

Higher Education Reasonable Adjustments Procedure 22/23

APPROVED BY PMs ON MAY 2022

Applies to:	
Harrogate College	
Keighley College	
Leeds City College	
Leeds Conservatoire	
White Rose Academies Trust	
University Centre Leeds	X

CHANGE CONTROL

Version:	1	
Approved by:	PM's	
Date approved:	May 2022	
Name of author:	Student Support	
Name of responsible committee:	HE Registry	
Related policies: (list)	Higher Education Reasonable Adjustments Policy Student Support Strategy Mental Health Policy Admissions Policy Admissions Procedure	
Equality impact assessment completed	Date:	May 2022
	Assessment type <input type="checkbox"/> Full <input type="checkbox"/> Part <input checked="" type="checkbox"/> Not required	
Policy will be communicated via:	Website VLE	
Next review date:	August 2023	

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1. AIMS OF PROCEDURES

- 1.1 The procedures discussed in this document apply to Leeds City College campuses providing higher education courses (hereafter referred to collectively as University Centre Leeds), staff and students.
- 1.2 Its purpose is to ensure that the HE Reasonable Adjustments procedures are implemented consistently across the HE campuses and staff and students are aware of the procedure to access Reasonable Adjustments while studying at the University Centre Leeds.
- 1.3 The term 'reasonable adjustment' will be used throughout the document and will refer to any reasonable adjustment students might require while studying at the college (see section 2). This can include reasonable adjustments applied to exams and to formal assessments.
- 1.4 The reasonable adjustments offered at the University Centre Leeds are there to enable students to overcome barriers to progress, by addressing specific difficulties. In doing this we aim to promote equal opportunities throughout the college.

2. DEFINITIONS

2.1. The Equality Act 2010 definition of disability

'A physical or mental impairment that has a substantial and long-term negative effect on a person's ability to carry out normal day-to-day activities'

2.2. Reasonable Adjustment

The University Centre Leeds is required, under the Equality Act 2010, to make reasonable adjustments where a candidate, who is disabled within the meaning of the act, would be at a substantial disadvantage compared to someone who is not disabled. The University Centre Leeds is required to take reasonable steps to overcome that disadvantage.

Agreed before an assessment, reasonable adjustments allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without affecting the integrity of the assessment.

3. TYPES OF REASONABLE ADJUSTMENT

3.1 Extra Time

An allowance of additional time that can be applied to exams and assignments.

- 3.1.1 In the case of exams (including class-based assessments), this will be a fixed percentage of the specified exam duration, usually 25%. Exceptional cases, where the recommendation is for more than 25%, would need to be considered individually based on the candidate's needs and the available supporting evidence.

For example:

Specified exam duration	Extra time allocation (mins)		
	25%	50%	100%

1 hour	15	30	60
1.5 hours	23	45	90
2 hours	30	60	120
3 hours	45	90	180

Where 25% extra time is to be made available to a candidate in their examinations, appropriate invigilation and timetabling arrangements must be in place.

Extra time will not be permitted in examinations testing the time in which a skill is performed, such as expressive arts, a musical performance, or a sport, where timing is an explicit part of the assessment objective.

Candidates may not require extra time for every examination/assessment and every subject. As subjects and the methods of assessment vary, so the demands on the candidate will vary.

Extra time may not be appropriate in:

- Practical examinations;
- Non-examination assessments where the impairment has a minimal effect on the assessment.

Care must be taken within to ensure that candidates (whose normal way of working is to use extra time) are not placed at a disadvantage.

3.1.2 Extra time of up to 50% (between 26% and 50% extra time). Access arrangements and reasonable adjustments are determined on an individual basis, based on the assessment evidence, the candidate's demonstrated needs within the University Centre Leeds and their normal way of working. If a candidate with processing difficulties can demonstrate their knowledge, understanding and skills with 25% extra time then it would not be appropriate to award more than this. To do so would not create a level playing field. It would advantage the candidate over their peers.

For the overwhelming majority of candidates with cognition and learning needs who require extra time, 25% will be sufficient. If more than this is needed, there must be a strong justification as to why more than 25% extra time is required, including a substantial body of evidence. An application for extra time of more than 25% and up to 50% must only be processed in the following exceptional circumstances:

- a) Learning difficulties (including a candidate who has a learning difficulty as evidenced by a current EHCP, a Statement of special educational needs, a diagnostic assessment report (SpLD, ASC, etc.)).
- b) A candidate who has been assessed using nationally standardised tests by an appropriately qualified member of staff. Results must be given as standardised scores. So as not to give an unfair advantage, only very substantially below average standardised scores of 69 or less are acceptable. The candidate must have two very substantially below average standardised scores which relate to two different areas of speed of working as below:
 - speed of reading and speed of writing;
 - speed of reading and cognitive processing measures;
 - speed of writing and cognitive processing measures;

- two different areas of cognitive processing which have a very substantial and long-term adverse effect on speed of working.

The candidate will have been assessed with current editions of nationally standardised tests conducted within their current course of study. This will be in addition to a compelling and substantial picture of need, indicating the candidate's normal way of working.

