

Level 7 Certificate in Testing for Exam Access Arrangements (TEAA)

Programme Information (pre-application)

Contents

Who are the BDA?	3
Who is the course for?	4
What is the qualification?	4
Programme delivery	4
How is the programme put together?	5
Course fees and timescales	7
Entry requirements	8
Testing your learner for EAA	8
Assessments of students' work	9
Award of qualification	10
Will I need to have a DBS check (or equivalent)?	10
Technical equipment required for the course	11
Refunds	12
Reading list	12
Further information	12

Who are the BDA?

At the British Dyslexia Association, we want to help all children and adults with dyslexia flourish. We believe that our world should welcome different ways of thinking and celebrate neurodiversity. By representing our community as the voice of dyslexia, we aim to ensure that all members of society, and especially those most disadvantaged and least privileged, receive the support they deserve.

We advocate for change in three ways:

Firstly, we cultivate and maintain expertise in the field. For over fifty years we have been at the forefront of knowledge and understanding about dyslexia. We set the standard for professional training and work closely with researchers to enable continued learning and development in our sector. We provide expert information and resources about dyslexia.

Secondly, we engage widely with all stakeholders. We run a free helpline for the general public and regularly deliver events and webinars for groups or organisations to raise awareness and disseminate best practice. We liaise regularly with our members and work closely with our fantastic network of Local Dyslexia Associations who provide local knowledge and assistance. We collaborate with other organisations working in our sector to strengthen our approach.

Finally, we empower people living with dyslexia. We support individuals seeking screening or assessment and help them to understand their statutory rights. We work with schools, employers and other organisations to encourage inclusive practice. We work with policymakers both locally and nationally to challenge the current status quo and call for changes that unlock the potential of our community.

We welcome you on this journey with us as, together, we create a dyslexia-friendly society.

Who is the course for?

The BDA Level 7 Certificate in Testing for Exam Access Arrangements (TEAA) provides training for individuals who are responsible for identifying, testing for, and implementing Exam Access Arrangements (EAA) in line with the latest regulatory standards.

The BDA course is a self-study course, rather than a taught programme. The course is flexible, and can be undertaken part-time through online learning, within a limited time frame. The course is suitable for assessing all age groups, however the course specifically relates to exam regulations governed by the JCQ and therefore is specifically relevant for those working with individuals who undertake exams that are regulated by the JCQ in England, Wales and Northern Ireland.

At the end of the course, you will be equipped to plan and conduct access arrangements for learners identified as requiring reasonable adjustments within registered examination centres. This includes qualifying as an approved assessor, in accordance with the requirements set out by the Joint Council for Qualifications, (JCQ).

What is the qualification?

The TEAA certificate enables you to recommend reasonable adjustments for classroom practice, in-school assessments, and external examinations for learners with special educational needs and learning difficulties. In addition, graduates of this course will gain the knowledge required to manage EAA provision effectively across the academic year, ensuring both centre compliance and learner-centred practice.

Programme delivery

The course is delivered entirely online through e-learning. Students will also have access to online study groups, providing opportunities to share ideas and reflections with peers. Each student will be assigned a TEAA course tutor at the start of the course, with communication primarily via email and supplemented by tutorials as needed. A reading list and recommended websites will be provided to support additional guided learning.

The programme consists of interactive online content in a variety of formats, alongside reflective activities to consolidate learning as students' progress. Assessment is ongoing and summative in nature.

This Level 7 programme has been designed to provide students with:

- Flexibility to plan and book study time around other commitments, within the overall 6–8-month timeframe.
- Regular guidance from a team of specialist tutors, all of whom hold AMBDA/APC status.
- Opportunities for self-directed learning through structured online study.
- The option to apply for the course throughout the year. Enrolment will be twice a year, subject to demand, in October and February.
- Flexible payment options: either pay in instalments or pay in full at the point of booking.

How is the programme put together?

The course is divided into 3 units:

Unit 1 - Regulatory and Psychometric Principles in Exam Access Arrangements

This unit develops the knowledge and skills required to understand, apply, and evaluate the psychometric and regulatory principles that underpin Exam Access Arrangements (EAA). Students will gain a strong grounding in assessment tools, JCQ regulations, and professional responsibilities, enabling them to plan and justify EAA in line with best practice.

Aims and Objectives

To provide students with an understanding of the regulatory and psychometric principles underpinning Exam Access Arrangements.

Introduce core psychometric principles and their application to EAA.

- Develop understanding of JCQ regulations, evidence requirements, and the wider regulatory framework.
- Build knowledge of commonly used assessment tools and their strengths/limitations.
- Apply data analysis skills to evaluate learner needs and determine appropriate EAA.
- Plan and manage EAA processes across an academic year in compliance with statutory guidance and ethical practice.

