THE GLASGOW SCHOOL OF ART

Guidance for making reasonable adjustments to assessment

1. Purpose

This guidance supports academic staff in implementing reasonable adjustments to assessment methods within programmes and courses at The Glasgow School of Art (GSA). It aims to help support academic staff, students, and those involved in disability needs assessment to identify, agree, approve, and implement adjustments to assessment to ensure disabled students are not disadvantaged, while maintaining the validity and reliability of assessment outcomes.

The guidance should be read alongside the Code of Assessment and the Reasonable Adjustment Policy and Procedure.

2. Introduction

Students are responsible for communicating disability-related needs through the Reasonable Adjustment Report (RAR) process. This process is supported by the Disability and Learning Development Service, which should be the student's first point of contact for needs assessment.

As set out within the Reasonable Adjustment Policy:

- GSA has a statutory duty to make reasonable adjustments to assessment methods in order to ensure that a disabled students is not disadvantaged.

- Such adjustments must not compromise the validity, reliability, or academic standards of the assessment.

- All adjustments to assessment methods must continue to assess the course intended learning outcomes.

- Adjustments may include:
    - Changing the usual assessment method
    - Adapting assessment materials
    - Assistive technology or on rare occasions non-medical personal support such as a scribe or reader
    - Reorganising the assessment environment

These principles ensure assessments remain fair, inclusive, and academically robust.

3. Making an Adjustment to Assessment

When a reasonable adjustment to assessment is identified through the Reasonable Adjustment Report, the following process will be followed to review and approve such an adjustment:

1. **Notification:** The Programme Leader will be notified of the required adjustment.

2. **Collaboration:** The Programme Leader, Disability Advisor, and the student will work together to agree an alternative assessment method that meets the learning outcomes without disadvantaging the student.

3. **Approval:** The proposed adjustment must be approved by the Head of School.

4. **Recording:** Once approved, the adjustment will be formally recorded in the student's Reasonable Adjustment Report.

4. Exceptional Circumstances

In exceptional cases, a student may identify the need for a reasonable adjustment to an assessment before a Reasonable Adjustment Report is in place. Some examples are detailed below:

- Where a student only discloses a disability at the point of making a request for reasonable adjustments.
- Where a student has a new diagnosis requiring additional adjustments.
- Where a course has new course activities or circumstances that were not anticipated when the reasonable adjustment process was completed.

In these circumstances Programme Leaders should prioritise putting reasonable adjustments in place as early as possible, rather than wait for the reasonable adjustment process to be completed. If required advice can be sought from the Disability and Learning Support Team.

In exceptional cases, a student may choose not to engage with the reasonable adjustment process at all (or be unable to for health or disability reasons). In such cases GSA still has a legal obligation to put reasonable adjustments in place without an expectation that a reasonable adjustment report will follow. Advice in such circumstances can be sought from the Disability and Learning Development Team.

Where a reasonable adjustment to an assessment is required before a Reasonable Adjustment Report is in place the same process should be followed as set out in section 3, with the adjustment recorded within the RAR once it is produced. This ensures consistency, fairness, and appropriate documentation.

5. Support and Guidance

Academic staff seeking advice on implementing or interpreting reasonable adjustments can contact:

- Disability and Learning Development Team at studentsupport@gsa.ac.uk.
- Learning and Teaching at learningandteaching@gsa.ac.uk

These teams can provide guidance on assessment design, inclusive practice, and the Reasonable Adjustment process.

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