

# A Guide to Feedback for Access to HE

Information about providing appropriate feedback on student work can be found online in the QAA Grading Scheme handbook C.

## QAA Grading Scheme Handbook Section C

<https://www.qaa.ac.uk/access-to-he/access-to-he-resources/access-to-he-grading-scheme>

## What you need to know:

### 1. Feedback on successful and unsuccessful student work

When assessing student work, tutors must first consider whether the assignment submitted by the student has achieved all the learning outcomes specified for the assignment.

If all the learning outcomes have been achieved, the assignment is regarded as a successful submission. If this is the unit's only assignment, grading can take place. If there are other assignments for the unit, grading can only occur once all assignments have been submitted successfully and all the learning outcomes for the unit have been met. No grading, or grading feedback, is provided to the student until all learning outcomes for the unit have been met.

An unsuccessful submission (with incorrect, incomplete, or missing elements) is not eligible to be considered for grading, and the resubmission process applies. Feedback should be restricted to identifying which elements are to be resubmitted.

Tutors may not use numerical marking on QAA-recognised Access to HE Diplomas.

### 2. Feedback about graded performance

Tutors must provide developmental feedback about graded performance.

Feedback must be relevant to and consistent with the learning outcomes' requirements and the components and sub-components of the grading standards used for the unit.

Tutors should incorporate the language of the grading standards to show how judgements about student work relate to the grading requirements. Tutors may judge that additional commentary or explanation might be helpful to the student. If additional commentary is provided, it should remain consistent with the standard represented by the statements for merit or distinction. It should not refer to aspects of performance not addressed by the learning outcomes or grading standard components and sub-components covered by the assignment.

Where more than one assignment is used to assess a unit, tutors should provide feedback that will enable students to identify strengths and weaknesses in different areas and improve their performance, but no grade is either applied or implied in relation to individual assignments.

### 3. Feedback on incomplete work

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Feedback on work that has not met the requirements of one or more learning outcomes and, therefore, has not achieved the standard for a pass must only confirm which aspect of a learning outcome has not been achieved. It must not provide information related to grading.

Tutors must not tell the student what to write or correct the work before it is handed back to the student.

### 4. Feedback during the developmental stage of student work

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Whatever the subject or method of assessment, tutors must not provide feedback during the development of student work, which is so detailed that it becomes, in effect, coaching.

Feedback that provides specific information about how to modify work already in progress or change performance to achieve particular learning outcomes or match requirements of grading standards is not permitted.

## Contact Details

If you are unsure or have a specific query, please email the support team at [access@gatewayqualifications.org.uk](mailto:access@gatewayqualifications.org.uk)