Teacher Awareness Sheets (TAS): Enhancing Inclusive Assessment and Feedback Practices

A 3000-word case study submitted in fulfillment of the module:

7ED049: **Inclusive Curriculum by Design in Higher Education**

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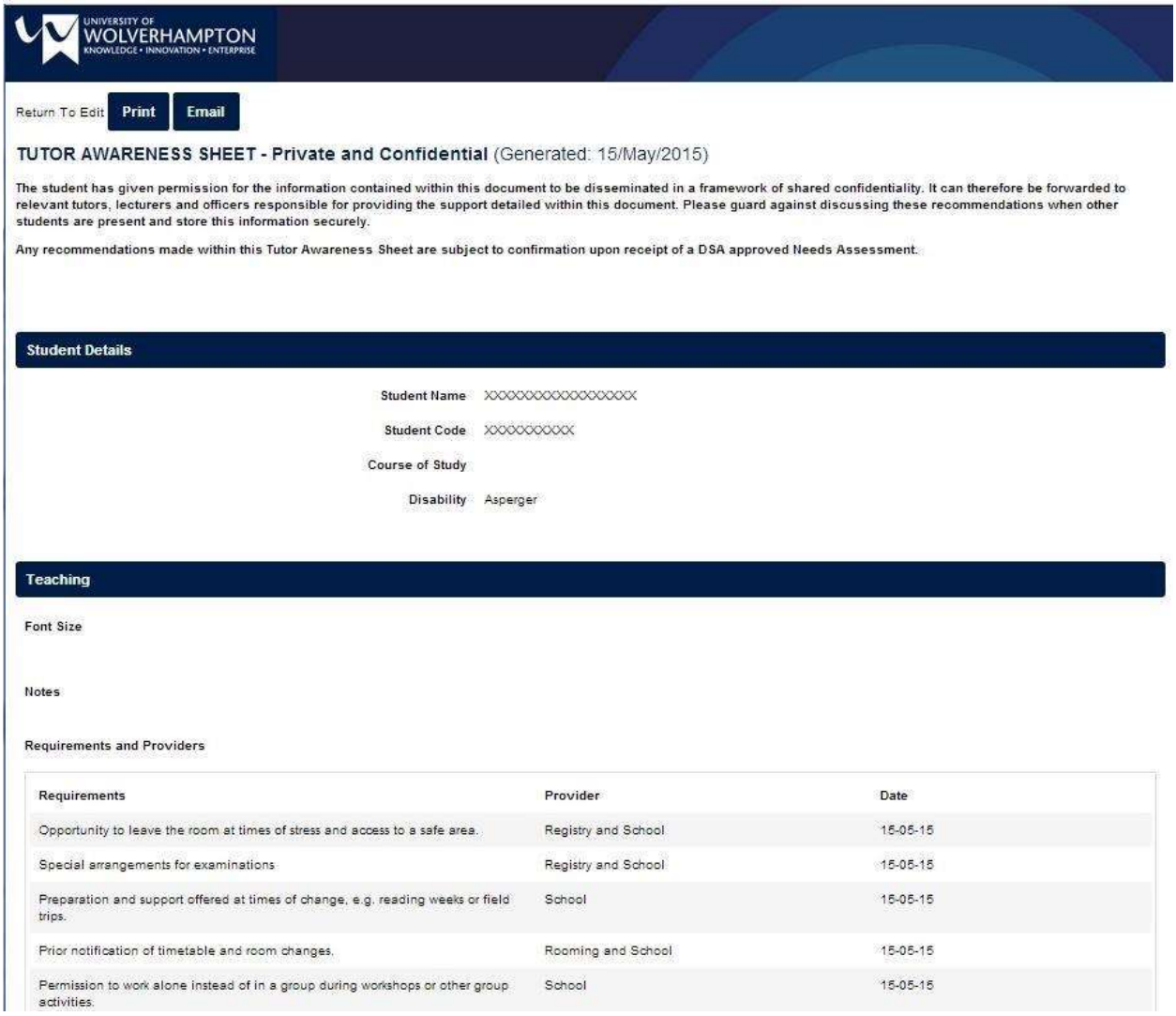
Abstract

The Tutor Awareness Sheet (TAS) is a confidential document detailing recommended academic and support adjustments for students with disabilities, based on individual needs and assessments.

