**Reasonable Accommodations in Remote Examinations Summary**

The sudden imposition of lockdown in response to the global outbreak of COVID-19 resulted in the requirement to find immediate solutions to online assessment in HEIs, specifically for end of year examination. There is no clear understanding of to what degree such arrangements will become permanent, but it is helpful to conduct a comprehensive overview of options. Apart from the technical difficulties associated with online examination, Disability Services were required to clarify the provision of additional time for each assessment type: MCQs, timed tests, open book examination, and take-home assignments.

The need to provide alternative assessment choices at such short notice meant that, often, methods of assessment between modules, courses, Departments and Schools, was disparate and (anecdotally) dependent upon preferences of academic staff. Across DAWN institutions, most planned in-person examinations were converted to alternate modes of assessment delivered online. Students were provided with access to AT in place of readers and scribes, and usual practice for marking guidelines for spelling and grammar were applied in examinations. A standard allowance as per DAWN Exam Guidelines of 10 minutes per hour was applied as below.

|  |  |
| --- | --- |
| **Exam period** | **Suggested extra time** |
| 48 hours | 8 hours |
| 24 hours | 4 hours |
| 3 hours | 30 minutes  |
| 2.5 hours | 20 minutes |
| 1.5 hours | 15 minutes |

There were examples of differing practice, for example, extra time not allocated to assignments where these replaced examinations, and only applied to assessments that contribute to final grades. In one or two HEIs additional time was not provided for exams of over 24 hours as this was deemed to be sufficient time to manage writing, reviewing and submitting, in one HEI a standard rate of 15 minutes per hour was allocated.

Students were provided with print / media guidelines in the use of AT to access exam papers and to submit exam responses. In a small number of cases where human support was requested this was provided by family members, PA or other member of staff via Teams or Zoom.

**Recommendations**

1. An additional section be added to DAWN Guidelines specifically relating to Remote Examinations.
2. Agree on baseline additional time allowances for each type of online assessment.
3. Ensure that all HEIs adhere to the use of ‘Marking Guidelines’ or ‘Disclosure of Disability’ when referring to inclusive marking principles as opposed to ‘Spelling and Grammar Waiver’, which implies an exemption from academic standards.