- c) A medical condition, a physical disability or difficulty, a sensory impairment (hearing, vision or multi-sensory impairment).

A candidate who has a medical condition, a physical disability or difficulty, a sensory impairment (hearing, vision or multi-sensory impairment) that very substantially hinders their speed of working.

Extra time might be needed for various reasons. For example, it could take a candidate with a very substantial multi-sensory impairment longer to read and process text, and to find their way round a modified enlarged paper.

Where a candidate is proficient in reading a Braille paper it would normally be appropriate to award no more than 50% extra time.

Where a candidate is proficient in using a modified enlarged paper, whether with a computer reader/reader and/or a scribe, it would normally be appropriate to award no more than 50% extra time.

There must be clear evidence that extra time of up to 50% is needed. So as not to give an unfair advantage, University Centre Leeds staff must:

- confirm that the candidate has very persistent and significant difficulties when accessing and processing information, and is disabled within the meaning of the Equality Act 2010;
- include evidence of the candidate's current difficulties and how they very substantially impact on teaching and learning in the classroom;
- indicate the maximum amount of extra time required, e.g. 40%;
- show the involvement of teaching staff in determining the amount of extra time required;
- indicate whether the candidate will be working independently with Braille or modified enlarged papers;
- indicate whether the candidate will be using a computer reader/reader and/or a scribe and/or a word processor;
- confirm that without the application of extra time of up to 50% the candidate would be at a very substantial disadvantage (when compared with other, non-disabled candidates undertaking the assessment);
- confirm that extra time of up to 50% is the candidate's normal way of working within the University Centre Leeds as a direct consequence of their disability or difficulty.

The University Centre Leeds's detailed information, as above, will be supported by specialist evidence confirming the candidate's disability or difficulty:

- a letter/report from CAMHS, a HCPC registered psychologist, a medical consultant, a psychiatrist, the candidate's GP, a Speech and Language Therapist (SaLT);
- a letter/report from the Local Authority Specialist Service or Local Authority Sensory Impairment Service;
- a current Education, Health and Care Plan, a Statement of Special Educational Needs (Northern Ireland) or an Individual Development Plan (Wales) which confirms the candidate's medical condition, physical disability or difficulty, sensory impairment (hearing, vision or multi-sensory impairment).

3.1.3 Extra time of over 50%. In very exceptional circumstances, a candidate may require more than 50% extra time to manage a very substantial impairment. For example, a candidate with a severe vision impairment who is very slow in reading a modified enlarged or Braille paper and cannot access an electronic paper.

Detailed information must be provided, indicating the very substantial nature of the candidate's impairment and why 50% extra time is insufficient.

University Centre Leeds staff must:

- confirm that the candidate has very persistent and significant difficulties when accessing and processing information, and is disabled within the meaning of the Equality Act 2010;
- include evidence of the candidate's current difficulties and how they very substantially impact on teaching and learning in the classroom;
- indicate the maximum amount of extra time required, e.g. 75%;
- provide evidence of how the amount of extra time required has been determined;
- show the involvement of teaching staff in determining the amount of extra time required;
- indicate whether the candidate will be working independently with Braille or modified enlarged papers;
- indicate whether the candidate will be using a computer reader/reader and/or a scribe and/or a word processor;
- confirm that without the application of extra time of over 50% the candidate would be at a very substantial disadvantage (when compared with other, non-disabled candidates undertaking the assessment);
- confirm that extra time of over 50% is the candidate's normal way of working within the University Centre Leeds as a direct consequence of their disability or difficulty.

3.1.4 In the case of non-exam-based assignments, the preferred option is for students to be able to complete work by the specified deadline given that extra time on one assignment can have an impact on subsequent deadlines, (especially if an extension is granted at the start of an academic year), and it is also a valuable skill that will help students when they transfer to employment once their studies are complete.

However, it is recognised that because of varied difficulties and/or disabilities, some students will need extra time in order to be able to complete an assignment to the standard required, and to the standard that the student is capable of achieving.

In the case of non-exam-based assignments, (where there is a longer timeframe usually measured in weeks), the preferred extension to the deadline is for 25%, (50% may be granted in certain cases).

So, for example:

Specified assignment duration	Extra time allocation	
	25%	50%
2 weeks	4 days	1 week
4 weeks	1 week	2 weeks

8 weeks	2 weeks	4 weeks
Note that holiday periods are excluded when scheduling RA dates.		

Where a student's support need is a specific learning difficulty such as dyslexia, their diagnostic assessment report will usually specify the amount of extra time (usually 25%). However, it is recognised that for some students suffering with mental health difficulties, or medical conditions where the impact on the student varies, more flexibility is required in how much extra time is applied. In these cases, tutors can negotiate an adjusted deadline schedule with the student for their assignments that will be completed within three weeks after the end of the specific semester. Where possible, deadlines should be negotiated so that they are staggered rather than a student having multiple deadlines all falling on the same date. If deadlines need to be extended beyond this, then an application for a short extension or mitigation should be made. To try and minimise the need for extra time beyond this, tutors and students should endeavour to negotiate a deadline schedule that will allow the student to deliver all the required assignments on time and to the quality that the student is capable of achieving.

