

Reviewing Assessment Briefs and Written Materials

ELC have provided the following quick pointers about ensuring our assessment briefs are as accessible linguistically as we can make them for all our students. In your current forthcoming assessments and circulated written materials, please consider and review your language and structure with these tips in mind.

Making assessment briefs accessible to international students: [guidance for writing and reviewing briefs](#).

Language	Use plain language, avoid very long complex sentences Avoid unnecessary opaque wording – e.g. pagination → page numbers. Avoid figurative language (idioms, sayings) and colloquialisms – your students might not be familiar with those
Message	Be explicit, what do you want your students to do? Set out the requirements clearly
Content	Outline the task Say what you want to see – both in content (what needs to be discussed) and in format Foreground instruction verbs and phrases – for example by starting a sentence with them Suggest a structure if possible (especially if you expect a certain structure, use of subheadings etc.)
Layout	Avoid dense paragraphs (overly long paragraphs, single-spaced) Use sub-sections and/or bullet points – it helps students identify important information visually Underline or put in bold the key instruction words Present submission deadline and format requirements clearly
Format	Think about format requirements When copying formatting instructions from previous briefs, use only relevant / up to date ones (e.g. ‘one-sided’ is defunct now as students don’t print out their work anymore) Be explicit
Plagiarism warning	Emphasise the importance of academic integrity and why we follow it Explain your expectations Don’t focus solely on punishment for possible plagiarism