EPA access arrangements and reasonable adjustments

Guidance on evidence requirements

Version 1.1

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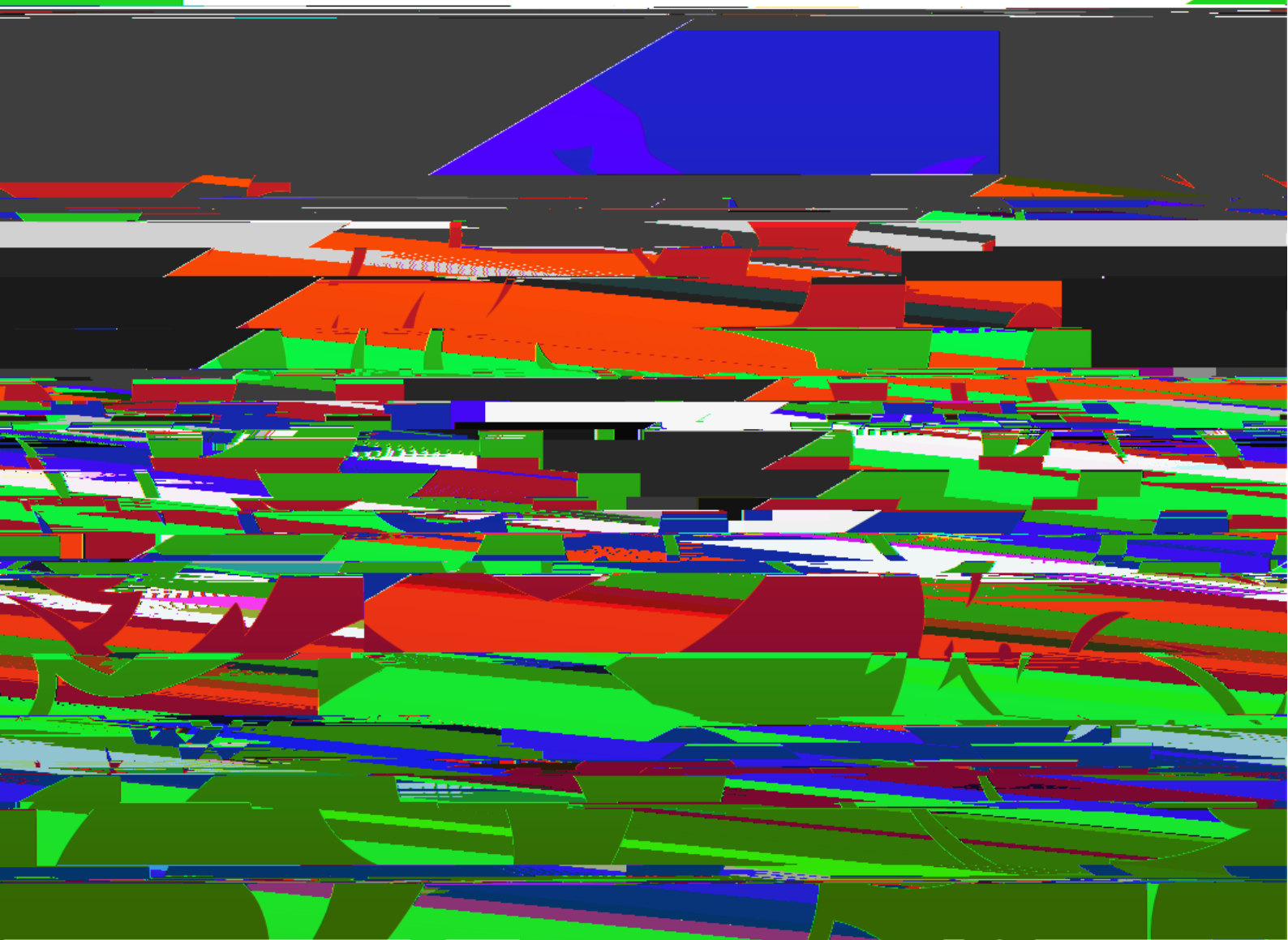
For external use



Document revision history

Version	Summary of change	Approval date
1.1	Added link to the JCQ access arrangement page	04 December 2024
1.0	Document created	15 July 2024

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2.2. Normal way of working

The arrangement(s) put in place for the EPA must reflect the support given to the apprentice when preparing for their EPA, for example:

- for any on-programme qualifications or Functional Skills,
- during any teaching or preparation for their EPA,
- when putting together any portfolios or other work for their EPA,
- in the workplace,
- during any mock or practice tests.

This is referred to as ‘normal way of working’. The evidence must be put together by a member of staff at the provider. It should ‘paint a holistic picture of need’, including:

- support given to the apprentice when preparing for their EPA (as described above),
- if known, arrangements made at school (for example for GCSEs),
- comments and observations from teaching staff and support staff who have noted the apprentice’s difficulties,
-

3. Access arrangements in the drop down

3.1. Extra time

Evidence required	Description	Guidance

3.2.1. Evidence of need

The evidence of need must:

- confirm the diagnosis/disability,
- reflect the apprentice's current needs.

Examples of suitable evidence are given below:

Type	Evidence required
• Learning difficulties (including dyslexia)	One of the following: • Education, Health and Care Plan (or equivalent for Wales / Northern Ireland) • Fully completed JCQ Form 8 with an assessment (Part 2 of Form 8) carried out. • Educational Psychologist report • Diagnostic report, carried out by an assessor confirming a learning difficulty, and detailing any difficulties with reading, writing and/or cognitive processing
• Autistic Spectrum Disorder (ASD) • Sensory and/or physical needs (HI, MSI, PD, VI) • Social, emotional and mental	

3.3. Reader

4. Other access arrangements

To use an arrangement that is not listed in the drop down, select “other” in the list and add a description, as shown below:

Examples of possible access arrangements are listed in the sections below, 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.

4.1. Supervised rest breaks

Evidence required	Description	Guidance
No	• A break from the assessment • The timing of the assessment is paused and re-started when the apprentice is ready to continue.	• This is different to extra time. Rest breaks do not come out of the assessment time. • The apprentice must be accompanied if they need to leave the room

4.2. Prompter

Evidence required	Description	Guidance
No	• Designed for if the apprentice has persistent distractibility or significant difficulty in concentrating	• A prompter can help to keep the apprentice focused.

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