Guidelines for Constructing Alternative Assessments

There is university guidance on accessibility to the exams alongside this accessibility consideration:

Have you considered:

1. Inclusivity to accommodate learner needs? (see take home assessment guide)
2. Identifying the learning outcomes you want to assess as clearly and unambiguously as possible in terms of both the subject-matter content and/or the set of skills to be tested?
3. Designing the assessment to accommodate different learning outcomes?
4. Designing questions to demand higher order activities from students, and checking for possible misinterpretation?
5. Creating a range of tasks where feasible to elicit evidence of the student’s ability for the learning outcomes?
6. Ensuring student effort will be distributed reasonably evenly across all important topics?
7. Ensuring students will be clear about ‘goals and standards’ so that students can orient their effort appropriately?
8. Establishing the word-count (if applicable) - setting an appropriate word-count for the assessment level. To communicate clear expectations, helping with parity and keeping the marking workload reasonable?
9. Creating clear guidance/instructions for students?
10. Identifying assessment criteria to share with students?
11. Surveying students to see what resources they have to complete the assessment, i.e. do they share a computer with someone else such that it is only available at particular times, have only a mobile phone, or have no access to any technology at all?

Help and advice

Help is available from both the QM Academy and E-Learning Unit through [elearning@qmul.ac.uk](mailto:elearning@qmul.ac.uk) and the appropriate person will get in contact.

Please see also [**Take home assessment guide.**](https://elearning.qmul.ac.uk/wp-content/uploads/Take-Home-Assessment-Guidance.pdf)