENCE OF NEED**

<b>Extra time up to 25%</b>	<b>Yes, No, N/A</b>
Does the candidate have learning difficulties in his/her first language?	
Does the candidate have a long-term physical disability?	
Does the candidate have a medical condition/temporary injury?	
Does the candidate have a sensory impairment i.e. a visual impairment, a hearing impairment or multi-sensory impairment?	
<b>Reader</b>	
Does the candidate have a medical condition/visual impairment	
Does the candidate have reading and/or comprehension difficulties in his/her first language?	
Is the use of a reader the candidate's usual way of working?	

**SPECIALIST TEACHER ASSESSMENT / DIAGNOSTIC REPORT**

<b>Reader</b>	
Reading accuracy standardised score	N/A
Reading comprehension standardised score	N/A
Reading speed standardised score	N/A





**VALIDATION**

Extra time up to 25%	Yes, No, N/A
<b>Are we in receipt of a</b> report completed during the candidate's secondary education to substantiate the picture of need e.g. EP or Specialist teacher report?	
<b>Are we in receipt of a</b> statement of special educational need relating to the candidate's secondary education to substantiate the picture of need?	

Does the candidate have at least one below average standardised score (84 or less) relating to speed of processing?	N/A
Can the picture of need be painted which shows the JCQ Centre Inspector the requirement for extra time as part of the candidate's normal way of working within the center?	N/A

**or**

Does the candidate have at least two low average standardised scores (85 – 89) relating to speed of processing?	N/A
Can a detailed picture of need be painted which shows the JCQ Centre Inspector the requirement for extra time as part of the candidate's normal way of working within the center?	N/A

**or**

Does the candidate have a formal diagnosis of significant learning difficulty or disability which has a clear, measurable and substantial impact on performance and speed of working, normally including a range of standardised scores between 90 and 94 relating to speed of processing?	N/A
Can a substantial and comprehensive body of evidence be presented which shows the JCQ inspector the requirement for extra time as part of the candidate's normal way of working within the center?	N/A

so that we can process your application for access arrangements electronically via the Access arrangements online system we need your consent to share some of your personal data with a number of organisations. In some cases, we may need to provide more detailed personal information to support the application for access arrangements being made on your behalf.

These organisations are the Joint Council for Qualifications (JCQ) and the participating awarding bodies (currently AQA, CCEA, Edexcel, OCR and WJEC).

Your application will be processed in line with the common standards, regulations and guidance developed for GCSE and GCE qualifications by the Joint Council for Qualifications (JCQ).

If you are happy for us to share your data please provide your consent by completing the declaration below. We will not use your data for any other purpose without your consent (unless authorised to do so by law).

**Declaration**

For the purpose of processing my access arrangement application, I consent to the use of my name, date of birth and other relevant data as set out above. I understand that this information will not be used for any other purpose without my consent unless authorised by law.

Signed ..... Date .....

Print Name.....

...will be held on the 20th of the month...  
...the 20th of the month...  
...the 20th of the month...

...the 20th of the month...  
...the 20th of the month...  
...the 20th of the month...

...the 20th of the month...  
...the 20th of the month...  
...the 20th of the month...

...the 20th of the month...  
...the 20th of the month...  
...the 20th of the month...

Signed

Particulars



**Referral for Examination Access Arrangements application and/or Specialist Teacher Assessment**

Student name: \_\_\_\_\_ Student no: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Courses:	Level:	How is the course assessed?	Awarding body	Date of next assessment
Main				
Other(s)				

**History of need**

Does this student have a medical condition including illness or injury? (if yes, please give details)
Does this student have a visual, hearing or any other sensory impairment? (if yes, please give details)
Does this student experience difficulties as a result of the use of English as an additional language?
Other known difficulties:
Has this student failed any assignments, assessments or examinations? (if yes, please give details and attach evidence with and without arrangement if possible)
Has this student has a specialist assessment whilst at college?

