

# Higher Education Alternative Assessment Process and Procedure



<b><u>Policy Title</u></b>	Higher Education Alternative Assessment Process and Procedure	
<b><u>Policy Category</u></b>	Compliant	
<b><u>Owner</u></b>	Deputy Director HE Quality and Standards	
<b><u>Group Executive Lead</u></b>	Deputy Principal Newcastle College, Executive Lead HE	
<b><u>Date Written</u></b>	July 2023	
<b><u>Considered By</u></b>	HE Quality and Standards Committee	
<b><u>Approved By</u></b>	HE Quality and Standards Committee	
<b><u>Date Approved</u></b>	October 2023	
<b><u>Equality Impact Assessment</u></b>	The implementation of this process and procedure are not considered to have a negative impact on protected characteristics.	
<b><u>Freedom of Information</u></b>	This document will be publicly available through the Groups Publication Scheme.	
<b><u>Review Date</u></b>	October 2026	
<b><u>Policy Summary</u></b>	This document provides information on the process and procedure to support students who disclose a learning disability/specific learning difference and/or a specific learning need and need alternative assessment arrangements.	
<b><u>Applicability of Policy</u></b>	<b><u>Consultation Undertaken</u></b>	<b><u>Applicable To</u></b>
Newcastle	Yes	Yes
Newcastle 6th Form	No	No
Carlisle	Yes	Yes
Kidderminster	Yes	Yes
Lewisham	No	No
West Lancashire	No	Yes
Southwark	Yes	Yes
Group Services	No	No
<b>HE Partnerships</b> (*partner may have an equivalent policy)	No	Yes
<b><u>Changes to Earlier Versions</u></b>		
<b><u>Previous Approval Date</u></b>	<b><u>Summarise Changes Made Here</u></b>	
August 2021	Large edits. Removal of reporting requirement.	
<b><u>Linked Documents</u></b>		
<b><u>Document Title</u></b>	<b><u>Relevance</u></b>	

## Equality Impact Assessment

	Judgement
<b>EIA 1 - Does the proposed policy/procedure align with the intention of the NCG Mission and EDIB Intent Statement in 2.0?</b>	Yes
<b>EIA 2 - Does the proposed policy/procedure in any way impact unfairly on any protected characteristics below?</b>	
<b>Age</b>	No
<b>Disability / Difficulty</b>	No
<b>Gender Reassignment</b>	No
<b>Marriage and Civil Partnership</b>	No
<b>Race</b>	No
<b>Religion or Belief</b>	No
<b>Sex</b>	No
<b>Sexual Orientation</b>	No
<b>EIA3 - Does the proposed policy/processes contain any language/terms/references/ phrasing that could cause offence to any specific groups of people or individuals?</b>	No
<b>EIA4 - Does the policy/process discriminate or victimise any groups or individuals?</b>	No
<b>EIA 5 - Does this policy/process positively discriminate against any group of people, or individuals?</b>	No
<b>EIA 5 - Does this policy/process include any positive action to support underrepresented groups of people, or individuals?</b>	No
<b>EIA 6 - How do you know that the above is correct?</b>	Consultation has been carried out with relevant colleagues within NCG and with a higher education (HE) committee within our HE deliberative structure, which includes HE student representation.

## **Introduction and Context**

This document provides information on the procedure and process used to support students who disclose a learning disability/specific learning difference and/or a specific learning need and require alternative assessment arrangements.

Details of the regulations regarding practice can be accessed via the NCG Academic Regulations. The regulations state:

*A2.11.2 The College will act in accordance with the requirements of the Equality Act prevailing at the time in all aspects of the student learning experience.*

*A2.11.3 The College will, in particular, make reasonable adjustments to the support and assessment of the student whilst on any programme within the College. Where the College is unable to make reasonable adjustment, the student will receive support and advice in identifying alternative opportunities.*

## **Purpose**

The purpose of an Alternative Assessment Plan (AAP) is to enable students with a special educational need and/or disability to demonstrate their knowledge on an equal basis and in line with programme and module outcomes. The plan is a reasonable adjustment which, alongside inclusive assessment, provides every student with the opportunity to demonstrate their achievement. The AAP can result in a different assessment method depending on the individual needs of the student.

Extended timeframes will not be managed through this process and should be managed via 5 day extensions. Where students are not able to meet extended deadlines due to a special educational need and/or disability, the mitigation should be used.

## **Aims**

It is essential that we, as a higher education institution, recognise and understand the importance of providing effective support for students. The aims of the Alternative Assessment Process and Procedure are to:

- Develop an effective process which differs from mitigation and allows long term plans to be established to help support and manage a positive student learning experience.
- Raise awareness for staff and students to consider inclusive and alternative assessment methods as part of curriculum planning and programme design without the need for an AAP.
- Inform the way in which staff approach HE assessment design for students who disclose a special educational need and/or disability, particularly those with sensory or physical disabilities who may be unable to be assessed in the usual way.
- Ensure support is put in place for students with a special educational need and/or disability to enable them to meet deadlines in accordance with academic standards.

## **Process**

As part of the application and admissions process all students receive information regarding the support available to them whilst studying HE within the College. At the point of application students will normally disclose their learning disability/ specific learning difference and/or specific learning need. However, disclosure can also happen at any point in the nature life cycle of the student studies. Students who disclose a support need will be contacted by the relevant support team who will undertake an assessment and recommend reasonable adjustments. An AAP is a reasonable adjustment, but students must meet certain eligibility criteria in order to qualify for an AAP:

- In receipt of Disabled Student's Allowance.
- Have received High Needs Funding, or had an Education, Health and Care Plan, at school or in further education.

Students who disclose a learning disability / specific learning difference are eligible to apply for Disabled Students' Allowance (DSA). The application form requires students to provide evidence of their learning disability/specific learning difference. Students

who may be eligible for DSA should be encouraged to apply so that they can then apply for an AAP.

All requests must be submitted by the agreed date. After this date, new AAP will only be considered under exceptional circumstances, for example, a newly diagnosed medical condition or disability.

### **Implementing an AAP**

When the student has been assessed, and evidence of eligibility provided, the support team will liaise with the curriculum area in which the student is studying regarding assessment strategies and requirements for the programme linked to the assessment tools and programme assessment plan for the year. The relevant teaching staff, the support team and the student must work collaboratively to agree the content of the plan, which should identify assessment components for each module, including a clear timetable of assessment points.

Depending upon the programme content, and the student's individual need, the plan may cover certain modules and/or components where the usual assessment method is not appropriate, or all components and/or modules. The completed plan must be emailed to the student by the curriculum team, and confirmation of acceptance should be sought.

A student with an AAP shall not normally be permitted to seek alternative assessment after the set deadline when he or she, without good reason, has not previously requested that an AAP be put in place.

### **Monitoring of AAPs**

A central tracker of all AAP must be in place and stored in a central location and a copy of the AAP should be stored in a central location to ensure duplicate versions are not implemented. The AAP should be reviewed on a termly basis to ensure it is still appropriate, and this must involve the support team, curriculum team and student.

Provided that the agreed AAP has been fully implemented, a student shall not normally be allowed to request further adjustments to the AAP if the request for an adjustment directly relates to the learning disability/ specific learning difference and/or specific

learning needs for which the AAP was created. However, an amendment to the AAP may need to be considered if there is a sudden flare up of a chronic condition or a condition/situation deteriorates.