



## Exam Access Arrangements Policy (including Special Educational Needs)

**This policy is reviewed annually to ensure compliance with current regulations**

Approved/reviewed by	
ABPI Director of Examinations December 2023	
Date of next review	December 2025

**Exam Access Arrangements (EAA)** are pre-examination adjustments for candidates based on evidence of need and normal way of working. EAA allow candidates with **special educational needs (SEN)**, a **disability** or temporary injuries to access the assessment without changing the demands of the assessment. EAA examples could include: extra time; reading aloud. In this way ABPI will comply with the duty of the Equality Act 2010 to make '**reasonable adjustments**'.

A candidate has **SEN** if there is a learning difficulty or disability which calls for special educational provision to be made for the candidate, such as on the basis of a

significantly greater difficulty in learning than the majority of others, such as medically certified dyslexia.

Please note that candidates with dyslexia must submit a report that outlines specific needs in the context of the format of the ABPI examination, i.e. the true/false and multiple choice nature of the questions. Dyslexia assessments that use essay type examinations as the basis for recommendations are not appropriate.

For more information about how the ABPI processes personal information, please see the Exams Privacy Notice.

Section 6 of the Equality Act 2010 defines a **disability** as a 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'. Within the same act, this includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer - such conditions do not necessarily constitute SEN, though there may be overlap.

The Equality Act 2010 requires **reasonable adjustments** to be made where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available EAA. How reasonable the adjustment is, will depend on a number of factors including the needs of the disabled candidate. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

Any reasonable adjustment should be agreed prior to booking exam sittings, and is considered any action that

helps to reduce the effect of a disability or difficulty, which places the candidate at a substantial disadvantage. Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the candidate an unfair assessment advantage over other candidates undertaking the same or similar assessments.

It is the duty of the **ABPI Director of Examinations** to ensure that any reasonable adjustment is implemented appropriately, on the basis of firm evidence of a barrier to assessment and in line with this guidance.

The following adaptations are examples of what may be considered for the purposes of facilitating access:

- assessment material in an enlarged format, where this is beyond the ability to increase font size in the online exam;
- adaptation of the physical environment for access purposes – this may be limited where exam venues used are owned by a third party;
- assessment material on coloured paper where it is impossible to access the online exam, or use of a colour overlay for the computer monitor;
- extra time;
- providing assistance during an assessment on a case by case basis – this is likely to be facilitating breaks on grounds of preserving health;
- provision of a ‘scribe’;
- using assistive technology;

- use of a specific non-standard assessment location.

The process set out herein will be used when processing applications for Exam Access Arrangements.

When registering on the ABPI Exams website, a candidate who believes they have SEN or a disability and therefore, could be eligible for EAA, **must** submit written confirmation of personal circumstances together with a reasonable list of particular special needs. The written evidence must come from an accredited professional source such as an Educational Psychologist, GP, Consultant, HR Director or the Medical Director of their Employer, and **should be received within 14 days of registering.** Reports sent at a later date will not be considered, unless they are to support an application made subsequent to registration. For an application made subsequent to registration which results in granting EAA, the EAA can only be applied to subsequent examinations. Any examinations sat prior to written confirmation of EAA, will not be eligible for post examination adjustment of results, nor for a refund.

Any candidate making an application either at the time of registration, or subsequently, will receive confirmation of receipt of written evidence within 5 working days. If no confirmation of receipt is sent by ABPI examinations team, then the evidence has not been received and the applicant should contact the ABPI Exams Office. Please note also, if sending by registered post, a signature to confirm delivery at ABPI offices does not confirm the evidence has been received by the examinations team and therefore, the candidate should still contact the examinations team if confirmation of receipt of written evidence has not been received by the candidate within 5 working days.

Where an educational assessment is the written evidence supplied, the minimum age for which the candidate has had the report completed should be 16 or over.

Any candidate who states the need for allowances in **addition to extra time**, such as coloured overlay or particular text font, will need to have that request supported by an Educational Psychologist's Report.

The **standard extra time** award is 25% per unit. If a candidate requests in excess of 25%, the supporting Educational Psychologist's Report must have been completed within the last 24 months.

The **Director of Examinations** reserves the right to request further information and/or a more up to date report as necessary.

Candidates for whom **English is an additional language (EAL)** - in order to protect those with whom pharmaceutical employees are engaging, and ultimately patients, it is essential industry personnel have the right knowledge and skills to practise safely and effectively in the United Kingdom, and this includes the ability to communicate effectively in English. Ultimately, patient safety could be put at significant risk if industry professionals do not have the necessary knowledge of English to undertake a role in the United Kingdom. Consequently, neither additional time requested on the basis of a candidate being EAL, nor a request to use a bilingual translation dictionary for the same reason, will be granted as an EAA.

**The outcome of an application** - following due consideration of an application for EAA, the ABPI Examinations Team will confirm in writing the outcome of the application, including what EAA (if any) will be provided.

The EAA provided to a candidate will not deviate from what has been communicated by ABPI in writing. If additional EAA is to be considered, the candidate must make a fresh application stating the change in needs, together with new evidence from an accredited professional source as noted above.