



Collaborative Enhancement Project 2022/2023



Optionality in Assessment: Case Studies

Case Study 7

Author: Susie Miles

Institution: University of Manchester

Discipline/Field of Study: Education

Type of Assessment: Essay (including a non-graded formative assignment)

Credits: 15

Level: Postgraduate

Unit Type: Optional unit available across a range of programmes

Type of Optionality: Negotiated assessment task/question, assessment type chosen from a pre-selected list and programmatic choices in assessment

Assessment Details:

This optional 15 credit Masters course sits within the MA International Education in the School of Environment, Education and Development (SEED) and offers students the following assessment choices: an **EDI issue** in a context of their choosing, which they analyse using one of **4 possible conceptual frameworks**.

a. Instructions for completing the assessment

Assignment 1 - Formative

Choose an issue of equity/inequity that you aim to focus on in your main assignment. This could relate to a group of learners eg Women in Higher Education, or to a policy eg Learning in the Regular Classroom in China.

Remember to discuss this issue with your course tutors to check that it is suitable.

Write an article for the Enabling Education Network - EENET (www.eenet.org.uk).

Use clear sub-headings to explain what the equity issue is, what is the context (country/region), who experiences the inequity and why, etc.

The article should follow the format of other EENET articles and should be written in an easy-to-read non-academic style.

This is an opportunity for you to lay the foundations for your main assignment.

The article should include the following:

- Name and Student number
- Title
- Literature – no more than 2 key documents which have informed your article writing, including relevant policies

Word length: 500 words maximum

PLEASE USE YOUR STUDENT ID NUMBER ONLY when uploading your article.

Please note that it is not our policy to grade this.

You will receive formative feedback on your article, and you will have an opportunity to discuss this feedback in the assignments workshop.

You may even choose to submit your article to EENET for publication after receiving feedback.

Assignment 2 – Summative

A. Issue of equity/inequity:

We recommend that you continue to focus on the issue of equity/inequity that you have written about in your formative assignment.

B. Conceptual framework:

You can choose one of the conceptual frameworks discussed on the course, such as the Capability Approach or the Ecology of Equity Framework

The assignment will be roughly divided into three parts and have the following suggested structure:

- An analysis of your chosen example of equality, diversity and/or inclusion (EDI) in an educational policy or practice context (at local, regional, national or international levels);
- An evaluation of the conceptual framework you have chosen;
- Application of the conceptual framework to your chosen example of EDI in education;
- An evaluation of the extent to which national and/or international policies have been acted upon in your chosen example and context.

C. Optional: A critical analysis of threats to equity

You could consider answering the following questions as you write your assignment. They are designed to help you to adopt a critical stance when analysing your chosen example of inequity:

1. What are the threats to, and opportunities for equality, diversity and inclusion?
2. Are the threats/opportunities at the level of the individual, group or community?
3. Whose interests are being served?
4. What power structures are involved?
5. How have they come about?
6. What needs to happen for all learners to have equitable educational opportunities and outcomes?

Word length: 3000 words

Rubric and guide to the assessment process

The following rubric has been designed to guide the assessment of your assignment. It highlights the intended learning outcomes for five key areas of your writing Concepts, Literature, Policy, Analysis, and Organisation.

Concepts: you must show that you understand the concept of equity and related concepts such as diversity, marginalisation etc; and that you understand the EDI issue that you have chosen to focus on.

Literature: you must critique a broad range of international literature. At Masters level, you must show that you understand the key themes which are discussed in the literature in your chosen field. This CANNOT be focused on only one context, or on authors from that context. If you do this, you will lose marks. You will gain marks for making reference to the topics and the literature studied during the course.

Policy: you must show that you are familiar with international policy debates. You may also choose to focus on an aspect of local or national policy in the context you are studying.

Analysis: you must evaluate your chosen framework, and create a clear, analytical argument, with the support of the literature, for choosing the framework to analyse your chosen EDI issue. You will gain marks for demonstrating your ability to analyse your chosen framework. You must demonstrate both analysis and synthesis. Your argument should be clear throughout the assignment and can be summarised in the abstract.

Organisation: you must organise your assignment in clear sections in order to cover all of the above. You must also signpost your assignment clearly, and write clearly and accurately, with accurate and consistent referencing.

Research Question: It is advisable to create a research question that relates directly to your chosen example of inequity/inequality in an educational context. This will help to guide your reading of the literature in relation to the option you have chosen. Research questions can help you to evaluate the sources; ask questions of the findings; and challenge the claims they make.

You should NOT conduct any primary research for this assignment.

Your own experience: you may talk about your own experience of inequity/inequality in education, but this should be limited to a concise paragraph of 3-5 sentences maximum – and presented in the same way as other evidence from the literature. Please provide dates and a context just as you would when citing evidence from the literature.

b. Marking rubric

International Perspectives in Equity and Diversity Rubric for assessing assignments

- 1. Key Concepts: Demonstrate understanding and application of key principles and terminology related to equity and diversity**

Distinction 70+

A confident understanding of key principles and terminology related to issues of equity and diversity; excellent application of this terminology to the context being discussed; makes appropriate references to relevant literature.