Please comment on the student's:

Reading skills
Comprehension (of written information and verbal instructions)
Spelling skills
Speed of reading
Speed of writing (including independent work and note taking)

**History of provision**

Do you allow additional time or a reduced workload in the classroom as the student's normal way of working?
Does the student have additional support in the classroom in any of the following ways: <ul style="list-style-type: none"> <li>• Access to a reader</li> <li>• A scribe</li> <li>• Use of a word processor for most written tasks</li> </ul>
Does the student have any other support or arrangements in place as per the JCQ Guidance? (If yes, please list)
Does the student currently attend, previously attended or have they refused Study Skills sessions?

Please confirm by signing, that you:

- Are happy that the content of this form is true and accurate
- Have attached evidence of the student's need and usual way of working (see guidance for tutors if unsure what to attach)
- Have instructed the student to make an appointment via the Study Skills desk for an interview with Jane Whiteside.

Print name: \_\_\_\_\_ Designation: \_\_\_\_\_  
 Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Please forward this form and any supporting documentation electronically to:



Handwritten text or signature at the top center of the page.

Column 1	Column 2	Column 3	Column 4

History of ...

This is a section containing several paragraphs of text, likely a historical account or report. The text is faint and difficult to read, but appears to be organized into several distinct paragraphs.

History of ...

This is another section of text, similar to the one above, containing several paragraphs. The content is also faint and largely illegible.

The bottom section of the page contains additional text, possibly a conclusion or a list of items. It includes some faint markings and possibly a signature or date at the very bottom.

DRAFT

**Referral for Examination Access Arrangements application and/or Specialist Teacher Assessment**

Student name: \_\_\_\_\_

Student no: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Courses:	Level:	How is the course assessed?	Awarding body	Date of next assessment
Main				
Other(s)				

**History of need**

Does this student have a medical condition including illness or injury? (if yes, please give details)
Does this student have a visual, hearing or any other sensory impairment? (if yes, please give details)
Does this student experience difficulties as a result of the use of English as an additional language?
Other known difficulties:
Has this student failed any assignments, assessments or examinations? (if yes, please give details and attach evidence with and without arrangement if possible)
Has this student has a specialist assessment whilst at college?

Please comment on the student's:

Reading skills
Comprehension (of written information and verbal instructions)
Spelling skills
Speed of reading
Speed of writing (including independent work and note taking)

**History of provision**

Do you allow additional time or a reduced workload in the classroom as the student's normal way of working?
Does the student have additional support in the classroom in any of the following ways: <ul style="list-style-type: none"> <li>• Access to a reader</li> <li>• A scribe</li> <li>• Use of a word processor for most written tasks</li> </ul>
Does the student have any other support or arrangements in place as per the JCQ Guidance? (If yes, please list)
Does the student currently attend, previously attended or have they refused Study Skills sessions?

Please confirm by signing, that you:

- Are happy that the content of this form is true and accurate
- Have attached evidence of the student's need and usual way of working (see guidance for tutors if unsure what to attach)
- Have instructed the student to make an appointment via the Study Skills desk for an interview with Jane Whiteside.

Print name: \_\_\_\_\_

Designation: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Please forward this form and any supporting documentation electronically to:





DRAFT

# **Examination Access Arrangements**

## **Guidance for tutors**

**2012 - 2013**

## Contents:

- Definitions
- Common misconceptions about Examination Access Arrangements
- New referral procedure
- Rationale behind the change in procedure
- How a student's "need" and "usual way of working" translates into Examination Access Arrangements
- Referral form and example
- Acceptable examples of evidence and further guidance
- When and how to refer
- Student self-referral and support staff referral

## Definitions

The JCQ awarding bodies and the Federation of Awarding Bodies (FAB) have agreed the following definitions in relation to Access Arrangements, Reasonable Adjustments and Special Consideration.

### Access Arrangements

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

Access arrangements allow candidates/learners to show what they know and can do without changing the demands of the assessment: for example, a reader, a scribe and a word processor.

The intention behind many access arrangements is to meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment. In this way awarding bodies will comply with the duty under the Equality Act 2010\* to make 'reasonable adjustments'.

### Reasonable Adjustments

The Equality Act 2010\* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a visually impaired person who could read Braille.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available access arrangements.

The application of a reasonable adjustment will depend on a number of factors which will include the needs of the disabled candidate/learner, the effectiveness of the adjustment, its cost and its likely impact upon the candidate and other candidates.

An adjustment will not be approved if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not "reasonable".

