

## **Communication from Education Committee: Changes to policy on examination adjustments (formally alternative arrangements)**

This circular provides information on the introduction of a new policy detailing the university's provision in relation to examination adjustments (formally known as alternative examination arrangements), approved by Taught Degrees Panel.

### **Action required**

All divisions, departments/faculties, and colleges are asked to **note** the new policy ([Annex A](#)) which comes into effect from Michaelmas term 2020.

If you have queries please contact Amanda Tattersall, Senior Policy Officer, Education Policy Support ([amanda.tattersall@admin.ox.ac.uk](mailto:amanda.tattersall@admin.ox.ac.uk)).

### **Further information**

1. Examination adjustments (formerly known as alternative examination arrangements) are put in place for a student when the standard examination arrangements would put them at a substantial disadvantage because of a disability (including specific learning difficulties) or a specific health condition. The University has in place a system for students to apply for exam adjustments but no comprehensive policy had been place documenting the key provisions.
2. This policy was written in consultation with the Disability Advisory Service and Head of Exams and Assessment, considered by the Alternative arrangements working group and approved by Taught Degrees Panel. It is primarily intended to document existing arrangements for the provision of exam adjustments and covers:
  - The different conditions and disabilities that may give rise to a student needing an adjustment, and what type of adjustments might be particularly relevant
  - The arrangements for students who present late for exam adjustments or receive a late diagnosis.
  - Arrangements for students who are injured, suffering from exam anxiety, contagious illness, or who are seeking adjustment on the basis of religious observance.
  - The types and duration of adjustments
  - Supporting evidence
  - Standard adjustments that can be made for different conditions and disabilities
  - The application and appeal process (full details of the application process are on the Exams and Assessment website)
3. The relevant sections of the Oxford Students and Exams and Assessment websites will be updated in due course. Further work is planned in this area to comprehensively update the relevant Examination Regulations which are substantially out of date with current University practice and this policy, and further explore the role of individual sittings and provision for re-sits and how they relate to exam adjustments and inclusive practice overall.

## Annex I: Examination adjustments (alternative examination arrangements)

### Introduction

1. Examination adjustments (formerly known as alternative examination arrangements) are put in place for a student when the standard examination arrangements would put them at a substantial disadvantage because of a disability (including specific learning difficulties) or a specific health condition. Students may also be granted alternative scheduling arrangements if they are undertaking a religious observance and they are not permitted to work for a specific period of time which coincides with an assessment. This annex also provides guidance for situations when an illness or injury affects a student's ability to undertake an examination.
2. A person has a disability under the Equality Act 2010 if they have a physical or mental impairment and the impairment has a substantial ('more than minor or trivial') and long-term (lasting or likely to last 12 months or more) adverse effect on their ability to carry out normal day-to-day activities. Examinations and assessments are considered normal day-to-day activities. Therefore, education providers have a duty under the Act to make reasonable adjustments so that students can access their studies without experiencing undue disadvantage because of their disability. Reasonable adjustments in an exam context could include extra time, the use of a computer to type answers, an alternative method of examination, or the use of dictation software. The most appropriate reasonable adjustment will depend on the particular difficulties posed for the student by the nature of the assessment in relation to the specific impact of their disability, and the competencies being assessed.
3. The following guidance is provided in relation to the different circumstances in which exam adjustment requests may be considered and possible reasonable adjustments and standard adjustments that can be applied. An outline of the process for applying for adjustments, the approval process, and the mechanism for appeals are also given with operational detail provided on the [Examinations and assessments staff website](#).
4. This guidance specifically covers adjustments to timed examinations. Adjustments which require a change to a submission, the form of assessment, or to the timing of assessment are covered in *Annex F: Major adjustments to course and assessment requirements of the Examinations and Assessment Framework*.

### Adjustments on the basis of disability

5. In order to access adjustments to examinations, students with a disability need to undertake an assessment with the Disability Advisory Service, who will review professional assessments and/or medical evidence and make a recommendation on suitable adjustments to examinations as part of the Student Support Plan (SSP).

