

Notes for Tutors: Part 1 submissions for Accreditation.

General

Accreditation is not the most important thing about participating in the course – it is what people get from being involved that counts. Therefore whilst it will always be the student's decision as to whether they want to go forward for accreditation some thought should be given as to what impact “failing”, or being asked to resubmit, might have on the individual concerned. In some cases it might be best to encourage someone to be satisfied with a course completion certificate rather than to go for accreditation.

Accreditation is quite strict and as CHEX are regulated through SQA there is absolutely no leeway in terms of the standards we apply in the marking process. Only submissions that meet the criteria will be passed.

In relation to the amount of support that can “legitimately” be given to students we accept that this will vary due to individual circumstances but as a general rule any work submitted must be directly from the student and should never be tutor-led i.e. it would be inappropriate to tell the student what to write or suggest what their opinion should be.

Where there are language or physical difficulties then we will accept English translations, where English is a second language, or where a student has dyslexia or a physical difficulty we will accept, if necessary, a dictated piece of work. BUT again this should either be a direct translation or direct transfer of dictation into written form. If either of these situations occur Tutors must inform CHEX of the circumstances for this taking place.

Reference should be made to the Tutor Guidelines for submission requirements with additional information available on the CHEX website.

Learning Logs

For Part 1 we will accept a minimum of 6 completed Learning Logs. You should make students aware at the outset that these are an important part of the course and will be assessed, should they wish to go for accreditation.

Given the above, students and Tutors should consider whether one word notes or completely unanswered questions will be sufficient for marking purposes. This is not to suggest that long paragraphs are required but there should be sufficient information to allow the marker to gain a clear sense that the key appropriate learning outcomes are demonstrated. It is a reflective learning experience.

Student Assignment

Apart from making sure the assignment is of appropriate length an issue that has occurred is that there has often been a problem with a “failure” to link, say, “Health Inequalities” to the bigger concepts of the course such as how community development approaches could be applied to tackle the issue.

See Exercise 2 Unit 8 and the learning outcomes in the Tutor Guidelines.

A key tip is to remember the marker needs things made obvious to the marker so if the student is writing about health inequalities then they should specifically say – “This is an example of health inequality”. They are only marking what they see so students really need to spell out their knowledge and understanding in their learning logs and assignment.

A second issue is the standard of literacy displayed in the assignments and in some cases this has been extremely poor both in terms of grammar and punctuation causing great difficulty for the marker in trying to follow the discussion being presented. Tutors should make students aware that a good standard of literacy is expected in the writing of their assignment. However students should not be put off as markers are primarily concerned with content not spelling or grammar"

Supporting Students

Tutors have provided support to students in a number of different ways which include

- Having additional sessions with groups to support writing of assignments
- Making Themselves available for questions or guidance
- Providing feedback on learning logs and assignment drafts to support participants to meet the learning outcomes and assessment criteria. This can include advice on grammar and punctuation

Tutor Report on Group Project

Tutors should ensure that this report remains focused on the individual student and that the same comments will not apply to every student. It is important that the marker gets a “feel” for the individual’s contribution to the group project and will only do so if the Tutor gives a clear and honest view of how they feel the student contributed.

Separate notes have been provided on how assessment is carried out and how appeals can be made. This note will be available on the CHEX website under tutor resources within the next few weeks.