

Student & Academic Services Examination & Assessment Regulations for Students with Disabilities, Specific Learning Difficulties, Mental Health Difficulties & Long-term Medical Conditions

Student & Academic Services, October 2017,
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STUDENT & ACADEMIC SERVICES Examination & Assessment Regulations for Students with Disabilities, Specific Learning Difficulties, Mental Health Difficulties & Long-term Medical Conditions

Section 1: Policy

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, specific learning difficulties, mental health difficulties 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 aligns with the University Strategy to transform lives through inspired teaching and research and supports our commitment to social mobility and access to higher education as outlined in our Access and Participation Plan.
- 1.3 Additionally, the policy meets the requirements of the Quality Assurance Code of Practice (Section 3) Students with Disabilities (Feb 2010) Precept 12.

The relevant extract from the Code is attached as Appendix J.
- 1.4 The policy also positions the University for compliance with its responsibilities under the Equality Act 2010 and its Disability Equality Duty.

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 disabled as defined by the Equality Act 2010. This includes people who have:
 - i. Physical, or sensory impairments
 - ii. Specific learning difficulties (e.g. dyslexia and dyspraxia) or other cognitive impairments
 - iii. Mental health difficulties
 - iv. Hidden impairments (e.g. epilepsy, respiratory problems or heart conditions)
 - v. On-going or fluctuating medical conditions including unforeseen medical circumstances
- 2.2 Arrangements referred to in this document may be applied in respect of all forms of assessment. Including class based tests, presentations and any other assessed work as appropriate.
- 2.3 Where the assessment of students on a particular programme 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.

3.0 Administrative processes 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:

- i. Students with disabilities (as listed in 2.1) will have their evidence considered individually.
- ii. In addition, where there are professional requirements for fitness to practise, any disability (as listed in 2.1) may need to be disclosed during the recruitment process.
- iii. Disabled students (as listed in 2.1) are responsible for identifying themselves and their potential needs to staff providing Disability and Dyslexia advice as soon as possible and no later than the published deadlines.
- iv. Satisfactory documentary or other evidence of need entitlements is required.
- v. Disabled students can request an update to their examination and assessment arrangements at any time during the year.
- vi. The purpose is to treat disabled students more equally, 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).
- vii. Each Faculty has the primary responsibility for ensuring fair, reasonable examination and assessment arrangements for students with disabilities and specific learning difficulties.
- viii. Policy and practice should not be dependent on students' individual funding arrangements. However, where students can access funding arrangements e.g. through Disabled Students' Allowance (DSA), they have a responsibility to ensure this is in place before the start of the programme, or as soon as they become eligible.
- ix. Policy and practice should be applied consistently across the institution.

Pre-Admission

- 3.3 The Student Wellbeing Service, in partnership with Recruitment and Marketing, is responsible for ensuring individual applicants who have disabilities (as listed in 2.1) are aware of the ***Examination and Assessment Regulations for Students with Disabilities, Specific Learning Difficulties, Mental Health Difficulties and Long-Term Medical Conditions***, their responsibilities and timescales. Students registering with the Student Wellbeing Service will be sent an email link to relevant policies and procedures and email notices of deadline dates e.g. for reasonable adjustments for exams.

Enrolment/induction

- 3.4 Students should be informed of the policy at induction by their Faculties. Module Leaders should also ensure that the procedure for negotiating adjustments to assessment is clearly outlined in Student Module Handbooks. Reference to the Policy will also be included in relevant University publications including the University's website. Provision should be made at the time that the publications are commissioned to ensure that they can be easily converted to alternative formats.

On programme

- 3.5 On arrival at the University (or when a student has a new impairment, mental health difficulties, long-term medical condition or when there are changes to existing need) students must contact the Student Wellbeing Service for an evaluation of their entitlement to examination and assessment provisions.
- 3.6 No authorisation of alternative assessment provision can be made prior to an evaluation of a student's entitlement by staff in the Student Wellbeing Service. The procedures and evidentiary requirements for obtaining these entitlements are set out in [Appendix A](#) (Specific Learning Difficulties) [Appendix B](#) (Disability).