#### *Physical/mobility impairments and chronic health conditions*

6. A wide range of physical impairments or chronic medical conditions can require adjustments in examinations. The disadvantage faced by the student can be mitigated by adjustments such as:

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- Accessible exam venues
  - Hearing loops and/or materials provided in written format
  - Question papers and materials provided in enlarged and/or coloured formats
  - Access to medicines, food and drink in exams
  - Access to bathrooms outside of the usual non-permitted periods
  - Typing rather than handwriting exams
  - Use of assistive software or support worker to aid reading and/or writing
  - Extra rest or writing time to accommodate other adjustments or slower pace of work
  - Use of ergonomic equipment, such as ergonomic keyboards and mice or adjustable desks and chairs
  - Adjusted exam paper/answer booklets (e.g. enlarged text/paper size, alternative font/paper colour)
7. What is appropriate as an adjustment is likely to be unique to each student. Most of these adjustments, including extra writing time of up to 25%/15mins per hour can be accommodated in the main exam venue (either in the main room or computer suite). However where arrangements cannot be accommodated within the main exam venue then a candidate may require an individual sitting or need to undertake the examination through an alternative form of assessment.
8. An individual sitting will normally be an appropriate adjustment when required solely due to the need for a scribe or assistive technology, but for students requiring multiple adjustments, including those that result in a much longer exam duration, an alternative mode assessment, allowing the student to be assessed outside of exam conditions, is likely to be more appropriate.

### *Sensory Impairments - visual<sup>1</sup> and auditory<sup>2</sup> impairments*

9. 'Visual impairment' (VI) is a term used to describe a loss of sight that cannot be corrected using lenses. Sight loss is usually categorized into partial or severe impairment and once formally identified, the individual automatically meets the definition of a disabled person under the Equality Act (2010). However, degrees of sight loss, the impact on daily functioning, and the type of support required varies considerably from person to person. Many individuals will have some level of functional sight and the VI will often not be obvious to others (even if registered blind).
10. A variety of adjustments can be made to accommodate the different needs and normal working patterns for students with VI. These range from enlarged print, braille, to a reader and/or amanuensis. Whilst many of these adjustments will help to mitigate the impact of VI on the practical parts of taking of an exam, most will also require extra time and rest time. A balance will therefore need to be struck between the total length of time a student would be sat taking an exam and whether an alternative form of assessment would be a better adjustment.
11. If a student has a hearing impairment (HI), they have some degree of hearing loss but the level of hearing loss and precise nature of impact varies enormously from person to person.

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<sup>1</sup>[https://academic.admin.ox.ac.uk/sites/default/files/academic/documents/media/visual\\_impairments\\_vi.pdf](https://academic.admin.ox.ac.uk/sites/default/files/academic/documents/media/visual_impairments_vi.pdf)

<sup>2</sup>[https://academic.admin.ox.ac.uk/sites/default/files/academic/documents/media/hearing\\_impairments\\_hi\\_0.pdf](https://academic.admin.ox.ac.uk/sites/default/files/academic/documents/media/hearing_impairments_hi_0.pdf)

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It can be mild, moderate, severe or profound, but it is important to note that even mild hearing loss can still significantly impact on access to communication and information.

12. During examinations, many instructions are given verbally with little or no notice. A student with a HI should have written instructions for all standard pre-exam communications. Any paper corrections or announcements during the exam should be quickly communicated to the student in writing by a member of staff and they should receive individual time prompts. Oral exams may require extra time and practical guidance should be given to examiners on ensuring their communication style does not impede the student.
13. Dual sensory impairment (with combined vision and hearing loss) has a different impact than either considered separately. The two impairments combine to increase the effects of each and cause problems with communication, access to information and mobility.<sup>3</sup> Such difficulties are more than likely to require major adjustments to both course structure and the methods of assessment.