This case study explores how TAS can enhance inclusive assessment and feedback practices. Using secondary data from reflective teaching experiences and peer interactions, it demonstrates how TAS supported inclusive feedback, promoted learner engagement, and influenced my assessment design for my taught module 5CS024, (**A3**).



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TUTOR AWARENESS SHEET - Private and Confidential (Generated: 15/May/2015)

The student has given permission for the information contained within this document to be disseminated in a framework of shared confidentiality. It can therefore be forwarded to relevant tutors, lecturers and officers responsible for providing the support detailed within this document. Please guard against discussing these recommendations when other students are present and store this information securely.

Any recommendations made within this Tutor Awareness Sheet are subject to confirmation upon receipt of a DSA approved Needs Assessment.

Student Details

Student Name	XXXXXXXXXXXXXXXXX
Student Code	XXXXXXXXXX
Course of Study	
Disability	Asperger

Teaching

Font Size

Notes

Requirements and Providers

Requirements	Provider	Date
Opportunity to leave the room at times of stress and access to a safe area.	Registry and School	15-05-15
Special arrangements for examinations	Registry and School	15-05-15
Preparation and support offered at times of change, e.g. reading weeks or field trips.	School	15-05-15
Prior notification of timetable and room changes.	Rooming and School	15-05-15
Permission to work alone instead of in a group during workshops or other group activities.	School	15-05-15

Figure 1: Sample TAS Sheet

Chapter One: Introduction

1.1 Context of learning and subject-specific considerations (K1)

Across the length and breadth of higher education in the United Kingdom are students from diverse backgrounds. This diversity ought to be recognized as a positive element that enhances the university experience, providing students with exposure to the cultural aspects of education.

Modern learning extends beyond traditional presentations and lectures; for a fully immersive experience, students must be conscious of and value the significance of diversity in the classroom.

The university of Wolverhampton, with roughly 50% whites and 50% global majority students is a fabulous canvas upon which multiple theories of learning can be found. Perhaps the most common are Constructivism and social-learning theory. Constructivism emphasizes the active role of learners in building their own understanding and knowledge of the world through experience and reflection (*The University at Buffalo, 2022*). Instead of passively receiving information, individuals construct meaning by connecting new information to their prior knowledge and experiences.

Figure 2: Types of feedback

Type of Feedback	Definition	Example
Corrective	Focuses on how well the submission is aligned with assignment instructions and rubrics.	"You need to watch out for comma splices in your writing. There were several of them in this essay."
Epistemic	Summons students to engage in more critical thinking and reflection about their work and reasoning.	"What tools or strategies do you currently use to review and check your grammar and mechanics?"
Suggestive	Offers advice and suggestions for how to improve in the future.	"You may like to use Grammarly, read your writing aloud, or ask someone else to read your work in the future. These strategies may help you catch and fix grammatical concerns you may otherwise overlook."
Epistemic + Suggestive	Both summon students to engage in more critical thinking and reflection about their work and reasoning and offer advice and suggestions for how to improve in the future.	"What tools or strategies could you use in the future to check your grammar and mechanics? You could use Grammarly, read your writing aloud, or have someone else read your work in the future. What would work best for you?"

This is very similar in principle to Constructive Alignment, which holds that learners construct meaning from relevant learning activities, while tutors create the learning environment that aligns these activities to the intended learning outcomes (*Biggs, 1999*).

Inclusive assessment and feedback practices are essential for modern, diverse Higher Education Institutions. Figure 2 above displays perhaps the 4 most common types of feedback. The author tends to favor suggestive and epistemic feedback as these seem to better uphold the virtues of andragogy (*The University of Wolverhampton, 2024*) and constructive alignment

1.2 Inclusive assessment practice in learning design (A1)

The design of module assessments can make or mar inclusivity. Inclusive assessment practice means intentionally designing assessments from the start to ensure all diverse learners have fair opportunities to demonstrate their learning within planned activities. This involves clear expectations, varied and accessible methods, and flexibility where appropriate (*Inclusive HE, 2022*).

