

APPROACHES FOR EMPOWERING STUDENTS IN INCLUSIVE ASSESSMENT

<i>Student-facing activity</i>	<i>Rationale</i>	<i>Requirements for embedding this in your own context?</i>
Encourage students to take responsibility to address their specific learning needs as to what they can do and what we can reasonably do in partnership to support each other.	This approach encourages students to be proactive and to identify support needs and resources themselves. This provides them with the tools and experience to do so independently in future.	
Ensure students are aware of support mechanisms available to them across the University.	Many students may be unaware that there are typically sources of support for students with specific needs and requirements. These may be either within the university, or external to it. Raising awareness of these sources of support will potentially solve many problems.	
Support students' development of networks of support so to ensure their integration into communities of practice to support their work at the University.	Peer-support and personal learning networks are effective ways of learners managing their own support needs. Identifying people and groups who can help with aspects of the learning process is valuable.	
Undertake early assessment to ascertain student needs and to engage students in undertaking their own audits of their needs.	Ensuring that there is the opportunity for students to be assessed on their additional support needs is important. Reviewing student work with an eye to potential support they might require (above and beyond the normal provision) can identify these needs.	
Provide students with managed choices as to how they navigate their learning environments and encourage students to take responsibility for their assessment choices.	Providing students with equitable, and robust alternatives to assessment formats helps support inclusivity. However, this choice needs to be supported with advice – especially for students who do not self-regulate well.	
Ensure that assessment design including feedback is accessible to all students.	Accessibility of assessments, and also of the feedback on those assessments, is important, to ensure that all learners have the same benefits from their experiences.	