



CODE OF PRACTICE ON ASSESSMENT

APPENDIX K

Policy on Adjustments to Examination and Assessment Arrangements for Disabled Students

2023-24

Applicable to all cohorts

In the Code of Practice on Assessment and all Appendices the term “student” includes apprentices on degree apprenticeship programmes

Policy on Adjustments to Examination and Assessment Arrangements for Disabled Students

The definition of disability under the Equality Act 2010 is as follows:

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act. People with some forms of visual impairment are automatically deemed to be disabled.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

Students who do not have a disability under the Equality Act but who require adjustments to examination arrangements due to a temporary injury or illness should consult Appendix D of the Code of Practice on Assessment.

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This Policy should be read in conjunction with the University's Policy and Procedures Regarding Reasonable Adjustments and Support for Disabled Students.

Advice is also available from the Liverpool Guild of Students

1 Policy statement

(a) University Examinations

- 1.1 The University aims to ensure that all students have equal opportunity to demonstrate the achievement of learning outcomes in assessments.
- 1.2 Assessments may be designed to be inclusive, taking into account the needs of disabled students, to reduce the need for reasonable adjustments. For example, the time allowed for practical assessments may be more than is required to complete the task so that there is no need for additional time for individual students. Where assessments have been designed to be inclusive departments should ensure that this is clearly indicated to students.
- 1.3 Anticipatory reasonable adjustment to assessment reduces the impact of barriers commonly experienced by disabled students. Individual reasonable adjustments will be implemented for needs which cannot be met through inclusive approaches or anticipatory adjustments.
- 1.4 If reasonable adjustments are required to assessments, the Student Administration and Support Division (SAS) will make adjustments to examination arrangements as appropriate for individual disabled students in University examinations on behalf of the Senate Committee for the Award of Degrees, Diplomas and Certificates.
- 1.5 In considering adjustments to examination arrangements the University must take into account any impact on other candidates of any adjustments. For example, if a disabled student is taking examination papers with extra time or using special equipment, it may be necessary for the University to prescribe that an examination is taken in a different venue from other candidates.
- 1.6 Recommendations for adjustments to examination arrangements are considered as part of the overall process to put in place appropriate support for disabled students. This is coordinated by Disability Advice and Guidance (DAG), in liaison with the individual student, the student's academic Department/School and, where appropriate, the Examinations Team.
- 1.7 In order for any adjustments to examination arrangements to be made, students should contact DAG, so that all aspects of support can be evaluated.
- 1.8 The role of DAG is to consider and identify all aspects of the student's study support needs in liaison with the student's academic Department/School. With the consent of the student, and based on recommendations from specialist needs assessors (where available) and/or appropriate documentary evidence, DAG will finalise and coordinate arrangements for reasonable adjustments to be made for individuals.
- 1.9 Approved adjustments to examination arrangements will be implemented by the Examinations Team in SAS, and where appropriate by Schools/Departments conducting other mid-term examinations, and must be supported by appropriate documentary evidence. DAG must notify the Examinations Team of all examination adjustments at least six working weeks prior to the examination period; for adjustments which affect the scheduling of examinations (for example an adjustment that a student should not have more than one examination on any one day), DAG must notify the Examinations Team at least four weeks prior to the release of the final examination timetable.
- 1.10 Specific support arrangements should be identified at the beginning of the student's programme of study. However, it is recognised that this is not always possible, as a student may disclose or acquire a disability after they have begun their studies, or there may be some changes in the effect of a disability or in the severity of a medical condition.

(b) Other Assessment

School/Departmental examinations and assessment

1.11 Schools/Departments are responsible for ensuring that reasonable modifications or adjustments for School/Departmental examinations and other forms of assessments such as class tests and/or practical examinations and assessed coursework, are implemented, including the organisation of equipment, invigilators, etc. These assessments are not organised centrally by Student Administration and Support (SAS), however the Examinations Team and/or DAG in Student Administration and Support will provide guidance where appropriate.

