



Quality and the Access to HE Diploma

Julie Farmer
Assistant Director, Access to HE,
QAA

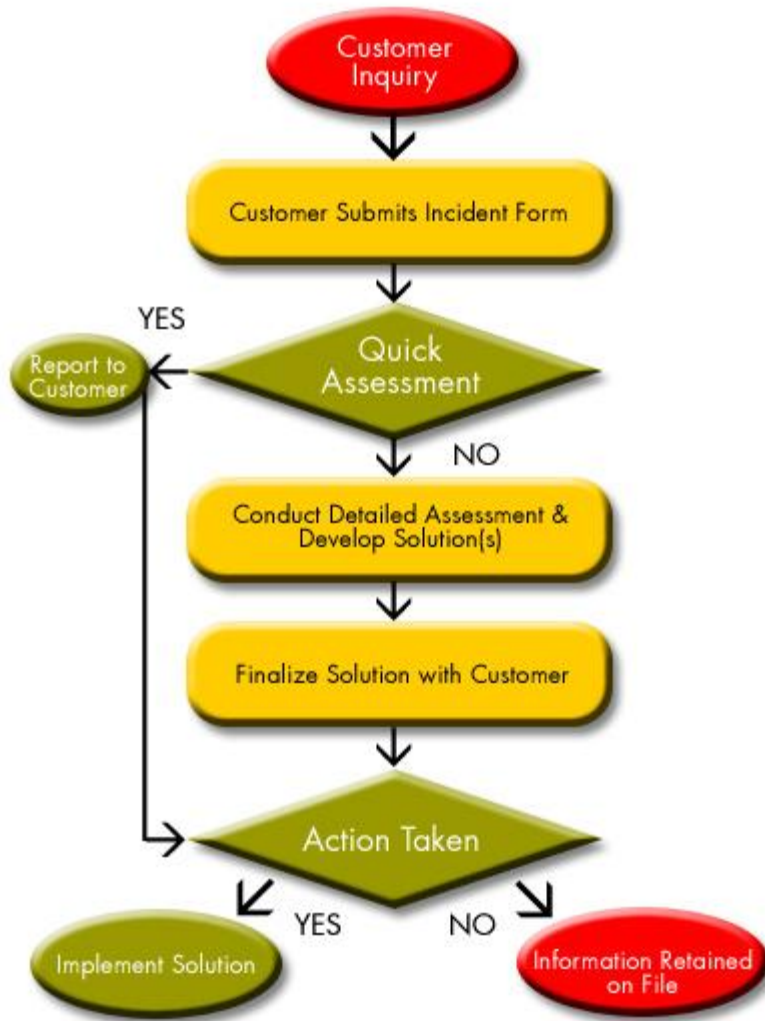


Defining quality

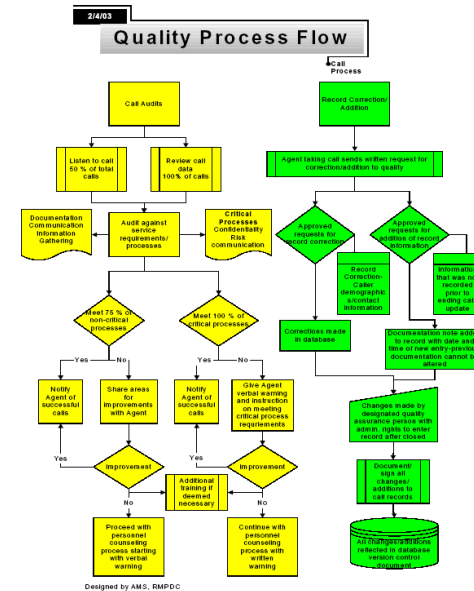
Main focus for today:

that the Diploma is **fit for purpose**,
providing the appropriate level and content
of learning and assessment to
prepare students for progression to HE

Power Quality Inquiry Response Process



More than a system or a process



Professional engagement is essential



Because each step in the process depends on professional expertise and judgement

- assessment design
- assessment practice
- moderation and standardisation

Professionals working together

- All staff – tutors,
moderators, AVA officers
- must have expertise in
- planning and delivering effective (quality) teaching
 - planning and operating effective (quality) assessment



Quality in assessment

Assessment design must strive to ensure that assessment is

- Valid
- Reliable
- Fair

Major role for professional judgement

Planning assessment for units

- 'constructive alignment' -
- congruence, or alignment, between the learning outcomes, the teaching activity and the assessment tasks

- *The greater the overlap.... , the more likely that learning will take place*
- Biggs (2002)

Assessment requirements clearly expressed



Developing shared understanding of standards expected

**Very
difficult!**

**that's fairly
easy**

**hmm, quite
difficult**



Moderation

Internal –

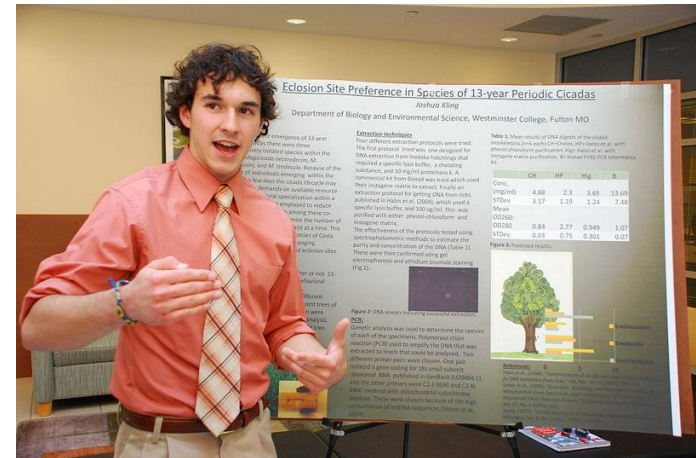
- constructive professional discussion about the quality of the assessment design - discussion about what sort of achievement is expected, what exactly are the 'standards' in the LOs looking for?
- Does the assignment design deliver this? Is it clear to students what is needed?

External –

- constructive professional discussion about the overall approach to course delivery and assessment planning, as well as the detail
- brings professional expertise and sophistication of judgement to the process

Integrating study skills

- Need to be applied in context to be meaningful
- How will the skills be taught?
- How developed?
- Where and when assessed, and by whom?



Using technology to support quality



- What are the opportunities?
- Are virtual platforms just an online repository or do they offer ways of supporting learning and assessment that enhance the experience for learners?

Engaging students in the process

- Providing clear information
- Helping them understand the standard expected through
 - discussion about the meaning of learning outcomes,
 - formative activity such as peer assessment
 - listening to their feedback about their experiences of teaching and assessment



Quality and standards

Are inextricably linked

- input standards – eg the quality of units and assignments - all rely on the quality of thinking of those responsible
- output standards – consistency in the professional judgements of staff involved as a result of the quality of shared thinking and discussion



Who does it?



Everyone!

- Engaging in discussions and reflection with colleagues
- Learning from experience
- Improving their own performance
- Focusing on equity for all students
- Committed to assuring the integrity of the qualification



Access to HE: continuing to help students to change their lives

