



Alternative arrangements for supervised assessment (oral) for students with disability

An oral supervised assessment involves a live, time-bound interaction, conducted either as a standalone task or integrated within another assessment, in which a student responds to structured questions or prompts under verified conditions to demonstrate their reasoning, understanding, and independent capability. This might include mini viva, interactive oral assessment, viva voce, etc. For further details, see [Supervised Assessment Examples](#).

Where a student needs alternative arrangements to undertake assessments without disadvantage, they must apply through Accessibility and Inclusion Support:

- a) Students must be registered with Accessibility and Inclusion Support (as set out on the [Accessibility and Inclusion website](#)) and obtain a study access plan that will detail alternative arrangements as required.

Accessibility and Inclusion Support will make recommendations on the alternative arrangements required, to be approved as set out in the table below.

Guidelines for reasonable adjustments

The list is not exhaustive but provides a guide to some types of reasonable adjustments. Other examples may be found at [Students With Disability - Reasonable Adjustments: Disability Specific](#).

Guidelines for alternative supervised assessment (oral) arrangements

Minor alternative supervised assessment (oral) arrangements recommendations (approved by Accessibility and Inclusion Advisor)	<ol style="list-style-type: none"> 1. Assistive technology support: <ol style="list-style-type: none"> a. use of adaptive software or equipment such as Dragon, Jaws, Zoomtext. b. provision of the questions in electronic format for use with adaptive software. c. use of an interpreter. 2. Changes to supervised assessment (oral) format: <ol style="list-style-type: none"> a. provision of the questions at the beginning of the supervised assessment sitting, with five minutes allowed for review before the oral assessment commences. b. restructuring the questions, e.g. providing more detail or prompts (written or spoken). c. typed responses are provided by the student to the questions within the supervised assessment (oral) instead of or in addition to a verbal response. d. extra time up to 20 minutes for reasons such as, time to move about and change position, additional time for processing, time to refocus, etc. e. extra planning or reading time before the assessment begins.
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- f. ability to request adjustments to the timing of the assessment to minimise impacts of condition, for example AM, PM or ensuring maximum of one assessment per day.
 - g. completing the oral task in a quiet room, or one-on-one with the assessor rather than in front of a group.
 - h. breaking the task into smaller components.
3. Other adjustments
- a. practice sessions prior to the assessment.
 - b. a brief orientation period with the assessor before the task starts, to help to settle and clarify expectations.
 - c. allowing support tools such as fidget items.
 - d. ensuring students are not disadvantaged based on communication skills that do not impact assurance of learning, e.g. eye contact, stuttering, mispronunciation, pauses, restarting the response, etc.
 - e. redirecting student to stay on task in interactive orals.

Major alternative supervised assessment (oral) arrangements (approved by Head of School)

1. Replacement of the supervised assessment (oral) with an alternative supervised assessment format;
 2. Extra time in the supervised assessment (oral) in excess of 20 minutes.
 3. Support person present.
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