

# EXAMINATION & ASSESSMENT REGULATIONS FOR STUDENTS WITH DISABILITIES, DYSLEXIA AND LONG-TERM MEDICAL CONDITIONS

## 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, dyslexia 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 fits with the objective of the University's Mission Statement to encourage access to education for all. It also integrates with the specific objective of the Participation Strategy of the Corporate Plan (1998) to facilitate access for people from communities and socio-economic groups who traditionally do not go to University.
- 1.3 Additionally, the policy meets the requirements of the Quality Assurance Agency Code of Practice (Section 3) Students with disabilities (October 1999). The Code is attached as appendix J, and specifically requires that:
- "Institutions should ensure that in all their policies, procedures and activities, including strategic planning and resource allocation, consideration is given to the means enabling disabled students' participation in all aspects of the academic and social life of the institution." (Precept 1)*
- In addition, the Code demands that:
- "Assessment and examination policies, practices and procedures should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes.(Precept 13)*
- "Where studying is interrupted as a direct result of a disability related cause, this should not unjustifiably impede a student's subsequent academic progress." (Precept 14)*
- 1.4 The policy also positions the University for compliance with the new disability legislation and its operational concept of 'reasonable adjustment' to the needs of disabled people.

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## 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:
- i Disabled (i.e. physically, visually, hearing or mentally impaired);
  - ii Dyslexic;
  - iii Experiencing mental health issues;
  - iv People with hidden impairments (i.e. epilepsy, respiratory problems or heart conditions);
  - v People with ongoing or fluctuating medical conditions including unforeseen medical circumstance.
- 2.2 Arrangements referred to in this document may be applied in respect of all forms of assessment. Including coursework, class based tests, presentations and any other assessed work as appropriate.
- 2.3 Where the assessment of students on a particular course is governed by an external professional body, then any alternative

assessment strategy will need the approval of that body.

*There is a separate university procedure for the submission and consideration of [extenuating circumstances](#). A long-term medical condition will not be treated as extenuating circumstances unless the condition was exacerbated by circumstances at the time or prior to the assessment period.*

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### **Administrative process 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:
  - a disabled and dyslexic students will have their evidence considered individually
  - b in addition, where there are professional requirements for fitness to practise, dyslexia or any disability may need to be disclosed during the recruitment process
  - c disabled and dyslexic students are responsible for identifying themselves and their potential needs to staff providing Disability and Dyslexia
  - d Satisfactory documentary or other evidence of need entitlements is required
  - e The purpose is to place disabled and dyslexic students on more equal terms with other students, 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)
  - f Individual schools have the primary responsibility for ensuring fair examination and assessment arrangements for disabled and dyslexic students
  - g Policy and practice should not be dependent on students individual funding arrangements
  - h Policy and practice should be applied consistently across the institution

#### **Pre-admission**

- 3.3 The Disability & Dyslexia Team, in partnership with Recruitment and Marketing, is responsible for ensuring individual applicants who are disabled or dyslexic are aware of the Examination and Assessment Regulations for Students With Disabilities, Dyslexia and Long-Term Medical Conditions, their responsibilities and timescales.

#### **Enrolment/induction**

- 3.4 Students should be informed of the Policy at induction by their Schools. Programme leaders should also ensure that the procedure for negotiating alternative assessment arrangements is clearly outlined in Student Programme Handbooks. Reference to the Policy will also be included in University publications such as the Guide for New Students, the Guide for Disabled and Dyslexic Students, Assessment Information for Candidates and the Students' Union Handbook. The information will also be made available on the University's website and other formats on request to the centre.

#### **On course**

- 3.5 On arrival at the University, or when a student has a new impairment, long term medical condition or when there are changes to existing needs, students must contact the Disability

and Dyslexia Team for an evaluation of their entitlement to examination and assessment provisions.

