

Art & Design
10th May 2021, 1.00-3.00pm
Held remotely via Microsoft Teams

Attendance:

4 attendees from 4 providers attended.

Patrick Dolan – Calderdale College
Claire Tripconey – Middlesbrough College
Sara Drodge – Northern School of Art
Beth Hudspith – Newcastle College

Pauline Heywood – Diploma Moderator moderated all samples prior to the event and provided feedback on all samples.

In addition, Angela Coull One Awards administrator, attended for the first 15 minutes of the session and prior to the session concluding.

The facilitator was Keran Pincombe, One Awards Lead Moderator.

Apologies: Phil Poolan – Newcastle College

Aims and Objectives of the event:

Aim: To provide opportunities for those involved in the assessment and/or moderation of the Access to HE Diploma to increase their understanding of assessment requirements, and to compare their assessment judgements with others delivering and/or moderating units in the same subject area.

Objectives:

To undertake activities which enable participants to:

1. Compare assessment judgements in relation to student achievement of learning outcomes and assessment criteria.
2. Compare assessment judgements in relation to student achievement of grade indicators.
3. Explore and confirm QAA and One Awards requirements for assessment.

Samples of student work chosen for the event:

Unit title: Drawing for Art & Design – JA2/3/AA/12G

Unit title: Digital Photography (Advanced) - KJ1/3/AA/06G

Unit title: Art & Design 2D – JA2/3/AA/08G

Unit Title: Visual Studies – JA1/3/AA/01G

The associated learning outcomes, assessment criteria and grade indicators were provided on separate sheets. The assignment briefs were not provided but a summary of each task was available for the discussion.

Summary of feedback from delegates and moderators

Sample 1: Drawing for Art & Design – (5 A2 Worksheets/Final Ideas Board/Final A2 Worksheet(s) mounted professionally for portfolio)

Achievement of learning outcomes, assessment criteria and grade indicators

AC	Comments from delegates and moderators	Consensus decision Pass/ borderline/fail
1.1	All delegates and the Diploma moderator (DM) agreed that the student had selected appropriate drawing media for a range of applications explored to achieve the required assessment criteria.	Achieved
1.2	All delegates felt the student had explored the chosen media and demonstrated appropriate techniques. Whilst the DM felt this was quite limited in places, they agreed with the achievement of the ac. The student has been imaginative.	Achieved
2.1	All delegates and the DM agreed that the student had demonstrated the characteristics of line, tone and form throughout the submission. Whilst there were weaknesses in places, this would be the basis of feed forward on the AP4 for future development of skills.	Achieved
2.2	All delegates and the DM agreed that the student had achieved the assessment criteria and had developed the use of line, tone and form throughout the submission using a range of different ideas suggested by the student.	Achieved
3.1	All delegates agreed that that the student had effectively researched, recorded and developed ideas throughout the piece using relevant visual information. The student has provided in-depth research within the submission.	Achieved
4.1	All delegates and the DM agreed that the student had improved their skill throughout the submission, although this	Achieved

	<p>is not always easy to view using on-line examples. Delegates agreed that when providing on-line samples that it may be beneficial to photograph submissions e.g. an A2 professionally mounted worksheet, rather than scanning them.</p> <p>A discussion with delegates took place regarding the amount of work for a three credit unit. Several assessors prefer to see the whole body of work as it provides evidence of the student development, whilst others prefer the evidence for only the required assessment criteria. It was concluded that the requirements for submission is the assessors judgement, but that students should not be over loaded with requirements if they are not necessary for the achievement of the assessment criteria.</p>	
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Grading judgements using GD components

GD	Comments from delegates and moderators	Consensus decision Pass/Merit/ Distinction/ Borderline
6acd	<p>Delegates and the DM agreed that the student has made consistently sound judgements, although for the purposes of standardisation it was difficult to judge if the student has independently pursued solutions and worked to a high level of independence. It was agreed that this would be judged by the assessor at the time of marking. Delegates agreed that the student has been autonomously and has a high level of skill. Whilst the work is consistent throughout, it appears stronger at the beginning than at the end, overall it is still effective and has achieved well, due to the quality of the submission.</p> <p>A discussion took place between assessors about marking submissions of this type. It was agreed that when it comes to the criteria when drawing for art, the question to ask is, has the body of work got form? Students sometimes stay flat and just create pattern, so assessors need to see if the drawing has form first, before awarding the grading judgements.</p>	Distinction
7bc	Initially, two assessors felt that the submission could be a Merit, but following discussion with delegates a consensus was agreed that the submission demonstrated an excellent response to the assignment brief.	Distinction

