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SECTION 7:
EXAMINATION AND
ASSESSMENT
ARRANGEMENTS FOR
STUDENTS WITH
SPECIFIC NEEDS
Contents
7.1

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7.1 THE ROLE OF THE SCHOOL
DISABILITY REPRESENTATIVE (SDR)
7.1.1 It is the responsibility of School Disability Representatives (SDRs) to ensure that information
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ìñæïøçìñê÷ëèö÷øçèñ÷đöAcademic Tutor, relevant teaching staff, the Disability Advisory Service,
the Examinations, Student Records and Graduation Office, and SDRs in other Schools if the
student is taking modules from more than one School.
7.1.2 Students who suspect that they may have specific learning difficulties (such as dyslexia) should
always be referred to the Disability Advisory Service (please see section 7.2.10-7.2.12

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¤èêÐÙđöïè÷÷èõòõÍÜÊÊööèööðèñ÷¥It is vital that such arrangements are requested as early
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Special Examination Arrangements
7.2.5 All students for whom special examination arrangements are to be made will receive, in addition

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Learning and the Teaching and Learning Dean for the recommendations to be disregarded
(please see section 7.5 below).
7.2.11 The most frequent recommendations made for students who have been diagnosed with
specific learning difficulties include:
¬ Extra time in which to complete examinations (most commonly 10 or 15 minutes extra per
hour);
¬ No penalties to be given for poor spelling, grammar or sentence structure in examinations
and in coursework.
7.2.12 Students for whom such recommendations have been made will normally sit their examinations
in a venue designated for students who receive extra time. If they are not to be penalised for
poor spelling, grammar or sentence structure they will be given coloured labels indicating this to
attach to the front of each answer book (please see section 7.3 below for details of special
coursework arrangements for students with specific learning difficulties).
Students who have physical difficulties
7.2.13 Students with physical difficulties may be able, at the request of the SDR, to sit their
examinations in an alternative venue where the need to rest, stretch or walk around can be
accommodated. Individual arrangements will be made for students who use wheelchairs, or for
students who have particularly complex needs.
Students who require the use of a computer in examinations
7.2.14 The Examinations, Student Records and Graduation Office has a dedicated computer room for
use by students who either due to physical or specific learning difficulties are unable to write
their examination answers by hand. The computers used are standard University PCs, which
are isolated from the network to prevent access to emails or the internet. Printing facilities are
provided free of charge.
Students who require the use of an amanuensis in examinations
7.2.15 Students who are unable either to write by hand or type their answers may request the use of
an amanuensis (scribe) in examinations. As a student using an amanuensis needs to be
accommodated in a separate room, it is usually necessary for the School to provide a suitable
venue.
7.2.16

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Students who cannot sit examinations on a specific day
7.2.18 Where a student is unable to sit examinations on a specific day or during a specific period, the
Examinations, Student Records and Graduation Office should be notified as early in the Session
as possible. The Examinations, Student Records and Graduation Office will endeavour to take
such requirements into account during the timetabling process, but it should be recognised
that this is not always feasible.
7.2.19 Òéì÷ëäöñò÷åèèñóòööìåïèéòõ÷ëèö÷øçèñ÷đöõèôøìõèðèñ÷ö÷òåè÷äîèñìñ÷o account (or if the
student has only realised after the timetable has been produced that they are unable to sit an
examination at a particular time, e.g. because they have to attend a family funeral), then it may
be possible for the student to sit the examination earlier or later than scheduled. However, it
will not normally be possible to move the examination to a different day. Arrangements are
made on an individual basis, but will involve the student sitting in an alternative venue and being
held in a period of academic isolation. It should be noted, however, that in this situation it may
be more appropriate for a student to submit an Extenuating Circumstances Form and ask to be
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7.2.20 Alternatively, a School may in certain circumstances set a special paper for the student
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7.3.3 In addition, for coursework produced under conditions of strict time limitations (such as
practical reports), students with specific learning difficulties should be given the same amount
of extra time as they would be entitled to in examinations.
7.4 SPECIAL ARRANGEMENTS FOR IN-CLASS TESTS
7.4.1 Where in-class tests (administered locally by Schools/Departments) form part of the
summative assessment for a programme, the School/Department is responsible for ensuring
that students with special needs benefit from any special arrangements which have been
agreed for University examinations. For example, students with specific learning difficulties