

Guidance Notes

2010 – 11 Assignment Brief and Feedback Sheet – Suggested Template

These notes have been updated, and refer to the amended template produced for 2010-11.

The template to which these notes refer is intended as a guide, to help Access providers in the Southwest Region incorporate the requirements of Grading into their Assignment Briefs and Feedback Sheets. Providers may use and adapt the design according to their centre's requirements.

The Grading elements **required** by QAA are;

- Assignment briefs must show the selected components of Grade Descriptors that students should meet to attain a Merit or Distinction
- Student Feedback must refer to components of Grade Descriptors to show how grading decisions have been made.

Other elements on the template have been approved by OCNSWR's Director of Quality. Though we expect different providers across the region to adapt and create different paperwork, we would ask that all Access programmes within one centre use a common template.

Page 1

1. The first box contains any assignment details that are relevant and usually used at your centre. **Submission and Resubmission dates have been added this year** in order to help assessors and moderators to track at which attempt work has been completed. The Student name and authenticity declaration have been moved to the top.
2. The second box contains clear details of what the student must do in order to complete the assignment. This may be broken down into more than one task.
3. The third box contains all learning outcomes and assessment criteria associated with the task/ assignment.
4. The fourth box shows the Grade Descriptors that are attached to the assignment. I have provided a tick box so that relevant Grade descriptors may be ticked, however, you may prefer to delete those that do not apply. In this case you would also remove the third 'tick' column.

Pages 2-5

5. These pages are an edited version of Section C of the Implementation Handbook. They should be used with reference to Section C, which contains instructions on how components can be chosen and combined
6. It is a requirement that the selected **components** of each grade descriptor that apply are printed on the assignment brief. I would

recommend that, for reasons of clarity, you **delete** components that do not apply as you prepare each assignment brief. Pilot centres tried simply crossing out the deselected or ticking the selected, but agreed that this did not provide sufficient clarity for students, and intended to revise their approach this year. Only the information for the relevant Grade Descriptors should be printed - thus saving paper!

7. The extra box at the bottom of each grading grid is to provide extra information to show how components/ descriptors might apply to specific assignments. This is an **optional** feature.
8. The Internal Verification box has been moved to the bottom of the brief, from the feedback page. This is a more logical place, as Assignment Briefs should be IV'd before being issued to students.

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9. The large box should be completed with tutor comments that refer to the learning outcomes and assessment criteria; the second column of this table should show the level at which they have been achieved.
10. The smaller grid allows specific comment on each grade descriptor, referring to the pre-selected component(s) that apply. The third column of this grid is for recording the Grade Indicator.
11. The final grid is for recording assessment and moderation processes.