

# Inclusive Assessment & Feedback

**Universal Design Case Studies from  
IADT and UCD**

Editors: Lisa Padden, Julie Tonge, Therese Moylan  
and Geraldine O'Neill



## **Endorsements**

This book is a most welcome addition to the body of literature focusing on access and inclusion issues in higher education. Over a series of case studies, it reveals an array of good practice in inclusive assessment. The contributors provide valuable insights into the approaches used to apply an inclusion approach recognising diversity, differences and preferences. I have no doubt that the innovation, imagination and creativity demonstrated will both inspire and encourage.

**Dr Anna Kelly,**  
Director, UCD Access & Lifelong Learning

IADT is committed to equal access, increased participation and improved retention and progression rates for all our learners. To this end, we work hard to incorporate the principles of Universal Design into our teaching, learning and assessment practices. I am delighted to see the variety of approaches across so many diverse disciplines captured in this timely publication and I know that this will be of value to colleagues across the HEI sector.

**Denise McMorrow**  
Student Experience Manager IADT

The best form of assessment and feedback is that which is student led or where students play a central role. This ensures a level playing field and that students have a clear understanding of both what is required in their assessment and how to effectively utilise individually tailored feedback. Inclusive assessment and feedback practices should be a cornerstone of education

**Melissa Plunkett,**  
UCD Students' Union Welfare Officer 2018-19, UCD Access Leader



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**Publisher:** Access and Lifelong Learning, University College Dublin

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# Acknowledgments

We would like to thank the authors from IADT and UCD for taking the time to share their practice. Their case studies demonstrate the significant amount of work being done across Higher Education Institutions in Ireland to embed inclusive practice and Universal Design. We are sure that the generosity of the authors will be greatly appreciated by all those who use their initiatives as inspiration for their own teaching and learning work. It has been a pleasure for us to work cross-institutionally to compile this volume of case studies. The diversity, creativity, motivation and engagement displayed by staff in both Institutions in developing meaningful and authentic assessment for students comes through in all the cases included in this volume.

This publication is the result of successful collaboration between IADT, UCD Access & Lifelong Learning, UCD Teaching & Learning, and the contributing authors. We would like to recognise the Teaching & Learning committee in IADT, the President Dr Annie Doona and Registrar Dr Andrew Power for their support for this project. We would also like to acknowledge the support we have received from Prof. Mark Rogers and Prof. Marie Clarke in UCD as well as our colleagues in UCD Access & Lifelong Learning and UCD Teaching & Learning. We would especially like to acknowledge Dr Anna Kelly, Director of UCD Access & Lifelong Learning for her funding of the design of this publication. Thanks also to those who have taken the time to read the publication and provide endorsement. A very special thank you goes to Eileen Dunne of Darling Design the book designer for her wonderful design, layout and application of the principles of Universal Design to this book.

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# Editors



**Dr Lisa Padden**

Inclusive Education Coordinator, UCD

Lisa Padden has worked in University College Dublin (UCD) since 2012 and her current role is as Inclusive Education Coordinator with UCD Access & Lifelong Learning. Lisa works directly with students, faculty and professional staff in UCD. Lisa provides supports for students with disabilities, as well as coordinating and teaching an academic skills development programme.

Lisa also works with faculty and professional services colleagues around the university to embed inclusive practice and Universal Design in all parts of the institution. In addition, Lisa collaborates with colleagues in other Universities and Colleges on the wider implementation of inclusivity in Higher Education. Lisa received her BA, MA and PhD from the National University of Ireland, Galway (NUIG), where she also taught in the English Department for five years before moving to UCD. Lisa's research interests include Universal Design in higher education, promoting independent learning, equal access to education, and assistive technologies.