2. Procedure to assess need and determine adjustments for University Examinations

2.1 Requests from students, based on recommendations as in point 1.7 above for adjustments to examinations, should be made to the DAG as far as possible in advance of the start of the examination and at least four weeks before the publication of the examination timetable in order to allow time for the arrangements to be put in place. In exceptional circumstances, it may be possible to make some reasonable adjustments after this date where these adjustments do not affect the scheduling of examinations. Deadlines for making examination adjustment requests will be publicised widely to students by the University announcement systems.

2.2 All requests or recommendations from third parties for adjustments to arrangements for University examinations must be supported by appropriate documentary evidence of a disability. It is the responsibility of the student to provide this documentary evidence to DAG.

2.3 Recommendations for adjustments to examination arrangements (supported by the required supporting evidence from the student) will be evaluated by DAG who will identify, agree and confirm suitable adjusted examination arrangements with the individual student, the Examinations Team and the academic School/Department as appropriate.

2.4 DAG will confirm with disabled students the details of any examination adjustments that are being approved and implemented for them, and details of these will be included in the student support information sheet produced by DAG to individual disabled students.

2.5 DAG will advise students that they are expected to check the location of their examinations by accessing Liverpool Life. The published examination timetables, as shown in Liverpool Life, also detail the date and start time at which the examination will be held.

2.6 DAG will advise candidates that they should arrive at the designated examination venue at least 15 minutes prior to the commencement of the examination.

3. Anticipatory adjustments

The University provides the following anticipatory adjustments to reduce or remove barriers commonly experienced by disabled students. Anticipatory adjustments can only be implemented once confirmed by DAG in line with the Policy Regarding Reasonable Adjustments and Support for Disabled Students. Some anticipatory adjustments cannot be offered on all elements of clinical programmes as they may conflict with competence standards set by accrediting Professional, Statutory or Regulatory Bodies. The situations where this generally applies are indicated in sections 3.1-3.8 below. However, it may be possible to offer such adjustments as individual reasonable adjustments to some assessments on clinical programmes on an individual basis with the approval of the relevant Departmental Disability Coordinator.

3.1 Examination paper alternative formats

- 3.1.1 Papers can be enlarged, produced on coloured paper, provided in a paper format for computer-based assessments or in Braille as appropriate, by the Examinations Team.

3.2 Additional time allowances

- 3.2.1 The extent of additional time allowances will depend on the needs of the individual student and recommendations made by DAG. However, the minimum additional time allowed in written examinations is set at 15 minutes per hour.
- 3.2.2 Additional time allowances of 25% additional time for oral examinations or assessed presentations.
- 3.2.3 Supervised rest breaks may be recommended in addition to additional time allowances. During a rest break, students must stop writing. The timing of the examination should be stopped and restarted for the recommended period of time e.g. 5 minutes per hour. The maximum rest break permitted is 15 minutes per hour except in circumstances agreed with the Examinations Team and DAG in advance.

3.3 Appropriate marking for students with dyslexia/specific learning difficulties

- 3.3.1 To ensure that students with Specific Learning Difficulties are not treated less favourably than other students for reasons of their disability the University has developed Guidelines for Appropriate Marking (available as Annexe 1 to this document). It should be noted that some subject areas (e.g. languages) may assess competence with grammar, spelling and written expression, more explicitly than others. Assessors should also be mindful of the competence standards of professional accrediting bodies when considering what marking criteria are appropriate.
- 3.3.2 In Oral Language examinations students should not be penalised for asking for a question to be rephrased for processing reasons if they are able to demonstrate good aural comprehension

3.4 Technology

- 3.4.1 Specific equipment may need to be available to the student in an examination. Such arrangements often include the use of personal computers, tablets, talking calculators and word processors.
- 3.4.2 Assistive software may be available to the student in an examination. The University can currently support the use of the following assistive software when appropriate:
- a) Dragon Naturally Speaking (voice-activated software)
 - b) Jaws (Screen reading software)
 - c) Supernova (magnifier and screen reading software)
- 3.4.3 Where assistive technology and software are required then arrangements will be made in consultation with the Examinations Team, the Computing Services Department and DAG.

