

DDS: Reasonable Adjustments

Examinations

Updated April 2022

If a student requires adjustments to the standard exams due to a disability, they must liaise with DDS. Evidence of the Disability, Specific Learning Difficulty, Mental Health Difficulty or medical condition is requested, and a Disability Adviser will explore the most appropriate adjustments.

DDS communicates the reasonable adjustments for individual students through **eVision** to the appropriate **Disability Liaison Officer (DLO)**. This information can also be viewed in eVision by the student and module leaders (under Module Leader tab). All new and revised information is flagged up with the DLO by email. DLOs must act upon all disability related information sent, share with colleagues on a need-to-know basis, and file information accordingly. Please see more information about the DLO role in the document 'The Role of Disability Liaison Officers' which can be found here <https://www.keele.ac.uk/inclusiveteaching/>. The **Examinations Office** can produce a report detailing all exam arrangements entered into SCIMS so there is no requirement for DLOs to inform Exams. All centrally arranged examinations, including all adjustments, are actioned by the Examinations Office.

Exam Adjustments are required for a wide variety of reasons. If they enable the student to access their exam and are deemed 'reasonable' then we do our best to facilitate this. This list is not exhaustive, as we do add additional adjustments if required. Several students may require the same adjustment but for varied reasons.

Once in place the exam arrangements are not necessarily static. **DDS will review and update exam arrangements as necessary**, throughout the year, based on the student's needs and the effectiveness of the adjustments in place.

This document outlines the range of adjustments that may be recommended. They have been grouped into broad categories; however, some could easily fit into several categories. They are only included once for ease of navigation.

Timing of Exams

Sometimes due to medical conditions, medications, required carer support and/or time required to recover it is reasonable to ensure exams are timetabled to allow the student to attend at a time they are best able to perform. These adjustments are considered **complex** and need to be entered prior to so that examinations can build the timetable.

- Afternoon exams only **ES EXNOTMORN**
 - Perhaps the student takes medication that takes time to be effective, needs to wait for a carer to support them to get up and out or has another reason why they are unable to attend or perform well in a morning.
- One exam per day **ES1PERDAY**
 - The student would find it difficult to maintain the concentration levels required for more than one examination in a day. Perhaps they are unable to switch between the course materials, become easily fatigued and/or need to rest
- Not consecutive days for exams **ESNOCONSEC**
 - The student may need time to recover in between exams particularly if they have elevated levels of anxiety or fatigue.
- Morning only exams **ESAMONLY**
- Do not schedule exams for 4pm **NOEXAMS4PM**
 - The student may function better in the morning when they are fresher after sleep. They may find they become more fatigued or experience side effects of medication as it gets later in the day.

Method of producing exam script

There are various adjustments to enable a student to produce their exam script and many reasons why a student may be unable to produce their answer in the 'standard' format. The student may be physically unable to write or have a specific learning difficulty which impedes their ability to write. Depending on the nature of the examination requirements and the course, these adjustments need to be flexible as one method may not work for all modules or types of assessment.

- Amanuensis Required **ESAMANUENSIS**
 - Student is unable to write their answer due to slow/ poor handwriting, difficulty processing their ideas and write them down. Alternatively, this could be because of physical difficulties with handwriting. An amanuensis is recommended when a student is not able to use/ is not competent using a computer or their preferred method of working is with voice input software, and this is not feasible in an exam, for any reason.
- ASSIST Support in Exams **ESASSISTSUP**
- Reader **ESREADER**
 - To read aloud the questions or read back the students answer. This is recommended if the student finds it difficult to read and/or understand text.
- Use of PC **ESPC**
 - Student needs to type their answer, often due to slow/ poor handwriting, difficulty organising their thoughts and a need to be able to move their ideas around. Alternatively, this could be because of physical difficulties with handwriting.
- Magnification software required on PC **ESmagnificat**
- Screen Reader Software in Exam **ESSCREENREAD**
- Use of own PC with specialist software **ESPCOWN**
- Voice Input software in exams **ESvoiceinput**

Accessibility of Room

Many students need the examination room to be accessible to allow them to physically access the room, to facilitate the implementation of other required adjustments, or, to alleviate anxiety. This may include a student being seated out of order to allow them to be positioned in the room to meet their needs.