**Julie Tonge**

Inclusive Education Coordinator, UCD

Julie Tonge is passionate about mainstreaming and ensuring that students with disabilities can have full and equal access to all aspects of college life with the need for minimal individual adjustments. Julie works with students, faculty and staff across all University departments and provides advice and training on disability awareness and inclusive practices. Julie also works to develop local and national policy to ensure adequate and consistent supports for students with a disability across the higher education sector. Julie is the Disability Officer in UCD Access & Lifelong Learning,

a former member of the Board of Directors of AHEAD (Association for Higher Education Access & Disability) and is currently the chair of the Disability Advisers Working Network (DAWN), the professional organisation for disability officers who are primarily responsible for supporting learners with disabilities in Higher Education in Ireland.



**Dr Therese Moylan**  
Head of Department of Entrepreneurship, IADT

Therese Moylan is Head of Department of Entrepreneurship at IADT. She is the Chair of the Teaching and Learning Committee in IADT with responsibility for enhancing the quality of learning, teaching and assessment across the institute by providing academic leadership for the continued development of excellence and academic practice. She has several years' experience in curriculum design, programme development and academic management. Therese is particularly interested in ensuring that programmes incorporate authentic assessment practices that hone student skills and competencies. Her work history includes higher education management, teaching experience in the area of marketing, business planning and entrepreneurship coupled with private sector business management experience. Therese is research active in the area of entrepreneurship education and female entrepreneurship.



**Dr Geraldine O'Neill**  
Associate Professor

Geraldine O'Neill is an Associate Professor, Principal Fellow of the UK HEA and educational developer in UCD Teaching & Learning. In her time in UCD, she had supported and evaluated many institutional teaching, learning and assessment projects. She is current working on an institutional approach to support programme-focused assessment and feedback. In a 2-year secondment to the National Forum for the Enhancement of Teaching and Learning, she coordinated the national Assessment Enhancement theme. A key aspect of this national project was the shift towards empowering students in the assessment process. She has a track record of research dissemination, on professional development, curriculum design and assessment.

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# Foreword



**Professor Marie Clarke**  
Dean of Undergraduate Studies, UCD

At a time of shifting attitudes to and expectations of higher education, and of contestation around what makes for quality in learning and teaching, it is timely that we have the opportunity to reflect on the relevance and significance of inclusive assessment and feedback. This publication offers a range of insights and perspectives that facilitate this type of reflection in an in-depth and meaningful way.

Students experience of assessment and feedback are impacted by decisions that are made by the institutions that they attend, the disciplines that they study, and the choices made by their lecturers. The evidence from the case studies in this report allows us to take a broad view of students' participation in a wide variety of inclusive assessment and feedback activities. It underlines the importance of assessment and feedback in an institutional context, where students have the opportunity to co-create assessment activities, design their own assessment, submit assessments in creative ways and through feedback develop life skills that are so important in our society.

The case studies contained in this publication explore practice and innovation in assessment and feedback presenting evidence of 'what works' in different practical contexts and disciplines. The innovative approaches used demonstrate clearly the ways in which partnership with students can take inclusive assessment and feedback in new, productive and exciting directions and also prepare them to succeed in a context, where the primacy of evidence-based judgment and expertise is currently being undermined.

It is wonderful to see students reporting on their positive experiences, building on international research that demonstrates the broader benefits of being exposed to a wide diversity of assessment and feedback approaches. The evidence from these case studies strengthens our knowledge base and will help us to plan effectively as we aim to make inclusive assessment and feedback meaningful and positive, where students can demonstrate and experience the joy of learning.

The editors are to be congratulated on publishing these case studies, making the work of deeply committed lecturers accessible to a wider audience, demonstrating the richness, the diversity and innovative approaches that they have developed to support inclusive assessment and feedback. It is my expectation that this publication will be an excellent resource for all who are committed to designing inclusive assessment and feedback approaches in their teaching and learning contexts.



PROFESSOR MARIE CLARKE

Dean of Undergraduate Studies,  
University College Dublin.

