

MODULE SPECIFICATION FORM

Module Title: Assessment and Evaluation in Higher Education	Level: 7	Credit Value: 20
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Module code: EPHM18	Cost Centre: GAPE	JACS3 code: X370
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Trimester(s) in which to be offered: 1/2/3	With effect from: November 2015
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Office use only: To be completed by AQSU:	Date approved: November 2015
	Date revised: -
	Version no: 1

Existing/New: New	Title of module being replaced (if any): EPH703: Assessment and evaluation in Higher Education – reflection and development
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Originating School: Social and Life Sciences	Module Leader: Sue Horder
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Module duration (total hours): 200 Scheduled learning & teaching hours (workshops): 30 Independent study hours: 170 Placement hours: 0	Status: core/option (identify programme where Core appropriate): Core
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Programme(s) in which to be offered: Postgraduate Certificate in Professional Development in Higher Education	Pre-requisites per programme (between levels):
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Module Aims:

1. To explore knowledge, skills and attitudes required for effective assessment of learning experiences including the provision of feedback to students.
2. To explore systematic approaches to improving assessment.
3. To evaluate the use of ILCT (Information, learning and communication technology) in participant's own assessment practice.
4. To support the development of appropriate evaluation and quality assurance processes.

In addition to and via the above aims the module will emphasise the relevant areas of professional activity identified in the UK Professional Standards Framework (UKPSF)

Intended Learning Outcomes:

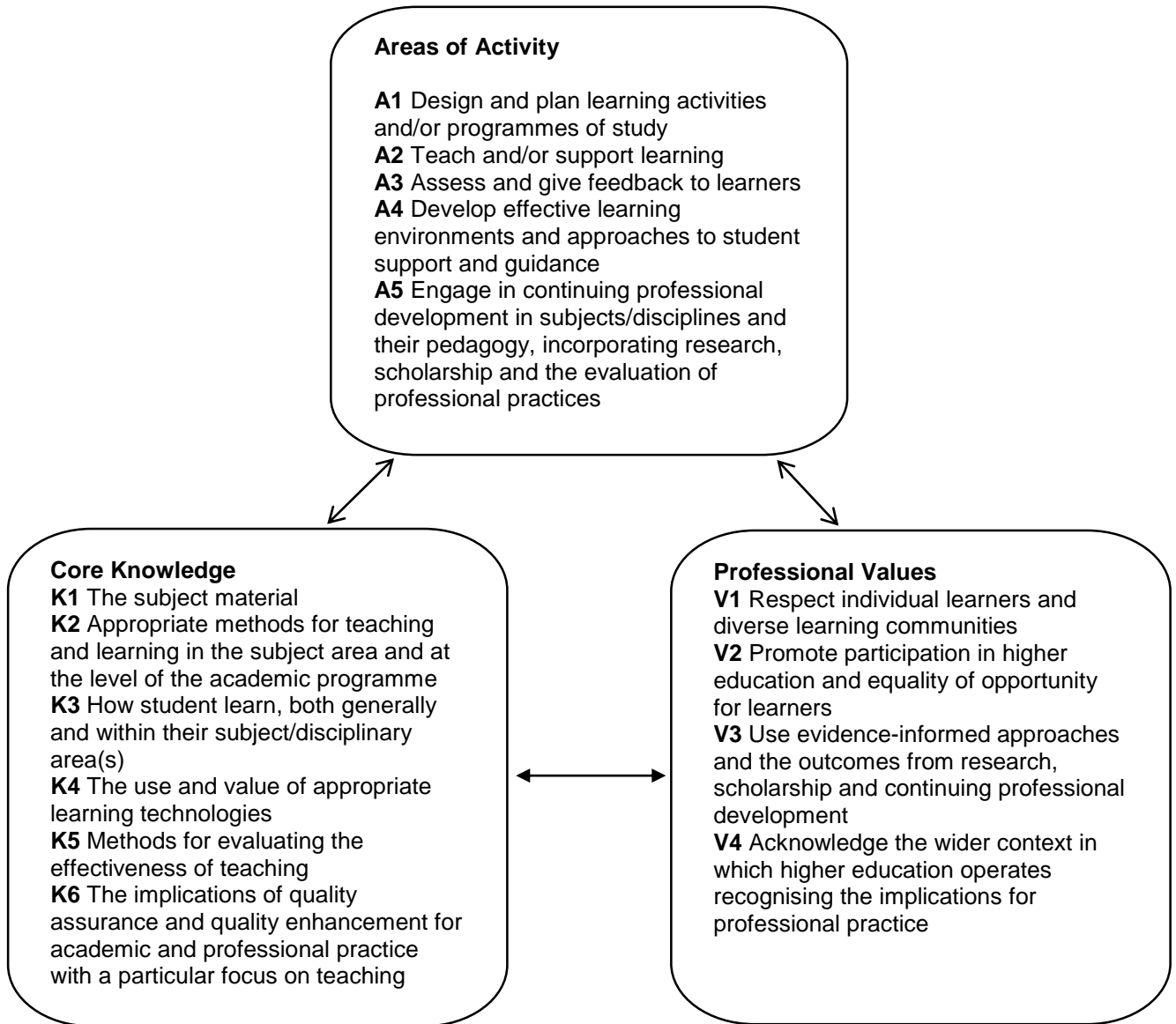
At the end of this module, students will be able to ...

