

Assignment Feedback Sheet FORM AP4 - GUIDANCE

This template can be used in its current format or adapted for use by Access to HE providers. Provider logos may be added to the header but the One Awards and QAA Access logos should be retained

Student name	<i>Name in full</i>
Assessor's name	<i>Name in full</i>
Unit title	<i>Both title and code of unit</i>
Assignment title and number	<i>Both title and number of assignment</i>
Date	<i>Date feedback written</i>

Assessment criteria, one per line e.g. 1.1, 1.2 etc.	Achievement on first submission Y/N	Achievement on resubmission Y/N	Achievement on referral Y/N
<i>e.g. 1.1</i>	<i>e.g. Y</i>	<i>e.g. N/A</i>	<i>e.g. N/A</i>
<i>e.g. 1.2</i>	<i>e.g. Y</i>	<i>e.g. N/A</i>	<i>e.g. N/A</i>
<i>e.g. 1.3</i>	<i>e.g. Y</i>	<i>e.g. N/A</i>	<i>e.g. N/A</i>
OR			
<i>e.g. 1.1</i>	<i>e.g. Y</i>	<i>e.g. N/A</i>	<i>e.g. N/A</i>
<i>e.g. 1.2</i>	<i>e.g. N</i>	<i>e.g. Y</i>	<i>e.g. N/A</i>
<i>e.g. 1.3</i>	<i>e.g. N</i>	<i>e.g. Y</i>	<i>e.g. N/A</i>
OR			
<i>e.g. 1.1</i>	<i>e.g. Y</i>	<i>e.g. N/A</i>	<i>e.g. N/A</i>
<i>e.g. 1.2</i>	<i>e.g. N</i>	<i>e.g. Y</i>	<i>e.g. N/A</i>
<i>e.g. 1.3</i>	<i>e.g. N</i>	<i>e.g. N</i>	<i>e.g. Y</i>

Grade descriptors - only one grade descriptor and its components per line (e.g. GD7 a and b)	Grade indicators (awarded only after all the assessment criteria in the assignment have been achieved).
<i>e.g. GD7 a and b</i>	<i>e.g. Pass</i>
<i>e.g. GD1 a and c</i>	<i>e.g. Merit</i>
OR	
<i>e.g. GD7 a and b</i>	<i>e.g. Merit (achievement following resubmission, assignment now eligible for grading)</i>
<i>e.g. GD1 a and c</i>	<i>e.g. Distinction (achievement following resubmission, assignment now eligible for grading)</i>
OR	
<i>e.g. GD7 a and b</i>	<i>e.g. Pass (capped on achievement of AC at referral)</i>
<i>e.g. GD1 a and c</i>	<i>e.g. Pass (capped on achievement of AC at referral)</i>

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Assessor's feedback on performance against assessment criteria

This section must ONLY refer to the performance of the student against the assessment criteria. No feedback should be included on the performance against the grading criteria.

Avoid making general comments e.g. this is a very good effort or all of the assessment criteria have been met. Do make comments which are in the context of the topic and the assessment criteria e.g. you have thoroughly evaluated the theories of XXX and related them to the scenario given in the assignment brief.

Feedback should be positive, focussed and supportive. Indicate what students have done well and compliment them.

Also comment on the process. Is there evidence that the student has researched thoroughly and obtained relevant information? Has the information collected been used in the right way?

Identify areas which have not been well done and where there are deficiencies. Be specific so the student is absolutely clear what areas could have been done better and what they could have done to improve them.

Resubmission required Yes/No *Be very clear as to whether a resubmission is required or not. **NB if a resubmission is required, no grade indicators will be awarded at this stage.***

Instructions on the nature of the evidence required from the student in the resubmitted work.

The instructions can be in the form of action points.

They should be related to the relevant assessment criteria.

They are restricted to clarifying guidance already given to all students on the achievement of the assessment criteria.

No instructions should be given on achievement of merit and distinction grades.

In the resubmission, students should only address these points. Evidence for assessment criteria already achieved and indicated as such on the first page of this form, cannot be modified.

Hand in date: *This should be clearly stated and should comply with the resubmission policy for the diploma.*

Assessor's feedback on resubmission

The original version of the assignment and this feedback sheet must accompany the resubmission.

At this stage you should make an assessment judgement on the resubmitted work and the assessment criteria to which it relates.

Feedback in this section should be restricted to comments on the resubmitted work only and in relation to the evidence provided for the assessment criteria.

See section above entitled "Assessor's feedback on performance against assessment criteria" for guidance.

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Referral request required Y/N *Clearly indicate whether or not a referral request is required.*

*PLEASE NOTE: The decision to apply for a referral must be made by the assessor and internal moderator and an application made to the One Awards Lead Moderator, explaining the reasons for the request. Further guidance can be found in the Access to HE Provider Handbook. **A referral for a second resubmission is not an automatic right for students.***

Feedback on grading judgements for each grade descriptor (when all assessment criteria have been achieved)

Feedback should be itemised to each grade descriptor in turn

Wording should be consistent with the components of the QAA grade descriptors, which should also have been used on the assignment brief.

The wording should be consistent with the grade awarded. The quality of an assignment should not be described as being “excellent” and then awarded a Merit. Parts of an assignment may be excellent, in which case say so, but overall it may be a Merit.

It should be clear in the feedback why a student has achieved a particular grade. Equally it should be clear why they have not been awarded a higher one.

Even when a Distinction grade is awarded the student deserves feedback as to what it was that they did so well to achieve this grade. This feedback helps to confirm in the student’s mind exactly what it was that they did well. It is part of a learning process in which the student becomes more competent and confident in making sound judgements in assessment.

Suggestions for improvement in future assignments

Guidance can be given as to how the student could improve their performance in future assignments.

The suggestions can cover achievement of the assessment criteria or grade. They may include study skills e.g. note taking, essay writing, referencing, or they may be related to the subject e.g. breadth and depth of knowledge or understanding of the subject.

An improvement in these areas would be expected in subsequent assignments.