Note that extra time as a reasonable adjustment is granted to help students overcome a substantial disadvantage because of their disability, compared to a student who is not disabled. As such, awarding extra time has no effect on how a student is treated with respect to other rules and policies, for example, short extensions, mitigation, late penalties, etc. So, for example:

- if a student has been granted extra time as a reasonable adjustment, this will not prevent them from applying for a further short extension under extenuating circumstances rules;
- if a student goes past their reasonable adjustment deadline, they are still allowed to submit within the late submission period;
- any additional time beyond their reasonable adjustment deadline is subject to the same rules as for other students with respect to short extensions, mitigation or late penalties, etc.

In those exceptional cases where a student has been granted more than 25% extra time, it is expected that assignment deadlines for undergraduate degrees (and teaching qualifications), will be calculated and structured so that assignments are completed and submitted no later than the end of August. In the case of Master's degree programmes, the assignments should be completed and submitted no later than the end of September.

3.2 Reader

A reader is a responsible adult who reads the instructions of the question paper and the questions to the candidate. This may involve reading the whole paper to the candidate or the candidate may request only some words to be read.

A reader will not be allowed to read questions or text in papers (or sections of papers) testing reading. A candidate who would normally be eligible for a reader but is not permitted this arrangement in a paper (or a section of a paper) testing reading may be granted up to a maximum of 50% extra time. (Where a candidate is using a computer reader or an examination reading pen, the maximum of 50% extra time cannot be given.)

The University Centre Leeds is responsible for ensuring that the candidate and reader cannot be overheard by, or distract, other candidates. (This will also apply if the candidate uses a computer reader.) Where the candidate and reader are accommodated in another room, on a one-to-one basis, the invigilator may additionally act as the reader.

Readers may work with more than one candidate but must not read the paper to a group of candidates at the same time, as this imposes the timing of the paper on the candidates. Where candidates only require occasional words or phrases to be read, three or four candidates may share one reader. The candidate will need to put their hand up or use a prompt card when they needs help with reading. If the group is accommodated in another room, away from the main examination room, a separate invigilator will be required. Each candidate in the group must have provided evidence to support the need for a reader.

The rules – the reader

- May enable a vision impaired candidate to identify diagrams, graphs and tables but must not give factual information nor offer any suggestions, other than the information which would be available on the paper for sighted candidates;
- May read numbers printed in figures as words (e.g. 356 would be read as three hundred and fifty-six, but when reading the number, it should also be pointed to on the question paper). An exception would be when the question is asking for a number to be written in words (e.g. write the number 356 in words);
- May decode symbols and unit abbreviations in Maths and Science examinations for candidates who require this arrangement in order to access the assessment and where it reflects the candidate's current and normal way of working within the centre;
- May, if requested, give the spelling of a word which appears on the paper but otherwise spellings must not be given;
- May read back, when requested, what the candidate has written without any emphasis on any errors;
- Must read accurately;
- Must have appropriate subject knowledge in order to act effectively as a reader in Maths and Science examinations, and decode symbols and formulae with accuracy;
- Must only read the instructions of the question paper and questions, and must not explain or clarify;
- Must only repeat the instructions of the question paper or questions when a candidate indicates a specific need for help;
- Must only read the instructions/rubric of a paper testing reading and must not read individual questions or text;
- Must abide by the regulations since failure to do so could lead to the disqualification of the candidate;
- Must not advise the candidate regarding which questions to do, when to move on to the next question, nor the order in which questions should be answered;
- Must not decode any symbols in a Music examination.

3.3 Scribe

A scribe is a responsible adult who, in non-examination assessments and/or in an examination but not in a speaking test, writes or types a candidate's dictated answers to the questions. (See the rules – the use of a scribe within this section.) If a candidate dictates answers on to a tape, a responsible adult must write down or word process the candidate's dictated answers to the questions. The candidate must be present when the scribe writes or types their dictated answers.

A scribe is not a practical assistant, a prompter or a reader. The same person may act as a practical assistant, a prompter, a reader and/or a scribe if permission has been given for these arrangements. The regulations for the use of each arrangement must be strictly adhered to.

Where the University Centre Leeds has evidence for the use of a scribe and where it reflects the candidate's normal way of working within the University Centre Leeds, as appropriate to their needs, the candidate may alternatively use a word processor with the spelling and grammar check facility enabled.

However, the candidate will not have access to marks awarded for spelling, punctuation and/or grammar unless they have independently dictated spelling, punctuation and/or grammar, and this has been recorded on the scribe cover sheet.

In subjects where quality of written communication (QWC) is being assessed or where the candidate's spelling, punctuation and grammar (SPaG) is specifically being assessed, a scribe will be allowed. However, where a scribe is used in an examination assessing spelling, punctuation and grammar, marks can only be awarded if the candidate can demonstrate that they have carried out the skills being assessed. (This also applies where a candidate uses a scribe due to a temporary injury at the time of the examination.)

