# UNIT SPECIFICATION

## Unit title
Innovations in Assessment and Feedback

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit value</th>
<th>Expected contact hours for unit</th>
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<tbody>
<tr>
<td>Level 7</td>
<td>20 (10 ECTS)</td>
<td>30</td>
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## Is this a common unit?
No

## Pre and co-requisites
Those undertaking this unit should have responsibility for delivering learning and assessment.

## Aims
The aim of this unit is to develop in-depth knowledge and skills in assessment and feedback and develop innovative approaches to the practice of assessment and feedback. Learners will explore current research and practice in designing assignments that promote learning and will extend their knowledge and skills of assessment for learning and techniques for feedback and feedforward in the context of student-centred learning.

## Intended learning outcomes (ILOs)

Having completed this unit the student is expected to:

1. Demonstrate a critical understanding of the current context of education policy and practice and its potential impact on their assessment and feedback practices;

2. Critically analyse the factors that promote effective student learning;

3. Design innovative assessment and feedback strategies to support student-centred learning;


## Learning and teaching methods
The unit will be delivered using blended learning, underpinned by face-to-face or online master classes. Students are expected to work collaboratively with other learners in developing ideas, engage in peer feedback and reflect on their learning using a reflective learning framework. Participants are encouraged to identify personal development needs and to use the opportunities presented by this unit to develop knowledge, strategies and confidence to enhance their own professional practice.

## Assessment

### Formative assessment/feedback
Students will participate in peer and tutor feedback activities on the preparation of portfolio items 1, 2 and 3.

### Summative assessment
ILOs 1-4 will be assessed by 100% coursework

### Indicative assessment

The coursework will typically consist of a portfolio containing:

- A critical commentary of the education policy and practices in relation to the student’s own education context and the potential impact on their assessment and feedback practices (ILO 1) 750 words (25%)
- A poster containing detailed design for an assessment and feedback strategy which includes; formative and summative assessment, feedback and feed-forward and which includes an analysis of the factors that promote effective student learning. (ILOs 2 and 3) 1500 words equivalent (50%)
- Critical reflection on the potential or actual impact of delivering the assessment and feedback strategy (ILO4) 750 words
Indicative unit content

- The contemporary context of student-centred learning
- Innovative and transformative pedagogies
- The principles and practices of assessment for learning
- Co-creation, collaboration and peer assessment
- Principles and practices of feedback and feedforward, including working with large cohorts

Indicative learning resources

All reading lists and recommended websites will be available online to students via the VLE and updated each year to ensure relevance and currency. The following is a small selection of the recommended reading:

Ball, S. et al., 2012, *A Marked Improvement: Transforming Assessment in Higher Education*  
[http://www.heacademy.ac.uk/assets/documents/assessment/A_Marked_Improvement.pdf](http://www.heacademy.ac.uk/assets/documents/assessment/A_Marked_Improvement.pdf)


Ferrell, G., 2013, Supporting assessment and feedback practice with technology: from tinkering to transformation. JISC [http://repository.jisc.ac.uk/5450/](http://repository.jisc.ac.uk/5450/)

Gibbs, G. & Dunbar-Goddet, H., 2007,*The effects of programme assessment environments on student learning*  
[http://www.heacademy.ac.uk/projects/detail/projectfinder/projects/pf2656lr](http://www.heacademy.ac.uk/projects/detail/projectfinder/projects/pf2656lr)


JISC, 2010, Case Study 1 Putting assessment at the heart of learning.  
[www.jisc.ac.uk/whatwedo/programmes/elearning/assessment/digiassess.aspx](http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessment/digiassess.aspx)


Newstead, S. 2002, ‘Examining the examiners: why are we so bad at assessing students?’, *Psychology Learning and Teaching,* vol. 2, no. 2, pp. 70-75.