3.5 The use of specific personnel in written examinations

- 3.5.1 **Reader (available only as an individual reasonable adjustment on clinical programmes)**
Students who find the standard format of print disabling or students who utilise auditory information may require a reader. Additional time can be allowed due to the extra demands involved. A student using a reader will also be allocated a separate room.

- 3.5.2 **Scribe (available only as an individual reasonable adjustment on clinical programmes)**
Disabled students who require an alternative format to handwriting/typing may require a scribe. Students can request the opportunity to practise with the scribe before an examination and should contact the Examinations Team to arrange this. Additional time will be allocated for examinations dictated to a scribe and a separate room will also be provided
- 3.5.3 **Amanuensis (available only as an individual reasonable adjustment on clinical programmes)**
Students who require both a Reader and a Scribe will be allocated an Amanuensis to provide both forms of support. Additional time and a separate room will be provided.
- 3.5.4 **Personal Assistant**
A personal assistant may accompany some students. Arrangements can be made for such an assistant to sit in close proximity to the student and invigilators would be informed of the role of the personal assistant by the Examinations Team.
- 3.5.5 **Transcriber (available only as an individual reasonable adjustment on clinical programmes)**
Students who are unable to produce a legible script by other means may be provided with a transcriber. The transcriber will sit with the student and produce a legible copy of the exam script within 24 hours of the exam.
- 3.5.6 **Prompter (available only as an individual reasonable adjustment on clinical programmes)**
A prompter helps to keep a student focussed on the need to answer a question and then move on to answering the next question.
- 3.5.7 **Sign Language Interpreter**
Students whose first language is British Sign Language may require a sign language interpreter to sign instructions and questions to students taking written papers.

3.6 Ergonomic furniture

Specific furniture may need to be available to the student in an examination. Such arrangements often include the use of an ergonomic chair or an adjustable height table/bench. Where specific furniture is required then arrangements would be made in consultation with the Examinations Team and the Facilities Management Team. Examples include:

- a) Adjustable desk/laboratory bench
- b) Ergonomic chair, foot rest or similar supportive accessories
- c) Lectern (to enable a student to stand rather than being seated)
- d) Stand-alone chair/table
- e) Additional desk space

3.7 Room allocation

Students may require specific room allocations for their examinations. Such arrangements will be provided whenever it is reasonable to do so for standard written examinations. The practicalities of laboratory and/or computer-based assessments mean that it is unlikely to be reasonable to provide alternative venues for such assessments. Examples include:

- a) Small group room
- b) Individual room
- c) Allocation of a seat at the front/back of the examination room
- d) Allocation of a seat near to an exit
- e) Located near to an accessible toilet facility
- f) Located on the ground floor or with access to a lift
- g) Specific campus zone

If it is not reasonable to make such provision, due to the specific circumstances of the assessment, the Examinations Team will contact the student, DAG and the academic department in advance of the examination to explain why the adjustment is not reasonable and to discuss alternative adjustments

3.8 Examination Scheduling

Students may require adjustments to the scheduling of examinations. Such arrangements will be provided wherever it is possible to do so for standard examinations. Students who require such adjustments for class tests are advised to discuss this with their Disability and Dyslexia Coordinator as it may be more difficult to implement the adjustments in that setting. Examples include:

- a) One exam per day
- b) One day between exams
- c) Alterations to the start and finish times of exams

If it is not reasonable to make such provision due to the specific circumstances of the assessment e.g. multiple students requiring adjustments to the examination meaning that it would be impossible to secure the integrity of the assessment, the Examinations Team will contact the student(s), DAG and the academic department in advance of the examination to explain why the adjustment is not reasonable and to discuss alternative adjustments.

For individual assessments which are organised locally, e.g. Oral Language Examinations which are scheduled locally students may be given priority to choose a time slot to meet their specific needs.

