

Inclusive Learning, Teaching, Assessment and Feedback Framework

Approved by Academic Board, July 2019

Introduction

1. **Scope:** This framework applies to taught education under the University's Education Strategy. All assessments methods and types, including examinations, and applies to both formative and summative assessment and feedback.
2. **Purpose:** To provide an enabling framework to support inclusive assessment and feedback practice and promote consistency within courses
3. **Guiding Statement Summary:** The framework provides guiding statements to support University recommended guidance for Schools.
4. **Wider Guidance, Information Resources and Expectations:** Further guidance and resources to support inclusive assessment and feedback practice is referenced in this framework. Required expectations where these relate to implementation of University Academic Regulations, policies and processes are also referenced.

Guidance Area	Guidance Statement Summary	Further information to inform practice	Key Academic Regulations and Expectations	Wider Guidance and Information Resources
1. Design	<p>Course teams are empowered and responsible for the design of appropriate, coherent and inclusive assessment strategies for their course and for the design of feedback strategies in accordance with the University's Academic Regulations.</p> <p>Assessment should be constructively aligned, appropriate to the level of study and course context, associated with the relevant national qualifications framework descriptors and standards.</p> <p>The design and security of assessments should minimise the risk of academic misconduct and support good academic integrity practice.</p>	<p>Assessment should be:</p> <ul style="list-style-type: none"> • Reliable, consistent, fair and valid • Approached holistically • Inclusive and equitable – providing every student with an equal opportunity to demonstrate their achievement • Explicit, transparent and accessible – with information provided for students on the assessment process, assessment criteria and outcomes, the assessment task and the standards expected. • Timely – to promote student learning and facilitate improvement. A holistic view of assessments and deadlines (assessment calendar) should be provided for all students and the course team at the beginning of each level of the course and module; • Efficient and manageable – to provide a reliable and valid profile of achievement without overloading students or staff involved in the assessment process; 	<p>Education and Assessment, section 3.2 – consider relationship to principles outlined here.</p>	<p>Assessment Design: https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/assessment/</p> <p>Design accessible content in MyBeckett</p> <p>Marking criteria and rubrics guidance</p> <p>Turnitin Rubrics</p> <p>MyBeckett Rubrics</p>

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		<ul style="list-style-type: none"> • Proportionate to the volume of credit being associated with the assessment and; • Encourage academic integrity - designed to minimise opportunities for students to commit academic misconduct (including plagiarism, self-plagiarism, and contract cheating). • Assessment design should consider measures for inclusivity including variety of assessment methods, accessibility of practical tasks, study visits and field trips, staggered deadlines and alternative assessments <p>Where appropriate to the teaching environment and approach, measures for inclusivity should consider lecture capture, availability of electronic lecture notes and other accessible teaching materials</p>		Academic Integrity and originality Turnitin guidance
2. Purpose of assessment	Assessment strategies and design of assessment should be purposeful and relate to the aims, outcomes and the learning process. Assessment design should enable the following purposes:	<ul style="list-style-type: none"> • Be fit for purpose and valid in measuring achievement against learning outcomes A • Assessment design should allow students to demonstrate the extent to which learning outcomes have been met and should allow for performance and achievement to be graded in an equitable way • Assessment design should allow students to benchmark or evaluate their current level of knowledge or skills and identify areas for improvement and judgments on overall progress made; and • Enhance students' assessment literacy enabling them to increasingly regulate their own learning and performance. • Support fair evaluation of students' assessed work to determine the extent to which they have achieved the intended learning outcomes. 	Education and Assessment – consider relationship to purpose outlined here.	
3. Inclusive Assessment	Assessment design should be inclusive, anticipating students' needs and enabling all students to undertake assessment equitably. Where individual reasonable adjustment is necessary, this will be accommodated informed by the agreed reasonable adjustment plan.	<p>Course teams may wish to consider:</p> <ul style="list-style-type: none"> • The use of alternative equivalent assessments to support inclusivity where appropriate; • How variety and choice of equivalent assessment methods within an overall course assessment strategy could support inclusivity; 	Education and Assessment, section 3.2 n) Assessment practices will be fair and consistent, within, and across, courses.	Anonymous submission and marking in MyBeckett and Turnitin Inclusive practice: https://teachlearn.ie

