

SEMESTER 2 2020 AEA ARRANGEMENTS

Alternative Exam Arrangements (AEAs) are applied to equity registered students with documented need due to impact of their condition during timed assessments. Examples of impact and need for additional time include ability to concentrate, management of panic attacks, use of toilet, pain management, blood glucose monitoring, mobility stretch, rest, and eye strain.

The Chancellery (Academic) and Academic Board-commissioned review of centrally managed, end-of-semester assessments from Semester 1 2020 made the following recommendations in relation to AEAs and how applied to online assessments:

- #1 consistent application of AEA adjustments across all divisions; and
- #4 to review the guidelines, data feeds and communications to staff and students to ensure common understanding of AEAs and consistency in student communications.

This document outlines the AEAs and their application in the online context, communication channels and administration of AEAs in line with the recommendations of the review. It is important to note that these arrangements apply to both centrally-managed and departmentally managed end of semester assessments.

Notes:

Expected AEA exam sittings

1,638 students currently have AEAs

1,380 AEA exam sittings are currently expected for Semester 2 exams

Application of AEAs to online exams

- In the online context, reading, writing time and rest breaks are applied as additional time. Students cannot time their circumstances to prescribed rest breaks, the additional time is intended for use if required.
- AEAs apply pro-rata to any timed assessment including in class quiz, mid semester test and end of semester exam.
- The table below outlines details for adjustments beyond the principle of applying reading/writing/rest break time.

Communication with Academic Divisions

- This table will be sent to ASO Managers, Exams contacts list, published on the intranet and noted through the Exams Practice Leaders' group (EPLG) site
- SEDS will assist ADs with AEA reports to ensure that AEAs are consistently applied to departmentally run exams as per these arrangements
- SEDS will outreach to ADs to assist with accessible formatting
- AEAs will be applied to centrally run exams through timetable integration, faculty staff will not need to undertake this administrative work, with the exception of external software that does not yet support integration (Gradescope).

Communication with Students

- Student communication through website update, and EDMs when exam timetable is released – date of timetable release with dynamic tagging where AEA students receive some additional information

Note:

In accordance with Recommendations #1 and #4 of the adoption of this set of metrics needs to be equally applied to departmental exams as well as centrally run exams. The recommended application of AEAs in this document apply to any departmental exams to ensure the consistency of student experience. Academic Divisions would also be expected to follow this document.

Adjustment	Description	Application to online setting
Venue		
<ul style="list-style-type: none">• Main AEA Venue• Computer Lab	<ul style="list-style-type: none">• <90 people (Main)• <90 people and use of a computer (Comp Lab)	<ul style="list-style-type: none">• N/A in online exam setting; Will still appear as the venues in my.unimelb timetables

<ul style="list-style-type: none"> Pod 	<ul style="list-style-type: none"> Up to 12 people in a semi-enclosed area (no students in view of each other). 	<ul style="list-style-type: none"> May be relevant in Zoom moderated exams; Faculties are advised to contact SEDS for clarification; will appear as the venue in my.unimelb timetables
<ul style="list-style-type: none"> One-on-one 	<ul style="list-style-type: none"> Student in private room with invigilator and other supports 	<ul style="list-style-type: none"> Relevant in all Zoom moderated exams; will appear as the venue in my.unimelb timetables
Exam time arrangements		
<ul style="list-style-type: none"> Additional reading time 	<ul style="list-style-type: none"> Approximately 33% of all students with AEAs require this adjustment “Reading time” encompasses reading and any additional time a student may need to manage symptoms in exam setting before commencing the exam itself Measured as a flat one-off time allowance (e.g. 15 minutes extra), rather than per hour 	<ul style="list-style-type: none"> Applied as a simple addition to existing reading time, for example: if the original exam has 15 minutes reading time, and AEA is additional 15 minutes reading time, total reading time becomes 30 minutes. Note that the absence of reading time in the standard exam does not negate the student’s need to access their additional reading time allocation.
<ul style="list-style-type: none"> Additional writing time 	<ul style="list-style-type: none"> Approximately 55% of all students with AEAs require this adjustment Additional writing time required by the student Measured in a per hour time allowance 	<ul style="list-style-type: none"> Applied <u>per hour of writing time</u>, for example: at 20 mins writing per hour, an exam with an initial two hours writing time would have a total of 40 minutes extra applied (total writing time two hours, forty minutes)
<ul style="list-style-type: none"> Additional resting time 	<ul style="list-style-type: none"> Approximately 80% of all students with AEAs require this adjustment Rest breaks to be taken at student’s discretion Depending on a student’s circumstances, rest breaks may be planned (e.g. a break after every 30 minutes focusing on a screen to prevent eye strain), or responsive (e.g. a break to manage mental health symptoms if they arise during an exam) Measured in a per hour time allowance (e.g. 10 minutes extra per hour) 	<ul style="list-style-type: none"> Applied <u>per hour of total exam time</u>, for example: at 10 mins rest per hour, an exam with AEA adjusted time of 30 mins reading and 2 hours 40 mins writing (3 hours, 10 mins total) would have a total of 32 (rounded) minutes rest applied. In the online setting rest breaks are taken at the student’s discretion Students are allowed to leave exam area during break/s
Scheduling		
<ul style="list-style-type: none"> Morning exams only Afternoon Exams only One exam per day 	<ul style="list-style-type: none"> Approximately 35% of all students with AEAs require this adjustment Specific timing required by a student to support the management of their circumstances, pain, medication, available personal supports etc. 	<ul style="list-style-type: none"> Morning: Exam both starts and concludes before 12 noon where duration of exam allows Afternoon: Exam both starts and concludes after 12 noon, where exam duration allows Often requires a different start time or day to main cohort.
<ul style="list-style-type: none"> Split exam 	<ul style="list-style-type: none"> Approximately 1% of all students with AEAs require this adjustment A single exam is split into two (or more) sittings, depending on the nature and impact of a student’s circumstances. 	<ul style="list-style-type: none"> Faculties are required to divide the exam paper into two equally (wherever possible) weighted halves, for the student to sit on two (usually) sequential days. For MSTs/in-department exams this may mean the creation of additional assignment shells in Canvas to restrict access to the halves as appropriate. Students’ AEAs may also specify that a break is required between these two halves (see below).
<ul style="list-style-type: none"> Break between exams 	<ul style="list-style-type: none"> Approximately 6% of all students with AEAs require this adjustment Specific timing required by a student to support the management of their 	<ul style="list-style-type: none"> In application, 1 day between exams equals one clear day minimum between exams, not one exam per day).

