

# **Accessible Examinations and Assessments for Disabled Students**

Paul Brown, Director,  
Scottish Disability Team  
**p.d.brown@dundee.ac.uk**  
**<http://www.sdt.ac.uk>**

Anne Simpson, Head of Special Needs Service, University of  
Strathclyde

**a.simpson@mis.strath.ac.uk**  
and Manager of the **Teachability** Project  
**<http://www.teachability.strath.ac.uk>**

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# **Teachability**

Academic departmental self review of curricular provision for disabled students

- Identify
- Reflect and review
- Evaluate
- Change? - perhaps

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## **Accessible examinations and assessments for disabled students**

### **QAA:**

- Effective procedures to design, approve, supervise and review assessment strategies
- Appropriate standards for awards
- Explicit, valid and reliable principles, procedures and processes

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## **Accessible examinations and assessments for disabled students**

### **QAA:**

- Assessments should be conducted with rigour, fairness and due regard to security
- Clear and publicised criteria for award of marks
- Consistent implementation of marking criteria

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**Examinations and Assessments: the DDA and beyond**

- Exams and assessments are listed as student services in the provision of which discrimination is possible
- Discrimination in relation to exams and assessment = either less favourable treatment or failure to make reasonable adjustments without justification

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**Examinations and Assessments: the DDA and beyond**  
**Compliance presupposes:**

- An understanding of what amounts to less favourable treatment
- An awareness of possible reasonable adjustments
- The wherewithal, including resources, to convert knowledge and awareness into practice

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**Examinations and Assessments: the DDA and beyond  
DDA Amendment Regulations:**

- Adjustments: whose responsibility?
- Competence standards and objective justification

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## **Examinations and Assessments: the DDA and beyond**

### **Justifications**

- Academic and prescribed standards
- Financial resources
- Grants/loans
- Cost
- Practicality
- Other available aids and services
- Health and Safety
- 'Interests' of other students
- **Must not be used spuriously**
- **Must be material and substantial**

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## **Accessible examinations and assessments for disabled students**

### **What adjustments can you make/not make?**

- Extra time
- Rest breaks
- Amanuenses
- OU yardstick examination
- Signed answers for students whose first language is BSL

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## **Accessible examinations and assessments for disabled students**

### **What adjustments can you make/not make? cont'd**

- Proof reading support for dyslexic students writing dissertations
- Assistant to carry out manual tasks in practical laboratory assessment
- Production of a three dimensional model as alternative to two dimensional diagram

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## **Accessible examinations and assessments for disabled students**

### **Academic Standards**

#### **Paragraph 4.27 of the Code of Practice**

*4.27 The academic standards reason should not be used spuriously. Where elements are not central or core to a course, they are unlikely to provide a reason to justify discrimination based on academic standards. Nor can academic standards be used as justification for barring whole groups of disabled people from courses or services. Any justification has to be relevant to the academic standards of a particular course and to the abilities of an individual person.*

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## **Accessible examinations and assessments for disabled students**

- When should you take the decision?
- Are you able to adjust what is assessed as well as how it is assessed?
- Who should take the decision?
- What about issues of confidentiality