

**Request for Amendment to the Code of Practice on the Conduct of Centrally
Co-ordinated Formal Written Examinations**

Purpose of Paper

1. APRC is asked to **consider** and, if thought appropriate, **approve** an additional section to the Code of Practice on the Conduct of Centrally Co-ordinated Formal Written Examinations for implementation in 2011/12.

Proposal

2. That the following section is inserted into the Code of Practice:

5. Alternative forms of assessment

In exceptional circumstances it may be necessary to consider an alternative form of assessment to examinations for some students with disabilities. Alternatives to examinations should be considered where all possible accommodations have been explored but where the student is still unable to undertake examinations due to a disability. Before implementing any alternative form of assessment, advice should be sought from the Disability, Learning Support and Mental Health Advisory Services and the Examinations and Congregations Office.

Consultation

3. This addition to the Code of Practice was requested by the Disability, Learning Support and Mental Health Advisory Services following consultation with the Examinations and Congregations Office.

Argument to Support Proposal

4. Government legislation requires the University to make 'reasonable adjustments' and encourages flexibility and inclusivity by providing assessments that are suitable for as many students as possible.
5. In some cases, individual Schools are not aware of the need to consider a range of options to allow for implementation of alternative means of assessment for those students who may find written examinations difficult to undertake due to a disability.
6. In cases where Schools *are* aware of the need to consider alternative forms of assessment, these alternatives are sometimes implemented without seeking proper advice from the Disability, Learning Support and Mental Health Advisory Services and the Examinations and Congregations Office. Making Schools aware of the need to consult with the appropriate teams before implementation will ensure that effective advice can be provided on key areas for consideration such as whether current learning outcomes can be effectively measured using the proposed assessment, whether the disabled student's needs are met by using the proposed assessment, and whether academic standards will be maintained if the alternative assessment is used.

7. A more detailed version of this information is provided on the website for Disability and Learning Support Service, however it was felt that inclusion in the Code of Practice would formalise this practice, and encourage Schools to be proactive in seeking alternative forms of assessment to examinations.

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