

PA2. Arrangements for Examinations for Students with Learning difficulties

Each University is committed to ensure that all students have equality of opportunity in assessment. Reasonable adjustments will therefore be made whenever possible to ensure that all students with learning difficulties **are not placed at a disadvantage** with other candidates in relation to the assessment of their academic work. For these students the departments should attempt to modify the assessment of academic modules in order to accommodate the needs of students with learning difficulties (e.g. dyslexia), provided that **such modification does not compromise the academic standards and the nature of the academic module**. The department should find alternative methods of assessment in order to help those students to be assessed fairly. It is important to note that this alternative assessment method is designed in such a way that **it covers all the learning outcomes and the objectives of the module**.

In most cases students inform the CITY ULE about their learning difficulties/disabilities when completing their application form. CITY ULE encourages students to do this as it allows the academic department in which the student is enrolled to take further actions on support arrangements before the start of the programme. To qualify for disability support students need to submit written medical evidence which provides some information about their disability.

In case of learning difficulties such as dyslexia, a full diagnostic assessment report is required. In case of an autism spectrum condition, a medical letter or report from a GP or other medical consultant is required, which confirms the diagnosis of an autism spectrum condition and gives some information about the impact this condition has on the student's day-to-day life and studies. For all other conditions (including mental health difficulties, medical conditions and sensory impairments), a recent medical letter from a GP or other medical consultant is necessary which confirms that the student's condition or impairment has a substantial and long-term adverse effect on their ability to carry out day-to-day activities. In addition to the specific criteria outlined above, any evidence provided should:

- Be written by a medical or other suitably qualified professional;
- Be written in English and provide a clear diagnosis, or a description of the condition/impairment in simple terms which can easily be converted into academic support requirements by academic staff.

Any medical evidence submitted which is not written in English must be accompanied by a fully certified translation into English by a professional translator/translation company.

The department taking into account the diagnosis will consider alternative assessment arrangements e.g. extra time during written exams or oral examination. The department discusses the student's requests for alternative examination arrangements and then informs the student with a formal letter. The basis of any alternative assessment arrangements should be well documented by the department, this will protect the department from future problems (external examiners' moderation).

The following are the proposed arrangements for the assessment of students with learning difficulties:

1. Students will be encouraged to participate in written examinations together with other students but with additional time. If students (according to doctor's notes) cannot benefit from the extra time given, they will sit in the examinations but will also have an extra 30-60 minute oral examination with the presence of the module leader and a coordinator who will guarantee the fairness of the procedure. The examiner has to complete a form (see APPENDIX) during the oral examination.
2. For coursework assessment these students will have more time to submit their coursework. This will happen either by receiving the coursework handout earlier than the other students or by having a deadline later than the formal submission deadline. Particular attention should be paid by the Department to change the coursework map and develop a personalised deadline schedule.
3. If the students have a handwriting problem (e.g. dysgraphia) they have the option to type their exams in a laptop provided to them.
4. Special arrangements should be made in groupwork assignments.

ORAL EXAMINATION FORM

Students with Learning Difficulties (e.g Dyslexia)

Please fill in the form during the oral examination and then attach this document to the student's examination script. The student should read the completed document before they sign it.

		Signature
Student's Name:		
Examiner's Name:		
Coordinator's Name:		

Duration of Examination:		Date & Time	
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In the following, the Coordinator keeps notes of the Questions posed by the examiner and Answers given by the student (in hand-written form).

Q1:

A1: