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ACADEMIC INTEGRITY

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WELSH INTEGRITY AND ASSESSMENT NETWORK (WIAN)

"Integrity at all costs!"

Dr Mike Reddy PFHEA

Co-Chair WIAN

QAA Academic Integrity Advisory Group

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Who funds WIAN?

• QAA

• ~~HEFCW~~ MEDR

And I, for one, welcome our new MEDR overlords

Y Comisiwn Addysg Drydyddol ac Ymchwil
Commission for Tertiary Education and Research

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Who runs WIAN?

- Co-Chairs:-
  - Prof Michael Draper, Swansea University
  - Dr Mike Reddy, University of South Wales
- Who does all the work:-
  - Holly Thomas, QAA

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Background

- All Welsh HEIs sign up for the QAA Academic Integrity Charter

- Several institutions engage in independent 'gap analysis'

- QAA and HEFCW (as was) funded WIAN to build on this consensus

Goals

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Goals

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- Several institutions engage in independent 'gap analysis'

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- WIAN aims to represent staff and students from all regulated and funded higher education providers in Wales, which includes the nine universities and two further education colleges, and NUS Wales

WIAN has run two successful online conferences with submissions from across the UK and beyond, not just Welsh institutions, as well as regular meetings with all members, including NUS and SUs!

Goals

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- All Welsh HEIs sign up for the QAA Academic Integrity Charter

- Several institutions engage in independent 'gap analysis'

- QAA and HEFCW (as was) funded WIAN to build on this consensus

- WIAN aims to represent staff and students from all regulated and funded higher education providers in Wales, which includes the nine universities and two further education colleges, and NUS Wales

- WIAN is committed to promoting academic integrity, combating academic misconduct, and promoting authentic and inclusive assessment practice, which leads us to…

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INCLUSIVE ASSESSMENT

48

WELSH INCLUSIVE ASSESSMENT RESEARCH GROUP (WIARG)

"

Who do we want to be?

Natalie Forde-Leaves BSc MSc FCCA SFHEA

Head of Assessment and Curriculum 2030

E | Natalie.forde-leaves@southwales.ac.uk

Founding members

- Natalie Forde-Leaves, University of South Wales
- Prof Stephen Rutherford, Cardiff University
- Dr Richard Baylis & Rhian Ellis Swansea University
- Dr Debbie Clayton, Cardiff Metropolitan University
- Martin Jones, Open University

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Background

- Small Early Career Research Grant for a South Wales Assessment Network (SWAN), funded by:

- Initial purpose: run an Early Career Workshop to enable individuals from Welsh Higher Education institutions (HEIs) to network and collaborate on research proposals.

- Achieved recognition by Welsh Integrity & Assessment network (WIAN) and has become a sub-group of the HEFCW-funded network

Goals

- Aims of the group are to
  - formulate a **schedule of research activities** across Welsh universities aimed at enhancing inclusive assessment practice;
  - to collectively seek to **share best practice** across Welsh institutions;
  - and to **develop resources** on inclusive assessment theory and practice to be used across Welsh institutions.
- The long-term purpose of the group is to become recognised as an **active research group** contributing to both national and international inclusive assessment discourse and practice.

WELSH INCLUSIVE ASSESSMENT RESEARCH GROUP

A sub-group of the
Welsh Integrity & Assessment Network (WIAN)

WELSH INCLUSIVE ASSESSMENT RESEARCH GROUP

A sub-group of the
Welsh Integrity & Assessment Network (WIAN)

Networking – do you want to join us?

AdvanceHE Connect

Go to AdvanceHE Connect site.

Under Connect choose 'All groups'

Search for 'Welsh Inclusive Assessment Research group', or try this link:

- https://connect.advance-he.ac.uk/topics/44744/feed

Our first speaker

- Dr Juuso Nieminen (he/him) is an Assistant Professor at the Faculty of Education, University of Hong Kong, and a Banting Fellow at Ontario Tech University, Canada. He is also an Honorary Research Fellow at Deakin University, Australia and an Adjunct Professor (Docent) at the University of Eastern Finland. His research concerns the social, cultural and political dimensions of educational assessment. Dr Nieminen has particularly focused on understanding the social effects of assessment on students' inclusion, belonging and identities. His disciplinary background is in mathematics and technology education.

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(some) Assessment Publications:

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- Chen, S. & **Nieminen, J. H.** (2024). Towards an ecological understanding of student emotions in feedback: a scoping review. *Assessment & Evaluation in Higher Education*. https://doi.org/10.1080/02602938.2024.2318641
- **Nieminen, J. H.**, & Moriña, A., & Biagiotti, G. (2023). Assessment as a matter of inclusion: A meta-ethnographic review of the assessment experiences of students with disabilities in higher education. *Educational Research Review*. https://doi.org/10.1016/j.edurev.2023.100582
- **Nieminen, J. H.**, & Ketonen, L. (2023). Epistemic agency: a link between assessment, knowledge and society. Higher Education. https://doi.org/10.1007/s10734-023-01142-5
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- **Nieminen, J.H.** & Lahdenperä, J. (2021). Assessment and epistemic (in)justice: How assessment produces knowledge and knowers. *Teaching in Higher Education*. https://doi.org/10.1080/13562517.2021.1973413
- **Nieminen, J. H.** & Pesonen, H. V. (2021). Politicising inclusive learning environments: How to foster belonging and prevent ableism? *Higher Education Research & Development*. https://doi.org/10.1080/07294360.2021.1945547
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Assessment for Social Justice

Perspectives and Practices within Higher Education

Jan McArthur

BLOOMSBURY

Our second speaker

Senior Lecturer, Head of Department (Educational Research)

Research interests span two themes: education and social justice, and the nature of higher education. I am interested in inter-relationships between education and society, and between theory and practice. I have explored different interpretations of critical pedagogy, and particularly the ways in which conceptualisations of knowledge impact upon social justice. Much of my work is informed by critical theory, and I have a special interest in the work of Theodor Adorno. My recent work has looked at the nature of assessment and feedback the role of failure in learning including the relationship between conceptions of failure and social justice. My latest book Assessment for Social Justice explores the potential to further social justice within and through HE assessment and draws on the critical theory of Axel Honneth.

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(some) Publications:

TITLE

Epistemic Justice and Authentic Assessment J McArthur Universities and Epistemic Justice in a Plural World: Knowing Better, 121-133

Placing Assessment in the Vanguard of Social Justice in English for Academic Purposes J McArthur Social Justice in EAP and ELT Contexts: Global Higher Education Perspectives, 73

Understanding Social Justice: Why it matters J McArthur PRISM: Casting New Light on Learning, Theory and Practice 5 (2), 9-17

Assessment for learning in a Confucian-influenced culture: beyond the summative/formative binary DYK Chong, J McArthur Teaching in Higher Education 28 (6), 1395-1411

WHAT CAN WE LEARN FROM A SPECIAL LEARNING EXPERIENCE? Y Lei, J McArthur "Yes we can!"–Digital Education for Better Futures 18, 33

Rethinking authentic assessment: work, well-being, and society J McArthur Higher education 85 (1), 85-101

Reflections on assessment for social justice and assessment for inclusion J McArthur Assessment for inclusion in higher education, 19-29

Making knowledge accessible: A comparative study of engineering teaching across three countries N Pitterson, A Abdalla, A Agrawal, J Case, B Goldschneider, J McArthur 2022 IEEE Frontiers in Education Conference (FIE), 1-5

Critical theory in a decolonial age J McArthur Educational Philosophy and Theory 54 (10), 1681-1692

Students' experiences of the value of lectures for their learning: a close-up comparative study across four institutions JM Case, A Agrawal, A Abdalla, N Pitterson, J McArthur Teaching in Higher Education, 1-19

Student perspectives on assessment: Connections between self and society J McArthur, M Blackie, N Pitterson, K Rosewell Assessment & Evaluation in Higher Education 47 (5), 698-711

Can and should assessment nurture an orientation to society and social justice? J McArthur, M Blackie, N Pitterson, K Rosewell

The inclusive University: A critical theory perspective using a recognition-based approach J McArthur Social Inclusion 9 (3), 6-15

Rethinking student involvement in assessment J McArthur Centre for Global Higher Education working paper series 58

Assessment for social justice J McArthur Changing Higher Education for a Changing World, 144

Bridging near and far perspectives in socially just higher education research J McArthur Locating social justice in higher education research, 21-39

What Is Different about Socially Just Higher Education Research? P Ashwin, J McArthur Locating social justice in higher education research, 201-213

Locating social justice in higher education research J McArthur, P Ashwin Bloomsbury Academic

Reflective teaching in higher education P Ashwin, D Boud, S Calkins, K Coate, F Hallett, G Light, K Luckett, ...Bloomsbury Academic

Locating Social Justice in Higher Education Research P Ashwin, J McArthur Bloomsbury Publishing

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Internal member presentations

- Internal networking presentations to share best practice research and scholarship: Dr Ceri Morris, Prof Michael Draper, Dr Mike Reddy
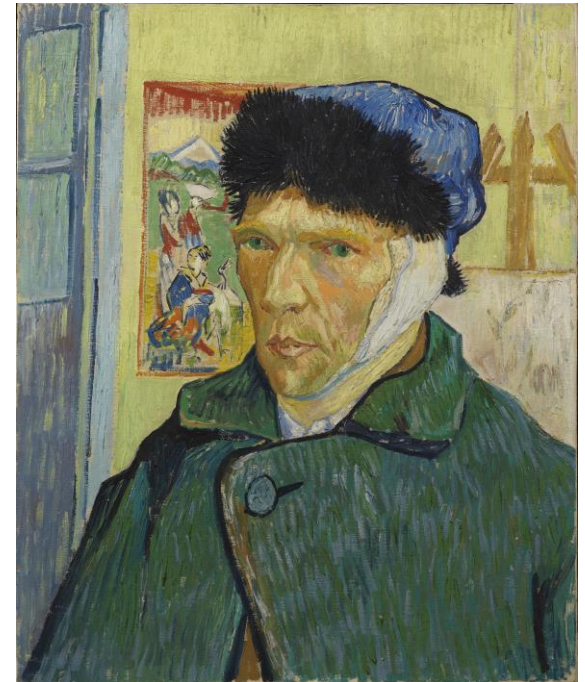
Padlet Activity

- Please use the padlet to jot down any ideas/collaborate

- https://universityofsouthwales.padlet.org/nataliefordeleaves/inclusive-assessment-padlet-7kcvvngs20dev05z

- Introductions, musings, ideas, sharing resources etc etc
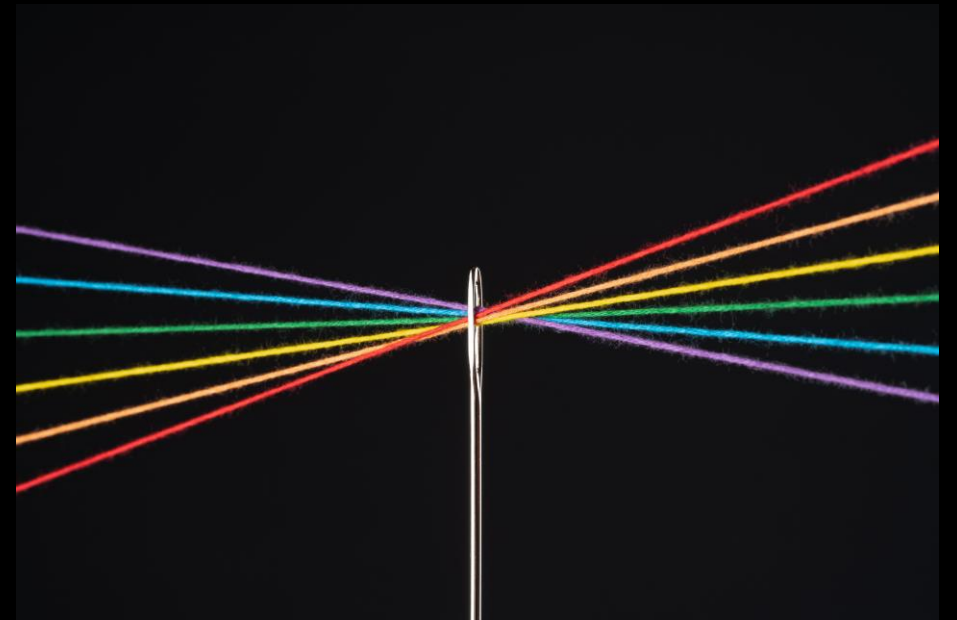
Your practices, your research?