- 3.6 No authorisation of alternative arrangements can be made prior to an evaluation of their entitlement to examination and assessment provisions by staff in the Disability and Dyslexia Team. The procedures and evidentiary requirements for obtaining these entitlements are set out in Appendix A (Dyslexia) and Appendix B (Disability).
- 3.7 Any students with a disability or dyslexia who has not presented for an evaluation of their entitlement to examination and assessment provisions within the required timescales cannot have their needs retrospectively taken into account for exams and assessments unless the student can show valid reason for not having declared it.
- 3.8 Personal tutors, programme leaders and other University staff should direct students to contact the Disability and Dyslexia Team to obtain entitlements to examination and assessment provisions.
- 3.9 Students claiming entitlements will need to either
  - i Complete an entitlement form '['EF' \(Appendix C\)](#) attaching supporting material ([See Appendix A & B](#)) and forward the forms to:  
[Disability and Dyslexia Team](#)  
Queen Mary Court  
The University of Greenwich  
Maritime Greenwich Campus  
The Old Royal Naval College  
30 Park Row  
London SE10 9LS  
Entitlement [form \(EF forms\)](#) will be available from School Offices, Campus Student Centres and the Disability & Dyslexia Team
  - ii Attend the Disability and Dyslexia Team for an evaluation of their entitlements with appropriate supporting material
- 3.10 Compliance with the Data Protection Act 1998.

Students claiming entitlement will need to declare that they agree to their personal information supplied being available for use and circulation as appropriate within the University. The consent of the student will be identified using the Entitlement [form \(EF form\)](#).

Students are responsible for informing the Disability & Dyslexia Team if their entitlement needs change to ensure that the data held in the University is up to date.

This will ensure that student entitlement is processed fairly.
- 3.11 Any examination and assessment entitlement recommended for students with disabilities, dyslexia and long-term medical conditions should be agreed with reference to Guidance document supporting this policy and operational guidelines for the Disability & Dyslexia Team.
- 3.12 Following assessment by the Centre, alternative assessment arrangements are recommended and forwarded to the Head of School as Chair of the Progression and Award Board, for approval. ([See Appendix D](#))
- 3.13 In the case of disagreements on individual students' entitlements, as recommended by the Disability and Dyslexia Team to Heads of School, the Director of Student Affairs /Examinations and Standards Officer will review and recommend courses of action.
- 3.14 Once approved by the Head of School, the entitlement recommended by the Disability and Dyslexia Team is final subject to any changes in an individual's impairment or illness. The Formal University's Complaints procedure is open to students dissatisfied with the outcome

- 3.15 Once entitlements are approved by the Chair of the Progression and Award Board ([See Appendix D](#)) these details will be entered onto the student record in BANNER. Once the entitlement is confirmed on BANNER the responsibilities of the Central Exams Office, Schools and the Disability and Dyslexia Team, as stated in [section 4.0 below](#) and Appendix D are effective.
- 3.16 Following approval by the Chair of the Progression and Award Board the student will receive confirmation in writing as to what alternative arrangements have been approved.
- 3.17 Details of students' entitlements will be attached to the student record in BANNER by the Disability & Dyslexia Team. The Central Exams Office will include details of approved entitlement on the Invigilators Report. The Disability and Dyslexia Team will send a finalised report to the Head of School for dissemination to appropriate Programme Leaders / Personal Tutors.
- 3.18 Students with disabilities, dyslexia and long-term medical conditions requiring evaluations to obtain alternative assessments must report to the Team or complete an entitlement [form \(EF form\)](#). There will be a deadline for the submission of an entitlement form. For examination entitlements an entitlement form should be submitted no later than 6 weeks before the first Semester examination period commences. This will enable appropriate exam arrangements to be administered in advance.
- 3.19 With the introduction across the university of anonymous marking in all formal examinations using university examination stationery, candidates who are dyslexic are to have their examination script identified by the invigilator when it is submitted at the end of the examination. A label with a 'DY' will be placed on the front cover of the examination script. The Central Exams Office will supply labels in each 'examination packet'. These scripts should then be marked according to the guidelines in [Appendix H](#).
- 3.20 The Disability and Dyslexia Team will provide students who have been assessed as Dyslexic with a set of coursework labels. Each label will only identify that the student is dyslexic. Students will be required to attach a label to the Course header sheet for each coursework submitted. Internal markers including those Schools who anonymously mark coursework will be aware that a student has been assessed as dyslexic and that the coursework should be marked according to the guidelines in [Appendix H](#).

