H9MCAL: Educational Assessment and Feedback

Module Code:	H9MCAL
Long Title	Educational Assessment and Feedback APPROVED
Title	Educational Assessment and Feedback
Module Level:	LEVEL 9
EQF Level:	7
EHEA Level:	Second Cycle
Credits:	5
Module Coordinator:	Leo Casey
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Develop a critical awareness of the various and conflicting purposes and principles of assessment.
LO2	Based on peer discussions and engagement with assessment literature, identify key assessment principles applicable to one's own professional learning setting.
LO3	Apply theoretical knowledge of assessment principles to design a practical assessment strategy (with assessment of/for/as learning) for a module or learning event appropriate for one's professional learning setting.

Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

H9MCAL: Educational Assessment and Feedback

Module Content & Assessment

Indicative Content

Introduction to Assessment Principles and Assessment Autobiography
• Learners introduced to key assessment principles (Boyd and Bloxham 2008) and discussion of the conflicting purposes of assessment and assessment of/for/as learning. Learners encouraged to reflect on own experience of assessment to identify characteristics of meaningful assessment (educational autobiography writing).

Validity and Reliability in Assessment
• Learners critically engage with issues relating to assessment validity and reliability. Includes engagement with constructive alignment (Biggs 2003), Bloom's taxonomy.

Effectiveness and Efficiency in Assessment
• Learners critically explore issues related to assessment effectiveness and assessment for 'deep learning'. Issues related to assessment burden for educators and learners, and the design of effective and efficient feedback and feedforward mechanisms.

Transparency and Attribution
• Issues related to ensuring transparency in assessment; ensuring clear guidance, assessment criteria and rubrics. Mechanisms to avoid risk of plagiarism.

Equity and Diversity
• Designing inclusive assessment; ensuring equity of opportunity for a range of learners.

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	CA 1	**% of total:**	40
Assessment Date:	n/a	**Outcome addressed:**	1,2
Non-Marked:	No		

Assessment Description:
Learners are required to engage with module readings, read peers' posts, respond to others in their assigned online group and post a substantial response to a question on the assessment principle they consider particularly important in their learning and teaching setting.

Assessment Type:	CA 2	**% of total:**	60
Assessment Date:	n/a	**Outcome addressed:**	1,3
Non-Marked:	No		

Assessment Description:
Learners will design a Concept Map using VUE software to illustrate an assessment strategy that they can use in the context of their own professional practice. Formative feedback is provided via lecturer feedback on progress to date and in-class peer review in late March.

No End of Module Assessment

No Workplace Assessment

Part Time

Coursework

Assessment Type:	CA 1	**% of total:**	40
Assessment Date:	n/a	**Outcome addressed:**	1,2
Non-Marked:	No		

Assessment Description:
Learners are required to engage with module readings, read peers' posts, respond to others in their assigned online group and post a substantial response to a question on the assessment principle they consider particularly important in their learning and teaching setting.

Assessment Type:	CA 2	**% of total:**	60
Assessment Date:	n/a	**Outcome addressed:**	1,3
Non-Marked:	No		

Assessment Description:
Learners will design a Concept Map using VUE software to illustrate an assessment strategy that they can use in the context of their own professional practice. Formative feedback is provided via lecturer feedback on progress to date and in-class peer review in late March.

No End of Module Assessment

No Workplace Assessment

Reassessment Requirement

Repeat failed items
The student must repeat any item failed

Reassessment Description
Students must pass all components of assessment on the module; a component fail leads to a component repeat.

H9MCAL: Educational Assessment and Feedback

Module Workload

Module Target Workload Hours 0 Hours

Workload: Full Time

Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Lecture	24	Per Semester	2.00
Independent Learning	Independent Learning	101	Per Semester	8.42
			Total Weekly Contact Hours	2.00

Workload: Part Time

Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Lecture	24	Per Semester	2.00
Independent Learning	Independent Learning	101	Per Semester	8.42
			Total Weekly Contact Hours	2.00

Module Resources

Recommended Book Resources

> **Bloxham, S., and P. Boyd. (2008), Developing Effective Assessment in Higher Education: A Practical Guide, Open University Press McGraw-Hill, Maidenhead.**

Supplementary Article/Paper Resources

> **Gibbs G., C. Simpson. (2004), Conditions Under Which Assessment Supports Student Learning, Learning and Teaching in Higher Education, V. 1, p.3.**

> **Nicol, D. and MacFarlane-Dick, D. (2006), Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, Studies in Higher Education, 31 (2), p.199.**

This module does not have any other resources

Discussion Note: