



Understanding inclusive assessment: how British Pakistani male graduates engage with university assessments

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Abstract

Assessment experiences of ethnic minority students in UK higher education present complex challenges in identifying salient barriers to inclusive practice. Ethnic minority students can be excluded by a range of factors which include the procedure, content and context of assessment. By analysing twelve narratives of British Pakistani male graduates, this study examines student engagement with traditional and more contemporary assessments and explores how students negotiate racialised learning spaces. Findings highlight student disengagement, and subsequent underperformance, in more traditional academic assessments than occupational and practical forms of assessment. To this end, practical assessments, which reflect the aims of authentic assessment approaches, were considered most inclusive, primarily due to their alignment with students' career aspirations, though critical considerations around inclusive learning spaces are still required to mitigate extraneous racial exclusion.

Keywords: ethnic awarding gap; institutional racism; university assessments.

Introduction

Ethnic inequality in UK higher education (HE) is a pressing issue, given the growing number of ethnic minority students who participate in the sector and the persistent awarding gap (Universities UK, 2022). How ethnicity directly impacts student attainment can, however, be difficult to establish (Richardson, 2015). Researchers draw on intersections of identity within hegemonic university spaces (Wong, Copsey-Blake, and

EIMorally 2022), while others point towards non-inclusive teaching, learning and assessment (TLA) practices, and curricula in general, which maintains hegemony at the detriment of inclusive practice (Sabri, 2023). The present study focuses on the latter by commenting on the experiences of being assessed, as assessments, amongst other curricula dynamics, function as a 'measurable' factor to the level of exclusion faced by ethnic minority students (Mahmud and Gagnon, 2020).

Inclusive assessment practices have been discussed in one of three ways. (1) The procedural approach, which seeks to diversify assessment processes to cater to diverse students (Williams, 2022). (2) The accommodation approach, which seeks to mitigate disadvantages by making adjustments for students diagnosed with learning difficulties (Nieminen, 2024). (3) The content approach, which aims to identify racial power dynamics that privilege Eurocentric forms of knowledge and academic practices in assessment content (Tai, Ajjawi and Umarova, 2021). Procedural and accommodation approaches are primarily concerned with the mode of assessment, while the content approach reflects the aims of decolonising the curriculum by uncovering coloniality, ensuring positive representation of diverse scholarship and in empowering/enabling students from an ethnic minority heritage (Bhambra, Nişancioğlu and Gebrial, 2020).

The general issue with these three approaches to inclusive assessment is that they do not necessarily provide insight into students' overall university experiences, and as Tai, Ajjawi and Umarova (2021) state, procedural change in particular, can hide social injustice, and position the ethnic minority learner in a deficit position. The content approach, on the other hand, is primarily strengthened through reliance on race centric frameworks like Critical Race Theory (CRT) to identify limited representation of diverse scholarship and power dynamics embedded in the assessment content (Lambert, Funk and Taskeen, 2023). It is worth mentioning that procedural reform has shown to have a positive impact on student performance, as evidenced by Williams (2022), however, Campbell (2024) maintains that even with procedural reform, where elaborate linguistic codes are not tested, ethnic minority students may feel anxious due to unfair treatment and limited representation. Campbell (2024) spoke of black students who felt the need to 'perform White norms' and avoid 'being culturally 'too black' (p.7).

Arguably, what Campbell (2024) is referring to is the issue of power and representation that racially excludes learners who do not belong to the dominant culture of the institution;

even if the mode of assessment has been reconfigured to ensure greater inclusivity, racial exclusions in the assessment context continue to disadvantage ethnic minority students. More broadly, researchers who have explored the ethnic awarding gap have argued that White students, who enter universities with comparable entry qualifications, continue to outperform ethnic minority students due to institutional and structural disadvantage (Singh et al., 2022). This relates to the recognition that the university space is not value-neutral and limited representation can lead to lower levels of belonging (Bhopal, 2024). This is particularly relevant when considering authentic assessment approaches which are principally situated in the complexity of social interaction (Ajjawi et al., 2024).

