



# Alternative Assessment Eligibility Procedure for Students with Disability or Health Condition

## UNDER REVIEW

<b>Related Policy</b>	Assessment Policy
<b>Responsible Officer</b>	Executive Director Student Experience
<b>Approved and commenced</b>	February 2020
<b>Review by</b>	February 2023
<b>Responsible Organisational Unit</b>	Student Experience

### CONTENTS

1	Objective .....	2
2	Scope .....	2
3	Procedure .....	2
3.1	Application Process .....	2
3.2	Assessment Process .....	3
4	Definitions and Acronyms .....	3
5	Supporting Documentation .....	4
6	Versioning .....	4
Appendix A - ALTERNATIVE ASSESSMENT ELIGIBILITY REPORT - TEMPLATE .....		5
Appendix B - ALTERNATIVE ASSESSMENT AGREEMENT - TEMPLATE .....		6

## 1 Objective

The objective of this procedure is to provide non-examination based alternative assessment to ensure equitable assessment practices and processes exist for eligible students with disability/health condition.

## 2 Scope

This procedure applies to:

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

## 3 Procedure

### 3.1 Application Process

Download Medical Assessment Report (MAR) - form	Student
Complete MAR	Medical Practitioner with student
Submit MAR to Accessibility/Disability Services	Student
Interview student, refer to MAR and review existing Learning Access Plan (LAP)	Disability Adviser with student
Consider <i>eligibility criteria</i> : 1 Student has previously received alternative examination arrangements, identified via the LAP procedure. 2 Student's current MAR clearly indicates the need for non-examination based alternative assessment. 3 Student has a demonstrable history of disability/health- related extenuating circumstances that has negatively impacted upon their health and academic performance within a timed, supervised examination environment that included alternative adjustments. 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. 5 Student is considered to have engaged with the unit (ie 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; considering any adjustments made in their LAP). 6 Student's enrolment load is no greater than 50% in examinable units.	Disability Adviser
Complete Alternative Assessment Eligibility Report (AAER)	Disability Adviser
Confirm eligibility through evaluation of the report against the <i>eligibility criteria</i>	Disability Adviser Team

Complete new LAP application, confirming student's requirement for non-examination based alternative assessment for the temporary	Disability Adviser with student
Submit new LAP application, with AAER, for approval	Disability Adviser
Approve LAP application and return to Disability Adviser	Associate Dean Learning and Teaching
Provide copy of approved LAP to student, Associate Dean Learning and Teaching and Examinations Office	Disability Adviser

### 3.2 Assessment Process

Refer to LAP and Alternative Assessment Eligibility Report to identify non-examination based alternative assessment requirements	Disability Adviser, Unit- Co-ordinator and TILT
Construct non-examination based alternative assessment method(s): <ul style="list-style-type: none"> <li>identify and consider the inherent requirements of the Unit;</li> <li>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/health condition; and</li> <li>determine the breakdown of the assessment criteria (weightings for content, coverage, argument, etc) required to ensure that the process meets academic standards.</li> </ul>	Unit Co-ordinator and TILT
Complete Alternative Assessment Agreement	Disability Adviser, Unit-Co-ordinator and TILT
Arrange non-examination based alternative assessment process	Unit Co-ordinator with Student
Sign Alternative Assessment Agreement	Head of School Student Unit Co-ordinator
Complete non-examination based assessment	Student
Review process	Unit Co-ordinator and/or Head of School

## 4 Definitions and Acronyms

<b>Alternative Assessment Method</b>	Non-examination based assessment method.
<b>Assessment Criteria</b>	Specific student outcomes that are expected to be demonstrated in any particular assessment task.
<b>Criterion Referenced Assessment</b>	System of grading student performance against a set of criteria.
<b>LAP</b>	A Learning Access Plan is the University's formal process, administered by Accessibility/Disability Services) for the documentation and implementation of students' disability/health condition related requirements, including alternative adjustments.

**Performance Standard** A clearly articulated description of the level of attainment that acts as a stable reference point or measure for the purposes of reaching a decision on the quality of a student's work.

**TILT** Tasmanian Institute of Learning and Teaching

**5 Supporting Documentation**

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

**6 Versioning**

<b>Former Version(s)</b>	Review 1 – April 2015 Review 2 – April 2017 Review 3 – March 2020
--------------------------	---

## 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/health condition 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, to be viewed in conjunction with the student's current Learning Access Plan, assists academic staff to identify assessment adjustments that meet the disability related needs of the student. TILT staff 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 University 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 Learning and Teaching

*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 (considering 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 staff member and Disability Adviser, to meet both the inherent requirements of the unit of study and the disability/health condition 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 Learning and Teaching.
- 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.