### *Mental health conditions*

14. Many students experience a mental health condition, some of which can be chronic, long-term and very debilitating. Such conditions often meet the definition of a disability under the Equality Act. Symptoms can be exacerbated during examination periods.
15. Depending on the severity of the mental health disability and the symptoms the student is experiencing, an adjustment to the examination schedule could be considered appropriate. Adjustments to the timing of examinations (e.g. ensuring that there is at least a 24 hour between the start of exams) will, as far as possible, be accommodated within the main exam timetable. Where this is not possible or more extensive timetable adjustments would be required, an alternative form of assessment may be more appropriate.
16. Extra time during the exam itself, noise-cancelling headphones, sitting in a specific area of the room, may also be appropriate for some students to help manage their symptoms, or mitigate their impact.
17. The appropriate adjustment to put in place, however, should not be assumed to be standard for all students in this group. Careful consideration should be given to the specific impact a student's condition(s) is having and the best way in which to mitigate against it. Students with long standing mental health conditions that constitute a mental health disability, such as generalised anxiety disorder, must undertake an assessment with DAS in order to access examination adjustments. Medical evidence alone is not sufficient to make a judgement on the appropriateness of adjustments when an application is considered.
18. As with complex physical disabilities, in some cases it is questionable whether the available exam adjustments (including individual sittings) for mental health disabilities are sufficient to mitigate against the impact of the disability. In such cases therefore major adjustments such as splitting assessments into parts to reduce the length of an examination, using alternative methods of assessment, or making a major adjustment to the examination timetable and/or course structure, should be considered as reasonable adjustments when exploring the options available. Such adjustments should be requested as early as possible, and in advance of the student starting each stage of their course (*Annex F: Major adjustments to course and assessment requirements of the Examinations and Assessment Framework*

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<sup>3</sup> <https://www.sense.org.uk/get-support/information-and-advice/conditions/deafblindness/>

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### *Specific learning difficulties (SpLD)*

19. The term Specific Learning Difficulty (SpLD) refers to a neurological difference that can have a significant impact during education e.g. dyslexia, dyspraxia, dysgraphia, dyscalculia, attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD). Whilst the impact can vary at different stages of education, on different academic courses, and between different individuals, the underlying condition does not vary over time.
20. Students must have a SpLD diagnostic assessment reviewed by DAS to assess and recommend adjustments for their examinations. Students must provide, as evidence of their disability, a diagnostic assessment report that meets Oxford's guidelines<sup>4</sup>. If a SpLD has not previously been diagnosed, but is suspected, then DAS can arrange an assessment.
21. Students with a SpLD are usually provided extra writing time in examinations to allow them to read the examination paper, consider their responses to the questions, plan out their work, and read it over at the end. It is also very common for permission to be given to use a word processor to type answers. The amount of time may vary according to the severity of their difficulty and whether another condition(s) exist, but is typically set at 15 mins per hour/25% extra time. This is the standard extra writing time allowance made for SpLD, and to aid in the administration of examinations, even students whose assessment recommends less than this, will be given the full standard allowance.
22. All students with SpLDs (following an assessment with DAS) have the following permissions:
  - to attach a 2D form (explaining the effects of the SpLD to the examiner for consideration when marking) to their work, whether that be a submission or exam script;
  - to have spelling and grammar checking enabled where a computer has been recommended as part of their exam adjustments.
  - ADD and ADHD are recognised as both a mental health condition and/or an SpLD but a specific diagnosis is required to ensure the DAS can advise on the appropriate adjustments and support.

### *Autism Spectrum Disorder*

23. Autism spectrum disorder (ASD) is a condition that affects social interaction, communication, interests and behaviour.<sup>5</sup>
24. Students with ASD must register with DAS in order to access examination adjustments. Medical evidence alone is not sufficient to make a judgement on the appropriateness of adjustments when an application is considered. ASDs have a high degree of co-occurrence with other disabilities and health issues. Individuals might also experience mental health conditions (e.g. acute anxiety), specific learning difficulties, or heightened sensory sensitivity. The co-occurrence of other conditions would also need to be taken into account when considering any appropriate examination adjustments.

