



Thematic Review: Special Examination Arrangements

Purpose

To provide a report on the Thematic Review of Special Examination Arrangements.

Background and Context

At the meeting of QASL held in January 2015 it was confirmed that the theme of Special Examination Arrangements would be reviewed during 2014-15. The Thematic Review was conducted during June 2015. The focus of the Thematic Review was the policies and procedures relating to Special Examination Arrangements, in particular to compliance, fitness for purpose and enhancement.

Recommended Action

The QASL is invited to **consider** the report and **endorse** the recommendations, to note areas of good practice and to approve, allocate responsibility for, and monitor further actions arising from the report on Special Examination Arrangements.



Thematic Review

2014/2015

Special Examination Arrangements

EXECUTIVE SUMMARY

A thematic review of 'Special Examination Arrangements' was conducted on 30th June 2015.

The review comprised a panel meeting on 30 June 2015 and email consideration of relevant documentation produced via desk-based research. Having discussed the documentation and sought the views of staff involved in Special Examination Arrangements, the task of the review panel was to draw conclusions and make recommendations for further development and enhancement.

The theme of Special Examination Arrangements was selected for scrutiny during the 2014-15 academic year following discussion at the University of London International Academy's Quality Assurance and Student Lifecycle Sub-committee (QASL) in January 2015. The focus of the panel's deliberations was the policies and associated procedures relating to Special Examination Arrangements, with particular attention being paid to compliance, fitness for purpose and future enhancement.

The purpose of thematic review is outlined in paragraph 2 of this report and the strategy and methodology followed are detailed in paragraph 3.

The main findings of the review panel are as follows:

- The Special Examination Arrangement procedures have been applied satisfactorily for students of the University of London International Programmes;
- The Special Examination Arrangement policy and practice is overall generally fit for purpose. However, there is a requirement for enhancement and clarity, especially for students.

Details of commendations, areas of good practice and recommendations identified by the panel are provided in paragraphs 7 and 8 of the report. Key recommendations for the improvement and enhancement of Special Examination Arrangements are:

- That there needs to be a clear definition of disability and inclusive practice;
- That an agreed terminology which is meaningful for students should be developed;
- That the terminology and wording used should be aligned across all documents;

- That there should be clear links to relevant information on the website;
- That arrangements at examination centres should be reviewed;
- That reports to QASL should make greater use of relevant data; and
- That further guidance and training should be provided for member of the Inclusive Practice Arrangements Panel.

This report is submitted to the Quality Assurance and Student Lifecycle sub-committee (QASL) on 18th September 2015. The QASL is invited to consider the recommendations, to note areas of good practice and to approve, allocate responsibility for, and monitor further actions arising from this report.

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Appendix 1

1. INTRODUCTION

- 1.1 Thematic reviews are central to the University's systems for assuring the quality and standards of its International Programmes provision. Whereas Annual Programme Planning and Review (APPR) and Periodic Programme Review (PPR) are organised around academic programmes of study, thematic review takes a horizontal snapshot of a specific theme across the International Programmes and complements both APPR and PPR, enabling the University, as the awarding body, to review provision and, in conjunction with Lead Colleges/Consortia, to monitor the standard of the award and/or quality of provision.
- 1.2 At the January 2015 meeting of the QASL, it was reported that three topics would be subject to thematic review in 2015. This report considers one of these themes, "Special Examination Arrangements" and has been approved as a topic for thematic review by the Pro Vice-Chancellor (International) & Chief Executive International Programmes. The review spans both quality assurance and operational aspects (affecting the student lifecycle) of the International Programmes' activities.

2. PURPOSE

- 2.1 The purpose of thematic review is to:
- critically review a specific theme with respect to compliance with policy, process and procedure, the reliability of information and completeness of practice;
 - establish that current policy and practice is fit for purpose and informed by developing knowledge and practice in the relevant external arena;
 - make recommendations for the enhancement of the theme under review;
 - identify opportunities to enhance the quality of the International Programmes students' experience, including further developments and/or dissemination of areas of good practice.

