Inclusive Curriculum Module Survey: Guidance

16. Assessment and feedback

16.1 Assessment is inclusively designed to anticipate and remove barriers to student attainment (e.g. by : skill development, sensitive scheduling, & offering increased student choice).

Things to consider include:
- Student skill development, e.g. via safe practice opportunities.
- Whether you can improve the accessibility and reduce the need for reasonable adjustments when using any format (e.g. permitting digital pre-recorded presentations, or offering a choice of format).
- Key religious practices or festivals which may impact on your student's attendance, or ability to meet deadlines.
- Avoidance of assessment bunching at programme level (e.g. where multiple modules schedule assessments in the same week, causing serious stress to students).
- Providing sufficient time for open-book exams to allow equal opportunity for disabled students, carers, student parents etc.

16.2 Formative assessment opportunities are provided (low- or no-stakes) to prepare students for successful summative assessment.

Formative assessment is a Curriculum 2021 principle, and is excellent for equality, as it allows students to gain key skills and/or experience without the risk that their marks are significantly affected when trying something for the first time. Ideally, formative and summative assessments are linked in your module (and are preferably linked at programme level across modules), with an opportunity for students to engage with feedback on their formative assessment before creating or submitting a summative assessment. Practical advice is available in the [CIE Spotlight Guide to Formative Assessment.](#)

16.3 PSRB permitting, all students are offered a choice of format for each assessment (e.g. submit an essay or podcast) or a range of assessment types is offered across the module, so students can work to their strengths.

In practice, this means making sure your module activities are designed to develop students to be able to successfully tackle either option, and designing the marking criteria with care to ensure that the same learning outcomes and marking criteria can be demonstrated in both formats (ideally using a rubric). Academic colleagues who do this already designate their assessment as 'Coursework' in Curriculum Manager/Banner to avoid problems with weighted assessments appearing to add up to over 100%.

16.4 Co-creation of assessment: students are able to focus on their area of particular interest within your discipline.

Allowing students to negotiate some areas of choice in their curriculum has a very positive impact on engagement, which in turn affects attainment & progression positively (e.g. Bovill & Bulley, 2011. #ClosingTheGap UUK/NUS report). In assessment, this might include allowing students to negotiate to follow up an aspect/area that particularly interests them, for example allowing the student to suggest a particular case, problem, dataset, individual, event, or artefact to research and analyse. You will need to design the marking criteria with care to ensure that learning outcomes and marking criteria are applicable regardless of student choice of topic. This builds on the concept of students as partners.

https://www.teaching-matters-blog.ed.ac.uk/an-introduction-to-student-and-staff-co-creation-of-the-curriculum/

16.5 Assessment literacy is supported via in-class activities (e.g. working with rubrics, sample assessments, discussion, peer review, whole-class feedback etc.)

Practical advice, together with a summary of the research underpinning this recommendation, can be found in CIE's Spotlight guide to teaching students to work with feedback & rubrics

16.6 Guidance on marking and feedback for students with Specific Learning Difficulties (SpLDs) is followed, with an emphasis on marking for content, ideas and critical thinking.

The Code of Practice on Assessment (CoPA) appendix K, annexe 1 provides practical guidelines and information to support individual markers to implement marking and provide appropriate feedback, as an anticipatory reasonable adjustment for students with dyslexia and/or other Specific Learning Difficulties (SpLDs), whilst maintaining academic standards.

16.7 Feedback/feedforward is linked directly to the marking criteria and rubric, and is timely, compassionate, constructive and specific.

A rubric enables students to understand what excellence looks like and how they currently measure up. If you are new to rubrics, practical advice on rubrics and marking criteria can be found in CIE's Spotlight guide to teaching students to work with feedback & rubrics and CIE Spotlight Guide What are rubrics?

Timely – students need to receive feedback/feedforward in good time to implement recommendations for their next assessment.

Compassionate: Don't assume poorly presented work represents a lack of effort, and when offering constructive criticism make sure the focus is on 'your work', rather than 'you'.

Constructive and specific: e.g. 'here's where I think you have the greatest potential to improve'.