# Assignment Brief Checklist

|  |  |  |
| --- | --- | --- |
| **Check List** | | **Completed** |
| 1 | Accurate diploma and unit details shown | Choose an item. |
| 2 | Hand out date clearly identified | Choose an item. |
| 3 | Submission date clearly identified | Choose an item. |
| 4 | Targeted learning outcomes accurately listed | Choose an item. |
| 5 | Targeted assessment criteria accurately listed | Choose an item. |
| 6 | Tasks are mapped against the relevant assessment criteria | Choose an item. |
| 7 | Assessment methods and volumes are clearly listed and align with the rules of combination in the diploma specification (\* see point 8) | Choose an item. |
| 8 | \*Alternative assessment methods identified via Microsoft Form. Requested changes submitted to Access to HE team and approved by A2HE Quality manager.  (only where changes are required. | Choose an item. |
| 9 | Tasks are appropriate and enable the targeted criteria to be met in full | Choose an item. |
| 10 | Clear, contextualised guidance is provided for the learner on how to complete the tasks | Choose an item. |
| 11 | It is clear what evidence the learner needs to generate | Choose an item. |
| **Grading Standards** | | **Completed** |
| 12 | All 3 grading standards listed on the brief | Choose an item. |
| 13 | **Grading standard 1 & 2:** a minimum of 2 sub-components have been selected from component (b) | Choose an item. |
| 14 | **Grading standard 3:** have 2 components been selected (a, b, c) | Choose an item. |
| 15 | **Grading standard 3:** where component (a) and/or (b) have been used a minimum of 2 sub-components are selected | Choose an item. |
| 16 | The choice of components and sub-components are appropriate for the tasks | Choose an item. |
| 17 | Contextualised guidance on how to meet the grading standards is provided | Choose an item. |
| 18 | The language and presentation is appropriate and inclusive | Choose an item. |
| 19 | There is an appropriate timescale set for the assignment | Choose an item. |