Appendix 3l

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	**Module code:**	M19
2.	**Title:**	Access Arrangements Course
3.	**Credit points:**	0
4.	**FHEQ level:**	7
5.	**Start term:**	Autumn, spring, Summer
6.	**Module leader:**	Sophia Butler & Philippa Baillie
7.	**Accredited by:**	When combined with M02, it meets the Joint Council for Qualifications (JCQ) criteria for an access arrangements assessor.
8.	**Module restrictions:**	
	(a) Pre-requisite	M02 Certificate of Competence in Educational Testing
	(b) Programme restrictions	None
	(c) Level restrictions	PG
	(d) Other restrictions or requirements	Must meet at least **one** of the following: ● Hold qualified teacher status (QTS) or qualified teacher learning and skills (QTLS). ● Are an employed teacher in FE, HE or the independent sector. ● Have qualified as a higher level teaching assistant (HLTA), or are working as an HLTA. ● Have a level 5/7 SpLD specialist teacher/practitioner qualification which would make you eligible for ADG/ATS/APS membership. ● Possess a teaching qualification, but do not work in a school setting (e.g. a consultant). but has access to students and test documents, etc.
9.	**Aims:** Access Arrangements Course aims to enable students to understand and apply the principles of access arrangements, getting to grips with the essence and implications of the relevant legislation. This knowledge base will support students to write suitable and appropriate assessment reports for submission to examination boards where they are required. As well as the practical skills and knowledge developed this module also meets the access arrangements assessor criteria published by the Joint Council for Qualifications (JCQ).	
10.	**Learning outcomes:** *(Knowledge and Skills sections can be merged if appropriate)* On successful completion of this module, the student will: 1. Have an advanced understanding of the role and purpose of psychometric testing in education. 2. Have an advanced understanding of, and sensitivity to, legislation and regulatory frameworks which impact on the equality of access to educational opportunity, assessment and examination. 3. Demonstrate effective assessment skills, including planning, execution, synthesis of disparate information and response to unforeseen circumstances to achieve consistent and accurate results on all occasions.	

	4. Communicate sometimes complex feedback with accuracy and creativity to clients in a way that is both understood by the client and likely to lead to effective intervention and change both strategically and in the context of examinations.
11.	**Syllabus:** ● Consider the principles of access arrangements ● Review current JCQ regulations and the Equality Act 2010 ● Learn to successfully complete the range of forms required by the JCQ to allow differing access arrangements ● Critique case studies of varying access arrangements ● Critically reflect on current skills, knowledge and confidence at the end of the course
12.	**Learning and teaching strategy:** Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online. Students access the study topics, including the learning activity instructions and supporting content through Campus Online. Campus Online is an integrated environment that: ● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. ● Allows students to manage and track their progress through the activities and assessments. ● Allows the flexibility for students to work at their own pace, around their individual schedule and to revisit all materials at any point in their studies. ● Enables students to submit their evidence and assignments, and receive feedback from their tutors. These are supported by activities that promote review and reflection and provide access to relevant theory, policy, case study and exercises. There is access to supporting content including: ● Directed reading of selected papers, book chapters, specialist online materials. ● Use of case study examples, videos and other learning materials. ● Practical activities and reflection on own practice, structured through 'learning log' online entries. Campus Online also supports a collaborative learning environment with: ● Fellow students via online discussions to problem-solve issues raised by delegates from real-life settings, to critically analyse ideas and research, and respond to practical case studies. ● Interaction with tutors including receiving formative feedback, and more general support (for learning, technical questions and course administration) via private messaging and forums. ● Both students and tutors via webinars (both live and recorded) by tutors and visiting professionals and academics.

Appendix 3l

13.	**Assessment scheme:**
	(a) Formative assessment scheme All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.

(b) Summative assessment scheme

Task:
A practice analysis of the needs of an individual and identification of the precise required access arrangements in a public examination necessary to allow that individual to demonstrate his or her knowledge, skills and achievements.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	1500 words	1, 3, 4	x No ☐ Yes	x No ☐ Yes – individual student ☐ Yes – group approval ☐ Yes – whole module

Task: An open book multiple choice questionnaire on the legislative framework that impacts on access arrangements

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	24 questions - 30 minutes	2,	☐ No x Yes - automarked	x No ☐ Yes – individual student ☐ Yes – group approval ☐ Yes – whole module

In order to pass the module, the student will be required to achieve either:

    ☐ an overall aggregate of grade 16;

    x **an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component (PSRB requirements)**

    ☐ an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component

    ☐ an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component

Seen examination	50%
Unseen examination	….…..%
Coursework (no examination)	50%

14.	**Timetabled examination required**	Yes ☐ No x

15.	**Length of exam**	Not timed
16.	**Learning materials**	The core reading list for this module can be found on the relevant module page on the Campus Online learning platform. All essential reading materials that are required for the course are available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc. Additional learning materials can be accessed via EBSCO. Butler, S, & Bailie, P (2023) Principles underlying Examination Access Arrangements. [Online] *Real Training* Cambridge Assessment International Education (2023) *Regulations and guidance for administering Cambridge International exams* (as amended) Cambridge University Press Castiglione, L. (2023) *Assessing the need for Access Arrangements in Examinations: A Practical Guide. 7th Ed* (as amended) Patoss Government Equalities Office (2010) *The Equality Act* [online] Available at https://www.legislation.gov.uk/ukpga/2010/15/contents Joint Council for Qualifications (2023) *Access Arrangements and Reasonable Adjustments Regulations* (as amended) Joint Council for Qualifications. Available at https://www.jcq.org.uk/wp-content/uploads/2023/09/AA_regs_23-24_FINAL.pdf Accessed 19/08/2023 Joint Council for Qualifications (2023) *Overview of evidence requirements for access arrangements* (as amended) Joint Council for Qualifications. Available at https://www.jcq.org.uk/wp-content/uploads/2023/08/JCQ-Overview-of-evidence-requirements-23_24-FINAL.pdf Accessed 19/08/2023 Joint Council for Qualifications (2023) *Case studies of disabled candidates with significant difficulties to assist SENCos and senior leaders* (as amended) Joint Council for Qualifications. Available at https://www.jcq.org.uk/wp-content/uploads/2023/08/Case-studies-of-disabled-candidates-with-significant-difficulties-to-assist-SENCos-and-senior-leaders_23_FINAL.pdf Accessed 19/08/2023

Appendix 3I

In addition, for in-house, joint and franchised programmes only

17.	**UNISTATS - assessment**
	Please indicate summary of the following assessment types #:

COURSEWORK	……..%
EXAM	……..%
PRACTICAL	……..%

18.	**UNISTATS – learning and teaching**
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).

Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	
Placement Activity (e.g. placement, work based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	
Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	

19.	**Module run (NB These should be set up four years in advance):**							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner

20.	**Timetabling information:**
	(a) Please indicate which teaching activities will be offered in this module*:

LECTURE (LEC)	YES/NO
SEMINAR (SEM)	YES/NO
LABORATORY (LAB)	YES/NO
WORKSHOP (WRK)	YES/NO
(b) Timetabled	YES/NO
(c) Student centrally allocated	YES/NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):

Appendix 3I

Programme code(s)	Programme title(s)	Core/Optional
	PgCert/PgDip/MEd SEND and Inclusion	Optional
	PgCert/PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional

Validated collaborative partner (if applicable):
Real Group Ltd

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

 # Definition of UNISTATS assessment types:

(For further details see LQEH Section 16)