Inclusive marking and group work

Engaging in group work can be a source of anxiety for some disabled students as they may be reluctant to reveal areas of weakness in literacy to other group members, and they may be concerned about their way of working affecting the overall outcome. For this reason, an inclusive approach should be taken when setting and facilitating all student group assessments. There are a number of things that module tutors can do to mitigate against disadvantage and ensure that all participants are assessed fairly.

* Ensure students are clear about how marks will be allocated, breaking down the mark scheme for collective and individual contributions. Some students may have particular strengths in collaboration and lateral thinking, so having a good understanding of where marks are allocated will help them to see where their strengths may be utilised.
* Ensure that the task design does not put any minority groups or individuals at a disadvantage, unless there is a justifiable reason why certain competencies need to be demonstrated as part of the task e.g if the group are being asked to produce a public facing document.  It would be easier to assume that a group may include a student whose disability impacts on their written work and therefore their needs should be considered at the design stage without students having to disclose this personal information to peers wherever possible.
* Where technical accuracy in written expression is not a learning outcome or core competency for the task, allocate marks for the effective communication of ideas. For example, if there is an apparent mismatch between the individual written contributions to a group task, but the general intention and ideas are clear, marks should not be deducted.
* Where technical accuracy in written expression is a required learning outcome or core competency, make it clear that this can be achieved as a group. Groups should be advised to identify their strengths and allocate roles or tasks accordingly, for example, by designating a proof reader from within the group to consolidate the group effort. Tutors should outline this inclusive approach to managing group work from the outset.
* More good practice guidance on [Inclusive Group Work can be found on the Inclusive Teaching Website](https://inclusiveteaching.leeds.ac.uk/resources/teaching-inclusively/small-group-teaching/)
* Your [Faculty Disability Coordinator in Disability Services](https://students.leeds.ac.uk/info/1000032/support_for_disabled_students/1197/disability_advisory_team)may also be able to advise.

Further Information and Useful Contacts

[Inclusive Teaching website](https://inclusiveteaching.leeds.ac.uk/embedding-inclusivity/inclusive-baseline-standards/)

[School Academic Leads for Inclusive Practice](https://inclusiveteaching.leeds.ac.uk/embedding-inclusivity/our-academic-leads/) (SALIPs)

[School Disability Contacts](https://ses.leeds.ac.uk/info/21810/disabled_students/838/disability_contacts_in_schools)

[Faculty Disability Coordinator](https://students.leeds.ac.uk/info/1000032/support_for_disabled_students/1197/disability_advisory_team)

[Skills@library](https://library.leeds.ac.uk/info/1401/academic_skills)

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