The aim is to create equitable assessments that minimize barriers and allow every student to effectively showcase their knowledge and skills, aligning with the initial design of learning experiences. It's about proactively embedding fairness and accessibility into assessment, not as an afterthought.

In chapter three (Critical Evaluation), the author shall demonstrate the inclusive assessment practices built into the taught module 5CS024. In that chapter, we shall see how TAS-informed inclusive assessment practices including varied assessment formats support diverse learners.

Chapter Two: Literature Review

Evidence-based strategies for Inclusive Feedback using TAS (**V3**):

2.1 Introduction:

This chapter explores the importance of Inclusive Feedback and the role of TAS in UK Higher Education Institutions (HEIs).

Inclusive learning environments are paramount in UK HEIs, with effective feedback being central to student success. It helps to guide students to understand their strengths and areas for improvement. To personalize feedback for diverse learners, many institutions use Tutor Awareness Sheets (TAS). This chapter explores evidence-based strategies for leveraging TAS to enhance inclusive feedback in UK higher education.

We shall examine:

- TAS's definition
- Inclusive feedback principles,
- Personalization,
- Challenges,
- Ethical considerations, and
- The role of technology

To understand how TAS can create a more equitable and supportive feedback environment for all students.

2.2 Definition and Contextualization:

A Tutor Awareness Sheet (TAS) is a confidential electronic document used by some UK universities, such as the University of Wolverhampton, to communicate essential information about a student's individual needs to academic staff (The University of Wolverhampton, 2025). Available on platforms like e: Vision, it outlines necessary adjustments for students who have disclosed physical, psychological, or sensory impairments. Initiated through a Student Disability Form (SDF), the sharing of this information requires the student's explicit permission (The University of Wolverhampton(disability), 2025).

The TAS ensures equitable learning by detailing necessary adjustments for students with disclosed impairments, covering teaching, exams, accommodation, library services, and PEEPs.

Students review their TAS for accuracy; adjustments include alternative materials or flexible deadlines. Unlike general personal tutoring information *(The University of Worcester, 2019*), TAS focuses on specific disability-related support.

While valuable, the focus of TAS on declared disabilities highlights the need for a broader "Student Profile" encompassing learning styles and cultural backgrounds to further enhance inclusive feedback practices in HE.

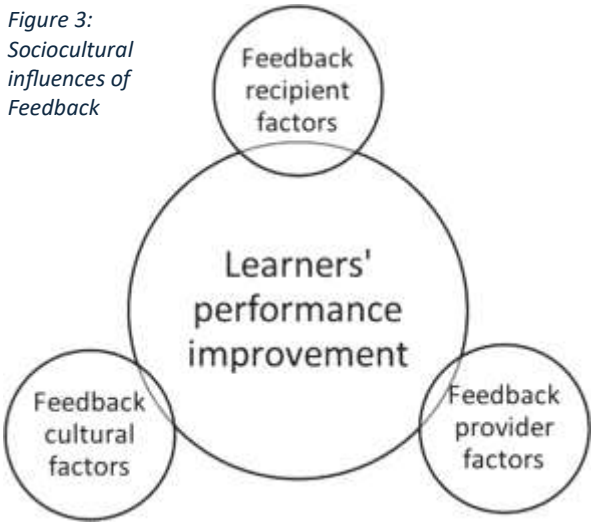
2.3 Principles & Characteristics of Inclusive Feedback Practices in HE

Inclusive feedback should be clear, encouraging, precise, highlight strengths with reasoning, and offer clear next steps for improvement. Timeliness and accessible formats are also key in this space (*University of Oxford, 2024*).

Engaging students in feedback through discussion and reflection is crucial for an inclusive approach. Showing empathy and clearly explaining assessment criteria are also essential (*Deakin University, 2017*). The EAT (Equity, Agency and Transparency) Framework, focusing on assessment literacy, feedback, and design, aims to empower all students *(Inclusive HE, 2022*). These principles foster a supportive learning environment, and insights from TAS can help tutors apply them in a more tailored way to students.

