

(Covid-19)
Disabled Students -
Exam adjustments for online assessments
Guidance for Staff



The table below suggests alternatives to the most common reasonable and exam adjustments recommended for disabled students which may be appropriate in an online learning, teaching and assessment environment. It does not include placement or practical assessment methods, which will need to be considered course by course. With around 3,000 disabled students with a range of individual needs and a wide variety of online assessment methods being used, the recommendations will not address every circumstance. For advice and guidance regarding specific student scenarios, Course Directors should contact [Disability Advice](#) and one of the Disability Advisers will work with you to identify a solution.

Current adjustments on RAP / EAP	Suggested adjustment	Why this is being suggested
Flexibility around deadlines for assignments	Deadlines for assessments from 16 March to 1 May 2020 and also from 1 May to end of the academic year have been adjusted/communicated by schools to students. These deadlines from 1 May 2020 ought to provide reasonable notice and time for students to complete these. If disabled students are unable to meet the new deadline or have submitted a request for mitigation, then they should contact their course team to discuss and negotiate a new date for submission. If students need help with this, they should contact their Disability Adviser	Disability Advice always encourages students to meet the deadlines that are set. Specialist Study Skills and Mentors are still available to work with students online. Any amendments to this should be considered on a case by case basis.
Identified need for a specific extension to all deadlines, for example, 10 working days	This should be honoured where required by the individual student (see above).	The recent extensions have been put in place for all students to help them adapt to the new teaching and learning environments. The additional recommendations for some disabled students are for specific disability-related reasons.
Extra time/rest breaks	A ; for online tests offered on a shorter basis (normally 2-3 hours) where feasible, students who have extra	A ; giving all disabled students with an EAP an additional 50% will be helpful:

	<p>time or rest breaks as a reasonable adjustment will receive an additional flat rate 50%</p> <p>B; for 'open book' exams over a longer period 24/48 hours</p>	<p>i. Easier to administer</p> <p>ii. Cover the need for rest breaks, rest breaks and extra time</p> <p>B; no extra time, the time has been set to accommodate all students' personal circumstances, including extra time, rest breaks, etc.</p>
Reader	An audio version of the exam paper could be created and shared with the student, or the information could be provided in a format where the student can use specialist assistive technology (AT) or the Read Aloud functions in O365 and PDF.	For further information and support with doing this, please contact Disability Advice
Scribe	Use Skype for Business (SfB) so the student can speak to one of our note takers or use AT	For further information and support with doing this, please contact Disability Advice
Format of the exam paper is changed	All exam papers are editable by the student – for example in a Word format	Students may want to change the size or style of font; if they can edit a document, they can do this themselves
Presentations	Students can negotiate how they achieve the assessment outcomes of delivering a presentation.	Students should be given a choice of how to present their work, e.g. by a presentation delivered 1:1 with a member of the course team rather than to a whole group, or recording their presentation and then submit it?
Participation in group work	Have an option to do this as an individual rather than as part of a group	For disability-related reasons students might have difficulty contacting and working with members of their group

Disability Adviser School alignment and contact details

Disability Advice team

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T: 0113 8125831

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Disability Advisor School Alignment 2019/20

School	Adviser
School Of Health And Community Studies	Amy Hambrook
Leeds Law School	Philippa Kerin
Leeds School Of Arts	Amy/Sara/Kate (see table below)
School Of Social Sciences	Emma Porter
Cultural Studies And Humanities	Emma Porter
Leeds Business School	Emma Porter
School Of Built Environment, Engineering And Computing	Kate Walker
Carnegie School Of Education	Kate Walker
Carnegie School Of Sport	Kate Walker
School Of Clinical And Applied Sciences	Sara Cookland
School Of Events, Tourism And Hospitality Management	Sara Cookland
Department Of Languages	Sara Cookland

Leeds School of Arts - Course Alignment

Course	Adviser
ARCHITECTURE	Amy Hambrook
DESIGN PRODUCT	Amy Hambrook
GRAPHIC ARTS AND DESIGN	Amy Hambrook
Graphic Design	Amy Hambrook
Illustration	Amy Hambrook
INTERIOR ARCHITECTURE & DESIGN	Amy Hambrook
LANDSCAPE ARCHITECTURE	Amy Hambrook
LANDSCAPE ARCHITECTURE & DES	Amy Hambrook
PHDRP Gb52 Architecture	Amy Hambrook

Product Design	Amy Hambrook
DANCE	Amy Hambrook
Digital Journalism	Amy Hambrook
FASHION	Amy Hambrook
Fashion Marketing	Amy Hambrook
FINE ART	Amy Hambrook
BROADCAST MEDIA TECHNOLOGIES	Kate Walker
COMP ANIMATION & VIS EFFECTS	Kate Walker
CREATIVE MEDIA TECHNOLOGY	Kate Walker
Creative Technology	Kate Walker
GAMES DESIGN	Kate Walker
ART AND DESIGN	Sara Cookland
AUDIO ENGINEERING	Sara Cookland
Documentary Filmmaking	Sara Cookland
ENTERTAINMENT MANAGEMENT	Sara Cookland
FILMMAKING	Sara Cookland
Music For The Moving Image	Sara Cookland
Music Industries Management	Sara Cookland
Music Performance & Production	Sara Cookland
MUSIC PRODUCTION	Sara Cookland
MUSIC TECHNOLOGY	Sara Cookland
PERFORMANCE	Sara Cookland
Performing Arts	Sara Cookland
PHDRP Gb50 Art	Sara Cookland
PHDRP Ge50 Northern Film Sch	Sara Cookland
PHDRP Ge52 Music	Sara Cookland
Sound & Music For Inter Games	Sara Cookland
Sound Design	Sara Cookland
Theatre & Performance	Sara Cookland
Theatre & Performance (Lbp)	Sara Cookland