"Diversity Matters: Intersectionality, Assessment Type, and Academic Achievement"

Prof. Karen Fitzgibbon, Natalie Forde-Leaves, Jamie James, Rhian Kerton

Assessment is a moral activity, it is a *social* practice, one thwart with complexities.

Assessment practice is laden with norms, values and traditions that create, reinforce, and reproduce inequalities.

These inequalities manifest themselves as tangible, quantifiable, differential award gaps.

This study thus proposes assessment design as a vehicle through which inclusionary and exclusionary practices are exemplified.

It problematises interlinkages between both *student diversity* and *assessment diversity*,.

Opportunities

- Think tank to feed into larger EDI initiatives

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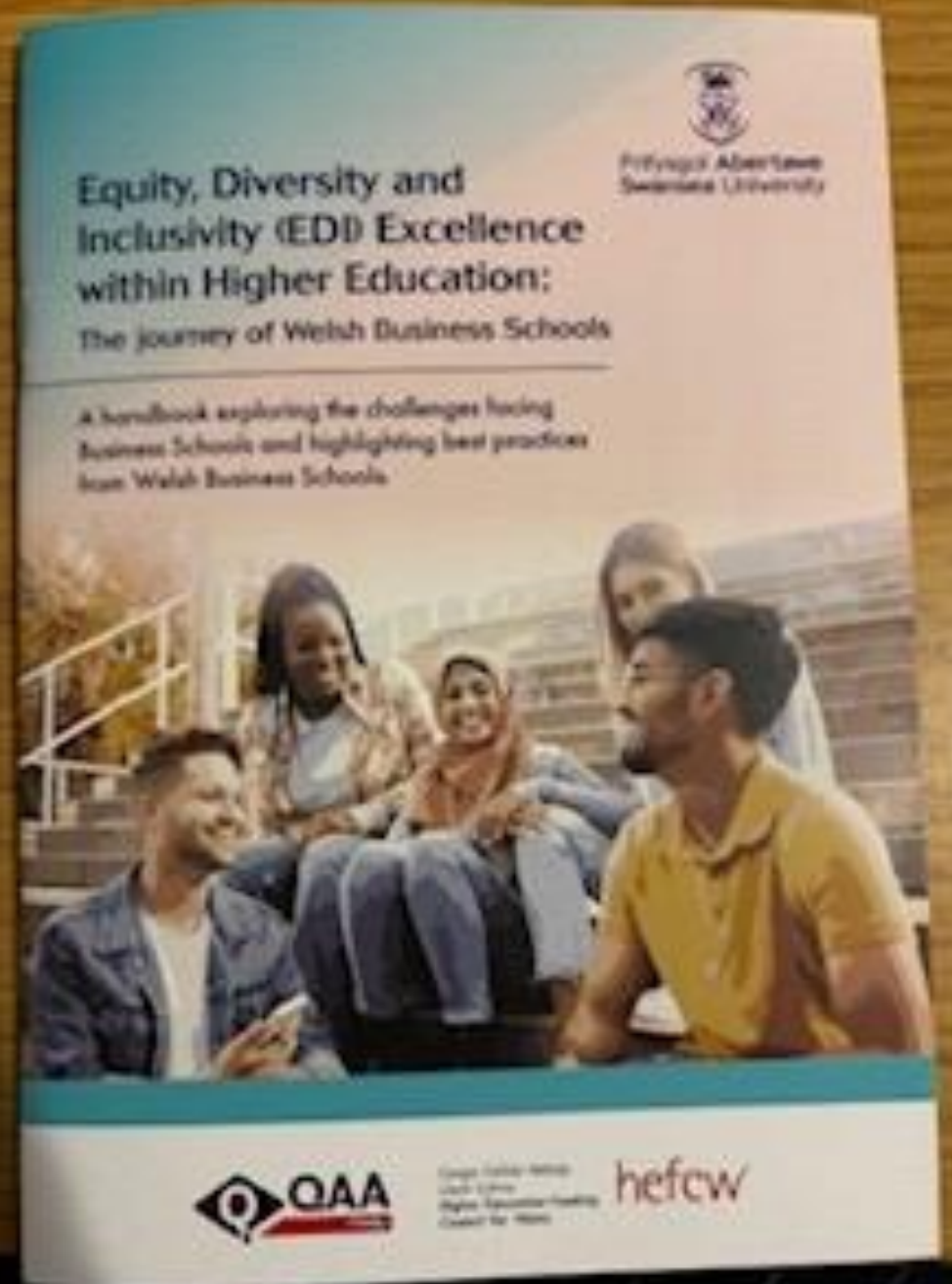
Developing institutional resources.....

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7 Steps to: Inclusive Assessment

7STEPS WITH PLYMOUTH UNIVERSITY

Overview

Higher Education (HE) expansion has resulted in greater student diversity. Rather than focusing on specific target groups or then focusing on diversity such as disabled dimensions of diversity such as disabled students or cultural groups, an inclusive approach aims to make HE accessible, relevant and engaging for all (Thomas and May, 2010). Underpinning this concept are values of equity and fairness, where HE considers and values students' differences within the mainstream curriculum, pedago-gy and assessment (Hockings, 2010). This is informed by the simple but challenging maxim that "students don't want to stand out as different yet want to be recognised as individuals" (Ibid).

Inclusive assessment was endorsed at Plymouth University in 2006 through the Our-Student Partnership, for Assessment Change and Evaluation (PACE) project (Waterfield and West 2006). The project suggested an inclusive approach would meet the needs of the diverse student population. Inclusive assessment does not compromise academic standards. It instead improves the chances for all students to demonstrate their ability to meet the learning outcome. It is more time-effective and equitable to consider the inclusiveness of the assessment at the programme or module design phase, rather than making individual adjustments later in the programme (Hockings, 2010). In addition, inclusive assessment helps to avoid the assumption that certain groups of students have a particular way of learn-ing, when in reality students with disabil-ity, for example, have a continuum of learner dif-ferences and share similar challenges and difficulties that all students face in higher education' (Healey et al., 2006, p.4').

This '7 steps' offers practical guidance and tips to incorporating inclusive assessment into modules and programmes, so that assessment enables rather than hinders students' learning.

