

Adjusted Modes of Assessment

Guidance Notes for Staff and Students 2024-25

TABLE OF CONTENTS

Background	2
1. Purpose of an AMA	3
1.1 Competence standards	3
2. Types of Adjusted Mode of Assessment	4
2.1 Considerations prior to application	4
2.2 Adjustments to the examination timetable	4
2.3 Extended period of study	5
2.4 Replacing written examinations with an essay or a portfolio of essays	6
3. The Application Process	7
3.1 Applications	7
Submitting an AMA Application	7
Application contents	7
3.2 Medical Evidence	8
3.3 Timing	9
3.4 Case conference	9
Consideration when deciding whether to request a case conference	9
4. Consideration of Applications	10
4.1 Consideration by the Examination Access and Mitigation Committee (EAMC)	10
Declining an AMA application	10
Accepting an AMA application	10
4.2 Post-EAMC decision	11
Cases where a case conference is not requested	11
Cases where a case conference is requested	11
Preparing the case conference:	11
During the case conference:	12
After the case conference:	12
4.3 Recommendation	12
4.4 Approval	13

Inclusion in standard processes	13
4.5 Review process.....	13
Appendix A – flowchart of process	14
Appendix B: Examples of standard and enhanced reasonable adjustments	15
Examples of standard reasonable adjustments:.....	15
Examples of enhanced reasonable adjustments:	16

BACKGROUND

This guide is designed to provide detail of the operational process for adjusted modes of assessment as referenced in the [Code of Practice: Access and Inclusion for Disabled Students](#). It does not replicate the information or background available in the Code, and it is expected that all users have read the Code before this document.

The details and examples laid out in this guide should not be taken to imply that, given a particular set of circumstances, a particular request would be approved and there is no guarantee that the AMA requested will be awarded.

As a result of feedback received from stakeholders and of regular internal review, the AMA application process has been amended for 2024-25. The primary changes are:

- A threshold for an application to meet in order to be considered using the AMA process.
- Clarification that a student can bring a supporter to a Case Conference, but this person cannot make representations on behalf of the student.
- Clarification regarding who sees an AMA application, including all members of the EAMC, which will include historical AMA applications and allowances considered by the EAMC, as well as outcome notices.
- The student will directly receive the EAMC decision relating to any approved AMA or alternative reasonable adjustments 24 hours after this is sent to the Tutor and the College Tutorial Office, unless the student chooses to opt-out of direct communications, using the student declaration.

The deadline for AMA applications for the academic year 2024-25 is **Friday 8th November 2024**.

1. PURPOSE OF AN AMA

An Adjusted Mode of Assessment (AMA) is used where standard or enhanced reasonable adjustments to the standard mode of assessment do not adequately address the specific, substantial disadvantage experienced by a disabled student, or student with a temporary substantial injury, in relation to the assessment. This will, in most cases, entail setting aside the regulations for examination and determining an adjustment where to do so is an effective and reasonable means of avoiding or offsetting the disadvantage.

This process should not be used where a student is not currently capable of engaging with their studies or assessments, as a result of their disability or another reason. Instead an application for intermission should be submitted to the EAMC for consideration; or where the student is unwilling to intermit; the Procedure to Support and Assess Capability to Study should be initiated, or the equivalent College procedure.

1.1 COMPETENCE STANDARDS

Any approved AMA shall still enable a student to meet the competence standards being measured through the original assessment method.

The Equality Act defines a competence standard as '*An academic, medical or other standard applied for the purposes of determining whether or not a person has a particular level of competence or ability*'. There is no legal duty to adjust the competence standards, which maintain the academic standards of the course. This is to ensure that there is confidence in any academic award granted to the student that the key requirements of the course have been met.

A common example of assessment, particularly for undergraduates, is a written assessment under timed conditions. The amount of time permitted to complete the written assessment or whether the examination is typed or handwritten is rarely a competence standard. However, it may be a competence standard for a student to be able to demonstrate a particular standard of knowledge in certain areas of their subject in response to unseen questions without access to reference materials. For some subjects, a competence standard may be demonstrating a certain level of ability in music performance, communicating in a foreign language, or medical dissection.

In most cases, a competence standard is not connected to the mode of assessment, that is, the mode of assessment is simply the method which has been chosen to assess the competence standard.