With a greater focus on testing occupationally relevant tasks and extensive use of formative assessment, authentic assessment approaches have garnered attention for their benefits in increased student engagement and enhanced inclusivity (Villarroel et al., 2018). Despite some of the technical benefits of authentic assessment, power relations between students and staff and the institution in general have not been explored. Tai et al., (2023) discuss provision for student voice in authentic assessment as a means to inclusivity, while Ajjawi et al., (2024) speak of enhanced sense of belonging in relation to integrating students within a given 'community of practice'. These proposed enhancements to inclusivity, do not respond to the concerns of critical scholars who comment on institutional power dynamics, questioning the equal engagement of ethnic minority students (Bhopal, 2024). Lack of diverse student cohorts and diverse staff could lead to isolation of ethnic minority learners, where White majoritarian culture might be promoted at the expense of inclusivity (Singh et al., 2022). Authentic assessments may continue to hide racial exclusions, if a more critical approach to student engagement with assessments tasks are not considered (Campbell, 2024). The present study contributes to this discourse through the narratives of twelve British Pakistani male graduates. The rich narrative data comments on how certain ethnic minority students experienced the procedure and content of several assessments, while being cognizant of institutional power dynamics.

It is important to stress that the data presented below is based on student accounts of university participation from years 2008 to 2014, after which period HE in the UK and elsewhere has undergone significant changes in relation to assessment practices. The more significant change comes from the greater adoption of digital tools (Bearman, Boud and Ajjawi, 2020), as well as more student centred approaches to assessments (Pereira, Flores and Niklasson, 2016). How these changes manifest are varied (Nieminen, 2023).

Research on the actual reform on assessment practices, suggest that sector wide assessment reform is slow paced and context specific, indeed assessment practices in HE are likely to be localised due to the diversity of programmes and module aims (Advance HE, 2012). Knight and Farell's (2022) survey highlights that inclusion continues to be an issue as staff have become more aware of unique challenges but less equipped to resolve them, while digital tools are less integrated beyond providing platforms for submission, feedback and grading. Similarly, other researchers on inclusive assessment note that reform is slow due to long held traditions of assessment (Burke, 2023) standardisation (Gonsalves and Lin, 2024) and the need to balance resource intensive assessment with staff workload (Lambert, Funk and Taskeen, 2023). To this end, the data presented below remains significant for university practitioners who continue to utilise traditional methods of assessment and seek guidance on assessment reform, particularly the relevance of belonging within the university space as factor to unequal engagement (Abramenka-Lachheb and De Siqueira, 2022).

Method

The present study utilised semi-structured interviews to develop twelve narratives of British Pakistani male graduates and their engagement with university assessments (Bruner, 1987; Elliott, 2005). This small scale study sought to represent the voices of marginalised students to identify not only the procedural and content level exclusion, but the situated dynamics impacting student engagement in a wide variety of assessment contexts (Miller, Liu and Ball, 2020). The decision to keep the sample all male was based on trends observed in university attainment and the acute discrimination experienced by British Pakistani male students due to their social and gendered identities. British Pakistani graduates are the lowest performing group amongst Asian students, and female students in general perform better than male students (Universities UK, 2022).

Participants were recruited from a local creative community hub called Bulb (pseudonym) in Bradford, northern England, in 2017, with the interviews being conducted in the same year. Bulb offered creative learning and working spaces for many ethnic minority people from the ages of 16, who used these creative spaces, during, and post higher education. Interviews were conducted in the Bulb building in one of the private study spaces, which were frequently used by the participants facilitating familiarity with the interview space

(Bright, McKay and Firth, 2023). The interview script was basic, such that it revolved around the research questions, chronologically mapping student engagement at university courses. Other sub-questions emerged from what was said by the participants, and reflections made by both interviewer and interviewee (Kvale and Brinkman, 2015). All the participants were from a Pakistani background. All the participants were also commuter students graduating from local post-1992 universities, or universities which are more accepting of 'widening participation' students. All the participants had graduated from vocational degree courses (see Table 1) which utilised various forms of assessments ranging from traditional academic to more practical assessments.

Table 1. Participant profiles.