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#### ***Responsibilities for meeting entitlements***

- 4.1 The **Central Exams Office** is responsible for:
  - i Confirming entitlements to students in writing;
  - ii Receiving details of approved entitlement via the Disability & Dyslexia Team and making the necessary exam arrangements;
  - iii Ensuring emergency evacuation procedures in exam venues are arranged for disabled students;
  - iv Arranging accessible exam scripts e.g. large print.
  - v Where separate rooming has been scheduled the appropriate exam paper and exam scripts are to be prepared
  - vi Ensure invigilators are fully briefed on the arrangements agreed for individual candidates;
  - vii Providing labels in each examination packet where candidates have been identified as dyslexic
- 4.2 Each **School** is responsible for:
  - i Approving the entitlement recommendations of the Disability and

Dyslexia Team;

- ii Receiving approved recommendations as appropriate for dissemination to Programme Leaders / Personal Tutors
- iii Arrange and fund invigilators for separate/ individual invigilation (e.g. dyslexia);
- iv Providing computers and printers where required in examinations;
- v Providing alternative support recommended in the entitlement evaluation.
- vi Invigilators to identify examination scripts for dyslexic candidates using the labels supplied
- vii Marking examination scripts for dyslexic students in accordance with the guidelines in [Appendix H.](#)
- vii Marking coursework for dyslexic students in accordance with the guidelines in [Appendix H.](#)

4.3 The **Disability & Dyslexia Team** is responsible for

- i Undertaking evaluations of entitlement and informing Schools of outcomes and recommendations;
- ii Updating BANNER student record following the submission of evidentiary documentation, School approval status and any future changes to entitlement.
- iii Informing Schools and the Central Examinations Officer of approved entitlements;
- iv Providing specialised furniture and equipment in examinations;
- v Provide human assistance in examinations e.g. scribes
- vi Providing staff for specialised separate invigilation in consultation with Schools (e.g. readers, sign language interpreters).
- vii Providing guidance to Schools on individual issues arising on an ad hoc basis around exams and assessment formats and recommending courses of action to Heads of School for approval;
- viii Providing labels to dyslexic students for attachment to coursework

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***Monitoring and Review***

5.1 The Examinations and Standards Office produces an annual report on examinations and assessment including the data available from the Disability & Dyslexia Team on the total number of candidates requiring alternative provision in examinations. The Examinations and Standards Office will continue to monitor candidate requirements in exams, to include checking fulfilment of additional entitlement and script identification for anonymous marking. The Examinations and Standards Office will draw on the Disability and Dyslexia Team reports of disability and dyslexia entitlements, which are to be reported to the Equal Opportunities Committee and Schools.

5.2 The [Disability and Dyslexia Team](#) will also conduct an annual review process engaging with students who have approved entitlements.

[APPENDICES](#)

**EXAMINATION & ASSESSMENT REGULATIONS  
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**APPENDICES**

[APPENDIX A Supporting evidence required for students with dyslexia](#)

[APPENDIX B Supporting evidence required for disabled students](#)

[APPENDIX C Examination and Assessment Entitlement Form \[WORD document\]](#)

APPENDIX D Recommendations for approval by the Chair of the Progression and Award Board  
(these are produced by the Disability & Dyslexia Team through the University Central Information  
System (BANNER))

[APPENDIX E Student disclaimer Form \[WORD document\]](#)

[APPENDIX F Guidance on using Readers and Scribes](#)

[APPENDIX G Guidance Notes on the use of a personal or laptop computer in examinations](#)

[APPENDIX H Guidelines for marking dyslexic students' work](#)

[APPENDIX I Further guidance and information](#)

[APPENDIX J QAA Code of Practice - Students with Disabilities](#)

# **EXAMINATION & ASSESSMENT REGULATIONS FOR STUDENTS WITH DISABILITIES, DYSLEXIA AND LONG-TERM MEDICAL CONDITIONS**

## **APPENDIX A:**

### **Supporting evidence required for students with dyslexia**

Assessment report from a Chartered **Educational** Psychologist or recognised dyslexia qualification, normally dated no earlier than 3 years prior to enrolment at the University;

An assessment report from the University's Dyslexia Support Tutor with specific recommendations for support and assessment arrangements.

