

Cambridge
English
Skills Test

Access Arrangements Booklet



Version 1.0



CAMBRIDGE
English

Contact us

This booklet is intended for Cambridge English Skills Test Institutions or a Client/School of the Institution and provides information to assist in applying for Access Arrangements on behalf of a candidate. If further support is required, please see details below.

When contacting us, always include your Cambridge English Skills Test Institution/Centre number and name in the subject line. This will assist with processing and responding to your query.

Please see the [Cambridge English Skills Test support site](#) for articles, documentation, application form for requesting access arrangements and frequently asked questions. If you cannot find the answer to your question on the support site you can [contact us](#) or call us on **+44(0)1223 553997**.

You must have a printed or an electronic copy of this booklet in the test room. Never leave test materials unattended.

For offline tests with modified materials, you will also need to refer to the following:

During the Listening test:

- Supervisor's Booklet (sent with modified materials via Kiteworks)

During the Speaking test:

- Interlocutor Booklet (sent with the modified materials via Kiteworks)

Cambridge English Skills Test Version Updates

Cambridge English Skills Test Access Arrangements Booklet V1.0	March 2025	
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1. Introduction

Access Arrangements are pre-test adjustments for candidates with a permanent or long-term disability and are based on evidence of need and normal way of working to demonstrate their ability in English. Access Arrangements aim to meet the needs of an individual candidate without affecting the integrity of the assessment. This booklet contains details about these arrangements and how to apply for them.

Use this booklet for the Cambridge English Skills Test.

Please note that the information in this booklet is for the Cambridge English Skills Test Institution or the Client/School of the Institution. It must not be shared with anyone else or posted on any websites without our express permission.

In this booklet, 'we', 'us' and 'our' means Cambridge, 'you' and 'your' means 'the Institution or the Client/School of the Institution'. The Institution is responsible for and must ensure these and any other instructions from Cambridge are followed.

For running the test on the day, please use this booklet. Where relevant, a *Supervisor's Booklet* (Listening) and an *Interlocutor Booklet* (Speaking) as well as email communications will be sent.

Candidates using the online version of the test, who only need administrative Access Arrangements (e.g., extra time) can be in the same room as other candidates if it does not disadvantage them (e.g., noise from other candidates leaving the room).

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2. Access Arrangements

This section will help you understand the first steps around requesting Access Arrangements.

- Who needs Access Arrangements?
- Deadlines for applications and how to apply.
- Overview of test options.

2.1 Who needs Access Arrangements?

It is important to find out early in the application process if a candidate needs Access Arrangements, especially if they need modified papers or the use of assistive technology. There is more information, including sample materials for candidates, on the [Cambridge website](#). Please note that this will be updated to include Cambridge English Skills Test arrangements shortly.

We will make suitable arrangements, where possible, to help candidates in the following ways:

- to access questions and tasks
- to write their answers and to demonstrate their English language skills to the best of their ability.

The arrangements are intended:

- to allow the candidate to demonstrate their true ability in relation to the assessment objectives by removing, as far as possible, the effects of their disability.
- to ensure that the Access Arrangements do not give candidates with disabilities an unfair advantage over other candidates. Candidates with disabilities will not usually be allowed arrangements that would allow them to avoid fulfilling the assessment objectives.

Please make sure your candidates or their representative are aware that if Access Arrangements are required, requests must be made in advance of the test, providing the appropriate evidence. The timelines for raising an Access Arrangement are provided in Section 2.2. We do need to ensure that requests are provided by this timeline so that we can prepare and send, where required, the test materials ready for taking the test.

Please discuss the most appropriate arrangements with the candidate or their representative to establish their requirements and the support that they need to take the test. It could be an administrative accommodation such as extra time or they may want to use assistive technology. It is essential to focus on the needs of the candidate so you understand their requirements and can discuss and agree on what adjustments can be made to enable equitable access to the test. You may want to provide access to the sample material to assist with clarifications on whether, for instance, a Modified Large Print version is required.

You might also need to think about adjustments to the test room, such as making sure the candidate can use accessible facilities, or making changes to how you arrange the test, for example, offering a separate accessible test room. A candidate might want to use technology, like a screen reader or a device to help them hear, for example. We have included some information about assistive technology in this document.

We expect Institutions and/or Client/Schools of the Institutions to make every effort to accommodate a request for Access Arrangements to take the test. It is important to make sure you understand exactly what the law says about this in your country.

If you still have questions, please [contact the Cambridge Helpdesk](#).

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2.2 Deadlines and how to apply

Complete the [Cambridge English Skills Test Access Arrangements application form](#) with as much information as possible.

For Access Arrangement versions taken online, which give candidates extra time, please ensure that you give **five UK working days'** notice.

For Access Arrangement offline (paper-based) versions please ensure that you give a minimum of **three weeks'** notice.

2.3 Test Options

Please see the tables below for available options.