	Through discussion, assessors concluded that the students choice of ideas demonstrated the high levels of critical awareness on which ideas to pursue, and that the student has consistently developed those ideas to inform the submission. The submission was consistent throughout, and assessors need to keep going back to the drawing to ensure grading judgements are secure.	
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Sample 2: Digital Photography – Advanced (Range of images, evaluation & written discussion)

AC	Comments from delegates and moderators	Consensus decision Pass/ borderline/fail
1.1	Good range of examples submitted by the students	Achieved
3.1	Detailed annotated photographs included by the student	Achieved
3.2	The student has evaluated throughout the piece particularly the principles of observation, although some areas could have been developed further. This would form the basis of feed forward	Achieved
4.1	The student has considered the ratings for a wide range of lighting conditions	Achieved
5.1	Evidence of storage of images on a wide range of media	Achieved
5.2	Differences discussed in detail by the student	Achieved
5.3	Good overview of advantages and disadvantages by the student	Achieved

Grading judgements using GD components

GD	Comments from delegates and moderators	Consensus decision Pass/Merit/ Distinction/ Borderline
3a	The student has consistently selected appropriate techniques. All assessors agreed that there is clear evidence of the decision making process made by the student, and that they have consistently used appropriate technical language throughout the submission.	Distinction
7a	Assessors discussed the reason for awarding the Distinction. There are elements of Merit within the level of critical awareness as they may have missed opportunities to develop some of the images further – some stand out more than others – the annotation and overall submission warrants a grading judgement of Distinction.	Distinction

	<p>It was agreed that assessors should provide detailed feed forward to the student. Assessors confirmed that they were maybe being too critical as the body of work is coherent, it has excellent levels of annotation and is thoroughly completed and highly consistent.</p> <p>A number of assessors felt that the format that the student has used based upon the assessment criteria, was something they would take forward within their practice. This provided clarity not only to the marker, but also the internal moderator.</p>	
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Sample 3: Art & Design 2D – (Experiemental development work and final piece)

AC	Comments from delegates and moderators	Consensus decision Pass/ borderline/fail
1.1	The student has used mark making techniques. The assessor responsible for the submission discussed that he allows students to decide and develop their own ideas and this student had an interest in video. Assessors felt the submissions included lots of variation.	Achieved
2.1	The student has provided a solid response to this criteria.	Achieved
2.2	The student has provided a clear response for this criteria.	Achieved
3.1	The student has provided examples with fluency and control.	Achieved
4.1	<p>A thorough discussion took place with regard to the command verb 'Evaluate,' as it was felt that submission was weak for this assessment criteria. The work appears quite descriptive and reads as a statement at times and therefore lacks depth. For example, on page 17, the student could explain why they are bold and eye-catching. Also, when they are discussing audience, why are they important?</p> <p>Assessors concluded there was enough to achieve the assessment criteria, but the students needs extensive feedback and feed forward to improve on future submissions.</p> <p>Assessors also agreed that students need to have clear direction for the requirements of the command verbs.</p>	Achieved

Grading judgements using GD components

GD	Comments from delegates and moderators	Consensus decision Pass/Merit/ Distinction/ Borderline
6a	The work is consistent as there is an implicit judgement on how the student can move forward in developing the theme. Assessors agreed that the submission is difficult to grade, as there were elements within that were Merit. The student could have removed some of the work, to make it even more consistent, although several assessors preferred to see the whole body of work.	Distinction
7c	Following discussion, all assessors concluded that a Distinction should be awarded, as the submission highlights a clear visual judgement and highlights the journey of the story. Assessors stressed that the grade contextualisation is really important on the assignment brief, as this ensures that assessors are clear on what they want for a Merit and a Distinction.	Distinction

Sample 4: Visual Studies - Drawing Development Sheets and Evaluation

AC	Comments from delegates and moderators	Consensus decision Pass/ borderline/fail
1.1	Mark making techniques have been used throughout the submission	Achieved
1.2	A variety of sources have been used throughout the piece	Achieved
2.1	The student has made effective and controlled use of 2D formal elements	Achieved
2.2	The student has used 2D language throughout the submission	Achieved
2.3	A discussion took place regarding annotation, as there was little evidence to support the explicit achievement. The assessor for the sample discussed that this ac was done implicitly and as such, there was nothing physical to support as it was more a subjective explanation of media.	Achieved