There is no duty on the awarding bodies to make any adjustment to the assessment objectives being tested in an assessment.

### Special Consideration

Special consideration is an adjustment to a candidate's mark or grade to reflect temporary illness, injury or other indisposition **at the time of the assessment**.

\*References to legislation in Section A are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see Section B). The definitions and procedures in this document relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

### Common misconceptions

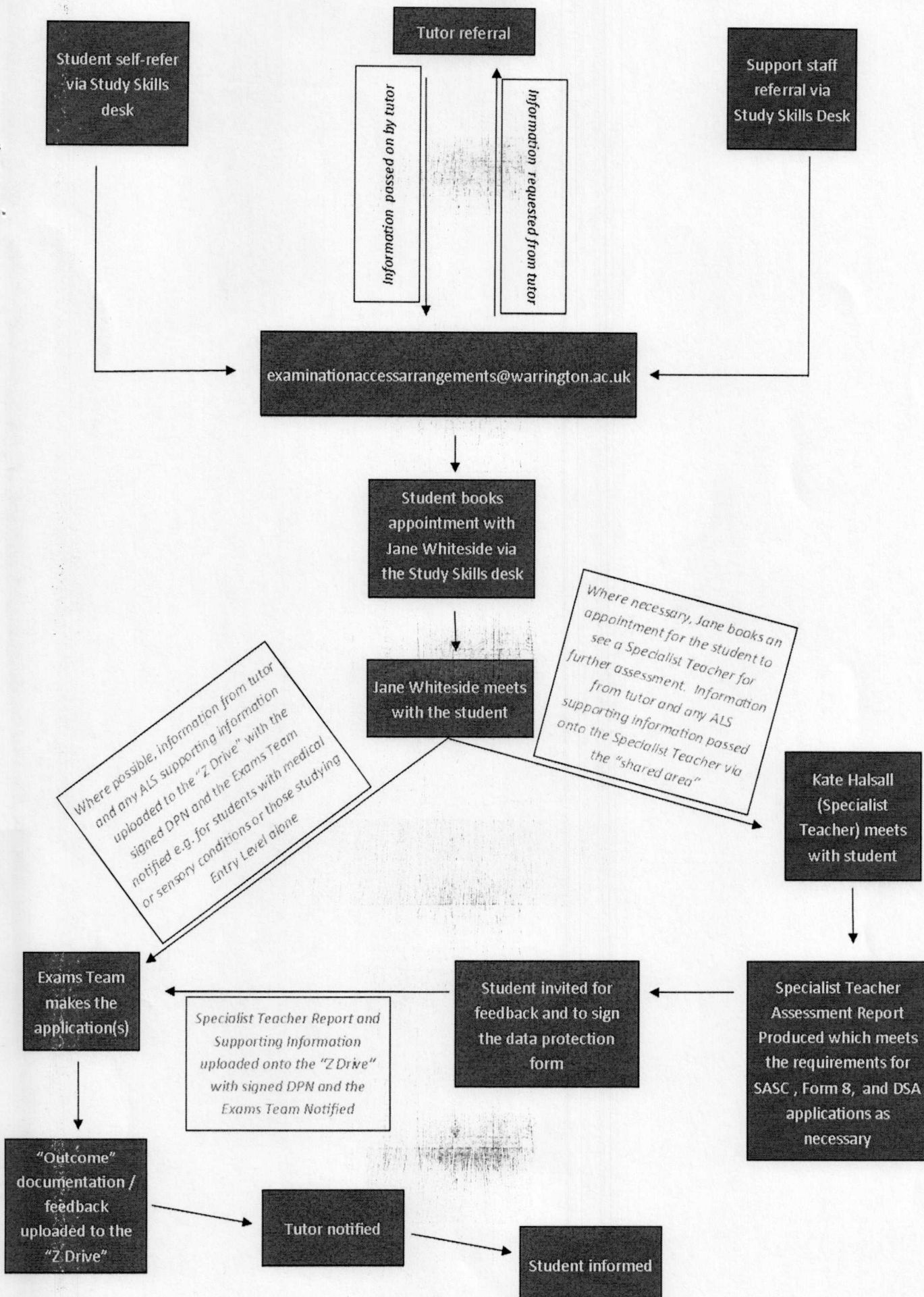
A student is **not** automatically entitled to, nor automatically needs Examination Access Arrangements if he / she:

- Was in receipt of Statement of SEN at school and subsequent Section 139a / Learning Difficulties Assessment
- Has had Examination Access Arrangements for a previous course
- Has a diagnosis of dyslexia or any other Specific Learning Difficulty

Although useful supporting evidence, student does not always need a diagnosed learning difficulty or a medical condition to be granted Examination Access Arrangements. Arrangements are granted on the basis of current need and "usual way of working".