Component	Online	Offline (Paper-based) Test Modified Materials	
Listening	<p><u>Extra time</u> Ability to add candidates "usual" extra time allowance. Uses a play/pause button functionality to accommodate the extra time.</p> <p>Note that for dyslexic candidates, none of the tasks require candidates to spell out answers.</p>	Blind	<ul style="list-style-type: none"> Braille Question Paper contracted and uncontracted versions. Audio file. Supervisor's booklet provided.
		Visually impaired	<ul style="list-style-type: none"> Modified Large Print Question Paper with audio file. Supervisor's booklet provided.
		Hearing impaired	<ul style="list-style-type: none"> Hearing impaired Question Paper. Supervisor's booklet provided with script to read aloud.
Reading	<p><u>Extra time</u> Ability to add candidates "usual" extra time allowance.</p> <p>Note that for dyslexic candidates, none of the tasks require candidates to spell out answers.</p>	Blind	<ul style="list-style-type: none"> Braille Question Booklet contracted and uncontracted versions. Braille Text Booklet contracted and uncontracted versions.
		Visually impaired	<ul style="list-style-type: none"> Modified Large Print Question Booklet. Modified Large Print Text Booklet.
Writing	<p><u>Extra time</u></p> <p>Available as four options:</p> <ul style="list-style-type: none"> Writing – 25% Extra Time Writing – 50% Extra Time Writing – 75% Extra Time Writing – 100% Extra Time 	Blind	<ul style="list-style-type: none"> Braille Question Booklet contracted and uncontracted. See 7.6 Transcripts, for ways in which candidates may record their answers.
		Visually impaired	<ul style="list-style-type: none"> Modified Large Print Question Booklet.
Speaking	<p>The online Speaking test has provision to accommodate extra thinking time only.</p>	Blind	<ul style="list-style-type: none"> Braille Candidate Booklet contracted and uncontracted versions. Interlocutor booklet.
		Visually impaired	<ul style="list-style-type: none"> Modified Large Print Version (MLP) – Candidate Booklet. Interlocutor booklet.
		Hearing impaired	<ul style="list-style-type: none"> Hearing Impaired version – Candidate Booklet. Interlocutor Booklet

Test materials should not be modified or altered under any circumstances.

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3 Considerations for Access Arrangements

3.1 Venue and Test room arrangements

Candidates using wheelchairs may require a room with wider doors and the use of a special table/desk.

Candidates using brailled booklets or large print material may need more 'table space'. The room should be large enough for the candidate to move around and sit at the table easily. Try to ensure that the table is reasonably close to the door and remove any potential trip hazards.

3.2 Assistive technology

Assistive technology includes specialist equipment that has been designed for use by blind and partially sighted people and those with physical disabilities. It can only be used by the candidate and not by someone acting on the candidate's behalf. The candidate must be proficient in the use of the equipment. Operator manuals cannot be used in tests.

Before the test, you must:

- make the application for Access Arrangements in advance of the test. See section 2.2.
- ensure that equipment is checked before the day of the test.
- ensure that appropriate arrangements are made for invigilation and that invigilators are familiar with this booklet.

On the day of the test, you must check the candidate's equipment and ensure that the instructions from this booklet are followed.

Assistive Technology		
To help with reading	To help with writing answers	To help with hearing instructions or recorded material
<ul style="list-style-type: none"> • hand-held magnifiers • reading machines • refreshable Braille displays <p>Candidates may also have permission for a 'Reader', if they are unable to read Braille or large print.</p>	<p>Blind or partially sighted candidates may have permission to write their answers:</p> <ul style="list-style-type: none"> • with a mechanical Braille keyboard • with an electronic Braille keyboard linked to a printer • using a computer or word-processor. Spell-check, grammar check, thesaurus or similar functions must be switched off or disabled • using a Braille note-taker • by speaking their answers to a scribe. <p>Candidates with other disabilities can write their answers on a blank or lined sheets of paper.</p> <p>All candidates taking the Access Arrangement versions of Listening tests must be provided with blank or lined paper.</p> <p>Please check that the candidate's name, Institution/Centre number and username are written on each sheet of answer paper used.</p>	<p>Candidates may wish to use hearing aids, adapted headphones and other equipment.</p> <p>Where a candidate normally uses certain equipment, this must be authorised by us before the test. This includes:</p> <ul style="list-style-type: none"> • hearing aid • headphones or special amplification equipment. If the candidates uses headphones, then the invigilator must be able to hear and control the recording using an external loudspeaker or a second pair of headphones. Candidates are not allowed to use personal audio/CD players to listen to the recording. <p>When using special equipment, we request that the test is conducted in a separate room.</p>

3.3 Additional time and/or supervised breaks

Additional time – apply for online extra time versions

Candidates might need extra time to read the questions and/or write their answers, for example, candidates who have:

- hearing difficulties
- visual difficulties
- a specific learning difficulty, such as dyslexia
- communication and interaction difficulties, such as autism spectrum disorder (ASD)
- physical difficulties which affect their writing, such as cerebral palsy.

Additional time of up to 25% of the standard length of a test session will be suitable for most candidates with specific learning difficulties, such as dyslexia. If more extra time is needed, the Institution or Client/School of the Institution can apply, as appropriate.

The online modified adaptive Reading and Listening versions are suitable for candidates who need extra time. As none of the tasks in the online modified versions require candidates to spell out answers it is particularly suitable for dyslexic candidates. The timer will be disabled for these tests. In the Listening test there will be a play button allowing the candidate to start the audio.

