

Educational Studies

5 November 2019, 9.30 am – 12.30 pm
One Awards, Peterlee

Attendance:

2 delegates from 1 provider attended:
Claire Quinn – Gateshead College
Emma French – Gateshead College

In addition, there was 1 external moderator, Kate Duffy. The facilitator was Patricia Oswald, One Awards Lead Moderator.

Apologies:

Richard James – Stockton Riverside 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: Teaching and Learning – essay

Unit title: Core Science – essay and information booklet

The associated learning outcomes, assessment criteria and grade descriptor components were provided on separate sheets. The assignment briefs were not provided.

Summary of feedback from delegates and moderators

Sample 1 – Teaching and Learning (essay)

Achievement of learning outcomes and assessment criteria

AC	Comments from delegates and moderators	Consensus decision Pass/ borderline/fail
1.1	Range of theorists presented and compared and contrasted. The characteristics of the learning theory were drawn out and linked/applied to contemporary educational practice. Range of sources of information. No in-text citations	Pass

Grading judgements using GD components

GD	Comments from delegates and moderators	Consensus decision Pass/Merit/ Distinction/ Borderline
1	Excellent application of knowledge showing understanding	Distinction
7	Lacks some structure – would benefit from a review by the student before submission. Need to consider wording and structure in order to attain a Distinction. Quotations could be blended better with the text. It was not consistently logical and fluent	Merit

Sample 2 – Teaching and Learning (essay)

AC	Comments from delegates and moderators	Consensus decision Pass/ borderline/fail
1.1	Referred to different theorists and their characteristics with sufficient knowledge to achieve the AC. Very descriptive with limited analysis and links to educational teaching and learning. It would appear the reading lacked relevancy. No citations or references.	Pass

Grading judgements using GD components

GD	Comments from delegates and moderators	Consensus decision Pass/Merit/ Distinction/ Borderline
1	Lack of application to contexts and understanding of relevant reading around perspectives which limits depth of understanding. Not sufficiently linked to area of teaching to achieve more than a Pass	Pass
7	The essay was generally well structured and logical and fluent but not consistently so.	Merit

Sample 3 – Core Science (essay and leaflet)

Achievement of learning outcomes and assessment criteria

AC	Comments from delegates and moderators	Consensus decision Pass/ borderline/fail
1.1	Very basic but met the ACs though some incorrect information. “bonds cannot be separated”	Pass
1.2	Did include elements, compounds and mixtures. Choose a natural process but then mentioned the Haber process which is industrial and is not necessary	Pass
2.1	No analysis. Some incorrect information eg “lipids tend to be soluble in water”	Fail
3.1	Some explanation. The leaflet was a collection of statements and quotations again with some inaccuracies	Pass
3.2	Not sufficient investigation. Did not mention genetic screening. A fourth Punnett Square should have been added.	Fail
3.3	Just sufficient to pass	Pass

Grading judgements using GD components

GD	Comments from delegates and moderators	Consensus decision Pass/Merit/ Distinction/ Borderline
2a and c	Grading was based on the ACs being achieved on resubmission. No concepts discussed. Student restricted by the type of task and the choice of components – too many. Importance of keeping GDs simple was noted.	Pass
7	Lacks structure and was not a very good or excellent response to the demands of the assignment.	Pass

Outcomes from discussion Course Contingency Planning

The facilitator led a discussion on Course Contingency Planning. The following key points were raised.

Task 1

- Course delivery – different teachers might have different expectations and different personalities. Work together and share resources
- Marking – discuss in staff room and jointly mark some work. Check against previous grades.
- Internal moderation – have subject specialist, look at work early in the course if it is a new unit or a new teacher. Need to keep to IM schedule
- Return of scripts – sometimes difficult to return according to timetable.
- Recording of results and analysis – work in pairs, enter results as you grade.

Task 2

- Show the introductory and contextualisation videos from the One Awards websites, arrange for shadowing, download materials from the college's Intranet.
- See if there is a subject specialist from another course who can help otherwise similar action to the first bullet point. Could be a phased return.
- Download scripts which have been submitted electronically. Always ask students to keep a copy and they could be asked to resubmit electronically. In extreme cases contact the AVA and ask for guidance and whether the students need to complete the assignment again.
- Discuss in team meetings. IM to be involved. Recommending adding to trackers as they are marked.
- Check whether there is a bunching of assignment hand in dates which has caused delay. Talk to the students concerned in tutorials. Ultimately use disciplinary procedure.
- Refer students to resources on Moodle. If no electricity or laptops at home deliver extra sessions on their return to catch up.

Agreed recommendations from the event

1. For 1.1 in Teaching and Learning, students must be able to read, understand and apply to achieve the higher grades.
2. What the students are asked to do is very important for achievement – students were restricted by the activities they were given for Core Science.
3. An essay is not the best choice for a science subject.
4. A test or controlled assessments is preferred or the use of scenarios
5. Keep choice of components simple
6. Cannot grade referencing unless GD 5 is used

Date report written: 8 November 2019

Name of facilitator: Patricia Oswald