- 3.7 Any disabled student (as defined in 2.1) who has not presented themselves for evaluation of their entitlement to examination and assessment provisions within the required timescales cannot have their need retrospectively taken into account for exams and assessments unless the student can show valid reasons for not having declared it.
- 3.8 Personal tutors, module leaders and other University staff should direct students to contact the Student Wellbeing Service to obtain entitlements to examination and assessment provisions.
- 3.9 To claim entitlement to examination and assessment provision students will need to attend a meeting with a member of the Student Wellbeing Service for an evaluation of the entitlements based on appropriate supporting material as outlined in Appendices A & B.
- 3.10 Compliance with the Data Protection Legislation.

Students claiming entitlement will need to declare that they agree to relevant personal information supplied being available for use and circulation as appropriate within the University. The consent of the student will be identified using the Data Protection Legislation and Disclosure Form (see [Appendix D](#))

Students are responsible for informing the Student Wellbeing Service if their entitlement needs change to ensure that the data held by the University are up to date. This will ensure that student entitlement is processed fairly.

- 3.11 Any examination and assessment entitlement recommended for disabled students (as defined in 2.1) should be agreed with reference to the guidance underpinning the policy (Appendix H) and operational guidelines for the Student Wellbeing Service.
- 3.12 Following assessment by the Student Wellbeing Service Disability & Dyslexia coordinator, agreed 'standard' examination access arrangements are recommended and shared with the students' Faculty on a Greenwich Inclusion Plan (See [Appendix C](#)).
- 3.13 Following assessment by the Student Wellbeing Service Disability & Dyslexia coordinator, 'complex' examination access arrangements are requested with the students' Faculty on a Greenwich Inclusion Plan for agreement (See [Appendix C](#)).
- 3.14 In the case of disagreements on individual students' entitlements, as recommended by the Student Wellbeing Service to the Faculty, the Director of Student & Academic Services and the Faculty Director of Learning and Teaching will review and recommend courses of action.
- 3.15 The entitlements recommended by the Student Wellbeing Service is final subject to any changes in an individual's impairment or illness. The University's formal complaints procedure is open to students dissatisfied with the outcome.
- 3.16 Recommended examination access arrangements (See [Appendix C](#)) are entered onto the student record in BANNER by the Student Wellbeing Service. Once the entitlement is confirmed on BANNER the responsibilities of the Faculty Examinations Offices, Faculty and the Student Wellbeing Service, as stated in section 4.0 below are effective.
- 3.17 The Faculty Exams Office will include details of approved examination access arrangements on the Invigilators Report.
- 3.18 The student will be able to check the progress of their application for examination access arrangements on their personal BANNERWEB record. The arrangements are first entered as "CONFIRMED" by the Student Wellbeing Service and will only be amended if the Faculty cannot implement the requested arrangements. The student will be advised of any amendments.

- 3.19 Students with disabilities, specific learning difficulties, mental health difficulties and long term medical conditions requiring evaluations to obtain adjustments in examinations and assessments should meet a member of Student Wellbeing Service and present their evidence at the earliest opportunity, but no later than 6 weeks before the relevant examination period commences. Deadlines will be published on the Student Portal; this will enable appropriate exam access arrangements to be administered in advance.