For the Writing test you will need to specify the additional time required by the candidate (25%, 50%, 75% or 100%) when you submit the request for Access Arrangements. We will then add this to the timer.

For online Speaking tests only extra thinking time is available. If the candidate requires extra time to give their answers they should take the offline version of the test.

Supervised breaks

Supervised rest breaks may also be appropriate, in addition to extra time, for candidates with a medical condition, a physical disability or a psychological condition. For example, a candidate who has difficulty concentrating for long periods of time, or one who has repetitive strain injury in the writing hand.

During a supervised break, the candidate may leave the test room, if necessary, but they must always be supervised. The length and frequency of breaks is at the Supervisor's discretion. We would request that the breaks are not numerous or too long as this may have a negative effect on the candidate.

3.4 Modified question papers

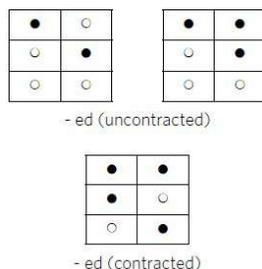
Candidates might need modified papers if they have visual, hearing or other physical or specific learning difficulties.

You may print out PDFs of the modified question papers and accompanying test materials from the secure online folder or you may open question paper envelopes containing modified question papers up to 24 hours before the start of the test.

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Braille question papers

Braille versions of question papers are available on request for most tests. There are two kinds of Braille - uncontracted (or Grade 1) and contracted (or Grade 2).



Braille papers can be produced in SEB (Standard English Braille) and UEB (Unified English Braille). Please specify the type of Braille on the Access Arrangements form and whether the candidate needs contracted or uncontracted. It is your responsibility to arrange for the transcribing of the brailled answers.

Enlarged (large print) question papers

Large print versions of question papers in A4 size are available on request for use by visually impaired candidates. Candidates with dyslexia or other specific learning difficulties may find the standardised layout in these papers helpful too.

Question papers are adapted, taking out any 'visual' material that is not needed for answering the question, for example, frames around texts.

A uniform font size is used (18pt Arial bold) as shown below:

test

For more information about modified materials, including access to sample materials you can share with candidates, please see [our public website](#). (This will be updated shortly to include the Cambridge English Skills Test).

3.5 Help with reading and writing

Some candidates may benefit from using someone to help them read and write their answers. See Section 7.5 for detailed information about the use of readers and scribes (amanuensis).

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4 Modified versions of the Listening test

4.1 Listening - Online

The online modified adaptive Listening version is suitable for candidates who need extra time. As none of the tasks in the online modified version require candidates to spell out answers it is particularly suitable for dyslexic candidates.

In the online modified version of the Listening test the candidate controls when the audio for each task starts by clicking the Play button.

4.2 Listening - Offline

Access Arrangement versions of Listening tests (specially recorded) allow the candidate extra time to read the questions, make notes and write their answers **while listening to the test**.

We will provide PDFs of the modified question papers, the audio file and a *Supervisor's Booklet* via a secure online folder. Materials containing Braille question papers will be sent to you by courier.

You may print out PDFs of modified question papers and accompanying test materials from the secure online folder, or you may open question paper envelopes containing modified question papers up to 24 hours before the start of the test to enable the Supervisor to familiarise themselves with the test.

The Supervisor should carefully study the *Supervisor's Booklet*, sent with the live materials, which includes full instructions and a transcript for the test. They should also check the audio file under secure conditions before the test. This can be done using a media player.

You may download the audio file to a laptop or mobile phone:

- Only devices that belong to the Institution or Client/School of the Institution may be used, not personal ones.
- The device must allow the Supervisor to play, pause and restart the audio.
- The device must be connected to suitable audio equipment (speakers) to ensure the listening conditions are optimal for the candidate.

All further steps are given in the *Supervisor's Booklet*.

Please note the Supervisor is allowed to pause the recording:

- before each part of the test to give candidates enough time to read the questions
- at certain points (indicated in the Supervisor's Booklet) during the second hearing of each part to give candidates enough time to write one or more answers
- after each part to give candidates enough time to check their answers.

The recording does not contain the usual inserted amounts of preparation or transfer time, just a few seconds to allow you to comfortably pause the recording. Length of pauses during the test is at the Supervisor's discretion.

Audio files must be deleted from devices after use.

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4.3 Arrangements for candidates with hearing difficulties

For some candidates, the use of special amplification through headphones or other technical aids might be sufficient, and you can use the standard Listening test.

4.4 Hearing-impaired version

This version is for candidates who have difficulty hearing recorded sound because of their level of hearing impairment, who can lip-read in English, or who can access the test content through a combination of hearing and lip-reading. Instead of playing a recording, the Supervisor reads out each text to the candidate **three** times following the guidelines below.

First, the Supervisor will read each passage or extract at natural speed. During the second reading, the Supervisor will pause (stop reading) from time to time both before and after each text and stopping at each asterisk (*). This gives hearing-impaired candidates time to read the questions and write their answers. During the third reading, the Supervisor will read through the whole passage or extract again, without stopping.

It is helpful for Supervisors to listen to a standard sample test recording on the [website](#) so that they become familiar with the speed of the test.