1. Underpin your assessment with good assessment design principles

Inclusive assessment is not about changing or 'dumbing down' your assessment to benefit certain groups of students. As Waterfield and West (2006, p.29) explain, inclusive assessment should "benefit most learners without losing the requirement that assessment should aid learning and should demonstrate the acquisition of the module or course learning outcomes." In other words, principles of good assessment design such as constructive alignment, clear and transparent criteria, and timely and constructive feedback (See 7 Steps on Giving Effective Feedback), are still part of the design equation for inclusive assessment (Francis, 2008; Craddock & Mathias, 2009). Gibbs & Simpson (2004) and Nicol (2008) provide excellent examinations of good assessment principles. Ped@RO and Educational Development provide workshops on assessment and feedback and you can also explore PU's Teaching and Learning website for information on assessment at: http://www.l.plymouth.ac.uk/ouruniversity/teachlearn/guidanceresources/Pages/Assessment.aspx.

2. Use a variety of assessment methods within your module/programme

Rather than relying chiefly on one or two assessment methods, consider increasing the diversity of assessment methods. For example, the use of in-class tests; multiple-choice questions; group presentations; viva voce; self and peer assessment; creation of audio-visual material; performance; reflective diaries or laboratory work (Please see PU's Teaching and Learning website for a list of different assessment methods – http://www.l.plymouth.ac.uk/ouruniversity/teachlearn/guidanceresources/Pages/Assessment.aspx). A diverse 'mix' of assessment methods will ensure that specific students are not disadvantaged by specific forms of assessment, varying assessment activities will also help develop a broader range of personal and employability skills (Brown and Glasner, 2003).

3. Incorporate choice to your assessment

Introducing assessment choice can empower students to take responsibility for their learning and in a number of cases assessment choice has been shown to eliminate the need for modified assessment provision (MAP) (Francis, 2008). When developing assessment choice, consider activities that simulate real-life contexts, even if it is just an abstraction of real professional practice. For example, students may be asked to write a report on current news events associated with an aspect of their discipline. Real-life contexts are likely to improve student engagement with assessment (Lombardi, 2007). However, choice should be used with caution. It is also important not to overwhelm students with too much choice (O'Neill et al, 2010). Prepare your students by discussing the differences between the given assessment choices. It will also be helpful to provide examples of the choice along with clear assessment criteria to help students understand the course (e.g. field work or lab work) some methods that are essential to the course, but consideration should first be made to design inclusive assessment which does not require modified provision.

To see other titles in the 7 Steps series go to www.plymouth.ac.uk/ourunivorsity/teachlearn > Teaching and Learning Resources > 7 Steps Series.

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2030 CURRICULUM DESIGN PRINCIPLES
DESIGNED FOR INCLUSIVITY: INCLUSIVE ASSESSMENT

CURRICULUM 2030

All curricula will be designed for inclusivity and develop learners' literacy and competence operating within appropriate equality and accessibility legislation.

Through its design, the curriculum will value, respect and provide all students with an equitable opportunity to participate in and succeed, regardless of prior attainment, background or individual learning requirements. The curriculum will ensure fair and positive student voice representation.

The curriculum will create opportunities for all students to enhance their cultural awareness, literacy and practice within, e.g., the Equality Act (2010), and intercultural competence to operationalise the UN SDGs.

ASSESSMENT 2030

All assessment will be designed for inclusivity and social justice. Assessments will afford opportunities for students to enhance their assessment and feedback literacies to allow shared understandings of standards, criteria, purposes and voices in assessment.

Through its design, assessment will provide all students with an equitable opportunity to succeed, regardless of prior attainment, background or individual learning requirements.

Assessment will offer multiple means of engagement, be represented through multiple means and allow students multiple means of action and representation.

Through assessment we will promote social justice literacies and provide opportunities for enhancement of student agency.

THE USW CONTEXT

At USW we are challenging ourselves to think and act differently. We are embarking upon a journey together to create equitable spaces for all, where boxes do not define us. In all our learning, teaching and assessment activites we aim for equity, diversity, and inclusion, striving to tackle stigmas and remove barriers.

Our USW 2030 curriculum and assessment will be designed for inclusivity and strive for social justice, celebrating diversity and intersectionality including age, gender and reassignment, race, sexual orientation, pregnancy, status, religion, disability and socioeconomic background. We seek to develop assessment and feedback practice that will eradicate exclusionary practices and design out discrimination against educational, dispositional, circumstantial or cultural diversity dimensions. A focus on assessment for inclusivity and social justice strives to reduce the USW differential award gap allowing all learners to attain good honours and enhance their graduate outcomes whilst equitably developing the requisite USW graduate attributes.

WHAT CAN YOU DO?

The QAA Collaborative Enhancement Project entitled 'Embedding Inclusive Assessment' proposes key attributes of inclusive assessment to support educators, including:

SUPPORT LITERACY FORMATIVE COMMUNICATION
PERSONALISATION AUTHENTICITY DIGITAL REFLECTION

WHAT DOES THE LITERATURE SAY?

Assessment needs to move beyond equality to that of promoting equity and liberation for "assessment that treats all students the same is inequitable, since it ignores differences in students' past and present circumstances" (Tai et al, 2023). Inclusive assessment practices include Universal Design for Learning principles (CAST, 2018), offering students choice, programmatic approaches to assessment and co-design of assessment and policies that promote inclusion (Tai et al, 2021). Assessment for social justice also recognises the responsibility of universities to not only is there justice of assessment within higher education, e.g. via the standardisation of modes, methods and inequitable systems of assessment but that the role of assessment nurtures the forms of learning that will promote greater social justice within society as a whole, to understand and challenge multiple perspectives (MacArthur, 2016).

EMBEDDING INCLUSIVE ASSESSMENT? – A REFLECTIVE CHECKLIST

The adapted "checklist for inclusive assessment and feedback in a post-ChatGPT world" (Ma and Duffy, 2023) shown below can support course and module leaders to self-evaluate their practice, to support Quality Assurance (Re)Validation, Continuous Monitoring and Assessment Dialogue processes in reflecting on how the CDP of Designed for Inclusivity is embedded in your curriculum, specifically regarding assessment.

