

| <b>Evaluating Practice</b>  | <b>True/ true to some extent/ false</b> | <b>Action? Whose?</b> | <b>Priority</b> |
|---|---|-----------------------|-----------------|
| Staff are consciously aware of, and in agreement about, what aspects of student attainment or performance they are trying to assess.  |   |                       |                 |
| Students are aware of the aspects of attainment or performance which are the subject of assessment.   |   |                       |                 |
| The nature of marking criteria are kept under regular review: such matters as the importance of spelling, grammar, the ability to calculate, and the ability to remember dates and constants are collectively evaluated by the staff including part-time staff and teaching assistants. |   |                       |                 |
| Policies concerning electronic aids to spelling, grammar and calculation in examinations are kept under regular review.   |   |                       |                 |
| Where a student is unable by reason of an impairment to show evidence of relevant attainment or performance in the standard way, alternative arrangements are put in place if it is possible to do so.  |   |                       |                 |

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|--|---|-----------------------|-----------------|
| The flexibility referred to above is available in terms of deadlines and timetabling of assessments.   |   |                       |                 |
| Alternative assessment arrangements as referred to above are well controlled to ensure consistency and fairness, vis-à-vis both the students taking them and other students.                     |   |                       |                 |
| Assessment feedback to students is accessible to all our students, both in terms of content and format.  |   |                       |                 |
| Those responsible for our examinations and assessment appeals are well versed in the ways in which procedures may need to be adjusted in acknowledgement of the needs of some disabled students. |   |                       |                 |