Although it is not recommended, where, in exceptional circumstances, a candidate specifically chooses to dictate their spellings and/or punctuation in those questions assessing spelling, punctuation and grammar, this must be recorded on the scribe cover sheet. If a candidate chooses to dictate their spellings and/or punctuation, up to a maximum of 50% extra time may be awarded.

A scribe will not be permitted to perform tasks which are part of the assessment objectives.

In cases where a candidate will be dictating to a scribe for the entire duration of the examination, 25% extra time should always be considered. The scribe will often require the candidate to repeat their dictation whilst they catch up and to ensure the candidate's response has been correctly recorded. There is not a requirement to show slow processing scores in order to award 25% extra time alongside a scribe. However, HESS staff must explain the need for 25% extra time when using a scribe. Where a candidate requires 25% extra time without the use of a scribe, the candidate must meet the relevant criteria for 25% extra time.

Where a temporary injury at the time of the examination gives rise to the need for a scribe the centre must:

- Ensure that appropriate evidence is on file to substantiate the arrangement;
- Abide by the rules;
- Ensure that the scribe cover sheet is completed.

The University Centre Leeds is responsible for ensuring that the candidate and scribe cannot be overheard by, or distract, other candidates. (This will also apply if the candidate uses speech recognition technology.) Normally, the candidate and the scribe will be accommodated in another room, away from the main examination room. Where the candidate and scribe are accommodated in another room, on a one-to-one basis, the invigilator may additionally act as the scribe.

The rules – the scribe

- must write or type accurately, and at a reasonable speed, what the candidate has said;
- must draw or add to maps, diagrams and graphs strictly in accordance with the candidate's instructions, unless the candidate is taking a design paper, in which case a scribe will only be permitted to assist with the written parts of the paper;
- must abide by the regulations since failure to do so could lead to the disqualification of the candidate;
- must write or word process a correction on a typescript or Braille sheet if requested to do so by the candidate;

- must immediately refer any problems in communication during the examination to the invigilator or examinations officer;
- must not give factual help to the candidate or indicate when the answer is complete;
- must not advise the candidate on which questions to do, when to move on to the next question, or the order in which questions should be answered;
- may, at the candidate's request, read back what has been recorded.

3.4 Word Processor

The University Centre Leeds can provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre. For example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand. (This also extends to the use of electronic brailers and tablets.)

The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.

It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

NB Examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet as the candidate avoids the difficulty of visually tracking between the question paper and computer screen.

3.5 Language Modifier

A Language Modifier should be a rare and exceptional arrangement. It must only be considered for those candidates whose disability or difficulty has a very substantial and long term adverse effect resulting in very persistent and significant difficulties in accessing and processing information.

A Language Modifier is an adjustment of the last resort and should only be used once all other relevant adjustments have been considered and found to be unsuitable or unworkable. There must be a very strong justification as to why a Language Modifier is required

As part of the supporting evidence, the candidate must have a standardised score of 69 or less (a very substantially below average standardised score) in relation to reading comprehension and/or vocabulary. The candidate will have been assessed with current editions of nationally standardised tests being conducted within their current course of study. (The candidate may be assessed by a qualified Teacher of the Deaf who will record the results of their assessment.)

The extensive modification of language must reflect the candidate's normal way of working within the University Centre Leeds.

A Language Modifier is a responsible adult who may clarify the carrier language used in the examination paper when requested to do so by a candidate. The Language Modifier must not explain technical terms or subject-specific terms. The ability to understand these terms is part of the assessment. If such terms are explained to the candidate then the demands of the question will have been compromised which may constitute malpractice.

A Language Modifier will not be allowed to read questions or text in a paper (or a section of a paper) testing reading. A candidate who would normally be eligible for a Language Modifier but

is not permitted this arrangement in a paper (or a section of a paper) testing reading may be granted up to a maximum of 50% extra time. Meeting the threshold for a Language Modifier will allow HESS staff to grant the candidate up to a maximum of 50% extra time in a paper (or a section of a paper) testing reading.

University Centre Leeds staff must note that acting as a Language Modifier requires significantly more skills than most other arrangements. A Language Modifier must have:

- successfully completed accredited training, (Awarding Body Auditors may ask to see evidence of successfully completed accredited training);
- knowledge of the subject being examined in order to recognise subject-specific vocabulary and technical terms;
- a good working knowledge of English Language grammatical structures;
- an understanding of the impact of command words and an examiner's expectations of a candidate's answer.

A fully qualified Teacher of the Deaf may act as a Language Modifier without the need to successfully complete accredited training.

The candidate should, wherever possible, be familiar with the Language Modifier. (This will be essential for some autistic candidates and hearing-impaired candidates who will be reliant on familiar voice/lip patterns.) Where this is not the case, the candidate must:

- have the opportunity to familiarise him/herself with the Language Modifier using a trial presentation; and
- be comfortable with the method of communication.