1. Critically reflect on own assessment practices informed by current scholarship and research (A1, A3, A4, A5, K1, K2, K6, V2 and V3).
2. Critically analyse a variety of methods and strategies used to assess student learning (A1, A2, A3, A4, K1, K2, K3, K4, V1, V2, and V3).
3. Critically evaluate formative and summative assessments, in the light of educational theory. (A3, A5, K2, K6, V2 and V3).
4. Critically evaluate own assessment and evaluation practices in the context of own institution's learning and teaching strategy and the UKPSF and identify actions for improvement (A5, K6 and V4).

(See UK Professional Standards Framework (2011) overleaf to match A, K and V outcomes)

Dimensions of the Framework

https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_english.pdf



Assessment:

A portfolio and essay that will focus upon two assessment methods that the participants use in their teaching practice to check student learning. It will also include the use and development of teaching evaluations.

Indicative tasks

1. Evaluate two assessment tasks and for each; a) explain how it relates to assessment theory (reliability / validity, etc.), b) evaluate it against what it aims to measure / achieve, and identify how it might be improved in line with institutional policy and personal educational philosophy.
2. Review evaluation techniques used to improve own teaching practice. Evaluate critically the methods used and their effects upon own teaching practice and student learning.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
One	2 & 3	Portfolio	50%		2,000
Two	1 & 4	Essay	50%		2,000

Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experience of participants. The strategies adopted will include tutor directed sessions, workshops, simulation, video clips, Moodle virtual learning environment, seminars and supported self-study. Participants will be encouraged to reflect on their practice and to make connections between theory and practice throughout. The PgCPD approach seeks to adopt a learner-centred approach in initial and continuing professional learning. All participants can expect to negotiate their learning programme and content of their assessment tasks on the grounds of discussions held both within class and during tutorials. The PgCPD programme outcomes are congruent with the University Learning & Teaching Strategy and the UK Professional Standards Framework (UKPSF) in that the Programme seeks to promote self-development and reflective practice within a context of innovation and scholarship.

Syllabus outline:

- Functions of assessment
- Assessment theories.
- Formative / summative / ipsative, reliability / validity etc, norm / criterion assessment
- Constructive alignment
- Surface / deep learning in relation to assessment
- Assessment for / of learning
- ICT in assessment
- Solo taxonomy
- Criteria referencing rubrics (styles of achievement based rubrics – pass / merit distinction or boundaries according to marks)
- Assessment feedback
- Options for assessment (examinations, multiple choice, etc. Their influence on surface / deep learning)
- Evaluation and the quality cycle

Bibliography:

Essential reading:

Biggs, J. & Tang, C. (2011). *Teaching for quality learning at university: What the student does* (4th Ed.). Maidenhead, England: Open University Press.

Fry, H., Ketteridge, S. & Marshall, S. (2015). *A handbook for teaching and learning in higher education: Enhancing academic practice*. (4th Ed.). London, England: RoutledgeFalmer.

Gibbs, G. & Coffey, M. (2004). The impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of their students. *Active learning in higher education*, 5(1), 87-100.

Ramsden, P. (2003). *Learning to teach in higher education* (2nd Ed.). London, England: RoutledgeFalmer.

Other indicative reading:

Armstrong, S., Chan, S., Malfroy, J., & Thomson, R. (2015). *Assessment Guide Implementing criteria and standards-based assessment*. Teaching Development Unit, University of Western Sydney. Retrieved February 10, 2010, from University of Western Sydney: http://www.uws.edu.au/_data/assets/pdf_file/0004/449860/PVC5557_Assessment_Guide_LR3.pdf

Bloxham, S. & Boyd, P. (2007). *Developing assessment in higher education: A practical guide*. Maidenhead, England: Open University Press.

Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

Hattie, J. & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.

Irons, A. (2008). *Enhancing Learning Through Formative Assessment and Feedback*. Abingdon, Oxon: Routledge.

McGhee, P. (2004). *The academic quality handbook*. London, England: Kogan Page.

Moon, J. A. (2004). *A handbook of reflective and experiential learning: Theory and practice*. London, England: RoutledgeFalmer.

Sadler, R. (2005). Interpretations of criteria-based assessment and grading in higher education. *Assessment and evaluation in higher education*, 30(2). 175-194.