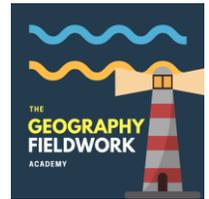


The Geography Fieldwork Academy

NEA compliance



In Autumn 2018 an additional guidance document for NEA teaching compliance was released by the four main UK exam awarding organisations. This sought to clarify the levels of support which teachers and fieldwork centres provide in line with regulatory guidelines published by the Department of Education and Ofqual.

In response, the Geography Fieldwork Academy has produced this document to highlight our compliance with all aspects of the instructions outlined by the Autumn 2018 update.

	Official Awarding Organisation instructions	GFA compliance																					
Securing an appropriate title	<p><i>'teachers should encourage students to develop a statement, question or hypothesis that can be tested and is clearly linked to the specification... breaking their main title down into sub-enquiry questions or hypotheses may help them'</i></p>	<p>During day one of our NEA course GFA tutors will discuss the 'geographical enquiry approach'. Having explored Southwold and become more familiar with the local landscape and geographical issues, students are required to develop an aim / title, supported by 2-4 sub-questions, each explicitly relevant to their enquiry title.</p> <p>Having established relevant sub-questions, students then need to consider which methods of data collection will be relevant to these sub-questions. Students will be introduced to a range of data collection techniques during the fieldwork menu exercise on day one of our 3-day NEA course and days one and two on the split residential NEA course.</p>																					
Securing independent titles	<p><i>'During the planning phase, students can participate in discussions surrounding possible focus areas within the specification and possible fieldwork methodologies that could be used.'</i></p> <p><i>'Following the planning stage, the student must finalise the draft title of their investigation on his/her own'</i></p> <p><i>'Teachers should be providing general guidance only to students during this initial planning phase and the final choice of aim or title must be the student's'</i></p>	<p>Day 1 of our 3 day NEA course and Day 1 and 2 of the split residential course is based around the planning phase. Students participate in 2 extended orientation walks of Southwold's seafront / beach and the urban area, including high street. The main potential and appropriate geographical focus areas are highlighted whilst students develop their experience of collecting different fieldwork data by trialing a range of fieldwork methodologies.</p> <p>Aims, sub-questions and the methods of your study Which of the main issues do you think you will base the focus of your investigation on? Tick one:</p> <table border="1" style="font-size: small;"> <tr> <td>Coastal conflicts – saving Easton Ravents</td> <td>The impact of gentrification – the challenges and changes this presents</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Coastal erosion – its threat, impact and management</td> <td>The success of regenerating spaces – the Pier, Adams and Topp plots</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Coastal transportation – LSD management and impact on beach morphology</td> <td>Changing identity and function – a thriving town or a 'fake' town?</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Coastal management – its success and impact on the area</td> <td>Seasonal tourist economy – the challenges and changes this presents</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Rising sea levels and storm surge threats – the risk and preparation</td> <td>Declining permanent local population – the challenges and changes this presents</td> <td><input type="checkbox"/></td> </tr> </table> <p>Alternative focus for your study: _____ Provisional aim / title: _____</p> <p>Provisional sub-questions and corresponding methods:</p> <table border="1" style="font-size: small;"> <thead> <tr> <th style="background-color: #fff9c4;">Sub-question 1:</th> <th style="background-color: #fff9c4;">Sub-question 2:</th> <th style="background-color: #fff9c4;">Sub-question 3:</th> </tr> </thead> <tbody> <tr> <td style="background-color: #fff9c4;">Methods of data collection which will help me answer this:</td> <td style="background-color: #fff9c4;">Methods of data collection which will help me answer this:</td> <td style="background-color: #fff9c4;">Methods of data collection which will help me answer this:</td> </tr> </tbody> </table>	Coastal conflicts – saving Easton Ravents	The impact of gentrification – the challenges and changes this presents	<input type="checkbox"/>	Coastal erosion – its threat, impact and management	The success of regenerating spaces – the Pier, Adams and Topp plots	<input type="checkbox"/>	Coastal transportation – LSD management and impact on beach morphology	Changing identity and function – a thriving town or a 'fake' town?	<input type="checkbox"/>	Coastal management – its success and impact on the area	Seasonal tourist economy – the challenges and changes this presents	<input type="checkbox"/>	Rising sea levels and storm surge threats – the risk and preparation	Declining permanent local population – the challenges and changes this presents	<input type="checkbox"/>	Sub-question 1:	Sub-question 2:	Sub-question 3:	Methods of data collection which will help me answer this:	Methods of data collection which will help me answer this:	Methods of data collection which will help me answer this:
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At the end of day 1 on the NEA 3-day course or in the interim period between the split residential course, students are expected to complete this **GFA NEA planning document** to help them develop appropriate sub-questions which link to the enquiry title and choose data collection methods which are explicitly relevant.

