

ASSESSMENT DESIGN



AD 3 Ensure access and equal opportunities

Lecturer / Teacher Focused (LT)

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- LT1 Ensure assessment is appropriate and manageable in relation to student level.
- LT2 Support student transitions by providing an in-depth session or series of sessions that explore the students' previous experiences of assessment and feedback and initial concerns that can be targeted in subsequent teaching sessions.
- LT3 Ensure provision of all resources prior to students starting the module / programme (e.g. handbooks; virtual learning environment; assessment guidelines, and submission deadlines).
- LT4 Ensure resources are clearly organised to promote access (provide a routemap / explanation of how resources are organised) and that students receive training in how to access and use resources.
- LT5 Introduce early assessment opportunities to enable appropriate support to be put in place.
- LT6 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 etc.).
- LT7 Ensure sufficient variety in the nature and forms of assessment matched to the learning outcome requirements to enable all students to fully demonstrate their understanding.
- LT8 Ensure choices in assessment and 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).

Student Focused (S)

- S1 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.
- S2 Ensure that assessment design including feedback is accessible to all students.
- S3 Undertake early assessment to ascertain student needs and to engage students in undertaking their own audits of their needs.
- S4 Provide students with managed choices as to how they navigate their learning environments and encourage students to take responsibility for their assessment choices.
- S5 Support students' development of networks of support so to ensure their integration into communities of practice to support their work at the University.
- S6 Ensure students are aware of support mechanisms available to them across the University.

Programme / Director Questions (PD)

- PD1 How are you ensuring an adaptive design (one that enables all students to access the curriculum)?
- PD2 What is the agreed baseline expectation regarding resource provision including online provision?
- PD3 How are all students' needs being addressed as an integral part of design?
- PD4 Is assessment design inclusive? How are you monitoring and evaluating inclusive assessment practice within and across modules and programmes?
- PD5 Using a critical pedagogical stance- who is advantaged & disadvantaged by your assessment?
- PD6 How is formative assessment supporting students to successfully manage their own learning?