The candidate and the Language Modifier should be accommodated in another room, away from the main examination room.

A separate Language Modifier and invigilator must be available for each candidate.

The invigilator must listen carefully and observe the conduct of the Language Modifier throughout the duration of the examination. The invigilator must countersign the cover sheet ensuring that it accurately reflects the actions of the Language Modifier during the examination.

The University Centre Leeds will allow the Language Modifier to review the question paper one hour before the published starting time for the examination, to enable him/her to:

- identify and highlight technical or subject-specific terms and command words which cannot be modified;
- make notes on the copy if, for example, potentially problematic language is identified.

The Language Modifier must only modify in an examination if the candidate makes clear that they do not understand the wording of a specific question.

The Language Modifier's copy of the question paper must:

- only be annotated in the examination room and must not be shown to another person except for another Language Modifier working in the same room;
- be retained by the University Centre Leeds until the closing date for reviews of marking for the respective examination series.

The rules - the Language Modifier

- may go through the instructions/rubric and read the questions to the candidate (where permitted, reading to a candidate is part of the role of a Language Modifier);
- must only re-phrase or explain the carrier language of a question paper when a candidate indicates a specific need for help;
- must not re-phrase or explain technical or subject specific terms as this could advantage or disadvantage the candidate;
- must not change source material which is testing the ability of the candidate to comprehend the information. Source material is often an extract and may have an acknowledgement of the original source;
- must take great care if modifying 'command' words in questions, such as describe, explain and suggest, as changing such words may change the nature of the question and disadvantage the candidate. In most cases command words should not be modified;
- must ensure that the method of communication used reflects normal classroom practice. This may include saying the word or phrase, manually coded English, i.e. finger spelling or Signed Supported English (SSE), the use of Cued Speech, the use of BSL or the use of writing to explain the meaning of a word or phrase;
- must record on the Language Modifier cover sheet any re-phrasing or explaining. Where no re-phrasing or explaining took place this must also be noted on the cover sheet;
- must underline at the end of the examination any words or phrases on the candidate's question paper which were re-phrased or explained. If the question paper is separate from the answer booklet, it must be attached to the candidate's answer booklet;
- must ensure that a note of the method of communication used, e.g. spoken, written, BSL, is made on the Language Modifier cover sheet.

3.6 Communication Professional (for candidates using Sign Language)

The University Centre Leeds is allowed to provide a Communication Professional to a candidate whose normal way of working within the centre is to use Sign Language. The role of a Communication Professional is to present the questions in a different language without:

- Changing the meaning;
- Providing any additional information;
- Providing an explanation as to what the question requires of the candidate.

A Communication Professional will work 'live' in the presence of the candidate during the examination in order to allow for the candidate's regional variations in BSL/ISL signs. Consequently, this cannot be checked by an external awarding body for accuracy. Great care must be taken not to disadvantage or advantage the candidate. Where necessary, the University Centre Leeds should video the signing of the Communication Professional to demonstrate accuracy.

The rules - a communication professional

- Must be proficient in the use of the candidate's sign language, ideally being qualified to a minimum of BSL/ISL at Level 3 (and aspiring towards Level 6). The Communication Professional must be at an appropriate level for the examination. It is advisable that the Communication Professional should also be a qualified Language Modifier. The Communication Professional must be familiar to the candidate and must always work at the candidate's pace.
- Must be familiar with the subject being examined and the candidate's normal way of working. This will ensure that the meaning of the question is not changed and that technical and subject specific terms are recognised and finger spelt. (Technical and subject specific terms must not be signed. The candidate's ability to recognise and understand the English version of the technical or subject specific terms within a subject is part of the assessment. If such terms are signed instead of finger spelt, then the demands of the question will have been compromised. This will constitute malpractice.)
- Is not a reader. However, the same person may act as a Communication Professional and a reader. Permission must have been given for the use of a Communication Professional and a reader. The regulations for the use of each arrangement must be strictly adhered to. (See section 2.2 for the rules on the use of a reader.)
- Can sign the instructions and questions to candidates taking written papers.
- Must not sign texts/source material or literary extracts.
- May use repetition if requested to do so by the candidate. An alternative signing of the carrier language may be provided. However, under no circumstances may an explanation of the question or clarification of the carrier language be given. These actions would be deemed as giving the candidate an unfair advantage and may constitute malpractice.
- Candidates may only sign their answers in question papers or in non-examination assessment where it is possible to finger spell the answers or where the answers involve single words.

Due to the additional repetition which may be required, 25% extra time may also be needed due to the candidate's persistent and significant difficulties.

The question paper may be reviewed one hour before the published starting time for the examination. A copy of the question paper should be provided to the Communication Professional to allow him/her to prepare for the examination. The content of the paper must not be discussed with or shown to any other person during this time as this would constitute malpractice.

Candidates requiring the use of a Communication Professional may need to be accommodated in another room, away from the main examination room, in which case a separate invigilator will be required.