INCLUSIVE ASSESSMENT	NOT EMBEDDED	PARTIALLY EMBEDDED	FULLY EMBEDDED
Assessment planning			
Have you used a set of clear, accessible and transparent assessment criteria that are tailored to the learning outcomes, that students understand?	☐	☐	☐
Have you aligned the formative (assessment for learning) and summative assessments (assessment of learning) with learning outcomes?	☐	☐	☐
Assessment mode, design and conditions			
Have you offered students a choice of assessment methods or formats?	☐	☐	☐
Have you considered how technology can be used to support the assessment?	☐	☐	☐
Have you considered including visual materials such as videos or photos, where appropriate, for students to respond to?	☐	☐	☐
Have you asked students to reflect on their learning or experience of the topic?	☐	☐	☐
Have you ensured that reasonable adjustments have been factored into the assessment tasks for students with disabilities, physical or mental health impairments?	☐	☐	☐
Feedback			
Have you ensured that feedback is linked to the assessment criteria and learning outcomes and clear and easy to understand in terms of language and legibility?	☐	☐	☐
Have you used a variety of forms of feedback (for example, peer feedback, written feedback, facilitated discussion)?	☐	☐	☐
Have you ensured that feedback is provided to students in a timely manner and have you given students the opportunity to reflect on the feedback they received?	☐	☐	☐

REFERENCES AND FURTHER READING

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org
Ma, ZF, and Duffy, K. A checklist for inclusive assessment and feedback, in a post-ChatGPT world. Times Higher Education. Available at: A checklist for inclusive assessment and feedback, in a post-ChatGPT world | THE Campus Learn, Share, Connect (timeshighereducation.com).
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Tai, J., Ajjawi, R. and Umarova, A., 2021. How do students experience inclusive assessment? A critical review of contemporary literature. *International Journal of Inclusive Education*, pp.1–18.
Tai, J., Ajjawi, R., Bearman, M., Boud, D., Dawson, P. and Jorre de St Jorre, T., 2023. Assessment for inclusion: Rethinking contemporary strategies in assessment design. *Higher Education Research & Development*, 42(2), pp.483–497.

WHERE CAN YOU GET SUPPORT?

CELT offers their Inclusive Assessment Toolkit to support colleagues in enhancing their assessment practice.

INCLUSIVITY TOOLKIT

One Page On	Videos
How to Guides	Development Workshop
Quick Guides	Detailed Handbook
Case Studies	Scholarship Project

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**Centre for the Enhancement of Learning and Teaching
Canolfan i Wella Dysgu ac Addysgu**

For more information visit: www.southwales.ac.uk/celt
Or contact the CELT Assessment and Curriculum team:
celt@southwales.ac.uk
CELT-USWCUR-191-1.00
Mae ddogfen hon ar gael yn Gymraeg. This document is available in Welsh.

Case study: suggesting choice: inclusive assessment processes

Ceri Morris ✉ ⓘD, Emmajane Milton & Ross Goldstone

❝ Cite this article ⬀ https://doi.org/10.1080/23752696.2019.1669479   Check for updates

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ABSTRACT

This project aimed to explore staff and student opinions on the introduction of choice in assessment, drawing upon the principles of Inclusive Pedagogy, Disability Studies and Universal Design. The mixed methods research explored the possibility that students may feel more positively supported during the assessment and feedback process if a range of methods of assessment are available.

There was overall support for the proposal, but with some reservations, for example, parity between the different modes of assessment, and student access to different forms of assessment to develop employability skills would need to be planned. Inclusive assessment and feedback processes in Higher Education are essential if the diversity of our students is to be recognised. However, this needs to be balanced with the need to develop a range of life skills. Therefore, choice in assessment methods needs to be designed with clear strategies for skills development, and targeted individualised support.

🔍 **KEYWORDS:** Inclusion   assessment   higher education   additional learning needs   Universal Design for learning (UDL)

1. Introduction

This case-study paper is based on a university research project, 'Suggesting Choice: Inclusive Assessment

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An inclusive sustainable approach to understanding our students?

Medha Singh

Age	21	English as first language	Y
Gender: identifies as:	Male	Entry level qualifications	A-Levels
Ethnicity	Asian	Home/EU/International	Home
Disability	Physical (wheelchair user)	Faculty	HUMSS
Personal circumstances	Heterosexual, single; no dependants	Programme	Business
Family circumstances	At family home out of semester	Study Level	UG
Financial circumstances	Dependent on P/T work	Study Mode	F/T
Term-time residential status	On-campus	Year of study	3

Chloe Smith

Demographics			
Age	18	English as first language	Y
Gender: identifies as:	Female	Entry level qualifications	BTEC
Ethnicity	White	Home/EU/International	Home
Disability	None	Faculty	FMHS
Personal circumstances	Heterosexual single; no dependants	Programme	Social Work
Family circumstances	Care leaver	Study Level	UG
Financial circumstances	Dependent on P/T work	Study Mode	F/T
Term-time residential status	On-campus (51-week rental)	Year of study	1

Farhana Kayari

Demographics			
Age	19	English as first language	Y
Gender: identifies as:	Female	Entry level qualifications	A-Levels
Ethnicity	Asian	Home/EU/International	Home
Disability	None	Faculty	HUMSS
Personal circumstances	Heterosexual, single; no dependants	Programme	Law
Family circumstances	Lives with family	Study Level	UG
Financial circumstances	Dependent on family	Study Mode	F/T
Term-time residential status	Commutes from home	Year of study	2

David Michelson

Demographics			
Age	21	English as first language	Y
Gender: identifies as:	Male	Entry level qualifications	BSc (Hons) Biochemistry
Ethnicity	White	Home/EU/International	Home
Disability	None	Faculty	Nat Sci
Personal circumstances	Heterosexual; single; no dependants	Programme	PhD
Family circumstances	Independent of parental home	Study Level	8
Financial circumstances	Dependent on P/T work	Study Mode	F/T
Term-time residential status	Off-campus rental, shared	Year of study	3

Sajid Rasheed persona

Demographics			
Age	22	English as first language	Y
Gender: identifies as:	Male	Entry level qualifications	BA History
Ethnicity	Asian	Home/EU/International	Home
Disability	None	Faculty	HUMSS
Personal circumstances	Heterosexual, single; no dependants	Programme	MA Politics and International Relations
Family circumstances	At family home out of semester	Study Level	PGT
Financial circumstances	Works F/T for family business	Study Mode	P/T
Term-time residential status	Off-campus	Year of study	1

Louise Roberts persona

Demographics			
Age	42	English as first language	Y
Gender: identifies as:	Female	Entry level qualifications	BA (Hons) Business & Marketing
Ethnicity	Mixed race	Home/EU/International	Home
Disability	undeclared, invisible	Faculty	HUMSS
Personal circumstances	Heterosexual, married; 1 child (10y)	Programme	Business MBA apprenticeship
Family circumstances	Lives at family home	Study Level	PGT
Financial circumstances	Supported by partner & P/T work	Study Mode	F/T
Term-time residential status	Commutes from home (40-mile round trip)	Year of study	1

inclusive assessment design is increasingly recognised as good educational practice and benefits all students (Hanesworth, 2019).