3. STRATEGY AND METHODOLOGY

- 3.1 Thematic reviews normally consist of:
- Audit: where practice is reviewed with regard to compliance, efficiency and effectiveness, and which mainly centres on administrative matters;
 - Enquiry: where a more in-depth investigation is conducted evaluating practice in the light of developing knowledge and practice in the relevant external area.
- 3.2 Thematic review is investigative and involves scrutiny, analysis and evaluation. The process requires the systematic gathering and collation of information relating to the theme under scrutiny.
- 3.3 The aims and terms of reference, as agreed by the review Chair, for the thematic review of Special Examination Arrangements was as follows:
- To critically review Special Examination Arrangements with respect to compliance with

policy, process or procedure, the accuracy of information and completeness of practice:

- with specific references to the different stages of the process from information, application to decision;
- taking into consideration and evaluating any internal guidance *and* publicly available International programmes documentation and relevant Lead College documentation;
- taking into consideration case studies, with specific reference to interpretation and any variance in implementation.

- To establish that current policy is fit for purpose and informed by developing knowledge and practice in the relevant external area:
 - taking into consideration any available external points of reference (Equality Act 2010 , QAA ,UK Quality Code for Higher Education Chapter B6: 'Assessment of students and accreditation of prior learning');
 - taking into consideration any publicly available University of London/International Programmes documentation (*e.g. Special Examination Arrangement Policy and Handbook for Students with Specific Access Requirements available on the webpage: <http://www.londoninternational.ac.uk/sar>*);
 - with reference to good practice in the HE sector and any publicly available external points of reference.
- To make recommendations as to the enhancement of current practice for Special Examination Arrangements.
- To make recommendations as to how the policy and process on Special Examinations might be further developed to ensure:
 - fairness of practice;
 - that it is fit for purpose.
- To make recommendations as to documentation to be developed to clarify the process for students and staff.
- To review the thematic review process with regard to:
 - the suitability of the methodology employed for this review;
 - recommendations for enhancement of the thematic review process.

3.4 The Chair was appointed from the membership of the University of London International Academy Academic Committee and is also the Chair of QASL. A panel was convened on the following basis:

- One External member with suitable knowledge of the area under review;
- One Lead College Academic from the University of London International Programmes;
- One student of the University of London International Programmes.

(Full review panel details are provided in paragraph 9)

3.5 The Chair and Review Secretary held a preliminary meeting to determine the Terms of Reference and the documentation to be scrutinised. The panel was provided with documentation as detailed in Appendix 1. This material focused on information related to

international Programmes policies and procedures and those used elsewhere in the HE sector (especially at the LSE, the lead college for International Programmes in Economics, Management, Finance and Social Sciences), together with guidance on the conduct of the review.

- 3.6 Each panel member provided an initial summary of their findings, identifying any initial lines of enquiry. The panel discussed this initial feedback and synthesised their findings so as to reach conclusions, highlight areas of good practice and make recommendations for enhancement to the Special Examination Arrangements policies, processes and procedures.
- 3.7 On the review day, the panel met with the following key colleagues to clarify practice and collect feedback:
- Mr Tim Wade, Associate Director: Assessment and Awards;
 - Ms Diana Maniati, Inclusive Practice Manager;
 - Dr Kathy Baker, Chair: Inclusive Practice Panel.
- 3.8 The Thematic Review report was circulated via email to the Chair and Panel members for comment and feedback on the methodology employed for the review and for suggestions for enhancement to the thematic review process was also invited. Subsequently, the report was circulated to those colleagues interviewed by the panel for factual accuracy.