### New Referral Procedure





## Why are we asking tutors for information?

The Joint Council for Qualifications (JCQ) states that:

**1.1.3 Any arrangement(s) put in place should reflect the support normally given to the candidate in the centre, i.e. in the classroom and/or in internal school tests and mock examinations. This is commonly referred to as 'normal way of working'.**

**Examination officers, SENCOs/specialist teachers and teaching staff must all work together to ensure that access arrangements are put in place for internal school tests, mock examinations and examinations.**

The candidate **must** have had appropriate opportunities to practise using the access arrangement(s) before his/her first examination, e.g. a computer reader, past awarding body modified papers or a scribe.

**4.5.2 Before the candidate's assessment, the centre should provide the assessor with background information, including the history of support.**

**1.1.5 When an access arrangement has been processed online and approval granted, the evidence of need (where required) must be made available for inspection by the JCQ Centre Inspection Service.**

**In all cases, in addition to the core evidence as above, the centre must paint a picture of the normal way of working for the candidate, clearly demonstrating the need for extra time of up to 25%. Extra time of up to 25% should not be awarded only for examinations and controlled assessments.**

**There is not always the need to have a Specialist Teacher Assessment**

Entry Level Qualifications

**For Entry Level qualifications – Entry Level Adult Literacy and Numeracy qualifications, Entry Level Certificate qualifications and Entry Level Functional Skills qualifications, the centre is not required to have each candidate individually assessed by a specialist.**

The centre **must** determine the need for extra time of up to 25% and the need for a computer reader or a reader on the basis of how the candidate normally works in the classroom

Medical conditions and/or Sensory Impairment

Appropriate evidence of need **must** be available at the centre for inspection. This should be a **short and concise letter or file note, signed and dated on centre headed paper, from a member of centre staff, such as a specialist teacher, SENCO or learning support co-ordinator. The centre's letter or file note must confirm the candidate's normal way of working within the centre and the precise reason for. . .**



The JCQ gives the following examples of how a student's usual way of working translates to Examination Access Arrangements

## 1.2 Managing the needs of candidates with disabilities and learning difficulties

Some candidates are likely to have a number of the needs **set out in paragraphs 1.2.1 – 1.2.4**. They may require a range of access arrangements. **The examples given are therefore not exhaustive and are illustrative only.**

### 1.2.1 Communication and Interaction

Candidates with communication and interaction difficulties may require:

- extra time;
- a word processor;
- a scribe;
- an Oral Language Modifier or a Sign Language Interpreter;
- papers with modified print or modified language;

### 1.2.2 Cognition and Learning

Candidates with learning difficulties may require:

- extra time;
- a computer reader or a reader;
- a word processor;
- a scribe;
- a prompter;
- a practical assistant;
- coloured overlays;
- coloured/enlarged papers;
- papers with modified language;

Requiring evidence from a  
Specialist Teacher assessment

### 1.2.3 Sensory and Physical Needs

Candidates with sensory and physical needs may require:

- extra time;
- a computer reader or a reader;
- a word processor;
- a scribe;
- a live speaker;
- an Oral Language Modifier or a Sign Language Interpreter;
- a practical assistant;
- papers with modified print or modified language;

### 1.2.4 Emotional, Social and Behavioural Difficulties (EBD)

Candidates with emotional, social and behavioural difficulties may require:

- supervised rest breaks;
- a prompter;
- separate invigilation;
- alternative accommodation arrangements;
- extra time;
- a word processor;
- a computer reader or a reader;
- a scribe;

## How do we evidence the need?

In addition to the referral form (below), tutors must provide evidence. Stating that a student would benefit from an access arrangement is not sufficient, we must be able to show that when we make an application, the arrangements we request are the student's "usual way of working" in the classroom and at times of internally set assessment.