2. TYPES OF ADJUSTED MODE OF ASSESSMENT

2.1 Considerations prior to application

AMAs are tailored to each student based on their specific disabilities and its evidenced impact on them. Colleges are expected to have discussed with the student what AMA might be appropriate prior to an application being made. Colleges can use the examples in this document and adjustments/arrangements that have previously been made for the student to aid this discussion. It is essential that the College and student discuss the [standard and enhanced reasonable adjustments](#) available and why these would not substantively mitigate the disadvantage to the assessment as this will need to be articulated and evidenced as part of the application.

Colleges should not submit applications based on previously approved cases for other students, as decisions or cases previously considered do not set a precedent for a particular disability, AMA or course of study. If a student and Tutor don't know what to request, that part of the application form should be left blank.

The following is a non-exhaustive list of previously approved adjusted modes of assessments, specific to the student's circumstances:

- Replacing a written examination with a piece of coursework, essays or viva voce;
- Sitting part of a written examination at the same time as the cohort, the other parts to be examined by further examination or coursework at a pre-agreed time through bespoke arrangements;
- Reducing the number of questions to be answered during an examination and submitting an additional essay (for example replacing an examination of 3 questions in 3 hours, with 2 questions in 2 hours and an additional essay);
- Extending the study period into the long vacation period, for example, extending the deadline of coursework or a dissertation into July, August or September.
- Extending the study period by extending the time it takes to complete one Tripos Part from one year to two years (it is highly unlikely to be practically possible to take two Tripos Parts over three years as a result of progression rules).

In addition to choosing adjustments that address the substantial disadvantage experienced by a student, each of the adjustments have practical consequences that students must consider prior to application, some of which are outlined in section 2.2-2.4.

2.2 Adjustments to the examination timetable

Standard and/or enhanced reasonable adjustments may also be applied for the examination, as required by the circumstances, for example extra time in an examination or sitting only one examination per day.

Where a student has been permitted a bespoke timetable whereby, they are sitting the same examination papers but on different days to the rest of their cohort, the student is required to sign a

declaration form confirming that they will not engage with any discussion regarding the examination papers with anyone by any means until they have completed their examinations. Implementation of this requirement will be discussed on a case-by-case basis but it may include avoiding all forms of social media and the student removing themselves from course WhatsApp groups, to avoid receiving information accidentally.

Where the cohort completes the examination on Moodle, standard processes such as automatic emails will continue. Faculties and Departments will continue to send the links to the examination in Moodle, however, these should be ignored. The student is not permitted to view the examination papers on Moodle when released to the main cohort as this would compromise the integrity of the examination.

If the student is suspected of viewing the paper(s) on Moodle, this would be investigated in accordance with the [Student Disciplinary Procedure](#) as suspected academic misconduct.

2.3 Extended period of study

Extending study is for students who need a reduced study load as a result of their disability but who will be studying as a full-time student. This is not a part-time study option. Students are expected to sit the examinations for the papers taken at the end of each academic year.

Where a period of study is extended from one year to two, there can be implications regarding fees. Applications can be made to the Fee Remission Panel: feestatusandpolicy@admin.cam.ac.uk. However, there may be limits to funding provided for Home students by Student Finance for maintenance. In any circumstance, additional living costs will be encountered compared to not extending study.

When students are sitting one year over two they will only receive provisional marks after the first year, with all published marks and classing issued following consideration by the Examining Board after the second year. Provisional marks are subject to change and cannot be used to apply for an [examination allowance](#) or reviewed using the [Examination Review Procedure](#).

Implications for students receiving results where deadlines for submitting work or examinations are extended beyond the standard examination period can include delays to classing and receiving formal examination results, which in turn may impact graduation, admission for further study, or application and approval for selecting papers in the following academic year. Students sitting one year over two can only select papers based on what is available in any year, and Faculties are not required to run papers specifically for a student.

This type of study can enable students to sustainably engage with their studies and evidence their academic potential but students have reported that it can feel more isolating, as students do not retain the same set of course peers during the extended study period. Considering this in advance can help a student minimise any negative consequences.

2.4 Replacing written examinations with an essay or a portfolio of essays

Where a closed book examination is to be replaced with a piece of coursework or essays, essays would normally have a word limit equivalent to any word limit outlined in that subject's regulations. Supervisors shall offer a level of supervision for these essays similar to that for dissertations, i.e. brief comment rather than full feedback. There can be practical limitations with the availability of specific supervisors and students are unable to require specified supervisors to provide feedback.