4. OVERVIEW

- 4.1 Students may apply to the International Academy for consideration of Special Examination Arrangements due to learning difficulty, disability or travel restrictions. Students can apply for a Special Examination Arrangement at any time. Students are encouraged to notify UoLIA of any requirement for a Special Examination Arrangement at key points, for example, during application, programme registration and examination registration. Deadlines for applying for Special Examination Arrangements are published on the UoLIA website (<http://www.londoninternational.ac.uk/sar>). Where a condition arises from a sudden accident or illness after the set deadlines, an application for mitigating circumstances can be submitted to the relevant Board of Examiners for consideration.
- 4.2 The University of London International Academy provides information to students on examination arrangements in the Handbook for Students with Specific Access Requirements, Inclusive Practice Policy and on the Inclusive Practice webpage of the University of London International Programmes website (<http://www.londoninternational.ac.uk/sar>).
- 4.3 Applications for Special Examination Arrangements must be made by the individual student. Applications by a third party are considered only in exceptional circumstances. Students are required to submit supporting evidence of their condition, a completed disclosure form, up to date medical certificate regarding their condition or an educational psychologist report where the student has dyslexia or other learning difficulty. Where supporting evidence has not been provided the student is sent a reminder email for evidence to support the request. Requests for examination arrangements cannot be considered until supporting evidence is submitted.

- 4.4 All requests for Special Examination Arrangements are considered by the Inclusive Practice Arrangements panel (IPAP). Students are notified of the outcome via email, normally within two to three weeks after making an application for an examination arrangement. Where clarification or further evidence is required the student is asked to submit further documentation. Students can appeal against the decision of the IPAP. Any appeal must be made in writing and lodged with the Inclusive Practice Manager within 14 days of notification to the student of the decision of the IPAP.

5. DISCUSSIONS

5.1 Initial Discussions

- 5.1.1 From the initial audit through documents the Chair noted at the outset of discussions that there appeared to be four main areas for consideration for further enquiry. These four areas was:

1. Terminology: the terms used are varied and inconsistent and suggest the need to review and where appropriate revise the terminology to ensure it is both consistent and compatible with terminology used today;
2. Adequacy of the content and accessibility of relevant information: such material is often difficult to locate and suggests the need to review, and where appropriate revise, guidance from the student perspective so as to enhance students' understanding of eligibility for Special Examination Arrangements, how to apply and what such arrangements might comprise;
3. Examination centres: more detail required about the extent of centres' disability awareness and their responsibilities toward students requiring Special Examination Arrangements;
4. Inclusive Practice Arrangements Panel: the need for more information about the constitution of the panel, its use of evidence and the rationale for decisions etc.

5.2 Audit of documentation

- 5.2.1 The panel considered Special Examination Arrangements documentation to evaluate compliance with process, policy and procedure. Due regard was given to equality legislation and the context of the QAA Quality Code Chapter B6 'Assessment of students and accreditation of prior learning' and whether current processes reflect sound practice in accordance with the relevant indicators which demonstrate that expectations about examination arrangements are met.
- 5.2.2 The panel found that different internal terminology is used within documentation. Documentation included the Special Examination Arrangements Policy, the Inclusive Practice Policy, the Handbook for Students with Specific Access Requirements and information on the Inclusive Practice Policy webpage on the UoLIA website (<http://www.londoninternational.ac.uk/sar>).
- 5.2.3 The audit revealed that a variety of terms was used to describe Special Examination Arrangements. For example in the Inclusive Practice Policy the term 'Special Examination Requirement' as well as 'Special Examination Arrangement' is used, the disclosure form to request a Special Examination Arrangement, or to request for materials in other formats, is titled 'Specific Access Requirements Disclosure Form;' while information on the website on Special Examination Arrangements is located under the heading 'Inclusive Practice Policy,' a term not widely used and therefore students may not necessarily understand the term.

5.2.4 A report on the Special Arrangements Requests and Disability Disclosures is presented to QASL annually. The panel was of the view that the annual report could be enhanced by a greater use of statistical data within the report, for example, by a breakdown of special examination arrangement requests by the types of impairments or conditions.