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# Inclusive Assessment and Feedback: an Introduction

Lisa Padden, Julie Tonge, Therese Moylan and Geraldine O'Neill

## National Policy and Evolving Practice

As Higher Education Institutions (HEIs) continue to work towards diversifying the student profile, the design and delivery of teaching and learning must also evolve to ensure an inclusive educational environment for all students. Our student population now includes increasing numbers of students from backgrounds of socio-economic disadvantage, students with disabilities, mature students, international students and students from many diverse cultures with various educational experiences. This diversity has enriched the landscape of Higher Education nationally and globally. As Prof. Mark Rogers reminds us:

We can achieve much more, where diversity, in the broadest sense of the word, is seen as core business. It is not a goal for its own sake, rather it is a key enabler for a university to achieve excellence in what it does. Inclusion is not an add-on, and it should be at the heart of a university's mission in achieving excellence in education and scholarship (Kelly & Padden, 2018b, p. 5).

Widening participation and equality, diversity and inclusion work has traditionally been the job of designated individuals, offices or units in HEIs. The Higher Education Authority (HEA) recommends that ‘the next step is to integrate the principle of equity of access more fully into the everyday life of the HEIs so that it permeates all faculties and departments, and is not marginalized as the responsibility of the designated access office’ (HEA, 2015, p. 25). Many HEIs have developed policies and strategies in order to progress their work in widening participation and mainstreaming.

Learning, teaching and assessment is a core part of any HEI mission. In Dún Laoghaire Institute of Art, Design and Technology (IADT) policies are pursued in the area of learning and teaching which promote the increasingly international and culturally diverse nature of all students. IADT have a strong programme of continued professional development opportunities for staff with a specific focus on Universal Design for Learning. IADT supports student learning by reaching out in new and innovative ways to learners from all backgrounds, identities and abilities and celebrate equality and diversity through the curriculum, teaching and learning and assessment. A formalised programme for faculty and professional staff on UDL is at the core of the IADT strategic approach to embracing student diversity.

In UCD, policies are being put into action through the University for All initiative which seeks to mainstream access and widening participation, weaving it in to the fabric of the institution at every level (Kelly & Padden, 2018a; Padden & Kelly 2018). An Inclusive Higher Education Institution seeks to provide programmes, teaching, supports and campus facilities that can be accessed, understood and used to the greatest extent possible by all people. The University for All initiative is concerned with removing barriers, and ensuring that all students have equal opportunities to access, progress and succeed within their chosen programme of study, regardless of background, personal circumstances, age, disability, or pace of study.

Eliminating the concept of a supposed “average” student is an important change required for those designing teaching and learning in higher education. Universal Design is one framework which encourages a change in this mindset and provides practical guidance for those working in educational settings. In our previous collection of case studies, *Universal Design for Curriculum Design*, we noted, ‘At the core of Universal Design is a focus on variety and choice for students, a movement away from the traditional didactic, often solely text-based, classroom practices of the last century and the embracing of a more dynamic, active and evolving classroom’ (Padden, O’Connor & Barrett, 2017, p. 3).

The National Forum for the Enhancement of Teaching & Learning in Higher Education have established Assessment and Feedback as an Enhancement Theme resulting in a strong sectoral approach to development of this area (O'Neill & Maguire, 2019). UCD's strategic Assessment Enhancement Implementation Framework Project (2018-2020) supports the systematic use of a variety of assessment and feedback approaches throughout a programme (UCD, 2019). The principles developed from the project, in particular encourage faculty to use **varied, integrated** assessment, creating **space** for deeper learning and opportunities for feedback including technology enabled feedback (UCD T&L, 2019c, see Figure 1). These programme assessment and feedback principles support the Universal Design approach.