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<sup>4</sup>[https://www.ox.ac.uk/sites/files/oxford/field/field\\_document/Guidance%20on%20SpLD%20Diagnostic%20assessments%20May%202016.pdf](https://www.ox.ac.uk/sites/files/oxford/field/field_document/Guidance%20on%20SpLD%20Diagnostic%20assessments%20May%202016.pdf)

<sup>5</sup><https://www.nhsinform.scot/illnesses-and-conditions/brain-nerves-and-spinal-cord/autistic-spectrum-disorder-asd>

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### Late presentation

25. Students are encouraged to disclose their disability, and to register with DAS, as soon as possible either prior to or on arrival at Oxford if they wish to access exam adjustments. Deadlines are set for applications for exam adjustments relevant to the timing of the exam(s) in question.
26. In most cases, the University is unable to accommodate requests for alternative examination arrangements made after the relevant deadline. Students will need to make a choice between:
- continuing with their examinations as planned
  - attending some of their examinations if that is appropriate (and seeking an excusal for non-appearance from the Proctors from those that will be missed)
  - or suspending or withdrawing from the examination entirely and taking their exam(s) at another opportunity when alternative examination arrangements can be put in place, noting the implications of this for course progression or completion.

In cases of late diagnosis the University will use its reasonable endeavours to respond to urgent cases where practically possible, but this cannot be guaranteed once the relevant deadline has passed.

### Adjustments on the basis of illness or injury

#### *Injury, surgery, acute non-contagious illness*

27. In cases where a student has suffered an injury or undergone surgery that necessitates a request for adjustments for their examinations to be put in place, medical evidence must support that the student is fit to take the exams and to support the type of adjustments required (e.g. use of a computer, ergonomic equipment, rest breaks). If the student is considered medically fit, then adjustments should be made where necessary to mitigate the limitations posed by the injury, aggravation of the injury or the cause of additional pain and discomfort.
28. It is only guaranteed that adjustments will be accommodated if the request is received before the relevant deadline. If the University is unable to reasonably accommodate a late request then the student will have to consider alternative courses of action (as outlined above in paragraph 26).

#### *Exam anxiety*

29. Anxiety in relation to exams is common. The symptoms experienced by a student may be worrying and unpleasant but it does not automatically mean that alternative exam arrangements should be put in place. Experiences in college collections can provide early warning signs of students who are struggling to manage exam anxiety. Students who are overly anxious during these times should be guided to the resources available in college, via GP practice, and on the Oxford Students Website. Wherever possible students should be encouraged to take active measures to combat their own exam anxiety, and to seek the appropriate support and advice as soon as possible.
30. Exam anxiety on its own is not a disability, and so requests for exam adjustments owing to exam anxiety will therefore **only** be considered where supporting evidence is provided by a college doctor, DAS, the Counselling Service, or other appropriate medical professional. The evidence will need to demonstrate that the student is likely to experience anxiety

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significantly over and above the usual level of anxiety to be expected in an examination, and that this is very likely to have a material detrimental impact on their exam performance, and that this impact could only be mitigated by putting exam adjustments in place.

31. While the University will use its reasonable endeavours to respond in cases of urgent late diagnosis of relevant conditions by medical staff where possible, it can only be guaranteed that adjustments will be accommodated if the request (with appropriate evidence) is received before the relevant deadline. If the University is unable to reasonably accommodate a late request then the student will have to consider alternative courses of action (as outlined above in paragraph 26).

### *Acute contagious illness*

32. To avoid the spread of any serious infectious or highly contagious disease (e.g. mumps, measles, meningitis, tuberculosis, influenza (flu), chicken pox, rubella, active gastroenteritis, glandular fever) students suffering or suspected to be suffering from one should not attend lectures, tutorials, classes or examinations (including college sittings). Any advice given by a health practitioner should be followed and this could include returning home.
33. Individual sittings will therefore not usually be approved for any acute contagious illness. Students who are not fit to sit an examination should be advised to consider suspension, withdrawal or seeking excusal from the Proctors for non-attendance.

