

Embedding equity and inclusion in higher education assessment strategies: creating and sustaining positive change in the post-pandemic era

**Assessment Symposium - Putting the Student at the Heart of
Assessment and Feedback: Equality, Diversity and Partnership**
5th November 2021

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University College Dublin
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Outline

Inclusion in the Pandemic Pivot

Inclusive Assessment and Universal Design for Learning

Sustaining Positive Change

Enablers for Diversity and Choice of Assessment



STUDENTS WITH DISABILITIES REGISTERED WITH HIGHER EDUCATION SUPPORT SERVICES

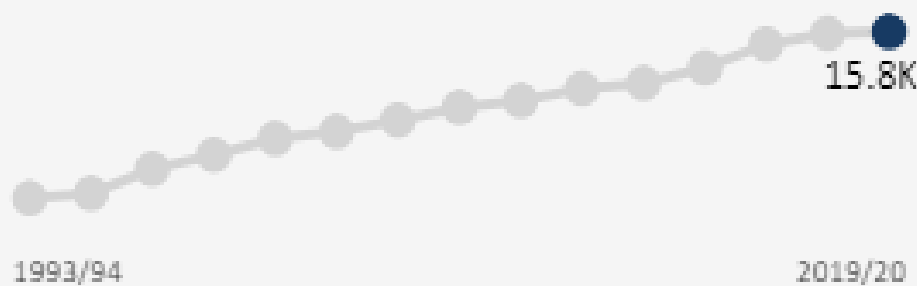


Select the year: 2011/12 2012/13 2013/14 2014/15 2015/16 2016/17 2017/18 2018/19 2019/20

