



Alternative Assessment Arrangements Policy and Procedure

Responsible for this policy: Head of Student Experience and Improvement

Date: November 2017

Review Date: April 2026

Equality Impact Assessment Date: April 2026

History of Changes

Version	Description of Change	Authorised by	Date
1.1	Addition of reference to C&G Access Arrangements and Reasonable Adjustments	S Fraser	28/11/17
1.2	Statement of Inclusiveness added	S Fraser	01/04/2021
1.3	Minor updates to reflect refreshed guidance from awarding bodies.	S Fraser	11/04/2023

West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Please see end of this document for EIA.

1.0 Purpose

The purpose of this policy is to detail the process for requesting and approving alternative assessment arrangements for internal and external assessments. This policy:

- Describes the responsibilities of college staff with regard to requesting and approving additional assessment support to meet the specific needs of students
- Sets out the procedure for approving and registering alternative assessment arrangement requests

2.0 Policy Statement

West Lothian College will consider all requests from college students for alternative assessment arrangements where the request is supported by suitable and sufficient evidence of need.

3.0 Scope

This policy applies to:

- All college students, across all courses and all modes of study
- All college staff and other relevant individuals who interact with students and with the assessment process

4.0 Responsibilities

The Quality Officer, through the Head of Student Experience and Improvement, is responsible for the annual audit of requests for alternative assessment support.

The Student Support Manager is responsible for receiving and processing requests from academic staff for alternative assessment support and ensuring requests are properly evidenced by action or by delegation to the Student Support Team. The majority of the process and procedure below may be thus delegated.

Academic staff are responsible for ensuring that requests for alternative assessment support are fully supported by relevant documentation to evidence a clear need for additional support.

5.0 Procedure for approval of requests for alternative assessment arrangements

The lecturer will liaise with the student to identify the nature of assessment support required. The student may also initiate this liaison, either with the lecturer or direct with Student Support. The Student Support Team student support team may do this through needs-assessment meetings or asking students about their needs early in the academic year when doing one to one meetings.

The lecturer will, at the earliest possible opportunity, and no later than 31 January of each year, inform the Student Support Manager or delegate of the identified need for additional assessment support.

The Student Support Manager or delegate will liaise with the lecturer and arrange for relevant diagnostic tests to be carried out, where required.

The lecturer will provide relevant supporting documentation to the Student Support Manager or delegate to support the request for alternative assessment arrangements. This documentation will include, where appropriate, one of the following;

- Confirmation of medical conditions from the student's Doctor (where this is appropriate) covering the current period of study
- Diagnostic or screening evidence, for example a screening test for dyslexia undertaken in the current year
- Two suitable and sufficient pieces of assessment evidence, annotated by the lecturer, that show student results with and without support, unless creating this would have a disproportionately negative impact on the student

If such evidence is not available, the reason for this must be documented in the discussion process between the Student Support Team and either the student or lecturer. Where entry will be required for the student into the SQA AAAR system for formal examinations, this evidence is a mandatory requirement which is auditable by SQA.

The Student Support Manager or delegate will liaise with the lecturer to assess whether the request should be supported and ensure clear communication of the decision is available to all.

Should the alternative assessment arrangement not be successful, the lecturer needs to report back to the Student Support Manager or delegate to review arrangements and change these if need be.

The Student Support Manager or delegate will ensure that each request is supported by a checklist that includes details of the individual student,

examination diet, nature of support required, consultation with lecturers, consultation with students and supporting evidence.

The Quality Officer, in conjunction with the Head of Student Experience and Improvement, will arrange a verification meeting with the Student Support Manager, prior to the awarding body deadline for requests to be registered. Requests will be approved or rejected at this meeting.

The Student Support Manager or delegate will record minutes of the internal verification meeting. The Head of Student Experience and Improvement will keep signed minutes of the verification meeting.

The Student Support Manager will register all approved requests with the awarding body by the required deadline.

