



Reasonable Adjustments and the Design of Alternative Assessments

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- Curriculum Enhancement Project 2021
- Assessment and Feedback Policy 2023-24 (updated)
- Development of the Assessment & Feedback Guidance
- Why is it important?
- Assessment Methods
- What does an Inclusive Assessment Look Like?
- Further Information/Support

Designing Assessment for Neurodiverse Students in Civil Engineering and the Built Environment

- *44% of neurodiverse students had not disclosed their condition to the University.*
- *56% said that they did not receive support from the university with their condition. Of those who did, they defined support as extra time in exams, note taker and scribe.*
- *50% found Closed Book Exams the most challenging assessment method.*

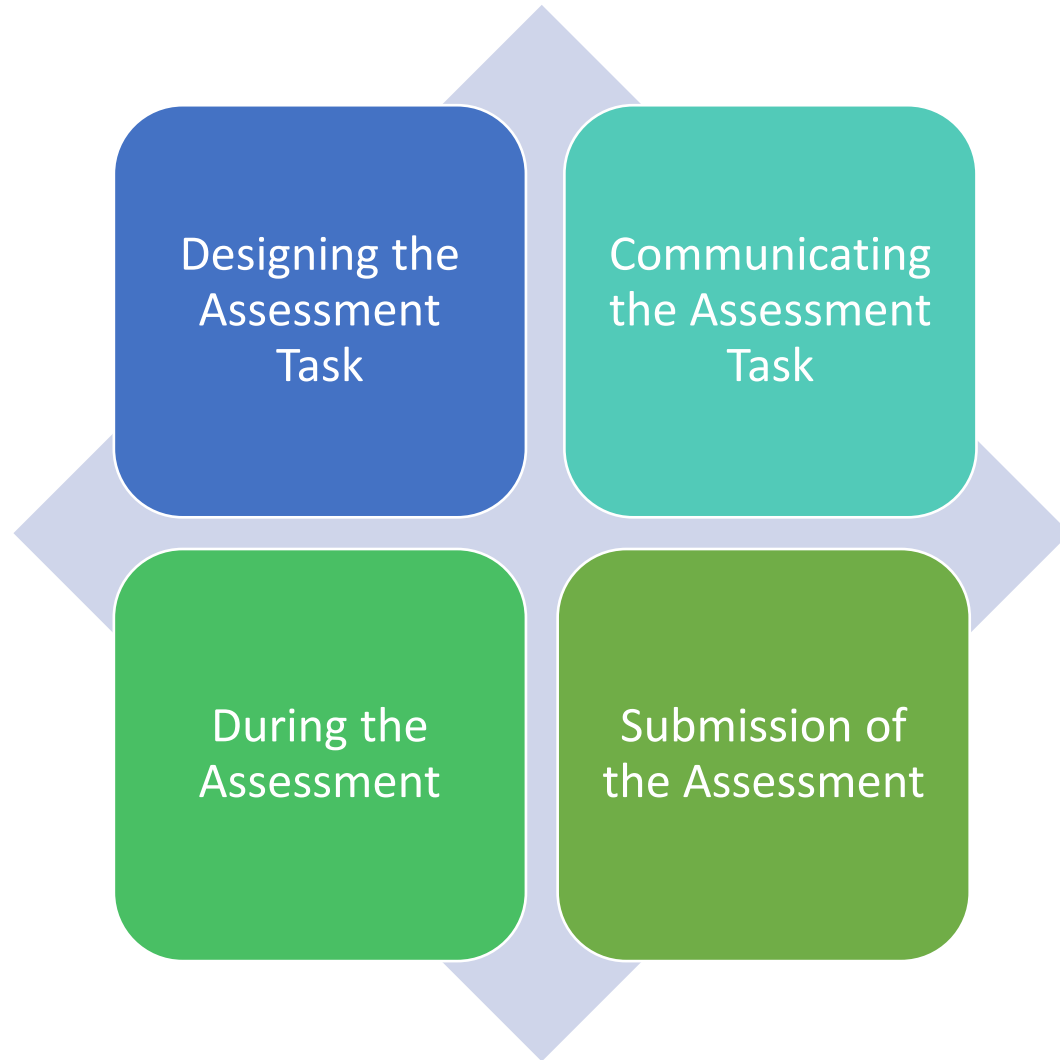
Assessment and Feedback Policy

Principles of Assessment and Feedback

The Assessment and Feedback Policy works the following core principles:

- **Equitability:** LJMU assessment and feedback should provide all students with a fair and equitable opportunity to meet assessment criteria.
- **Transparency:** All LJMU assessments should be written and communicated in such a way to be transparent to all students to help them understand what is required, how they will be assessed and provided with feedback.
- **Anticipatory:** Assignments should be accessible in the sense of enabling all students, irrespective of physical disability/learning differences, to meet assessment criteria. Students must be supported in their understanding, development and submission of assessment items.
- **Flexibility:** Alternative assessment provides a framework to meet the diverse needs of our students.
- **Accountability:** All assessment design, feedback and marking must conform to LJMU curriculum standards and procedures as defined in the Academic Framework Regulations.
- **Collaborative:** Where possible, students should be enabled and encouraged to contribute to assessment design, the development of marking criteria or choice of feedback methods.

Development of the Guidance



Inclusive Assessment



Designing the Assessment Task

- Programme level design
- Learning Outcomes
- Provide options for flexible assessment formats
- Develop your understanding
- Student voice



Communicating the Assessment Task

- Prepare students for assessment
- Language
- Inclusive question design
- Make the guidance inclusive
- Provide formative submission opportunities
- Provide guidance on the structure
- Provide clear instructions and guidelines
- Technology



During the Assessment

- Offer early communication and consultation
- Assessment chunking
- Self-review
- Waypoint to support services
- Using the criteria



Submission of the Assessment

- Deadlines
- Flexibility
- CME and evaluation processes
- Allow for additional time or extensions
- Awareness raising

Why is it important?

- Equitable and fair evaluation of individuals from different backgrounds.
- Creation of inclusive and culturally responsive assessments that accommodate various learning styles and perspectives.
- Ensuring a more accurate reflection of individuals' knowledge and abilities.
- Encourages participation and engagement of diverse learners.
- Duty under the Equality Act 2010 to make reasonable adjustments - If we make our teaching and learning inclusive the number of individual reasonable adjustments will reduce

Assessment Method Challenges

Examinations

- Neurodiverse students
- Anxiety

Coursework / Essay / Report

- Language
- Structure

Presentation

- Anxiety
- Bristol University

Examination

- Alternative as coursework
- Limited Open Book
- Pre-seen Questions

Coursework / Essay / Report

- Broken down into sections
- Organising of information
- Assessment chunking
- Providing structure/template

Presentation

- Podcast
- Video recording

Further Information/Support

LJMU Assessment Policy -

<https://policies.ljmu.ac.uk/UserHome/Policies/PolicyDisplay.aspx?&id=480&l=1>

[Inclusive assessments | Liverpool John Moores University \(ljmu.ac.uk\)](#)

<https://sally-brown.net/>

<https://phil-race.co.uk/>