Essays shall be marked using the Faculty's General Assessment Criteria and with the expectation of a level of research, referencing and presentation appropriate for coursework, rather than examination essays.

The EAMC requires Examiners, normally the Chair or Senior Examiner and at least one other Examiner, to hold a viva with the student in order to be satisfied of originality. The viva held will not have an impact on the marks awarded but will allow the student to demonstrate the originality of their work. Where there is suspicion of academic misconduct, this would be investigated in accordance with the [Student Disciplinary Procedure](#).

Where an open book examination is being replaced with a piece of coursework or essays, the student would not normally be required to undertake a viva.

Where a student is approved to replace a written examination with an essay or a portfolio of essays, if an extension to the deadline is subsequently required then a student can use the self-certification scheme for the first 7 days. For extensions longer than 7 days, an application should be made to the EAMC via the [normal mechanism](#).

As a result of competence standards, it is unlikely that students would be able to replace all unseen examinations with an essay or portfolio of essays. However, this adjustment may be one of a package of adjustments agreed as part of an AMA.

3. THE APPLICATION PROCESS

3.1 APPLICATIONS

To apply for an AMA a completed application form alongside all relevant evidence must be received by the Mitigation Team at examarrangements@admin.cam.ac.uk.

SUBMITTING AN AMA APPLICATION

Applications will only be considered when submitted by the College on the student's behalf, except in the most exceptional circumstances. All applications must be made in accordance with this guidance.

An application made directly by a student rather than via their College needs to briefly explain why it has not been submitted by the College, for example, where the relationship between the student and the College has broken down. In these instances, the student's College will still be informed and consulted throughout the process as the University and College have joint responsibility for the delivery of education and pastoral services.

While direct applications from Postgraduate research students are permitted, Tutors are encouraged to submit an application on their behalf.

APPLICATION CONTENTS

Students must be aware of and consent to the full contents of the application submitted by the College. Both the student and College must have read this guidance prior to submission.

Applications must be sent by **8 November 2024** to examarrangments@admin.cam.ac.uk and include:

- a completed application form;
- current and comprehensive medical evidence and/or an assessment from an appropriate expert (see section 3.2 Medical Evidence);
- any reasonable adjustments for study and assessment that have previously been granted or are currently in place for the student;
- evidence that standard or enhanced reasonable adjustments will not sufficiently mitigate the substantial disadvantage caused by the student's disability; and
- a letter from the Senior Tutor.

Applications **may** include:

- a student statement or other supporting evidence, outlining how the student's disability impacts their daily and academic life;
- a letter from the student's ADRC advisor

Please note that the Mitigating Circumstances Team will add to the current AMA Application historical AMA applications and/or allowance applications made to the EAMC, which have previously been considered, as well as outcome notices. This includes historical medical information.

3.2 MEDICAL AND SPECIALIST EVIDENCE

The purpose of providing current and historical-evidence is to help the University understand the impact that the mode of assessment has on an individual student. The wide array of [standard or enhanced adjustments](#) will accommodate the majority of student disabilities and an AMA is for the most exceptional cases that require setting aside University regulations.

Consequently, it is necessary to receive medical or specialist evidence that includes how the relevant condition(s) impact upon a student's study and assessment in Higher Education. This ensures that appropriate adjustments are made to alleviate the substantial disadvantage. Clear, objective evidence is critical and cannot be overcome by quantity of evidence. Applications without evidence that meets the following criteria will be declined:

Type of disability/condition	Regularity of evidence	Evidence required
Physical disability	The same evidence can be re-used each year for applications unless there is a change to the condition or a new diagnosis	From specialist practitioner or GP: <ul style="list-style-type: none">• confirmation of the disability; and• relevant details on any limitations to the student's ability to undertake assessments
Specific Learning Difficulty (SpLD)		From a practitioner psychologist or a qualified specialist teacher holding an SpLD Assessment Practising Certificate: <ul style="list-style-type: none">• Diagnostic assessment report• evidence of the student's abilities to undertake assessments
Chronic or relapsing/remitting condition	Evidence is initially required to be current and dated within the last year. Each subsequent application shall include evidence from a consultant/specialist that either: <ul style="list-style-type: none">• reaffirms the condition has not changed; or• summarises any changes and/or new treatment plan	From a consultant or qualified specialist: <ul style="list-style-type: none">• Diagnosis by a consultant or specialist• a treatment plan (where appropriate)• relevant details on any limitations to the student's ability to undertake assessments
Mental health condition		

For consideration of an AMA, evidence from a College nurse or Counsellor on its own is not sufficient. If a student's SSD is being reviewed, do not wait for this to be completed before applying. Where there may be difficulty in obtaining medical evidence, the student should be advised to try and gather updated evidence where possible.

