**Alternative Assessment Eligibility Procedure for Students with Disability**

### Related Policy
- Assessment Policy

### Procedure Scope
- Colleges, Faculties, Schools, Centres and Institutes
- Student Services
- Students

### Commencement Date
- January 2010

### Review Date
- Review 1 – January 2011
- Review 2 – January 2014

### Organisational Unit responsible for day-to-day operation of the procedure
- Unit name: Student Services
- Phone: (03) 6226 2687
- Fax: (03) 6226 2059

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**PROCEDURE**

1. **Purpose**

   Non-examination based alternative assessment will be made available to ensure equitable assessment practices and processes for students with disability, who are eligible due to extenuating circumstances.

2. **Exceptions**

   This Procedure applies to:
   - All staff undertaking teaching and/or assessment at the University of Tasmania;
   - All students with disability seeking to apply for non-examination based alternative assessment.

   There are no exceptions.

3. **Definitions and Acronyms**

   - **Alternative Assessment Method**: Non-examination based assessment method.
   - **Assessment Criteria**: Specific student outcomes that are expected to be demonstrated in any particular assessment task.
   - **Criterion Referenced Assessment**: System of grading student performance against a set of criteria.
   - **LAP**: A Learning Access Plan is the University’s formal process, administered by Student Services (Disability Advisers) for the documentation and implementation of students’ disability related requirements, including alternative assessment adjustments.
   - **Performance Standard**: A clearly articulated description of the level of attainment that acts as a stable reference point or
recognised measure for the purposes of reaching a decision on the quality of a student’s work.

TILT
Tasmanian Institute for Learning and Teaching

4 Links to Related Forms, Records and Electronic Databases

- Medical Assessment Report – form
- Alternative Assessment Eligibility Report – Template (Appendix A)
- Alternative Assessment Agreement – Template (Appendix B)

5 Detailed Steps, Procedures and Actions

Application Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Download Medical Assessment Report – form</td>
<td>Student</td>
</tr>
<tr>
<td>Complete Medical Assessment Report</td>
<td>Medical Practitioner with Student</td>
</tr>
<tr>
<td>Submit Medical Assessment Report to Student Services</td>
<td>Student</td>
</tr>
<tr>
<td>Interview student, refer to Medical Assessment Report and review existing LAP</td>
<td>Disability Adviser with Student</td>
</tr>
<tr>
<td>Consider eligibility criteria:</td>
<td>Disability Adviser</td>
</tr>
<tr>
<td>1. Student has previously received alternative examination arrangements, identified via the Learning Access Plan procedure.</td>
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</tr>
<tr>
<td>2. Student’s current Medical Assessment Report clearly indicates the need for non-examination based alternative assessment.</td>
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<tr>
<td>3. Student has a demonstrable history of disability-related extenuating circumstances that has negatively impacted upon their health and academic performance within a timed, supervised examination environment that included alternative adjustments.</td>
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</tr>
<tr>
<td>4. Student’s Unit does not require timed, supervised examinations as an inherent requirement of the Course. Where the Unit does include examination as an inherent requirement of the course, the student is notified that alternative assessment method is not available and is advised to select another course pathway.</td>
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</tr>
<tr>
<td>5. Student is considered to have engaged with the Unit (i.e. they have previously met all Unit requirements in relation to attendance and participation - either face to face or online, together with submission and successful completion of internal assessment tasks as appropriate; taking into account any adjustments made in their LAP).</td>
<td></td>
</tr>
<tr>
<td>6. Student’s enrolment load is no greater than 50% in examinable units.</td>
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<tr>
<td>Complete Alternative Assessment Eligibility Report</td>
<td>Disability Adviser</td>
</tr>
<tr>
<td>Confirm eligibility through evaluation of the report against the eligibility criteria</td>
<td>Disability Adviser Team</td>
</tr>
</tbody>
</table>
Alternative Assessment Eligibility Procedure for Students with Disability TLPR 2.1