4. Individual reasonable adjustments

4.1 Occasionally a student may require an individual reasonable adjustment in addition to or instead of one or more of the anticipatory adjustments listed above. (If the student requires an alternative form of assessment please see section 6 below). Any recommendation for individual reasonable adjustments must come from DAG. DAG will liaise with the relevant Disability and Dyslexia Contact (DDC) to confirm whether the proposed adjustment is likely to be reasonable within the specific context of the programme. Such adjustments will also require the agreement of the relevant Chair of the Board of Examiners and External Examiner. Such requests should usually be considered within 14 calendar days and must be submitted before the cut-off date for reasonable adjustments for each examination session.

Examples of situations which may require individual reasonable adjustments include students who need to employ different methods of communication within the examination environment such as the use of a paper keyboard.

4.2 Practical assessment

Due to the diverse range of practical assessments, DAG will liaise with the relevant DDC to agree appropriate individual reasonable adjustments which enable the student to demonstrate the competencies being assessed.

5. Procedure for implementing adjustments to University examinations

5.1 **Procedure to Inform the Examinations Team** - Examination adjustments for individual disabled students will be entered onto the SWAWELF form on Banner by DAG. The Examinations Team will have access to these adjustments via a Tulip report and will implement the agreed adjustments for each exam period. A report will be sent by the SAS division detailing the number of students who have received adjustments and the type of the adjustments to the Education Committee for information

5.2 **Procedure to inform Schools/Departments** - Where appropriate, and with the student's consent, details of any agreed adjustments to examination arrangements will be provided by DAG to the student's academic School/Department. This will usually be in the form of a Student Support Information Sheet (SSIS) or management information report.

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- 5.3 Invigilators will take the examination papers from the Student Administration and Support Division directly to the examination rooms concerned.
- 5.4 Students will be advised by DAG to familiarise themselves with the examination location before the examination date and that they should contact the Examinations Team for advice if they have any specific queries about the location or the facilities available before the examination date.
- 5.5 The Student Administration and Support Division will provide appropriate training for Examination Invigilators who will be invigilating examinations where there are specific arrangements for disabled students.

6. Alternatives to written examinations and/or other forms of assessment.

- 6.1 The anticipatory adjustments listed above will enable the majority of disabled students to complete standard assessments. In a small number of cases, an alternative form of assessment may be recommended.
- 6.2 An alternative assessment to a written examination may be any valid form of assessing the student's ability to meet the learning outcomes of the examination. Examples of alternative assessment which may be considered in place of a written examination include coursework or an oral assessment.
- 6.3 The aim of an alternative assessment is to ensure that the student is assessed appropriately and on equal terms to other candidates.

Procedure:

- (i) The recommendation/request for an alternative means of assessment (as a reasonable adjustment), should be considered and evaluated in the first instance by an Adviser from DAG, the Departmental Disability Contact, the relevant Assessment Officer or other Department/School/Institute staff as appropriate and the Dean of School, in consultation with the student. The recommendation must be supported by appropriate documentary evidence and a written statement from the student.
- (ii) Recommendations for an alternative form of assessment will be evaluated according to the needs of each individual student and the need to maintain academic standards (there is no duty to alter an academic competency standard, however, consideration of whether or not a reasonable adjustment could be made to how it is assessed must still be explored).
- (iii) If the School concludes that they are unable to support a recommendation/request for an alternative means of assessment, as a reasonable adjustment, the student will be notified in writing by the School detailing the reason(s) for this decision.
- (iv) If appropriate, an alternative method of assessment should then be identified for the current academic year for each module (as appropriate). The DDC will liaise with the Module Tutor, or with the appropriate PGR Supervisor in the case of postgraduate research students, and DAG, to confirm the alternative method of assessment which will then be presented by the School to the Faculty Academic Quality and Standards Committee for formal approval. Approval will normally be sought through Chair's Action. If not approved, the School, the student and DAG will be notified of the reasons for the decision in writing.