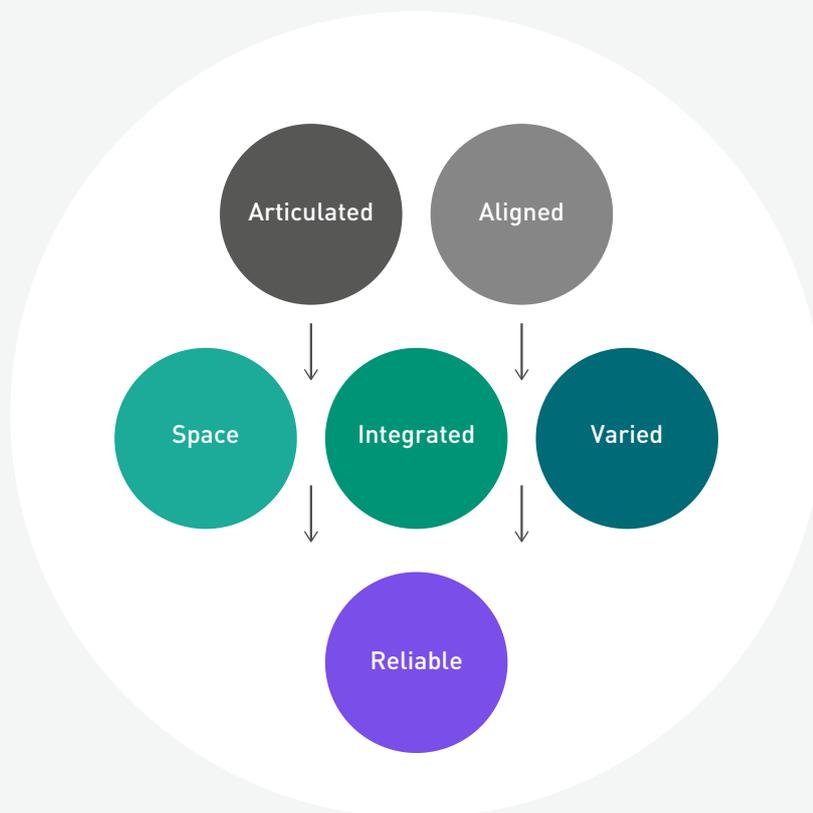


Figure 1. UCD's Programme Assessment & Feedback Principles

## Why Inclusive Assessment and Feedback?

Each student is unique.

They are unique not only from their own personal knowledge, skills and competencies but they also come from a diversity of social and cultural environments. However, when it comes to assessment we know that in Ireland, as in many other countries, although there is a range of assessment used, we are still very reliant on the end-of-semester written examination. In fact, research shows that, 'Examination is the most common assessment method, although its popularity and weighting differs between fields, programmes and stages of programme' (National Forum, 2016a, p10). Some students do well in examinations, but many more do not. In the same vein, the various feedback approaches, for example individual written feedback, may not suit all students and we need to explore how the different feedback approaches can be more inclusive for various student cohorts.

Higher education is increasingly supporting more diverse cohorts of students as outlined above. It is timely therefore to ask ourselves: Are my current practices fair? Do they assess the diverse cohort of students in my module/programme? One approach used to address this in recent years has been to give particular students some special arrangements or a different assessment than the rest of the class (often called 'contingency/alternative approach' or 'special/Reasonable Accommodation'. However, an Inclusive Assessment approach aims to support all students in the module/programme, not just those who may be in a position to request an alternative or special arrangement. Inclusive Assessment and Feedback removes the need for students to have a diagnosis or label in order to experience equity of treatment or opportunity.

**"Let's be clear,  
inclusive assessment is  
not about easier assessments,  
its aim is to assess students  
equitably, and for them to achieve  
and demonstrate all aspects of  
their learning with as limited a  
hindrance from their personal  
circumstances as practical."**

**- Kneale and Collings, 2015, p1**

## Reasonable Accommodations in Exams

The number of students with disabilities in Irish Higher education Institutions is increasing year on year. Many of these students are entitled to exam accommodations such as a smaller exam venue, additional time and/or Assistive Technologies. There will always be a requirement to provide Reasonable Accommodations in exams for some students. However, designing more inclusive assessments, and building in choice where possible, will reduce the need for special arrangements and accommodations for many of these students. This approach has additional benefits for students who have not disclosed a disability but may struggle with some modes of assessment, giving every student the opportunity to fulfil their potential.