TOTAL REGISTERED WITH SUPPORT SERVICES

15,846

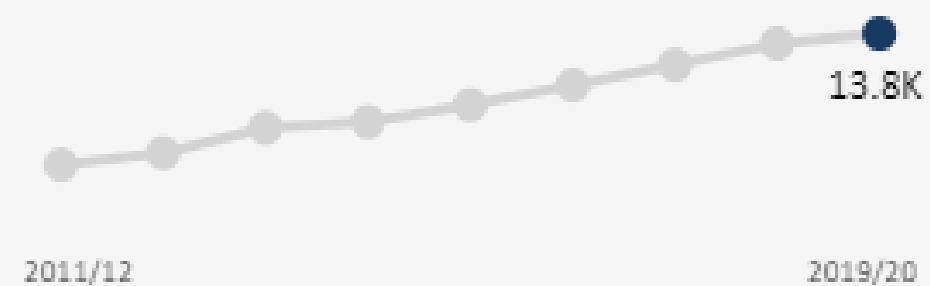
150 ▲
vs PY



RECEIVING EXAM ACCOMMODATIONS

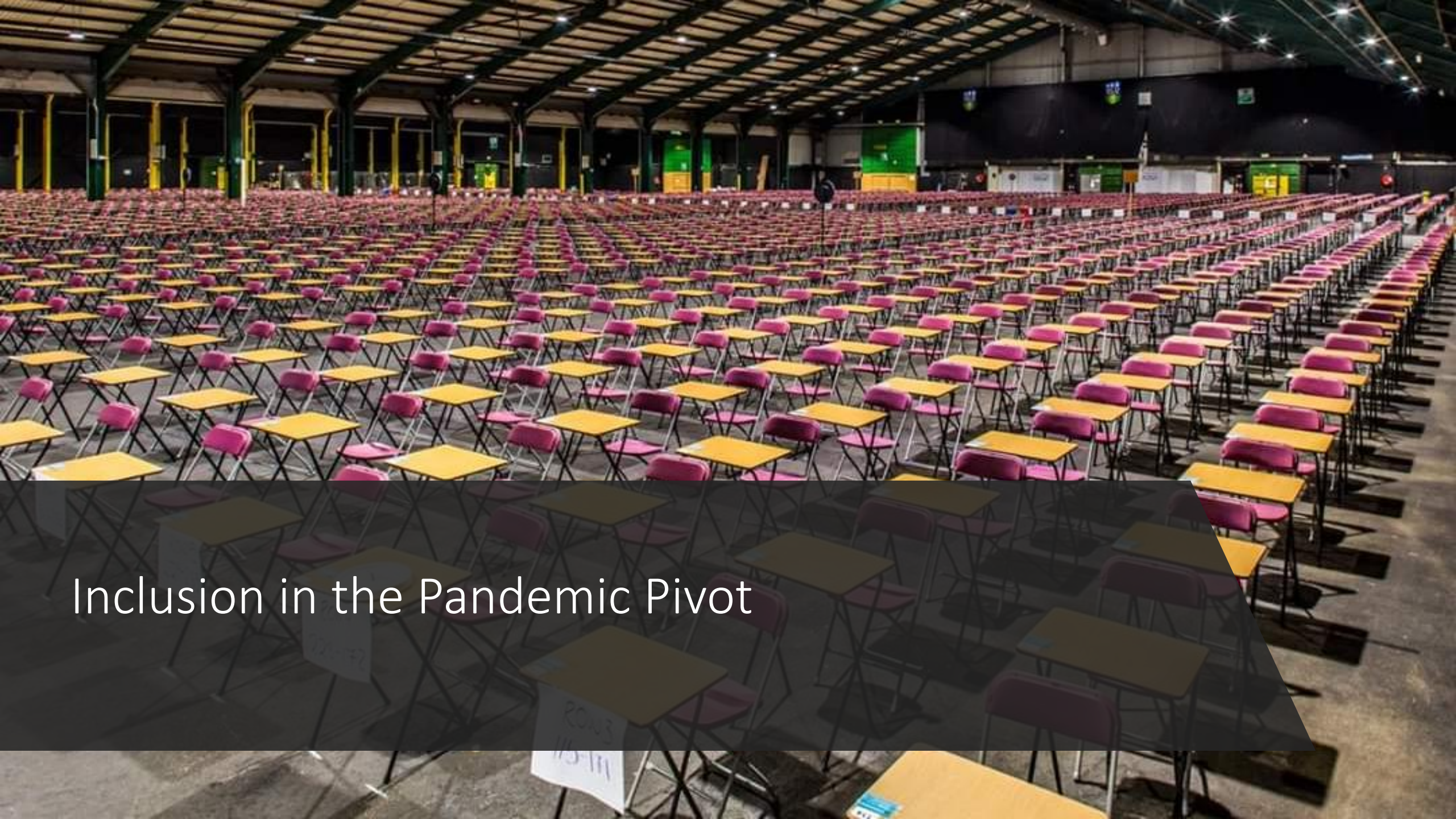
13,795

666 ▲
vs PY



Pre-Pandemic

- Increase in students reporting exam anxiety.
- Significant increase in students with disabilities availing of supports such as alternative exam location and extra time.
- Some progress in embedding choice and diversity of assessment but this was slow



Inclusion in the Pandemic Pivot

Positive Changes?