Diverse
Choice
Empowering
Transparent
Inclusive Assessment
Manageable
Authentic
Scaffolded
Academic Standards Maintained

UCD DUBLIN

Inclusive assessment is when all three elements of assessment design are considered – task, timing and condition

Task
• What **different tasks** can be used to assess a range of students' knowledge, understanding and skills?
• How do you mark different tasks?

Timing
• **When** do the students undertake the assessments?
• When do students have an opportunity to 'practise' different tasks and receive feedback?

Inclusive assessment

Condition
• Is this an **invigilated** or **non-invigilated** task and why?
• If this is a non-invigilated task, how long does the student have to complete it?

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Requires continuous reflection

Assessment is continuously reviewed and critiqued, using feedback and discussions with students, staff and key stakeholders, to ensure ongoing enhancement of policies, practices and processes.

Embeds support

Academic and wellbeing support is integrated within teaching and assessment. It is easily accessible, dialogic, responsive, and considerate of individual student needs.

Assumes considerate policies and processes

The design of assessment policies and processes are informed by an awareness of student needs, understanding of external pressures, and insights into structural and societal barriers.

Develops assessment literacy

Students are actively engaged with assessment processes with a focus on clarifying learning outcomes and expectations. Students and staff share an understanding of the purposes, requirements and approaches of assessment.

Promotes authenticity

The assessment tasks are relevant to students' subject areas, employment sectors and contexts of further study to which students will progress. The assessment culture encourages multi-modal and creative assessment design.

Provides formative opportunities

Assessment is framed as a developmental process within which students engage in formative tasks and receive timely, relevant, and manageable feedback. Students feel safe to fail, knowing they will be supported to learn from the experience.

Fosters digital capabilities

Assessment design is alive to the opportunities of different technologies. It creates a culture in which students and staff can develop and extend their digital capabilities, facilitating learning and teaching in diverse contexts and environments.

Communicates meaningfully

The assessment process is clear and transparent to all developed through a constructive dialogue between staff and students. Different levels, and modes, of communication are managed to ensure timely and accessible information.

Enables personalisation

Assessment is designed to facilitate ownership and flexibility in how students demonstrate learning outcomes. Students feel empowered to make informed choices over what, when, and how they are assessed where appropriate.

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EMBEDDING INCLUSIVE ASSESSMENT:
A REFLECTIVE TOOLKIT

The toolkit is intended to prompt reflection on the inclusivity of assessment and to aid action planning to enhance inclusivity. The toolkit has been designed to reflect a collaborative philosophy, bringing together different stakeholders to ensure all these factors are considered from a range of perspectives. It can be used individually and collaboratively by three different groups, Leaders, Academics and Students.

EMBEDS SUPPORT:

Academic and wellbeing support is integrated within teaching and assessment.
It is easily accessible, dialogic, responsive, and considerate of individual student needs.

For Leaders

• To what extent are staff enabled to integrate academic and wellbeing support into teaching and assessment?
• To what extent are you taking steps to ensure that academic and wellbeing support is timely and effective?

Your assessment?

For Academics

• To what extent is academic and wellbeing support integrated into teaching and assessment?
• To what extent are you confident that such support is accessible to all students and responsive to their different needs?
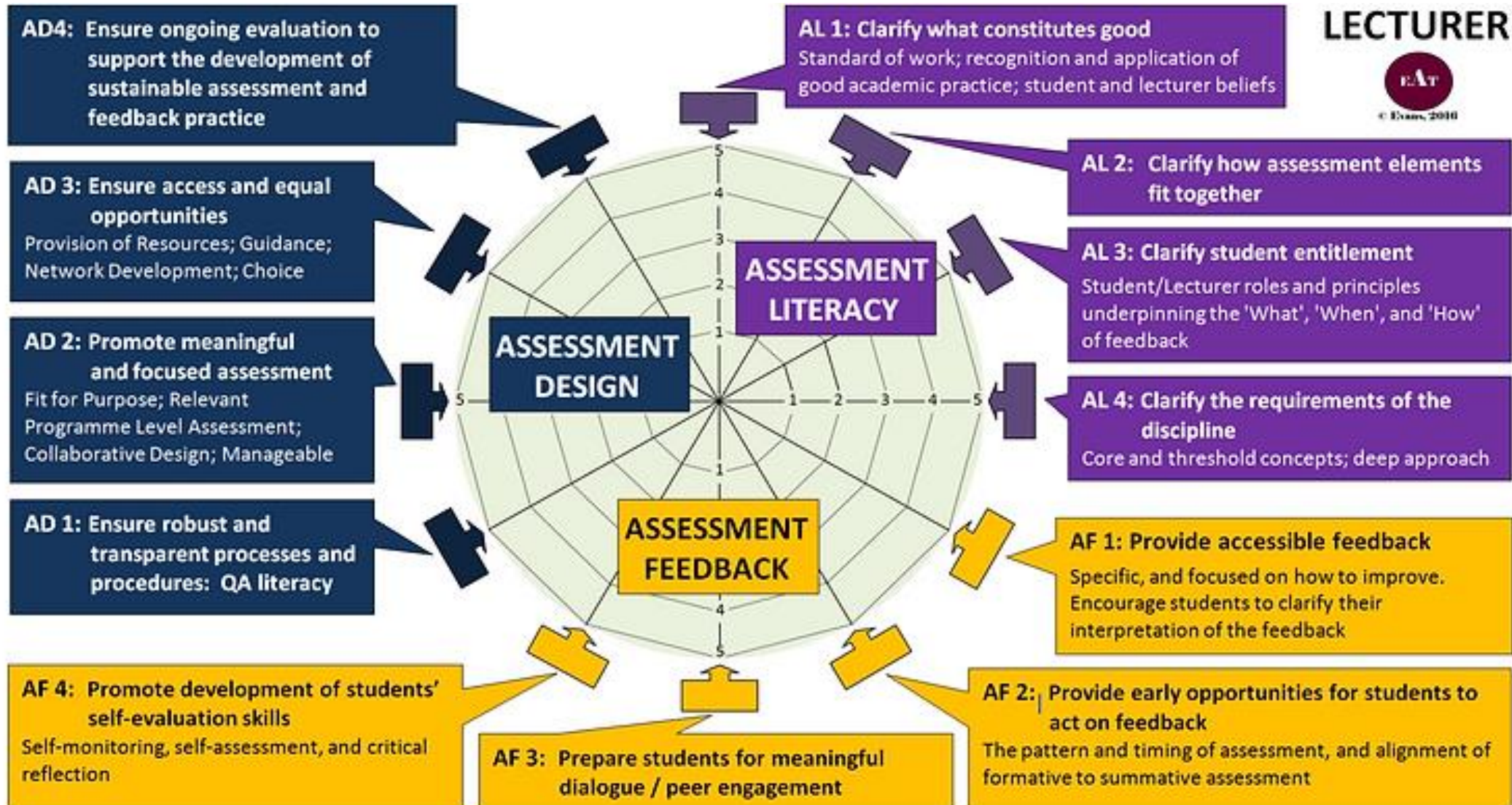
Your assessment?