*To note, the Centre for Innovation in Education (CiE) has resources available to assist with this process.
- (v) If formal approval is granted, the School will notify the student of the proposed alternative method of assessment. The student is required to respond in writing within

a reasonable timescale to accept or decline the alternative method of assessment. The School will evaluate an alternative means of assessment on a module by module basis at the start of each semester for subsequent academic years by repeating the procedure above.

7. Operation of specific adjustments in examinations¹

7.1 All discussions between support workers and students in examinations should be treated as confidential except where necessary for the proper administration of examinations.

7.2 Transcription

- (a) When a transcription is required due to a candidate's handwriting this will be produced in the presence of the student and an invigilator without correction and undertaken within 24 hours of the examination.
- (b) The student's original script will be submitted along with the transcription. Any text that cannot be transcribed will be clearly indicated both on the original and on the transcribed scripts.
- (c) During the transcription session a transcriber should:
 - (i) Consult the student when clarification is required over words used;
 - (ii) Allow the student to read each answer transcribed and ensure that the student signs a form (this will be provided by The Examinations Team) to confirm that the completed transcription has been correctly recorded;
 - (iii) The completed transcription should have the student's ID number as the only form of identification on the transcript as anonymity will need to remain when the script is being marked. It is also essential that the exam title, date and time of the exam are also indicated on the completed script.
- (d) A transcriber should NOT:
 - (i) Allow the student to change any of the wordings of their original answers during the transcription session;
 - (ii) Correct the student's grammar or choice of words.
- (e) Other forms of transcription may include Braille i.e. all answers must be transcribed by a person qualified to read and transcribe Braille.

7.3 Scribe

- (a) A scribe is a person who, in an examination, writes down or word processes a candidate's dictated answers to questions. The student is permitted to use an answer book to make any rough notes if required. Everything written by the scribe or the student should be submitted at the end of the examination.
- (b) A scribe should:
 - (i) Write precisely what the student dictates;
 - (ii) NOT alter the content of the student's given answer in ANY way;
 - (iii) NOT give any indication to the student of the appropriateness of their answer;
 - (iv) Ensure that they arrive at the designated examination venue a minimum of fifteen minutes before the start of the exam;
- (c) During the examination the scribe should:

¹ Acknowledgements: The Scottish Disability Team, The University of Birmingham, Bristol University, The British Dyslexia Association, and the Joint Council for Qualifications

- (i) Write down or word process answers exactly as they are dictated, including punctuation as stipulated by the student;
 - (ii) Write legibly;
 - (iii) Require the student to provide spellings for specialist or technical terms used in their answer;
 - (iv) Allow the student on request to review and seek correction of the script.
- (d) The scribe should NOT:
- (i) Give any factual help to the student or offer any suggestions;
 - (ii) Give advice to the student on which question to answer or in which order;
 - (iii) Give advice to the student regarding when to move onto the next question.

7.4 Reader

- (a) A reader for the purposes of examinations should be a person who is able to read accurately, clearly and at a reasonable rate to a student under examination conditions.
- (b) The reader should:
- (i) Arrive at the designated examination venue a minimum of fifteen minutes before the start of the exam;
 - (ii) The reader should remind the student that they can ask for the examination paper and any authorised associated material be read to them as often as needed;
 - (iii) Read accurately and read only the rubric and questions on the examination paper;
 - (iv) Read as often as requested by the candidate, the instructions, questions and answers already recorded;
 - (v) If requested by the student, give the spelling of a word which occurs in the question paper. Help with spellings which do not occur on the question paper must NOT be given unless the student is permitted to use a dictionary;
 - (vi) Where appropriate, enable a visually impaired student to identify diagrams, graphs and tables but must not give factual information nor offer any suggestions, other than that information which would be available on the paper for sighted students;
 - (vii) Adopt the approach and pace preferred by the student. This is important.
- (c) The reader should NOT:
- (i) Give any factual help to the student or offer any suggestions;
 - (ii) Give advice to the student on which question to answer or in which order;
 - (iii) Give advice to the student regarding when to move onto the next question;