Where there are queries regarding evidence, or it appears that obtaining medical evidence would be onerous or costly to the student, the College should contact the Secretary to the EAMC for guidance at examarrangements@admin.cam.ac.uk.

INFORMATION SHARING

In order to be able to process and fully consider the application, the full content including submitted evidence; any historical evidence, from previous AMA applications and/or allowance applications to the EAMC; outcomes from previous AMA applications and/or allowance applications to the EAMC will routinely be made available to the following:

- EAMC members
- Administrative support to the EAMC
- Postgraduate Committee (where applicable)
- Examiner(s) from the relevant Department or Faculty
- Invitees of the case conference, in exceptional cases only (if a case conference is organised)

3.3 TIMING

Applications should be received as soon as possible and, at the latest, by **8 November 2024**. This is to ensure that any adjustments to teaching and other support can be put in place and that adjusted modes can be discussed with the Faculty or department concerned. Late requests or evidence **will not be accepted** unless there is a valid reason for delay, which will be determined on a case-by-case basis by the Secretary of the EAMC.

The timeframe for each AMA process can take several weeks or months. Some Faculties require their Exam or Faculty Board to approve recommendations, and those meetings can only occur once or twice a term. A student should not assume that an application will be successful or make choices about their study based on an AMA application until such time, if any, that a formal AMA approval is received.

Applications for AMAs must be repeated for each Tripos Part due to the individualised nature of the adjustments, created in response to a flexible Tripos system, which includes a wide array of papers and diverse methods of assessment. This ensures that any AMA in place remains appropriate.

3.4 CASE CONFERENCE

CONSIDERATION WHEN DECIDING WHETHER TO REQUEST A CASE CONFERENCE

When deciding whether to request a case conference, the College and student should consider that:

- A case conference will lengthen the process of consideration, on average by 4-8 weeks.
- The purpose of the case conference is for open discussion of the course content, competence standards being assessed, any practical issues and what other adjustments might be possible. Students are welcome to attend but no negative inference is made if they choose not to do so. Feedback from students indicates that they can find case conferences stressful and this is not the intention or purpose of the case conference.
- The EAMC can request a case conference if it considers it would benefit the application, for example where a student's needs are complex and it is their first request, or where previous adjustments may not have sufficiently mitigated substantial disadvantage.

4. CONSIDERATION OF APPLICATIONS

4.1 CONSIDERATION BY THE EXAMINATION ACCESS AND MITIGATION COMMITTEE (EAMC)

All completed applications either submitted by the deadline or, for valid reason, following the deadline, shall normally be considered at the next meeting of the EAMC. Applications are assessed on a case-by-case basis, reviewing the request as well as any historical information on that student's previous mode of assessment and any previous applications that have been made to the EAMC. Until the EAMC approves the application, no further action is taken.

The Committee, including its Medical Advisers, will consider the application and determine whether it meets the threshold for an AMA:

Based on the evidence provided, the student would be caused substantial disadvantage in relation to their assessment, as a result of their disability; and such disadvantage cannot be sufficiently mitigated by standard or enhanced reasonable adjustments.

When considering applications, the EAMC will always have regard to the adjustment that will have the least disruption to the student's studies to sufficiently mitigate the substantial disadvantage.

If the application does not contain enough or appropriate evidence, then the advisers may request further information or decline the application.

In some circumstances, it may not be necessary for an application to be considered at an EAMC meeting. This may include where a student has had an AMA previously and there is no change to their condition or their request, or where, following an approved AMA a request is made for a minor amendment to a timeline. Instead, such an application will be considered under delegated authority.

DECLINING AN AMA APPLICATION

If the EAMC determines an application does not meet the threshold for an AMA, it will share this decision with the College and student, explaining its reasons for the decision and providing information about how to review the EAMC's decision. Further information about reviewing a decision is outlined in section 4.5 of this guidance. Where the AMA threshold has not been met, the EAMC may approve standard or enhanced reasonable adjustments instead.