**Referral for Examination Access Arrangements application and/or Specialist Teacher Assessment**

Student name: \_\_\_\_\_ Student no: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Courses:	Level:	How is the course assessed?	Awarding body	Date of next assessment
Main				
Other(s)				

**History of need**

Does this student have a medical condition including illness or injury? (if yes, please give details)
Does this student have a visual, hearing or any other sensory impairment? (if yes, please give details)
Does this student experience difficulties as a result of the use of English as an additional language?
Other known difficulties:
Has this student failed any assignments, assessments or examinations? (if yes, please give details and attach evidence with and without arrangement if possible)
Has this student has a specialist assessment whilst at college?

Please comment on the student's:

Reading skills
Comprehension (of written information and verbal instructions)
Spelling skills
Speed of reading
Speed of writing (including independent work and note taking)

**History of provision**

Do you allow additional time or a reduced workload in the classroom as the student's normal way of working?
Does the student have additional support in the classroom in any of the following ways: <ul style="list-style-type: none"> <li>• Access to a reader</li> <li>• A scribe</li> <li>• Use of a word processor for most written tasks</li> </ul>
Does the student have any other support or arrangements in place as per the JCQ Guidance? (if yes, please list)
Does the student currently attend, previously attended or have they refused Study Skills sessions?

Please confirm by signing, that you:

- Are happy that the content of this form is true and accurate
- Have attached evidence of the student's need and usual way of working (see guidance for tutors if unsure what to attach)
- Have instructed the student to make an appointment via the Study Skills desk for an interview with Jane Whiteside.

Print name: \_\_\_\_\_ Designation: \_\_\_\_\_  
 Signed: \_\_\_\_\_ Date: \_\_\_\_\_



DRAFT

Example of a completed referral form



**Referral for Examination Access Arrangements application and/or Specialist Teacher Assessment**

Student name: Ed Zample Student no: 11111 Date of birth: 01/01/91

Courses:	Level:	How is the course assessed?	Awarding body	Date of next assessment
Bricklaying	Level 2	Practical and multiple choice examinations	City and Guilds	20 <sup>th</sup> January 2013
English Functional Skills	Level 1	On-line examination	Edexcel	May 2013
Mathematics Functional Skills	Level 1	On-line examination	Edexcel	May 2013

**History of need**

*Does this student have a medical condition including illness or injury? (if yes, please give details)*  
Yes – student reports to have an injury to wrist (writing hand) from a road traffic accident as a child.

*Does this student have a visual, hearing or any other sensory impairment? (if yes, please give details)*  
Yes – student reports poor hearing in one ear and so sits at the front of the class so they can hear

*Does this student experience difficulties as a result of the use of English as an additional language?*  
No

*Other known difficulties:*  
Ed is easily distracted and is "off task" frequently

*Has this student failed any assignments, assessments or examinations? (if yes, please give details and attach evidence with and without arrangement if possible)*  
Yes – struggles to read the multiple choice questions in the time allowed and doesn't always complete the full assessment.

*Has this student has a specialist assessment whilst at college?*  
No

Please comment on the student's:

**Reading skills**  
Reluctant to read and not always accurate. Will ask for some words to be read to him.

**Comprehension (of written information and verbal instructions)**  
Asks for the meaning of words to be explained and for instructions to be clarified.

**Spelling skills**  
Poor spelling – even of key vocabulary that has been worked on in class and is seen / used all the time.

**Speed of reading**  
Tends to avoid reading tasks. Will not read aloud.

**Speed of writing (including independent work and note taking)**  
Slow writing speed. Much faster when typing or when a learning facilitator takes notes or scribes

**History of provision**

*Do you allow additional time or a reduced workload in the classroom as the student's normal way of working?*  
Yes, I plan alternative activities which do not require as much independent reading and I expect Ed to have completed less activities, questions etc than his peers in the same amount of time. When allowed extra time in mock exams, Ed can manage to complete full assessments. Assessment score sheet attached as evidence.