When planning assessments, it is important to consider how you will provide Reasonable Accommodations for those who need them.

- Consider whether the assessment needs to be timed – giving all students enough time to complete a task will reduce the need for students to be provided with additional time.
- Similarly, if students are required to complete an online test/exam you must ensure that you know how to provide additional time to those who need it. This will not be necessary if you remove the time limit.
- Students with dyslexia are often provided with a reader for timed assessments. When setting an online test/exam consider how the students can use their own Assistive Technologies with the VLE to have the text read aloud.
- When planning in-semester exams ensure that you have additional spaces booked in case students require an alternative location.
- When using technology for quizzes or tests make sure that you have an alternative for those who are unable to use a device to complete the task e.g. a quiz on a platform like Cahoot can easily be replicated on a piece of paper for those who do not have a working smartphone or tablet.
- When asking students to complete a handwritten test/exam in class. Consider those students who find it difficult or impossible to handwrite and ensure that the option to type or use other technologies is available.

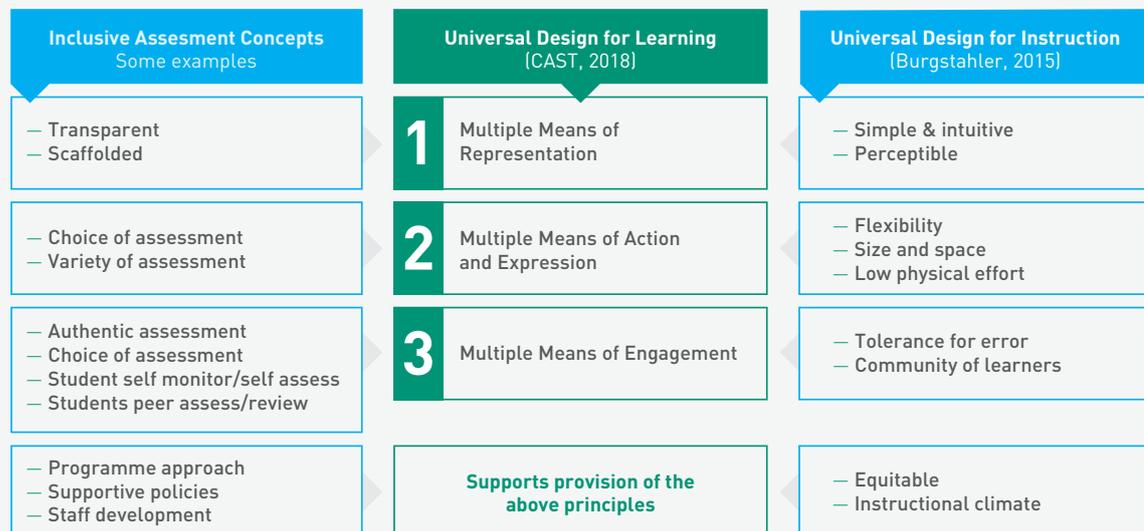
## Universal Design and Inclusive Assessment and Feedback

The idea of Inclusive Assessment has been strongly linked with the concept of Universal Design for Learning (UDL) (CAST, 2018; Burgstahler, 2015) but it also aligns with many of the good principles for assessment and feedback that are emerging from international and national practices and policies (National Forum, 2017; Nicol, 2014; O'Neill & Maguire, 2019). The UD approach has been described, by CAST (2018), using three overarching categories of Universal Design for Learning. It is also commonly described using the seven principles of Universal Design of Instruction (UDI) (Burgstahler, 2015).

Using the CAST definition as a starting point (see Figure 2), some ways to support this are through:

- Multiple Means of Representation (the 'What' of Learning), the aim here is to develop learners who are resourceful and knowledgeable;
- Multiple Means of Action and Expression (the 'How' of Learning). Its aim is to develop learners who are strategic and goal directed;
- Multiple Means of Engagement (the 'Why' of Learning). Its aim is to develop learners who are purposeful and motivated (CAST, 2018).