2.4 Evidence-Based Feedback Strategies for Promoting Inclusivity:

Figure 3: Sociocultural influences of Feedback



The concept of inclusive assessment presents a challenge: balancing the need to categorize students with the goal of inclusivity (Nieminen, 2024b). Effective feedback hinges on student engagement and is shaped by social and cultural dynamics, particularly the student-teacher relationship. Learner-centered models like R2C2(**Relationship, Reaction, Content, and Coaching**) highlight this (Ramani *et al.*, 2019). Frameworks for inclusive higher education prioritize clear communication, wellbeing, and barrier removal. Also, Assessment for Inclusion (AfI) specifically aims to promote the inclusion of marginalized students (Nieminen, 2024a). Contemporary research increasingly values the diversity of all learners, moving beyond deficit-based perspectives. Tools like TAS can contribute to a more nuanced understanding of these diverse needs.

2.5 Leveraging TAS Information to Inform and Personalize Feedback

TAS information allows tutors to tailor feedback to individual student needs. For example, visual impairment might necessitate audio feedback, while dyslexia might require concise language. Understanding anxiety could prompt a supportive tone *(University of Oxford, 2024*). Personalized feedback, aligning with learner characteristics and goals *(University of North Texas, 2022*), can be significantly enhanced by the insights from a TAS.

Knowing a student's learning difference informs the feedback approach. Personalized feedback can improve goal setting and reduce procrastination. Referencing student goals can increase motivation, especially for adult learners who need to know what benefits await every lecture (*The University of Wolverhampton, 2024*).

Effective use of TAS requires informed consent and open dialogue with students about their feedback preferences (*The University of Wolverhampton, 2025*). Tutors need training to interpret and utilize TAS information appropriately.

2.6 The Challenges and Ethical Considerations of Using TAS for Feedback

Challenges of using TAS include increased tutor workload and the need for specialized training (*Paris, 2022*). Also, resistance from students or staff might arise from privacy concerns. Feedback should focus on academic development, not solely on disclosed needs.

Ethical considerations are paramount, including maintaining confidentiality and adhering to data protection regulations like GDPR *(The University of Wolverhampton, 2025*). There are also ethical implications related to potential bias or stereotyping, which could lead to tutors having varying standards for students based on their TAS sheets. In these days of AI, algorithmic bias and data privacy could arise if TAS data is utilized (*'(PDF) Could the Use of AI in Higher Education Hinder Students With Disabilities? A Scoping Review', 2025)*.

Successful and ethical implementation requires robust policies, training, and a commitment to ethical practices. The author must underscore that in his opinion, staff training on TAS is often irregular or absent and this poses a major setback.

Category	Specific Challenge/Consideration
Implementation Challenges	Increased workload for tutors
	Need for specialized tutor training.

	Potential resistance from students or staff.
	Ensuring focus on academic development
	Integrating Adaptive Learning Technologies to TAS
Ethical Considerations	Maintaining data confidentiality and security.
	Avoiding bias and stereotyping.
	Ethical implications of AI use.
	Ensuring GDPR compliance.

2.7 Implementing TAS for Inclusive Feedback: Examples from UK Universities

The author found limited recent case studies of TAS implementation for inclusive feedback in UK universities within the last few years. While the University of Wolverhampton defines and uses TAS (*The University of Wolverhampton, 2025*), detailed implementation accounts are not readily available.

Studies at the University of Warwick focused on personal tutoring improvements (*The University of Warwick, 2019*), and a call for case studies on personal tutoring exists (*UKAT, 2020*), but neither specifically details TAS implementation. A project at the University of Surrey focused on embedding study skills (*The University of Surrey, 2021*) but not TAS. Resources from Advanced Higher Education and the UK Department for Education also lack specific TAS case studies within the timeframe.

This suggests that TAS implementation might be institution-specific and not widely documented publicly. Once again, giving credence to the authors opinion that TAS training/materials are largely insufficient.