ACCEPTING AN AMA APPLICATION

When the EAMC considers an application to meet the threshold for an AMA, the application will either be circulated to the relevant Department or Faculty or scheduled for a case conference for further discussion. The student and/or College can request a case conference in the AMA application, alternatively, the EAMC can request a case conference to be held.

Throughout the AMA process, the Mitigating Circumstances team may meet with the Department or Faculty to offer advice on the process.

4.2 POST-EAMC DECISION

CASES WHERE A CASE CONFERENCE IS NOT REQUESTED

Once a case has been considered to meet the threshold for an AMA, the case will be sent to the Chair of Examiners or Senior Examiner(s) with a request for an update¹ within 28 working days.

The Mitigating Circumstances team will send updates at regular intervals to the College, to be shared with the student, regarding the status of their application under circulation. These will continue until a recommendation is made and the application is closed.

If the Department or Faculty request further information on the application or for a case conference to be organised, the Mitigating Circumstances team will arrange this.

CASES WHERE A CASE CONFERENCE IS REQUESTED

The purpose of the case conference is for open discussion on the course content, competence standards being assessed, practical issues that require addressing and what other adjustments might be possible.

Preparing the case conference:

Where a case conference is requested in the AMA application or by the EAMC, the following stakeholders will be invited to a case conference:

- The Chair of Examiners or Degree Committee (may delegate to Assistant Chair or Senior Examiner)
- College representative (usually Tutor but can be Director of Studies, Senior Tutor, Tutorial staff)
- Member of the ADRC, preferably the student's ADRC Adviser (to provide expert advice on the nature of the disability and impact of the disability in the setting of assessments)
- Student (optional attendance)
- Where requested by Department:
 - Course Director to provide detail about competence standards or practical information about the course
 - Chair of Examiners from the 'parent' Department of any papers that the student intends to sit borrowed from other subjects

The College should discuss with the student whether they wish to attend the case conference. Students are welcome to attend but it is not necessary to do so, and no negative inference will be drawn from a student not attending. Students may prefer to attend so they have a greater understanding of the process and/or provide information that they have not submitted as part of the application. However, some students have reported finding case conferences stressful; students should think carefully about what is in their best interests.

The student's Tutor or Director of Studies can provide the student with support during the case conference. In addition, disabled students that require practical support as a reasonable adjustment can bring a further 'supporter' to the meeting. This person will not be able to make representations at the

¹ An update is not necessarily a recommendation although departments are encouraged to submit recommendations as soon as possible.

Case Conference. Therefore, the supporter should not be the student's ADRC Adviser or a legal representative.

Prior to the case conference, it is expected that the Chair has identified the competence standards for the current mode of assessment, specifically what is being measured and how it is being measured.

During the case conference:

The purpose of the case conference is fact-finding only. **No decision is made at the case conference.** Also, while any specific request made by the student and College in the application may form the basis of the case conference, it may not be the adjustment granted.

The case conference will be chaired by a member of the Mitigating Circumstances team and only those invited can attend. Students who choose to attend the case conference will join for the substantive part of the meeting. The student and any 'supporter' will leave once the substantive part of the case conference is complete and all information has been gathered. Other attendees will remain to confirm the next steps of the process and timelines. Any queries should be sent to the Mitigating Circumstances team at examarrangements@admin.cam.ac.uk.

Case conferences shall not be recorded in any way either within the Zoom or Teams functionality or on a secondary unseen device, unless required as a reasonable adjustment. In those cases, permission should be sought from the Secretary to the EAMC and the recording will be made by the Chair.

After the case conference:

After the case conference, a summary of the key points discussed will be circulated to all attendees to check for accuracy. These notes will not be a detailed account of all points discussed and any changes suggested by the stakeholders should retain the summary nature of the discussion. If the student did not attend the case conference then the College will be prompted to share these notes with the student.

The Chair (or deputy) will then consult colleagues of their Exam or Faculty Board on the request made, and produce a recommendation for each requested paper.

4.3 RECOMMENDATION

The Chair will inform the Secretary of their recommendation for an AMA. The recommendation shall list in detail the AMA for each paper for which the student is enrolled and give reasons for the recommendation.

It is important to note that:

- recommendations may differ between papers;
- the recommendation may not match the request on the application;
- a recommendation may be made that was not discussed at a case conference;
- there may be a delay in receiving a recommendation, if it is required to go through a Faculty's governance process (such as a full meeting of the Faculty Board).

