**Guidelines for the Provision of Rest Breaks in Examinations**

Guidelines for the provision of rest breaks during examinations for students with disabilities is essential for ensuring fairness and accessibility in higher education institutions (HEIs).

**1. Eligibility for Rest Breaks**

**1.1 Criteria for Eligibility:**

* Students eligible for rest breaks are those whose ability to complete an examination within the standard time frame is significantly impacted due to medical, sensory, psychological, or physical disabilities.
* Documentation from a healthcare provider or relevant specialist confirming the student's condition and the necessity for rest breaks must be provided to the Disability Services office at the institution.

**1.2 Application Process:**

* Students requiring rest breaks should apply through the institution's Disability Services. This application should be submitted sufficiently in advance of the examination period—typically at the beginning of the academic year or upon diagnosis.

**2. Implementation of Rest Breaks**

**2.1 Timing and Duration:**

* Rest breaks are typically allocated at a rate of 10 minutes per hour of examination time. These breaks are not included in the examination time; that is, the exam clock will be stopped during each rest break.
* The provision of additional time should be flexible enough to accommodate the specific needs of each student, as validated by their documentation.

**2.2 Procedure for Taking Breaks:**

* Students must inform the invigilator when they wish to take a break. Invigilators will pause the exam timer and document the start and end times of the break.
* Students are allowed to use their allocated break time in increments that best suit their needs, whether taking one extended break or multiple shorter breaks.

**3. Conduct During Rest Breaks**

**3.1 Supervision and Integrity:**

* Students choosing to leave the examination room during a rest break must be accompanied by an invigilator or another designated staff member to ensure exam integrity.
* If the break is taken within the examination room, invigilators must ensure the student's exam materials are inaccessible during the break to prevent any continuation of the exam.

**3.2 Activities Allowed During Breaks:**

* Students are permitted to use their rest break to go to the bathroom, consume food or beverages (especially if medically recommended), or engage in light physical activity to relieve discomfort.
* Students may not discuss the exam content or consult any materials related to the exam during their breaks.

**4. Accommodations and Facilities**

**4.1 Break Rooms:**

* Designate specific rooms or quiet areas where students can take rest breaks without disturbance. These areas should be in proximity to the examination rooms to minimize the time spent traveling back and forth.

**4.2 Accessibility and Comfort:**

* Ensure that all break rooms and pathways are accessible for students with physical disabilities. Facilities should include adjustable seating and lighting, and be free from noise and other distractions.

**5. Documentation and Monitoring**

**5.1 Record Keeping:**

* All rest breaks must be documented by the invigilators, including the timing and duration of each break. This record helps maintain the fairness and integrity of the examination process.

**5.2 Continuous Assessment:**

* The effectiveness of the rest break accommodations should be reviewed regularly through feedback from students and invigilators. Adjustments should be made based on this feedback to better meet the needs of the students.

**5.3 Policy Review:**

* HEIs should conduct annual reviews of their rest break policies to adapt to any changes in legal requirements, educational best practices, or the needs of their student population.

By following these guidelines, HEIs can provide appropriate and necessary support to students requiring rest breaks during examinations, thus ensuring that all students have the opportunity to perform to the best of their abilities under equitable conditions.