5.3 Lines of enquiry

5.3.1 A sample of 12 case studies, together with scrutiny of documentation relating to the internal processes of a College from the University of London (LSE) as an external reference point informed the review on 'Special Examination Arrangements'

5.3.2 The panel noted that the term 'Special Examination Arrangements' was no longer recommended for use in UK Universities. The term currently used is 'Individual Examination Arrangements.' The panel paid particular attention to the variety of terminology used within documents providing information and guidance and questioned whether students would find this confusing the terms 'Examination Arrangements, Special Arrangements, and Special Examination Arrangements' are used within documentation and to make a request for a Special Examination Arrangement the student completes a 'Specific Access Requirements Disclosure Form.' The panel was of the view that this could be confusing to students when trying to locate guidance and students may not necessarily recognise the terms used.

5.3.3 The panel was of the opinion that students would benefit from a clear definitions, with examples as appropriate, of what is meant by 'Special Examination Arrangements', as well as for the terms disability, learning difficulty and inclusive practice.

5.3.4 A search through the International Programme website home page did not readily lead to guidance on examination arrangements. The term 'Special Examination Arrangements' is not used as a heading on the website, information on examination arrangements could be found toward the end of home page under the link 'Inclusive Practice Policy,' a term that should be understood at least in academic circles but may not be recognised and applied by students. A search for 'Special Examination Arrangements' using the search function on the website leads to a webpage for Inclusive Practice, this webpage provides information on special examination arrangements and students are also signposted towards the following sources of information:

- Inclusive Practice Policy
- Specific Access Requirement Form
- Special Examination Arrangements Policy
- Specific Access Requirements Handbook
- An email address for the Inclusive Practice Manager

The panel was of the view that it was not easy to locate and navigate information on the website.

5.3.5 Investigation of the LSE website revealed an example of clear and easily-accessible guidance for students. Examination arrangements was referred to as 'Individual Examination Adjustments.' (<http://www.lse.ac.uk/intranet/students/registrationTimetablesAssessment/examinationsAndResults/individualExamAdjustments/IEA.aspx>).

The panel was of the opinion that the LSE website clearly showed the process for requesting an examination adjustment providing clear information links to the different types of

individual examination adjustments. Information on the website is clear, transparent and the process effectively communicated via a webpage with links.

- 5.3.6 The panel deemed the current University process to be fit for purpose, however they were of the view that there was room for enhancement by providing clarity of terminology and enhancing accessibility of information. A need was identified for references to individual (special) examination arrangements across all documentation to be aligned, using an agreed and consistent terminology and a need for the website to be easier to navigate with clear signposting to any additional information.

5.4 Key Issues

5.4.1 Terminology and information provision

- 5.4.1.1 The panel noted differences in terminology used in the various sources of information to students (see 5.2.2 above). These differences are potentially confusing to a wide international audience and the panel felt that students would benefit from a clarity in the definition of terms and an alignment of terminology across all sources of information and guidance. The term 'disability' was not clearly defined, examples of what constitutes an 'adjustment' and 'specific access' would provide better clarity to students. The panel was of the view that the term 'Special Examination Arrangements' is no longer an appropriate term and that an alternative term 'Individual Examination Arrangements' would be a more appropriate term. The panel suggested exploring the terms used at Lead Colleges and other UK Universities to determine a common terminology (refer to Recommendations 8.1a-d).

- 5.4.1.2 Panel discussion with key colleagues revealed that inclusive practice policies are currently being reviewed. The panel was informed that the Handbook for Students with Specific Access Requirements, originally written to focus on policy and later expanded to include information on the administration of adjustments, is out of date and requires revision (refer to Recommendation 8.1e).

- 5.4.1.3 The panel believed that the UoLIA website was likely to be the main access route to information for students when looking for guidance and information on examination arrangements (see 5.3.4 above). Following a search through the website the panel was of the opinion that the website is difficult to navigate and not very accessible. Whilst information on examination arrangements on the LSE website is clear with links to specific information on individual adjustments and the panel advised that the website could be used as an example of good practice on what information is available to students and how information is organised. The panel was informed that there is a broader issue with accessing information on the UoLIA website and that the search engine functionality required enhancement. Currently there is a one year exercise at reviewing content and links to information on the website (refer to Recommendation 8.1f).