The teaching environment needs to be supportive of these approaches, for example, staff need to be educated on these approaches (this publication should assist in this regard), and institutional and local policies need to support them (National Forum, 2017; Burgstahler, 2015).



**Figure 2. The relationship between UDL and UDI Approaches and Inclusive Assessment Concepts.**

Some common approaches used to support **Inclusive Assessment** are:

- Use of a variety of assessment approaches – this can be done at module level, but care should be taken not to overload students. Students also need time to be introduced to unfamiliar assessment. It is best done at programme level, to support a systemic approach to introducing variety (UCD T&L, 2019c).
- Choice of assessment – all students have a choice from a pre-determined (or negotiated) choice of assessment methods within a module (O’Neill, 2011; 2017)
- Supporting ‘Students as Partners’ in assessment – student are given some control of the task, topics, design of rubrics, etc (National Forum, 2016b)
- Reducing assessment load – attention is given to student assessment workload and, where appropriate, assessment is reduced (UCD T&L, 2019c).
- Authentic assessments – students engage in assessments based on real-world tasks (National Forum, 2017)

- Scaffolded assessment – students are taught how to complete the assessment and this is built in to the curriculum e.g. how to write an essay, how to complete a group project, how to do a presentation etc. (Padden, O'Connor & Barrett, 2017).

Some common approaches used to support **Inclusive Feedback** are:

- Development of a variety of feedback approaches – For example, audio feedback, written feedback, online automated feedback, group feedback. This can be instigated at module level. Feedforward, giving actionable feedback for next assignment, is best designed at programme level, to support a systemic approach to this (UCD T&L, 2019a; UCD T&L, 2019c).
- Choice of Feedback – supporting students to ask for specific methods of feedback on their work (UCD T&L, 2019a)
- Self and Peer Review Activities – activities that encourage students to peer review, self-monitor and self-regulate (Nicol, 2014; UCD T&L, 2019a)
- Use of Rubrics – used to support staff in giving feedback and/or to encourage students to self-monitor their work (self-feedback) (UCD T&L, 2019b)

## Advice on creating inclusive assessments and feedback processes – from simple steps to programmatic review

Assessment and feedback are a fundamental cornerstone of the role of the lecturer and this is often the point of mobilisation for student activity and engagement. The thinking behind assessment is critical as it can determine the ‘quality and amount of learning achieved by students’ (Elkington and Evans, 2017). Increasingly, learner variability is a factor in all programmes across all disciplines and in all institutions (Rao and Meo, 2016). Therefore, if we want to embrace the learner variability and improve student learning we need to start with intentionality and incorporate good Universal Design principles into our assessment and feedback practice.

Considerations about the design of assessment and feedback occurs on a number of levels. For an individual lecturer the focus is normally on the particular modules one teaches; the starting point is to become conscious of UDL principles and to incorporate these principles into both the design of the curriculum and the associated assessments (the work of Ahead (2019) and CAST (2018) and the examples they have produced are very accessible and informative in this regard). You should work on understanding the underlying principles of UDL (multiple means of representation, multiple means of action and expression and multiple means of engagement) and consider how they can be embedded in your teaching and learning context. Identifying some basic actions that can be easily implemented will improve accessibility for all learners and can make a big difference. **Start with simple steps** -- use sans-serif fonts in a minimum of size twelve for documents and 24 for presentations, clear colour contrasts, accessible document formats, captions on videos and alternative text for images. These guidelines can be easily incorporated into assessment briefs and other materials from the outset, helping you to provide multiple means of representation.

A simple change which can have an enormous impact is ensuring you use a **variety of assessment types** within a module, helping you to provide multiple means of action and expression. For example, if there is a complete reliance on examination as the only form of assessment, it is likely to favour a particular type of learner to the exclusion of others. Broaden the options within modules to include essays, reports, video, audio or screencasts, oral presentation, poster presentation, performance etc. Diversity in assessment allows for students with differing learning preferences and needs to excel and also offers more opportunities for the development of students’ skills and competencies. In addition, offering choice within an assessment can be very empowering for students and encourages them to take responsibility for their own learning.

