

AU Assessment Accommodations Procedure

Version No.	Approved By	Approval Date	Effective Date
1.0	President & BOT	March 2022	Fall 2022/2023
SCOPE	This procedure applies to staff members involved in the provision of assessment accommodations for students with disabilities and/or learning differences.		
TERMS, DEFINITIONS AND ABBREVIATIONS	AU: Australian University or the University. Reasonable Accommodations: reasonable modifications made to the learning environment, training delivery or assessment method used to help students with disability and/or learning differences to access and participate in education, training and assessment on the same basis as those without disability thus eliminating or decreasing, to a reasonable degree, structural and/or learning barriers which a student might encounter due to her/his disability. Reasonable accommodations enable students with learning difficulties, sensory or mobility disorders to demonstrate their knowledge, skills and competency in a learning and assessment situation. Accommodations do not compromise academic merit or give unfair advantage to the students with disabilities and should not interfere with what the assessment is meant to measure or affect the learning outcomes. Disability: The Kuwait Law for the Rights of People with Disabilities (Number 8, 2010) defines a person with a disability as follows: "All those suffering from permanent, total, or partial disorders leading to deficiencies in their physical, mental or sensory abilities that may prevent them from securing the requirements of life to work or participate fully and effectively in society on an equal basis with other." <i>Please refer to Appendix 2 for a list of disabilities and areas of impact.</i> Learning Difference (LD): A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself as imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Learning Difference does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, or intellectual disability, emotional disturbance, or of environmental, cultural, or economic disadvantage. CLD: Center for Learning Differences.		
PROCEDURAL CLAUSES			

- 1.1. The University provides assessment accommodations for students with documented disabilities and learning differences registered with the Center for Learning Differences (CLD) in order to provide them with an environment that allows them the opportunity to perform to the best of their abilities.
- 1.2. Assessment Accommodations do not alter the expected learning outcomes of a course or weaken its academic rigor. Students are expected to demonstrate valid and reliable evidence of achievement.

1.3. Assessment Accommodations¹ may include, but are not limited to:

- Fifty percent extra time on all assessments;
- Assessments taken alone or in a small group of no more than 15 students with learning differences and/or physical disabilities;
- Assessments taken on a computer;
- Assessments presented on a different format, such as:
 - Large font
 - More spacing between questions
 - One or two questions per page
 - Scrap paper to brainstorm ideas before answering questions
 - Grey coloured paper for students with dyslexia
- Calculator, Formulae and/or conversion sheet and Graph paper (for mathematics assessments);
- A designated question reader;
- Note-taker (scribe);
- Permission to give answers orally;
- Translator (for hearing impaired students);
- Modified equipment or resources to accommodate mobility disorders (for students completing practical skills assessments in courses with lab components).

1.4. Process for the Provision of Assessment Accommodations:

1.4.1. Assessments for students registered with CLD which take place 8:00 am - 3.30 pm are arranged, scheduled and administered by the CLD in collaboration with the Academic Departments according to the following:

- CLD's exam coordinator emails the LD/disability representative or Exam Committee if applicable (copied to Head of Department and Dean of College) to confirm the assessment dates and times set by the Academic Departments.
- Academic departments are requested to share the exam schedules, excluding the quizzes, with CLD at least two weeks before they are scheduled to commence.
- CLD's exam coordinator schedules the assessment according to above and informs the date, time and location to the LD/disability representative in charge (copied to the Head of Department and Dean of College). Assessment for the CLD registered students:
 - Is scheduled on the same days as the assessment scheduled by the Academic Department for the rest of the students.
 - Begins at the same time or an hour before the department's scheduled assessment to allow for 50% extra time on either side of the assessment.
- CLD's exam coordinator emails each student the date, time and location of their assessment (copied to the LD representative in charge, the Head of Department and Dean of College).

¹ Please refer to Appendix I for additional accommodations.

- On the day of the exam, the academic departments' assigned exam coordinator places the assessments in a sealed envelope and brings them to the CLD a day in advance or at least half an hour before the assessment is scheduled to begin and hands it to the assigned CLD proctor.
- CLD proctor distributes the assessments at the exact agreed time. To ensure the integrity of the exam is maintained, the CLD proctor coordinates with the Academic Departments when the students are last allowed to enter and first allowed to leave the exam room in accordance with the examination rules specified by the department.
- At the end of the examination, the assessment papers are placed in a sealed envelope where the LD/disability representative in charge collects them from the CLD on the same day at least an hour after the assessment or early morning the following day if the exam finishes at 3:30pm.
- The CLD's exam coordinator then sends an email to the academic departments' assigned exam coordinator to confirm exams have been received.

1.4.2. Assessments for students registered with CLD which take place on Saturdays or after 3:30 pm on weekdays are organised and administered by each academic department or an assigned LD/disability representative in charge in collaboration with the CLD:

- CLD's exam coordinator emails the LD/disability representative in charge or Exam Committee (if applicable) the list of students requiring 50% extra time and those that need to take assessments alone or in a small group.
- The Exam Committee or LD/disability representative in charge schedules the time, date and location of the assessment and informs the CLD in an email. This should take place at least two weeks before the exams are scheduled to commence.
- The Exam Committee or LD/disability representative in charge are responsible for assigning proctors to invigilate the students registered with CLD.
- The list of students that require 50% extra time are shared with the proctors to ensure students are given the time they are entitled to.
- If there are a number of students that require taking their assessments alone or in a small group, the academic department assigns proctors and organises a suitable location for those students to take their assessments.

1.4.3. All other matters related to assessments are handled in accordance with the relevant University policies.

APPENDIX	- Examples of adjustments to assessment. - Disability and areas of impact.