The Supervisor should also carefully study the *Supervisor's Booklet*, which we will provide together with the modified materials via the secure folder. The booklet includes full instructions and a script for the test. All further steps are given in the *Supervisor's Booklet*.

4.5 Arrangements for candidates with visual difficulties

Candidates with visual difficulties can request the test paper in Braille or in large print, together with the Access Arrangement version of the Listening audio file.

4.6 Arrangements for candidates with writing difficulties

An offline paper-based Access Arrangement version of the Listening test (see above) might also be appropriate for candidates who are unable to complete the online test as they listen, for example because of cerebral palsy or a broken arm, and therefore need extra time.

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5 Modified versions of the Reading test

5.1 Reading – Online

The online modified adaptive Reading version is suitable for candidates who need extra time. As none of the tasks in the online modified version require candidates to spell out answers it is particularly suitable for dyslexic candidates.

5.2 Reading – Offline

Please see section 2.3 of this Access Arrangement booklet for details of the offline options.

The test time for modified versions of the Reading test is 40 minutes plus the candidate's additional time allowance.

Candidates with visual difficulties can request the test paper in Braille or in large print. See 3.4 for further information.

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6 Modified Speaking tests

6.1 Speaking – Online

An online version of the Cambridge English Skills Test Speaking test is available for candidates who just require extra preparation time for each part of the Speaking module.

6.2 Speaking – Offline

Please see section 2.3 of this Access Arrangements booklet for details of the offline options.

Candidates can ask to take the test with modified material if they have:

- severe hearing, speaking or visual difficulties
- a specific learning difficulty, such as dyslexia
- communication or interaction difficulties, such as autism spectrum disorder (ASD).

Offline Speaking tests must be conducted by a Speaking Interlocutor.

6.3 Modified material and equipment

For blind candidates, material is provided as written prompts in Braille.

Candidates who are partially sighted can ask for enlarged visual material or enlarged written prompts.

For hearing-impaired candidates and candidates with speaking difficulties, the standard Speaking test materials, which consist of visuals and text as appropriate, are used.

Speaking Interlocutors must read through and familiarise themselves with the material to be used at least an hour before the test. Each *Interlocutor Booklet* contains:

- An introduction and explanation of how to conduct the test
- Sets of interlocutor frames to use with the test
- Print versions of brailled material
- Hearing impaired material
- Modified Large Print material.

Please note that candidates are not allowed to use **signing** or **sign language** in a Speaking test.

Equipment

To record the candidate's responses, you will need a digital recorder which has the following characteristics:

- It should be possible to create a separate file for each candidate taking the Speaking Test.
- Ideally it should be possible to play back the recording and return to the start of each Speaking Test.

Mobile phones (Institution or Client/School of the Institution owned, not personal ones) are permitted for recording the candidate response, but you must follow the guidance in the Interlocutor's booklet and ensure that the recording is deleted from the phone once the candidate's responses have been saved correctly, they have been successfully sent to Cambridge and results have been released. Please see 6.6 Instructions for submitting a candidate's responses.

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6.4 Test room & people allowed in the test room

The people allowed in the test room are:

- The speaking interlocutor
- The candidate
- The support worker(s) if considered necessary – see below.

6.5 Support workers

Support workers are not normally allowed to accompany a candidate for any part of a Cambridge English Skills Test. Usually, they can only stay with the candidate as far as the test room and must then wait outside until the test component is finished. You may wish to consider giving permission for support workers to accompany candidates into the test room, for example, if a candidate needs help to hold their head upright.

When a support worker or carer is permitted in the test room this must not be a relative of the candidate.

Support workers who are permitted in the test room, or who are permitted to help the candidate outside the test room during supervised breaks, must be supervised in the same way as a candidate would be, and are subject to the same restrictions on personal possessions and electronic equipment.

6.6 Instructions for submitting a candidate's responses

Transferring Speaking test audios from the recorder to a PC (if not captured by a PC) and uploading audio files to Cambridge English Kiteworks.

As soon as possible following the delivery of the Speaking test, the following steps must be taken:

- All Speaking test recordings must be saved with the following file name format:
Candidate Name_Date (DDMMYY format)_Cambridge English Skills Test_Speaking_Username
- Check that the data has transferred successfully.
- Upload the audio files to Kiteworks, following the instructions in the email you received when the arrangements were approved.

Please keep all the candidate's test materials until the results have been released.

If you require further assistance, please contact the Cambridge Helpdesk which is available 24/7 to assist with queries and technical support.

Telephone: +44(0)1223 553997

[Raise a request.](#)

Completion of Speaking tests

Once the results have been issued to the candidate, please dispose of all the test materials securely, and delete all files from the PC, digital recorder or mobile phone.

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7 Modified Writing Tests

7.1 Writing – Online

Online versions of the Cambridge English Skills Test Writing test are available for candidates who only require extra time.

7.2 Writing – Offline

Please see section 2.3 of this Access Arrangements booklet for details of the offline options.

The test time for modified versions of the Writing test is 45 minutes plus the candidate's additional time allowance.

7.3 Prompters

In exceptional circumstances where a candidate has a substantial and long-term difficulty resulting in being persistently distracted or in significant difficulty in concentrating, you can apply for the candidate to have a prompter.