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**APPENDIX B**

**Supporting evidence required for disabled students**

Assessment report or confirmation from a relevant professional or specialist agency (i.e. GP, Medical Consultant, Community Care Assessor, Rehabilitation Officers, Occupational Therapists, RNID, RNIB, or Centre for Independent living (i.e. Direct Payments Assessor);

An assessment report from the University's Disability Adviser with specific recommendations for support and assessment arrangements.



**DISABILITY & DYSLEXIA TEAM**  
**EXAMINATION AND ASSESSMENT ENTITLEMENT FORM**

APPENDIX D Recommendations for approval by the Chair of the Progression and Award Board  
(these are produced by the Disability & Dyslexia Team through the University Central Information  
System (BANNER))

## Appendix E

Name of Candidate	
Student ID Number	
Programme of Study	
Title of Examination	
Course Code	

### CANDIDATE'S DECLARATION

I understand that because of my special circumstances, arrangements have been made for me to sit the above examination at a different time from the other students in my group.

I agree that I will not attempt to gain an unfair advantage by finding out the contents of the examination paper before my examination / give other students an unfair advantage by disclosing the contents of the examination paper before their examination.

I understand that if I am found to have broken this agreement, I will be deemed to have committed an examination offence, the consequence of which may be failure of the examination without the opportunity to resit.

Signed: .....Date: .....

# **EXAMINATION & ASSESSMENT REGULATIONS FOR STUDENTS WITH DISABILITIES, DYSLEXIA AND LONG-TERM MEDICAL CONDITIONS**

## **APPENDIX F:**

### **Guidance on using Readers and Scribes**

A candidate, wherever possible, be given adequate practice in the use of a reader and / or scribe. If possible the student should not be expected to use a different reader / scribe during successive examinations.

#### **Scribes:**

A scribe should be a person who is able to produce an accurate record of the candidates answer. They need to be able to write legibly and at speed, and ideally have a working knowledge of the subject being examined.

- they write down verbatim what is dictated,
- the scribe is **not** responsible for organising the students thought into a final draft,
- the scribe can ask the student to provide spellings of specialist or technical terms used in their answer,
- the scribe cannot give any factual help to the candidate,
- or give any advice regarding which questions to answer and in which order.

#### **Readers:**

A reader should be a person who is able to read accurately and at a reasonable rate and who should ideally have a working knowledge of the subject being examined.

- a reader is there to read accurately the question and the rubric,
- they can be requested to read these as often as the student requires, along with the answer already recorded,
- they are permitted to give the spelling of a word which occurs in the question paper (otherwise spellings must not be given, unless candidate is permitted use of a dictionary),
- the reader cannot give any factual help to the candidate,
- or give any advice regarding which questions to answer and in which order.

## **EXAMINATION & ASSESSMENT REGULATIONS FOR STUDENTS WITH DISABILITIES, DYSLEXIA AND LONG-TERM MEDICAL CONDITIONS**

### **APPENDIX G Guidance Notes on the use of a personal or laptop computer in examinations**

A blank floppy disk should be supplied by the School, which should be formatted prior to the examination and should be marked by the invigilator with the student's name, candidate number, date and time of the examination.

The student should use the floppy disk for the purposes of the examination only.

Wherever possible, candidates should be provided with University equipment. However, where it is essential for the student to use his or her own personal or laptop computers, the hard drive should be checked before the examination. In some cases, it may be necessary to temporarily remove particular document files or software applications, preferably by a technician. Care should be taken in this process to ensure that any specialist software (e.g. voice recognition) is not removed.

Where a student is answering an examination paper over two or more sessions, the invigilator should hold the disk for each subsequent session.

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

The invigilator should ensure that the student uses only those facilities which have been approved following an evaluation from the Disability and Dyslexia Team and approval from the Chair of the Progression and Award Board as specified in the invigilators report.

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

Extra time should be allowed for printing examination answers and checking the quality of the printout.

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

The disk should be returned with the signed printed examination script to the invigilator.

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

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**APPENDIX H Guidelines for marking dyslexic students' work**

***These guidelines should be seen as applying to all work that is submitted for marking including class tests, practicals, essays, presentations and dissertations as well as examination scripts.***

Dyslexic students may have problems with spelling, grammar, punctuation, coherent paragraphing and organisation of material. They also have problems proof-reading because of time constraints and/or visual processing difficulties. In examinations handwriting may be very poor. They may find it easier to write in note form or bullet points or to offer visual representations of material.