	<p>The LM directed the delegates back to the task to revisit what the student had been asked to do for the ac. Delegates agreed that if they had the full body of work in front of them, rather than scanned, they would see the application of skills. Whilst mood drawing is not easily communicated visually when on-line it would be beneficial to ask students to annotate their drawings.</p> <p>All assessors agreed that in future the student could be more prescriptive and add a small reflective section to discuss how they expressed ideas and feelings throughout the piece.</p>	
3.1	The student has explored the use of materials and media throughout	Achieved
3.2	The student has combined the use of media and materials in innovative ways	Achieved
3.3	Health and Safety procedures have been applied in the context of studio and workshop practice	Achieved

Grading judgements using GD components

GD	Comments from delegates and moderators	Consensus decision Pass/Merit/ Distinction/ Borderline
3abc	The quality of work is outstanding, the skills are of an excellent standard. Excellent creativity throughout with excellent levels of consistency.	Distinction
6ac	<p>The student judgements throughout the submission warrant a grade of Distinction. The detail of how the student is working with each media, highlights independence. The structure of using the skills and the sophistication of application in each piece and each varied technique is accomplished.</p> <p>One assessor felt that on the basis of the discussion with delegates that they were expecting far too much annotation from the students and that more emphasis could be given to building skills in preparation for HE.</p>	Distinction
7ac	Delegates agreed that the student has demonstrated an excellent response to the brief	Distinction

Outcomes from discussion on Course Adaption and Planning in the context of COVID-19 contingencies

The facilitator led a discussion on Course Contingency Planning in light of the disruption caused by the pandemic. The following key points were raised.

- This year has been extremely challenging for staff and students. Where required, students have been granted individual or group extensions to complete assessments.
- MS Teams has been used to deliver classes remotely, although Illustrator was used until Adobe suite could be added for one provider. Additionally some students did not have resources and whilst the college delivered laptops, there was again a wait for the Adobe Suite to be added.
- One provider has organised an end of year show at a local gallery to give students real experience.
- Students have been so resourceful learning from home to develop skills.
- Life drawing was very challenging to deliver to students remotely. The Royal Academy did provide resources including real poses and videos, which was beneficial. There is clear evidence that those who had initially been able to develop skills in class from September to December and had access to a real life scenario had developed a higher level of skills, than those who needed to stay at home to look after children or those self isolating.
- Although these assessments could be delivered remotely, it was also felt that there is no substitute for face-to-face support. Several delegates explained that they had students who were struggling with the IT side of remote learning and additional pressures at home.
- All providers are ensuring that detailed tracking of students is taking place and details of formative learning were being kept as evidence.
- MS Teams, Google Classroom and hangouts e.g., Near Pod - which is an add-on of Google Classroom - has been invaluable to build student confidence. Students can do collaborations with other students allowing students to build group trust when discussing communication. Although assessors needed to set clear expectations with students on when they would reply to student requests.
- Delegates agreed that whilst the students are prepared for university and that the experience this year has given the students a greater amount of autonomy, the usual levels of getting to know students has been missed and peer support and interaction has been minimal.
- Assessors have had to build a range of activities that students could do in a home environment to ensure students could achieve assessments and build skills and confidence.
- Delegates have distributed art resources, including sketch books, laptops and other resources to support students.
- It has often been the younger students who have struggled to learn remotely, although it was acknowledged that these students may have previously

withdrawn under normal circumstances. A further example is that adult learners have been given more flexibility to learn remotely this year and have remained on the course.

Agreed recommendations from the event

1. The design of the assignment task is paramount. The assessment method must ensure that it does not disadvantage the student in achieving assessment criteria or in achieving high grades.
2. Assessors should choose the most appropriate grade descriptor components and include contextualisation to clearly differentiate the requirements for Merit and Distinction.
3. Students should be given guidance on how much is required to achieve an ac particularly for the command verbs of Analyse and Evaluate. This could be achieved through formative assessment or group class discussions.

Date report written: 10/5/2021

Name of facilitator: Keran Pincombe