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		<ul style="list-style-type: none"> • To reflect on the need for anonymity in assessment, where appropriate; <ul style="list-style-type: none"> i. Where used, a consistent process for anonymous submission and marking for assessment for the course/School should be put in place and communicated clearly to students and staff. ii. All formal examinations must be marked in accordance with the University's processes and anonymised marking adopted where possible. 		edsbeckett.ac.uk/teaching-andlearning/inclusivepractice/
4.Submission and Return of Assessments	<p>The Course Director with the course team should determine a consistent approach across the course for the submission and return of assessments and communicate this clearly to students.</p>	<ul style="list-style-type: none"> i. Internal scrutiny and sampling of marked work required for the validity, consistency and equity of marking and any required moderation should be undertaken appropriately. ii. Deans should make appropriate arrangements within the School with Course Directors/Course Administrators for follow up with individual students promptly where there is non- submission of assessments to enable engagement with students to support their completion. 	<p>Education and Assessment, section 3.8 and 3.10</p> <p>3.8 Feedback on Assessed Coursework Students will be informed of:</p> <ul style="list-style-type: none"> a) The feedback they can expect; b) The date by which this will be provided; c) The format in which the feedback will be communicated. <p>3.10 Submission of Assessment The arrangements for the submission of assessed work will be clearly notified to students. Arrangements may</p>	

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			vary across the University. The University requirement is that they should be secure and prevent, in so far as possible, a student being able to claim that a piece of work was handed in without such a claim being verifiable.	
5.Supporting and Preparing Students for Assessment	Students should be provided with opportunities to develop their assessment literacy and knowledge of good academic integrity practice.	<ul style="list-style-type: none"> • Students should be supported through assessment to engage with the course curriculum and to develop the knowledge, skills and competencies required to meet the learning outcomes. • Students should receive feedback on both formative and assessed work to support their learning and development. • Students should be directed to the resources available to support their preparation for assessment e.g. skills for learning resources 	Academic Integrity, 10.2 General Principles of Academic Integrity The University will promote academic integrity and will focus on educating students about good academic practice from the start of their course. Students will be required to develop good academic practice throughout the duration of their study at Leeds Beckett University.	Academic Integrity and Quote Unquote in every MyBeckett module menu
6.Feedback	Students will be supported through appropriately timed feedback on summative and formative assessment. These should be clear, constructive and support their development. Feedback strategies should be designed for the course which enable timely and relevant feedback to support students' learning.	Feedback (and feed-forward) should: <ul style="list-style-type: none"> • Offer clear suggestions for improvement and development • Engage students in a conversation about their progress in meeting the learning outcomes and developing the skills and knowledge required; • Support students' own self-reflection and evaluation of areas for improvement and their overall progress; and 	Education and Assessment, section 3.8 and 3.10. See 4 above.	Giving feedback to students: https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/feedback/

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		<ul style="list-style-type: none"> • Reflect attainment relevant to the learning outcomes and marking criteria where feedback is provided following an assessment or formative assessment opportunity. • Expectations and timescales for feedback and feedback turnaround times following marking for each assessment should be articulated and provided for students (e.g. in the VLE or module handbook). 		Personalised Learning
7.Validation and Review	Course validation and review processes will consider and determine the appropriateness of the proposed inclusive assessment and feedback strategies. (<p>Course validation and review processes will consider and determine the appropriateness of the proposed inclusive assessment and feedback strategies including</p> <ul style="list-style-type: none"> i.) scrutiny of the consistency of course and module learning outcomes with relevant national qualifications framework descriptors and standards; ii.) the range, type and overall balance of assessment and feedback strategies iii.) whether these are appropriate to support students' learning and measure students' achievement of learning outcomes, at and beyond the threshold level. 	This is addressed in the Academic Regulations Section 1, 3 and 13 It will also be addressed in guidance.	
8.Robust application of the University's Academic Regulations and processes	Deans are responsible for ensuring that the University's Academic Regulations, strategies and required processes are applied and implemented appropriately in their School.	<ul style="list-style-type: none"> • Deans are responsible for the recruitment, progression and development of their staff involved in teaching and assessment and for their ongoing development in relation to competence, skills and knowledge to undertake assessment. Support is available via engagement with the DEAP Fora, teach /learn online resources or via CLT where additional academic support or development is needed. • Heads of Subject and Course Directors should provide internal scrutiny in the School of the implementation of the University's Academic Regulations and processes at course level and adhere to University processes regarding scrutiny, marking, sampling, and moderation of assessments and examinations and the requirements related to examination boards and independent scrutiny by external examiners. • Deans are responsible for ensuring that the School reviews its core practice in inclusive assessment and feedback regularly in line with the University's Academic Regulations, to support 	Structure, Purpose and Principles, 1.10 Roles and Responsibilities '...The Dean of School retains formal management responsibility for the operational standards, quality and delivery of all a School's courses (including collaborative provision) and the execution of all matters contained within the University's Regulations. Where appropriate the	