2.8 The Role of Tech and Digital Tools in Facilitating TAS for Inclusive Feedback

Technology plays a crucial role in managing TAS information and delivering inclusive feedback. Learning Management Systems (LMS) provide secure platforms for storing and accessing TAS data *(Institute for Advanced Medical Education, 2025*), as seen with e:Vision at the University of Wolverhampton. LMS features support diverse feedback formats like text, audio, and video, enhancing accessibility.

AI's potential to analyze TAS data for personalized feedback is also being explored *(University of North Texas (Div of Digital Education), 2024*), but ethical implications must be considered. Digital assessment tools can be integrated with TAS for diverse feedback.

Beyond these, Adaptive Learning Technologies (ALT) could also offer personalized feedback (*Yaseen et al., 2025*). ALTs leverage algorithms and data analytics to personalize the means of learning based on what is required by each student and how they have been doing. These systems can dynamically adjust content, pace, and delivery mode based on real-time feedback from student interactions with the system.

Thus, strategic and ethical integration of these tools, informed by TAS, can significantly enhance feedback inclusiveness.

2.9 Synthesizing Evidence-Based Strategies for Inclusive Feedback via TAS

1. **Establish Clear Institutional Guidelines:** Develop guidelines for TAS creation, storage, access, and responsible use, emphasizing consent and data protection (*The University of Wolverhampton, 2025*).
2. **Provide Comprehensive Tutor Training:** Train staff on understanding and utilizing TAS information for inclusive feedback.
3. **Integrate TAS with Digital Platforms:** Integrate TAS into LMS for easy access during feedback (*The University of Wolverhampton(disability), 2025*).
4. **Adopt a Holistic Approach to Student Diversity:** Encourage tutors to consider broader aspects of diversity beyond disability (Nieminen, 2024b).
5. **Utilize Diverse Feedback Formats:** Offer feedback in various formats catering to needs identified in TAS (*University of Oxford, 2024*).
6. **Foster Student Involvement and Feedback on Feedback:** Allow students to review their TAS and provide feedback on the feedback they receive.
7. **Exercise Caution and Ethics with AI Integration:** Prioritize ethical considerations and human oversight when using AI for TAS-informed feedback (*'(PDF) Could the Use of AI in Higher Education Hinder Students With Disabilities? A Scoping Review', 2025)*.
8. **Continuously Evaluate Effectiveness:** Monitor and evaluate the impact of TAS on inclusive feedback practices (Inclusive HE, 2022).

2.10 Conclusion: Key Recommendations for Inclusive Feedback with TAS

The author firmly believes that TAS is a valuable tool for inclusive feedback by informing the tailoring of feedback to individual needs. Key recommendations include establishing clear guidelines, providing tutor training, integrating TAS with digital platforms, adopting a holistic

view of diversity, using diverse feedback formats, involving students, exercising caution with AI, and continuously evaluating effectiveness.

Further research could explore the impact of TAS-informed feedback on student outcomes and effective tutor training methods. If done thoughtfully, the implementation of TAS can lead to more equitable and supportive learning environments.

Chapter Three: Critical Evaluation

Now that we have a fair understanding of the Tutor Awareness Sheet (TAS) including its definition, principles, ethical considerations and challenges, we shall explore a real-life case study in this chapter. The author shall critically evaluate how TAS can be an effective tool for enhancing inclusive assessments and feedback.

This chapter is based upon the author's experiences from supporting students on TAS in module **5CS024 (Collaborative Development)**. "Collab Dev" as it's fondly called is an interesting, hands-on and engaging module built around teamwork. In this module students are encouraged to form functional units called groups. Within these groups students may assume one or more roles from the following, as they work together to build a working software, or artefact:

- Project Manager
- Software Developer
- Database Analyst
- Security Consultant
- Embedded Developer
- Business Analyst

The class has 223 students and 5 teaching staff. As the module leader, I am responsible for delivering the hourly weekly lecture at MC001, while the other staff support students during the 3-hour long workshop that follows immediately.

As you can imagine, the very size of the class could be an administrative nightmare, if not managed right. Add that to the fact that it requires 12 teaching weeks, and this year, fourteen (14) students are on TAS with varying degrees of further support requirements.

In the subsections below, I shall elaborate on how inclusive assessments and feedback practices were enhanced, based on findings from one of the fourteen TAS cases mentioned.