With permission, the invigilator may act as a prompter. This means they can point at the question paper if the candidate's attention wanders or use an agreed signal to draw the candidate's attention back to their question paper. The invigilator must not read any part of the question paper to the candidate, nor offer help of any kind with reading the candidate's responses or explaining the meaning of anything in the test.

7.4 Writing answers

When considering Access Arrangements for candidates, you should discuss with candidates their usual method of writing their answers in exams and tests. If a candidate cannot write their answers on the standard answer sheets or booklets, they should be given paper to write or type on.

In these cases, you must:

- supply suitable sheets of blank paper (please ask the candidate about their preferred size, whether they want lined paper, what the spacing between lines should be, etc.)
- ensure that Institution or Client/School of the Institution and candidate details are written at the top of each sheet used (Institution or Client/School of the Institution number, candidate name and username)
- tell the candidate to number their answers clearly on each sheet used.

Examples of how candidates with particular difficulties can write their answers are given below. Blind candidates can:

- speak their answers to a person who writes them down for them
- use a Braille machine
- use a computer or word processor or other form of assistive technology.

Please note that if a candidate produces their answers in Braille, it is your responsibility to provide a transcript. Failure to produce a transcript may delay the release of the candidate's results.

Partially sighted candidates can:

- speak their answers to a person who writes them down for them
- use a computer or word processor or other form of assistive technology
- write their answers on a separate piece of paper (see above).

Candidates with physical disabilities (e.g., those with motor impairment such as cerebral palsy, etc.) can:

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- speak their answers to a person who writes them down for them
- use a computer or word processor or other form of assistive technology
- write their answers on a separate piece of paper (see above).

Candidates who have difficulty producing clear handwriting (such as those with dyslexia or dysgraphia) can:

- write their answers on a separate piece of paper
- use a computer or word processor to type their answers
- have a 'Copier' to print out their answers legibly after the candidate has written them. This must be an exact copy of the candidate's work, including errors.

Please note that no candidate can use voice-recognition software.

7.5 Readers and Scribes

The objective of Access Arrangements is to enable candidates with disabilities to demonstrate their true achievement in relation to the assessment objectives. This principle applies to help with reading questions and writing answers in the same way as it does to other types of Access Arrangements. The use of a reader/scribe must not:

- create a misleading impression of the candidate's English language skills
- change the focus of the test
- give an unfair advantage over other candidates.

What is a Reader?

A reader is a person who reads out material in question papers to candidates with Access Arrangements (e.g., visually impaired candidates).

The use of a reader is restricted to candidates with a disability which prevents them from reading specific types of text themselves. In this context, "reading" includes the use of Braille or enlarged print.

Candidates who can read using modified question papers (i.e., brailled or enlarged print versions) or assistive technology (e.g., screen magnifiers) must do so.

What is a Scribe?

A scribe (also amanuensis) is a person who writes down the candidate's dictated answers. Candidates with a scribe are asked to spell certain words and asked to give the punctuation. The scribe can also read answers back to the candidate.

This provision is regarded as an exceptional arrangement since all candidates should be able to write their own answers and is restricted to candidates with a disability which prevents them from writing. In this context, "writing" includes the use of Braille, laptop, or other forms of assistive technology.

Candidates with visual impairments can have someone read to them and write down their answers.

Candidates with dyslexia or other specific learning difficulties cannot have someone writing or assisting them to write their answers.

Guidelines for using a Scribe or Reader

- A candidate should, wherever possible, have adequate practice in the use of a reader/scribe.
- The reader can also act as scribe.
- You are responsible for ensuring the reader/scribe meets the requirements and follows guidelines.
- The candidate's own teacher should not be acting as a reader/scribe although this might be considered in exceptional circumstances.
- We will not permit other candidates at the Institution or Client/School of the Institution, or relatives of the candidate, to act as readers/scribes.
- Candidates who are using a reader/scribe must be invigilated separately.

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- An invigilator must be present in addition to the reader/scribe.
- Additional time can be permitted for the use of a reader/scribe.

Responsibilities of a Reader/Scribe

During a test, a reader/scribe must:

- be familiar with the task types and texts in the test
- read/write accurately and at a reasonable rate
- be prepared for periods of inactivity during the test; help must only be given where it is requested
- immediately refer any problems in communication during a test to the invigilator. It might be necessary to provide us with further information if the use of a reader has been unsuccessful for some reason.
- not give factual help to the candidate, nor offer any suggestions
- not advise the candidate regarding, for example, which questions to do, when to move on to the next question, or the order in which the questions should be done.

In addition, the reader must:

- read, as often as requested, the questions, as well as the answers which the candidate has already written down
- if asked, give information regarding time elapsed and remaining time
- if asked, give the spelling of a word which occurs in the question paper (otherwise spellings must not be given)
- not offer the candidate any other kind of assistance, e.g., indirectly by using intonation.

In addition, the scribe must:

- produce an accurate record of a candidate's answers
- only type what the candidate dictates. If the candidate's intended answer is unclear, they must ask them to explain. The candidate must dictate their answers clearly, indicating all punctuation and capital letters. The scribe must ask candidates to dictate the spelling of words which are less common, likely to cause confusion (e.g., those where there is a similar but different word in the candidate's first language) or homophones.