APPENDIX 1: Examples of adjustments to assessment

If a student has difficulty with:	You might adjust assessment by:
concentration	• breaking the assessment into appropriate components that can be undertaken separately; • providing rest breaks during lengthy assessment sessions; • providing a separate assessment venue if the student is distracted by others' movements or noise; • providing additional time; • providing alternative assessment methods, such as recording devices for oral testing,
expressing knowledge in writing	• allowing oral assessment; • providing a digital recorder or similar; • providing a scribe; • providing additional time.
spelling and/or grammar	• allowing oral assessment; • providing a digital recorder or similar; • providing a scribe; • providing additional time; • providing a computer with a generic spelling and grammar checker, dictionary and thesaurus (such as those included in Microsoft® Word) • providing models and practical examples for the student to demonstrate what they mean; and • providing alternative assessment methods, such as recorded interviews, slide presentations, photographic essays or models.
numbers and numerical concepts	• allowing additional time; • allowing the student to use a calculator; and • providing other assistive technology, such as a calculator. • Providing the formulae or data sheet • Providing examples
understanding spoken information or instructions	• allowing additional time; • providing written information or instructions to complement the spoken version; • allowing rest breaks or split sessions; • using simple, direct language (plain English); • providing step-by-step instructions; • repeating information given; • paraphrasing to check for understanding, and asking the student to repeat what they are required to do; and • demonstrating what is required.
examination-related stress	• providing additional time; • allowing rest breaks; • providing a separate examination venue; • allowing online assessment; and

	providing alternative assessment methods, such as completion of an assignment or provision of third-party evidence.
English	- providing a computer with spelling and grammar checker, dictionary and thesaurus; - allowing additional time
maintaining writing posture for any length of time, or writing quickly	- providing a digital recorder or similar; - allowing oral assessment; - providing a personal computer (if using a keyboard is more comfortable than writing); - allowing rest breaks; - providing a scribe; - providing other assistive technology or equipment; and - allowing additional time.
reading standard-sized print or handwriting	- providing technology such as magnifying devices to enlarge print, or screen readers; - providing oral assessment or recorded questions; - providing a reader; - allowing additional time; - providing models, graphics or practical examples to illustrate questions; and - providing heavily lined paper.
hearing verbal information	- facing the student and speaking clearly (if the student lip-reads); - producing information in writing; - providing assistive technology or equipment; - allowing additional time.
physical tasks such as personal care	allowing additional time.
turning pages	- allowing alternative methods of competence demonstration, such as oral assessment or third-party evidence; - providing assistive technology or equipment; and - allowing additional time.
oral communication	- allowing additional time; - providing a reader of the student's work.

certain physical environments	• providing appropriate lighting and eliminating glare (for students with low vision or epilepsy); • providing suitable furniture; • providing adequate space for equipment and support personnel; • providing access to power points for equipment; and a separate examination venue to eliminate distractions by others (and by others using equipment/support personnel).
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Reference: Department of Training and Workforce Development 2013. *Reasonable adjustment: A guide to working with students with disability*. Pp.29-31

APPENDIX 2: Disability and areas of impact

ADHD/ADD (Attention deficit/hyperactivity disorder)	Individuals with this disorder: • are likely to have learning difficulties; • may also have other barriers to learning; • may be inattentive, impulsive, disorganized, forgetful restless and/or reactive; • may have difficulty controlling their responses to situations; and/or • may intrude upon and interrupt others.
Autism spectrum disorder (ASD)	Individuals with this developmental disorder: • have difficulty understanding what they see, hear and sense; • find social interaction and communication difficult; • may have delayed speech development; • may avoid eye contact; • may have difficulty understanding long verbal instructions; • may develop repetitive behaviours; • may follow strict routines; • may not be able to empathize; • may dislike changes in routine; and/or • may exhibit inappropriate behaviours.
Hearing impairment	Individuals with deafness/hearing impairment: • may use other forms of communication such as lip reading • may sit at the front of the lecture theatre where they can see the lecturer clearly;
Dyscalculia	Individuals with this disability: • have difficulty understanding basic mathematical principles, such as number recognition and number manipulation; • are not able to perform arithmetic operations such as addition, subtraction, multiplication or division; • cannot grasp mathematical concepts and rules; and/or • have difficulty conceptualizing time.
Dysgraphia	Individuals with this disability: • have persistent difficulties with handwriting, often writing illegibly; • may lack coordination skills and have poor dexterity (motor dysgraphia); • find it difficult to get their thoughts in order then on to paper; • may also have dyslexia.
Dyslexia	Individuals with this disorder: • have difficulties with reading and writing; • may have low self-esteem; • have difficulties decoding and interpreting information; and/or • have slower reading rates than their peers.

Dyspraxia	Individuals with this disability: • have difficulties with coordination; • have difficulty planning, sequencing and executing correct movement; • struggle to plan and manage tasks; • can find it challenging to conceptualize information and interpret messages; and/or • may have delayed speech development.
Mental health	Individuals with mental health issues: • may suffer from disorders such as anxiety or depression which can have long-lasting and negative effects on their daily lives; • may be over-sensitive to authority or criticism; • may find it difficult to concentrate and motivate themselves; • may be withdrawn and unwilling to participate in class activities; and/or • may experience increased irritability and frustration.
Tremors	Individuals with this condition: • experience uncontrollable and involuntary shaking in their hands, possibly as a result of an acquired brain injury; and • are generally aware of their safety and limitations and come up with coping strategies to minimize

Reference: Department of Training and Workforce Development 2013. *Reasonable adjustment: A guide to working with students with disability*. Pp.33-34