3.7 Supervised Rest Breaks

The University Centre Leeds is allowed to provide a supervised rest break to a candidate where it is their normal way of working within the centre. HESS staff must be satisfied that:

- The candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties (the candidate is disabled within the meaning of the Equality Act 2010);
- There is a genuine need for the arrangement. Supervised rest breaks will be awarded on account of:
 - Cognition and learning needs;
 - Communication and interaction needs;
 - A medical condition;
 - Sensory and physical needs;
 - Social, emotional and mental health needs.

In addition, the candidate's difficulties must be established within the centre and thus known to relevant course tutors, Programme Manager, and/or HESS staff.

The timing of the examination should be paused and re-started when the candidate is ready to continue. During the supervised rest break the candidate must not have access to the question paper/answer booklet. If the candidate needs to leave the examination room, an invigilator must accompany the candidate.

There is no maximum time set for supervised rest breaks. The decision must be made by HESS and teaching staff based on their knowledge of the candidate's needs and the candidate's normal way of working when placed under timed conditions. It may be helpful to consider in advance of the examination(s) how many breaks a candidate might need and the approximate duration of the supervised rest break. This will allow sufficient staff to be available to facilitate the rest break.

There will be some constraints on timing if the candidate has more than one examination to take each day. The supervised rest break is not included in any extra time allowance. Centres must seek medical advice in cases of serious illness on whether the candidate is fit to take the examination.

3.8 Prompter

A prompter may be permitted where a candidate has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating. For example, the candidate:

- Has little or no sense of time (e.g. candidates with ADHD or ASD);
- Persistently loses concentration;
- Is affected by an Obsessive-Compulsive Disorder which leads them to keep revising a question rather than moving onto other questions.

In such instances a candidate may be assisted by a prompter who can keep the candidate focused on the need to answer a question and then move on to answering the next question.

3.9 Practical Assistant

The University Centre Leeds must produce detailed information listing the tasks which the practical assistant would perform. This will allow an awarding body to ensure that the

assessment objectives are not compromised, particularly in subjects such as Sport and the Sciences.

A practical assistant must not be allowed to carry out physical tasks or demonstrate physical abilities where they form part of the assessment objectives. A practical assistant will not normally be permitted in subjects such as Art & Design, Design & Technology and Music.

Where approved, the practical assistant will carry out practical tasks at the instruction of the candidate, (see the rules below).

For example:

- A candidate with very poor motor co-ordination may need help in holding a ruler, placing a ruler in the correct place for a line to be drawn or turning the pages of the script. The candidate may also need help when using Mathematical equipment.
- A candidate with a severe vision impairment may need his or her hand to be guided to the relevant page or section of text in a paper. Care must be taken not to direct the candidate to the answer.
- A Blind candidate may require a practical assistant to record the position of points or lines indicated on a tactile graph by means of pins and elastic bands.

A practical assistant is not a reader or a scribe. The same person may act as a practical assistant, a reader and/or a scribe if permission has been given for these arrangements. The regulations for the use of each arrangement must be strictly adhered to.

Candidates using a practical assistant may need to be accommodated in another room, away from the main examination room. Where the candidate and practical assistant are accommodated in another room, on a one-to-one basis, the invigilator may additionally act as the practical assistant.

The practical assistant must be made aware, prior to the examination, of the task(s) they will be performing as specifically agreed with the awarding body.

The rules – the practical assistant

- must perform practical tasks as specifically approved by the awarding body and according to the candidate's instructions, unless the skill to be performed is the focus of the assessment, (in which case the practical assistant will not be permitted) or the procedure would be unsafe;
- must immediately refer any problems in communication during the assessment to the invigilator or examinations officer;
- must abide by the regulations since failure to do so could lead to the disqualification of the candidate;
- must ensure the safety of the candidate and those around him/her;
- must not give factual help to the candidate or indicate when the task is complete;
- must not advise the candidate on which questions to do, when to move on to the next question, or the order in which questions should be answered;
- may ask the candidate to repeat instructions where these are not clear.

3.10 Other Reasonable Adjustments

For example:

- Brailers
- Colour naming by the invigilator for candidates who are colour blind

- Coloured overlays (this would also include reading rulers, virtual overlays and virtual reading rulers)
- Examination on coloured/enlarged paper
- Low vision aid/magnifier
- Optical Character Reader (OCR) scanners
- Separate invigilation within the centre

If braille or coloured/enlarged paper versions of exam papers are required, ample notice must be given so that the papers can be sourced.

HESS staff must make the decision based on:

- whether the candidate has a substantial and long-term impairment which has an adverse effect;
- the candidate's normal way of working within the centre.

3.11 Normal way of working

The arrangement(s) put in place must reflect the support given to the candidate in the University Centre Leeds, for example:

- in the classroom (where appropriate);
- in internal tests/examinations;
- class-based assessments.

This is commonly referred to as 'normal way of working'. The only exception to this is where an arrangement is put in place due to a temporary injury or impairment.