We recommend that you arrange for the reader/scribe to discuss the points detailed in this section of this booklet with the candidate. This should be done before the test, with the aim of confirming the procedure for the test. For example, the reader might say, *"I'll read through the questions first. Then I'll pause after each paragraph, and you can ask me to repeat any of the questions. Then I'll read the whole text again at the end."*

Wherever possible, the candidate must be given the opportunity to practise with the Scribe before the test, ensuring the candidate is confident about saying the letters of the alphabet and the types of punctuation.

7.6 Transcripts

The purpose of a transcript is to enable the marking of a candidate's answers. This transcript needs to be uploaded to a secure folder in Kiteworks. You will receive full instructions from us by email when your Access Arrangement request is confirmed.

The production of a transcript, or an exact copy of a candidate's responses, is restricted to candidates who prepare their exam/test answers in Braille or where the candidate has written their answer offline.

Making a transcript of a candidate's answers and submitting the transcript

It is your responsibility to transcribe all Braille answers and upload them to Kiteworks. Failure to do this is likely to result in significant delays to the candidate's results. In certain circumstances, we may give advance permission for answers to be transcribed (copied in clear writing) e.g. where the candidate's writing is difficult to read due to a specific learning difficulty or injury. Candidates using Braille do not need to request permission.

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- The transcript must be transcribed immediately after the test in the presence of the candidate and under secure conditions.
- With brailled answers, the most convenient method of producing a transcript might be to ask the candidate to dictate answers to a transcriber at the end of each component. Some types of assistive technology (for example Braille keyboards) have the facility to convert Braille input to printed text output.
- The transcript must be produced on separate sheets of paper, labelled clearly 'Transcript of Candidate's Answers' and marked with the candidate's name and number. The transcriber should clearly label each answer with the corresponding question number.
- The candidate must dictate their answers clearly, including all punctuation.
- The transcriber is required to ask the candidate to dictate the spelling of words which are less common, likely to cause confusion (e.g., those where there is a similar but different word in the candidate's first language), and/or homophones.
- The transcript must be an exact copy of the original answers. Any errors of grammar, spelling or punctuation must be written exactly as given by the candidate and must not be corrected. If the transcriber is not sure about what the candidate has written, they should ask.

On completion, the transcript must be:

- signed by the transcriber
- countersigned by, or on behalf of, the Institution
- attached to the back of the candidate's answers
- include the candidate's name, username, test and session details
- scanned and uploaded to Kiteworks. Please keep all the candidate's test materials until the results have been released and then dispose of them securely.

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8 Test Day Administration

8.1 Timetabling

Candidates with Access Arrangements where modified papers are provided, such as Braille, Modified Large Print or Hearing Impaired (lip-reading) versions may also have approved additional time.

You must give candidates a break between components.

8.2 Materials

Pre-test check	Module	You will need:	We provide:
<p>For modified paper based and Hearing-Impaired versions, provided as an Access Arrangement, you must check the test material up to 24 hours before the test.</p> <p>Supervisors must read through the Supervisor Booklets and check the audio file.</p> <p>Staff at the Institution or Client/School must re-seal the test materials and sign across the seal. The envelope can then be re-opened in front of the candidate.</p>	Listening	<ul style="list-style-type: none"> Soft pencils (B or HB) Erasers Pencil sharpeners Device to play the audio file and speakers Blank or lined answer sheets for candidates who cannot use pre-printed answer sheets/booklets 	Modified materials where relevant: <ul style="list-style-type: none"> Large Print question papers Brailled material and print versions of brailled material Supervisor Booklets and Question Papers Audio file Teleform answer sheets
	Reading	<ul style="list-style-type: none"> Soft pencils (B or HB) Erasers Pencil sharpeners Blank or lined answer sheets for candidates who cannot use pre-printed answer sheets/booklets 	Modified materials where relevant: <ul style="list-style-type: none"> Separate Question Booklets and Text Booklets for Reading. Large Print question papers Brailled material and print versions of brailled material Teleform answer sheets
	Writing	<ul style="list-style-type: none"> Pens Extra paper (not allowed for other components) Blank or lined answer sheets for candidates who cannot use pre-printed answer sheets/booklets 	Modified materials where relevant: <ul style="list-style-type: none"> Large Print combined Question and Answer Booklets Brailled material and print versions of brailled material
	Speaking	<ul style="list-style-type: none"> Digital recorder or mobile phone, owned by the Institution or the Client/School. It should not be a personal mobile phone. 	Modified materials where relevant: <ul style="list-style-type: none"> Large Print Candidate Booklet Brailled Candidate Booklets Interlocutor Booklets

8.3 Preparation for the test day and invigilation arrangements

In addition to the points noted in the table we recommend that candidates using modified question papers or Access Arrangement versions of Listening tests are examined separately and on their own. The invigilator must have a way of asking for help without leaving candidates unsupervised.

Candidates who only require administrative arrangements, e.g., extra time, may be examined with other candidates taking the standard online test. Please ask other candidates to leave the test room as quietly as possible without disturbing any candidates who require extra time.

