

Examination recommendations for students with additional requirements and adjustments

The following is a list of most frequent examination recommendations and the steps needed to ensure these are carried out consistently across the University:

Recommendation: 25% extra time

Some students experience difficulties in reading and/or understanding the examination paper, processing the information at speed and producing an answer in the time limitation due to a specific learning difficulty, fatigue, anxiety/stress/panic attacks, physical impairments, concentration difficulties or unseen disabilities etc.

- a. To avoid the student being disturbed by or disturbing other candidates, all students sitting an exam of the same length can be roomed together.
- b. Students will be informed of the location and start and finish time for the examination.

Recommendation: Use of equipment/use of ergonomic furniture

Some students are recommended the use of equipment such as a spell checker, acetate to lay over written text, assistive software etc. Students may require specific furniture such as an ergonomic chair, height adjustable desk etc.

- a. Appropriate arrangements will be made for the use of equipment/furniture (this could mean a separate room and separate invigilator or extra space and making the invigilator aware of the use of the equipment etc. in a main exam room.)
- b. The equipment and/or furniture will be set up prior to the start of the examination.
- c. In some cases the use of spell check facilities may invalidate the academic competence if the student is required to demonstrate adequate spelling ability. This should be pre-determined by the School.

Recommendation: Separate room

This may be recommended for the reasons listed above or if the student requires a support worker; may disturb others with use of equipment; is easily distracted; requires rest breaks etc.

- a. The student will have a separate invigilator and will be timetabled in a room on their own to avoid being disturbed or disturbing other candidates.
- b. The School will inform the student of the location and the start and finish time of the examination.

In addition to a separate room students may require:

Recommendation: Examination paper written in modified language

English may not be the first language for some D/deaf or hearing impaired students. In some cases British Sign Language (BSL) or Sign Supported English (SSE) is the student's first language which can lead to literacy issues for D/deaf or hearing impaired students. There may be no direct translation into BSL or SSE for subject specific words or technical

terminology but students will be familiar with this wording from their prior learning. However in order to avoid disadvantage to SSE and BSL users the examination may need to be written in plainer English.

- a. If it is necessary to modify the language on the examination paper, the School is responsible but may seek advice from Disability Services.
- b. The paper will be marked sympathetically for content and not for spelling, grammar or expression (unless this is an academic outcome or competency).

Recommendation: Use of a PC

Some students are unable to handwrite their examination; may require specialist software such as voice activated software; may require screen magnification etc.

- a. The computer will be turned on, the appropriate file will be open and named and saved in an appropriate place. The student will only need to save their work at regular intervals during the examination.
- b. Any access to the internet or other software/programmes should be denied unless otherwise specified in the recommendations.
- c. It is generally considered reasonable to use cut and paste facilities. In some cases the use of spell check facilities may invalidate the academic competency the student is required to demonstrate. This should be pre-determined by the School and if necessary, access to the spell check facility should be denied.
- d. The script should be printed out in front of the student and secured in their answer booklet so they are aware of precisely what has been submitted as their work.
- e. The School will inform the student of the location and start and finish time of the examination.
- f. It is acceptable for students with the recommendations for the use of a PC and additional time to share a room with others with these same requirements.

Recommendation: Amanuensis (typist or hand-writer)

Some students' ability to write is restricted or they may present information better in an oral format.

- a. Disability Services will provide an amanuensis at the Academic School's request
- b. 25% extra time will be allowed in the examination unless otherwise stated.
- c. The School will provide a separate room and a separate invigilator.
- d. The School will inform Disability Services and the student of the location and the start and finish time of the examination. The School will also inform the student that the amanuensis will be available 15 minutes before the start of the examination to enable them clarify the nature of the requirements and their instructions.
- e. The amanuensis is entitled to a 5 minute break every hour. This is requested at the amanuensis' discretion.
- f. Disability Services will provide the student with the opportunity to practise with an amanuensis prior to the examination.
- g. The amanuensis will not give the candidate any factual help or pass on suggestions. Nor will they indicate by word or action that the student has made a mistake. They will write or type the answers as dictated. They may read back the student's work and make changes as requested by the student. The amanuensis may draw maps/diagrams but will do so strictly in accordance with the student's instructions.
- h. The student may bring in a list of unusual spellings/technical terminology etc. for the amanuensis. This list will be shown to the invigilator before the start of the examination.
- i. The amanuensis will write or type 'Written by an amanuensis' at the top of each new page or at the start of each section they write/type.

- j. If an examination script is typed, it should be printed out in front of the student and secured in their answer booklet so they are aware of precisely what has been submitted as their work.
- k. At the end of the examination, the student, amanuensis and invigilator will sign the 'Declaration of true record' and circulate copies as indicated at the bottom of the document. Any difficulties or issues that arise will be detailed on this form.

Recommendation: Reader

This may be recommended for students who cannot access written material due to a visual impairment or specific learning difficulty.

