

Exams

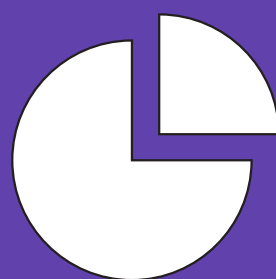
– Remove, Reduce and Rethink

A guide for designing inclusive assessments: Removing, Reducing and Rethinking barriers to assessment via exams



Remove

- When reviewing or planning course-wide design consider whether exams are the best form of assessment linked to the learning outcomes. Also consider what type of exam format best aligns with the learning outcomes (e.g. closed or open book, in class tests, multiple choice). Consider variety of assessment methods so that students build skills in different areas.



Reduce

- Reduce anxiety by offering a trial run or mock-exam for students to familiarise themselves with the platform. In the case of in-person exams, outline the structure in as much detail as possible.
- Consider Q&A session after trial runs or mock exams to allow for clarification. Record and make accessible for students to revisit.
- For 24 or 48 hour exams, clearly outline expected duration of the exam to prevent misuse of time management.



Rethink

- Some students will find the logistics surrounding exams more challenging than the exam itself. Provide information regarding where, when and how (e.g. using specific software, having to upload answers) the exam will take place in advance so that students can prepare for this and anticipate any challenges they may face.
- In the case of in-person exams, when and where possible, consider the impact the exam environment may have on student performance (size of room, temperature, noise levels, etc.) and reduce as many barriers as possible.
- Whilst it is not always possible to create the ideal assessment environment for all students, encourage students to make small changes in terms of how they might adapt their environment. e.g. using assistive software, altering text size and colour background.

