Programme Details

Programme : ENHANCING STUDENT LEARNING THROUGH ASSESSMENT AND FEEDBACK
Course Length : Two days

Course Synopsis

By the end of the two days participants will have:

1. Reviewed and revised their understanding of outcome-based learning
2. Had an opportunity to review the learning outcomes of their programme and ensure that they are constructively aligned with their assessment methods
3. Identified a number of soft/transferable skills relevant to employers and their discipline area and explored how to integrate these skills into the curriculum and assess them
4. Explored ways in which students learn and discuss how students can be more actively involved in the assessment and feedback process as partners in learning
5. Identified ways of making the process of feedback more effective and efficient for both staff and students
6. Produced action plans for enhancements to the assessment and feedback in their respective Faculty or subject

Course Objectives

The course is designed to fulfill the following objectives:

1. To enhance participants’ understanding of outcomes based learning
2. To provide the participants an opportunity to review the current learning outcomes of the course/programme
3. To encourage participants to identify the soft/transferable skills relevant to employers and their discipline area and explore how to integrate these skills into the curriculum and assess them
4. To encourage the participants to explore how students learn and discuss how to provide the right opportunities for student learning to occur
5. To encourage the participants to explore ways that students can take more responsibility in their learning by being actively involved in the whole process of assessment and feedback
6. To encourage the participants to draw and review their own institutional action plan
Course Learning Outcomes

By the end of the course, participants will be able to:

1. Identify the four factors that enable students to learn effectively and apply the model to enhance the current assessment practice
2. Identify key employability skills and select one to explore ways of embedding into the curriculum
3. Identify a variety of different assessment methods
4. Produce clear assessment criteria that are understood by students
5. Identify ways in which students can learn from feedback and assessment
6. Explore ways to involve students more actively in the feedback process as partners in learning
7. Present an example of how an employability skill can be integrated in the curriculum and assessed

Course Contents

1. Context of Higher Education
   - Changing Context
   - Implications
   - Emphasis

2. Learning – A Four Factor Model
   - Practice
   - Feedback
   - Motivation
   - Reflection

3. Learning Outcomes
   - Student-centred approach

4. Employability skills
   - Transferable skills/Personal skills/Career Management Skills

5. Assessment
   - Skills and Knowledge
   - Methods
   - Timing
   - Criteria
   - Feedback/ Feed forward
### Course Plan

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
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<tbody>
<tr>
<td>9.00am – 10.30am Session 1 (1hr 30mins)</td>
<td>9.00am – 10.45am Session 1 (1hr 45mins)</td>
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<tr>
<td><strong>Introductions and course overview</strong></td>
<td><strong>Reflection of Day 1 – implications for your programme</strong></td>
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<td><strong>Setting the scene:</strong></td>
<td><strong>Getting students confident with assessing.</strong></td>
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<tr>
<td>- The changing nature of higher education and the implications for learning and teaching</td>
<td>- What can course teams do to enhance feedback?</td>
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<td>- Preparing graduates for the 21st Century, taking into account the needs of employers.</td>
<td>- Technology available in brief</td>
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<td>10.45am – 12.30pm Session 2 (1hr 45mins)</td>
<td>11.00am – 12.45pm Session 2 (1hr 45mins)</td>
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<tr>
<td><strong>Key Issues in Assessment</strong></td>
<td><strong>Variety of different assessment methods and appropriateness for different learning outcomes</strong></td>
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<td><strong>Employability skills</strong></td>
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<tr>
<td>1.30pm – 3.00pm Session 3 (1hr 30mins)</td>
<td>1.45pm – 3.15pm Session 3 (1hr 30mins)</td>
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<tr>
<td><strong>How do Students learn? A four-factor Model</strong></td>
<td><strong>Identify graduate employability skills.</strong></td>
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<td><strong>Group activity to design practical ways of embedding employability skills in the curriculum</strong></td>
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<tr>
<td>3.30pm – 5.00pm Session 4 (1 hr 30mins)</td>
<td>3.30pm – 5.00pm Session 4 (1 hr 30mins)</td>
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<td><strong>Constructive Alignment – Learning Outcomes, Methods, Timing, Criteria, Feedback/Feed forward</strong></td>
<td><strong>Group presentations on embedding employability skills in the curriculum</strong></td>
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<td><strong>Production of an action plan – where do you go from here?</strong></td>
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<td><strong>Feedback session</strong></td>
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