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		<p>and inform ongoing enhancement and improvement. They ensure that External Examiners' reports are considered, acted upon and responded to in a timely manner (in line with University deadlines).</p> <ul style="list-style-type: none"> Deans should ensure that appropriate processes for anonymous assessment are in place and are clearly communicated to students and staff where applicable. 	<p>enactment of day-to-day activity may be delegated to a nominee. The Dean of School is supported in this role by line management who have responsibility for a defined area of academic provision and staff teams. The Dean of School is responsible for the effective operation and oversight of quality processes and School deliberative and executive governance structures....</p>	
<p>9.Scrutiny by and use of External Expertise</p>	<p>The Course Director with relevant Course Leaders, Module Leaders and members of the course team is responsible for ensuring that External Examiners are appropriately briefed and are provided with the relevant information they need to undertake their role.</p>	<ul style="list-style-type: none"> External examiners must be given the opportunity to comment on the assessment/examination brief set for each module that directly contributes to the award outcome, (where practicable before students take the assessment). This is an important part of the examiner's role in verifying that the assessment is relevant to the learning outcomes level of the module, the relevant national qualifications frameworks and standards and is clearly specified and appropriately discriminating. External examiners inform judgements about the reliability, fairness and transparency of assessment, award and classification processes. They provide independent scrutiny, feedback and confirmation that the University's academic regulations and processes have been applied appropriately and that the determination of credit and awards are equitable and in accordance way national standards. 	<p>External Examiners and Advisors, 14.2 Equity and Fairness and 14.3.6 Duties of External Examiners and 13.10.7 General Principles of Validation, Cyclical Monitoring and Review</p> <p>14.2 Equity and Fairness The role of the external examiner(s) approved by the University for courses is to ensure that academic</p>	

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		<ul style="list-style-type: none"> • External Examiners are responsible for the scrutiny of the appropriateness of assessment design, confirming it supports the achievement of learning outcomes which are themselves aligned with relevant national qualifications framework descriptors and standards. • Independent external expertise contributes to the scrutiny of the appropriateness of course assessment strategies within validation processes. 	<p>threshold standards are appropriately set and maintained in light of relevant UK expectations, that student achievement is comparable to that on similar courses elsewhere, and that the processes for assessment, examination and the determination of awards are rigorous and fairly conducted. External examiners may also be involved in the approval of courses of study for individual students where such frameworks are validated. External Examiners will also be consulted on and participate in decisions related to and/or approval of: a) new modules b) major modifications to the existing modules of a course c) any proposed changes to the approved assessment regulations which will directly affect students studying on the course.</p>	

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			<p>2 No recommendation for the conferment of an award of the University above the level of Certificate of Higher Education may be made without the written consent of the approved external examiner(s).</p> <p>13.10.7 General Principles of Validation, Cyclical Monitoring and Review</p> <p>A system of peer review including panel members external to the University will be applied to the validation of all taught provision.</p>	
10.Information for Students	The Course Director with relevant Course Leaders, Module Leaders and members of the course team is responsible for the provision of accurate, timely information for students in accordance with the University's Regulations and expectations in relation to the accuracy, trustworthiness and reliability of published information.	<ul style="list-style-type: none"> It is essential to provide students with module and assessment information as far in advance as is feasible to allow students time to prepare. If module pre-reading can be provided to students in advance of the semester it allows all students to plan and work at their own speed. The new reading list system enables users to see all lists for all modules with links to these resources. <p>Normally this wider course information would include:</p> <p>a) For applicants: accurate, trustworthy and reliable material course information which includes the course specification, online prospectus material information, information on the overall</p>	Consider appropriate regulatory text for provision of Information for Students	<p>For staff: Add a Reading List and add Digitised Readings</p> <p>For students: Every MyBeckett module menu contains links to student support for Academic Integrity, and Turnitin / MyBeckett</p>