Participant Names (Anonymised)	Age, at time of interview (2017)	Degree Awarded	Year of Graduation	Types of assessments undertaken
Amin	36	BSc Business and IT	2008	Examinations. Essays, reports, presentations undertaken individually and within groups.
Danny	27	BSc Criminology	2013	Examinations. Essays, reports, presentations undertaken individually and within groups.
Gul	26	BSc Accounting and Finance	2012	Examinations. Essays, reports, presentations undertaken individually and within groups.
Hafiz	24	BSc Accounting and Finance	2012	Examinations. Essays, reports, presentations undertaken

Participant Names (Anonymised)	Age, at time of interview (2017)	Degree Awarded	Year of Graduation	Types of assessments undertaken
				individually and within groups.
Haroon	25	BSc Accounting and Finance	2013	Examinations. Essays, reports, presentations undertaken individually and within groups.
Ibrar	27	BSc Accounting and Finance	2012	Examinations. Essays, reports, presentations undertaken individually and within groups.
Khurram	27	BSc Fashion Design	2012	Examinations. Essays, reports, presentations undertaken individually and within groups. Practical assessments.
Luqman	24	BSc Mechanical Engineering	2014	Examinations. Essays, reports, presentations undertaken individually and within groups.
Nasser	25	BSc Forensic and Analytical Science	2011	Examinations. Essays, reports, presentations undertaken individually and within groups. Practical assessments.
Sajid	38	BSc Business Management	2008	Examinations.

Participant Names (Anonymised)	Age, at time of interview (2017)	Degree Awarded	Year of Graduation	Types of assessments undertaken
				Essays, reports, presentations undertaken individually and within groups.
Sami	25	BSc Human Resource Management	2013	Examinations. Essays, reports, presentations undertaken individually and within groups.
Saqib	24	BSc Education Studies	2014	Examinations. Essays, reports, presentations undertaken individually and within groups.

The researcher's positionality as a male graduate from a British Pakistani heritage provided insider perspective and facilitated in the recollection of past instances (Chan, 2021). It is, however, important to acknowledge that insider research may lack critical distance (Greene, 2014) and may ignore the researcher's ongoing experiences and interactions (Bright, McKay and Firth, 2023). To address these limitations, the researcher maintained a high degree of reflexivity, in relation to the researcher's ongoing experiences, as well as upholding all other ethical considerations related to ethical approval, consent, confidentiality and the right to withdraw (Drake, 2010). Set-coding method was utilised as a way of developing thematic analysis (Blair, 2015). The data was coded based on the different types of assessments undertaken by the participants throughout their time at university.

Findings

Traditional and occupational examinations

Participants exhibited great frustration with traditional examinations throughout their undergraduate years, and generally performed below their expectations. In contrast, occupational exams were positively received. Where traditional exams tested knowledge of theory and tasked the student to write an essay response, exemplifying the need to adopt middle-class White linguistic codes (Bhopal, 2018), occupational exams primarily focused on the knowledge of occupational protocols. The anxiety experienced with traditional examinations was acute, compromising the ability to recall relevant information and to construct correct answers. Hafiz highlights this point:

you know when they just give you a worksheet with blank lines, and you have to write.... I never did well in those. I was never able to do well... like some people can do it.... like you see others half hour into the exam asking for another booklet, and at that point I'm thinking, what are you writing, because I'm still on my first page. So what am I missing?

For Hafiz the ability to recall and then communicate ideas beyond the initial page of the answer sheet was compromised not only by the need to write lengthy written responses but also the examination setting where other students are perceived to be more engaged (Falchikov and Doud, 2007) highlighting the continued role played by the university space in excluding certain learners (Wong et al., 2021). Luqman's account below stressed the more common challenges of memorisation and preparation for exams:

...exams were my weak point, because you always have that issue of not knowing what was going to come up, and you can't go off nine months of lectures, they're not going to ask nine months of questions.

Hafiz and Luqman's general responses are in-line with other research on non-traditional student engagement with traditional examinations (Bridges et al., 2002). In relation to inclusive assessment, participant responses show how traditional examinations excluded students in relation to both procedure and content (Tai, Ajjawi and Umarova, 2021). The procedure of traditional examinations requires the ability to remember, identify appropriate information and then to analyse, evaluate and communicate within the parameters of academic conventions; such skills are not 'readily' cultivated in most ethnic minority learners, based on their social class and ethnic backgrounds (Campbell, 2024). In relation to content, participants were aware that not all of module content will be tested, which

made apprehending *what* is going to be tested more challenging. Traditional examinations thus showcase the exclusion experienced by participants, reminiscent in many ways of Snyder's (1971) thesis on the 'hidden curriculum' which proposed that working class students are often unfamiliar to the unwritten rules of assessment, unlike their more privileged counterparts, who are also able to differentiate the more important aspects of the course from those that are least important, consequently preparing for their examinations with greater efficacy.

