

# Written Assessment

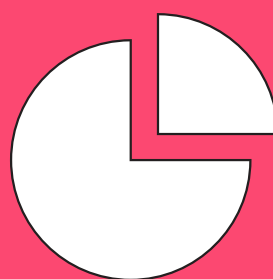
## – Remove, Reduce and Rethink

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



### Remove

- Where possible build in opportunities for students to encounter, practise and master written assessments on a number of occasions at the course level so that students can learn from feedback and develop their confidence and skills over a period of time.



### Reduce

- Provide details of written assessment in advance. This might provide a helpful sense of context as students are able to relate ideas presented in practical or teaching sessions with forthcoming assessments.
- To reduce individual emails and consolidate similar queries, create an online forum or a session for students to ask specific questions related to the assignment or exam. Make this accessible for students to revisit later. Students will also benefit from knowing what other students have asked.
- Carry out a 'sense check' by sharing assignment briefs with a colleague to ensure instructions are clear and accessible.



### Rethink

- For some activities or when students are new to the course, consider breaking down briefs (or encourage students to do this) into specific, smaller deadlines tasks/subheadings/activities to make it easier to learn the skill of managing deadlines.

