

Inclusive Marking Policy Relaunch



What is the inclusive marking policy?

The inclusive marking policy aims to employ an inclusive, transparent approach to marking, whilst maintaining standards of academic rigor. Inclusivity and transparency should be considered for all forms of assessment. Work should be marked for content only in all instances, unless technical English language accuracy in writing is a required learning objective. In instances where technical English language accuracy is required, this should be made explicit to students.

When is it necessary to include technical English language accuracy in writing as a learning objective?

In most instances, the learning outcomes can successfully be met without this, as long as the ideas and knowledge were communicated effectively in writing.

Instances where it is necessary to include technical English language accuracy in writing as a learning objective include:

- When the requirement for technical English language accuracy is indicated within the Quality Assurance Agency subject benchmark.
- When technical English language accuracy in writing is required by field professional standards regulatory bodies.

Who should make the decision about including/excluding technical English language accuracy as a learning objective for a given assessment?

It is important that the decision to include/exclude technical English language accuracy as a learning objective is made by an appropriate group of people to ensure the decision is appropriate, fair, and transparent.

Module leads have great insight into the learning objectives and assessment design. In the first instance, module leads should review the module learning objectives against the assessment criteria and identify where technical English language accuracy inclusions/exclusions apply. Initial decisions should then be discussed with a wider group (e.g. programme leads, assessment leads) to seek consensus with colleagues.

Where technical English language accuracy in writing is agreed as a learning objective, how should this be communicated to students?

- 1) Year/Programme Meetings
- 2) Module Handbooks
- 3) Learning objectives
- 4) Assessment Criteria and Instructions