Concerning occupational exams however, participants stated that they were generally more engaged and performed better than in traditional exams. The most common example of this was the taxation exam in the third year for the accounting and finance students. Gul makes this case:

...even though I struggled with exams, taxation in the last year I got 70 [percent], that was my highest grade, and the reason I got that was because it made sense and there was a set answer, whereas with other exams you can't understand what they want you to write.

Occupational exams were clear in content, well understood and focused on the knowledge of the occupation being pursued. This suggests that the content of any given examination may not racially exclude when it is aligned to students' professional aims. This point is indicative that authentic assessments, which adopt examinations to test employability skills can be less excluding due the students desire to retain and showcase occupational knowledge (Ajjawi et al., 2024). This contrasts traditional exams, where the aim is not only to show competence in knowing the subject but to argue, for or against, a case using academic conventions and elaborate linguistic codes. On balance, occupational exams are more inclusive by virtue of engaging the students in relation to their occupations, though a marginalising learning space may continue to hinder equal engagement (Bhopal, 2018).

Individual coursework

For this section, writing reports and essays are taken as coursework assessments. The procedural element of coursework, which is the relatively lengthy timescale from the issuing of the assessment to the deadline, allowed for planning and effective deployment of what Modood (2004) defined as ethnic capital, or the use of peer networks, to seek and

aid in completing coursework assignments. The independent nature of coursework also incentivised the active use of online tools such as Google Scholar, Youtube and online reference generators (Dhlamini and Mearns, 2019). Amin highlights this point:

I had loads of people who provided help and I think that was because everyone was in the same position. We went online to get references Google Scholar helped a lot. But ultimately, we pulled through because we all helped each other

Similarly, Danny discussed how he was able to gain help from his mother and uncle in the first year of the degree:

So we got our first essay on 'what is crime?' I went home, I said to mum, how am I going to do 500 words on what is crime, and mum said get a few books, go into library, ask someone.... I went in (library) found a few books came home, mum helped me highlight, I had so much help for this, uncle helped me, and we got it done and at the time it was the biggest assignment of my life...

Participants were able to gain assistance and draw from collective knowledge to undertake coursework assessments, however, in certain elements of coursework assessment, ethnic capital was less effective, namely the knowledge and utility of academic conventions. This highlights the point made by Chakraborty, Schüller and Zimmermann (2019) that ethnic capital has an intersectional dynamic where race and class positionality dictate the value of the ethnic capital available to different ethnic minority communities. Ethnic minority students from working class backgrounds may seek assistance from peer groups and family members, but this collective knowledge is still constrained by a working class cultural habitus. Danny, who utilised assistance from family members, continued to struggle with academic conventions like referencing, while Sajid, who appreciated that with coursework greater effort yielded better results, continued to make similar remarks on referencing and structure. Sajid stated:

...coursework was good, I enjoyed it because it's that thing of, the more you put in the more you get out..., but I still struggled with referencing and layout...

Ibrar further stressed how the basic elements of academic writing such as knowing the difference between a bibliography and a reference list was not understood leading up to his final year:

Even until my third year I was trying to figure out basic things like, what is meant by reference list or a bibliography. I mean the whole process of writing the type of assignment that universities wanted, I hadn't grasped....

These responses highlight that the procedure of coursework assessment could be deemed inclusive, in as much as it allows students to utilise the time from issuing of the coursework to the deadline date to draw on readily available ethnic capital. This ethnic capital, however, remains constrained to a working class ethnic minority background, thus providing limited support (Shah, Dwyer and Modood, 2010). The content of coursework assessment continued to exclude as the need to construct large written pieces required the participants to be familiar with academic conventions (Bhopal, 2018; McConlogue, 2020). It is also possible that the lack of inclusion within the university space incentivised participants to seek support from peer groups rather than formal support structures often present within the university, such as library services, academic skills departments or communication with faculty staff.