Students needs more visible and immediate

Large exam halls not used

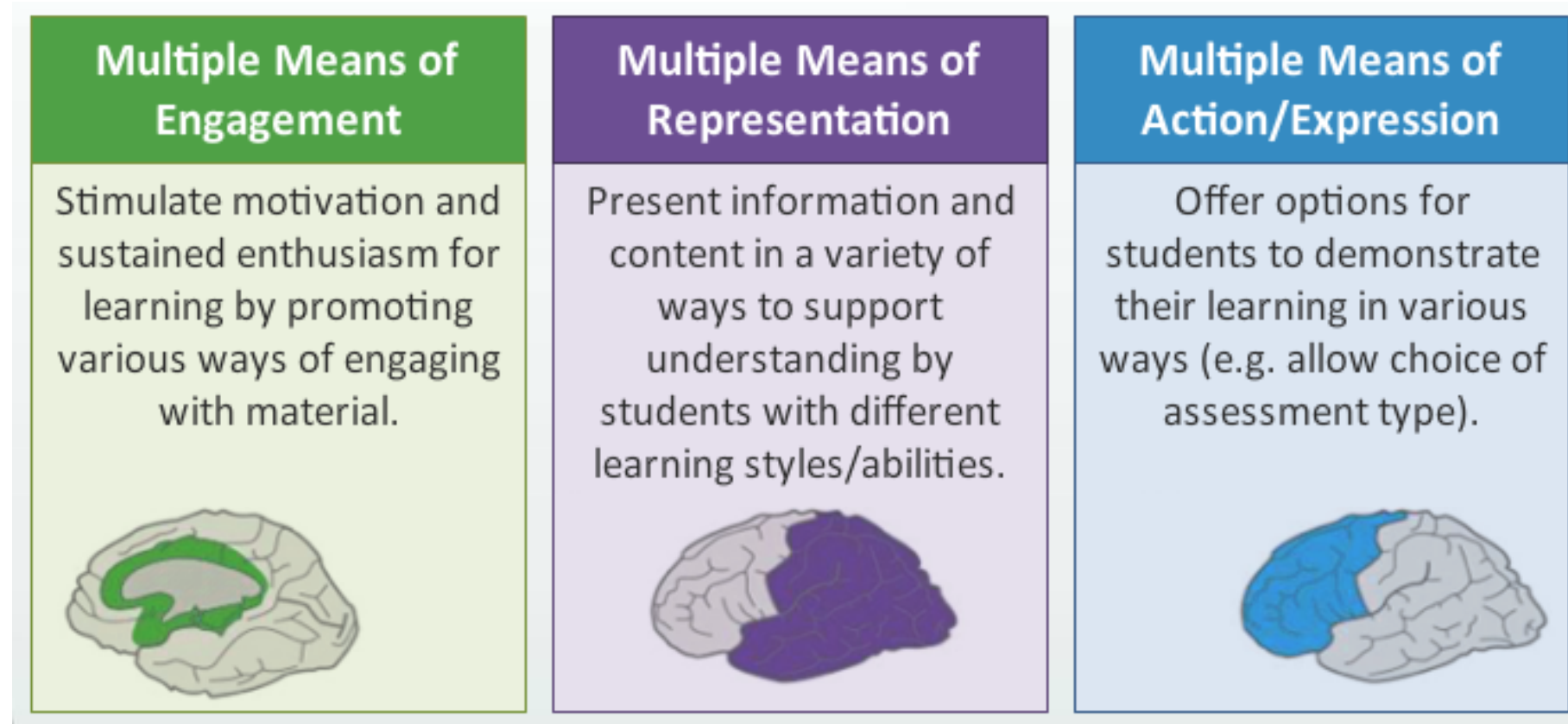
Move to other assessment types

Elimination of exams in many disciplines



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Universal Design for Learning

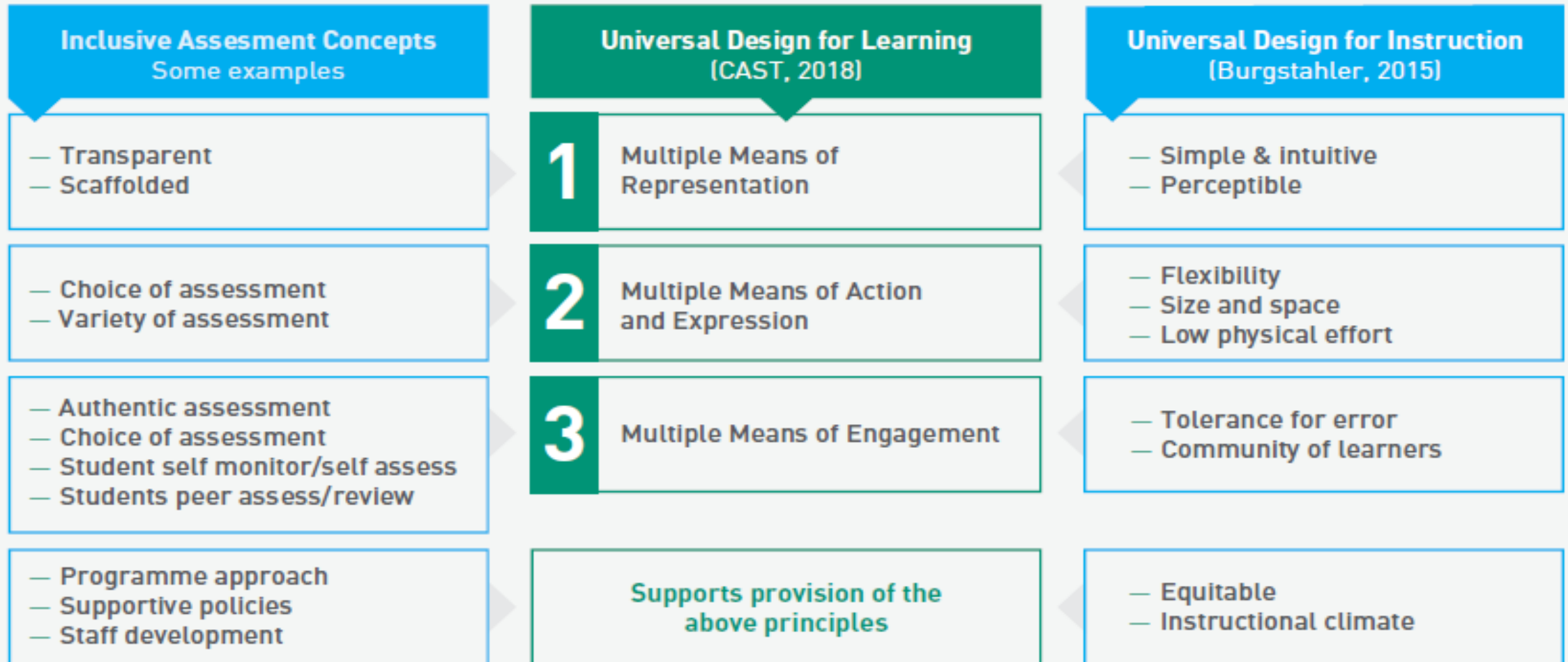


Rose & Meyer 2014



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The relationship between UDL and UDI Approaches and Inclusive Assessment Concepts.



How do we maintain and sustain positive changes?

- Examples and Case Studies
- Collaboration and Dialogue
- Institutional Support
- Listen to Students!