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Complete new LAP application, confirming student’s requirement for non-examination based alternative assessment for the temporary period of 12 months</td>
<td>Disability Adviser with Student</td>
</tr>
<tr>
<td>2</td>
<td>Submit new LAP application, with Alternative Assessment Eligibility Report, for approval</td>
<td>Disability Adviser</td>
</tr>
<tr>
<td>3</td>
<td>Approve LAP application and return to Disability Adviser</td>
<td>Associate Dean (Learning and Teaching)</td>
</tr>
<tr>
<td>4</td>
<td>Provide copy of approved LAP to student, Associate Dean (Learning and Teaching) and Examinations Office</td>
<td>Disability Adviser</td>
</tr>
<tr>
<td>5</td>
<td>Refer to LAP and Alternative Assessment Eligibility Report to identify non-examination based alternative assessment requirements</td>
<td>Disability Adviser, Unit-Co-ordinator and TILT Lecturer (Learning and Teaching)</td>
</tr>
<tr>
<td>6</td>
<td>Construct non-examination based alternative assessment method(s):</td>
<td>Unit Co-ordinator and TILT Lecturer (Learning and Teaching)</td>
</tr>
<tr>
<td></td>
<td>- identify and consider the inherent requirements of the Unit;</td>
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<td></td>
<td>- ensure that the method of the non-examination based alternative assessment task(s) will not negatively impact on the implications of the student’s disability; and</td>
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<td></td>
<td>- determine the breakdown of the assessment criteria (weightings for content, coverage, argument, etc) required to ensure that the process meets academic standards.</td>
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<td></td>
<td>[Note: The University does not approve take home or open book examinations as a reasonable alternative to time, supervised examinations]</td>
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<tr>
<td>7</td>
<td>Complete Alternative Assessment Agreement</td>
<td>Disability Adviser, Unit-Co-ordinator and TILT Lecturer (Learning and Teaching)</td>
</tr>
<tr>
<td>8</td>
<td>Arrange non-examination based alternative assessment process</td>
<td>Unit Co-ordinator with Student</td>
</tr>
<tr>
<td>9</td>
<td>Sign Alternative Assessment Agreement</td>
<td>Head of Academic Unit Student Unit Co-ordinator</td>
</tr>
<tr>
<td>10</td>
<td>Complete non-examination based assessment</td>
<td>Student</td>
</tr>
<tr>
<td>11</td>
<td>Review process</td>
<td>Unit Co-ordinator and/or Head of Academic Unit</td>
</tr>
</tbody>
</table>

6 Key Words

- Non-examination based assessment
- Alternative assessment
- Eligibility
- Learning Access Plan
7 Supporting Guidelines, Flow-Charts, Check-lists etc

- Flowchart of UTAS Alternative Assessment Eligibility Procedure (*Appendix C*)

**RESPONSIBILITIES**

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Pro Vice-Chancellor (Learning and Teaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance</td>
<td>Pro Vice-Chancellor (Learning and Teaching) Executive Deans Heads of Academic Units</td>
</tr>
<tr>
<td>Development and/or Review</td>
<td>Pro Vice-Chancellor (Learning and Teaching)</td>
</tr>
<tr>
<td>Interpretation and Advice</td>
<td>Head of Tasmanian Institute for Learning and Teaching Head of Academic Unit Associate Dean (Learning and Teaching) including University College equivalent Unit Co-ordinator Disability Adviser</td>
</tr>
</tbody>
</table>

**WHO NEEDS TO KNOW THIS PROCEDURE?**

- All Executive Deans and Heads of Academic Units
- All academic staff
- All staff with teaching or assessment responsibility
- Student Services staff
- Disability Advisers
- Student Advisers
- Student Administration staff
- Students

**EFFECTIVENESS OF THIS PROCEDURE**

The effectiveness of this procedure can be measured in four key ways:

- The extent to which Colleges, Faculties, Schools, Centres and Institutes implement non-examination based alternative assessment methods;
- Specific feedback from students on assessment requirements;
- Student Evaluation of Teaching and Learning (SETL) evaluations; and
- Monitoring of student complaints with respect to assessment.

**PROCEDURE HISTORY**

<table>
<thead>
<tr>
<th>Approved or Rescinded</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Maker (Title)</td>
<td>Provost</td>
</tr>
<tr>
<td>Policy Maker (Signature)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>October 2009</td>
</tr>
</tbody>
</table>
APPENDIX A - ALTERNATIVE ASSESSMENT ELIGIBILITY REPORT - TEMPLATE

(student’s name) (ID no) is unable to undertake timed, supervised examinations because of the impact of their disability and has subsequently been approved for non-examination based alternative assessment, subject to a suitable level of engagement with studies as identified in each Unit Outline. This report, which must be viewed in conjunction with the student’s current Learning Access Plan, contains detail to assist academic staff to identify assessment adjustments that meet the disability related needs of the student. CALT Lecturers Teaching and Learning will assist academics to construct alternative assessment tasks.

