



# Higher Education Course Regulations

## 2016/17

### Section 5: Accommodated Assessment

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*The following regulations apply to all taught Higher Education courses at the University of the Arts London. Further Education regulations and guidance are provided by the University of the Arts London Awarding Body.*

# Accommodated Assessment

## 5.1. The Assessment of Students with Disabilities

- 5.1.1. Under the University Policy for Accommodated Assessment, students with a Disability, Specified Learning Difficulty or Long Term Medical Condition will have an agreed form of study support to enable them to achieve the learning outcomes of their course.
- 5.1.2. Students have a responsibility to discuss their needs with their Course Director and with Student Services prior to enrolment or at the time the disability develops so that appropriate support can be provided throughout the duration of their studies.

## 5.2. Adjusted Assessments

- 5.2.1. Adjustments may be made to the form and/ or content of assessment. The adjustments should allow the student to demonstrate achievement of the learning outcomes. Examples include:
- Adjusted deadlines
  - Using a specific format like Braille, tape or large print
  - Using specialist equipment or software
  - Access to a separate room
  - A person to take notes
  - Offering a viva or supported viva
  - Submitting work in audio format
  - Using a communicator to do a viva
  - Checking papers for accessibility (e.g. with City Lit)
- 5.2.2. All adjusted assessments must be negotiated and agreed with the student's Course Director, in conjunction with the Dyslexia Co-ordinator or Disability Representative, ideally at the time the assessment is set or project brief issued, but not later than 14 days before the standard assessment deadline.

## 5.3. Adjusted Deadlines

- 5.3.1. Accommodated Assessment may include a later deadline for completion than that set for other students. In these circumstances, students do not have to complete an Extenuating Circumstances form. Adjusted deadlines are negotiated according to the individual student's needs and, as with any adjusted assessment, should be agreed at the time the assessment is set or project brief issued, but not later than 14 days before the assessment deadline.

## 5.4. Encouraging Disclosure

- 5.4.1. Students should be encouraged to seek help early on, rather than wait until the deadline is imminent.

- 5.4.2. Students with disabilities should be given opportunities for discussion, at every stage, on admission or during tutorials, about the nature of their disability support requirements. This needs to be done with sensitivity and consideration of appropriate due respect for confidentiality.
- 5.4.3. Students should make their needs clear by discussing this with their Course Director who can agree to an accommodated assessment in conjunction with the Dyslexia Co-ordinator or Disability Representative. Students may also approach their dyslexia co-ordinator or college Disability Representative to make arrangements for accommodated assessment.
- 5.4.4. Staff should make sure all students are aware of the need to have prior agreement for accommodated assessment where they have a disability. Students should be given the opportunity to discuss arrangements in a confidential setting.

## **5.5. Extenuating Circumstances and Students with Disabilities**

- 5.5.1. Any student may encounter problems in the run up to an assessment. The Extenuating Circumstances provisions apply to disabled students as to all other students.
- 5.5.2. The University aims to ensure that all students are treated fairly and equally. When a student has received an agreed level of support, in the form of reasonable adjustments and/or adjusted assessment, the disability, specified learning difficulty or long term medical condition does not, in itself, constitute an extenuating circumstance.
- 5.5.3. The Exam Board should be made aware of the support provided to all disabled students, including where accommodations have been agreed, so that the Board can make informed decisions on progression and awards.
- 5.5.4. There may however be circumstances where a student with a disability or long term medical condition experiences an acute or sudden episode which is serious, unexpected and beyond their control. In such an event, the extenuating circumstances procedures apply to disabled students as to all other students. The EC Panel will consider the claim as normal, taking into account any special arrangements that have been agreed for that student.