MODULE SPECIFICATION

**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module

UN821 (UELT8210) Assessment and Feedback in Higher Education (revision to existing module)

1. School or partner institution which will be responsible for management of the module

CSHE/UELT

1. Start date of the module

January 2009 (revised version start date May 2015)

1. The number of students expected to take the module

30

1. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

None: this is a revision of an existing module

1. The level of the module

Postgraduate [M])

1. The number of credits and the ECTS value which the module represents

15 (7.5 ECTS)

1. Which term(s) the module is to be taught in (or other teaching pattern)

Summer term

1. Prerequisite and co-requisite modules

Participants should normally have undertaken, or have been exempted from, the core PGCHE modules, or should demonstrate the equivalent attainment.

1. The programmes of study to which the module contributes

PGCHE/PGDip/MA in HE

1. The intended subject specific learning outcomes

At the end of the module, successful participants will be able to:

* 1. Critically evaluate a wide and appropriate range of assessment methods to support student learning (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).
  2. Critically analyse the impact that a range of assessment methods have upon curriculum design and delivery. (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).
  3. Critically evaluate personal feedback practices in light of previous and current literature recommendations (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).

1. The intended generic learning outcomes
   1. Demonstrate a broad understanding of the policy and educational context which inform approaches to student assessment (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).
   2. Describe and evaluate their own approach to assessment design and feedback (PGCHE A2, A3, A5, A7, B1, B2, C2, C3, C4, C5, C6; UKPSF A2, A3, A4, K2, K6, K3, K4, V1, V4, V3).
2. A synopsis of the curriculum

This module focuses upon assessment and feedback within higher education. The module covers in the main the impact of the educational and policy context on approaches to assessment, the relationships between assessment *of* and *for* learning, with approaches to giving feedback. The module considers the impact of ‘stakeholder’ (eg student, employer, institutional) perceptions on assessment design and practice and how these interact with feedback practices. The module further considers critically the current literature relating to recommended feedback practice and how this can be operationalised within the students learning environment.

1. Indicative Reading List

Black, P. & Wiliam, D. (1998) Assessment and classroom learning. *Assessment in Education.* 5 (1). 7–74.

Boud, D. (1995) Assessment and learning: contradictory or complimentary? in Knight, P. (ed.) *Assessment for Learning in Higher Education*, 35-48 London: Kogan Page/SEDA

Boud, D. (2007) Reframing assessment as if learning was important, In Boud, D. & Falchikov, N. (eds). *Rethinking Assessment in Higher Education: learning for the longer term*. London: Routledge.

Carless, D., Salter, D., Yang, M. & Lam, J. (2011) Developing sustainable feedback practices. *Studies in Higher Education*. 36 (4). 395–407.

Hounsell, D., McClune, V., Hounsell, J. & Litjens, J. (2008) The quality of guidance and feedback to students, *Higher Education Research and Development*. 27 (1). 55-67.

Nicol, D. J (2010) From monologue to dialogue: Improving written feedback processes in mass higher education. *Assessment & Evaluation in Higher Education*. 35 (5). 501–517.

Nicol, D. J. (2013) Resituating Feedback from the Reactive to the Proactive. *In* Boud, D. & Molloy*,* E. (eds.). *Feedback in Higher and Professional Education: Understanding it and Doing it Well* (34–49). Oxon: Routledge.

Nicol, D.J. & Macfarlane-Dick, D. (2004) Rethinking formative assessment in HE: a theoretical model and seven principles of good feedback practice. In Juwah, C., Macfarlane-Dick, D., Matthew, B., Nicol, D. & Smith, B. (eds.). *Enhancing student learning though effective formative feedback,* York: The Higher Education Academy.

Nicol, D. J. & MacFarlane-Dick, D. (2006) Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*. 31. 199–218.

Price, M., Carroll, J., O’Donovan, B. & Rust, C. (2011) If I was going there I wouldn’t start from here: A critical commentary on current assessment practice. *Assessment and Evaluation in Higher Education.* 36. 479–492.

Price, M., Handley, K. & Millar, J. (2011) 'Feedback - focussing attention on engagement', *Studies in Higher Education*. 36 (8). 879-896.

Sadler, D.R. (1989) Formative assessment and the design of instructional systems. *Instructional Science.* 18. 119–144.

Sadler, D. R (2010) Beyond feedback: Developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education*. 35 (5). 535–550.

1. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

5 two-hour seminars, combining content and critical discussion.

140 hour independent study: pre- and post-seminar reading and investigation, including self-directed research.

Tutorial support: each student will be offered at least one 1-2-1 tutorial.

The teaching methods are designed to support students to attain the Learning Outcomes for this module. Students will be encouraged to work collaboratively to investigate issues of mutual interest and importance.

Total study hours: 150

1. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

There are two assessment tasks for this module:

Assessment One – Students are required to create a poster (or other visual presentation) of a proposed or actual assessment strategy at module or programme level. This should be accompanied by a 1,000 - word written commentary critically evaluating the methods selected. Together, these should demonstrate that Learning Outcomes 11.1 and 11.2 for this module have been achieved.

Assessment Two – Students are required to write a 2500 word essay which critically evaluates their personal feedback practices in light of previous and current literature recommendations. This essay addresses learning outcome 11.3 for this module.

1. Implications for learning resources, including staff, library, IT and space

The numbers of PGCHE and ATAP participants has risen steadily in recent years, with consequent increases in demands on staff time – tutorial, observation, direct teaching and assessment. This module revision will make additional demands on Library resources.

1. CSHE/UELT recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.
2. Campus(es) where module will be delivered:

Canterbury

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Graduate Studies** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| Fran Beaton  Director of Graduate Studies  Print Name  FRAN BEATON | 25/02/15 |

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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| .................................................................  Head of School  …………………………………………………….  Print Name | ..............................................  Date |