Wherever possible, the conduct of assessment will be adjusted, rather than changing the way the assessment is marked. Where a reasonable adjustment has been put in place, such as extra time for an assessment, it may not be appropriate for another adjustment, such as having access to exam materials in advance, to also be put in place. This is to avoid giving an unfair advantage to the student. Assessors and examiners should consult with HESS Staff if they believe that any reasonable adjustments are unsuitable, or advantaging or disadvantaging students in any way.

4. REFERRAL PROCESS

There are a number of ways that students can be referred for reasonable adjustments.

4.1 Declaration at enrolment

Students that have declared a support need on their enrolment form will be picked up by HESS staff when the student's record becomes available on ProSolution. HESS staff will contact the student and arrange an initial assessment to discuss their support needs and whether reasonable adjustments are necessary.

4.2 Self-referral

If a student declares a support need directly to a member of HESS staff after enrolment has taken place, either by completing a referral form, by emailing HESS staff, or by face-to-face conversation, the member of HESS staff will arrange an initial assessment with the student.

4.3 Tutor referral

A student may declare a support need to one of their tutors. The tutor should help the student complete the relevant online referral form:

<https://sites.google.com/leedscitycollege.ac.uk/studentvle/support-and-wellbeing?authuser=0>

Another option is if the tutor has concerns that a student has an undeclared support need. In this case, the tutor should discuss this with the student first to determine if the student is happy to be referred to HESS. If appropriate, the tutor will help the student submit the appropriate referral form (link above). A member of HESS staff will contact the student and arrange an initial assessment.

5. INITIAL ASSESSMENT

Students requiring reasonable adjustments, etc., will discuss their support needs with a member of HESS staff during an initial assessment. This assessment will examine the student's difficulties, and how they impact their capacity to study. They will discuss what support and adjustments have been put in place previously, (whether at school, college and/or university), in order that appropriate support measures and adjustments can be put in place on their current course, including a possible application for Disabled Student's Allowance (DSA)¹. In the case of reasonable adjustments, HESS staff will determine what evidence is required to support the student's application and it is the student's responsibility to gather the required evidence together and submit it to HESS staff, unless a diagnostic assessment for specific learning difficulties (SpLD), is required, (see section 5.1 below).

HESS staff and the student will discuss an appropriate support plan which may include support from within the University Centre Leeds (including: from one or more members of HESS staff, from academic staff and curriculum coaching staff, and/or support from their academic library staff), or from an external source such as that delivered through DSA.

Reasonable adjustments will be agreed with each student as part of their support plan. Students are encouraged to discuss their needs with HESS Staff as soon as possible after registration to ensure reasonable adjustments can be put in place. There is no need for students to apply separately for reasonable adjustments outside of their agreed support plan. Students can request reasonable adjustments, or a review of their existing assessment arrangements, at any time once their support plan is in place.

6. SUITABLE EVIDENCE FOR REASONABLE ADJUSTMENTS

What constitutes suitable evidence will vary depending on the disability or difficulty and the reasonable adjustment(s) being applied for. If suitable evidence has not already been provided as part of the student's support needs plan, disabled students will be required to provide evidence for reasonable adjustments. Suitable evidence can include, (but is not limited to), a JCQ Form 8², LCC exam access arrangements assessment, letter signed by a healthcare practitioner, (e.g. GP, occupational therapist,

¹ Note that DSA applications fall outside this procedure. For more information and guidance, see a member of HESS staff.

² A JCQ Form 8 must have been completed/dated within 26 months of the examination period the reasonable adjustments are being requested for.

NHS consultant, etc.), DSA study needs assessment report or DSA medical evidence form, and/or a diagnostic assessment report.

6.1 Diagnostic assessment report

If it is believed that a student may have an undiagnosed SpLD of a dyslexic nature, and is unable to produce a diagnostic assessment report written by a suitably qualified practitioner to substantiate this, then the University Centre Leeds will arrange for such an assessment to be carried out.

Students will need to arrange diagnostic assessments in all other cases, (for example, ADHD, ASD, medical conditions, etc.).

7. CONFIRMATION OF REASONABLE ADJUSTMENTS

The HESS Staff will update the reasonable adjustments spreadsheets and discuss proposed reasonable adjustments with HE Registry Office Staff, Academic Staff and the student concerned.

HESS Staff will update ProSolution, except in the case of those students studying for teaching qualifications, (e.g., PGCE, etc.). This is because these students, and their peers, can access ProSolution/ProMonitor, so to protect their confidentiality, their details will not be uploaded to college information systems. The details of reasonable adjustments for students undertaking teaching qualifications will be stored on a spreadsheet shared with relevant Academic Staff. The evidence required to support the adjustments will be stored on a shared drive accessible to HESS and relevant Academic staff.

HESS Staff will generate a copy of the Reasonable Adjustments form, filling in the student's details and the details of their adjustments. It will be signed by HESS Staff to confirm that appropriate evidence and a picture of need supporting the student's reasonable adjustments has been gathered. Academic Staff will review and sign the form to show that they agree with the reasonable adjustments listed and that where appropriate, the adjustments reflect the student's normal way of working in college. The student will sign the form acknowledging that the form represents a fair and accurate account of the reasonable adjustments they require. Where possible, this form will apply to the student throughout their course. If amendments are required, forms will be revised and signed off by HESS and Academic staff, and the student. This form will be stored on a shared drive and uploaded to ProMonitor, except for those students studying teaching qualifications for the reasons listed above. The Reasonable Adjustment forms for teaching students will be stored on a shared drive.