4.0 Responsibilities for meeting entitlements

- 4.1 The Faculty Examinations Office is responsible for:
- i. Including details of candidates' entitlements on the invigilation reports.
- 4.2 Each Faculty is responsible for:
- i. Making evidence based evaluations of temporary conditions (e.g. broken arms, pregnancy).
 - ii. Implementing the examination access arrangement recommendations of the Student Wellbeing Service.
 - iii. Receiving approved recommendations as appropriate for dissemination to Module Leaders / Personal Tutors.
 - iv. Arranging and funding invigilators for separate/ individual invigilation and ensuring they are fully briefed.
 - v. Providing computers, appropriate assistive software and printing facilities, where required, for examinations.
 - vi. Advising the student of the actual examination arrangements.
 - vii. Providing information to the Student Wellbeing Service regarding those students who did not use their examination arrangement(s).
- 4.3 The Student Wellbeing Service is responsible for:
- i. Undertaking evidence based evaluations of entitlement for disabled students (as defined by the Equality Act 2010) and advising Faculties about reasonable adjustments.
 - ii. Updating BANNER student records for exam access arrangements.
 - iii. Undertaking re-evaluations of entitlement (based on evidence) where the needs of the candidate changes.
 - iv. Providing an ergonomic chair where recommended.
 - v. Providing guidance to Faculties on individual issues arising on an ad hoc basis around exams and assessment formats and recommending courses of action to the Director of Learning and Teaching for approval.
 - vi. Collating information obtained from the Faculty Exam Offices regarding students who do not use their exam access arrangement(s) and present findings at the Exam Operations Group.
 - vii. Where notified by Faculty, communicating with students that did not use their exam access arrangements and updating accordingly.
- 4.4 The Student is responsible for:
- i. Providing appropriate and up to date evidence of need to the Student Wellbeing Service team.

- ii. Contacting the Student Wellbeing Service in a timely fashion to ensure administrative arrangements can be made. Deadlines are published on the Student Portal: portal.gre.ac.uk
- iii. Where human support is required, providing the Student Wellbeing Service with notice of the date, timing and location of examinations at least three working weeks beforehand. In the case of Communication Support Workers at least four weeks' notice is required.
- iv. Informing their Department/School/Faculty Exams Office if they decide not to use agreed adjustments in any or all of their examinations at least one week before the examination.

5.0 Monitoring and Review

- 5.1 The Head of Student Wellbeing Service reviews how the provision of access arrangements in examinations has impacted on the service annually. The Student Wellbeing Service can produce data on the total number of students having examination access arrangements in each examination period and a break down by adjustment type. The Faculty Examinations Office will continue to monitor candidate requirements in exams, to include checking fulfilment of additional entitlements.
- 5.2 The Student Wellbeing Service will also conduct an annual review process engaging with students who have approved entitlements.

APPENDICES

Student & Academic Services Examination & Assessment Regulations for Students with Disabilities, Specific Learning Difficulties, Mental Health Difficulties & Long-term Medical Conditions

APPENDIX A Supporting evidence required for students with specific learning difficulties

APPENDIX B Supporting evidence required for students with other disabilities

APPENDIX C Greenwich Inclusion Plan

APPENDIX D Data Protection and Declaration Form

APPENDIX E Guidance on using Readers and Scribes

APPENDIX F Guidance Notes on the use of a laptop/computer in examinations

APPENDIX G Further guidance and information

APPENDIX H QAA Code of Practice – Students with Disabilities

APPENDIX A: Supporting evidence required for students with specific learning difficulties

A dyslexia screening undertaken by the Student Wellbeing Service Disability and Dyslexia Coordinator.

JCQ Form 8 from previous educational establishment to show history of need and provision.

A full diagnostic assessment report from a Chartered Educational Psychologist or specialist teacher with a recognised dyslexia qualification. In the case of students with dyspraxia difficulties, a full report from an occupational therapist is also acceptable.

Procedures for organising adjustments to the assessment process:

Stage 1

The student arranges a meeting with a member of the Student Wellbeing Service Disability and Dyslexia Coordinator to present the evidence of their disability and discuss suitable arrangements before the deadlines relating to the relevant examination cycle.

Stage 2

The Student Wellbeing Service makes recommendations to the Faculty based on the evidence. If the Faculty is dissatisfied that the examination access arrangements cannot be implemented, for example it would compromise competence standards, then 3.13 comes into effect.

Stage 3

The Student Wellbeing Service Disability and Dyslexia Coordinator will:

- Enter the arrangements into the BANNER records system
- Inform the student that the arrangements are agreed

APPENDIX B: Supporting evidence required for students with disabilities

Assessment report or letter of confirmation from a relevant professional or specialist agency e.g. Education Health Care Plans (EHCP), GP, Medical Consultant, Community Care Assessor, Rehabilitation Officers, Occupational Therapists, RNID, RNIB, or Centre for Independent Living.

A current DSA Study Needs Assessment Report.