Group coursework

Group coursework typically entails a goal-orientated task where group members meet outside the timetabled hours completing a single or several assignments, namely in writing a report and/or presenting the report to assessors (Ellison and Jones, 2019). Participants generally performed well in group assessments, however, their experiences were complicated by group dynamics. This was particularly the case in teacher-selected groups. When groups were teacher-selected, participants were typically part of racially mixed groups, and though some participants like Gul, stated that they performed better in teacher-selected groups, tensions with respect to perceived cultural distinctions and deficits, were highlighted by others. Luqman, for example, states:

...we had people from all over the country, it was a good experience getting to know them and working with them, but I did feel like the White students from like down South, sounded a lot more educated, their parents probably had good jobs they had

a lot more advantage especially in engineering... they understood what was required better...

A general impact of such engagement meant that participants in teacher-led, racially mixed groups, were required to change various aspects of their identity (Bhopal, 2018). Saqib reflects on adjusting his linguistic code when communicating with White group members.

...you have to communicate differently with White people, you can't talk as lads, you don't want to come across dumb in front of them, or say that I don't know what I'm doing, with White students I had to show that I am clever.

Participant responses reflect Hill et al.'s (2016) position insofar that racially mixed groups generally perform better, however, with racially mixed groups, it is possible that middle-class White privilege with respect to language can exclude ethnic minority learners. Those who have inherited the 'educated language', by virtue of both class and racial privilege are able to showcase their 'natural' superiority within group work (Campbell, 2024). Group coursework may have allowed for an increase in performance, but the general feeling of exclusion and cultural inferiority may have compromised performance on other assessments. Group coursework thus suffers from both procedural and content exclusion. Procedurally, exclusion can manifest in group dynamics and how students interact with mostly traditional students as well as each other. With respect to the content of assessment, group coursework may also racially exclude, if the assessment task requires the use of academic conventions and the displaying traditional academic competence, however these challenges may not be visible in performance outcomes (Tai, Ajjawi and Umarova, 2021).

Practical assessments

Practical assessments share similar characteristics to the contemporary understanding of authentic assessment, which aim to replicate workplace scenarios and environments (Villarroel et al., 2018). Practical assessments were discussed by two participants, Khurram on the Fashion Design degree and Nasser on the Forensic and Analytical Science degree. For Khurram on the fashion design degree this related to designing clothes in a design studio, and for Nasser this meant undertaking experiments in the

forensic lab. The high frequency of job-based assessments within workstations meant that there was more formative assessment/feedback embedded into the assessment process (Dawson, Carless and Lee, 2021). Both students considered practical assessments to be very beneficial and engaging allowing them to attain better outcomes and acquire occupational skills. Nasser commented:

I liked practical assessment like lab reports, you have a little exam as well, but the majority of it is the lab, 75% is lab. That was the same for law modules I had to go to Bradford crown court, go into actual real life scenarios, and then we had to practice ourselves, they'd give you a scenario, they had a court room, they would ask you questions... I'm vocal and I can talk so that was good for me.

For Khurram a similar scenario is presented where popular fashion labels provided assessment briefs based on their requirements and tasked students to design for their fashion collection:

...in the second year we had a lot more live briefs, briefs being, we got companies coming in and brief us on what they wanted us to design. You had to design something that would sit in their shops. This was very beneficial, it made you understand what the whole purpose of design is, not design that looks or feels good but to design something that would sell. That was our main assessment, and for modules like marketing you had to design and make some packaging and create a proper campaign.

For Khurram and Nasser, practical assessments were inherently aligned to their occupational aims and both Nasser and Khurram were able to observe how the assessment was contributing to development of their work-related skills and overall professional development. With this in mind, practical assessments could be considered inclusive in both procedure and content, in as much as they allow students to develop occupationally relevant skills, where diverse procedural elements are involved and the content of the assessment is centred on occupational know-how rather than showcasing competence in displaying academic conventions. However, Khurram and Nasser also spoke of issues of exclusion which impacted their general assessment experience. Nasser, for instance, stated how being a 'commuter' student, from an ethnic minority

background, led to exclusion in the classroom particularly in relation to other 'residential' students:

I could tell they were middle class people, and they formed a group before university started, majority of them were in dorms together, so they knew each other before they came to lab, so when I got in, I sat down next to another Asian lad and that was normal, I think he felt the same way...

Khurram on the other hand found that academic staff provided less support because of his ethnicity:

Being from an Asian background being a male, I think the tutors and everyone else sort of, they didn't know how to approach me. So, the first year was me trying to figure everything out. I mean things like a sketch book, I had never created a sketch book, I was never taught to create a sketch book, and even till the final year, I never really grasped things like research the way other people did it, so my research was very minimal...