This should be done independently but in line with the guidance provided, GFA tutors and teachers will provide general support to help students understand the broad parameters which they should consider during planning.

<p>Completing the student proposal form</p>	<p><i>'Following the planning stage, the student must finalise the draft title of their investigation on his/her own, and must complete a detailed proposal form prior to commencing the data collection phase of the investigation.'</i></p> <p><i>'students should detail their proposed hypotheses/questions and sub-hypotheses/questions as well as their methodology'</i></p> <p><i>'Students must be given an appropriate amount of time to discuss their proposal with a teacher and re-work their ideas when necessary'</i></p> <p><i>'Each proposal form must be approved and signed by the teacher before the student embarks on data collection.'</i></p>	<p>Having completed the GFA NEA planning document independently, the students will then have an opportunity to discuss this draft idea with GFA tutors and their teachers.</p> <p>As directed by the official guidance <i>'When discussing each student proposal, teacher input must be kept to that of general guidance only'</i>. Teachers could consider questions such as:</p> <ul style="list-style-type: none"> • <i>Is the spatial scale of your proposed investigation appropriate and manageable given the time and resources you have?</i> • <i>Is your title in the form of a question that will lead to a judgement being made?</i> • <i>Are your sub-questions/hypotheses logically linked to your title and do they provide a logical structure for you to follow?</i> • <i>Is the number of sub-questions/hypotheses appropriate i.e. will they lead to sufficient depth and manageable breadth?</i> • <i>Have you planned for data collection that will allow you to answer each of your sub-questions/hypotheses and make an overall judgement?</i> • <i>What broader geographical context can you investigate and link to your study?</i> <p>In line with the directions of the official guidance, having discussed the draft study proposal with the students, students should reflect and refine their ideas where necessary and then complete their exam board's proposal form.</p> <p>We will encourage the accompanying teacher to approve and sign these forms before students then individually embark on their individual data collection.</p>
<p>Collaboration</p>	<p><i>'Data can be collected by students in groups if appropriate to their investigations. In addition to this, students are permitted to work together to collect data to overcome health and safety challenges.'</i></p> <p><i>'If students are working in a group to collect their primary data they should still be independently making decisions around their own data collection techniques, sampling strategies and recording data'</i></p>	<p>Once students are at the stage to embark upon their data collection, we ask the accompanying teachers to consider appropriate groupings of students to work collaboratively where appropriate, especially in the coastal environments.</p> <p>Despite working with others for some aspects of their data collection, students are still expected to gather data to meet their own independently developed criteria, such as sample size, technique and frequency.</p> <p>GFA tutors and accompanying staff will be accessible and present in the main fieldwork locations but will leave the data collection entirely up to the individual student.</p>

	<i>'Students should not use data collection sheets provided by teachers or fieldwork providers during previous fieldwork activities'</i>	During the planning stage we will introduce students to a variety of data collection techniques and provide ideas as to how this data may be gathered, but students themselves will need to make their own data collection sheets bespoke to their studies whilst collecting data for their own enquiries.
Supporting students during the investigation	<p><i>'During the planning and the write up phase, teacher input must be kept to that of general guidance only.'</i></p> <p><i>'Teachers should not provide scaffolding for the investigation itself and corresponding sections within it (including personal ticklists) that go beyond what is detailed in the marking criteria. Providing templates of any kind for the purpose of the investigation constitutes malpractice'</i></p>	<p>On completion of the data collection as part of our NEA field courses, we will provide general ideas on data presentation techniques, secondary GIS sources and secondary literature sources. If appropriate we will demonstrate the use of ArcGIS and statistical analysis techniques.</p> <p>We will not however, provide more specific guidance documentation or templates of any kind.</p>



Institute of Outdoor Learning