

A Guide to the Access to HE feedback

All the information you'll need regarding providing appropriate feedback on learner work can be found online in the QAA Grading Scheme handbook C

QAA Grading Scheme Handbook Section C
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http://www.accesstohe.ac.uk/AboutUs/Publications/Pages/Grading-scheme-C.aspx

Here's what you need to know:

1. Feedback on successful and unsuccessful learner work

When assessing learner work, tutors must first establish that the work submitted has achieved all the learning outcomes - i.e. that all the Assessment Criteria (ACs) that were specified for the assignment have been met. If these have been achieved, the assignment is regarded as a successful submission. Feedback refers to an allocated level and grade where appropriate.

An unsuccessful submission (with incorrect, incomplete or missing elements) is not eligible for grading and the work must be returned to the learner. Feedback should be restricted to identifying which elements are to be resubmitted.

Please note: Tutors may only use numerical marking in the circumstances permitted by the numerical marking regulations. The use of numerical marking must be planned for and included in the unit assessment plan and assignment brief.

2. Tutors must provide feedback about graded performance

Feedback must match the learning outcomes, grade descriptors and components within the assignment.

Tutors must use the language which reflects the grade descriptor requirements to demonstrate how the grade standard has been established. Tutors may judge in some instances that additional comment might be helpful for the learner. Any comments should remain consistent with the standard of the chosen grade descriptors, and should not refer to aspects of performance beyond the learning outcomes or grade descriptors covered by the assignment.

Where more than one assignment is used to assess a unit, tutors should provide feedback for the individual assignments so that learners can improve their performance in identifying strengths and weaknesses in specific areas.

3. Feedback on work which has not met all of the elements of the learning outcomes must only confirm which aspect of a learning outcome has not been achieved

There must be no feedback related to an allocated level or grading for any of the outcomes covered by an assessment which has missing or incomplete elements.

4. It is not permitted to provide feedback which provides specific information about how to modify work already in progress or change performance in order to achieve particular learning outcomes or match requirements of grade descriptors

Whatever the credit value of the unit, duration of delivery, subject or method of assessment, tutors must not provide feedback during the development of learner work (or on draft work) which is so detailed that it becomes, in effect, coaching.

Contact details

If you wish to discuss any aspect of this policy and/or have a related query please contact the support team by:

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