

University of Bristol: Assessment Designed For All

The University of Bristol has redesigned its Assessment and Feedback Strategy based on three core strategies. One of these – ‘designed for all’ – focuses on the commitment to embedding the principles of inclusivity throughout assessment and feedback activities.

Starting with the intended learning outcomes, teaching and learning builds towards summative assessment, with students having opportunities to learn from practice tasks and formative feedback. Academic programmes offer different varieties, choices, and topics of assessment which enable students to play to their strengths and minimise disadvantage. Where appropriate, alternative assessments are also planned from the start to reduce the risk of stereotyping which individual special arrangements pose.

Preparing students for assessment is integral to inclusive design, and includes practice tasks, the use of exemplars to show and discuss worked examples, both good and bad, and plenty of formative and dialogic feedback.

Programmes share and make transparent marking criteria, involving students in discussing the meaning of more abstract concepts. Feedback ‘designed for all’ highlights strengths, explains why, uses plain English, focuses on key points, and suggests ways to improve. Where appropriate, it may also consist of alternative formats, such as audio or screencast.

A programme overview of assessment avoids several deadlines occurring simultaneously, builds in gaps between assessments, promotes staggered hand-ins, and tames the volume of summative assessment, so that students can engage fully and deeply with each assessment and act on feedback.

[Read the Assessment and Feedback Strategy.](#)