

Inclusive module participation assessment in English & Creative Writing at Exeter

What has changed and why?

- Module participation assessment has been significantly revised in English and Creative Writing for the 24-25 academic year onwards.
- The new approach, informed by the core principles of universal design for learning, aims to increase the inclusivity of this form of assessment for neurodivergent students, working students, and students with caring responsibilities, who may be less able to attend seminars. Seminars are central to teaching and learning in this discipline.

What are the key changes to module participation assessment?

- Students who are unable to attend will now be offered an **asynchronous route to seminar engagement**, which will be valued equally with synchronous participation.
- Assessment criteria for MP now list an **expanded range of actions** students can take to demonstrate engagement.
- "Attendance Citizenship" will be assessed at 30%; students will need to communicate well with tutors around absences.
- In the light of the increased opportunities for engagement on offer, the new system does not allow students to exclude their module participation marks on the basis of an ILP (as previously). This burdensome practice becomes unnecessary when options are available for all students to engage.
- Our hope is that increasing options for module engagement will **enable and encourage increased participation for all students**, including the specific groups mentioned above.



Scan the QR code to see our new marking criteria and classifications for module participation

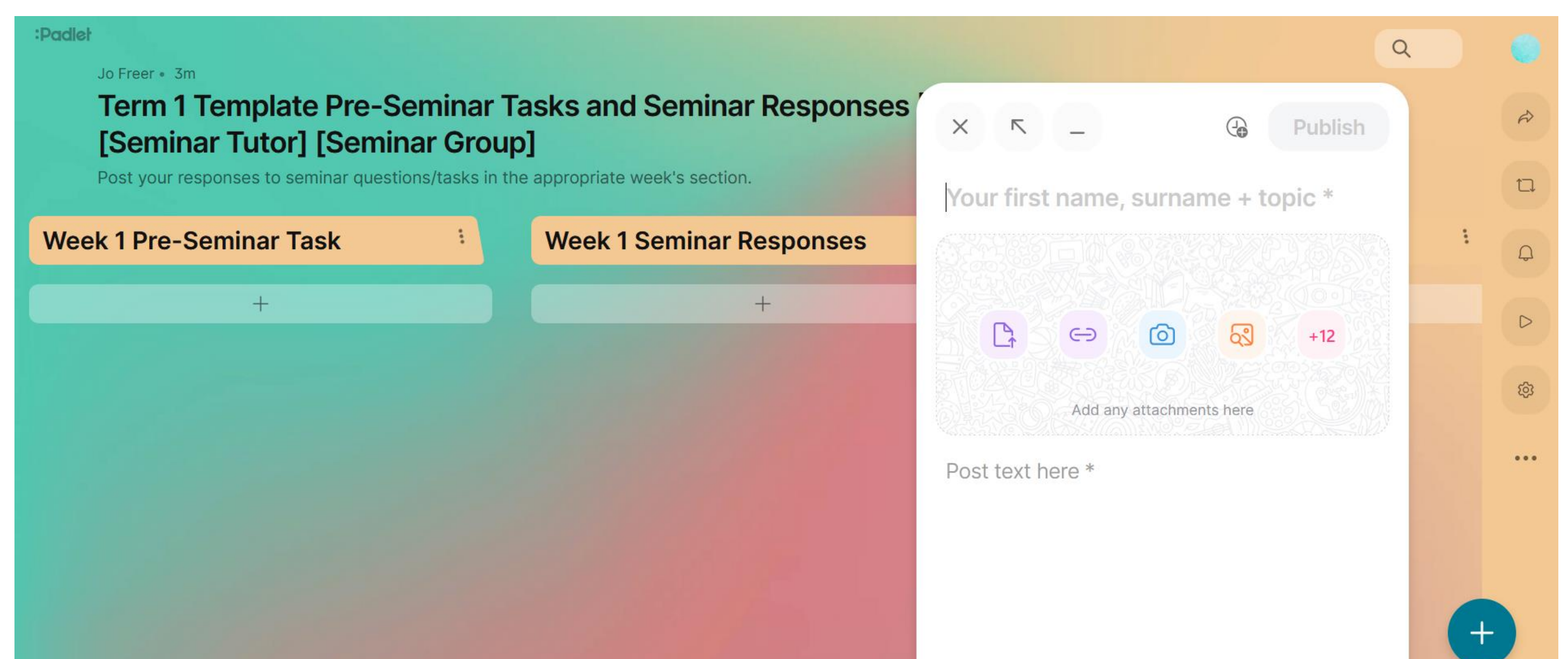
Who/what has informed the new approach?

The approach was informed by

- staff feedback gathered at department meetings
- discussions with academic colleagues with specific expertise in neurodiversity
- professional services staff
- the AccessAbility team
- students via the SSLC
- Universal Design for Learning principles (see e.g. <https://www.cast.org/impact/universal-design-for-learning-udl>)

Who will this change impact?

This change will impact all first- and second-year students taking modules in the department of English and Creative Writing, as well as those third-year and MA students whose modules optionally assess module participation. Module participation is usually worth 10% of a student's mark.



How is the transition being supported?

- Detailed guidance is being provided to staff and students in advance of the new term to support the transition.
- The **image below** will appear on all relevant module ELE2 sites, drawing students' attention to the change.
- For consistency, staff are strongly encouraged to use **Padlet** as the platform for asynchronous seminar responses. Standard **templates** have been provided (see above).
- Within and across modules, the location of the Padlet and instructions given on ELE2 will be standardised.

We have changed how we assess Module Participation

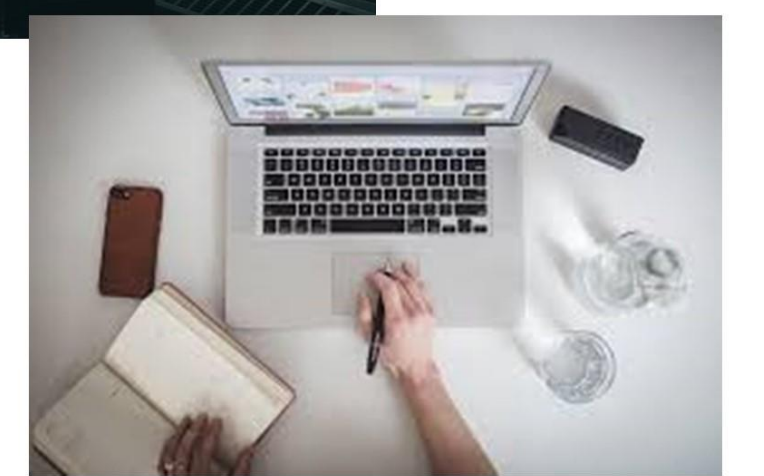
Why? To make the system **more inclusive**.

The key changes are that you can now:

- Show participation through what you do outside the seminar setting as well as in it.
- Demonstrate engagement in a variety of ways, playing to your individual strengths
- Communicate regularly with your seminar tutor for a good attendance citizenship mark (worth 30% of your participation grade)

Please note:

- Participation grades can no longer be excluded with an ILP; you will be **enabled** to engage.



For more information, see the [2024-25 module participation criteria and grade classifications here](#).



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Continuous feedback on the new approach will be sought from staff and students across the academic year to inform any future amendments.

Please send comments/enquiries to Dr Jo Freer at the email address below.



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