

Student & Academic Services Examination & Assessment Regulations for Students with Disabilities, Specific Learning Difficulties, Mental Health Difficulties & Long-term Medical Conditions

Student & Academic Services, reviewed May 2024

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SAS-SWS- PM June 19

**STUDENT & ACADEMIC SERVICES Examination & Assessment Regulations for
Students with Disabilities, Specific Learning Difficulties, Mental Health Difficulties &
Long-term Medical Conditions****Section 1: Policy****1.0 Aim of Policy**

- 1.1** The purpose of this document is to provide a policy statement, supported by operational guidelines, to ensure that students with disabilities, specific learning difficulties, mental health condition and long-term medical conditions receive a parity of opportunity in assessment and examinations to demonstrate their achievement of learning outcomes.
- 1.2** This policy aligns with the University Strategy 2030: This Is Our Time, to deliver an inclusive educational experience and research and supports our commitment to create a learning environment and campuses that are accessible and dynamic, fostering inclusivity and innovation and realise our commitment to health and wellbeing.
- 1.3** The University's refreshed values of being Inclusive, Collaborative and Impactful guide us to achieve our strategic plan and distinguish us from others. Our values set clear expectations for the whole university community about the behaviours that inform how we work and are recognised.
- 1.4** Additionally, the policy meets the requirements of the Quality Assurance Code of Practice (Section 3) Students with Disabilities (Feb 2010) Precept 12.
- The relevant extract from the Code is attached as Appendix I.
- 1.5** The policy also positions the University for compliance with its responsibilities under the Equality Act 2010 and its Disability Equality Duty.

2.0 Scope of the Policy

- 2.1** This guide has been written for current students of the University of Greenwich who have been assessed as being disabled as defined by the Equality Act 2010. This includes people who have:
- i. Physical disabilities impacting mobility
 - ii. Sensory disabilities such as those affecting hearing or sight
 - iii. Specific learning difficulties such as dyslexia and dyspraxia
 - iv. Mental health conditions or illnesses such as depression and anxiety
 - v. Hidden disabilities and conditions such as respiratory problems or heart conditions
 - vi. On-going or fluctuating medical conditions including unforeseen medical circumstances



- 2.2** Arrangements referred to in this document may be applied in respect of all forms of assessment. Including class-based tests, objective structured clinical examinations (OSCE), presentations and any other assessed work as appropriate.
- 2.3** Where the assessment of students on a particular programme is governed by an external professional body, then any alternative assessment strategy will need the approval of that body.

Click to view guidance on the submission and consideration of "[extenuating circumstances](#)".

3.0 Administrative processes for determining entitlements

3.1 This section provides an overview of the process to obtain alternative assessment and examination arrangements.

3.2 Principles of this policy are that:

- i. Disabled students (as listed in 2.1) will have their evidence considered individually.
- ii. In addition, where there are professional requirements for fitness to practice, any disability (as listed in 2.1) may need to be shared during the recruitment process.
- iii. Disabled students (as listed in 2.1) are responsible for identifying themselves and their potential needs to staff providing disability and dyslexia advice as soon as possible and no later than the published deadlines.
- iv. Evidence of disability: Students will be expected to provide evidence of their disability from qualified, independent professionals. If unavailable, assessments from qualified internal professionals will be accepted temporarily while efforts are made to obtain independent evidence.
- v. Disabled students can request an update to their examination and assessment arrangements at any time during the year however changes can only be implemented within set application deadline dates. This is to enable appropriate arrangements to be made.
- vi. The purpose is to treat disabled students with equity, not to give them an advantage or infringe on the academic validity, rigour or comparability of the assessment (professional body and vocational requirements may need to be recognised).
- vii. The Student Wellbeing Service has the primary responsibility for ensuring fair, reasonable examination and assessment arrangements for students with disabilities and specific learning difficulties.
- viii. Policy and practice should not be dependent on students' individual funding arrangements. However, where students can access funding arrangements e.g. through Disabled Students' Allowance (DSA), they have a responsibility to ensure this is in place before the start of the programme, or as soon as they become eligible. Student Wellbeing Service Disability & Dyslexia team can support students with their applications.
- ix. Policy and practice should be applied consistently across the institution.