### *Adjustments on the basis of religious observance*

34. Requests for adjustments to accommodate short periods of religious observance which prevent a student from being able to undertake examinations will be accommodated through adjustments to the examination timetable if requests are received prior to the relevant deadline. Accommodation of late requests cannot be guaranteed.
35. Other types of religious observance, for example practices such as fasting during Ramadan, are accommodated as far as possible within the main examination timetable (e.g. morning sittings). These are not normally sufficient grounds for an individual adjustment. If a student feels that an exam has been impacted by their fasting an MCE can be submitted with the appropriate evidence. Further information for students is available on the Oxford Students website.

### *Illegible handwriting*

36. Poor handwriting on its own does not entitle a candidate student to the use of a PC for time written examinations. However, where a student has exam adjustments in place for other reasons and has previously had to use the transcription service due to illegible handwriting, the use of a PC for written exams will be granted.

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**Table 1: Types of adjustments**

<i>Food and drink</i>	All students can take clear, non-spill water bottles (containing still water only) into their examinations. Students with additional needs, such as diabetes, are permitted to also take additional items into examinations rooms and these only require a signed letter from their college nurse or senior tutor explaining why it is necessary.
<i>Extra writing time</i>	<p>For students with cognitive, learning, or physical needs who require extra time to complete the examination this will be implemented at the standard rate of 15 mins per hour (25%), even if their specific recommendations are for less than this amount.</p> <p>Students with this standard extra time allowance sit together in a separate room on the main exam site and start their examinations at the same time as the main cohort. Students requiring more extra time than this, or requiring rest breaks will need to be accommodated in an individual sitting or through an alternative mode of assessment.</p>
<i>Rest breaks</i>	<p>Rest breaks can only be accommodated in an individual sitting. If a student requires rest breaks during their examination, during which no examination work may take place (e.g. to perform arm/back/leg exercises, meditation etc), they may be provided with a time allowance that can be used at any point(s) until the 5min warning before the end of the exam.</p> <p>The time calculated is based on the total exam time (which should include any extra time already awarded).</p>
<i>Use of a computer +/- spelling and grammar check enabled</i>	<p>The use of a computer is permitted for a variety of disabilities and conditions. Spelling and grammar checking is only permitted for students with a diagnosed SpLD, unless specifically detailed in an SSP.</p> <p>For foreign language translations, students with a SpLD have spelling and grammar checking enabled when translating into English but disabled when translating English into a foreign language.</p> <p>Use of a PC may be permitted where a student has previous evidence of transcription services being required due to the illegibility of their handwriting and other exam adjustments are required.</p>
<i>Assistive software</i>	Assistive software falls into four main categories – voice recognition for dictation (e.g. Dragon), screen reader (e.g. JAWS), music notation (Sibelius), and screen magnifier (e.g. SuperNova). Use of such software is permitted for a variety of disabilities and conditions. The use of assistive software can only be accommodated in an individual sitting and must be specified in an SSP.
<i>Ergonomic equipment</i>	<p>Students who suffer from certain musculoskeletal conditions may require the use of ergonomic chairs and/or sit-stand desks.</p> <p>The Examinations Schools has a number of ergonomic chairs and students can usually be accommodated at the main site but need to ensure they detail the specifications of the chair they require when submitting their application. Students may require use of their own specific equipment such as ergonomic keyboards and mice (providing compatibility has been checked in advance of exams).</p> <p>Sit-stand desks are a distraction to other candidates so necessitate an individual sitting.</p>



