

ACTIVITIES TO HELP EMBED INCLUSIVE ASSESSMENT PRACTICES – AND THEIR IMPACT

<i>Student-facing activity</i>	<i>Impact on students with disabilities</i>	<i>Impact on all students</i>
Ensure assessment is appropriate and manageable in relation to student level.	Students with certain disabilities have trouble identifying the level they should be pitching their work to (e.g. autism-spectrum disorder individuals, who may require very specific guidance). Ensuring that the assessment matches the criteria of the student level supports this challenge.	All assessments should be focused on the appropriate level for the student in their progression through their degree course. Assessments need to build on previous experiences, and developing competences.
Support student transitions by providing an in-depth session/series of sessions that explore students' previous experiences of assessment and feedback and initial concerns that can be targeted in subsequent teaching sessions.	Identifying personal challenges for transition from one level of study to another provides the reflective opportunity to think about the support needs required for the increased/different expectations of that new level of study.	Identifying personal challenges for transition from one level of study to another empowers the student to be proactive about managing that change in expectations. This also encourages the development of personal learning networks and identifying resources to help support learning.
Ensure provision of all resources prior to students starting the module / programme (e.g. handbooks; virtual learning environment; assessment guidelines, and submission deadlines).	For students with information processing issues (e.g. dyslexia, autism spectrum), providing additional time to read and digest materials is helpful. Students with visual/auditory impairment may also then use assistive technologies or support colleagues to access the material.	Providing materials in advance helps all students plan their work effectively, and become self-regulated. This is particularly important for students who have strategic learning approaches.
Ensure resources are clearly organised to promote access (provide a route map / explanation of how resources are organised) and ensure students receive training in how to access and use resources.	Providing clear signposting of support resources means that a student with a disability or support need can find the resources on their own, without having to ask for them. This makes the learning process more streamlined, and also more dignified for students requiring help.	Signposting of resources to all students helps address support needs proactively, cutting down on time spent answering student inquiries, as the students will know already where to go for support. Builds self-regulatory skills.
Introduce early assessment opportunities to enable appropriate support to be put in place.	Early assessment identifies whether or not the support put in place to address a disability or specific need, is effective and sufficient. This then gives time to revise the support before the final summative assessment.	Early opportunities for assessment empower all learners to be able to benchmark their progress, and revise their learning strategies if they need to.
Ensure learning environments are adaptive, rather than adapted, and enable flexibility (opportunities for learner to proceed at appropriate pace; alternative pathways; opportunities to specialise and/or generalise).	Employing flexibility within the assessment regime, and pre-planning that flexibility, will address most support needs of students with disabilities or requirements. This streamlines assessment processes for these students.	Adaptive learning assessments, where learners can choose how they interact with teaching activities, benefit students with diverse approaches to learning and studying, not just those with disabilities.
Ensure appropriate variety in the nature and forms of assessment matched to the learning outcome requirements to enable all students to fully demonstrate their understanding.	Variety in assessment is beneficial for the same reasons as adaptive learning environments. Clear alignment to the learning outcomes means that accommodations and support put in place can easily benchmark quality of the assessment outcomes against students who did not have specialized support.	For the same reason as above, individual differences between learners mean that some will prefer to engage with learning activities and assessments of one type, rather than another.

Support learners to make informed choices (e.g. opportunities for individual and group working; self-selection of focus for assessment with guidance; choice over formative deadlines; modes of feedback; nature of groups and ways of working within and beyond sessions); ensure sufficient time to enable choices to be realised over a programme of study.	Learners with disabilities might need support in making informed choices about the support they require and the limits of support vs professional minimum standards. Providing guidance helps learners make these choices.	Learners who do not self-regulate well, will often make poor or unhelpful choices, when provided with multiple options. Guidance and signposting helps all students make the choices that are right for them.
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