Pre-Admission

3.3 The Student Wellbeing Service, in partnership with Recruitment and Marketing, is responsible for ensuring individual applicants who have disabilities (as listed in 2.1) are aware of the ***Examination and Assessment Regulations for Students with Disabilities, Specific Learning Difficulties, Mental Health Difficulties and Long-Term Medical***

Conditions, their responsibilities and timescales. Students registering with the Student Wellbeing Service will be sent notices of deadline dates e.g. for exam arrangements.

Enrolment/induction

- 3.4** Students should be informed of the policy at induction by their Faculties. Module Leaders should also ensure that the procedure for negotiating adjustments to assessment is clearly outlined in Student Module Handbooks. Reference to the Policy will also be included in relevant University publications including the University's website. Provision should be made at the time that the publications are commissioned to ensure that they can be easily converted to alternative formats.

On programme

- 3.5** On arrival at the University (or when a student has a new disability, specific learning difficulty, mental health condition, long-term medical condition or when there are changes to existing needs) students must contact the Student Wellbeing Service for an evaluation of their entitlement to examination and assessment provisions.
- 3.6** No authorisation of alternative assessment provision can be made prior to an evaluation of a student's entitlement by staff in the Student Wellbeing Service. The procedures and evidentiary requirements for obtaining these entitlements are set out in [Appendix A](#) (Specific Learning Difficulties) [Appendix B](#) (Disability).

- 3.7** Any disabled student (as defined in 2.1) who has not presented themselves for evaluation of their entitlement to examination and assessment provisions within the required timescales cannot have their need retrospectively taken into account for exams and assessments.
- 3.8** Personal tutors, module leaders and other University staff should direct students to contact the [Student Wellbeing Service](#) to obtain entitlements to examination and assessment provisions.
- 3.9** To claim entitlement to examination and assessment provision students will need to attend a meeting with a member of the Student Wellbeing Service for an evaluation of the entitlements based on appropriate supporting material as outlined in Appendices A & B.
- 3.10** Compliance with the General Data Protection Regulation (GDPR).

Students claiming entitlement will need to declare that they agree to relevant personal information supplied being available for use and circulation as appropriate within the University. The consent of the student will be identified using the Data Protection Legislation and Disclosure Form.

Students are responsible for informing the Student Wellbeing Service if their entitlement needs change to ensure that the data held by the University is up to date. This will ensure that student entitlement is processed fairly.

- 3.11** Any examination and assessment entitlement recommended for disabled students (as defined in 2.1) should be agreed with reference to the guidance underpinning the policy (Appendix I) and operational guidelines for the Student Wellbeing Service.
- 3.12** Following assessment by the Student Wellbeing Service Disability & Dyslexia Coordinator, agreed 'standard' examination arrangements are recommended and shared with the University staff on a need-to-know basis via a Greenwich Inclusion Plan (GIP). This is done electronically via the University Student Information System, Banner.
- 3.13** In the case of disagreements on individual students' entitlements, as recommended by the Student Wellbeing Service, the Executive Director of Student & Academic Services and the Faculty Associate Dean of Student Success or nominees will review and recommend course of action.
- 3.14** The entitlements recommended by the Student Wellbeing Service is final subject to any changes in an individual's disability. The University's [formal complaints procedure](#) is open to students dissatisfied with the outcome.
- 3.15** Recommended examination arrangements are entered onto the Student Information System, Banner by the Student Wellbeing Service. Once the entitlement is confirmed on Banner the responsibilities of the Faculty Examinations Offices, Faculty and the Student

Wellbeing Service, as stated in section 4.0 below are effective.

- 3.16** The Faculty Exams Office will include details of approved examination arrangements on the Invigilators Report.
- 3.17** The student will be able to check the progress of their application for examination arrangements on their personal Banner Web record. The arrangements are first entered as “PENDING” by the Student Wellbeing Service and will be amended to ‘CONFIRMED’ once the student approves their GIP. Examination arrangements will only be put in place once the student has approved and the status is changed to “CONFIRMED”. If the Faculty cannot implement the requested arrangements then the Student Wellbeing Service will be notified and amendments discussed and agreed. The student will be advised of any amendments.

- 3.18** Students with disabilities, specific learning difficulties, mental health condition and long-term medical conditions requiring evaluations to obtain adjustments in examinations and assessments should meet a member of Student Wellbeing Service and present their evidence at the earliest opportunity and within application deadline dates. Deadlines will be published on the Student Portal; this will enable appropriate exam arrangements to be administered in advance.

