An integrated approach to inclusive assessment

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Focused on **Designing programme-level assessment** and **Enhancing self and peer assessment and feedback**. In this session:
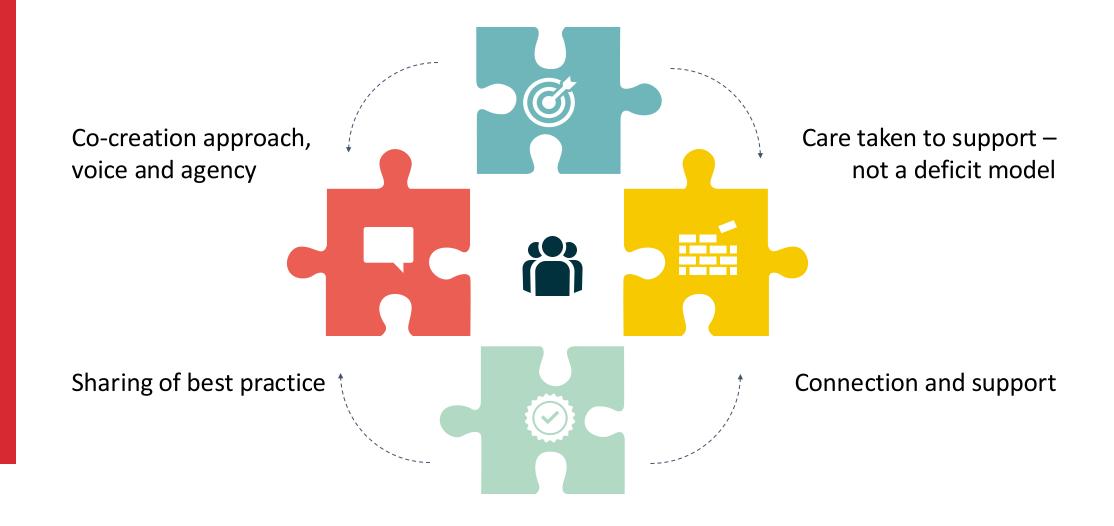
- Explore the principles of co-creation and inclusivity in the context of assessment and feedback at the University of Salford.

- Provide examples of Design Frameworks to support programme-level assessments and authentic tasks that prepare learners for future challenges.

- Outline approach to developing innovative strategies to address the evolving demands of higher education, with a focus on embedding Equality, Diversity, and Inclusion (EDI) in assessment and feedback processes.

- Present the collaborative, evidence-informed set of principles for enhancing assessment and feedback.

- Reflect on the institutional impact and success measures of the developed principles, transforming learning and application at various institutional levels.

Drawing from design programme-level assessments and authentic tasks (Hattie & Timperley, 2007) and a principled approach (Macfarlane-Dick, 2006).
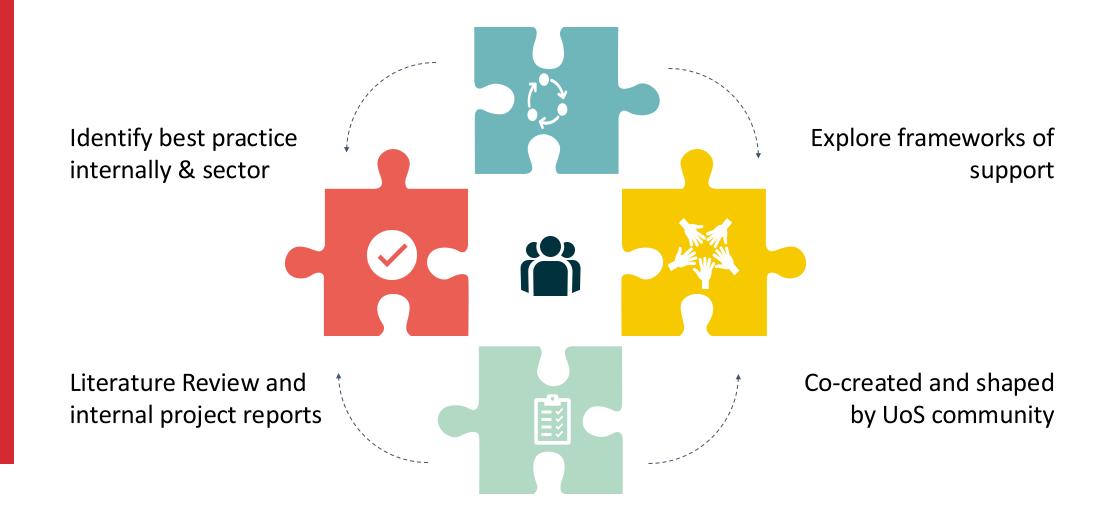
Co-creation development process:

