**Checking your exam access recommendations**

\*\*There is a coronavirus update at the end of this document\*\*

Disability Services makes recommendations for exam access arrangements for disabled students who have registered with us and provided suitable evidence. You can review the recommendations we have made by visiting the ‘Examination Arrangements’ area on Minerva.

To do this:

1. Go to [Minerva](http://minerva.leeds.ac.uk/)
2. Log into Student Services
3. Click on ‘Examinations’
4. Select ‘Examination Arrangements’

You will see a list of the recommendations Disability Services has made. **Please note that these recommendations may not be finalised until the start of Teaching Week 10.**

**Understanding your exam access recommendations**

The University of Leeds uses its own terminology in relation to exams, which may be different to the terminology you are familiar with from school or college. Common recommendations which may be unfamiliar include:

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| --- | --- |
| Marking consideration | As long as the content of your answer is clear, you will not be penalised for errors in spelling, grammar or punctuation **unless** these are core competence standards for your course. Your School can provide further details regarding the marking criteria for each module. This recommendation is commonly made for students with Specific Learning Difficulties (e.g. dyslexia), or other disabilities which affect technical writing accuracy. |
| Undiagnosed – Exams Only | This means that the evidence you provided to us does not clearly indicate that you are disabled. However, it has allowed us to put in place permanent exam arrangements on the basis of the arrangements you had at school, college, or in other previous study. This code will be removed if you provide [additional evidence](https://students.leeds.ac.uk/info/1000033/how_to_access_support/1092/providing_your_evidence), and we will advise you how to do this if you wish. |
| Current session only | This means that your exam recommendations have been made on a temporary basis only. You will need to provide [updated information](http://students.leeds.ac.uk/info/1000033/how_to_access_support/1092/providing_your_evidence) for these to become permanent. |
| Not current exam session | This means that you did not register with us, and/or send us sufficient evidence before the exam deadline. Your exam arrangements won’t be in place for the next set of exams, but they will be in place for all future exams. |
| Language modification | The instructions and carrier language of the exam paper will be modified to ensure they are clear and written in plain English. This recommendation may be made for autistic students. |
| Amanuensis | This is also known as a scribe. Students working with a scribe dictate their answers to the scribe, who writes them down. |
| Regular breaks | These are rest breaks. The usual recommendations is for breaks of up to 10 minutes per hour, to be used flexibly. They are ‘stop the clock’ breaks, where the break time is added on to the end of the exam. |
| Familiar invigilator | This is where the invigilator is known to the student, often their Specialist Mentor. This recommendation may be made for autistic students. |
| Room number limit | It is not often possible to arrange for students to sit their exams in a room on their own. However, we can recommend smaller rooms (e.g. up to 5 people, or fewer than 25 people). |
| Exam type | This recommendation indicates that you need arrangements for a particular type of exams, e.g. multiple choice vs essay based, or oral vs written. |
| Interim due to Covid-19 | This is a temporary code which we are using whilst the coronavirus pandemic continues to create barriers to accessing and providing full evidence of disability. This code means that we have put in place basic, interim exam arrangements which stay in place until you are able to provide full evidence. We will advise you of any deadlines relating to this. |

**Why your exam access recommendations might vary from school**

The University schedules exams for over 30,000 students, with around 6500 of those students requiring exam access arrangements. The nature and purpose of exams at University is different to school, and the University develops and monitors its own assessment practices. There is no automatic entitlement to the same arrangements you may have had at school, even if it has previously been considered your ‘normal way of working’; each set of arrangements is looked at by professional disability practitioners who will assess the evidence you have provided, consider the nature of your disability or disabilities, and review the types of exams you may sit at University before recommending appropriate exam access arrangements.

**Recommendations vs arrangements**

Please note that Disability Services makes **recommendations** only; the Exams Office is responsible for ensuring the necessary arrangements are made. Whilst the vast majority of recommendations made by Disability Services will be put in place by the Exams Office, there are some instances where the Exams Office may not be able to make the recommended adjustments. If this happens, the Exams Office will contact you directly in advance of your exams to discuss further.