- Ground Floor room **ESGROUNDFLOOR**
 - The student may find stairs difficult or may need to attend in a wheelchair and the room needs to be accessible.
- Assistance dog in exam **ACASSISDOG**:
 - The room needs to be big enough to facilitate an extra person/ guide dog
- Adjustable chair **ESADJCHAIR**
- Seated at Front **ESFRONT**
- Seated at the back of exam room **ES BACKEXAMR**
- Student needs to be seated near exit **ESSEATEXIT**
- Not to be seated by a window **ESNONEARWIND**
- Student should be seated close to examiner **ESCLOSEEXAM**
 - Student may find it easier to manage their needs by being seated in a certain place. For example, they find it easier to manage anxiety knowing they have no one sitting behind them/ cannot see people writing in front of them/ can easily leave the room if required

- A small room **ESSMRM**
 - Student may find a large exam venue overwhelming and need a smaller room with fewer people.
- Individual room **ESINDRM**
 - There are many reasons why some students may find they are unable to take their exams in a room with other people. Perhaps they need to move around without fear of distracting others, perhaps they need a reader or to read aloud to process their thoughts, perhaps they need to lie on the floor or do stretches to alleviate pain. This adjustment is only offered if deemed necessary as resources are finite.

Duration of Examination

Students may require additional time in which to complete their examinations. This may include additional time to work on the exam paper or time with the clock stopped. The amount of additional time allocated depends on the individual needs of the student. The most common adjustment is 25% additional time, this is easy to timetable and supports students who may require a bit more time to read, process, their thoughts, plan, write and/or proofread their work. In some cases, 25 % is not sufficient time, for example a student who needs to take longer to read a Braille script then dictate their answer to an amanuensis and listen to it read back to them as required.

In some circumstances the exam is assessing a student's ability to perform in a specific time frame. This may mean a request for additional time is **unreasonable**. Then it is important to explore which elements are time specific. For example, a practical exam with a time dependant activity cannot have extra time, however, it may be reasonable to provide additional time to read and understand the instructions.

Where a student needs to use the toilet, move around to stretch/exercise, administer medication or take in food/ drink, rest breaks with the clock stopped may be appropriate. This may be at agreed intervals or as and when the student needs to take a break.

- 25% additional time **ESX25**
- 50% additional time **ESX50**

- 100% additional time **ESX100**
- Rest breaks to be given on request **ESARBR**
 - Rest breaks are a standard 10 minutes per hour of exam to be used as and when required by the student. In a 2-hour exam this would equate to 20 minutes. The student may choose to take one 20-minute break halfway through or may prefer to take four 5-minute breaks. The clock is stopped, and the student can move around if necessary.
- 25% extra time to include rest breaks **ESX25ARBR**
 - The student can choose how best to use the extra time, to take a break or to compensate for slower working speed.
- Toilet Breaks **ESTBRKS**
 - The student may have a medical condition requiring urgent and/or frequent use of the toilet where the student should not be penalised by having less time to complete the assessment.

Format of Exam Papers

Changing the format of the exam paper can have a significant impact on a student being able to access the exam. Changes may be needed to the font size/style, the layout on the paper or the colour. These changes may be related to a specific learning difficulty, visual impairment or other disability affecting a student's ability to quickly read and assimilate information provided in standard text.

- 36 Arial Bold **ES36ARIALBD**
- A4 Arial 16 **ESA4AR16**
- A4 Arial 18 **ESA4AR18**
- A4 Arial 24 **ESA4AR 24**
- A4 Arial 28 **ESA4AR28**
- Braille Exam Papers Required **ESBRAILLE**
- Question papers Peach **ESPEACH**
- Question papers Blue **ESBLUE**
- Question papers Cream **ESCREAM**
- Question papers Green **ES GREEN**
- Question papers Light Grey **ESLIGHT GRAY**
- Question papers Light Green **ESLIGHT GRN**
- Question papers Purple **ESPURPLE**
- Question papers Pink **ESPINK**
- Question papers Yellow **ESYELLOW**
- Question papers Lilac **ESLILAC**
- Enlarged Papers A4-A3 **ESA3**
- Electronic Papers required **ESELECTRONIC**
- Formatted Papers- Single Sided **ESFPAPERSS**

Additional Equipment/ People

Some students may need additional equipment to enable them to fully access the examination and utilize their coping strategies.

- Memory Prompt sheet **ES MRPROMPT: Memory Prompt** (See memory prompt guidelines: Appendix 1)
- Overlay used **ESOVERLAY**
 - A coloured overlay can make reading easier and alleviates the need for coloured papers. Student will provide their own.
- Staff may need to wear radio aid transmitter **ESRADIO**
 - Student uses hearing aid which requires a transmitter to be effective.
- Needs to use Medical App on Phone **Esphoneapp**
 - Student may need to access health monitoring/medical app on phone. This will be supervised by invigilator.
- Medical monitoring during exams **ESmedmonitor**
 - For example, may need to check blood sugars.
- Hot water bottle in exams **ESHWBOTTLE**
 - Can be effective pain relief
- Use of Tens machine in exams **ESTENSMACH**
- Use of magnifier in Exams **ESMAGNIFIER**
- Radio for background noise in exams **ESRADIO**
- Invigilator to check student heard instructions **ESINSTRUCTIO**
 - Student may have a hearing impairment or 'zone out' so they do not always hear instructions.
- Requires the same invigilator where possible **ESSAMEINVD**
 - Student needs familiarity
- Invigilator to act as prompt **ESINVIGPRPT**
 - A student may need a prompt to help remind them to move on to the next question. I.e 'there is an hour remaining,' 'there is 15 minutes remaining'. This may be for a variety of reasons, maybe the student cannot see the clock, or the student has a disability that impacts on time management or an awareness of time.