- University-wide development group
- Inclusive assessment audit
- Levelness & progression project (with focus on diverse entry routes)
- Co-creation of an Inclusive Assessment & Feedback Principles
- Implementation of the Principles

Learning from institutional best practice

Our approach to fostering a supportive and engaging environment to learn from institutional best practice

Co-creation approach, voice and agency

Care taken to support – not a deficit model

Sharing of best practice

Connection and support

Intentionally inclusive

Our approach to gathering sector best practice in the context of cultural inclusivity to devise an intentionally inclusive approach to assessment and feedback
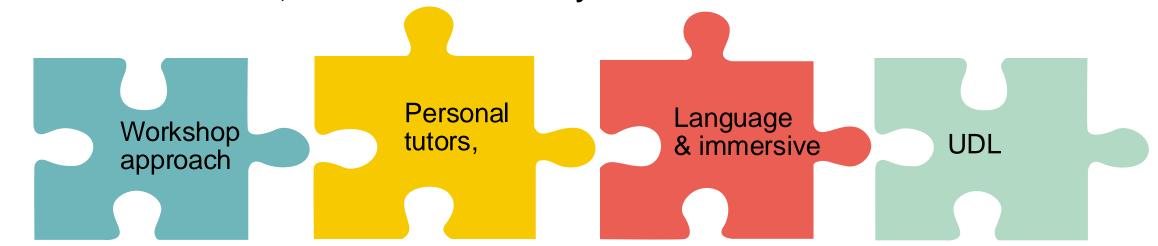
Identify best practice internally & sector

Explore frameworks of support

Literature Review and internal project reports

Co-created and shaped by UoS community

The Inclusive Assessment & Feedback Principles

The goal: to ensure all students benefit from an inclusive assessment strategy.

1. **Clear -** we employ straightforward language and processes in our assessment briefs and feedback, ensuring students know what is expected of them throughout their educational journey.

2. **Understood -** by simplifying assessment and feedback mechanisms, clearly aligned with module learning outcomes, learning activities, and the wider programme we foster shared comprehension between staff and students, promoting universal assessment literacy.

3. **Authentic -** developed in partnership with stakeholders, resonating with students' interests and lived experience, ensuring they are anchored in practical real-world skill application, preparing them for the professional world.

4. **Robust -** with opportunities for formative and synoptic assessment of student activity.

5. **Personalised -** offering opportunities for diverse activities with flexible assessment options and opportunities for negotiation, allowing students to express their knowledge in various ways, so that assessments cultivate community and ownership.

Recommendations

- Develop support programs targeted to enhance student confidence while transitioning to HE.
- Encourage diverse teaching methods to accommodate students with varying entry qualifications.
- Foster a culture of inclusive assessment methods and constructive feedback to support all students.
- Invest in extra/intra-curricular & community-building initiatives to promote a sense of belonging.
- Provide staff training and awareness programs to value and celebrate diverse entry backgrounds and to assist program teams in awareness and understanding of data.
- Encourage level 4 to be staffed with permanent staff to support transition and where possible designate personal tutors/mentors who have experienced a BTEC route into higher education.
- Consider the positioning of professional skills modules to provide specific support at all levels of the learner journey and that personal tutoring be timetabled.

The transformation of this learning into actionable insights and strategies to implement inclusive and effective assessment and feedback practices at various institutional levels, from courses to faculty-wide initiatives.

Workshop approach

Personal tutors,

Language & immersive

UDL

The institutional impact

- **Institutional impact:** gained new insights using our evidence informed approach (the conversations are open,

- **Evidence informed**: connecting the data and action – creating an awareness of practice using a reverse engineering approach [data literacy] celebrate practices)

- How we shared best practice and created supportive workshops for in year impact

- More **informed decision** making

- **Evidence of real impact** – podcast (performance), escape room, language and co-created workshop, feeding into spotlights

- **Evidence informed:** the development of the inclusive assessment and feedback principles – based on a full thematic analysis and triangulated with sector practice to create the principles

Do you have a set of Assessment and Feedback principles in your institution?

Prompts:

Does your institution have a similar set of principles?
And do you know what they are?
How do you use them?

Padlet: https://uos.padlet.org/dcwhitnall/inclusive-assessment-principles-pkmr6q5afgiv5qwv

Thank you

Any Questions

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References

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