The Access to HE Diploma

One Awards guidance on managing resubmissions

What is a resubmission?

A resubmission, in the context of an Access to HE Diploma course, applies when an assignment has been submitted which does not meet the specified learning outcomes, in which case it cannot contribute towards the award of credit or be eligible for grading. The student is given one further opportunity to resubmit work to meet the learning outcome(s) which were not met on first submission.

When is a student eligible for a resubmission?

If a student hands in a completed assignment on time, or in-line with an agreed extension, and fails to achieve one or more of the assessment criteria of any learning outcome(s), they must be given the opportunity to resubmit those parts of the assignment. This regulation applies to all units within an Access to HE Diploma; graded and ungraded.

When is a student not eligible for a resubmission?

If a student hands their work in late, without an agreed extension, and fails any of the learning outcomes, they are not eligible to resubmit the work. The only way for a student to pass the unit in this situation is for the provider to make a referral application to One Awards – see the One Awards Policy for Making Referral Applications. This is not however an automatic right for all students. Student work which is successful following a referral application is capped at a Pass.

For graded units, can a student's work be graded following a successful resubmission?

Yes, if the resubmitted work is assessed and deemed to have passed it will be added to the evidence from the first submission and graded in the usual way.

What is the process for managing a resubmission?

The resubmission opportunity should conform to QAA guidelines, see QAA Grading Scheme Handbook, Section C, Annex C2.

The resubmission process:

1. The assessor should give feedback to the student explaining which learning outcome(s) and assessment criteria have been achieved and which have not. No advice on grading judgements should be given.

    Recording the resubmission process:
    *   *Use the first feedback box on the Student Feedback Form (AP4) to give feedback on the learning outcome(s) and assessment criteria which have been achieved.*
    *   *Use the second box on the AP4 to record the resubmission requirements.*
    *   *The table on the first page should be completed to show which ACs have been achieved (Y) and those which have not been achieved (N).*

2. The demands of the resubmission should be explained to the student; they should be proportional to the extent of non-achievement.

    QAA guidance:
    Normally, this will mean:
    *   *a matter of minor detail has been omitted, so a single learning outcome has not been achieved: the resubmission requirements may ask for the submission of additional material.*

- *a particular skill has not been fully demonstrated, so a single learning outcome has not been achieved: the resubmission requirements may address that one learning outcome and assess it in isolation.*
- *a number of learning outcomes have not been achieved, or the non-achievement is deemed substantial in some other way (for example, where the evidence for a single learning outcome is derived from the whole piece of work): the resubmission requirements are likely to involve a full reconsideration and reworking of the assignment as a whole.*

3. The resubmission should be consistent with the way in which the learning outcome(s) and assessment criteria were originally assessed.

   QAA guidance:
   Normally, this will mean the assessment method used for the resubmission is the same as that used for the original submission, except:
   - *if it is not possible or practicable for resubmission requirements to replicate the original assignment or assessment task (for example, some types of group work, or practical research), the (unmet) learning outcome(s) should be assessed through an assignment which makes comparable demands to those of the original assignment*
   - *if undue advantage could be gained by resubmission of the same assignment or assessment task an equivalent assignment should be devised to assess the learning outcome(s) not yet achieved and the return of other students' work should be delayed until the resubmission has been made.*
   - *if the learning outcomes for a unit are distributed across more than one assignment, the resubmission applies to the assignment for which learning outcomes have not been met, and grade indicators already awarded for any other assignments within the unit are unaffected. When the results of the resubmission are known, if the learning outcomes have been achieved, the full unit grade profile can be created and the unit grade determined*
   - *if the assessment of learning outcomes for a unit is integrated in an assignment which is also used for the assessment of learning outcomes for another unit, the focus of reassessment should be the particular unit for which learning outcomes were unmet at first submission. Where learning outcomes that relate to a different unit have been achieved in the assignment, grades for that different unit are derived from the original assignment.*

4. The resubmission should be subject to a clear deadline for resubmission.

   QAA guidelines:
   Normally, this will be:
   - *as soon as possible after the feedback on the formal submission has been given*
   - *practicable and reasonable for the specific resubmission requirements (including specifying a very limited time frame, if appropriate)*
   - *agreed and confirmed with the student*
   - *appropriate for the stage reached in the course (wherever possible allowing reassessment to be completed before the final awards board.)*

5. Resubmissions should be applied consistently in equivalent assessment situations, so that all students have equivalent opportunities for resubmission and reassessment. Ensure that assessors discuss the planned assessment activity and timescale with internal moderators/other assessors so a consistent policy is applied. It is good practice for providers to develop a resubmissions policy and procedure for all assessors to follow – see guidance on page 5.