**Explore technology** and be open to the possibilities that it offers in terms of both assessment and feedback (multiple means of engagement). Use of multimedia and regulated social media can offer both multiple means of representation and of expression. Features on the VLE which offer opportunities for blogging, collaborating and creating quizzes should be explored. Instant response and learning game applications such as Kahoot can also be easily accessed and adapted for assessment use. These tools offer a low-effort, high-impact way to increase student engagement.

**Prepare students** for the work ahead – do not assume that students know what is meant when the assessment brief is issued. Spend some class time clearly articulating the end goals (Rao and Meo, 2016) and ensure that students understand the vocabulary used in the material you have provided or recommended. Combine the use of graphics / visuals with text where possible (multiple means of representation). In tandem with this, spend time developing rubrics that are issued with the assessment brief and work with students to ensure they understand the rubric and how it will be applied.

Take note of different types of **feedback mechanisms** - Use formative as well as summative assessments – some formative assessment techniques can incorporate immediate feedback. Here too consider variety - options could include using the VLE and other technologies. The provision of timely and meaningful feedback is vital in any assessment strategy and many mechanisms can be considered (UCD T&L, 2019a).

Programme teams need to collectively review assessment at programme level to develop a holistic view in order to understand how assessment impacts on the overall student learning as well as to ensure that there is no over reliance on any one form of assessment within the programme. The principles outlined above are all applicable but in addition consideration needs to be given to the timing, variety and overall assessment workload. It is also useful to explore how authentic the assessment tasks are - students are more likely to be engaged when the assessment tasks are **relevant and authentic** (Multiple means of engagement).

The case studies included in this book and summarised next offer insight across a range of disciplines as to how the authors designed their assessments using the principle of UDL.

A photograph of a graduate in a green cap and gown, seen from the side, looking out over a body of water at sunset. The sky is a mix of orange and yellow, and the water is dark. A large, semi-transparent green circle is overlaid on the image, containing white text.

**"We need to start  
with intentionality and  
incorporate good Universal  
Design principles into our  
assessment & feedback  
practice"**

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# Overview of the Case Studies

## Overview of the Case Studies

The following fifteen case studies were gathered from across disciplines in IADT and UCD. The case studies provide practical examples of inclusive assessment and feedback that you can adapt to suit your teaching contexts. Our hope is that these case studies will inspire you make positive changes to your practice and perhaps even develop new inclusive assessment and feedback initiatives which you in turn may share.

- 1 Case Study 1, Authentic Assessment in Business Education - the Integrated Case Study (a Capstone Project)**, outlines a final year business capstone project which is applied across several modules and is an example of shared assessment, which is authentic in the business environment. This approach reduces the assessment load for final year students as well as providing them with the opportunity to problem solve in a real-world context.
- 2 Case Study 2, 'Outside their Comfort Zone': Diverse and Engaging Approaches for Students Learning Through a Different Discipline**, outlines an innovative approach for helping students demonstrate their knowledge in an unfamiliar discipline by developing assessment methods which align with their prior knowledge base.
- 3 Case Study 3, An Exploration of Student Growth Through Assessment: Modular Redesign to Incorporate Problem Based Learning, Self-Directed Assessment and Personal Reflection**, outlines a re-designed assessment strategy involving Problem Based Learning that allows students to see the links between assessment, in-class experiences and the required learning outcomes. This approach has reduced assessment load and helped students to demonstrate the learning outcomes more effectively.
- 4 Case Study 4, Where Universal Design, Inclusive Assessment and Adult Education Principles Coincide: Professional Skills and Authentic Assessment**, demonstrates how to utilise a variety of authentic assessment and feedback methods to develop students' 'soft' professional skills such as professional reflection, teamwork, communications, time-management and ethics.