Procedures for organising adjustments to the assessment process:

Stage 1

The student arranges a meeting with a member of the Student Wellbeing Service Disability and Dyslexia Coordinator to present the evidence of their disability and discuss suitable arrangements before the deadlines relating to the relevant examination cycle.

Stage 2

The Student Wellbeing Service makes recommendations to the Faculty based on the evidence. If the Faculty is dissatisfied that the examination access arrangements cannot be implemented, for example it would compromise competence standards, then 3.13 comes into effect.

Stage 3

The Student Wellbeing Service Disability and Dyslexia Coordinator will:

- Enter the arrangements into the BANNER records system
- Inform the student that the arrangements are agreed



Student Wellbeing Service

Greenwich Inclusion Plan – Disability - CONFIDENTIAL

Student Name and Banner ID	
Disability type Choose an item.	
Further information:	
Level Choose an item.	Course
Faculty Choose an item.	Year Choose an item.
Campus Choose an item.	Date Click here to enter a date.
Completed by Choose an item.	

Medical Evidence: <input type="checkbox"/> DSA Needs Assessment Report <input type="checkbox"/> Diagnostic evidence <input type="checkbox"/>	DSA Status
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If there are any anticipated difficulties in implementing the adjustments recommended please contact the Student Wellbeing Service as soon as possible.

Teaching and Learning Reasonable Adjustments Recommended

- Access to lecture slides, or recommendations for brief introductory readings to the lecture, in advance, wherever possible.
- Permission to record lectures or access to recordings made through automatic lecture capture in accordance with university policy.
- Important information to be provided in written form.

Software/equipment used

Non-medical helper support

Preparation for Learning/Virtual Learning Environments

Lectures/ Seminars/tutorial/class discussion

Group Work

Field trips/external visits

Health and safety

Access

ILS Facilities

Individual induction by arrangement

Books removed from shelves with notice

Help carrying within the library

Other - specify

Exam arrangements

SWS to agree automatically:

Extra time :		Ergonomic chair	
Use of computer		Cerium overlay – colour:	
Separate Room with Others		Personal Care assistant	
Rest Breaks		Headphones	
Text to speech (TextHelp Read & Write Gold) (TTS)			
PEEP			
1 st Aid Alert			

Faculty approval required:

Signer	
Braille papers	
Separate room individual	
Modified papers	
Prompt	
Reader	
Speech to text (Dragon) (STT)	
Amanuensis (Scribe)	

- **If the student is likely to be required to do exams from another faculty, please communicate these exam arrangements to that faculty.**

Placements

The student should have an opportunity to meet with relevant staff in the faculty to discuss possible adjustments and their practical application within the placement setting. Disability coordinators can assist with this if necessary.

Work placements are currently included in the Equality Act 2010 which means that the university must take into account a student's disability when arranging work placements and liaise with the placement providers to implement the support. This includes people who are on a work placement as part of a vocational training programme. The providers of work placements are now required to ensure that they do not have discriminatory practices and also to make reasonable adjustments for disabled people on a work placement. The length of the work placement may be a factor when determining whether an adjustment is reasonable. Any adjustments provided will need to be balanced with the need to demonstrate skills and competencies necessary for different professions.

Student responsibilities

- **If you're not going to use the exam arrangements that have been agreed, please let your faculty exams office know in advance as there may be cost implications.**
- Check your exam arrangements on Bannerweb (via the Portal). If your arrangements involve a different exam venue check your personal timetable. If you have any questions about this, please ask your faculty exams office.
- Seek advice about placements, field trips and study abroad well in advance.
- Contact your faculty about **academic** queries in the usual way (see your student handbook for contact details).
- Contact Student Wellbeing for **support and DSA queries** 020 8331 7875 wellbeing@gre.ac.uk
- Inform your faculty and Student Wellbeing if there are relevant changes in your circumstances.

