

Practical Assessments & Labs

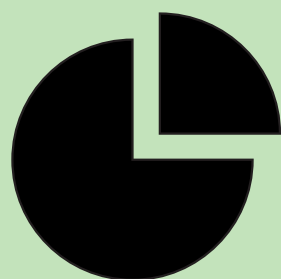
– Remove, Reduce and Rethink

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



Remove

- Remove ambiguity – add clarity and opportunities for students to check their knowledge – e.g. provide lab manuals and instructions for lab/practical sessions in advance of practicals.



Reduce

- Reduce anxiety regarding practical sessions and related assessments – e.g. provide manuals and instructions in a variety of formats to suit different learning preferences (bullet point written instructions, short demonstration videos). Pre-lab sessions can also provide valuable opportunities for students to check their understanding and awareness of the task ahead and enables the student to check away from the live session which may be more difficult due to time restraints and limited demonstrator availability.
- Reduce overwhelming lab environment – an overwhelming environment can often lead to attendance difficulties for many students. Can some students arrive an agreed few minutes early to settle prior to the majority of the class arriving at once?



Rethink

- Lab demonstrator availability – are more lab demonstrators available? Can demonstrators be allocated/dedicated to certain groups/pairings, can demonstrators be available before/after labs to enable students to seek clarity prior to/after sessions?
- Lab access – can labs practically be open for extra sessions/different hours to enable students who maybe struggle to complete the work in the set time finish work?
- Lab partners – for example – encourage and facilitate group/pair work, it may be helpful to provide opportunities for pairs to meet in advance of lab sessions (pre-labs) to ensure both have an understanding of task, can familiarise with activity out of time pressured lab session.