*Does the student have additional support in the classroom in any of the following ways:*

- Access to a reader Yes – learning facilitator
- A scribe Yes – learning facilitator
- Use of a word processor for most written tasks – Yes, Ed prefers to work on a computer wherever possible

*Does the student have any other support in place? (if yes, please list)*  
Sometimes Ed needs to take a short break from written tasks and practical tasks when he complains of pain in his wrist.

*Does the student currently attend, previously attended or have they refused Study Skills sessions?*  
Ed attends for support with his English skills.

Please confirm by signing, that you:

- Are happy that the content of this form is true and accurate
- Have attached evidence of the student's need and usual way of working (see guidance for tutors if unsure what to attach)
- Have instructed the student to make an appointment via the Study Skills desk for an interview with Jane Whiteside.

Print name: A. T. Eacher Designation: Bricklaying Tutor  
 Signed: A. T. Eacher Date: 01/12/12


Please forward this form and any supporting documentation electronically to:



**Tutors can provide evidence in a number of ways by attaching the following documentation:**

How	Evidence
Where possible, we must show how the student performs less well without that with these arrangements in place	<ul style="list-style-type: none"> <li>- **Annotated piece of work with and without additional time which shows the student was not able to meet the objectives without extra time.</li> <li>- Example of written "v"s dictated piece of work</li> <li>- Example of written "v"s typed work (without spelling and grammar check)</li> <li>- Assessment marks or scores showing a discrepancy between tests with and without arrangements in place</li> </ul>
We can show evidence the need for and provision of on-going support	<ul style="list-style-type: none"> <li>- Lesson plan or other planning which details differentiated work e.g. a reduced workload for the student compared with their peers (as an alternative where additional time is not an option)</li> <li>- *Evidence such as a letter confirming that support from a Learning Facilitator or Partnership Learning Adviser is regularly available and what support is given e.g. reader, scribe, giving clarification and simplifying instructions, giving practical assistance, assisting with personal organisation etc</li> </ul>

**\*Example of a supporting letter for a student with a sensory impairment or medical condition**



Warrington Collegiate

Date

To whom it may concern,

**RE: Student Name 01/01/91 (student number 111111)**

Student has a visual impairment and is in receipt of 1:1 support all lessons (both theory and practical).

Student receives support from Learning Facilitators who takes notes, resizes class materials, reads and re-reads questions, prompts when visual information is missed, provides practical assistance and gives] general support for organisation of work.

Examination Access Arrangements would be appropriate to ensure that Student can access assessment in her "usual way of working".

The following Examination Access Arrangements should be put in place:

- Modified enlarged papers (where possible)
- Access to magnifying equipment
- 25% additional time
- Access to a reader
- Access to a scribe and/or word processor
- Separate examination room
- Practical assistance (where appropriate)

Tutor to sign and state designation

## **\*\*Example of how to annotate a piece of work to provide evidence**

Please find below a random piece of work from a student on an access to HE course. This student is requesting extra time. When submitting an annotated piece of work, it may be helpful to colour code the work and draw a line under normal time and the extra time. You could change the colour of the pen/font in the extra time so it is easier for the inspector to decipher how much work the student has completed in the extra time. It is fundamental that you write down how many marks the student received under normal time and also how many marks they received after extra time.

Black = Normal Time

Red = Work completed in extra Time

### **June 2011 – Schizophrenia**

The biological explanation tries to explain schizophrenia in terms of genetic inheritance, neurochemical imbalance and brain structure factors.