7.5 Extra Time

- (a) **Venue**
- (i) Students, who have been assessed as requiring extra time only, will sit their examinations in a central venue separate from the main body of students but alongside other students receiving extra time.
 - (ii) Small group rooms will be made available for those students assessed as requiring extra time only, within a small group examination environment.
- (b) **Time allowances**
- (i) A minimum extra time allocation will be set at 25% of the overall examination length i.e. 15 minutes per examination hour.
 - (ii) Students assessed with a Specific Learning Difficulty requiring extra time within written examinations will usually be allocated 25% extra time, unless an additional time allowance over and above 25% is identified and evidenced through supporting documentation for example, an Educational Psychologist's or Assessment of Need report.
 - (iii) Students sitting oral languages examinations may be allowed 25% additional time which can be used by the student in the preparation period (where applicable) or the timed exam.

7.6 Use of Word Processing Facilities

- (a) Students who are given permission to use a PC to complete their examination will be accommodated in a room with access to an appropriate PC.
- (b) Students and invigilators should arrive at least 15 minutes prior to the examination start time. The student is responsible for:
 - (i) Switching on PC.
 - (ii) Accessing Microsoft Office Word.
 - (iii) Ensuring that the student number, date and title of the examination is clearly marked on the word document prior to the examination commencing
 - (iv) Saving their work frequently throughout the examination.
- (c) The PCs used for examinations must be set up according to the following rules:
 - (i) No access to material stored as memory.
 - (ii) No access to calculation facilities (students doing exams that are allowed to use a calculator should bring their own approved calculator to the exam).
 - (iii) No access to the Internet.
 - (iv) Students will have access to Microsoft Office Word but must not have any predictive text software.
 - (v) Must not include voice-activated software unless the candidate has permission to use the relevant software.
 - (vi) Scripts must be printed immediately and passed directly to the invigilator after the examination or saved to a USB pen as directed by the invigilator. The invigilator will check that the script has been saved onto the USB pen prior to the student leaving the examination.
 - (vii) All scripts must contain the student's student number, date of examination and the title of the examination.

7.7 Use of Accessibility Software (e.g. Voice Activated Software e.g. Dragon Naturally Speaking, Screen Magnification, Text to speech)

- (a) Accessibility software will be set up in consultation with the Examinations Team, the Computing Services Department and DAG.
- (b) It is essential that the student and the invigilator arrive at least 15 minutes prior to the start of the examination.
- (c) Students using Dragon Naturally Speaking should bring their voice file to the examination room on a USB pen drive.
- (d) The Computing Services Department will ensure technical support is available as required.

7.8 Supervised Rest Breaks

- (a) Students assessed as requiring a rest break will be allocated a small room to avoid disturbing other students undertaking the examination.
- (b) The student should indicate to the invigilator that they wish to take a rest break and stop writing.
- (c) The timing of the examination should be stopped and re-started for the set period of time allocated e.g. up to 15 minutes per examination hour, or when the student indicates they are ready to continue, if prior to the full allocation of time. The clock should then be restarted.
- (d) If the student needs to leave the examination room, an invigilator **must** accompany the student.
- (e) A student is allowed to move around the examination venue during rest breaks if appropriate.
- (f) The supervised rest break is not included in any extra time allowance.

7.9 Alternative format: i.e. Question/Answer Paper

(a) Braille Papers

- (i) It is essential that sufficient notice is provided by the student to enable examination questions to be provided in a Braille format.

- (ii) The question paper may require modification prior to Braille by a professional specialist in visual impairments.
- (iii) The modified paper will then be sent to a Braille agency to be produced in the appropriate Braille version.
- (iv) Tactile diagrams and graphs may also be provided if appropriate.

(b) Enlarged Papers

- (i) Enlarged papers are intended for students who have a visual impairment and will be provided in the font/size as indicated by the student's assessment.
- (ii) Pictures and certain diagrams may need to be removed prior to enlargement.