Staff Awareness/ Health and Safety

If a student has specific needs that staff need to be aware of this will be communicated. This ensures that staff are prepared to act appropriately, for example if the student is taken ill.

This also covers issues which would normally be prohibited by exam rules and regulations, but which are reasonable in some situations, for example, food and drink being taken into the room.

- Epilepsy Protocol **ESEP**
- Epipen **ESEPIPEN**
- Food/Drink/Medication in exam room **ESFDM**
- Invigilator to be aware student is lipreading **ESINVLIPRD**
- Invigilator to be aware possibility of panic attack **ESPATTACK**
- Invigilator aware student has blackouts **ESBLACKOUT**
- Student allowed fidget toy in exam **ESFIDGETTOY**
- Will use own lumbar support in exams **ESLUMB**
- Student to bring own cushion **ESCUSH**

Complex assessment adjustments- details via email **ESCOMPLEX**

Sometimes it is difficult to break down the students' needs into 'codes', in this instance a conversation may need to be had with exams to establish how best we can meet the needs of the individual student and details will be sent in an email. This adjustment code highlights that an email has been sent.

Appendix 1

Keele University

Guidelines in using Memory Prompts

Purpose of the prompt sheet

The prompt sheet is aimed at compensating for the sequencing and poor memory difficulties experienced by people with dyslexia that are exacerbated by the stress of examinations. In the process of examinations dyslexics can often experience memory blocks and black outs which undermines the preparation they have undertaken for the examination. Any information that is of symbolic nature is likely to be lost in these conditions. The prompt sheet

may be recommended for certain examinations and not others. This will be made clear on the Examination Arrangements request form.

Any request for such arrangements will only be made when the diagnostic report clearly:

- **states that the memory weakness relating to the dyslexia is severe**
- **recommends the use of memory prompt sheets**

Method of Preparing

The student should make a formal request to use a prompt sheet through Disability Services.

When the use of a prompt sheet is granted, the department should identify the tutor who will be responsible for working with the student to approve the final sheet. The departmental tutor should sign the sheet and pass it directly to the Examinations Office.

The latest time for receipt of the agreed prompt sheet by the Examinations Office is **48 hours before** the start of the examination for which the prompt sheet is required.

The sheet will be retained by the Examination Office. It will be given to the student by the invigilator at the beginning of the examination, along with the question paper. A student will not be allowed to bring into the examination room their own copy of the prompt sheet.

The student should treat the memory prompt as part of the examination and therefore treat it as confidential information.

It is advisable for the department to retain a copy of the agreed sheet.

Content

The prompt sheet should be clearly headed with the subject, date and time of the examination and the name of the student.

A memory prompt sheet **may** contain:

- a list of spelling of complex, technical or unusual words
- Formulae
- Names in alphabetical order
- Dates in numerical order

For a seen examination essay the sheet may contain a skeleton structure or plan.

A memory prompt sheet **may not** contain any indication of meaning,

It should be no longer than one side of A4 paper.

Roles

Disability and Dyslexia Support

Disability and Dyslexia Support will:

- Complete the Examination Request Form in accordance with advice given in any appropriate reports, if the student requests the arrangement to be made. Making it clear which examinations are included in the request.
- Provide advice and guidance to any party involved in the preparation of the prompt sheets if requested to do so.

Student

The student will:

- Request permission to use a prompt sheet through Disability Services
- Prepare the prompt sheet for themselves
- Ensure it is approved by the departmental tutor before the date it needs to be submitted to the Examination Office.
- Record the date on which the approval was given

The Dyslexia Tutor

The Dyslexia Tutor will:

- Provide advice and guidance on the process by working with the student if requested by the student to do so.

Departmental Tutor

The Departmental Tutor will:

- Set the date for receipt of the prompt sheet for approval by the department
- Approve the prompt sheet and ensure it reaches the Examinations Office after signature of approval.
- Retain a copy of the prompt sheet in the department

Examinations Office

The Examinations Office will:

- Keep the prompt sheet secure and to give it to the student with the examination paper.