Psychologists have used family studies, twin studies and adoption studies to investigate the link between schizophrenia and genes. Family studies have established that schizophrenia is more common among biological relatives of a person with schizophrenia and the closer the genetic relationship, the greater the risk. For example, children with two biological parents with schizophrenia have a concordance rate of 46% children with one biological schizophrenic parent have a concordance rate of 13% and children with a sibling have a concordance rate of 9%. Many now accept that the fact schizophrenia appears to run in families may be more to do with common rearing practices and other factors that have nothing to do with hereditary. Kendler et al have shown that first degree relatives of a person with schizophrenia are 18 times more at risk than the general population. However, family studies are inconclusive because they are conducted retrospectively, comparing a cross section of people already diagnosed with schizophrenia. Prospective longitudinal studies would provide more reliable data but then the dropout rate becomes a problem. The Copenhagen high risk study is an example of a prospective longitudinal study (1962) . Researchers identified offspring of mothers diagnosed with schizophrenia (high risk group) along with children with healthy mothers; children were aged *between* 10 to 18 and matched on age, gender, parental socioeconomic status and urban residence. Results published in 1995 showed a strong family link. Schizophrenia was diagnosed in 18% of the high risk group compared to 2% in the low risk group. A limitation of the genetic hypothesis is that no single gene has been identified for schizophrenia; however this also applies to other mental disorders. Another problem is that two thirds diagnosed with schizophrenia have no family history of the disorder. Although some evidence suggests that genes may be the cause, there are obvious triggers from the environment that could also play a part. I.e. the nature/nurture debate with genetics supporting the nature side. A second biological explanation is the dopamine hypothesis. Dopamine is important in the process of attention and schizophrenics have problems with paying attention, thought patterns and perception. Schizophrenics are thought to have high levels. Evidence comes from three main areas; amphetamines, antipsychotics and lindopan drugs.

In non-schizophrenics, amphetamines are known to cause delusions of persecution, hallucinations and worsen symptoms of schizophrenia. They release dopamine. Muntrad was able to induce schizophrenia into rats by giving them amphetamines. However, he used rats, not humans, therefore you may not be able to generalise results to humans.

---

**This is the point where the student finished in Normal Time**

Research has found gender differences, the onset of schizophrenia is slightly earlier in males, possibly because oestrogen protects against brain degeneration but this changes with the menopause. Women also respond better to antipsychotics.

A third explanation of schizophrenia is related to neuroanatomical factors. Schizophrenics are thought to have enlarged brain ventricles. Turvey found that the ventricles of a person with schizophrenia are 15% bigger than



in terms of ventricular sizes between the schizophrenic and non-schizophrenic population. A limitation of all biological explanations are that they are reductionist as they fail to take into account other factors such as EE. Although there is reliable evidence that the degree of developing schizophrenia increases the higher the dopamine levels or the closer the genetic relationship, the genetic and dopamine hypotheses fail to take into account individual differences as not everyone with genetic predisposition will develop the disorder. Biological factors are clearly important but research also suggests the environment plays a part. The diathesis stress model tries to explain this. It states that a biological vulnerability can lead to a psychological vulnerability and if the individual is exposed to a high EE. It can trigger schizophrenia.

**Example of an annotated response from a tutor:**

*The student received a score of 57 out of 100 under normal time. With 25% extra time the student received a score of 71 out of 100. As a result the student has received a grade B rather than a grade C in this mock paper. The student uses the 25% in all of his timed assessments and it is his normal way of working. The student is known to have poor literacy skills and 25% Extra Time is a requirement that she needs in class and assessments in order to work. The student does not require further time and there is a marked difference in the student's ability to complete a timed mock paper without the allotted time than when they have the extra time. The student has been given 25% extra time in all of her work and this is normal procedure for this student.*

We appreciate that an extended piece of writing such as this is not always available or appropriate but the principle applies to any piece of work with and without an arrangement in place.

**When and how to refer**

The referral form will be kept on Moodle in the shared area – it will be updated in line with the changing needs of the college and/or additions and amendments to the JCQ guidelines so please ensure you always use the most up-to-date version

Forms can be submitted at any time. Please mark FAO Jane Whiteside and submit via e-mail to examinationaccessarrangements@warrington.ac.uk

The form MUST be accompanied by some form of evidence from the examples above (all of which need to be submitted electronically with the referral form).

Once a referral has been made / evidence received, students must make an appointment with Jane Whiteside via the Study Skills desk. Students can contact the Study Skills desk in person on the first floor of the Learning Resource Centre or via telephone on 01925 4949267.

**Student self-referral or support staff referral**

In some cases, students may make a self-referral or support staff may raise concerns with the ALS team directly. When this happens, the tutor will be contacted and, if they agree with the referral, asked to complete and return the referral form.

**Further information about EAAs**

Further information and the JCQ publication "Access Arrangements, Reasonable Adjustments and Special Consideration" is available from [www.icq.org.uk](http://www.icq.org.uk)