5.4.2 Examination centres

- 5.4.2.1 The panel was informed that there is no formal contract between the examination centres and UoLIA. Students directly pay the examination centres for their service. Panel members were concerned that examination centres could levy an additional charge for special examination adjustments, as detailed in the Inclusive Practice Policy. The panel was informed that there were very few instances where a levy was charged, legislation in certain

countries permitted examination centres to charge a levy, however, in practice UoLIA pays the extra levy, where notified. The panel suggested that the reference to the levy in the Inclusive Practice policy be revised to include that where a student has difficulty in paying the levy then the student should contact the Inclusive Practice Manager as students should not be deterred from requesting adjustments ((refer to Recommendations 8.2a-b).

5.4.2.2 The panel commented that students should be advised, in writing, to contact the Inclusive Practice Manager where an examination centre cannot make the agreed adjustment (refer to Recommendation 8.2c).

5.4.2.3 The panel heard that UoLIA is considering reviewing the programme fee structure and exploring the possibility of charging an overall fee which would encapsulate examination centre fees. This single fee would cover any possible examination centre levy and would give the UoLIA more control over examination arrangements.

5.4.3 **Adjustments and disclosure**

5.4.3.1 The panel was informed that where a special examination arrangement is agreed UoLIA sends a notice to both the examination centre and student on adjustment agreed and gives guidance to the student to contact the examination centre to confirm that adjustments can be made. The panel was informed that examination centres often checked with UoLIA whether an adjustment had been agreed where information had not yet been sent by UoLIA to the examination centre.

5.4.3.2 The panel was further informed that where an examination centre cannot make an adjustment then UoLIA would find an alternative examination centre for the student.

5.4.3.3 Where an examination centre did not provide the agreed adjustments during an examination and the student sat the examination without the agreed adjustment then this, the panel was informed, would be considered by the Board of Examiners as a mitigating circumstance. However, the panel found that there is no formal written guidance for Boards of Examiners that such instances should be considered under mitigating circumstances (refer to Recommendation 8.3a).

5.4.3.4 The panel noted that the disclosure form covered all strands of adjustments, from a learning difficulty /disability to where travel restrictions applied. The panel was of the opinion that there should be separate disclosure forms for students with a learning difficulty/ disability and for students who had travel restrictions imposed. There should also be a separate form for students in prison and students in the armed forces (refer to Recommendation 8.3b).

5.4.3.5 The panel was informed that a disclosure of a learning difficulty or disability to UoLIA is a separate process to any disclosure to a teaching institution. At present there is no process of sharing information between UoLIA and teaching institutions where a student makes a disclosure to UoLIA. The panel advised that, whilst taking account of data protection legislation and confidentiality protocols, student permission to sharing disclosure information with teaching institutions which may affect their learning should be explored (refer to Recommendation 8.3c).

5.4.3.6 The panel noted that according to UK law as long as one individual is informed of a disability within an organisation then the responsible body is deemed to know, and is expected to inform relevant staff. The panel were of the opinion that it should be made clear to the student that if the student does not want to make a disclosure then there will be limitations on support offered (refer to Recommendation 8.3d).

5.4.3.7 The panel enquired how any requests by students to change the mode of assessment was addressed. The panel was informed in such instances the Chair of the Board of Examiners would be contacted for advice. The panel was of the view that adjustments to the mode of assessment should be considered (refer to Recommendation 8.3e).

