

THE UNIVERSITY OF SHEFFIELD  
ACADEMIC SERVICES  
LEARNING AND TEACHING SERVICES

**Guidance on the Sticker System**

**1. The Sticker System**

Students with specific learning difficulties (SpLDs), for example, dyslexia, as well as hearing impaired/deaf students or those with Asperger's Syndrome, will be given the option of affixing a sticker to any assessed work.

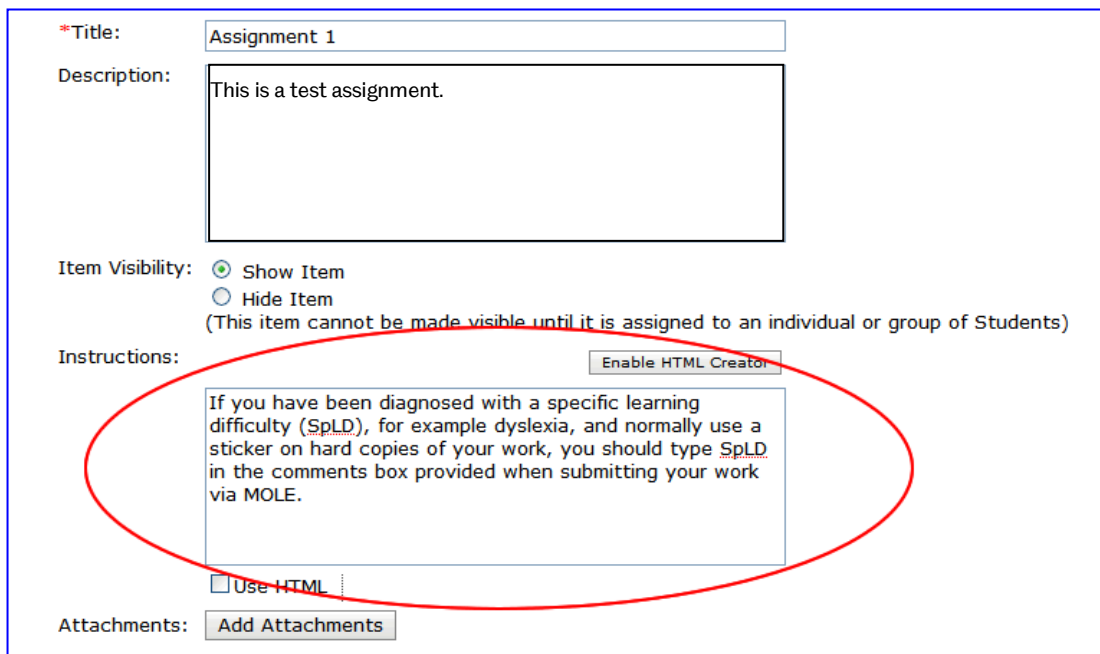
**To note:** The stickers are **not** intended to influence the assessment or marking of a piece of work.

**To note:** The aim of the sticker system is to raise staff awareness about the occurrence of dyslexia and other specific learning difficulties in the student cohort and to provide a link to the accessible assessment guidance **Staff can then adapt any formative feedback as appropriate.**

**1.1 Electronic Stickers / MOLE**

For work that is submitted electronically via MOLE, students should be advised as follows:

The tutor should set up the assignment with an instruction to students with specific learning difficulties



The screenshot shows a form for setting up an assignment in MOLE. The fields are as follows:

- \*Title:** Assignment 1
- Description:** This is a test assignment.
- Item Visibility:**  Show Item,  Hide Item. (This item cannot be made visible until it is assigned to an individual or group of Students)
- Instructions:** A text box containing the text: "If you have been diagnosed with a specific learning difficulty (SpLD), for example dyslexia, and normally use a sticker on hard copies of your work, you should type SpLD in the comments box provided when submitting your work via MOLE." This text box is circled in red. Above it is a button labeled "Enable HTML Creator".
- Attachments:** Add Attachments

Then when the student submits the assignment they get this screen.  
They can use the comments box to indicate their 'sticker'.

**Edit Submission: Assignment 1 (Attempt 1)**

Due Date: 17 July 2009 12:00  
Type: Work individually  
Status: In Progress (Attempt 1)

**Instructions:**  
If you have been diagnosed with a specific learning difficulty (SpLD), for example dyslexia, and normally use a sticker on hard copies of your work, you should type SpLD in the comments box provided when submitting your work via MOLE.

Attachments:

**Submission:**  
Enable HTML Creator

Use HTML

Add Attachments

**Add Comment:**  
SpLD

Submit Cancel Save as Draft

See below for the 'flag' for the tutor.

**Assignment Submission: Assignment 1**

Due Date: 17 July 2009 12:00  
Type: Work individually  
Status: Submitted on 03 July 2009 14:20 (Attempt #1)

**Instructions:**  
If you have been diagnosed with a specific learning difficulty (SpLD), for example dyslexia, and normally use a sticker on hard copies of your work, you should type SpLD in the comments box provided when submitting your work via MOLE.