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<i>Alternate paper formats and answer booklets</i>	<p>Visually impaired students may request examination papers in enlarged font or braille on a paper size of their preference.</p> <p>Certain colours of paper or overlays may assist some students with visual impairments or SpLDs and enable them to read printed content more easily. Equally, plain or squared paper can help some students with their writing. All of these adjustments can be accommodated at the main exam sites.</p> <p>Written instructions for any announcements and paper corrections.</p>
<i>Scribe/amanuensis</i>	<p>Some students who qualify for the use of assistive software may prefer to use a scribe rather than voice recognition software. Use of a scribe/amanuensis can only be accommodated in an individual sitting.</p>
<i>Reader</i>	<p>A reader may be recommended for a student who is visually impaired and unable to use a digital screen reader. Often they will work alongside a scribe. Use of a reader can only be accommodated in an individual sitting.</p>
<i>Exam timings</i>	<p>Exams are usually timetabled in the morning but during peak periods they will be timetabled for both mornings and afternoons. If a student requires their exams to be restricted to morning or afternoon sessions, or need at least 24h between each exam they sit, then requests must be made by the 4<sup>th</sup> week of Michaelmas term in the academic year the exams are being taken.</p>
<i>Individual sitting</i>	<p>Where specific conditions require adjustments that cannot be accommodated at the main exam site e.g. the use of voice recognition software, an individual sitting can be requested.</p>
<i>Specific seating in the examination room, waiting area in and/or entrance to the exam venue</i>	<p>Specific seating within the exam room may also be requested e.g. near the exit, window, at the front to assist with managing a condition. Students with sensory impairments may also require individual time prompts.</p> <p>When the quad marquee is in use as a pre-exam waiting area, students with certain disabilities or severe anxiety can be accommodated in the main entrance hall, subject to space and prior approval.</p>

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### Duration of adjustments

37. In approving adjustments the appropriate duration will also be considered:

- *Ongoing for duration of course:* Arrangements for conditions that are ongoing, such as an SpLD, certain disabilities, long-term mental health conditions or Autistic spectrum disorders, will be made on an ongoing basis.
- *Temporary for academic year:* Arrangements for conditions that are liable to change or where the student is seeking support, such as physiotherapy or beginning a new course of medical treatment, should be made on an annual basis (current academic year) and reviewed on an annual basis.
- *Temporary for exam period:* Arrangements for acute illness or a short term medical issue should be made for one specific exam or the specific examination session to cover all examinations being sat that day/week/term.

38. On-going exam adjustments apply for the duration of a student's course. Due to IT system limitations, if the student changes course or college, their college will need to re-apply for adjustments.

### Supporting evidence

39. All applications for examination adjustments must be accompanied by appropriate supporting evidence including details of the impact of the condition e.g. recommending extra time because a student has wrist pain without details of the impact on writing speed, pain, and measures they can take during an examination to alleviate the symptoms will not be sufficient. Applications which provide insufficient information will be rejected or sent back to the college for more information.

40. Evidence provided should be signed (or confirmation provided by the college that evidence has been received from an NHS email address) either by a medical professional, counselling service, or DAS disability advisor in the case of a Student Support Plan (SSP). If evidence has been provided by an external professional or clinic it must be signed and on headed paper.

41. Where a combination of conditions are present, extra time may be recommended by different professionals. The total amount of extra rest/writing time requested should be made clear within the application by the College.

**Table 2: Types of evidence required**

SpLD (Specific Learning Difficulties)	An educational psychologist's or specialist teacher's report should be provided to the Disability Advisory Service who will arrange a summary sheet to be produced by the University's SpLD specialist. The assessment must meet the University of Oxford's Guidance on SpLD Diagnostic Assessments ( <a href="https://www.ox.ac.uk/students/academic/exams/arrangements">https://www.ox.ac.uk/students/academic/exams/arrangements</a> ).
Long term conditions and disabilities	A student support plan (SSP). Any medical evidence from a specialist, general practitioner and/or college doctor that the student wishes to rely on in a request for alternative examination arrangements must be provided to DAS to review as part of their assessment in designing or updating a SSP.

