

Quality Code for Higher Education

College Guidelines and Procedures for Making Reasonable Adjustments to Examination and Assessment Arrangements for Student with a learning difficulty or disability (LDD)s or Students with Health Difficulties

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Originator:	Higher Education & Skills Department Additional Learning Support Team
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Description:	
Responsibilities:	Curriculum Leaders, Academic Heads, Student Services, Additional Learning Support, Examinations Department, Higher Education & Skills Department
Links to UK Quality Code for HE:	

Purpose

1. The aim of reasonable adjustments to examination and assessment arrangements is to enable student with a learning difficulty or disability (LDD)s to demonstrate their abilities by making reasonable adjustments to standard forms of assessment. This does not change the purpose of the assessment but **may** alter the form. It is important that academic standards are maintained and therefore reasonable adjustments for student with a learning difficulty or disability (LDD)s **must** be made using the following procedure to ensure parity for all students.

Evidence and Recommendations

2. Students who request reasonable adjustments to examinations will be required to provide evidence to support their request e.g.: a Doctors' letter, or psychologist's report for students with specific learning difficulties. Additional Learning Support can advise individual students about appropriate evidence and who may have specific learning difficulties. For more information about the types of reasonable adjustments that may be useful for people with particular impairments please see the additional document, Information about Reasonable Adjustments to Assessment for Student with a learning difficulty or disability (LDD)s (Annexe 6B).
3. It should be noted that obtaining the appropriate evidence can take some time; if a student declares a disability shortly before an examination period there may not be time to obtain this evidence and it will not be possible to make reasonable adjustments. The possible need for exam arrangements must be discussed and application submitted within the student's first term. Where a student is awaiting evidence they may be allocated to an alternative exam room with no other adjustments put in place.

Additional Learning Support Responsibilities

4. Once Additional Learning Support has received information about a student's disability a Coordinator will make recommendations for reasonable adjustments to the examination or assessment, in accordance with RNN Group exam access arrangement process. The reasonable adjustments listed below can be made on the recommendation of Additional Learning Support without further approval. The rationale for these arrangements can be found in the additional document, Information about Reasonable Adjustments to Assessment for Student with a learning difficulty or disability (LDD)s (Annexe 6B).

- Additional writing time
- Rest breaks
- Use of an amanuensis (scribe)
- Use of a reader
- Use of a PC
- Alternative exam room
- Separate room within the Department
- red answer booklets
- Papers in alternative formats (e.g. large print/ Braille)
- Use of specialist equipment e.g. chair/ writing slope
- Use of specialist software
- Timetabling of exams in morning or afternoon sessions only

5. Where these arrangements do not meet the student's needs Additional Learning Support will discuss alternative arrangements with the examination awarding body and the student's department. Where a change of format of assessment is requested such as coursework in place of an exam, or splitting an exam into 2 sessions, this request will have to be agreed with the department. The Department **must** then seek approval from Higher Education Learning & Teaching Committee. Where it is not possible for Additional Learning Support and the Department to reach an agreement about reasonable adjustments either party **should** contact the chair of Higher Education Learning & Teaching Committee who will make a decision as to what is reasonable in that situation.

6. Additional Learning Support will enter exam recommendations onto the student's ProSolution student record, in accordance with the RNN Group exam access arrangements process. Where voice recognition software is required Additional Learning Support will provide a suitable machine by transferring the students' voice files.

Location of Exams

7. Students who do not sit their exams in the main exam room will be recommended one of the following locations:
8. Alternative Exam Room - students who do not sit their exams in the main room will be allocated appropriate accommodation in accordance with their assessed needs.

The Examinations Office's Responsibilities

9. The Examinations Department will make appropriate examination arrangements for the majority of student with a learning difficulty or disability (LDD)s who sit their exams in the alternative exam room or the PC room. The Examinations Unit will write to students with reasonable adjustments to examinations to inform them what arrangements have been made. These arrangements will also be visible on the student portal. The Examinations Department will write to Academic Heads to inform them of students sitting exams in the Department. The Examinations Department will inform Additional Learning Support of students who need to use an amanuensis, reader or other support worker during their examinations.

Curriculum Responsibilities

10. Tutors should follow the exam policies as outlined by the RNN Group. Tutors should refer to ProSolution to access the DSA needs assessment report before contacting ALS for advice and guidance. Any costs incurred are the responsibility of the academic Department, although the Department **should** contact Additional Learning Support to discuss whether any costs may be met by the Student with a learning difficulty or disability (LDD)'s Allowance.

Complaints

11. RNN Group is bound by the recommendation of the DSA assessment of needs. Any complaint should be logged with the DSA needs assessor to trigger a review of the needs assessment. This is not linked to the college ALS team; it is an external matter.

ANONYMOUS MARKING

12. Students may have difficulties presenting information as a result of a number of different impairments. For example, students with specific learning difficulties such as dyslexia might have difficulties with handwriting, spelling, punctuation or grammar. Students with visual impairments might present information poorly, if they are unable to re-read their own work. Students with hearing impairments who are pre-linguistically deaf might also have difficulties with the grammatical structure of English.
13. Where a student's disability may lead to discrimination within the marking process, a student will be given the opportunity to declare this disability on the examination script by signing a declaration on a *Single Equality Act Cover Sheet*. These cover sheets can be obtained from Additional Learning Support Manager, from departmental offices or downloaded from the portal. Disability Declaration Cover Sheets allow the student to retain their anonymity and alert the examiner to the nature of the student's impairment. For marking guidelines about marking the work of students with a variety of impairments please see document entitled, *Marking the Work of Student with a learning difficulty or disability (LDD)s* (Annexe 6C).