

Social Work, Social Care & Counselling
4th February 2021, 2.00-4.00pm
Held remotely via Microsoft Teams

Attendance:

3 attendees from 3 providers attended.

Jill Hedley – Northumberland College (EPNE)

Jade Baker – Stockton Riverside College

Lesley Larkin – Calderdale College

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: Julia Common – Northumberland 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 – PA9/3/AA/03G

Unit title: Personal Development in Counselling – PS1/3/AA/01G

Unit title: Professional Skills in Healthcare – GC8/3/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 the tasks was available.

Summary of feedback from delegates and moderators

Sample 1: Health Promotion – Information Booklet

Achievement of learning outcomes, assessment criteria and grade indicators

AC	Comments from delegates and moderators	Consensus decision Pass/ borderline/fail
1.1	<p>Delegates agreed that the student had engaged with the assessment. Overall, they felt that there was weak analysis of the three chosen models, but the strengths and weaknesses addressed the assessment criteria. Overall all delegates felt the student had provided some level of analysis in the strengths and weaknesses section of the submission.</p> <p>Delegates concluded that the workbook method of assessment could have limited the response from the student, as there appears to be more focus upon the presentation of the work, rather than the content.</p> <p>Delegates recommended that assessors must ensure that students fully understand what they need to do to achieve assessment criteria.</p>	Achieved
1.2	<p>Delegates agreed that the student had explained concepts, made reference to models and that the student had achieved the AC. In places the delegates struggled to understand what the perception of the student was of their own health. Overall, delegates concluded that the content was quite weak but had achieved the assessment criteria. As such, the student requires lots of developmental feedback.</p>	Achieved
2.1	<p>All delegates agreed that the concepts of health have been discussed on page 6 of the work. They have also made reference to models in previous pages of the submission. Delegates concluded that the work book has limited the expression of the learner, and that a different assessment method may have let the student develop a fuller response. In-class guidance from the assessor on what booklets should contain would be beneficial for students.</p>	Achieved
2.2	<p>Delegates agreed that there was a very weak attempt at evaluation as the submission is largely descriptive. The student had tried to combine medical, environment and social attitudes, although this has not been done very well. Delegates discussed a possible resubmission with two delegates agreeing that the student would achieve the AC and be given developmental guidance for future assessments.</p>	2 Achieved 1 Resub.

	Delegates agreed that guidance is required in-class on what command verbs mean to ensure that students are prepared for assessments.	
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Grading judgements using GD components

GD	Comments from delegates and moderators	Consensus decision Pass/Merit/ Distinction/ Borderline
2ac	All delegates agreed that the components were a good fit for the method chosen. Whilst the student had engaged with the assessment there had been a focus on the presentation of the work rather than the content. As such the student work was quite weak and required a considerable amount of feedback/feed forward.	Pass
5	Delegates discussed the student work and that in places it was deemed to be of a level 2 standard in places. Overall, the student would require detailed feedback on the submission, with all delegates agreeing that they could award no higher than a Pass.	Pass
7	For quality all delegates agreed to award no higher than a Pass.	Pass

Sample 2: Personal Development in Counselling - Report

AC	Comments from delegates and moderators	Consensus decision Pass/ borderline/fail
3.1	All providers agreed that the evaluation was somewhat underdeveloped and feed forward to the student should discuss ways of improving for future submissions. There is a description, although the Burns model is list-like. In relation to TA, it is presented in a very diagrammatic format for the theory, so the student has obviously used the same style. In addition, the content in relation to the functional models is quite limited.	Achieved
3.2	Delegates discussed the level of evaluation which appeared as an attempt at explanation, but again it was quite limited. Delegates would have liked to have seen negatives – e.g. what would be the impact if they didn't do it? Delegates agreed that the assessment method could be said to disadvantage the student as it has limited the student response. The use of an information booklet encourages a submission that produces small salient points and delegates	Resubmission

	<p>agreed that the submission would be much better in a different format. No word limit was given on the brief and this was also felt to disadvantage the student.</p> <p>Three delegates felt this assessment criteria was borderline and would ask for a Resubmission.</p> <p>All delegates agreed that a reflective journal would be a good alternative to address the student on the journey to becoming a counsellor.</p>	
3.3	A very limited response to the assessment criteria and very little evaluation. The student has focussed on using large quotes and the response is largely descriptive. As such, there are a considerable number of areas for development for the student.	Resubmission

Grading judgements using GD components

GD	Comments from delegates and moderators	Consensus decision Pass/Merit/ Distinction/ Borderline
2ac	Overall the issues raised in the achievement of the ACs prevented this grade descriptor being awarded anything higher than a Pass. The delegates agreed that the student had used relevant models and had levels of accuracy, but these models were already prescribed by the assessor.	Pass
7a	Overall the issues raised in the achievement of the ACs prevented this grade descriptor being awarded anything higher than a Pass. Overall the quality of the piece is limited and at times is a level 2 response. Assessors agreed that a clear and detailed contents page, sub-headings and paragraphs, would have provided a better response.	Pass

Sample 3: Professional Skills in Healthcare - Essay

AC	Comments from delegates and moderators	Consensus decision Pass/ borderline/fail
4.1	All delegates agreed that the assessment criteria was achieved. The response from the student highlighted a good level of consideration of professionalism and was analytical in its approach. The student refers to different organisations and this is threaded throughout the essay.	Achieved

	The student understands concepts and can link to codes of practice, including key literature, and is obviously very capable.	
5.1	Delegates agreed that the choice of documentary was not the best to discuss complexities. All delegates agreed that case studies would be a more appropriate method for assessment. Case studies could focus upon learning disabilities, mental health, restrictions of freedom, where a student had to weigh up the risks versus rights versus care. The student has done very well on a very limited assignment brief.	Achieved

Grading judgements using GD components

GD	Comments from delegates and moderators	Consensus decision Pass/Merit/ Distinction/ Borderline
5	All delegates agreed that the student should be awarded a Distinction. The use of language was excellent throughout the submission. Further discussion took between the delegates on the use of GD5 and it was agreed that 7a would be better component when using GD5. Delegates discussed that the student could put forward an argument that is cogent without any knowledge of the content and still meet the GD and be awarded a high grade.	Distinction
7b	All delegates agreed to award Distinction, but there was discussion that both GDs appear to be assessing the same thing. Overall, the student had produced an excellent response to this assignment.	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. The following key points were raised.

- It was felt that these assignments could be delivered remotely without too many problems.
- 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 students is taking place and details of formative learning were being kept as evidence.
- Microsoft Teams, Google Classroom and Zoom are currently being used. The majority of providers felt that younger students were managing well with accessing remote learning platforms. On the one hand, students appeared to be be coping well with remote learning and this was especially true with the evening cohorts. On the other hand, students who had children at home sometimes struggled to access on-line classes.
- One provider is providing resources e.g. library books on a click and collect basis

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 pay particular attention to the chosen assessment method.
3. Assessors should choose the most appropriate grade descriptor components.
4. Assessors can be selective with which grade descriptors they use in early assignments where there is more than one assignment attached to a unit.
5. Assessment tasks should always have a realistic word count to ensure the student understands how much is required to achieve the assessment criteria and that students are capable of achieving high grades.
6. 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: 4/2/2021

Name of facilitator: Keran Pincombe