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		<p>balance of teaching and assessment for each level to enable an informed choice to be made aligned with CMA guidance;</p> <p>b) For students: information upon registration and enrolment should include</p> <ul style="list-style-type: none"> • a course handbook in accordance with the University's guidance template • details of the nature and timing of feedback opportunities and formative assessment • a summative assessment and examination calendar which provides the range, balance, type and components, a schedule of dates, deadlines, methods and arrangements for submission and return for the applicable level/year of the course and strategy/opportunities for feedback/feedforward; <p>c) module information for students prior to the commencement of teaching for each semester in accordance with the University's academic regulations and guidance; normally this includes details of</p> <ul style="list-style-type: none"> • module aims, description and intended learning outcomes • summative assessment method(s), brief(s) and criteria components and their weighting • opportunities for feedback/feed forward • formative assessment and support available in each module • the timetabled dates of any assessment/examination sessions and the expected submission/return dates, requirements and referencing conventions; and • recommended reading. Personalised learning can be supported through differentiated reading where appropriate and measures taken to enable students to prioritise their reading 		<p>Feedback and Feed forward: https://www.jisc.ac.uk/guides/feedbackandfeed-forward</p>

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		<p>d) information for students on the academic calendar and reassessment/resit and examination periods together with information on the University's academic regulations; and</p> <p>e) Information for students on the academic regulations, policies and procedures on academic integrity are clear, accessible and actively promoted to students.</p>		
11.Electronic Assessment	The use of electronic tools for assessment is encouraged. Excellent academic practice and pedagogy inform the design of electronic assessment.	<p>Course Directors with course team members are recommended to consider:</p> <ul style="list-style-type: none"> • The use of the University's feedback and assessment matrix, designed to support course teams in choosing an appropriate tool to meet their requirements; • The selection of a consistent University supported electronic tool and approach for use across the course, where electronic submission and return of work is used where appropriate for the file type; this should be communicated clearly to students. • The use of electronic formats for relevant formative feedback where appropriate. • The standardisation of electronic submission dates and times, taking into account the student experience and when relevant Schools and services are available to support students during office hours. • The use of agreed processes for managing late electronic submission, mitigation and extensions (in line with our University's Academic Regulations) ensuring consistency across the Course or School and the efficiency for those using the electronic tools. This ought to take account of use of a separate submission area (e.g. Folder/"drop box") for electronic submissions from those with agreed extensions to submission dates. 	<p>http://www.leedsbeckett.ac.uk/studenthub/mitigation/ Student Hub and Course Handbook from 2019-20</p> <p>Consider appropriate regulatory text for use of electronic assessment</p>	<p>University assessment and feedback matrix</p> <p>Assessment design guidance</p> <p>Feedback design guidance</p> <p>Electronic A&F tools guidance for MyBeckett, Turnitin, PebblePad, Microsoft 365, lecture capture</p> <p>Manage late submission, mitigation and extensions in Turnitin</p> <p>Manage anonymous marking in Turnitin</p> <p>Manage delegated marking in MyBeckett</p>

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				https://www.jisc.ac.uk/guides/electronicassessmentmanagement Electronic feedback mapping diagram

Further information and resources

Brad Jackel, B. Pearce, J. and Radloff, A. (2017) Assessment and feedback in higher education. Higher Education Academy. [Online]. Available from: <https://www.heacademy.ac.uk/knowledge-hub/assessment-and-feedback-higher-education-1>

Evans, C. (2013) Making Sense of Assessment Feedback in Higher Education. Review of Education Research. 83(1), 70–120. Sage Publications. [Online]. Available from: <https://journals.sagepub.com/doi/abs/10.3102/0034654312474350>