

## SECTION O.5: POLICY CONCERNING THE ASSESSMENT OF STUDENTS WITH SPECIAL NEEDS

### Part A: STUDENTS REQUIRING SPECIAL ARRANGEMENTS IN EXAMINATIONS

#### SHORT TERM ARRANGEMENTS

1. Students who are unable to sit assessments due to recent circumstances of short duration such as an injury to the writing hand or bereavement of a close family member should contact the Course/Module Leader and the Director of Studies for the degree/programme of study as soon as possible after the circumstances arise.
2. In such situations, students should claim mitigating circumstances. The mitigating circumstances claim should be lodged with Registry in the normal manner, and should include appropriate evidence, for example a medical note, to support the claim.
3. If the mitigating circumstances claim is accepted, the Board will normally allow the student to sit the assessment as a first attempt at the next appropriate assessment point. The Board may recommend the use of an alternative assessment if, in its judgement, the circumstances warrant it.

#### LONG TERM ARRANGEMENTS

4. It is the student's responsibility to inform the Disability Co-ordinator in the Equal Opportunities Centre of his/her special requirements. All students wishing to claim consideration for dyslexia or other disabilities must present **medical evidence** or a **specialist's report** at least **four weeks** before any exam or internal test in which they wish the circumstances to be considered. The evidence will be held on file for the duration of the student's course.
5. The adjustment depend on the individual needs of the students. Currently, the arrangements made to help the student may include additional time for examinations and tests, and/or the use of a computer or scribe. Normally, up to 25% additional time may be allowed, depending on the specialist advice available.

Normally, the coursework of dyslexic students who receive special concessions with regard to exams should be marked for content rather than for spelling and/or grammatical errors; to facilitate this, students will be issued with stickers to attach to their exam papers to flag their condition to the markers.

6. Agreed special requirements will apply for the length of the student's course.
7. Once the special arrangements have been agreed, no further concessions will be made by the Board of Examiners in respect of the conditions identified.
8. Where students find, in the light of their experience, that the arrangements made do not meet their requirements, they may ask, the Disability Co-ordinator, for them to be reconsidered for future examinations.

Academic Regulations and Procedures: Policy concerning the needs of students with Special Needs

9. Course Handbooks, Module Directories and Course literature will indicate those modules whose stated outcomes include the ability to communicate effectively in the written form.

## PANIC ATTACKS

10. Students who experience panic attacks in examinations may request, *in writing and not later than four weeks before any examination or internal test*, a separate room for an examination, **providing that the condition was declared on their UCAS form, and the request is supported by a recent medical certificate/doctor's note**. No other special conditions will be granted, and affected students are advised to seek medical/counselling help.

## Part B: DYSLEXIC STUDENTS: PROTOCOL FOR DEALING WITH THE REVIEW OF ASSESSMENT ITEMS COMPLETED PRE-DIAGNOSIS

### Introduction

11. There is a well-founded mechanism for dealing with the work of students who are diagnosed with dyslexia (the yellow sticker system), but there is less certainty about what should happen when students are diagnosed with dyslexia at a point in their course when they have already submitted written assignments or examinations. The purpose of this section of the policy is to establish a protocol for dealing with such instances.

### Protocol

12. At the point of a dyslexia diagnosis, the student can apply for any written assignment or examination paper submitted for assessment in the academic year in which they are diagnosed, to be re-marked
13. If, as a result of the re-marking, the marks awarded are adjusted upwards, all previous work submitted (including any past examination papers) will be reviewed. Where students have been penalised for spelling or grammatical errors, an appropriate adjustment will be made.
14. Students diagnosed with dyslexia should complete a request for re-marking application, available from the Student Enquiries Desk. The completed form, together with the work to be re-assessed should be submitted to the Complaints and Appeals Officer, Registry Services. The application form is also available on the website at [www.worcester.ac.uk/registry](http://www.worcester.ac.uk/registry).
15. It will be the student's responsibility to ensure that work previously submitted (except for past examination papers) is made available for re-marking. There will be no right of appeal following re-marking of the relevant assignment(s) or examination papers.