There is limited research on racial exclusion embedded in practical forms of assessment. It is assumed that due to lower ethnocentric demands practical (authentic) assessment could be inclusive (Abramenka-Lachheb and De Siqueira, 2022). Khurram and Nasser's experience suggest that even if the procedure and content of assessment is more 'culturally neutral' their identities and overall university space can still be excluding, thereby negatively impacting their experience. For Nasser, a commuter student, this led to a general sense of exclusion amongst other students, and for Khurram this was visible in the lack of support provided on basic elements of practical assessments, vis-à-vis creating a sketch book and researching. Comparisons can be made with Campbell's (2024) research on undertaking 'presentations' and how racialised university spaces could continue to hinder ethnic minority students from being included.

Discussion and conclusion

Exploring the British Pakistani male graduate experience with university assessments, brings to light the familiar notion, that inclusion/exclusion is a multifaceted and

multifactorial issue (Rana et al., 2022). When appraising assessment reform, it is important to analyse not only the merits of all assessment types with respect to procedure and content but also the impact of intersectional identities that ethnic minority students embody and the degree of inclusion within the university space (Mirza, 2018). Note, for example, traditional examinations were the most excluding forms of assessments in relation to procedure and content, and the examination setting may also isolate ethnic minority learners. Additionally, traditional exams must be demarcated from occupational exams, given that ethnic minority students generally, and males in particular, tend to participate in universities in order to enter certain professions (HESA, 2023). Some students may perceive testing and succeeding in occupational examinations necessary to their professional aspirations, without raising concerns of reform in either content or procedure (McConlogue, 2020).

Coursework assessment is often deemed to be inclusive, and though the procedure may be inclusive by allowing ethnic minority learners time to utilise peer support (ethnic capital), the content, notably the testing of academic conventions and elaborate linguistic codes, continues to imbed intersectional disadvantage (Lillis, 2001). A general recommendation for reform in coursework assessment would be to review the usefulness of academic conventions in relation to students' professional aspirations, whilst ensuring greater and inclusive academic skills support is provided to develop on the ethnic capital that British Pakistani males rely on. Group coursework was particularly complex for the participants as tutor-selected groups led to unique challenges in relation to both procedure and content. By way of recommendation, it would be prudent then to ensure staff are trained on managing group coursework ensuring that teacher-selected groups are more diverse, alongside providing training to *all* students on how to work in diverse groups and effectively as teams.

Practical assessments were received positively, in relation to both procedure and content, ensuring inclusivity in both aspects, however, issues related to exclusions persisted due to student interaction with White staff and students, further stressing the need to create inclusive learning spaces in which practical assessments are taking place. This point is relevant for those who consider contemporary authentic assessment practices to be inclusive. It is important to recognise that authentic assessments are situated in the complexity of social interactions and inclusivity will likely be enhanced if staff are able to

create inclusive spaces and are aware of exclusions experienced by ethnic minority learners.

It must be noted that the present study is limited by historical accounts of students which may not reflect current assessment practices within higher education. Nevertheless, the data in this study can inform current debates on the ethnic awarding gap, notably the concern that research has not drawn compelling connections between the lack of belonging experienced by racialised minorities and its impact on the awarding gap (Sabri, 2023). Findings highlight that the lack of belonging does impact the degree to which students engage with assessments even if assessment is diversified and authentic. Racialised power dynamics within the university space should not be ignored with a narrow focus on procedural change, or occupational skill development. The other limitation to this study is the all-male sample. Further research on female Pakistani students will be valuable in understanding intersectional discrimination, as gender roles are acutely demarcated within the Pakistani community (Malik and Whykes, 2018).

Two key takeaways from this study are: (1) for British Pakistani male participants professional aspirations may trump *most* of the exclusions experienced in the university space, however, over reliance on procedural change may create what Wong et al. (2021) describe as bystander effect, dismissing or hiding racial exclusions, in the university space. (2) It is telling that participants relied on peer networks for support, avoiding official university channels, such as academic skills departments. It is possible that racial exclusion in the university space hindered student engagement with formal academic skills support. Questions around the extent of academic skills provision, its promotion, access, delivery and the degree of inclusivity in academic skills development could further highlight salient barriers to inclusive assessments.

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