

## **Alternative Assessment Policy**

<b>Responsibility for Policy:</b>	Registrar and Chief Operating Officer
<b>Relevant to:</b>	All LJMU Staff and Students and Academic Partnerships
<b>Approved by:</b>	Academic Board, 10 <sup>th</sup> June 2020
<b>Responsibility for Document Review:</b>	Academic Registrar and Dean of the Teaching and Learning Academy
<b>Date introduced:</b>	September 2017
<b>Date(s) modified:</b>	May 2020
<b>Next Review Date:</b>	May 2022

### **RELEVANT DOCUMENTS**

- Equality Act 2010

### **RELATED POLICIES & DOCUMENTS**

- Academic Framework Regulations
- Inclusive Curriculum Strategy
- Disability Policy (Students) Provision of Support
- Personal Circumstances Policy

## **Alternative Assessment Policy 2020**

The principles laid out in this policy apply to all students on LJMU taught programmes including those delivered by partners.

The University expects that an appropriate alternative to the standard assessment is available for students who are unable to undertake the standard assessment due to a long-term illness, disability or personal circumstances.

### ***Principles of alternative assessment:***

- The alternative assessment must assess the same learning outcomes as the original assessment.
- The alternative assessment should be of an equivalent level and standard to the original assessment.
- The external examiner should be involved in the approval of the assessment task.
- If the alternative assessment is provided as a reasonable adjustment for a student with a long-term medical condition or disability, then it must be appropriate for that student's condition.

### ***Students with long-term medical conditions or disabilities:***

Students who have disclosed to the University (or Partner College) a long-term medical condition or disability should have had a needs assessment. This will identify the type of support required and signal a reasonable adjustment. The Individual Student Learning Plan (or its equivalent in a Partner College) may specify a range of suitable measures, such as additional time in examinations or flexible deadlines.

There is an obligation on the module leader to make appropriate reasonable adjustments for the assessments on their modules. These may differ from those suggested on the Individual Student Learning Plan, as long as they remain appropriate to the student's condition.

### ***Students with personal circumstances:***

Students with personal circumstances that affect their ability to complete a scheduled assessment may request an alternative assessment. However, consideration should be given to:

1. an extension to a coursework deadline
2. rescheduling of the assessment to the next available assessment period (deferral)

### ***Exceptional circumstances:***

If there are operational reasons that prevent the original, validated, assessment occurring as scheduled, or there have been material irregularities with an assessment, an alternative assessment may be given to all students on the module.

**Operational guidance:**

**1. Being prepared for alternative assessment**

It is good practice to design assessments to be as inclusive as possible. This will minimise the need for alternative. In addition, forward consideration of possible alternatives will expedite the process of managing requests.

**2. What constitutes an alternative assessment?**

The nature of the alternative assessment might be different to the original assessment task, but it does not have to be. For example, a tutor may choose to adjust requirements for a portfolio if they can establish that learning outcomes can be met by partial completion.

**3. Reasons for not offering an alternative assessment**

There are very few circumstances when it would not be possible to offer an alternative assessment. Professionally accredited or regulated programmes may have prescribed assessment types. In these cases, the programme leader should contact the PSRB to establish whether an alternative is permitted. In addition, alternatives can be rejected if they are deemed impractical or unnecessarily expensive. This would need to be agreed with the faculty registrar.

**4. Students with ISLPs**

The school disability coordinator or the central disability support team (or its equivalent in a Partner College) can offer advice regarding suitable alternatives. However, students with an Individual Student Learning Plan that specifies the type of reasonable adjustment should be offered that where practicable.

**5. Exceptional circumstances**

The decision to offer a replacement alternative assessment to an entire cohort needs approval from the faculty registrar. The University will provide advice and guidance should a situation arise that requires the introduction of alternative assessments on a wider scale.