Each academic year, HESS Staff will generate an annual details form which will allow Academic Staff to list any necessary amendments to assignment deadlines, and details of any exams the student will be taking. This form will be signed by the student, Academic and HESS staff, and then stored on a shared drive and uploaded to ProMonitor (noting exception for students studying teaching qualifications).

Students will be contacted about their reasonable adjustments by Academic Staff when they are arranging the exam or assessment.

8. INFORMING STAFF OF REASONABLE ADJUSTMENTS

The HESS Staff will compile and maintain a shared spreadsheet listing all students with reasonable adjustments giving specific details of the arrangements for each student. The HESS Staff will ensure the list is available for the Exams department, HE Registry Office and relevant Academic Staff.

HESS Staff will update ProSolution with the student's assessment arrangements. The exception to this will be for students studying teaching qualifications, (PGCE, etc.). This is because these students, and their peers, can access ProSolution/ProMonitor, so to protect their confidentiality, their details will not be uploaded to college information systems. The details of reasonable adjustments for students undertaking teaching qualifications will be stored on a spreadsheet shared with relevant Academic Staff.

Staff will need to be given sufficient notice of assessment arrangements, for example when scheduling end of semester exams and assessments.

9. KEEPING REASONABLE ADJUSTMENTS UNDER REVIEW

Any reasonable adjustments that are put in place should meet the individual needs of the student, and will need to be periodically reviewed by the HESS Staff with the student or updated following any changes to the student's support needs in order to ensure that this continues to be the case.

Students may discuss changes to their reasonable adjustments at any time by contacting the HESS Staff. Any changes to reasonable adjustments will be passed onto the appropriate staff as above, ('Informing staff of reasonable adjustments').

10. INFORMATION SHARING AND CONFIDENTIALITY

10.1 The procedure of confidentiality might be slightly different depending on the type of support the student is accessing. Student Support staff will cover information about data protection, confidentiality and consent in the initial assessment.

10.2 Data Protection

10.2.1 The Student Support team will gather information from students including:

- Personal details such as their name, date of birth, address, contact details.
- Details about any specific learning difficulties, mental health difficulties, sensory impairments, injuries, disabilities or other difficulties the student has.

10.2.2 Any data gathered will be treated with all due care and will not be disclosed to other parties without the student's consent, unless there is a legislation or other overriding legitimate reason to do so.

10.2.3 There are some parties that might need access to the student's information, such as:

- Course tutors, so they are in a better position to support the student in their studies.
- University Centre Leeds Higher Education Registry Office staff, for the purposes of administrating courses.
- Student Finance England (SFE), including Disabled Students' Allowance (DSA), mainly for the purpose of the student's DSA application.
- Needs Assessment centres, if the student applies for DSA.
- The course awarding body; there may be instances where the Student Support team must justify why a student was granted a course extension or exam access arrangements.

10.2.4 Data will be kept securely locked away, or if computerised, password protected. The data will be kept for six years after the completion of the student's course. Students will be asked if they are happy for the Support team to:

- Store and process data for the purposes described above.
- Upload assessment reports (e.g. Diagnostic assessments, DSA Needs Assessments), to the college's information system.
- Disclose support requirements to other members of staff if necessary.
- If students are not happy with support staff disclosing information to other members of staff, they will be asked if named staff can receive support information.

10.2.5 With agreement from the student, members of the Support team can collate the information provided by the student to create a support summary, to upload onto ProMonitor for Course Tutors and other members of staff to access.

10.3 Confidentiality

10.3.1 Students are informed in the initial assessment that if the member of Support staff is concerned that there is a risk of harm to the student or somebody else, they will need to contact a member of the safeguarding team and follow the college's safeguarding procedure.

10.3.2 Students are informed that the HE Student Support team may need to discuss the support students are receiving with each other, to ensure the student is receiving all appropriate types of support.

10.3.3 Student who access counselling support through the University Centre Leeds are informed that all information shared within the sessions remains confidential. The only exception to the rule of confidentiality would be if the student asked the counsellor to share any of the information with an appropriate member of staff, or the counsellor had any safeguarding concerns.

11. STUDENT SUPPORT TEAM CONTACT DETAILS

- Emma Lockwood – emma.lockwood@ucl Leeds.ac.uk
- Simon Wilson – simon.wilson@ucl Leeds.ac.uk
- Sonia Ghafoor – sonia.ghafoor@ucl Leeds.ac.uk
- Sasha Joseph – sasha.joseph@ucl Leeds.ac.uk
- Laura Macgregor – laura.macgregor@ucl Leeds.ac.uk

12. VERSION INFORMATION

VERSION	DATE	SUMMARY OF CHANGES
V1	MAY 2022	CREATED