Unit 2 - Application of Regulatory and Psychometric Principles in Exam Access Arrangements Practice

This unit focuses on the practical application of psychometric and regulatory principles in Exam Access Arrangements (EAA). Students will gain practical experience in administering assessments, completing JCQ documentation, and making evidence-based decisions for both straightforward and complex learner cases.

Aims and Objectives

Complete JCQ forms (Form 8 and Form 9) accurately and professionally using real assessment data. Collect and synthesise background information to produce effective learner thumbnails and assessment plans.

- Administer and record psychometric assessments in a valid, reliable, and ethical manner.
- Interpret and integrate assessment evidence to justify appropriate EAA decisions.
- Apply regulatory principles to complex case studies, demonstrating confident professional judgement.

Unit 3 - Reflection and Planning for Effective Practice in the Context of Exam Access Arrangements

Building on the theoretical knowledge from Unit 1 and the practical assessment practice in Unit 2, this unit focuses on professional communication and reflection. Students will learn to present Exam Access Arrangements (EAA) clearly to colleagues and learners, while also evaluating their own practice and planning future professional development.

Aims and Objectives

- Communicate EAA knowledge effectively to professional colleagues through presentations.
- Produce learner-friendly resources that explain specific EAAs in accessible, inclusive language.
- Reflect critically on personal practice to identify strengths, gaps, and areas for growth.
- Develop a structured CPD action plan to support ongoing professional expertise in EAA.

Course Fees and Timescales

The cost of the Level 7 Certificate in Testing for Exam Access Arrangements is £1,950.

There are three options for payment:

You can pay in one instalment of £1,950 before the course starts.

OR

You can pay in two instalments: first payment of £975 before the course starts and a second payment of £975 to be paid no later than three months after your start date.

OR

You can pay in four instalments: first payment of £975 before the course starts and three subsequent monthly payments of £325.

This is a 6–8-month course which can be challenging to complete. To support students, we will:

- Provide access to the e-learning platform, for the Pre-course activities and study skills module one week in advance of the course start date. This will give time to get familiar with the course platform.
- Set and implement a 3-month deadline for the completion of the first three assignments, 1.1, 1.2, 1.3 and 1.4. This allows plenty of time to submit these pieces of work and receive feedback to ensure they reach the required standard.
- Provide one 2-month extension for students who have not yet completed the course at the 8-month course end date. A fee of £487.50 will be payable. No additional extensions will be available.

Students who have not completed the course within a maximum of 10 months will be withdrawn from the course. This is to ensure you are up to date and compliant with current practice.

All prices correct at the time of publication. All prices are subject to change.

Entry requirements

Entry requirements for the course are in line with JCQ (2025–26) guidance and applicants must hold:

- A Level 5 or teaching qualification (QTS, QTLS, PGCE, HLTA, DTLLS), **or**
- A specialist teaching qualification such as the BDA Level 5 Certificate in Dyslexia: Literacy, Support and Intervention, **or**
- HCPC registration as a psychologist.

Students will need to complete and submit an application form along with supporting documentation prior to booking the Level 7 TEAA course. This provides us with information about your background and experience and will help us determine whether you are eligible for the course.

Please note, this is a postgraduate qualification, and students are expected to be able to work independently at this level.

Once your application has been approved and you have been accepted onto the programme, you will then be able to submit your booking form.

Testing your Learner for EAA

In part this is a competency assessed programme, therefore a supervised assessment is an essential part of the programme.

Students will be required to plan and test a learner for exam access arrangements. You will only work with one learner and testing must take place in a school, college, HE sites or within a Tutoring Centre. Students must have contact with class teachers or tutors so that appropriate history of need and normal way of working can be gathered.

Choosing your learner for an EAA assessment

You will need to have permission to work with one learner (with parent/carer consent) to administer the assessments and complete the necessary JCQ forms and documentation.

Please note that you have sole responsibility for finding your learner.

Your learner must:

- **Be in Year 8 or above:** Students can work with Learners in Year 8 or above for course purposes. While the JCQ only permits formal EAA assessments from the start of Key Stage 4 (Year 9), participation in the course will not make learners eligible for EAA identification. However, any information gathered through the course can contribute to building a history of need. Centres must confirm that involvement in the course will not conflict with, or disadvantage, future access to exam concessions.
- Be genuine candidates for access arrangements: i.e. there is evidence of need from teaching staff and/or history of learning difficulty; learners should not be assessed “just in case.”
- Demonstrate an established need and/or normal way of working: arrangements can only be considered if they reflect support already used in class, tests, or mock exams.
- Students must ensure that:
- Learners are not assessed purely on parental request: JCQ stresses that assessments must arise from school-based evidence, not outside pressure.
- Consent is obtained: both from the learner (where appropriate) and their parent/carer, since psychometric testing is involved.
- Learners do not already hold an EHCP: Learners with an EHCP do not need standardised testing; this course teaches how to assess and interpret scores for EAA under JCQ rules.