6.0 Procedure for making late requests

Requests for alternative assessment arrangements that are made after the awarding body registration deadline has passed will not generally be considered.

Where there are exceptional circumstances, the Head of Student Experience and Improvement will decide whether the request should be processed.

The Student Support Manager will liaise with the awarding body where late requests have been approved for entry.

7.0 Documentation

- Reference should be made to the SQA Quality Assurance of Assessment Arrangements Policy and Procedure
- SQA Assessment Arrangement Request System (AAR) – A guide for centres
- SQA Introduction to Assessment Arrangements for Schools and Colleges
- AA1: Assessment Arrangement Checklist
- City and Guilds: Access Arrangements and Reasonable Adjustments (available from www.cityandguilds.com)

8.0 Evaluation and review

This policy and procedure will be reviewed in April 2026.

Equality Impact Assessment

Before carrying out an EIA, you should familiarise yourself with the College's EIA Policy Statement and Guidance, along with further information and resources which are available on SharePoint.

EIA covers **strategies, policies, procedures, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services**, but will be referred to hereinafter as 'policy/practice'.

Policy/Practice (name or brief description):	Alternative Assessment Arrangements P&P v1.3
Strategy/Policy includes Equalities Statement of Inclusiveness? Yes/No	<p>Text to be included in strategy/policy:</p> <p>Statement of Inclusiveness</p> <p>West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.</p> <p>Please see end of this document for EIA.</p>
Reason for Equality Impact Assessment (choose from the following options):	
<ul style="list-style-type: none"> • Proposed new policy/practice • Proposed change to an existing policy/practice • Undertaking a review of an existing policy/practice • Other (please give detail): 	Undertaking a review of an existing policy/practice

Person responsible for the policy area or practice:	
Name:	Beth Brownlee
Job title:	Head of Service: Quality, Student Support and Learning Resources
An Equality Impact Assessment must be carried out if the policy/practice:	
<ul style="list-style-type: none"> • affects operational or strategic functions of the College • is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance) 	
Why the EIA is being carried out	Update due
Equality Groups	
Relevant to the Policy/Practice, identify which of the undernoted equality groups are impacted upon:	
<ul style="list-style-type: none"> • Age • Disability • race (including ethnicity and nationality) • religion or belief • sex • sexual orientation • gender reassignment • pregnancy and maternity • marriage or civil partnership 	All students impacted positively regardless of protected characteristic, as the purpose of the policy is to put arrangements in place where needed to support attainment for all students

Record your assessment against the following statements:

Statement	Equality assessment
Detail the evidence of the needs of the identified equality groups and any gaps in information	
Will application of this policy/practice lead to discrimination (direct or indirect),	No

harassment, victimisation, less favourable treatment for particular equality groups?	
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	
State how this policy/practice will foster good relations:	Equal treatment for all in the support of their attainment
Will the policy/practice create any barriers for any other groups?	No
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	
Which equality groups or communities have been consulted in the development and review of this policy/practice?	None

Equality Impact Assessment Outcome	
Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision. (Delete the options that do not apply):	
Option 1: No change required – the assessment is that the policy/practice is/will be robust.	
Monitoring	
When will the policy/practice next be reviewed?	April 2026

Publication of EIA	
<p>Can this EIA be published in full, now? Please state Yes or No</p> <p>If No – please specify when it may be published or indicate restrictions that apply:</p>	Yes
Sign-off	
<p>EIA undertaken by</p> <p>Name:</p> <p>Date:</p> <p>Accepted by person responsible for the policy/practice named above:</p> <p>Name:</p> <p>Date:</p> <p>Approved by Equalities Committee</p> <p>Date:</p>	<p>Shelagh Fraser 11/04/2023</p> <p>Beth Brownlee 11/04/2023</p>

Retain a copy of this form for your own records and send a copy to lbyrne@west-lothian.ac.uk