5.4.4 **Inclusive Practice Arrangements Panel**

5.4.4.1 The panel sought clarification on the constitution of IPAP, guidance provided to IPAP, and questioned the decision making process. Panel members were informed that there are five members of IPAP, at least three members of the IPAP was required to attend an IPAP meeting and that there had to be a majority decision to approve a request for a special examination arrangement. Where required Chair's action was taken, however, where a request is complex, an IPAP meeting is convened. If additional information is provided by the student after the IPAP has met, the application is reviewed again by the IPAP. Membership of the IPAP is to be reviewed in 2015 by the Associate Director: Assessment and Awards (refer to Recommendations 8.4a-b).

5.4.4.2 The panel was informed that prior to the meeting of the IPAP, the IPAP is provided with a series of questions or statements to consider to ensure appropriateness and fairness when considering the application. If required, the IPAP can also request the support of Lead College medical officers.

5.4.4.3 The Panel asked about the use of precedent and the panel was informed that all IPAP decisions are recorded within the IPAP Minutes. The IPAP can refer to previous Minutes when considering an application for an arrangement (refer to Recommendation 8.4a).

5.4.4.4 The panel was informed that the IPAP meets approximately once a month, however the frequency of meetings increases during examination periods. Students are normally informed of the outcome between two to three weeks after making a request for an examination arrangement.

5.4.4.5 The panel heard that an annual report outlining the number of students with Special Examination Arrangements and disability disclosures is presented to QASL. In total two reports have been presented to QASL. The panel was of the view that the annual reports could be enhanced by a greater use of statistical data and evaluation of data, for example, disaggregation by the types of impairments or conditions and examination arrangement requests (refer to Recommendation 8.4c).

5.4.4.6 The panel sought clarification on the reason for the relatively high number of students who had initially requested an examination arrangement but do not follow through with the request. The panel was informed that this is primarily due to students not providing medical evidence to support their request. Students can inform UoLIA of their disability and/or

request a special examination arrangement during the admission process, however, not all students who complete an application form go on to register onto a programme and not all students who register onto a programme register for an examination. The panel felt that data on the number of students who had registered for examinations and had made a request for an examination arrangement but then did not provide supporting evidence would be useful to include within reports to QASL (refer to Recommendation 8.4c).

5.4.4.7 The panel noted that within UK HEIs students make a disclosure and then a discussion takes place between the student and the university to determine the appropriate adjustment as often students are not aware of the possible options available to them. The process for UoLIA requires students to specify their adjustment. The panel was informed that dialogue does take place between the student and the Inclusive Practice Manager regarding other, perhaps more appropriate adjustments, and the IPAP can offer alternative adjustments to those requested.

5.4.4.8 The panel sought clarification on Appeals as documentation gives conflicting information as to the constitution of the panel hearing the Appeal. The panel was informed that the Chair of IPP, a member of the IPP who did not sit on the original IPAP and the Chair of the relevant Board of Examiners for the programme concerned sat on the Appeal panel (refer to Recommendation 8.4d).

6. CONCLUSIONS

On behalf of the panel, the Chair thanked all parties involved, including those the panel met with for the information provided and engaging in constructive discussions.

6.1 Clarity and guidance for students

The terminology used in documentation for 'Special Examination Arrangements' was inconsistent, different terms were used in various sources of information. It was further noted that the term 'Special Examination Arrangements' is no longer recommended for use. There is a need for agreed terminology and associated definitions, and consistency in the language used across all sources of information with students able to locate information easily.

6.2 Examination centres

The financial arrangements with examination centres and information to students should be reviewed, as examination centres are permitted to charge a levy for Special Examination Arrangements.

6.3 Inclusive Practice Arrangements Panel (IPAP)

Additional guidance and support should be provided to IPAP to ensure equity and fairness of practice.

6.4 Review methodology

The panel reflected on the methodology applied to the review:

- The process was efficient in terms of use of time, discussion and the opportunity for conclusion was easily fitted into the event;
- The composition and dynamics of the panel was such that panel members worked well together.

7. COMMENDATIONS AND GOOD PRACTICE

The panel identified the following areas of good practice taking into consideration, examples of sector good practice and publicly available University of London/International Programmes documentation from which further enhancements to the process may be derived.