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Short term illness/conditions, or a long term condition that does not meet the definition of disability	A medical form from the college doctor. For short term illness/conditions the evidence should explicitly state whether the student is currently fit to sit their exam(s).
Injuries and surgery	A medical form from the college doctor must include date of incident. The evidence should explicitly state whether the student is currently fit to sit their exam(s).
Fluctuating conditions (i.e. anxiety, RSI, tendonitis, etc.)	A medical form from the college doctor must include the duration of the condition. In cases of anxiety, the form must state whether it is acute exam-related anxiety or exacerbation of a chronic anxiety condition e.g. GAD and any measures that have been taken to alleviate the condition

### Standard adjustments

42. Allowances are based on the assumption that a student is fit to sit their examination(s). Standard allowances are listed in table 3 below. If these are insufficient to mitigate the impact of the student's condition or circumstance on their examination performance then, based on the evidence, more substantial adjustments will be considered. If a student is not medically fit to sit their examination(s) then alternative options must be explored. This may include excusal from an exam, or withdrawal from all or any remaining exams.
43. If the standard adjustments are insufficient or unsuitable, or cannot be practicably accommodated then more substantial adjustments (e.g. >25% extra time, individual sittings) or more significant changes to the student's assessments would be considered.
44. Arrangements for an individual student will be determined by the specific condition(s) they have and their severity. Therefore, a student will not necessarily be granted all arrangements in the category their condition falls into. Where a student has conditions that fall into more than one category, they may be granted a combination of selected arrangements from those listed but this will be determined on a case by case basis.

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**Table 3: Standard adjustments**

Reason for request	Standard arrangements that <u>may</u> be appropriate, depending on the details of each case	Duration	Evidence	Notice time cut-off
Medical condition (acute or short-term but non-contagious condition)	<ul style="list-style-type: none"> <li>• 15 min/h extra time (if processing speed affected by condition or medication)</li> <li>• Specific seating at main venue</li> <li>• Medications</li> <li>• 15 min/h rest time</li> <li>• PC and/or ergonomic equipment</li> <li>• Individual sitting if rest-time involves exercises that cannot be done silently whilst sitting down or a sit/stand desk is required</li> </ul>	Temporary	Medical form	<ul style="list-style-type: none"> <li>• &gt; 7 days, adjustment not guaranteed but will be provided if capable of being reasonably accommodated</li> </ul>
Medical condition (chronic)	<ul style="list-style-type: none"> <li>• 15 min/h extra time (if processing speed affected by condition or medication)</li> <li>• 15 min/h rest time</li> <li>• Snacks</li> <li>• Medication</li> <li>• Specific seating at main venue</li> <li>• PC and/or ergonomic equipment</li> <li>• Individual sitting if rest-time involves exercises that cannot be done silently whilst sitting down or a sit/stand desk is required</li> <li>• Adjustment to timetable</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• SSP (informed by medical evidence)</li> <li>• Medical form (at minimum until an SSP can be completed)</li> </ul>	<ul style="list-style-type: none"> <li>• Week 4 Michaelmas term if adjustments to timetable required<sup>6</sup></li> <li>• Otherwise, no later than week 4 of the term before the exams are due to be taken.</li> </ul>

<sup>6</sup> Students need to register with the DAS prior to arrival or as soon as practicable if a diagnosis is received after the start of their course. Once an assessment has taken place, the DAS need 6-8 weeks to complete the SSP. All requested evidence needs to be provided, or change in circumstance notified, promptly.