Assessment of students’ work

Assessment of students’ work will include:

- Assessed tasks in which students will be required to demonstrate that they are able to work within the Level 7 learning outcomes. This includes 2 essays with word counts of 800 and 1,500, practical activities, case studies and reflections. In addition, you will need to record yourself carrying out testing with your selected learner.

We hope that students will meet the required standard with their first submission of each assignment. However, if the first submission of your work does not meet that standard, it will be returned with comments from the tutor and advice on what extra is needed to meet the required standard before the final submission.

Marking

You will be assigned a TEAA course tutor at the start of the course who will guide you through the course and assignments. There is also a team of TEAA tutors, and any member of the team may be called upon to mark your assignments as required.

Tutors will have **15 working days** to mark and return your work. We realise that some pieces have to be returned more quickly than this in order for there to be continuity with your learner and we will do our very best to get it back to you as soon as possible. Where tutors have annual leave or are absent due to sickness, the marking period can be extended to 20 working days.

TEAA Tutor Team

The tutor team consists of dyslexia specialists, who are qualified with AMBDA/APCs. They will be overseen by the Course Leader. Internal and external moderation will take place on a sample basis in line with existing practice and records of this will be kept securely within the course file online.

Students are encouraged to provide regular feedback, which will be recorded by the Tutor Team and shared with tutors at programme review meetings. Where a particular issue arises, this will be dealt with by the Course Leader. Students will be encouraged to provide summative feedback at the end of the programme.

Both positive and negative student feedback will be shared with tutors and internal moderators. The BDA Training Team constantly strive to review, update and improve its provision. All tutors attend regular CPD opportunities as it is a requirement of the professional memberships.

Award of qualification

Students will be awarded this qualification if they meet the required professional standards and submit all assignments set for this course. This is a challenging course, and students must demonstrate that they fulfil the criteria for every assignment.

The EAA assessment you complete with your learner must meet the expected professional standard. If it does not, you may be required to review or repeat the assessment, which could delay your progress through the course.

Withdrawals from the course

If a final submission of any assignment does not meet the required standard, the marking will be

moderated. If the original assessment decision is upheld, the BDA reserves the right to withdraw the student from the course.

If you choose to withdraw yourself from the course, you may be eligible for a refund.

Will I need to have a DBS check (or equivalent)?

As a Disclosure and Barring Service Enhanced Disclosure is a requirement for working with children and young people, the learner you choose to work with for any practical teaching should be someone within your centre, where you will already have a DBS Enhanced Disclosure. If you choose to work with someone from outside that environment then you should apply for a DBS check, please arrange this with the setting in which you are working.

You should allow **at least 6 weeks** to process any DBS application, and this must be in place before any face-to-face work with a learner. For further information please visit:

www.gov.uk - disclosure-and-barring-service

We reserve the right to request this information from you or to terminate a programme where we feel it is not in the interests of the learner to continue. The BDA will not assume responsibility nor will accept liability incurred as a result of any participant or learner being engaged in this programme.

Technical equipment required for the course

Computer and Internet access: You will need a computer (PC, Mac, laptop or other similar device) connected to the Internet and email in order to access the teaching materials and participate in this programme.

Film Recording Equipment: You will need access to a digital video camera in order to record all assessment sessions. We recommend using a camera which records in MP4 or AVI formats. High quality webcams, smartphones and tablets properly positioned on a tripod will accomplish the task.

Online Repository: In order for our tutors to review your recorded videos, you will need to have access to an online storage repository (e.g.: Dropbox, SharePoint, Google Drive etc), which can facilitate the ability to securely share your videos over the internet.

Other equipment required:

- **Stopwatch:** Although digital phones have internal stopwatches a separate stopwatch is less obtrusive. However, any beeping must be silenced.
- **Clipboard:** To ensure that original score sheets are kept out of way of learner. NB you need to keep a file of all your records, feedback sheets etc as evidence of work undertaken.

Refunds

We hope that students complete this course. However, if for any reason a student needs to withdraw, please refer to the refund policy for accredited Level 5/7 students, available on the BDA website [here](#). N.B. Students who do not successfully complete assignments 11, 12, 13 & 14 within 3 months of the course start date will be withdrawn from the course and eligible for a refund as per the refund policy.

Reading List

We recommend that you purchase or have access to the following **Essential Reading Texts for units 1 and 2:**

- Coaley, K., (2014). *An introduction to psychological assessment and psychometrics*. London: Sage.
- Castiglione, L (2023). *Assessing the Need for Access Arrangements in Examinations: A Practical Guide* (Seventh Edition). Evesham: Patoss
- Current JCQ regulations found at: Home - [JCQ Joint Council for Qualifications](#)

Further Information

For additional information or any queries please contact:

British Dyslexia Association

BDA Training

Office 205, Access Business Centre,

Willoughby Road,

Bracknell,

RG12 8FB

Office: 0333 405 4565

Email: L7dip@bdadyslexia.org.uk