

Access to HE Diploma Assessment Strategies

(Form AP1)



1.	
Diploma title	Access to HE Diploma (Sport)
Date	25 th July 2016
Diploma Assessment Strategy	<p>The purpose of the Access to HE Diploma (Sport) is to prepare students aged 19 and above, many of whom have been out of education for a number of years, for a range of related progression routes to Higher Education. The diploma assessment strategy is designed to include a diverse and inclusive range of assessment methods which mirror those students will experience at HE. For example presentations, practical demonstrations, academic posters and research/project work will be used. Study skills will be embedded throughout the teaching and assessment of the Diploma, for example a number of assessments will contain written work so that students gain academic writing and referencing skills. The ungraded maths and English units will be taught alongside the graded units and wherever possible assessments will enable students to apply their knowledge and skills to scenarios related to sport. This is also essential as there is a focus within HE on vocationally facing issues. All of these assessments will be suitably spaced and staggered throughout the year and students will be encouraged to explore ways to manage their time and plan their work. Formative assessment will be used wherever possible to develop the skills and knowledge required for the summative assessments, but a no drafts policy will be applied.</p> <p>The course will enable students to become fully developed, independent scholars with a confident outlook and ready for Higher Education.</p>

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2.	
Diploma title	Access to Higher Education Diploma (Health)
Date	13 th August 2016
Diploma Assessment Strategy	<p>The Access to HE Diploma (Health) aims to prepare students for progression to a range of Higher Education courses related to Health by:</p> <ul style="list-style-type: none"> • Developing students' academic skills, knowledge base and understanding of the vocational areas they could progress to. • Developing students' confidence and ability to work independently to produce academic work within a clear set of standards and regulations, for example setting clear tasks with contextualised grading guidance, appropriate word counts, and hand out and hand in dates. There will be a 'no drafts' policy. • Employing a wide range of assessment methods which prepare them well for Higher Education, for example essays, reports, presentations, research/project work, debates, case studies and academic posters. • Delivering the graded units in semesters, requiring increasing application of knowledge, academic skills and autonomy through the careful choice of grade descriptors and components. • Developing English, Maths and Study Skills which will underpin the graded units of the Diploma through an application of the skills in context. This is to ensure that students develop an appreciation of the need for these transferrable skills when studying key subjects and when undertaking a vocational role. • Ensuring students have a reliable and consistent assessment experience which enables them to develop an understanding of the standard of their own attainment and the standard expected at Higher Education.

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3.	
Diploma title	Access to HE (Art and Design)
Date	10 th September 2016
Diploma Assessment Strategy will	<ul style="list-style-type: none">• Prepare students for a range of Higher Education courses in Art and Design• Reflect Art and Design Assessment Strategies at HE• Reflect the Design Cycle which is a developmental process• Use assessment methods which are valid and appropriate for teaching creative subjects and the learning outcomes• Ensure that each unit will have one assignment which is assessed at the end. This is to ensure that students have sufficient time and opportunity for formative assessment and the development of creative skills. Art History will be broken down into 3 assignments to allow for a range of assessment activities and the development of academic writing skills.• Allow students the best opportunities to achieve each assignment and grade independently