4.0 Responsibilities for meeting entitlements

- 4.1** The Faculty Examinations Office is responsible for:

- i. Including details of candidates' entitlements on the invigilation reports.

- 4.2** Each Faculty is responsible for:

- i. Making evidence-based evaluations of temporary conditions (e.g. broken arms, pregnancy).
- ii. Implementing the examination arrangement recommendations of the Student Wellbeing Service.
- iii. Arranging and funding invigilators for separate/ individual invigilation and ensuring they are fully briefed.
- iv. Provision of prompter support.
- v. Providing computers, headphones, appropriate assistive software and printing facilities, where required, for examinations.
- vi. Advising the student of the actual examination arrangements.
- vii. Providing information to the Student Wellbeing Service regarding those students who did not use their examination arrangement(s).

- 4.3** The Student Wellbeing Service is responsible for:

- i. Undertaking evidence-based evaluations of entitlement for disabled students (as defined by the Equality Act 2010) and advising Faculties about reasonable adjustments.
- ii. Updating Banner Student Records System for exam arrangements.
- iii. Undertaking re-evaluations of entitlement (based on evidence) where the needs of the candidate changes.
- iv. Providing an ergonomic chair where recommended.
- v. Providing guidance to Faculties on individual issues arising on an ad hoc basis around exams and assessment formats and recommending courses of action to the Faculty Associate Dean of Student Success for approval.

- vi. Collating information obtained from the Faculty Exam Offices regarding students who do not use their exam arrangement(s) and present findings at the Exam Operations Group.
- vii. Where notified by Faculty, communicating with students that did not use their exam arrangements and updating accordingly.
- viii. Arrangement of examination support workers such as readers and scribes.

4.4 The student is responsible for:

- i. Providing appropriate and up to date evidence of need to the Student Wellbeing Service team.
- ii. Contacting the Student Wellbeing Service in a timely fashion to ensure administrative arrangements can be made. Deadlines are published on the Student Portal: portal.gre.ac.uk
- iii. Informing Student Wellbeing Service if they decide not to use agreed adjustments in any or all of their examinations at least one week before the examination.

5.0 Monitoring and Review

5.1 The Head of Student Wellbeing Service reviews how the provision of arrangements in examinations has impacted on the service annually. The Student Wellbeing Service can produce data on the total number of students having examination arrangements in each examination period and a break down by adjustment type. The Faculty Examinations Office will continue to monitor candidate requirements in exams, to include checking fulfilment of additional entitlements.

5.2 The Student Wellbeing Service will also conduct an annual review process engaging with students who have approved entitlements.

APPENDICES

Student & Academic Services Examination & Assessment Regulations for Students with Disabilities, Specific Learning Difficulties, Mental Health Difficulties & Long-term Medical Conditions

APPENDIX A Supporting evidence required for students with specific learning difficulties

APPENDIX B Supporting evidence required for students with other disabilities

APPENDIX C Greenwich Inclusion Plan (GIP)

APPENDIX D Guidance on using Readers, Scribes and Prompters

APPENDIX E Guidance Notes on the use of a laptop/computer in examinations

APPENDIX F Guidance Notes on Rest Break Administration

APPENDIX G Further guidance and information

APPENDIX H QAA Code of Practice – Students with Disabilities

APPENDIX A: Supporting evidence required for students with specific learning difficulties

A specific learning difficulties screening undertaken by the Student Wellbeing Service Disability and Dyslexia Coordinator.

JCQ Form 8 from previous educational establishment to show history of need and provision.

A full diagnostic assessment report from a Chartered Educational Psychologist or specialist teacher with a recognised dyslexia qualification. In the case of students with dyspraxia difficulties, a full report from an occupational therapist is also acceptable.

Assessment report or letter of confirmation from a relevant professional or specialist agency e.g. Education Health Care Plans (EHCP), GP, Medical Consultant, Community Care Assessor, Rehabilitation Officers, Occupational Therapists, RNID, RNIB, or Centre for Independent Living.

A current DSA Study Needs Assessment Report.

Procedures for organising adjustments to the assessment process:

Stage 1

The student arranges a meeting with a member of the Student Wellbeing Service Disability and Dyslexia Coordinator to present the evidence of their disability and discuss suitable arrangements before the deadlines relating to the relevant examination cycle.