3.1: Using TAS to support and guide learners with feedback (**A4**)

Let us name this student: **Student1**. I have also attached a snapshot of their TAS sheet, which has been anonymized and made gender-neutral to further protect their identity.

Student1:

The TAS sheet indicates Student1 has Autistic Disorder. Student1 TAS sheet is quite detailed and in the author's opinion hardly can anyone support this student without a solid understanding of the students' preferences, including an explicit avoidance of the trigger word "Roar" in all spoken or written communication with the student. This word, if spoken or written, can trigger the activation of their ADHD/Aspergers and possible meltdown.

In supporting this student, the first thing the author did was to check all course materials and external links to ensure the trigger word was not included. The author also went through all the TAS sheets for declared students to ensure that neither by omission nor commission was any student facing some discomfort from the module materials.

After the first lecture, during which all students were introduced to the group-based collaborative learning structure of the module, Student1 had some concerns and reached out to the author via their university Disability and Inclusion Advisor.

The Advisor sent an email which said the student had some concerns and was thinking about dropping the module. In response, the author asked the Advisor if the student was willing to talk about this first, via a Teams meeting, to which they consented.

Before the meeting, the author ensured he had a good understanding of the challenges and support required for Student1, as well as their overall grades/academic performance, which was excellent to be honest.

During the meeting, Student1 presented the following concerns:

- They were not comfortable working in a group
- The module seemed vested in AI pair programming
- They were not comfortable with face-to-face communication

In response, the author/tutor provided the following feedback, which included reasonable adjustments to support the student based on their TAS:

- The option of group membership instead of seeking one by themself.
- The option to work remotely as part of a group to reduce the pressure of face-to-face communication,
- The subject of AI pair-programming for general knowledge, not core focus

The student agreed to all options and was successfully included in the module. The author arranged for Student1 to work remotely with a group, as requested. This support, tailored to their TAS, enabled their inclusion and participation.

3.2 Promoting engagement and equitable outcomes for diverse learners (**V2**).

To promote engagement and equitable outcomes, the author leveraged technology. With respect to Student1's preference for limited face-to-face interaction, the author signed all team members of the group to Basecamp, a collaborative development platform for teamwork. This greatly improved Student1's engagement as they felt empowered to air their views, suggest future work and contribute to group discussions without the pressures of face-to-face interactions.

In addition, the author/tutor taught the students how to build software using version-control systems like GitHub. Version-control is the epicenter of collaborative software development. It provides each student with equal access to the group's main repository, thereby enhancing engagement and promoting equitable outcomes for diverse learners. The module lectures were also recorded with Panopto, which automatically created subtitles and transcripts for diverse learners.

In no time, Student1 was so well engaged with the group that when the Project Manager became ill, the group members naturally suggested that Student1 stepped in for the time being. This was quite manageable at first, but after a few weeks Student1 began to feel the pressure of group leadership, therefore the author suggested they should focus on their software role, and let someone else manage the Project Manager role, see fig 4 below:

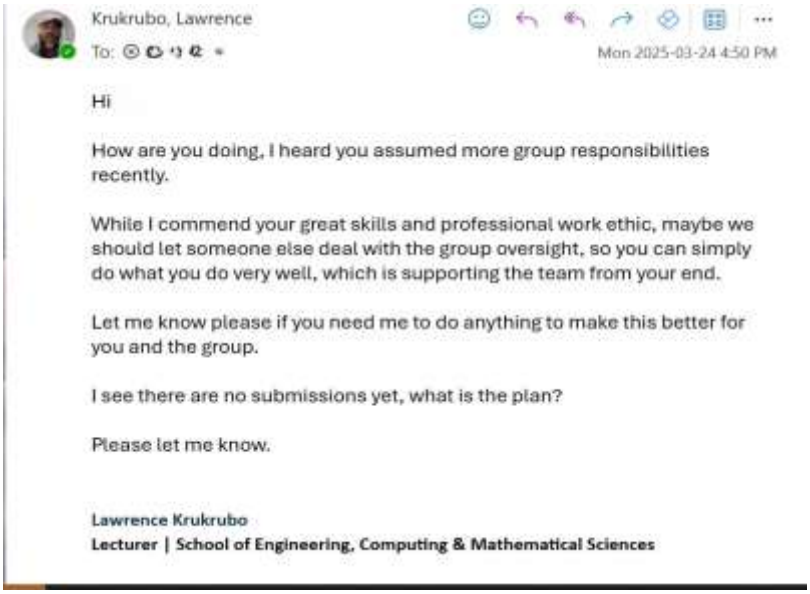


Figure 4: On PM role...