**University exams vs in course assessment**

The recommendations made by Disability Services should be considered for all forms of timed assessment. This includes in-course assessment (class tests) as well as formal University exams. However, you may need to check your arrangements for in course assessment with your module leader or the [Disability Contact](https://ses.leeds.ac.uk/info/21810/disabled_students/838/disability_contacts_in_schools) in your School to ensure your arrangements are in place. **You do not need to do this for formal University exams.**

**Why have my exam arrangements have changed, or look incomplete?**

Due to the high number of exam recommendations processed by Disability Services, there may be a delay in adding your recommendations to the system, or finalising those recommendations which require further discussion. For this reason, **your final exam recommendations may not be visible on Minerva until the start of Teaching Week 10**. You are advised to check your exam recommendations in Week 10, and [contact us](mailto:disability@leeds.ac.uk) if they are incorrect or incomplete.

**What if I have an exam or timed assessment before Week 10?**

Your School may have scheduled tests, timed assessments or examinations outside the formal University Exam Sessions (which take place in January, May/June and August resits). If you have recently registered with Disability Services and your test or timed assessment takes place before Teaching Week 10, your exam arrangement recommendations might not yet be recorded on the system. If this happens, you should contact the [Disability Contact](https://ses.leeds.ac.uk/info/21810/disabled_students/838/disability_contacts_in_schools) in your School to discuss informal School-based arrangements such as extra writing time or rest breaks. **Please do not contact Disability Services to check arrangements before Teaching Week 10.**

**Who do I contact if I’m unclear about my exam access arrangements?**

You can contact [Disability Services](http://students.leeds.ac.uk/info/10710/disability_services/1162/disability_services_at_leeds) or the [Disability Contact](https://ses.leeds.ac.uk/info/21810/disabled_students/838/disability_contacts_in_schools) who is located within your School. If you have queries about your exam timetable, you should contact the [Exams Office](http://students.leeds.ac.uk/contacts#10100-contact) directly.

**Coronavirus update October 2020**

As you may be aware, the University has adapted the way it assesses students during the coronavirus pandemic. Most assessment is currently taking place online and this will change the way in which exam access arrangements are managed. The University has agreed several Principles of the online assessment of disabled students, which aim to ensure that online assessment is inclusive and accessible. You can read these Principles on the [Digital Practice website.](https://digitalpractice.leeds.ac.uk/teaching-learning-online/open-book-exams-for-online-summative-assessment-and-feedback/)

**Will I still have extra time and/or rest breaks in online assessments?**

The majority of assessment will be offered within a 48-hour window.  The does not mean that you are expected to work for 48 hours.  Module leaders have been asked to state clearly within the rubric of the paper specific detail around the expected word count, and/or the amount of time they might expect a student to spend writing their paper.  If you usually have an extra time allowance, this 48-hour window will incorporate that extra time, along with rest break allowances where relevant.

Any assessment with a completion window of less than 48 hours must be calculated to include the additional time allowance and/or rest breaks you are entitled to.  You should discuss this with your Module Leader or [Disability Contact](https://ses.leeds.ac.uk/info/21810/disabled_students/838/disability_contacts_in_schools).

**Will I still be able to work with a Reader/Amanuensis/Prompter in my online assessment?**

You may usually have a recommendation to work with an Exam Support Worker, such as a Scribe/Amanuensis, a Reader, or a Prompter.  This is because the University does not allow access to most types of assistive software in campus-based, closed-book examinations.  In an online assessment environment, you should be allowed full access to all your assistive software, including screen readers, speech to text software, prompting software, screen tinting software and, in almost all cases, literacy software.  You might be used to working with your assistive software on a daily basis, and you may find this preferable to human support.

If your online assessment is ‘proctored’ (supervised remotely using software), it may mean that you cannot use your assistive software. If this applies to you, you should talk with your Module Leader or [Disability Contact](https://ses.leeds.ac.uk/info/21810/disabled_students/838/disability_contacts_in_schools) to agree an alternative assessment which allows for the use of assistive technology.

If you use British Sign Language interpretation, or you have transcribed papers, you will still have access to these types of support.