☐ PREVIOUS HISTORY

Medical Assessment/s
(date/s) – (list of impairments)

Intervention/s
The student has received alternative examination arrangements, identified via the UTAS Learning Access Plan (LAP) procedure.
(list of previous LAP examination arrangements)

CURRENT

☐ Medical Assessment
The student’s current medical assessment report clearly indicates the need for non-examination based assessment.
(list of impairments) Non-examination based assessment recommended.

☐ Extenuating Circumstances
There is a demonstrable history of disability related extenuating circumstances that negatively impacted upon the health and academic performance of the student within a timed, supervised examination environment that included alternative adjustments.

Review undertaken by (name of Disability Adviser) (date):
(list of circumstances)

☐ Inherent Requirements
The student’s unit does not require timed, supervised examinations as an inherent requirement of the course.

☐ Intervention
The student’s current Learning Access Plan, which includes alternative assessment details, has been approved by the Associate Dean Teaching & Learning.

LAP attached.

☐ Engagement with Studies
The Unit Coordinator is to consider the level of the student’s engagement with study prior to the agreed alternative assessment period.

The student should be deemed to have engaged with the Unit if they have previously met all Unit requirements in relation to attendance and participation, (either face to face or online), together with submission and successful completion of internal assessment tasks as appropriate (taking into account any adjustments made in their LAP).
APPENDIX B - ALTERNATIVE ASSESSMENT AGREEMENT - TEMPLATE

This agreement documents the alternative assessment process developed by the Unit Coordinator, in collaboration with a TILT Lecturer, Teaching and Learning and Disability Adviser, to meet both the inherent requirements of the unit of study and the disability related needs of (student’s name) (ID no).

1. UNIT COORDINATOR
   
   1.1 Academic Requirements
   
   The Unit Coordinator has identified and considered the inherent requirements of this unit in determining the alternative assessment tasks and criteria required to ensure that the process meets academic standards.

   1.2 Alternative Assessment Process
   
   Method of assignment and assessment criteria:
   
   METHOD
   (insert)
   
   ASSESSMENT CRITERIA
   This task will be assessed according to the following criteria:
   (insert)
   
   The marks for this assignment represent (insert)% of the overall grade for the Unit.

   COLLECTION AND SUBMISSION
   Date for collection of the assignment from the Unit Coordinator on:  (insert)
   
   Date for submission of the assignment, with an assignment cover sheet – Place in Submission box (insert) Office by:  (insert)

2. HEAD OF SCHOOL

   2.1 The Alternative Assessment Process documented within this agreement is approved by:
   
   Head, School of (…………..)
   
   Signature: ………………………………

3. AGREEMENT

   3.1 Student
   
   3.1.1 I agree to abide by the requirements identified in Section 1.2 Alternative Assessment Process and will not have any other person contribute to or proof-read my work.
   
   3.1.2 I will request clarification of the specific assignment content (questions/topics/case studies) with the Unit Coordinator at the time of collection.
   
   3.1.3 I agree to review this process in relation to my disability upon completion and provide written feedback to the Disability Adviser.

   Name:  ………………………………
   
   Signature: ………………………………
3.2 **Unit Coordinator**

3.2.1 I have fully discussed this process with the student and will include the alternative assessment result in the final grade for the Unit.

3.2.2 I will clarify the specific assignment content (questions/topics/case studies) with the student at the time of collection.

3.2.3 I agree to review this process in relation to academic assessment upon completion and provide written feedback to the Disability Adviser.

3.2.4 I will provide a copy of the alternative assessment assignment to the Faculty Associate Dean (Teaching and Learning).

3.2.4 I will provide a copy of this completed agreement to the Disability Adviser.

Unit Coordinator, *(Insert subject…)*

Name: ...........................................

Signature: .................................

_______________________________________________________________________

Please contact the Disability Adviser if further information is required.
APPENDIX C – FLOWCHART OF UTAS ALTERNATIVE ASSESSMENT ELIGIBILITY PROCEDURE

Standard Learning Access Plan

Medical Assessment and Disability Adviser Interview indicates student needs adjustment/s → Learning Access Plan procedure implemented with emphasis on student/academic contact → Review of Learning Access Plan

Non Examination Based Assessment

Medical Assessment, Disability Adviser Interview and history of Extenuating Circumstances indicates student needs non exam based assessment

1. Where unit includes examination but not inherent requirement → Learning Access Plan procedure initiated. Non-exam based assessment approved by Assoc Dean T&L and included in LAP → Academic constructs alternative Assessment Task/s with assistance from CALT

2. Where unit does include examination as an inherent requirement of the course → Student is notified as to inherent requirement status → Student selects another course pathway