	<p>circumstances, pain, medication, available personal supports etc.</p> <ul style="list-style-type: none"> • Measured as days between exams (or parts of exams if appropriate see 'split exams') 	<ul style="list-style-type: none"> • For instance: an exam on Friday then Monday, or Tuesday then Thursday etc. • Note: this can result in the faculty needing to accommodate the student outside of timetabled exam periods (if standard exam period isn't long enough to accommodate required breaks between exams)
Equipment		
<ul style="list-style-type: none"> • Ear plugs, Ergo Chair, Fan, Foot Stool, Heater, Height adjustable desk, lamp, PC Laptop, Mac Laptop, 	<ul style="list-style-type: none"> • Approximately 20% of all students with AEAs require this adjustment • Specific equipment required by a student to support the management of their circumstances, pain, medication, available personal supports etc. 	<ul style="list-style-type: none"> • For online exam application equipment requirements are largely redundant but not always – any staff or student queries should be forwarded to disability-support@unimelb.edu.au for clarification. • Opportunities for students with equipment needs that can't be accommodated at home to be able to sit on campus is encouraged (as becomes possible)
<ul style="list-style-type: none"> • Scribe 	<ul style="list-style-type: none"> • Approximately 1% of all students with AEAs require this adjustment • An independent person with an appropriate academic background employed by the University to perform any of the following duties at the direct instructions of a student: typing, handwriting, reading, navigating an exam paper or computer screen. • May also be used in the event of short-term injury, e.g. broken wrist. 	<ul style="list-style-type: none"> • Applied to the online exam environment, scribes perform their duties via Zoom. • In a Zoom-moderated exam, a scribe must be assigned in a one-on-one venue. • When a scribe is required, faculties can email disability-support@unimelb.edu.au to source an appropriately trained person for the role. • Scribes are used in the online exam environment when exams are handwritten (e.g. maths and stats)
Exam paper format		
<ul style="list-style-type: none"> • USB copy of exam (PDF) 	<ul style="list-style-type: none"> • Approximately 2% of all students with AEAs require this adjustment • Exam paper being provided in PDF format as well as hard copy 	<ul style="list-style-type: none"> • Not applicable in online exam setting, as students must access their papers online.
<ul style="list-style-type: none"> • Accessible formatting 	<ul style="list-style-type: none"> • Approximately 3% of all students with AEAs require this adjustment • The requirement for an exam paper to be presented in a specific way to support a students' circumstances • Examples of requirements include type of font, size and spacing of characters, lines, colour of text and images, formatting to be screen reader-friendly, braille. 	<ul style="list-style-type: none"> • Applied in the online exam environment, accessible formatting is still required for the majority of students with this adjustment. • The online environment has also seen an increase in students with this adjustment added to their AEAs, as they require printable/hardcopy exams (and the means to submit those handwritten papers). • It is faculties' responsibility to ensure that any accessible formatting requirements are met for in-department exams. • Clarification, advice and support in the formatting process: accessible-format@unimelb.edu.au.