(c) Coloured Paper/Overlays

- (i) Question and answer papers will be provided on coloured paper, when a student has been assessed as requiring this adjustment.
- (ii) Students will be permitted to utilise coloured overlays within the examination environment. Overlays should be checked by the invigilator prior to use.

7.10 Prompter

- (a) A prompter may sit beside the student in order to keep their attention on the task in hand. A prompter is not a reader, a scribe or a practical assistant but the same person may act as such, as long as permission has been given for any or all of these arrangements.
- (b) A prompter should:
 - (i) not advise the student regarding which questions to do, or on the order in which questions should be answered;
 - (ii) not give factual help or offer any suggestions or communicate in any way other than those listed below;
 - (iii) use the following prompts either vocally or written on a flash card: "focus on the question"; "move onto the next question"; "there are X minutes left";
 - (iv) tap on the desk or on the student's arm, depending on what is acceptable to the student and invigilator, in order to remind the student that he or she must pay attention to the question.

7.11 Sign Language Interpreters

- (a) The role of a Sign Language Interpreter is to present the questions in a different language without:
 - changing the meaning;
 - adding any additional information or;
 - providing an explanation as to what the question requires of the candidate.
- (b) Sign Language Interpreters can be used to sign the instructions and questions to students taking written papers.
- (c) Technical terms or subject specific language must be finger-spelt and not signed by the Sign Language Interpreter. The student'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.
- (d) Sign Language Interpreters may repeat the translation if requested to do so by the student but an alternative translation should not be given as this would be considered to be an explanation of the question which would be giving the student an unfair advantage.
- (e) Students will be accommodated within an individual examination location; therefore, a separate invigilator will be required.

- (f) A language modified version of the examination paper should be provided by the School/Department for students using a Sign Language Interpreter.

8 COMPLAINTS

8.1 Decisions made by DAG

Where a student is dissatisfied with recommendations for individual reasonable adjustments made by DAG, they should raise their issues of concern with the Head of Student Services in the first instance, in accordance with the University's Policy and Procedures Regarding Reasonable Adjustments and Support for Disabled Students.

8.2 Decisions made by the Academic Department

Where DAG has made recommendations for individual reasonable adjustments to a student's academic department but the department does not consider that the recommended modifications or adjustments can or should be made, then DAG will request a written rationale for the department's decision and this shall be considered by a Panel, in accordance with the University's Policy and Procedures Regarding Reasonable Adjustments and Support for Disabled Students. If the Panel accepts the rationale and the student is dissatisfied, then they may make a complaint under Stage 2 of the Student Complaints Policy and Procedure.

8.3 Decisions made by the Examinations Team

Where DAG or an academic department has made a request to the Examinations Team which the Examinations Team considers cannot be accommodated, then the student may request a review of the Examinations Team's decision by raising their issues of concern with the Head of Student Services in the first instance. The Head of Student Welfare Advice and Guidance Services shall, in this instance, consult with the Student Experience Manager (Examinations and Timetabling in the review. Should the student remain dissatisfied after this review, they may make a complaint to the Director of Student Administration and Support under Stage 1 of the Student Complaints Policy and Procedure.

8.4 Decisions made by the Faculty Academic Quality and Standards Committee

If the student is dissatisfied with the decision of the Faculty Academic Quality and Standards Committee that a proposed alternative method of assessment should not be approved, they should put this concern in writing to the PVC for Education. The PVC for Education will investigate the reason for the decision and will decide whether or not the decision of the Faculty Academic Quality and Standards Committee is reasonable. The PVC for Education will usually respond to the student within 14 working days.

9 CONTACT DETAILS

Student Administration and Support Division:

Examinations Team, phone 0151 794 2066, email examsenq@liv.ac.uk

Disability Advice and Guidance, Student Services Centre

Email: Disteam@liv.ac.uk

Tel: 0151 794 4714/6676/5117