For Students

• To what extent do you recognise academic and wellbeing support as being embedded as part of your course?
• To what extent can you access academic and wellbeing support that meets your individual needs?

Your assessment?

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Cardiff | Newport | Pontypridd
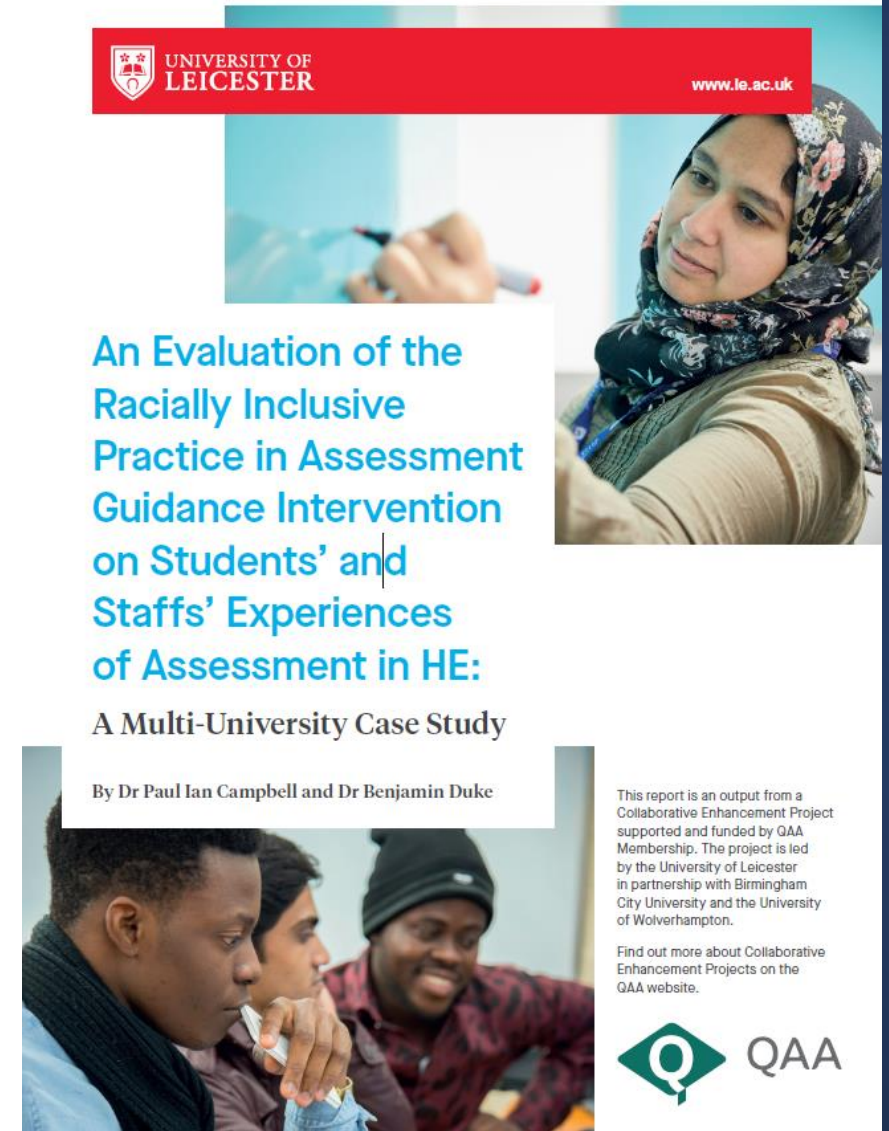**Caerdydd | Casnewydd | Pontypridd**

Embedding frameworks...

RIPIAG Recommendations

1. Introduce **signposts in module guides** and weekly schedules for when students might begin to prepare for assessments, especially for students at Level 1 and 2. Or consider introducing **formative exercises** and activities that prompt students to prepare for assessments

2. Introduce exercises which **translate marking criteria jargon** into **accessible language** and provide examples for illustration

3. Introduce more modelling exercises that critically **assess examples** of previous work

4. Introduce more modelling and grading exercises that clearly explain how the **marking process** works

5. The inclusion of an Assignment Brief, or exercises that 'unpack' essay questions (if the assignment question requires unpacking, perhaps rephrase it to avoid unnecessary confusion)

6. Include **FAQs**, which might include a 'to do' list and a list of common mistakes

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An Evaluation of the Racially Inclusive Practice in Assessment Guidance Intervention on Students' and Staffs' Experiences of Assessment in HE:

A Multi-University Case Study

By Dr Paul Ian Campbell and Dr Benjamin Duke

This report is an output from a Collaborative Enhancement Project supported and funded by QAA Membership. The project is led by the University of Leicester in partnership with Birmingham City University and the University of Wolverhampton.

Find out more about Collaborative Enhancement Projects on the QAA website.

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Positioning Paper?

WONKHE

What should higher education learn from the Natasha Abrahart case?

JIM DICKINSON | ANALYSIS | 20/05/22

This article is more than 2 years old

A court has ruled on a university's duty of care and disability discrimination following a student suicide. Jim D...