- 7.1 The Inclusive Practice Survey, which was first launched and conducted in 2013-14, provided an opportunity to engage with disabled students and students who had made a request for a special examination arrangement. The survey feedback was a valuable source of information for enhancement.
- 7.2 The active dialogue between the Inclusive Practice Manager and students to ensure that the appropriate adjustment is agreed.
- 7.3 Clarity and accessibility of information on individual examination arrangements on the LSE website.

8. RECOMMENDATIONS

Based on the audit and evaluation of practice and following discussions the panel, made the following recommendations.

8.1 Terminology and information provision

Review and, where appropriate revise, terminology, content and accessibility of relevant information from the student perspective:

- a. Consider alternative terminology for the term 'Special Examination Arrangements,' for example, consider using the term 'individual examination arrangements';
- b. Align references to 'Special Examination Arrangements' (or individual examination arrangements) across all documentation should be using agreed and consistent terminology;
- c. Provide a clear definition of what is meant by 'Special Examination Arrangements' and what 'Special Examination Arrangements' might comprise;
- d. Provide clearer advice and guidance to students on how to apply for an arrangement, evidence required and deadlines for applications;
- e. Revise and update The Handbook for Students with Specific Access Requirements;
- f. Improve website navigability Information for students on the website;
- g. Clarify the constitution of the Appeals panel;
- h. Review practice at the LSE as well as other examples of good practice.

8.2 Examination centres

Review arrangements and protocols with examination centres:

- a. Review the financial arrangements with examination centres regarding inclusive practice;
- b. Consider revising the Inclusive Practice Policy to advise students to contact the Inclusive Practice Manager in the event of difficulty in paying a levy to an examination centre;
- c. Clearly inform students to contact the Inclusive Practice Manager where an examination centre cannot make the agreed adjustment.

8.3 Adjustment and disclosure

Investigate scope for streamlining the process of disclosure/submission of evidence, with

links to examples of conditions/situations, evidence forms, appeals and develop an information and data sharing protocol and a confidentiality policy:

- a. Provide guidelines for to Board of Examiners regarding how to deal with situations where an agreed examination adjustment is not provided;
- b. Develop separate disclosure forms for students with a learning difficulty/disability and for those students with an imposed travel restriction;
- c. Explore possibility of sharing student disclosure information with teaching institutions, where applicable;
- d. Encourage students to disclose a learning difficulty/disability to their teaching institution, where applicable, and advice students that if disclosure is not made then there would be limitations on support offered;
- e. Review alternative modes of assessment of students. However, it is recognised that this will require wider consultation and committee support.

8.4 **Inclusive Practice Arrangements Panel**

Enhance the support and information provided to and by the IPAP:

- a. Ensure that IPAP members are provided with comprehensive guidance and training on common conditions/situations leading to requests for individual examination arrangements, so as to maximise the likelihood of fairness of practice;
- b. Review the resourcing of the inclusive practice support within the UoLIA and the membership of the IPAP to widen membership to support staff;
- c. Enhance the annual report on arrangement requests and disability disclosures by a greater use of statistical data and evaluation of statistical data;
- d. Clarify within documentation the membership of the Appeals Panel.

9. **REVIEW PANEL DETAILS**

Chair	Dr Jan Stockdale Dean of University of London International Programmes at the LSE Member of the University of London International Academy Academic Committee (ULIAAC) Chair of the Quality Assurance and Student Lifecycle Sub-Committee (QASL)
External member	Ms Karen Robson Disability Services Manager Cardiff Metropolitan University Board Director of the National Association of Disability Practitioners
International Programmes	Professor Wayne J Morrison Chair, Chief Examiner, Examiner UG Laws University of London International Programmes
Student member	Ms Rachel Knight Member of the Learning, Teaching and Assessment Sub-Committee (LTAS)
Review Secretary	Mr Jitinder Hans Quality Manager Corporate Performance & Quality



Thematic Review

Special Examination Arrangements

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