If you have a diagnosis of a specific learning difficulty, such as dyslexia, the Individual Learning Plan (ILP) that is drawn up with you in a meeting with AccessAbility may include a requirement that your department apply marking guidelines when marking your work. This acknowledges the difficulties that you may experience when writing an assignment.

Areas of weakness in your work might include spelling, grammar, sentence structure, punctuation and the use of vocabulary.  When applying the marking guidelines, the person marking your work will take these factors into consideration and not penalise you unduly.

The marker’s emphasis will be on assessing your ideas, knowledge and understanding of the topic and providing you with constructive feedback regarding errors, enabling you to further develop your writing skills.

Error analysis marking encourages you to find and correct errors identified by a tutor through a coded mark in the margin e.g.**Sp**- spelling, **G**-grammar, **SS**- sentence structure, **P**- punctuation, **V**- vocabulary, **O**- word omission, **R**- repetition, **T**- tense.

Unfortunately, it is not possible to apply these guidelines to certain subject areas (e.g. languages), where competency with grammar, spelling and written expression may be explicitly assessed. There may also be professional considerations in some disciplines, such as Law, Medicine and allied subjects, where accrediting bodies external to the institution have expectations as to the standards and formats of written expression.

If you are unsure whether your work has been marked taking into consideration the marking guidelines, please discuss with your college, in the first instance.

**Exams**

**Note**: Please be aware that your college office will contact you to request that you pick up a number of stickers for you to attach to your exams scripts, if you wish the marking guidelines to be taken into consideration during the marking of your exams.