Stage 2

The Student Wellbeing Service makes recommendations to the Faculty based on the evidence. If the Faculty is dissatisfied that the examination access arrangements cannot be implemented, for example it would compromise competence standards, then 3.13 comes into effect.

Stage 3

The Student Wellbeing Service Disability and Dyslexia Coordinator will:

- Create a Greenwich Inclusion Plan (GIP) with exam arrangements into Banner Student Record System
- Student will receive email notification with link to GIP.
- Student to approve the exam arrangements for this to be confirmed and automatically shared with the Faculty Exams team and Faculty staff on a need to know basis.

APPENDIX B: Supporting evidence required for students with disabilities

Assessment report or letter of confirmation from a relevant professional or specialist agency e.g. Education Health Care Plans (EHCP), GP, Medical Consultant, Community Care Assessor, Rehabilitation Officers, Occupational Therapists, RNID, RNIB, or Centre for Independent Living.

A current DSA Study Needs Assessment Report.

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APPENDIX C: Greenwich Inclusion Plan (GIP)

INTEGRATED DISABILITY SUPPORT

Student Case

Student Details

Banner ID	
Full Name	
Programme of Study	
Year and Stage of Study	Year 3, Stage 3
Level	Undergraduate
Faculty and Department	Engineering & Science, Science
Campus	
Disability Type	Specific learning difficulty
GIP Status	Service Confirmed

Teaching and Learning Adjustments

Description	Status	Begin Date	End Date	More Information
Access to lecture recordings	Service Confirmed	24/11/2021		
Advance handouts and slides	Service Confirmed	24/11/2021		
Early access to reading lists	Service Confirmed	24/11/2021		

Exam Adjustments

Description	Status	Begin Date	End Date	More Information
Extra Time (25%)	Service Confirmed	24/11/2021		
Individual PC	Service Confirmed	24/11/2021		
Separate Room with Others	Service Confirmed	02/12/2021		

APPENDIX D: Guidance on using Readers, Scribes and Prompters

A reader or scribe or prompter would be recommended where this is the candidate's normal method of working. Where the candidate is using a scribe or reader or prompter only for the purposes of an examination it is recommended that they should practice this way of working beforehand.

Scribes

A scribe should be a person who is able to produce an accurate record of the candidate's answer. They need to be able to write legibly and at speed.

The scribe:

- Writes down verbatim what is dictated
- Is **not** responsible for organising the student's thoughts into a final draft
- Can ask the student to clarify spellings of names of specialist and technical terms used in their answer at the end of the examination
- **Cannot** give any factual help to the candidate
- **Cannot** give any advice regarding which questions to answer and in which order
- **Cannot** explain the meanings of words or questions

Readers

A reader should be a person who is able to read accurately and at a reasonable rate.

The Reader:

- Is there to read accurately the question and the rubric
- Can be requested to read questions as often as the candidate requires, along with the answer already recorded
- Is permitted to give the spelling of a word which occurs in the question paper, otherwise spellings must not be given
- **Cannot** give any factual help to the candidate
- **Cannot** give any advice regarding which questions to answer and in which order
- **Cannot** explain the meanings of words or questions

Prompters

A Prompter should be a person that supports a candidate that has little or no sense of time, or loses concentration easily, or is affected by an obsessive-compulsive disorder which leads them to keep revising a question rather than moving onto other questions.

- A prompter may sit beside the candidate in order to keep them focused on the need to answer a question and then move on to answering the next question
- A prompter may use the following prompts either vocally or written on a flash card such as: 'focus on the question'; 'there are 15 minutes left'
- A prompter may tap on the desk in order to remind the candidate that they must pay attention to the question or that it is time for the candidate to move on to the next question
- A prompter may use the candidate's name as an appropriate prompt during the examination in order to bring the candidate's attention back to the question paper
- **Cannot** advise the candidate about which questions to do
- **Cannot** advise the candidate about the order in which questions should be answered
- **Cannot** read or write for the candidate
- **Cannot** explain what questions mean or define words

APPENDIX E: Guidance notes on using a laptop/computer in examinations

Candidates who are allowed this adjustment are expected to have adequate keyboard skills and to have practised using a PC to produce answers under exam conditions. This includes knowing how to save work onto an external device and how to use all the programmes and functions needed to complete the examination paper.

Wherever possible, candidates should be provided with university equipment.