When marking officially identified work, markers should therefore discount, as far as possible, errors in spelling, grammar and punctuation and instead mark for content and ideas and critical acumen. They should also make allowances for unorthodox narratives and for problems with organisation where these do not hinder understanding.

The only exception to this would be where accurate spelling or grammar or structure of work explicitly forms part of the assessment criteria and students have been made aware of this.

For work that will be returned to students markers should not indicate spelling, grammar or other structural errors, nor comment on them unless the student has indicated this would be helpful to them. (If time permits a copy of an assignment could be made and marked only for these errors).

**APPENDIX I Further guidance and information**

Please contact:

Disability & Dyslexia Team Administrator  
Queen Mary Court  
Maritime Greenwich Campus  
Old Royal Naval College  
Park Row,  
Greenwich  
SE10 9LS

Tel: 020 8331 7875  
Fax 020 8331 7862  
email [d-centre@greenwich.ac.uk](mailto:d-centre@greenwich.ac.uk)

# **EXAMINATION & ASSESSMENT REGULATIONS FOR STUDENTS WITH DISABILITIES, DYSLEXIA AND LONG-TERM MEDICAL CONDITIONS**

## **APPENDIX J QAA Code of Practice - Students with Disabilities**

### **The Precepts**

#### **General Principles**

- institutions should ensure that in all their policies, procedures and activities, including strategic planning and resource allocation, consideration is given to the means of enabling disabled students' participation in all aspects of the academic and social life of the institution

#### **The Physical Environment**

- institutions should ensure that disabled students can have access to the physical environment in which they will study, learn, live and take part in the social life of their institution
- institutions should ensure that facilities and equipment are as accessible as possible to disabled students

#### **Information for applicants, students and staff**

- The institution's publicity, programme details and general information should be accessible to people with disabilities and describe the opportunities for disabled students to participate.

#### **The selection and admission of students**

- in selecting students institutions should ensure equitable consideration of all applicants
- Disabled applicants' support needs should be identified and assessed in an effective and timely way, taking into account the applicant's views.

#### **Enrolment, registration and induction of students**

- The arrangements for enrolment, registration and induction of new entrants should accommodate the needs of disabled students.

#### **Learning and teaching, including provision for research and other postgraduate students**

- programme specifications should include no unnecessary barriers to access by disabled people
- academic support services and guidance should be accessible and appropriate to the needs of disabled students
- The delivery of programmes should take into account the needs of disabled people or, where appropriate, be adapted to accommodate their individual requirements
- Institutions should ensure that, wherever possible, disabled students have access to academic and vocational placements including field trips and study abroad
- Disabled research students should receive the support and guidance to secure equal access to research programmes

#### **Examination, assessment and progression**

- Assessment and examination policies, practices and procedures should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes.
- Where studying is interrupted as a direct result of a disability related cause, this should not unjustifiably impede a student's subsequent academic progress.

#### **Staff Development**

- Induction and other relevant training programmes for all staff should include awareness/equality and training in specific services and support.

#### **Access to general facilities and support**

- Students with disabilities should have access to the full range of support services that are available to their non-disabled peers.

#### **Additional specialist support**

- institutions should ensure that there are sufficient designated members of staff with appropriate skills and experience to provide specialist advice and support to disabled applicants and students, and to the staff who work with them
- institutions should identify and seek to meet the particular needs of individual disabled students
- Internal communications systems should ensure that appropriate staff receive information about the particular needs of disabled students in a clear and timely way.
- Institutions should have a clearly defined policy on the confidentiality and disclosure of information relating to a person's disabilities that is communicated to applicants, students and staff

#### **Complaints**

- institutions should ensure that information about all complaints and appeals policies and procedures is available in accessible formats and communicated to students
- institutions should have in place policies and procedures to deal with complaints arising directly or indirectly from a student's disability

#### **Monitoring and evaluation**

- Institutional information systems should monitor the applications, admissions, academic progress and nature of impairment of disabled students.
- Institutions should operate systems to monitor the effectiveness of provision for students with disabilities, evaluate progress and identify opportunities for enhancement.