Once a recommendation has been received, the Secretary checks that each enrolled paper is considered, and the competence standards are met. In some cases, the Secretary will consult further with the Chair of Examiners on the recommendations made.

4.4 APPROVAL

Recommendations may be approved under delegated authority or considered at an EAMC meeting. In reaching a decision, the decision-maker(s) will consider the original application, the summary of any case conference that took place, and Chair's recommendation.

Following approval either via delegated authority or the EAMC, the College and student shall receive an outcome letter, copied to the Chair of Examiners and ADRC. The College will be informed of the decision at least 24 hours in advance of the student. Outcome letters shall be sent on Monday to Thursday during office hours.

While an approved AMA is in place, the University may call for a review of the approved adjustment where the nature and extent of a disability has changed and/or where evidence suggests that the approved adjustment is not appropriately mitigating the substantial disadvantage caused by the student's disability.

The student is responsible for alerting their College immediately if they feel the AMA in place does not sufficiently alleviate the substantial disadvantage caused by their disability. It is not appropriate to apply for an examination allowance on the basis that a student did not consider the AMA to have alleviated the disadvantage during their studies and assessment. Any concern should be raised as soon as possible after an AMA is approved.

Inclusion in standard processes

Even when a student has an AMA in place, they remain included in communications regarding the standard assessment processes for the rest of the cohort, which may result in the student receiving incorrect information. Examples include:

- Examination confirmation forms issued to them with the standard exam timetable information.
- Links to cohort exams on Moodle (where the student's timetable is bespoke).

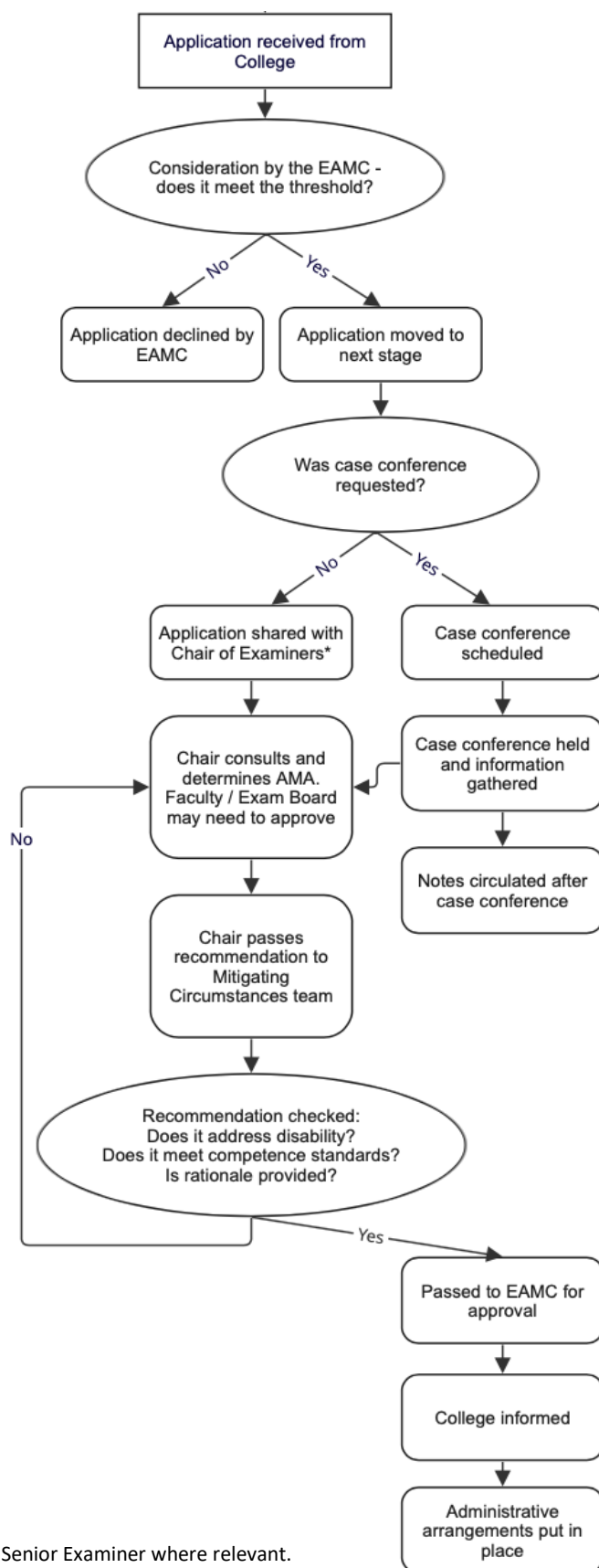
In these instances, the student must ignore these incorrect items, but in case of doubt, check with their tutorial office who can contact the Mitigating Circumstances team if needed.