**5****Case Study 5, Student-led Learning: Utilising Inclusive Assessment and Group Work to Promote Autonomous Learning and Student Engagement,**

outlines how a more inclusive assessment involving choice and students learning from and supporting each other, led to better attendance, positive feedback, and increased student engagement in the lab environment.

**6****Case Study 6, Student Engagement with an Assessment Lexicon; a Structured Self-assessment to Demystify the Assessment Process,**

outlines how the assessment lexicon, or rubric, can be used to assist students in self-regulating and self-assessing their own work and progress.

**7****Case Study 7, Using Screencasts as a means to make third level student learning more inclusive,**

describes an assessment method with the flexibility to allow students who find presentations difficult to present their work in a less public way with an opportunity to rehearse until satisfied with their final submission. Students are given the opportunity to incorporate feedback and resubmit their assessment in order to maximise their learning and final grade.

**8****Case Study 8, Inclusive Assessment of 'Live Brief' Undergraduate Projects,**

outlines an approach to authentic assessment and feedback via live briefs with industry posing real-world problems to project teams within the college setting.

**9****Case Study 9, Assessment as Learning – Measuring your own Success,**

outlines an assessment method in which students create a rank ordering of their own work. This approach highlights the challenges inherent in assessing within creative and design disciplines when decisions may appear subjective. Students have a better understanding of how their work is assessed and are encouraged to develop a critical eye.

**10****Case Study 10, A Scaffolded Approach to Teaching Design and Design Techniques to Reluctant Designers,**

outlines an assessment method that affords students multiple opportunities to incorporate feedback. Students are assisted to develop skills in an area in which they are unfamiliar and lack confidence.

**11** **Case Study 11, Last Semester's Feedback... a Tool for this Semester,** outlines a programmatic approach to assessment that encourages students to build on meaningful feedback and identify the academic skills that need further development. This case study demonstrates how students might be encouraged to strategically consider how to develop their own learning across modules within a programme.

**12** **Case Study 12, Group-work Presentations (Poster or Oral) to Enhance Variety and Choice of Assessment in a Programme,** describes how to introduce choice of assessment while ensuring that the assessment methods are equitable. Students have been overwhelmingly positive about this approach which allows them to play to their strengths while also practicing new skills.

**13** **Case Study 13, Podcasts can Assess Module Learning Outcomes as Effectively as Essays,** is another excellent example of introducing choice of assessment in a module. This approach demonstrates how the principles of UDL can be applied to the design of assessment. Specifically, the approach demonstrated allows for multiple means of expression by providing learners with alternatives for demonstrating their knowledge and multiple means of engagement by affording students freedom within the syllabus to find a personal area of interest.

**14** **Case Study 14, Moving Away from Solely MCQ-based Exams: Short Answer Questions for Enhancing the Variety of Assessment Methods in the Large Classroom,** outlines how a move away from the MCQ format to a more authentic assessment can enhance student learning. In the context of the large volume of high stakes MCQs being used to assess students in some programme areas, this case study demonstrates how this type of assessment strategy might be redeveloped.

**15** **Case Study 15, Adapting Assessments on a University Access course to Facilitate Great Reflection and Engagement,** demonstrates the successful redesign of an assessment strategy on a university access course for mature students returning to education. This case study demonstrates engaging and efficient use of the VLE for rubrics and feedback to encourage reflective learning and skills development.

## What now?

We hope that this brief introduction has inspired you to take some simple steps on the journey towards inclusive assessment and feedback in your teaching and learning practice. Think about how you assess and provide feedback to your students? Is there variety in the methods of assessment you use? Are all your materials accessible to students? Do you provide feedback in a timely and meaningful way to students? Do your students know how their work is assessed? Are your students supported in developing the skills they need to succeed? As you read through the case studies in this publication, we invite you to reflect on these questions and on how you might incorporate the work demonstrated here in your own practice.

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Our hope is that these case studies will inspire you make positive changes to your practice and perhaps even develop new inclusive assessment and feedback initiatives which you in turn may share

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