UNIVERSITY OF HULL

Assessment Procedures: Inclusive Assessment, Marking and Feedback Policy

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Version:	Version 1
Latest Version Issued On:	Sept 2020
Review Date:	
Consultation Process:	
Agreed By:	Education Committee

When this document is viewed as a paper copy, the reader is responsible for checking that it is the most current version on the University intranet.

The University's Diversity and Inclusion Policy (2016) sets out our commitment to create an inclusive learning environment. Ensuring equity of opportunity for all students to achieve to the best of their ability whilst maintaining academic standards is fundamental to the University's adherence to the Quality Assurance Agency Code of Practice (2018), Equality Act (2010) and our students' success. This policy outlines how this can be realised when marking and giving feedback on students' assessed work. This policy **must** inform Departmental or School feedback policies and be applied to our collaborative provision.

For guidance on designing inclusive assessment and providing developmental feedback visit Teaching Excellence Academy resources. For guidance on reasonable adjustments to assessment for students with disabilities see Student Support resources available from the Student Services Directorate.

Inclusive Assessment

1. Assessment *for* learning is designed to support students exercising and evaluating how far they reach the module learning outcomes/competencies, assessment *of* learning determines how far a student has achieved a module learning outcomes/competencies.

2. Effective assessment design facilitates student learning and assessment of specific learning outcomes/competencies of the module/programme, irrespective of the students' background or characteristics.

3. Inclusive assessment is integral to our anticipatory duty to break down barriers to learning for students with protected characteristics.

4. Assignment briefs **should** make explicit the module/programme learning outcomes/competencies to be assessed. These **should** be made available to students in the module/programme handbook, VLE and feedback pro forma.

5. Staff **should** prepare students for assessment at the beginning of each module so students understand: assessment is *for* and *of* their learning; the criteria and marking rubrics used to assess and provide feedback on their work; the purpose, weighting and timing of assessment.

6. Students for whom English is a second or non-native language, with a disability or long-term health condition (such as a specific learning difference or neurological disorder) may be put at a disadvantage if technical proficiency in written English (punctuation, spelling, grammar, presentation) is assessed. Technical proficiency in written English **should only** be an assessed learning outcome/competence of the module/programme if it is a Quality Assurance Agency (QAA) subject benchmark or stipulated by a Professional, Statutory and Regulatory Body (PSRB).

7. Where Technical proficiency in written English can be justified as a learning outcome/competence it **should not** be assessed under examination conditions unless clearly stipulated for in subject benchmarks or by the PSRB.

8. Correct spelling of technical terms may be justified in learning outcomes/competences for some modules e.g. where it is vital to spell technical terms correctly as defined by subject benchmarks and/or PSRB. Where this is highly relevant this may be assessed under exam conditions.

Inclusive Marking

9. Marking is the award of a numerical score to the work measuring the student's attainment of the learning outcomes/competencies set out in the assignment brief.

10. Students **should be** made aware of the use of anonymity and external scrutiny in marking practices and how professional judgements about their work are made.

11. Inclusive marking sustains academic standards whilst allowing for variants in written expression. Variants in written expression **must** support the coherence and intelligibility of the work.

12. Inclusive marking clearly and consistently assesses how far the student evidences each of the learning outcomes/competencies set out in the assignment brief.

Inclusive Assessment Feedback

13. Assessment Feedback is the development commentary that accompanies the assignment-grade.

14. When staff prepare students for assessment they **must** make clear the format, location and timing of feedback.

15. All assessments **must** be returned to students within 20 working days. Where an exceptional and unavoidable delay in returning assessment in line with University Policy occurs (due to significant mitigating factors only), students must be informed in advance, including receiving an explanation for the delay, and a new date for return set as soon as possible after the 20 working days.

16. Feedback **must** include specific reference to module learning outcomes/competencies or to clear grading criteria derived from learning outcomes/competencies, and should indicate specifically whether each outcome has been achieved, and if not the reasons for this judgement.

17. Feedback **should** be honest, balanced, constructive and afford the student respect.

18. Feedback **should** include strengths and areas for development, complete with guidance, which may lead to a sustained improvement in performance and achievement on future assessments if it were acted upon.

19.   Feedback **must** include some targets for future development (relevant at both mid- and end-module). These targets could include:

General academic features / study skills; Presentation, style, structure; Range and use of reading; Criticality; Focus on the question / establishment of a key and relevant question

20.   Feedback **must** include areas for development and practical ways to improve these areas.

21.   Students **may** request targeted feedback on specific learning outcomes/competencies assessed using the 'comments' box on the VLE assignment function.

Reasonable Adjustments

22.   Reasonable adjustments for students with disabilities are a requirement of the Equality Act 2010. Reasonable adjustments are made to a provision, or practice; physical features; and auxiliary aids.

1.   In some circumstances a student may need reasonable adjustments made for a short-term condition.

2.   The University provides mainstream and individual reasonable adjustments. Mainstream reasonable adjustments are those more readily incorporated into inclusive curriculum design that benefit all students. Individual reasonable adjustments are discrete individualised interventions required to overcome disadvantage associated with a student's disability and need.

3.   The University aims for assessment practices to be inclusive, so the need for discrete interventions are the exception.

23.   Reasonable adjustments **must** be made to assessment when a student's disability compromises their ability to engage with the usual assessment method. Reasonable adjustments are made to standard forms of assessment to enable disabled students to perform to the best of their ability.

24.   The University **must** ensure all students are treated equitably, and students with a disability are not disadvantaged when compared to peers

   a.   The Student Services Directorate **must** ensure Faculty have the information they need to make reasonable adjustments to teaching, learning and assessment.

   b.   Where necessary information **should** be shared with academic staff on a need to know basis and with student consent, as appropriate to meet individual student access requirements.

   c.   Faculty **must** ensure academic staff can identify which assignments/examinations are from students with disabilities that may need their disability taken into consideration when giving individualised, developmental feedback.

25.   Marking the work of students with disabilities **must** adhere to academic standards, for example, variants in written expression **must** support the coherence and intelligibility of the work.

26.   The University **will not** modify competence requirements or learning outcomes/competencies, which meet the definition of a competence standard, but **must** make reasonable adjustments to the means by which these are assessed, where necessary.

Advice on reasonable adjustments , including guidance for specific cases is available from the Student Services Directorate (https://www.hull.ac.uk/choose-hull/student-life/student-support, contact-studentservices@hull.ac.uk)

Information on inclusive assessment is also available from the Teaching Excellence Academy (https://share.hull.ac.uk/Services/LTE/SitePages/home.aspx TeachingExcellenceAcademy@hull.ac.uk)