Advice from Disability Services on inclusive assessments

Where assessments are designed to provide all students with sufficient time to demonstrate the learning outcomes, enabling all students to demonstrate their knowledge or competence to their fullest extent, then this is considered to be good inclusive practice and could obviate the need for additional adjustments for disabled students.

Extra time (if not already factored in), a co-ordinated approach to the timing of all assessments, clear and detailed instructions (to include word limits and referencing information and technical support if necessary) will go a long way in removing barriers for all students, including those with PLSPs.

We feel the following should constitute an inclusive assessment enabling the majority of students to demonstrate their learning but of course, there could be individual students who require additional reasonable adjustments, and the Advisers are happy to advise should you wish to discuss an inTw 0 -1.15 Td [(ieeTJ [(iP2dj)61 4])61 4]ts.

It should also be noted that moving to online learning inevitably creates inequity. Not all students will have access to an environment conducive to learning or to demonstrating their learning, for example, to a quiet space where they will be undisturbed for more than an hour.

Reasonable adjustments

If setting a remote exam, the following needs to be considered and conveyed to students:

- Will students be marked for spelling and grammar? How will the yellow slip system work?
- If students have adjustments in the PLSPs which are in addition to extra time / rest breaks, students should be advised to email the relevant team of advisers, or email disabilityservice@bangor.ac.uk

Assessment timeframe

Should be sufficient to provide for all eventualities and additional barriers of working remotely (family commitments etc., finding a quiet space and internet access if possible, sites freezing etc., allowing time to contact IT if they are experiencing technical problems from home).

Clear and detailed instructions, including word limits and referencing information

An indication of how long the task is expected to take is useful along with a suggested number of pages / words (helpful for students on the autism spectrum, anxiety / perfectionism tendencies) with an explanation that while the task is expected to take two hours, the extended period is intended to allow for all students to complete and to overcome any minor technical difficulties etc. Some good practice we've seen in schools is advice along the lines of:

- This assessment is for 48 hours but within that time we also expect you to eat, rest, sleep, have down time, take physical exercise as usual, etc.

A statement that reassures students that continuing to follow their usual revision strategies will help them when it comes to sitting and writing as they will have their revision notes to draw on. They also need some information regarding the detail required in relation to referencing criteria.

We also think it's worth checking a few details about how the online assessment will work; e.g. can students work offline and upload and their answers? The risk of technical difficulties affecting the assessment and submission could be much reduced (though we understand there may be may be concerns about who actually did the work that was submitted). If it is a series of onscreen questions to work through, can the student go back and amend their answers before final submission?