Further information

The student has participated in the drawing up of this document and has agreed that it can be shared with university staff involved in the implementation of adjustments and inclusive strategies recommended. Please ensure that the document is circulated **appropriately on a need to know basis**. If you need to discuss any aspects of these recommendations with the student, please ensure that his/her right to confidentiality is maintained and that it takes place in a private setting. [Click here for link to Student Confidentiality Policy Statement](#)

For further information for staff working with students with disabilities, dyslexia, mental health conditions and long term medical conditions see:

<https://docs.gre.ac.uk/rep/sas/examinations-and-assessments-regulations>



Disability & Dyslexia Support through the Student Wellbeing Service

Student Name:

ID number:

Data Protection Legislation, the Purpose of Processing Data, and Retention of Data

The University of Greenwich is a data controller in terms of Data Protection Legislation. The Disability & Dyslexia Service in Student Wellbeing follows University policy in matters of data protection.

The Disability & Dyslexia Service will process the following types of personal data for the purposes of considering individual reasonable adjustments to your teaching and learning, including exam arrangements:

- medical and diagnostic evidence
- psychological assessments
- DSA Study Aids and Strategies Assessments (also called Needs Assessments)

Data records are retained for the duration of the current academic year plus six further years. Records are stored on a secure part of the university system and protected from unauthorised view. After this retention period all records are securely destroyed.

We may also collect statistical data – e.g. information about service users' disabilities and feedback given about our service. This data may be shared within the University for administrative and statistical purposes and may be part of freedom of information requests. You will not be personally identifiable in this reporting. All records are kept securely within the terms of the University's Data Protection Policy and Data Protection Legislation.

By giving consent to the Disability & Dyslexia Service holding your sensitive and personal data, you understand that only agreed information is shared outside the Student Wellbeing Service to relevant people with your consent. The sessions can be confidential but you acknowledge that it has been explained to you that there may be circumstances arising in

the management of risk which means that the University may need to disclose certain information to additional University personnel or to third parties.

By signing this form you will be giving the University permission to collect, hold and process additional sensitive and personal data relating to you for evaluation.

Signing this declaration does not diminish or otherwise compromise any rights you enjoy under Data Protection Legislation. Should the University need to collect and process additional sensitive data your explicit consent will be sought. Further information can be obtained from the University's Data Protection Policy and Codes of Practice.

Reasonable Adjustments and Confidentiality

Students can decide not to disclose any information about their disability outside of the Student Wellbeing Service. If this is the case then it is likely that reasonable adjustments may not be able to be put in place, including special exam arrangements. This will be discussed with you.

Consent to disclose within the university

The Student Wellbeing Co-ordinators (Disability & Dyslexia) may need to share relevant information with a number of colleagues to make your support needs known and ensure reasonable adjustments can be put in place.

Information is disclosed in a Greenwich Inclusion Plan (GIP) to staff involved in making the reasonable adjustments. Please indicate that the following may have access to the GIP: ✓

The relevant Director of Student Experience	<input type="checkbox"/>	Course tutors	<input type="checkbox"/>
The Programme Leader	<input type="checkbox"/>	The Disability Named Contact for the Faculty/dept.	<input type="checkbox"/>
Personal Tutor	<input type="checkbox"/>	Faculty administrators & exams team	<input type="checkbox"/>

For PhD students only: ✓

RETI	<input type="checkbox"/>
Supervisors	<input type="checkbox"/>
Examiners (including External Examiners from outside the University of Greenwich)	<input type="checkbox"/>

Please indicate the level of information about your disability/disabilities that you are happy for the GIP to contain in addition to the reasonable adjustments outlined:

	✓	Further information you want us to include:
Disability overview	<input type="checkbox"/>	
Medical /diagnostic description and effects on study	<input type="checkbox"/>	

Declarations to be agreed by the student if consent to disclose agreed disability information within the University is given:

I have read and understood the Data Protection statement and agree to the University collecting, holding and processing my sensitive and personal data for the purposes described above. I confirm that the information supplied is true and that I would be willing, if required, to answer further questions related to it.

I give permission for the Student Wellbeing Service to disclose agreed information about my condition/disability to professionals involved in delivering reasonable adjustments.

Declaration only to be agreed by the student if consent to disclose disability information within the University is NOT given:

I do **NOT** give permission for the Student Wellbeing Service to disclose information about my condition/disability outside the service.