4.5 REVIEW PROCESS

If the student is dissatisfied with the approved AMA or with the decision to decline their AMA application, for reasons that fall within the permitted grounds, they can request a review within 14 days using the [Procedure for the Review of University Body decisions](#), as detailed in the outcome letter.

The review is of a procedural nature; the Reviewer will consider whether, in reaching its decision(s), the EAMC has observed the relevant Ordinances and this guidance, and whether or not it has come to a reasonable decision in that context. Where the student remains dissatisfied following the [Review Procedure](#), the student shall have recourse to the Office of the Independent Adjudicator.

APPENDIX A – FLOWCHART OF PROCESS



*For these purposes, Chair also includes Senior Examiner where relevant.

APPENDIX B: EXAMPLES OF STANDARD AND ENHANCED REASONABLE ADJUSTMENTS

EXAMPLES OF STANDARD REASONABLE ADJUSTMENTS:

All adjustments are granted as a result of an evidenced disability or other significant temporary injury following application and approval. The more unusual an adjustment, the greater the need for specific evidence, e.g. an ADRC screening outcome for dyslexia would be sufficient for 25% extra time and typing of examinations. An adjustment for voice recognition software would require explicit evidence that the disability could not be sufficiently mitigated using an alternative adjustment.

Adjustment	Notes
Additional writing time	25% extra time is the standard amount offered in the UK, more is possible with a detailed rationale
Rest breaks	5-10 minutes per hour is standard. Toilet breaks should be taken within the writing time, not the rest breaks unless explicitly specified as a consequence of the student's condition
Typing where an exam is usually handwritten	
Voice dictation software or an amanuensis	Dictating an exam answer to software or a scribe
Use of other assistive technology e.g. screen reader or magnifier	
Low density examination room (1 in 20)	This lowers distractions and noise
1:1 invigilation	Where adjustments require this (e.g. amanuensis)
Question paper in alternative format	Can include size of font, coloured paper, Braille but has limitations where the questions involve formulae, symbols or embedded items that contain text and may be distorted when amending the format
Use of prompter	Where a disability involves significant distraction
Access to medication and food during an exam	Food may be required as a result of the medication or as a direct requirement of disability
Non-Bluetooth noise reducing headphones	Reduce distractions/noise
Additional repetitions of music in aural exams	Where working memory is impacted by disability
Tabbed Statute books in Law exams	
Minor errors in spelling/grammar not penalised	
Small 'fiddle' item in the exam venue	A small, quiet fiddle item, to aid concentration
Ergonomic equipment	Chair, desk, mouse etc as required by disability
Request for specific seating in exam hall	Near door (toilet), near front, near back

EXAMPLES OF ENHANCED REASONABLE ADJUSTMENTS:

These adjustments are applied where standard reasonable adjustments would not sufficiently mitigate the substantial disadvantage in an examination resulting from the student's disability, following application and approval. All of these adjustments require explicit evidence of the need for the adjustment, where a standard reasonable adjustment would not sufficiently mitigate the substantive disadvantage of the student's disability

Enhanced Reasonable Adjustment	Notes
'Stop the clock'	Where rest breaks are insufficient, a student shall have an examination window between 9am-5pm to complete their examination. The student shall still receive any extra time and other reasonable adjustments, but they are also permitted to take a break ('stop the clock') whenever they need to do so, providing the total amount of break time does not exceed the examination time (including extra time). Throughout the examination window, the student must remain in exam conditions (incommunicado) until after the first 30 minutes of the standard time for the examination, even if the student had completed the exam.
Bespoke timetable	This may include limiting the number of exams a student will sit in a day or on consecutive days. A student must sign a declaration regarding academic integrity and a student's work and actions will be carefully scrutinised for academic misconduct.
Extending the length of the exam	The exam is extended by a particular length of time rather than a percentage of time.
Long extension to coursework	Where evidence requires it, an extension may continue into the exam period.