Seating

- Candidates using wheelchairs may need a room with wider doors.
- Candidates should sit at a desk or table unless they need a specially designed working surface. In particular, please ask wheelchair users for their usual method of working.
- Candidates using modified large print or brailled material will need a lot of table space. The room should also be large enough for the candidate to move around in and sit down at the table easily. Try to ensure that the table is reasonably close to the door and remove any potential trip hazards.
- Before the test, find out what help, if any, the candidate needs to access and move around the test room. If necessary, guide them to the table rather than just walk in front of them. Allow blind candidates to take your arm and let them know when you are approaching the table, and where the chair is.

8.4 Authorised and unauthorised items

- You must check all equipment (e.g., wheelchair writing surface, mobility aids) to ensure that they do not contain any unauthorised items.
- Mobility aids should be kept at the side of the candidate's desk and not on the desk itself.
- No eating or drinking is allowed in the test room except for water in a bottle. You can make exceptions for candidates with medical conditions (e.g. diabetes).

8.5 Invigilating

Candidates who want to leave the room

Candidates are allowed to leave the test room under supervision and the timing of the test should be stopped and re-started when the candidate is ready to continue. If a candidate who is being separately invigilated asks to leave the room during the Listening test, pause the recording and resume the test when they return.

Supervised breaks

- Candidates can be allowed supervised breaks as well as, or instead of, extra time. This might help if they have difficulty concentrating for long periods.
- The length of the break is at the discretion of the supervisor, according to the candidate's needs. Bear in mind that too long/frequent breaks may negatively impact a candidate, too. If a candidate has extra time, the supervised rest break is not included in the extra time allowance.

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8.6 Overview of instructions for submitting candidate's responses

Listening and Reading

You must ensure that the candidate's responses are accurately written on the Teleform answer sheet provided. This answer sheet **MUST** be scanned and uploaded to the link for the Kiteworks folder that you will have received in an email. If for some reason, you cannot scan and upload the answer sheet, we will have to mark the hard copy of the answers which you will send to us in the post.

Speaking

You must ensure that all Speaking test recordings are saved with the following file name format:

Candidate Name_Date (DDMMYY format)_Cambridge English Skills Test_Speaking_Username

You must check that the data has transferred successfully. You must upload the audio files to Kiteworks, following the instructions provided.

Writing

There are two parts to this test. If a transcript is required, type up the candidate's response to each part **exactly as it is written, including any errors.**

The transcript should include the candidate's name, candidate number, Institution/Centre number, Institution or Client/School of the Institution name, test and session. Scan and upload the transcript to Kiteworks. Please keep all the candidate's test materials until the results have been released and then dispose of them securely.

If you require further assistance, please contact the Cambridge Helpdesk which is available 24/7 to assist with queries and technical support.

9 Results

Results will be available in **seven** UK working days (after receipt of candidate response at Cambridge, if taken offline).

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Test Day Instructions to Candidates

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Instructions to candidates who have extra time only

For candidates who are taking the standard Cambridge English Skills Test online test together with other candidates, and who have been authorised extra time only, please follow the standard procedures.

Instructions to candidates using modified question papers

Please follow the instructions below for the Reading, Writing and Listening tests. Offline Speaking tests will be conducted by a Speaking Interlocutor and full instructions are given in the Interlocutor booklet.

Before starting the test

Follow these instructions only once, before you start the first component.

- Candidates who use assistive technology may keep this equipment with them.
- If the candidate is using any electronic device to read, write or listen with, wait until the candidate has set up the equipment, switched it on and is happy that it is working correctly. You may prefer to ask the candidate to set up any equipment in advance and check everything is working correctly.
- For all other electronic items follow the procedures for collecting and storing these. Make sure they are switched off and kept outside of the test room. Explain to the candidate that they cannot use these until after the last component. Make it clear that they will be disqualified if they have any unauthorised electronic items in the test room during the test.
- Invigilators and exam day staff must switch off their mobile phone or turn off the sound/vibration.

Instructions to candidates

- Explain to the candidate that they are under test conditions, and they must follow your instructions.
- Tell the candidate that if they use any electronic items during the test (apart from those that have been approved), they will be disqualified.
- Tell the candidate that if they need a toilet break during any of the tests, they must put their hand up to gain assistance.
- Explain that if they finish their test early, they must put their hand up and await further instructions.
- Hand out answer sheets for this component only. Depending on the candidate's usual method of writing, these may be blank sheets of paper, lined sheets of paper, standard answer sheets, on the question paper or on a Braille booklet.

Timings

Standard time windows do not apply to candidates who are using modified papers.

You must give the candidate a break between components.

You are now under test conditions.

You must follow my instructions. If you cheat, you will be disqualified.

On the answer sheet/paper:

- write your name in English letters
- write the Institution/Centre number and your username.

I will now give you the question paper. **Do not open it yet.**

Open the question paper envelopes now in front of the candidate and hand out the question papers.

*For blind or visually impaired candidates, note that there are **two** booklets for each Reading component. If necessary, identify each booklet separately to the candidate.*

Point out any important information about the paper (e.g. any changes).

If applicable, ask the candidate to read the instructions on the question paper.

Please read the instructions on the front of the question paper.

