



Access to HE  
Conference  
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# Unit assessment that inspires & assures standards

- 80 training sessions across OCN London
- On assignment brief design & use of the Grade Descriptors

# Unit assessment that inspires & assures standards

- Main lessons from the 80 training sessions
  1. Confusion about Levels 2, 3 & 4
  2. Over-reliance on 'the essay'
  3. Confusion about form of response required: essay, report, summary

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4. Cramming all the criteria into one task
5. Under use of, & poorly evidenced oral work
6. Mapping/ embedding criteria so deeply that learning disappears
7. Assignment briefs that lack a problem-solving imperative

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8. Assignment briefs that are not attuned to the requirements of the Grade Descriptors

GD 1 Understanding of Subject: *briefs that require only the recycling of sources*

GD2 Application of Knowledge: *briefs that do not test **application***

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GD3 Application of Skills: *briefs that do not test **skill***

GD 4 Use of Information: *underused, yet crucial*

GD 6 Autonomy: *often not shown because it is not explicitly required*

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- Serious problems:
  1. Over-reliance on sources
  2. Highly derivative use of sources
  3. Passive recycling of sources
  4. Substantial paraphrasing
  5. Unmediated copying
  6. Straightforward plagiarism

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- More creative approaches:
  1. Assess learning in a variety of ways within one unit
  2. Use tasks that require learners to process/ interrogate/ question sources not just recycle them



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3. Make greater use of oral work
4. Use real world contexts for learners to apply knowledge

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- Task:

In groups of three, use the Unit provided with the accompanying Grade Descriptors to devise a creative assignment task/s *without* adopting an essay or an exam.