**Student Wellbeing Services**

Disability Service

**Student Coursework Coversheet**

Student is responsible for attaching/submitting this coversheet to coursework

**Student ID:**

**Course/Module for which coversheet is submitted:**

(To be completed by student on submission)

By submitting this coursework coversheet, this student has requested that the academic marker of this work takes into consideration the marking guidelines for students with Specific Learning Disabilities (SpLDs) when marking this work, where appropriate (i.e. for issues outside of defined competence standards). The Inclusive Learning and Support Plan for this student confirms their eligibility to submit this coursework coversheet.

If you have any further questions about this student’s needs, please either discuss your concerns with the student, who should be able to answer most questions, or contact the Disability Service (x92111 or email: [disability@lancaster.ac.uk](mailto:disability@lancaster.ac.uk)). For further guidance on teaching students with SpLDs, please see our website: <http://www.lancaster.ac.uk/current-staff/disability/inclusive-teaching/information-for-teaching-staff/assessment/marking-for-students-with-spld/>.

**Marking guidelines for students with SpLDs**

* Mark work primarily for content, ideas and critical thinking without penalising for weaknesses of expression, spelling and grammatical errors unless the latter are defined as competence standards; the work itself must be effective and fulfil the assessment criteria that have been set within academic standards.
* To maintain academic standards, weaknesses of expression, spelling and grammatical errors should not be disregarded where written expression which is so poor that coherence and intelligibility are an issue.
* Any work that cannot be marked without penalising for specific weaknesses of expression, spelling or grammatical errors (e.g. externally accredited programme or programmes with ‘fitness to practice’ considerations) should implement these guidelines only as and when appropriate.
* Students should be aware of the focus of marking. If work is marked for content and ideas alone please make this clear to prevent any misunderstandings with respect to weaknesses of expression, spelling or grammatical errors.
* Do not penalise poor handwriting.
* Be sensitive toward individuals and their work. Constructive criticism that is sympathetic to the students’ difficulties can help individuals to progress.
* Clear explanations of what is expected in student’s work, how their work compares with these expectations and how it can be changed to match expectations will be most helpful.
* The use of examples to show how to achieve expectations will be helpful.
* Be aware that the use of short sentences, repeated sentence construction or simple words and terminology does not necessarily indicate poor understanding or unsophisticated concept development but may reflect difficulties with word retrieval and sentence construction characteristic of people with dyslexia.