Signed

Print Name

Date/...../.....

APPENDIX E: Guidance on using Readers and Scribes

A reader or scribe would be recommended where this is the candidate's normal method of working. Where the candidate is using a scribe or reader only for the purposes of an examination it is recommended that s/he should practice this way of working beforehand.

Scribes

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

The scribe:

- Writes down verbatim what is dictated
- Is **not** responsible for organising the student's thoughts into a final draft
- can ask the student to clarify spellings of names of specialist and technical terms used in their answer at the end of the examination
- **cannot** give any factual help to the candidate
- **cannot** 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.

The Reader:

- Is there to read accurately the question and the rubric
- Can be requested to read questions as often as the student requires, along with the answer already recorded
- Is permitted to give the spelling of a word which occurs in the question paper, otherwise spellings must not be given
- **Cannot** give any factual help to the candidate
- **Cannot** give any advice regarding which questions to answer and in which order
- **Cannot** explain the meanings of words

APPENDIX F: Guidance notes on using a laptop/computer in examinations

Candidates who are allowed this adjustment are expected to have adequate keyboard skills and to have practised using a PC to produce answers under exam conditions. This includes knowing how to save work onto an external device and how to use all the programmes and functions needed to complete the examination paper.

Wherever possible, candidates should be provided with University equipment. However, where it is essential for the student to use his or her own laptop/computer, 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 candidate is answering an examination paper over two or more sessions, the invigilator should hold any external devices on which the examination script is recorded between sessions. The device should be clearly marked with the candidate's name and number and dates and times of the examination.

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

The invigilator should ensure that the candidate uses only those facilities which have been approved following an evaluation from the Student Wellbeing Service and as specified in the invigilators report.

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

Time should be allowed at the end of the examination period for printing examination answers and checking the quality of the printout.

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

Scripts saved onto external devices should be returned with the signed printed examination script to the invigilator.

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

APPENDIX G: Further guidance and information

Please contact:

Student Wellbeing Service Administrator

Maritime Greenwich Campus
Dreadnought Building, room D003
Old Royal Navy College
Park Row
Greenwich
SE10 9LS

Tel: 020 8331 7875
Fax: 020 8331 7862
E-mail: wellbeing@gre.ac.uk

APPENDIX H: QAA Code of Practice – Students with Disabilities

This will be updated to reflect the new QAA Code of Practice for implementation in August 2019.

Extract from:

*Code of practice for the assurance of academic quality and standards in higher education
Section 3: Disabled students – February 2010*

Precept 12

Academic assessment

Academic assessment practices ensure that disabled students are given the opportunity to demonstrate the achievement of learning outcomes and competence standards.

In fulfilling their anticipatory duty, institutions should ensure that their assessment strategies and methods are sufficiently flexible to give all students an opportunity to meet the objectives of their programmes of study. There may be more than one way of demonstrating the attainment of a learning outcome and the various possibilities should have been considered in the process of programme design.

Institutions should use a range of assessment methods (whether for summative, formative, or other purposes), as a matter of good practice to provide opportunities for disabled learners to show that they have attained the required standard. Where reasonable adjustments are required with respect to assessment, institutions should seek to ensure that they are reviewed at regular intervals to ensure their effectiveness and that they operate with minimal delay and disruption to the individual student.

Institutions should make the assessment criteria and allocation of marks clear and transparent to students as early as possible. These must be set in a fair, non-discriminatory way. Identifying clear criteria for assessment can also aid in discussion and agreement on assessment strategies appropriate to meet the entitlements of individual students.

Consideration should be given to the institution's marking policies and procedures to ensure transparency and fairness for disabled students, taking into consideration the reasonable adjustments that have been agreed. Consideration should be given to the format in which feedback is provided by the institution to ensure that it is fully accessible to disabled students.

Institutions should seek to monitor the consistency and comparability of inclusive assessment practices across modules, programmes, departments and faculties (including in the context of off-campus learning).

Staff should be given access to sources of advice, both from within the institution and externally, about inclusive assessment strategies and practices, as well as the assessment implications for individual disabled students.