**Submission:**  
Attachments: None

**Most Recent Comment:**  
Author: SpLD  
Date: 03 July 2009 14:20  
View Previous Comments

**Grader/Reviewer Comments:**  
Add Attachments

**\*Save Options:**  
 Return to Student for further editing  
 Save for further review and editing  
 Mark as completed and return to Student

Save Cancel  
\* Required field

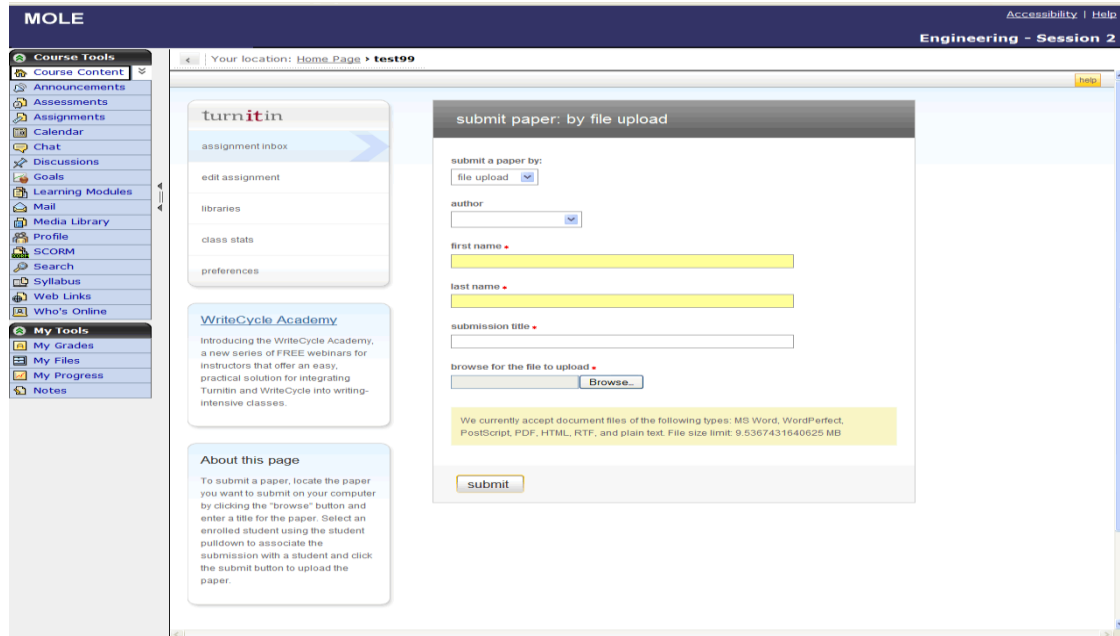
Students should be advised that any abuse of the electronic sticker system will be viewed as a disciplinary matter by departments.

Where a department has concerns about the validity of an electronic sticker, they should contact the Disability and Dyslexia Support Service (DDSS) in the first instance. In the majority of cases, the DDSS will be able to advise departments about the validity of any sticker (although this would be subject to whether or not a student has given permission for full disclosure to be made).

## 1.2 Electronic Stickers / Turnitin

For work that is submitted electronically to Turnitin, students should be advised as follows to add 'SpLD' after the last name.

e.g/ SMITH 'SpLD'



## 2. Providing feedback to students with specific learning difficulties

Feedback plays a vital role in student learning. The sticker system has been introduced to encourage the provision of targeted, effective and sensitive feedback to students with specific learning difficulties.

### 2.1 Tips for providing accessible feedback to students with specific learning difficulties:

- Provide assessment criteria to students prior to their completion of the assessment task, so the criteria act as a 'feed-forward' mechanism to assist students in organising and focussing their work
- Provide typed rather than hand-written feedback
- Check the format of the feedback and consider whether it poses any difficulties for students, e.g. in terms of layout, type and size of font. Guidance on and examples of accessible feedback proformas are available at [http://www.shu.ac.uk/services/lti/accessibleassessments/content/section\\_4/4.0.html](http://www.shu.ac.uk/services/lti/accessibleassessments/content/section_4/4.0.html)
- When providing feedback on errors or weaknesses in students' work which have been flagged on the checklist as areas of specific difficulty, contextualise comments by providing examples of errors from students' work and provide a model alternative
- Give students the opportunity to discuss feedback and clarify any issues they are unsure of with the tutor in a private space

### 3. Good practice in providing feedback

University guidance on providing feedback is available at [http://www.lets.dept.shef.ac.uk/flats/guidance\\_feedback\\_students.pdf](http://www.lets.dept.shef.ac.uk/flats/guidance_feedback_students.pdf)

Some key features of good feedback are summarised below.

#### **'Good' practice features:**

##### **Before assessment task is carried out:**

- Content areas of the task are clearly outlined when the task is set
- Assessment criteria are provided to students when the task is set
- Students are given sample writing on a similar task to assess and give their own feedback
- Students give feedback on a sample of each others' writing

##### **During task:**

- Students are given opportunities on a set number of occasions to consult their tutor to make sure that they are on the right lines in preparation of the coursework task

##### **When task was marked:**

- the feedback sheet focused on content, gave grades on the outlined areas, and added an overall grade
- specific, printed comments on the student's work included:
  - a first comment that pointed out positive aspects of the student's work
  - a subsequent comment that made suggestions about weaker areas
  - and general comments on the submission as a whole.

### 4. Useful links

University guidance on teaching students with dyslexia  
[www.shef.ac.uk/disability/support/spld.html](http://www.shef.ac.uk/disability/support/spld.html)

University guidance on alternative examination arrangements  
[www.shef.ac.uk/disability/exams](http://www.shef.ac.uk/disability/exams)

Sheffield Hallam University Accessible Assessments website  
[www.shu.ac.uk/services/lti/accessibleassessments](http://www.shu.ac.uk/services/lti/accessibleassessments)

The Open University (2006) *Making Your Teaching Inclusive*  
[www.open.ac.uk/inclusiveteaching](http://www.open.ac.uk/inclusiveteaching)

Phil Race website on learning, teaching and assessment  
[www.phil-race.com](http://www.phil-race.com)

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