

## Section 15 Alternative assessment: policy and procedure

### 15.1 Purpose

- 15.1.1 This policy details the procedures for approval of an alternative assessment for an individual student to:
- Facilitate equality of opportunity in assessment of disabled students as recommended by the Disability Support and Inclusion team through a student's Learner Adjustment Plan (LAP) (see [section 14.7](#)).
  - Rearrange an assessment or reassessment due to the logistical difficulties that would be incurred by the rescheduling of an individual student's assessments due to a deferment through the 'Exceptional Circumstances Procedure' (see [section 17](#)).
  - Undertake individual reassessment for group work.
  - Make an assessment arrangement for a student re-joining the University after a period of missed teaching following a successful appeal.
  - Make an assessment arrangement for an incoming study abroad student who has prior approval to leave the University to return home prior to a scheduled examination or resit examination (see [section 20.3.3](#)).
  - Make a reassessment arrangement for an incoming study abroad student who has returned home prior to the reassessment date, in cases where it is not possible to complete the reassessment in the same manner as the first attempt (e.g., practical assessments, exhibitions etc.).
  - To accommodate outgoing study abroad students (York St John students) who, following the conversion of marks from the exchange study must complete reassessments to meet the level progression requirements.
  - To accommodate outgoing study abroad students (York St John students) who returned home prior to completing their study at the host institution; and on return joined a YSJ module late, missing some teaching and where they are unable to complete the approved assessment e.g., a group task.

### 15.2 Policy and procedures

#### General

- 15.2.1 Changes to the assessment, as specified on the approved module specification, for a current cohort of students should follow the 'Variations to Announced Assessment Arrangements' procedure (see [section 2.1.12](#)).
- 15.2.2 All alternative assessments must assess and meet the same module outcomes for the assessment(s) they are replacing.
- 15.2.3 Alternative assessments will be conducted under conditions that are as far as possible equivalent to those of normal assessments, including appropriate supervision.
- 15.2.4 Essays may be used as an alternative to an examination. Schools should consider how to ensure that essays assess the same breadth of learning as the normal examination. An alternative is to consider the setting of a 'take-home' examination paper instead (to be submitted within 24 hours, for example). This is more directly comparable to the formal examination. Where appropriate, advice can be sought from the Disability Support and Inclusion team and Assessment team in Registry.
- 15.2.5 When an assessment is conducted in the same form as the normal assessment but in a different place, it should be conducted at the same time. If that is not practicable (for example, because of a difference in time zones), then it is necessary to avoid the risk of compromising the security of the normal assessment. Under these circumstances Schools should seek advice from the Assessment team in Registry.

- 15.2.6 All recommended alternative assessments must be approved by the School Quality Panel using the [Alternative Assessment Approval form](#). The Panel is responsible for ensuring the proposed assessment is a suitable alternative assessment that meets the learning outcomes.
- 15.2.7 Following approval, the School must confirm the arrangements, including the assessment date, well in advance of the assessment date by email to the student and staff so they can prepare accordingly.

#### **LAP alternative assessments**

- 15.2.8 Refer to [section 14.4](#) for guidance on alternative assessment for students with an LAP.

#### **Exceptional circumstances alternative assessments**

- 15.2.9 Where the deferment of an assessment has been formally approved through the exceptional circumstances' procedure and consequently this may require adjustments to the type of assessment. The Module Director/Lead and/or Head/Dean of School or nominated representative would determine if an alternative assessment will be required due to logistical reasons that mean the assessment cannot easily be rescheduled. Examples include the deferment of an individual student's participation in a group performance, or a presentation involving peer review, or participation in fieldwork.

#### **Alternative assessment following a successful appeal against programme failure**

- 15.2.10 Where a successful appeal against programme failure results in a student being unable to complete the original approved assessment, for example, a group assessment. The alternative assessment would be discussed in a Support to Study meeting following the appeal decision. The arrangements would be confirmed in the minutes for this meeting. The alternative assessment must be approved by the School Quality Panel using the Alternative Assessment Approval form.

#### **Incoming study abroad alternative assessments**

- 15.2.11 Where an incoming study abroad student has **prior approval** to leave the University before a scheduled examination or resit examination then an alternative assessment may be approved as a suitable alternative.

#### **Outgoing exchange student alternative assessments**

- 15.2.12 Where an outgoing study abroad student who, following the conversion of marks from the exchange study, needs to complete reassessments to redeem failure in order to meet the level progression requirements, then the School must ensure the alternative reassessment meets any learning outcomes that have not been successfully passed through the failure of modules at the study abroad institution (see [section 21.9](#)).
- 15.2.13 Schools that regularly have outgoing study abroad students, or who regularly admit incoming study abroad students, may devise and approve alternative assessments for use for particular modules in future years. Care must be taken to ensure that these are reviewed regularly to ensure they continue to meet the required module outcomes, and approval is sought through the School Quality Panel where changes are necessary.