

Office of the Vice-Rector for Social Responsibility and Equality

May 2020

Recommendations for inclusive virtual assessment

Inclusions criteria and list of potential situations for students with special education needs

CRITERIA

As outlined in the [Working draft on distance assessment at university](#) of 16 April 2020 in the framework of the Interuniversity Council of Catalonia (CIC).

In **Criteria 7. Generality vs. singularity and diversity** several criteria that may aid decision making are proposed:

- a. In each context and discipline the best strategies must be found for guaranteeing learning.
- b. In designing any strategy efforts must be made to make it as inclusive as possible and for it to serve the greatest diversity of students, particularly those with special education needs (dyslexia, ADHD, dyscalculia, visual and auditory processing deficits, etc.).
- c. Although strategies are designed to be applied in a general manner, individual situations may require particular solutions.
- d. For teaching staff who do not have digital content on their subject, a wide variety of open resources are available that can be obtained relatively easily.

As discussed in Premise 1.d of the working draft, we must continue to attend to a diversity of students, particularly those who have special education needs. Therefore, it continues to be of vital importance that the adaptations made by the Inclusion Office are implemented in online exams.

SITUATIONS AND SOLUTIONS

Exams must be designed to be universal and appropriate to everyone, but individual situations may need to be dealt with in a specific manner.

Virtual exams may bring about the following situations and require the following solutions considering students' disabilities. The list below has been drafted by the inclusion offices of Catalan universities.

SITUATION	SOLUTIONS
Students who have more time in exams	<p>Timetables must be looked at closely to prevent exams overlapping. There must be a minimum rest period between exams.</p> <p>ATENEA may be used for questionnaires that give details of different time spans for inclusion students.</p> <p>(Identifiers must be used correctly, and care must be taken not to make the personal data of students who have more time visible in accordance with the GDPR.)</p>
Students with special education needs and exam-related anxiety	<p>Affected students must be informed, discreetly and individually, of how the curricular adaptations will be implemented on the day of the exam. This will lessen their anxiety regarding the exam and decrease the professor's workload during the exam by avoiding misunderstandings and impromptu decisions.</p>
Students with visual disabilities	<p>If exams contain images, graphs and formulas, they must be adapted.</p>
Students who require large print	<p>Documents must be accessible in terms of print size and font. Students must be able to modify size and font to increase accessibility. (Word documents generally allow this, but PDF documents cannot be modified; they can be enlarged, but this is less practical.)</p>
If an exam must be carried out with the computer's camera switched on	<p>Blind people cannot control the camera's view. In addition, some people with mental health issues may not want the camera to be switched on. Criteria must be flexible.</p>
Students with psychological disorders or mental health issues	<p>Taking an exam on a computer may be an impediment, and students may prefer to do it by hand. They must be able to answer the exam by hand and hand in a scanned copy.</p>



	Deadlines for assessed activities must be flexible. (FAQs for Student)
Problems or specific queries during the exam (content, comprehension, technical communication issues, document saving, etc.)	<p>A communication channel should be arranged for all participating students. It may be especially helpful for students with dyslexia and other learning difficulties.</p> <p>A variety of communication channels are recommended:</p> <ul style="list-style-type: none">- Offering to start a Meet session to answer queries (and avoiding all students joining at the same time).- Using an IP telephone through UPCConnect, whether using the telephone from the computer or forwarding calls from work to your home telephone.- Using instant messaging (xat.upc.edu or WhatsApp) in particular cases, such as for deaf students who cannot communicate by telephone.

Further information: www.upc.edu/inclusio - oficina.inclusió@upc.edu

Other reference documents:

[List of potential problems when students with special education needs take online exams. UOC](#)