

Health including Biology

11 January 2021

Via Teams

Attendance:

3 delegates from 3 providers attended.

Angela Smith (Calderdale College)

Louise Beal (South Tyneside College)

Victoria Waldron-White (Carlisle College)

In addition, there were 2 external moderators, Margaret Juniper and Peter Monaghan. The facilitator was Patricia Oswald, One Awards Lead Moderator.

Apologies:

Gillian Morgan (Redcar & Cleveland 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: Health Promotion – Information Leaflet

Unit title: Contemporary Issues in Health Care – A3 Media Article

Unit title: Human Biology Genetics - Essay

The associated learning outcomes, assessment criteria and grade descriptor components were provided on separate sheets. The full assignment briefs were not provided but a summary of the task was available.

Summary of feedback from delegates and moderators

Sample 1: Health Promotion – Information Leaflet

Achievement of learning outcomes and assessment criteria

AC	Comments from delegates and moderators	Consensus decision Pass/ borderline/fail
1.1	Little analysis – too much explanation. The use of a booklet as an assessment method can encourage this. Ask for resubmission.	Not achieved
1.2	The student has included some of their own perceptions. More examples could have been included.	Pass
2.1	It appears that there is a lot of text but in fact it was felt that the amount of explanation was small. The flowcharts hinder the ability to give a detailed explanation. It is easy to copy diagrams from the internet. Very superficial. Despite the long list of references, little in-text academic referencing was seen.	Borderline
2.2	Student chose mental health. Very little evaluation. No pros and cons, just an overview. It is mostly lists. Resubmission required	Not achieved

Grading judgements using GD components

GD	Comments from delegates and moderators	Consensus decision Pass/Merit/ Distinction/ Borderline
2 a, c	Chose 'relevant' and 'creativity'. Are these the most appropriate components?	Cannot grade until after resubmission.
5	Asked for 'images' and 'language' – so some tutors might grade on this basis.	
7a	It is presented logically and fluently even though all the material has not been covered in detail. Better to choose a different component because there is some overlap with GD5. Contextualisation would be important to help the student.	

Sample 2 – Contemporary Issues in Health Care

AC	Comments from delegates and moderators	Consensus decision Pass/ borderline/fail
1.1	Maternity scandal and breast feeding in Houses of Parliament were discussed. The latter issue could lead on to this being supported in other areas. Therefore, both issues are appropriate and discussed in detail.	Pass
1.2	This could have been done better. They did relate it to the maternity scandal. They have brought in the 6 Cs. The explanation could be better but the AC has been covered.	Pass
2.1	Imbalance was seen compared with the amount of explanation for the first LO. It is very short: a positive and negative stated only. More of a generalised statement. It has missed an opportunity to interrogate the sources.	Borderline
2.2	Some overlap with 2.1 except that it has to be a media article. This was on the BBC as well. Not an appropriate format for the assessment.	Pass

Grading judgements using GD components

GD	Comments from delegates and moderators	Consensus decision Pass/Merit/ Distinction/ Borderline
1a	Some detailed knowledge shown about the 2 issues. It is referenced. They have shown understanding. They have expanded it. The evaluation was weak but they cannot be penalised for this because 1a has been chosen.	Merit
7a	Task explanation in steps so therefore easy to use 7a to get a good grade.	Merit

Sample 3 – Human Biology - Genetics

AC	Comments from delegates and moderators	Consensus decision Pass/ borderline/fail
2.1	The diagrams are copied – have not been referenced. Change in language at different points through the task suggests that copy and paste has been used. Not very detailed. Gene therapy in particular has no real reference to genetics. The others have a small amount. Very little on the human genome project. Details are weak. Understanding is not clear for all items. Turnitin is recommended but the assessors do need to check the printout for originality. The	Borderline

	use of more examples would show understanding. No academic sources listed. Only You Tube and Bing shown.	
3.1	Very limited. Talks about God and going back to Adam and Eve which is not necessarily required. Lack of understanding about topic areas. Suspect much has been copied and pasted. Much more could have been commented upon eg stem cells and designer babies. Need to broaden the research base. Too many generalised comments. How does this relate to topic area? Just enough.	Pass

Grading judgements using GD components

GD	Comments from delegates and moderators	Consensus decision Pass/Merit/ Distinction/ Borderline
4a	Important to give feedback and feedforward.	Pass
7b	This GD is a good choice for this topic	Pass

Outcomes from discussion Course Contingency Planning

The facilitator led a discussion on Course Contingency Planning in relation to COVID-19 disruption. The following key points were raised:

Many students are struggling with on-line learning while looking after children and coping with health issues etc. The lockdown has happened earlier this year and some have come from a Level 2 course which was delivered on-line last year. Other students liked lockdown as they did not have to travel and some preferred working on their own at home.

If possible be flexible with timetabling and allow students to join evening classes even for part of the time etc. It was felt that it was very difficult to keep students on-line for the length of a classroom session. It was suggested that breakout sessions could be used. One college was regularly taking feedback from students. Some just wanted to know what they had to do and then they would like to leave the sessions to get on with the work. Other colleges are keeping to the timetable. Additional support sessions were being put on during the week.

Regarding exam assessments, it was suggested that these should be replaced with time constrained assessments taken at home within say 2 days. It was felt that changing an exam to an essay was not the answer as students already had a considerable amount of research to do on other units and this would add to the burden of assessment. An exam is mainly to show they have acquired the information. Another possibility it to leave exam to end when lockdown might have ended.

A query was raised as to how to deal with exam resubmissions which had already been completed. Both the Diploma Moderator and Lead Moderator said that a new question should be given covering the same criteria. The students should not do the same question again. It was pointed out that questions could be done orally. In which case the answers should be recorded or written down as a witness testimony. It was also pointed out that PowerPoint presentations have a recording facility. One suggestion was for the assessor to start a PowerPoint with some text and some diagrams and then asked the student to complete from their own research. It would be important in this case not to use 7a for grading as structure is already shown. 7c would be preferred in this case.

It was felt that more recording of sessions is required. Some Colleges had changed the order of assignments and simplified the GDs used. All changes had to be rationalised and explained to the Lead Moderator.

It was commented that more plagiarism had been seen this year.

The importance of feedback and feed forward were discussed.

It was felt that the Colleges present were generally managing to retain the students on programme. The students who had left had suffered problems with illness. It was important to use the extenuating circumstance policy wisely. End dates could even be extended and a break taken.

Agreed recommendations from the event

1. Choose suitable types of task to assess the Learning Outcomes and Assessment Criteria. Variety is important but not just for its own sake.
2. Ensure the assignment brief enables the students to show their own thinking through tasks that involve application
3. GDs need to be chosen to match the assessment
4. Be flexible this year with the demands placed on the students. Give leeway without harming the validity of the qualification and speak to the Lead Moderator about adaptations.
5. Emphasise the importance of the use of academic sources and in particular the development of referencing. Students can look up books on-line and then reference these.

Date report written: 12 January 2021
Name of facilitator: Patricia Oswald