- a. Disability Services will provide a reader at the Academic School's request.
- b. 25% extra time will be allowed in the examination unless otherwise stated.
- c. The School will provide a separate room and a separate invigilator.
- d. The School will inform Disability Services and the student of the location and the start and finish time of the examination. The School will also inform the student that the reader will be available 15 minutes before the start of the examination to enable them to make arrangements about the nature of the required support.
- e. The reader may read all or part of the examination paper and all or part of the student's answer.
- f. The reader will not explain or clarify the meaning of the examination text. They may identify which diagram relates to a piece of text but will not pass on any factual help or offer suggestions. They may assist a student to access a tactile map/diagram/graph etc. They may give the spelling of a word that occurs in the examination paper but may not spell words that the student wishes to use in their answer.

Recommendation: Prompter

The effect of a disability on some students means that they are unable to organise their time during an examination; they experience difficulties in concentrating on the examination paper or are very easily distracted.

- a. Disability Services will provide a prompter at the Academic School's request.
- b. 25% extra time will be allowed in the examination unless otherwise stated.
- c. The School will provide a separate room and a separate invigilator.
- d. The School will inform Disability Services and the student of the location and the start and finish time of the examination. The School will also inform the student that the prompter will be available 15 minutes before the start of the examination to enable them to make arrangements about the frequency and nature of prompting.
- e. The prompter will not offer any factual help, suggestions or spellings to the student. They will not read back the student's work.

Recommendation: Personal assistant

Some students may require the use of a Personal Assistant to carry out their instructions or to support them to and from the examination and during any rest breaks.

- a. Disability Service will provide a personal assistant at the Academic School's request.
- b. 25% extra time will be allowed in the examination unless otherwise stated.
- c. The School will provide a separate room and a separate invigilator.
- d. The School will inform Disability Services and the student of the location and the start and finish time of the examination. The School will also inform the student that the personal assistant will be available 15 minutes before the start

- of the examination to enable them to make arrangements about the nature of the support required.
- e. Arrangements will be made for the personal assistant to sit near the student.
 - f. Use of a personal assistant in for example a practical examination should only be permitted if it does not invalidate the academic competency the student is required to demonstrate.
 - g. Personal assistants will have the skill and ability to carry out the student's instructions safely and accurately.
 - h. Personal assistants will not give factual help to the student or pass on suggestions. They will carry out instructions accurately and may ask for clarification over an instruction but without giving any factual assistance.
 - i. Arrangements will be made for the student to be accompanied by an invigilator during any rest breaks.

Recommendation: Communications assistant/interpreter (e.g. British Sign Language (BSL) interpreter)

Hearing impaired students may require an interpreter to support them to access some examinations. Students with communication difficulties may also require an assistant.

- a. Disability Services will provide a trained communication assistant/interpreter who is appropriate to the skills of the student at the Academic School's request.
- b. 25% extra time will be allowed in the examination unless otherwise stated.
- c. The communication assistant/interpreter and the student will meet 15 minutes prior to the start of the examination to make arrangements about the nature of the support required. The interpreter is permitted to go through the examination conditions with the student and take the initiative to interpret any technical terminology which could confuse the student during the course of the examination.
- d. The communication assistant/interpreter will be given their own copy of the examination paper.
- e. The interpreter will use the form of communication appropriate to the student which may involve sign language, saying a word or phrase or the use of writing.
- f. If questions are signed using BSL or another form of communication, some re-phrasing is inevitable. The interpreter will ensure that the meaning of the text is not altered. The interpreter will not offer academic assistance to the student or explain the meaning of any technical terminology during the examination.

Recommendation: Rest breaks

This may be recommended as the student experiences fatigue; stress and anxiety or the student has an unseen disability or medical condition such as diabetes.

- a. Arrangements will be made to seat the student in a separate room with a separate invigilator.
- b. Arrangements will be made for the student to be accompanied by an invigilator during rest breaks.
- c. Extra time will be allocated to a student requiring rest breaks (Consult Disability Services if time is not stated).
- d. Students with diabetes or other medical conditions may require food or drink during their break and appropriate arrangements should be made.

Recommendation: Examination paper in a specified format

Students with visual impairments, specific learning difficulties or some medical conditions require the examination in an adapted format. These formats include: Braille, recorded, electronic, coloured paper, enlarged font etc.

- a. The School will make arrangements to have the examination paper produced in the format appropriate to the student and should find out which service, internally or externally, can support them in this. (Within the University, contact either Disability Services or the Computing and Library Service for further information.)
- b. If the student requires Braille format and the examination is not produced internally, the examining body is responsible for the production of the paper in Braille.
- c. The invigilator will be informed which student(s) require(s) an adjusted examination paper and not draw attention to the student(s).

Temporary disabilities

Students who have temporary disabilities that affect their capacity to undertake examinations are entitled to support. This may include broken limbs or a medical condition which has worsened. This is the responsibility of the Academic School and Disability Services can be consulted where necessary about appropriate reasonable adjustments.

Examination re-sits

Students who are required to re-sit examinations are entitled to the same adjustments in their re-sits. It is the responsibility of the School to ensure these are put in place and to inform Disability Services as soon as possible if support workers are required.

Emergency situations

The School should also be aware of any emergency situations that may arise. Invigilators should be made aware of any students with epilepsy or diabetes and informed about what action to take and where to get help. Invigilators should also be aware of any Personal Emergency Evacuation Plans (PEEPs) agreed with students. The Disability Coordinators within each School or Department will have this information.