INCLUSIVE ASSESSMENT

What is Inclusive Assessment?

Inclusive Assessment aims to design ways of assessing students that are transparent in purpose, clear in delivery and allow parity of opportunity and experience. Inclusive Assessment anticipates where barriers to participation may exist and puts measures in place to address these. Where there is a choice of assessment, it should be offered to all students.

Why is this change important?

Inclusive Assessment will allow more students to engage on equal terms with an assessment, provide a clear link between how students are assessed and taught, reduce the number of deferred assessments and mitigate the risk of students withdrawing. Inclusive Assessment does not allow students to avoid types of assessment – it ensures students are fully supported before undertaking them.

How can I make changes?

- Follow the five steps on the right.
- Read the findings of the working group (available from January 2020).
- Reflect on the findings of student voice feedback (available from January 2020).
- Ask the Teaching Excellence Academy and/or the Faculty AD-E for Inclusivity training sessions.

Starting Points

5 STEPS to Inclusive Assessment

1. OBJECTIVE

Why use this assessment mode for this module? What do students demonstrate through this mode of assessment? Why is this the most appropriate method for this level and this competency?

2. MAPPED

How does the assessment feed into students' overall assessment journey through the programme? The assessment should be a milestone, not the end point.

3. NON-EXCLUSIONARY

What are the barriers to students undertaking the assessment? How can you overcome these within the assessment? Do not rely on Reasonable Adjustments.

4. INTEGRATED

What is the relationship between the module's formative skills and the assessment? There must be a direct relationship. Students should not be assessed by a method they have not developed formatively.

5. SHARE

Students should be clear about why you are using an assessment mode and how it is inclusive. Ensure this is communicated clearly to students before and during the module.

Dr Elizabeth Ward   e.m.ward@hull.ac.uk