What should higher education learn from the Natasha Abrahart case?

effect on their ability to carry out otherwise normal tasks within their course.

We can see it, but we may not be acting on it.

Adjusting assessment

Much of the case concerns assessment, including the presentation task that Natasha had been due to sit on the day of her suicide – with the family arguing that a failure to put in place reasonable adjustments contributed to her death.

For the laboratory interviews, they argued that the university should have removed the need for oral assessment altogether, and / or provided written questions in advance. And for the presentation, they argued for both of those steps plus assessing Natasha in the absence of her peers, using a smaller venue – in the hearing they also suggested that communication via a text or remote type service could have been deployed.

This is where things get a little complex. The Equality Act 2010 imposes on universities a statutory duty of making "reasonable adjustments" to avoid a disadvantage caused by a provision, criterion or practice to disabled student which puts that student at a substantial disadvantage compared with those students who do not share that disability. Most of us understand that, at least in principle.

But there's an exemption. In the case of a student, paragraph 4(2) of Schedule 13 of the Act says that a provision, criterion or practice (PCP) does not include the application of a competence standard – defined in paragraph 4(3) as:

> ... an academic, medical or other standard applied for the purpose of determining whether or not a person has a particular level of competence or ability".

In the hearing, the university argued that the oral assessments could not be modified as "an ability to explain and justify experimental work orally is a core competency of a professional scientist".

But that defence was rejected by the judge, who found:

> It is obvious to me that the fundamental purpose of the assessments was to elicit from Natasha answers to questions put to her following the experiments and it is a statement of the obvious that such a process does not automatically require face to face oral interaction and there are other ways of achieving the same."

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On this page

What the case was about

What the court found - the law

What we think compliance with the law looks like now

Advice note for the higher education sector from the legal case of University of Bristol vs Abrahart

Published: 10 July 2024
Last updated: 10 July 2024

Competence standards

20. Review course criteria to check that competence standards are clearly defined, explained and justified, and that methods of assessment are not wrongly described as competence standards.

21. Where competence standards are set by Professional and Statutory Regulatory Bodies (PSRBs, for example the Nursing and Midwifery Council) universities should clarify with the PSRBs that the standard of attainment is being examined, not the method of assessment, or that the method of assessment is a key part of the competence standard.

22. Ensure that academic staff setting assessments know which aspects of their test are competence standards which must be met, and which aspects are the methods of assessment which may be reasonably adjusted.
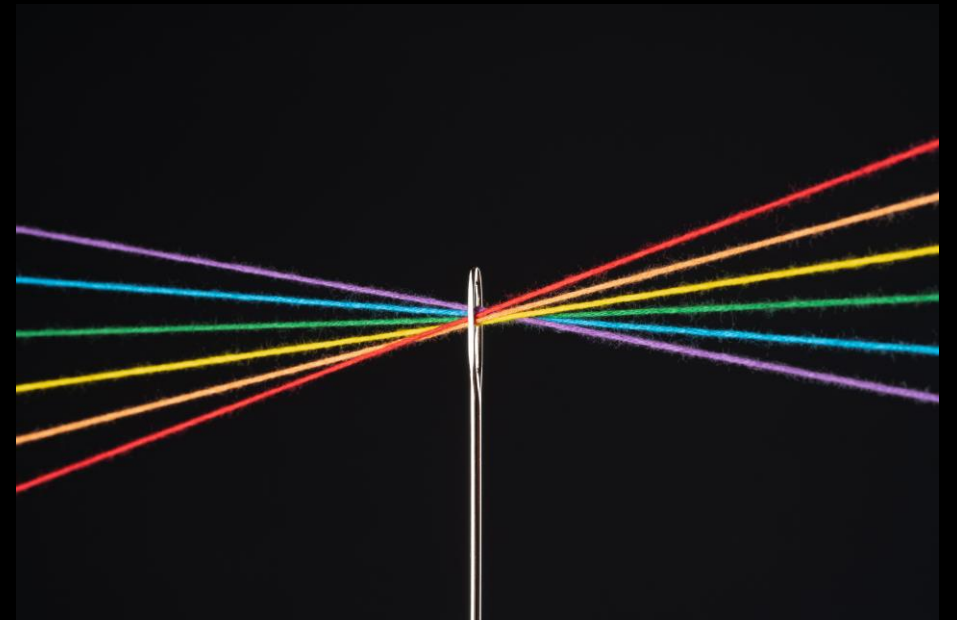
23. Think about how methods of assessment can be adjusted to still test the relevant competences while accommodating disabilities. Ideally, compile a list of replacement types of assessment to accommodate specific disabilities. For example, for anxiety conditions consider allowing written answers via a messaging platform rather than oral answers, presenting to a small group or one to one or changing venues and times to accommodate reasonable adjustments. Other more relevant methods of assessment will be required for other forms of disability.

Padlet Activity

- Please use the padlet to jot down any ideas/collaborate
- https://universityofsouthwales.padlet.org/nataliefordeleaves/inclusive-assessment-padlet-7kcvvngs20dev05z
- Introductions, musings, ideas, sharing resources etc etc
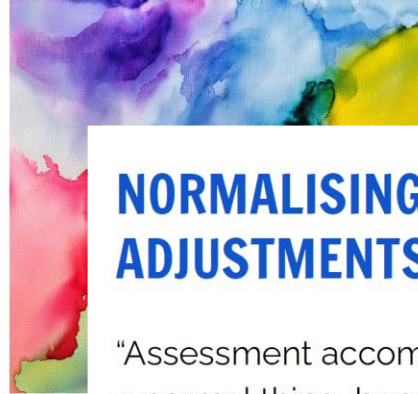
To end where we began...

1. CELEBRATING HUMAN DIVERSITY

Higher education aims to educate future professionals - not robots

Diversity enriches university and assessment alike

In order to truly promote inclusion, assessment must critically consider the role of standardisation in HE

NORMALISING ASSESSMENT ADJUSTMENTS

"Assessment accommodations should be made a normal thing, because now many people don't want to apply for them for fear of getting labelled. At the beginning of each course, the teachers should mention the possibility of accommodations."

Puro, a student with dyslexia (Nieminen, 2022)

3. STUDENT PARTNERSHIP

Assessment and accommodations are predominantly designed *for* students, not *with* them

The principle of design thinking: hearing the voice of the end users

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What will our role be in this...