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Reason for request	Standard arrangements that <u>may</u> be appropriate, depending on the details of each case	Duration	Evidence	Notice time cut-off
Visual/Auditory condition	<ul style="list-style-type: none"> <li>• Alternative paper formats</li> <li>• Alternative mode of assessments</li> <li>• 30min/h extra time</li> <li>• 15min/h rest time</li> <li>• PC</li> <li>• Individual sitting if reader/amanuensis/assistive software required</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• SSP (informed by medical evidence)</li> <li>• Medical form (at minimum until an SSP can be completed)</li> </ul>	<ul style="list-style-type: none"> <li>• Week 4 Michaelmas term if adjustments to timetable required<sup>7</sup></li> <li>• Otherwise, no later than week 4 of the term before the exams are due to be taken</li> </ul>
Mental Health condition (acute)	<ul style="list-style-type: none"> <li>• 15 min/h extra time (if processing speed affected by condition or medication)</li> <li>• Specific seating at main venue</li> <li>• Medications</li> <li>• 15 min/h rest-time</li> </ul>	Temporary	<ul style="list-style-type: none"> <li>• Medical form</li> </ul>	<ul style="list-style-type: none"> <li>• &gt;7 days, adjustment not guaranteed but will be provided if able to be reasonably accommodated</li> </ul>
Mental Health condition (chronic)	<ul style="list-style-type: none"> <li>• 15 min/h extra time (if processing speed affected by condition or medication)</li> <li>• Specific seating at main venue</li> <li>• Medications</li> <li>• 15 min/h rest time</li> <li>• Individual sitting</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• SSP (informed by medical evidence)</li> <li>• Medical form (at the minimum until an SSP can be completed)</li> </ul>	<ul style="list-style-type: none"> <li>• No later than week 4 of the term before the exams are due to be taken.</li> </ul>
SpLD	<ul style="list-style-type: none"> <li>• 15 min/h extra time</li> <li>• PC + spelling-grammar check enabled</li> <li>• College sitting where voice-recognition software or amanuensis used.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• SSP (informed by Educational Psychologist's or specialist teacher's report)</li> </ul>	<ul style="list-style-type: none"> <li>• No later than week 4 of the term before the exams are due to be taken</li> </ul>

<sup>7</sup> Students need to register with the DAS prior to arrival or as soon as practicable if a diagnosis is received after the start of their course. Once an assessment has taken place, the DAS need 6-8 weeks to complete the SSP. All requested evidence needs to be provided, or change in circumstance notified, promptly.

## Annex A

Reason for request	Standard arrangements that <u>may</u> be appropriate, depending on the details of each case	Duration	Evidence	Notice time cut-off
ASD/ADHD	<ul style="list-style-type: none"> <li>• 15 min/h extra time</li> <li>• Specific seating at main menu</li> <li>• 15 min/h rest time</li> <li>• Sub-fusc excusal</li> <li>• Noise-cancelling headphones</li> <li>• Individual sitting</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• SSP (informed by medical evidence)</li> </ul>	<ul style="list-style-type: none"> <li>• No later than week 4 of the term before the exams are due to be taken</li> </ul>
Religious	<ul style="list-style-type: none"> <li>• Time-table adjustments (may require extended invigilation and a college sitting in some cases)</li> </ul>	Temporary	<ul style="list-style-type: none"> <li>• Supporting statement from college</li> </ul>	<ul style="list-style-type: none"> <li>• Week 4 Michaelmas term if adjustments to timetable required</li> <li>• Otherwise, no later than week 4 of the term before the exams are due to be taken</li> </ul>
Illegible handwriting (for students with other exam adjustments only)	<ul style="list-style-type: none"> <li>• PC, spelling-grammar check disabled</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Supporting statement from college – evidence of previous transcription having been required</li> </ul>	<ul style="list-style-type: none"> <li>• No later than week 4 of the term before the exams are due to be taken</li> </ul>

### **The application and approval process**

45. Details of the application and approval process for exam adjustments are provided on the Examinations and assessments website<sup>8</sup>.

### **The appeal process**

46. A student who is dissatisfied with the outcome of their application for exam adjustments may, or their college may, appeal under *Part 18 of the Regulations for the Conduct of University Examinations*.<sup>9</sup> There are specific grounds under which a student can appeal and they must bear in mind that any recommendations for adjustments in their application are recommendations only and do not guarantee they will be granted. Ultimately, the outcome of their application is determined by what would be best to mitigate the impact of their circumstances on their ability to perform at their best under standard examination conditions.

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<sup>8</sup> <https://www.ox.ac.uk/students/academic/exams/arrangements?wssl=1>

<sup>9</sup> <https://www.admin.ox.ac.uk/examregs/2019-20/rftcoue-p18afdotprocandexam/>