**Alternative Assessment Guidelines for Reweighting Continuous Assessments and Written Examinations**

Developing alternative assessment guidelines for reweighting continuous assessments and written examinations based on disability needs is essential to create an equitable academic environment. These guidelines aim to accommodate students whose disabilities might impact their performance in traditional assessment formats, ensuring that their academic evaluations accurately reflect their knowledge and skills under fair conditions.

**1. Purpose**

To provide fair and flexible assessment methods that accommodate the unique needs of students with disabilities, allowing for adjustments in the weighting of continuous assessments and written examinations.

**2. Scope**

**Eligibility:**

* **Target Group:** Students with documented disabilities that significantly impact their ability to perform in traditional assessment formats, including but not limited to students with physical disabilities, sensory impairments, learning disabilities, mental health disorders, and chronic illnesses.
* **Documentation Required:** Comprehensive documentation from a healthcare provider or psychologist that outlines the student's disability and its impact on academic performance.

**Application Process:**

* **Formal Request:** Students must submit a formal request for alternative assessment arrangements to Disability Services.
* **Deadline:** Requests should be submitted at the beginning of the academic year or as soon as a disability is diagnosed or recognized.
* **Supporting Documentation:** Include medical evaluations, a detailed personal statement, and recommendations from educational psychologists or relevant specialists.

**3. Assessment Adjustments**

**Reweighting Options:**

* **Adjusting Weightings:** The weighting of continuous assessments and written examinations may be adjusted to better accommodate a student's disability. For example, if a student has significant anxiety during timed exams, the weighting could shift towards more heavily valuing coursework and project work.
* **Flexible Assessment Methods:** Allow flexibility in assessment types, such as replacing some written exams with oral presentations, practical projects, or alternative assignments that assess the same competencies.

**Approval Process:**

* **Review by Disability Services:** All applications will be reviewed on a case-by-case basis in consultation with the student’s department and course instructors.
* **Collaborative Decision Making:** Decisions will involve a collaborative approach, ensuring that academic standards are maintained while accommodating the student’s needs.
* **Notification:** Students will be informed in writing of the decision and any conditions associated with the reweighting of assessments.

**Implementation:**

* **Instructor Guidelines:** Provide instructors with guidelines on implementing assessment adjustments, including suggestions for alternative assessment formats and advice on maintaining academic integrity.
* **Monitoring:** Establish mechanisms to monitor the implementation of the adjusted weightings to ensure they are applied consistently and fairly.

**Support and Resources:**

* **Academic Support:** Offer academic support sessions to help students prepare for alternative assessment formats, including tutoring in presentation skills, project management, and research methodologies.
* **Technological Support:** Ensure that necessary technological supports are available, such as software for speech to text, alternative input devices, or specific software required for completing coursework.

**4. Review and Adjustment**

**Continuous Evaluation:**

* **Feedback Collection:** Regularly collect feedback from students and faculty on the effectiveness and appropriateness of the assessment adjustments.
* **Annual Review:** Conduct an annual review of the assessment reweighting guidelines to incorporate feedback and adapt to new insights or educational research.

**Adjustment Process:**

* **Reassessment of Needs:** Allow for periodic reassessment of a student’s needs to adjust assessment methods as necessary, accommodating any changes in the student’s condition or academic progression.

By adopting these guidelines, universities can ensure that all students, particularly those with disabilities, are assessed in a manner that truly reflects their abilities and learning, free from the undue burden of traditional examination formats that may not accommodate their needs. This approach fosters inclusivity, supports diverse educational outcomes, and upholds the integrity and quality of university degrees.