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Provide the candidate with time to read the instructions. During this time check they have written their name and Institution/Centre number, where applicable.

Read the instructions for each part of the test carefully.

Write only your answers and nothing else on the answer sheet/paper.

Instructions for the Reading and Writing tests

Reading	You can also write on the question paper, but you must copy your answers to the answer sheet before the end of the test.
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Writing	You can use extra paper for your notes. You can write your response on the question paper in the space provided. If you need more paper during the test, put your hand up. Write your name, Institution/Centre number and username on any extra sheets of paper.
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The candidate has 40 minutes plus any extra time approved to complete the Reading test.

The candidate has 45 minutes plus any extra time approved to complete the Writing test.

At the end of the test, you must stop writing when I tell you and stay at your desk.

Do not take any test materials out of the room.

If you have a problem during the test, put your hand up.

Are there any questions?

Give the candidate some time for questions about the instructions.

Open your question paper and begin.

At the end of the test, tell the candidate to stop writing. Check that they do this.

Tell the candidate to stay in their seat.

Collect all question papers and answer sheets. Count all the materials to check that you have collected everything.

Tell the candidate to leave quietly.

- Collate all answer sheets.
- Pack materials in an A4 envelope.
- You must always seal the envelopes and sign across the seal before taking them out of the test room.

Pass any corrections, for instance misspelling of a name to the Institution or Client/School, as well as any possible reports of malpractice.

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Instructions to candidates for the Access Arrangements and Hearing Impaired (lip-reading) Listening tests

Please see the *Supervisor's Booklet* for information about the Access Arrangements and Hearing Impaired (lip-reading) Listening tests.

- You must check the audio equipment before the candidate enters the test room.
- Hand out the answer sheets for the Listening test.

You are now under test conditions.

You must follow my instructions.

On the answer sheet / paper:

- write your name in English letters
- write your Institution/centre number and your username.

You can also write on the question paper, but you must copy your answers to the answer sheet before the end of the test.

Check with the candidate if any corrections are required to their registration information, for instance a name correction.

I will now give you the question paper. **Do not open it yet.**

Open the question paper envelopes now in front of the candidates and hand out the question papers. Point out any important information about the paper (e.g., any changes).

Please read the instructions on the front of the question paper.

Give the candidate a minute to read the instructions. During this time check that the candidate has added the required name, username, Institution/centre number on the answer sheet.

Access Arrangements audio file version:

- Listen to the instructions for each part of the test carefully.
- You will hear each text or extract twice.
- The recording will be paused from time to time to give you time to read the questions, make notes and to write and check your answers.

Arrange a convenient signal with the candidate to indicate that you can continue after a pause (this could be by nodding or lifting their head but should be different from raising their hand to signal a problem during the test).

- I will now play the introduction to check that you can hear the recording clearly.
- Put your hand up if you have a problem hearing it.
- Do not open your question paper yet.

Play the introduction and pause the recording after the introduction to check that the candidate can hear clearly. Adjust the audio and replay the introduction if needed.

Hearing Impaired (lip-reading) version:

When spelling out a word, or saying a number, please speak as slowly and deliberately, and as clearly as possible.

- Listen to the instructions for each part of the paper carefully.
- You will hear each text or extract three times. The first time I will read through the text or extract without stopping. The second time I will stop from time to time to give you time to look at the questions and make notes. The third time I will read through the text or extract without stopping.

Arrange a convenient signal with the candidate to indicate that you can continue after a pause (this could be by nodding or lifting their head but should be different from raising their hand to signal a problem during the test).

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If you are using a separate sheet of paper, write the number of the question at the beginning of each answer.

At the end of the test, stop writing when I tell you and stay at your desk.

Do not take any test materials out of the room.

If you have a problem during the test, put your hand up.

Are there any questions?

Give the candidate some time for questions.

I will now start the test. You will hear when to open your question paper.

Now play the recording, pausing as instructed in the Supervisor's Booklet.

Now read the text in the Supervisor's Booklet.

Access Arrangements audio file version:

- Listen to the instructions for each part of the test carefully.
- You will hear each text or extract twice.
- The recording will be paused from time to time to give you time to read the questions, make notes and to write and check your answers.

Hearing Impaired (lip-reading) version:

When spelling out a word, or saying a number, please speak as slowly and deliberately, and as clearly as possible.

- Listen to the instructions for each part of the paper carefully.
- You will hear each text or extract three times. The first time I will read through the text or extract without stopping. The second time I will stop from time to time to give you time to look at the questions and make notes. The third time I will read through the text or extract without stopping.

- **Do not give any time warnings.** The recording on the audio file and the script in the Supervisor's Booklet include all time warnings, necessary pauses and instructions to copy answers to the answer sheets.
- At the end of the test, tell the candidate to stop writing. Check that they do this.
- Tell the candidate to stay in their seat.
- Collect all question papers and answer sheets. Count all the materials to check that you have collected everything.
- Tell the candidate to leave quietly.
- **Upload the candidate's answer sheet to Kiteworks.**
- Pack materials in an A4 envelope.
- You must always seal the envelopes and sign across the seal before taking them out of the test room.
- Pass any name corrections to the Institution or Client/School of the Institution, as well as any possible reports of malpractice.

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