6. Clear instructions on the specific requirements of the resubmission should be provided and any extenuating circumstances taken into account. Ensure that the requirements are clear, realistic and explained in a student-friendly way.

7. Resubmissions should not afford the student an unfair advantage and must not disadvantage other students, but must give the student a genuine attempt to achieve the assessment criteria. Assessors should discuss the proposed requirements with the internal moderator and follow the provider's resubmission policy.

8. The resubmission should be in a form which is clearly distinguishable from the original submission. The student's work for the resubmission should be on a separate document and clearly labelled, for example 'Resubmission for assessment criteria 1.1 and 1.2'

9. Only those parts of the work resubmitted in response to the non-achievement should be re-assessed. Learning outcomes achieved in the first submission must not be reassessed.

   It is important to ensure that the learning outcomes and assessment criteria are clearly mapped against each task in the assignment brief. This makes it much easier to identify a suitable assessment activity for resubmissions.

   Ensure that the student is clear about the assessment criteria they have not achieved and that they cannot submit work again for any other part of the assignment. If they do it must be disregarded.

10. The outcome of the resubmission, with feedback to the student, should be entered on the original assignment feedback form (AP4). Ensure the same AP4 is used for the assessment of the whole assignment as it tracks the process from start to finish. Ensure the table on the front page is completed too, indicating that the assessment criteria have been achieved via resubmission.

11. If the resubmission is successful, the requirements of the assignment have been met. For graded units the entire assignment must then be graded following the usual process. The AP4 should be fully completed and the outcome recorded on the grade tracker. On the grade tracker colour code or highlight the grades which have been achieved via a resubmission so that they can clearly be identified at a glance. This helps assessors, internal and external moderators to identify any patterns arising.

12. The original piece of work, the resubmitted sections and the completed AP4 should be retained together for the purposes of assessment and moderation.

13. If a student's resubmission is unsuccessful the provider can decide whether or not to apply to the Lead Moderator for a referral for a second resubmission. This is not an automatic right and students should be made aware of this. For further information go the One Awards website for a copy of the One Awards Policy on Making Referral Recommendations . Please note that if a referral application is approved and the student achieves the assessment criteria on second resubmission, the grade indicators for the assignment are capped at a Pass.

Questions for providers to consider when developing a resubmission policy and managing assessor practice

What would be fair for an Access student?

1. In relation to the nature of Access students, many of whom are returning to study after several years and attempting academic work for the first time in subjects that may be quite new to them, what would be fair in relation to submission of assignments?
    *   Sound information about what they are to submit
    *   Clear information about deadlines
    *   Clear detailed information about how it will be marked and graded
    *   Information about what happens if they do not 'pass'
    *   Guidance about arrangements for further opportunities to achieve

2. What would be fair in relation to the management of resubmissions, bearing in mind that the students have not passed because they failed to achieve learning outcome(s)? The work has been examined by the assessor and it has been decided that one or more learning outcomes have not been met.
    *   Requirements must not afford an unfair advantage to the student
    *   Requirements must not disadvantage other students
    *   Requirements must give the student an attempt to achieve learning outcome(s) not met
    *   The burden for the student should be manageable
    *   The marking burden for the assessor must be manageable

3. What, in relation to the management of resubmissions, would give the student an unfair advantage and disadvantage other students?
    *   Excessive time to resubmit
    *   An easier assignment
    *   Receiving detailed feedback on performance in original work and how to improve
    *   Being marked more generously
    *   Any instruction or requirement which diminishes the achievements of those who achieved at the first attempt

4. What measures could providers put in place to ensure the practice of all assessors for managing resubmissions is fair and meets regulations?
    *   Clear policy available and understood by all assessors
    *   Internal moderation of all resubmissions
    *   Resubmission practice evaluated as part of standardisation activities
    *   Clear recording of resubmissions making correct use of AP4 form
    *   Clear indication of what is original and what is resubmitted work
    *   Tracking shows resubmissions and final grade indicates it was achieved via resubmission
    *   External moderation of resubmissions

    For further guidance go to the QAA Grading Scheme Handbook 2013, Section C:4e Resubmissions; Annex C2 Regulations relating to resubmission, representations and referrals; Annex C5, flow chart of the resubmission process; Guidance on managing resubmissions.