As mentioned in chapter one, the author favors suggestive and epistemic feedback because these tend to inspire students to critically examine their choices whilst weighing helpful solutions.

Student1 was given the tools to evaluate their position, and they made the right choice to step away from group leadership when it became stressful, focusing more on their Software Developer duties instead.

In hindsight, the author believes that Student1 felt duly supported and respected both within their group and by the tutor, this display of inclusivity empowered them to assume more responsibilities, without fear or burden.

3.3 How TAS-informed assessment practices respect diverse learners (**V1**)

Inclusive assessment and feedback practices go hand in hand. It's hard to effectively have one without the other. In this section, we shall consider how TAS-informed assessment practices respect diverse learners using Student1 as our case study.

As mentioned earlier, their TAS sheet is attached to the appendix. This detailed document highlights the adjustments and support Student1 should have, including rest breaks and avoiding loud noises. It also states that the student should not be asked to read aloud in class, except previously discussed and agreed. It mentions a gentle introduction to group work and the opportunity to work alone where possible.

It is important to reiterate that respecting diverse learners may include reasonable adjustments and multiple assessment formats for learners to choose from, but these should be done in tandem with the learning objectives.

The TAS sheet states and I quote "The University of Wolverhampton acknowledges and will comply with its duty to make reasonable adjustments for its disabled students. However, academic standards should not be compromised. If any of the above recommendations appear to compromise the core learning outcomes of a course, please contact the disability adviser to discuss alternative study support strategies."

The module assessment has 3 parts, these are:

1. Group Demonstration Video - 40%
2. Role-based Evidence - 40%
3. Individual Contribution Report - 20%

The group demonstration video required all participants to appear in the video and talk about how they built the working prototype. For this task, Student1 was given the option not to appear in the video, if they preferred. The student was rather asked to write about their contribution and submit it on Canvas.

The other tasks required individual effort; therefore, Student1 needed no adjustments.

Thus, the author ensured that in administering TAS-informed assessment practices in respect of diverse learners, academic standards were not compromised. Rather, students were inclusively supported via reasonable module adjustments.

Chapter Four: Conclusion

This case study has demonstrated the efficacy of TAS-informed practices in enhancing inclusive assessment and feedback within Higher Education, specifically within the 5CS024 module.

Reflecting on the case of Student1, it is evident that TAS-informed practices necessitate a re-evaluation of traditional teaching methodologies. The adjustments made, such as offering flexible group participation and remote collaboration options, highlight a shift towards more individualized and adaptable teaching approaches. This adaptation fosters a learning environment that is more responsive to the diverse needs of students, ultimately promoting greater engagement and facilitating equitable outcomes (**K3**).

Furthermore, the integration of technology, including Basecamp, GitHub, and Panopto, underscores the impact of TAS on learning environments. These tools not only facilitated collaboration and engagement but also provided diverse means of access and participation, aligning with the principles of inclusive design (**A2**).

In terms of what might be done differently, a more systematic approach to integrating TAS insights into curriculum design could further enhance inclusivity. Using constructive alignment as a framework, the alignment of intended learning outcomes, teaching methods, and assessment tasks is crucial. This alignment ensures that inclusive assessment practices are integral to curriculum design, providing all learners with equitable opportunities to achieve their academic potential.

In conclusion, the case study strongly suggests that TAS-informed practices constructively align with the principles of effective teaching and learning. By aligning intended learning outcomes, teaching methods, and assessment tasks to accommodate individual needs, these practices create a cohesive and supportive educational experience. This alignment enables all learners, irrespective of their unique challenges, to participate fully and achieve their academic potential.

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