Where a candidate is answering an examination paper over two or more sessions, the invigilator should hold any external devices on which the examination script is recorded between sessions. The device should be clearly marked with the candidate's name and number and dates and times of the examination.

Candidates who are permitted these arrangements should be warned that attempting to use unfair means during an examination or assessment will render them liable to penalties under the University's Assessment Regulations.

The invigilator should ensure that the candidate uses only those facilities which have been approved following an evaluation from the Student Wellbeing Service and as specified in the invigilators report.

Where specified in the invigilator report, the candidate should be allowed additional time due to the extra demands of using this strategy.

Time should be allowed at the end of the examination period for printing examination answers and checking the quality of the printout.

These tasks should be carried out under supervision and the candidate should sign the printed examination script.

Scripts saved onto external devices should be returned with the signed printed examination script to the invigilator.

The candidate and the invigilator should be given copies of these guidelines prior to the examination.

APPENDIX F: Guidance notes on rest break administration

- Candidate needs to notify the invigilator of wanting a rest break
- The timing of the examination should be paused and re-started when the candidate is ready to continue
- During the rest break the candidate must not have access to the question paper/answer booklet.
- If the candidate needs to leave the examination room, an invigilator must accompany the candidate.
- Candidate needs to notify the invigilator of ending the rest break.
- Invigilator to return the exam and answer paper and re-start exam time
- Invigilator to complete the rest break record form
- Rest breaks should not exceed the calculated time:

Calculation

- 1-hour exam: 10 minutes (not including extra time if applicable)
- 1.5-hour exam: 15 minutes (not including extra time if applicable).
- 2-hour exam: 20 minutes (not including extra time if applicable).
- 2.5-hour exam: 25 minutes (not including extra time if applicable).
- 3-hour exam: 30 minutes (not including extra time if applicable).

Supervised Rest Break Record Form

Candidate Name	
Candidate ID	
Duration	
Exam Title	
Faculty	
Date of exam	

Exam Start Time	Exam Finish Time	Rest Break Start Time	Rest Break Finish Time	Minutes Taken
<i>Example 09.30</i>	<i>10.30</i>	<i>10.00</i>	<i>10.05</i>	<i>5</i>
<i>Example</i>	<i>10.35</i>			

APPENDIX G: Further guidance and information

Please contact:

Student Wellbeing Service Administrator

Maritime Greenwich Campus
Dreadnought Building, room D003
Old Royal Navy College
Park Row
Greenwich
SE10 9LS

Tel: 020 8331 7875
E-mail: wellbeing@gre.ac.uk

APPENDIX H: QAA Code of Practice – Students with Disabilities

Extract from:

*Code of practice for the assurance of academic quality and standards in higher education
Section3: Disabled students – February 2010*

Precept 12

Academic assessment

Academic assessment practices ensure that disabled students are given the opportunity to demonstrate the achievement of learning outcomes and competence standards.

In fulfilling their anticipatory duty, institutions should ensure that their assessment strategies and methods are sufficiently flexible to give all students an opportunity to meet the objectives of their programmes of study. There may be more than one way of demonstrating the attainment of a learning outcome and the various possibilities should have been considered in the process of programme design.

Institutions should use a range of assessment methods (whether for summative, formative, or other purposes), as a matter of good practice to provide opportunities for disabled learners to show that they have attained the required standard. Where reasonable adjustments are required with respect to assessment, institutions should seek to ensure that they are reviewed at regular intervals to ensure their effectiveness and that they operate with minimal delay and disruption to the individual student.

Institutions should make the assessment criteria and allocation of marks clear and transparent to students as early as possible. These must be set in a fair, non-discriminatory way. Identifying clear criteria for assessment can also aid in discussion and agreement on assessment strategies appropriate to meet the entitlements of individual students.

Consideration should be given to the institution's marking policies and procedures to ensure transparency and fairness for disabled students, taking into consideration the reasonable adjustments that have been agreed. Consideration should be given to the format in which feedback is provided by the institution to ensure that it is fully accessible to disabled students.

Institutions should seek to monitor the consistency and comparability of inclusive assessment practices across modules, programmes, departments and faculties (including in the context of off-campus learning).

Staff should be given access to sources of advice, both from within the institution and externally, about inclusive assessment strategies and practices, as well as the assessment implications for individual disabled students.