Merit 60-69%

A generally accurate discussion of key principles and terminology related to issues of equity and diversity; some application of this terminology to the context being discussed; makes mostly appropriate references to relevant literature.

Pass 50-59%

Articulates some of the key principles and terminology related to issues of equity and diversity; occasional discussion of equity and diversity issues; makes some use of relevant literature.

Compensatable 40-49%

Minimal reference made to key principles and terminology related to equity and diversity; limited and inconsistent use of relevant literature.

Fail 30-39%

Shows little understanding of key principles and terminology related to equity and diversity; poor use of relevant literature.

Policy: Critical and confident discussion of relevant local, national and international policies related to equity and diversity**Distinction 70+**

A confident discussion and critical analysis of local, national and international policies related to equity and diversity; judicious use of relevant literature to support claims made; excellent understanding of policy development.

Merit 60-69%

A good discussion and some careful analysis of local, national and international policies related to equity and diversity; relevant literature used to support claims made; clear evidence of understanding of policy development.

Pass 50-59%

Some discussion of local, national and international policies related to equity and diversity; over-reliance on description; some relevant literature used to support claims made; patchy evidence of understanding of policy development.

Compensatable 40-49%

Weak discussion of local, national and international policies related to equity and diversity; descriptive and inaccurate account of policy issues; inadequate use of literature; little evidence of understanding of policy issues.

Fail 30-39%

Inadequate discussion of local, national and international policies related to equity and diversity; major errors in the account provided of policy issues; misunderstanding of policy issues discussed.

2. Analysis: Evidence of a clear and consistent argument demonstrating confidence and skills in critical analysis**Distinction 70+**

Strong evidence of an ability to develop a clear and consistent argument; powerful and persuasive skills in critically analysing relevant literature; strong rationale; originality in conceptualisation of the issues being discussed; excellent contextual analysis.

Merit 60-69%

Evidence of an ability to develop a clear argument; good ability to critically analyse relevant literature; clear rationale; some originality in conceptualisation of the issues being discussed; ability to conduct contextual analysis.

Pass 50-59%

Evidence of an emerging argument; some ability to analyse relevant literature; unclear rationale; some ability to conceptualise the issues being discussed; some understanding of the context.

Compensatable 40-49%

Weak argument; poor use and understanding of relevant literature; no clear rationale; conceptually confused; inadequate analysis and understanding of the context.

Fail 30-39%

Inadequate rationale and argument; inadequate and inappropriate use of relevant literature; little understanding of key concepts; inadequate analysis of context.

3. Literature: Confident use of a wide range of relevant literature, including some up to date referencing of international policy statements

Distinction 70+

Skilled synthesis of literature selected from a wide range of appropriate and recent sources, including some sources from the course reading list; highly judicious in use of evidence and sources.

Merit 60-69%

Good analysis of literature selected from a good range of appropriate and recent sources, including some sources from the course reading list; careful use of evidence and sources.

Pass 50-59%

Some analysis of literature selected from a reasonable range of appropriate and recent sources; inconsistent use of evidence and sources; some referencing errors.

Compensatable 40-49%

Inadequate analysis of literature selected from a limited range of sources; insufficient, irrelevant or poorly used evidence and sources; major referencing errors.

Fail 30-39%

Inadequate reading of literature; insufficient and completely inaccurate use of evidence and sources; referencing norms not used or extremely poorly used.

4. Organisation: Original and accurate writing, coherent and well-structured, making good use of sub-headings and guiding the reader at all times.

Distinction 70+

Original, persuasive and accurate writing; clear, logical and well-structured, making excellent use of sub-headings and guiding the reader at all times.

Merit 60-69%

Convincing and mostly accurate writing; generally well organised; guides reader to a reasoned conclusion; mostly accurate use of grammar, spelling and syntax.

Pass 50-59%

Evidence of a basic structure, but the assignment does not form a coherent whole; weak conclusion; some writing errors.

Compensatable 40-49%

Poorly structured; does not guide the reader to a coherent conclusion; numerous writing errors.

Fail 30-39%

Inadequate structure; difficult to read; writing does not always make sense.

c. Teaching materials:

<https://livmanchester.ac.sharepoint.com/:w:/s/UOM-SCO-OptionaltyinAssessment/EYne-OD3B0pEIYPYNTrwGzIBX-uEMblyvZ5lnwDVGmL4Ow?e=3yaWS9>

d. Other links or pertinent information

Students can choose any equality, diversity and/or inclusion issue in any context in the world. They also have a choice of frameworks to use to analyse the issue and the context. This year we extended the choice of frameworks from two to four.