THE UNIVERSITY OF MANCHESTER
Unit Specification

1. GENERAL INFORMATION

Title	Assessment and Feedback for Medical and Human Sciences
Unit code	
Credit rating	15
Level	7
Contact hours	Lectures, Workshops and/or Seminars: 12 hours Directed Reading/exercises (inc. online activities): 48 hours Private Study: 90 hours
Other Scheduled teaching and learning activities*	Assessment Surgeries: 6
Pre-requisite units	None
Co-requisite units	None
School responsible	MHS
Member of staff responsible	Judith Williams and Fiona Kevan
ECTS**	7.5
Notional hours of Learning***	150

2. AIMS

The unit aims to:

- To introduce assessment within the context of teaching within Higher Education in a Medical and Human Sciences faculty

- To evaluate a range of relevant literature on assessment in Medical and Human sciences

- To critically evaluate current practices of assessment across the Medical and Human Sciences Faculty.

- To understand how assessment fits into the broader remit of evaluation and quality assurance

- Understand the impact and value of giving feedback.

3. BRIEF DESCRIPTION OF THE UNIT

Assessments are core components of effective teaching and learning and meaningful assessment is a strong influence on learning. In this unit participants will explore current methods and directions in assessment of learning in higher education in medical and human sciences, both formative and summative. Assessment theory will be explored, particularly in relation to concepts of validity, reliability, transparency, professional accountability and generalisabilty. Programme participants will be encouraged to be innovative in applying their knowledge and skills to the review of their current practice.

This course unit will introduce participants to assessment and evaluation of assessments within a Medical and Human Sciences. The topics that will be covered include:
- Assessment and evaluation in different contexts ensuring professional accountability

- Objectivity and fairness in assessment
- Relationships between teaching and assessment
- Sharing the different ways we assess
- Assessing our teaching
-The importance of feedback for interpreting assessments
- The importance of embedding 'feed-forward' into assessment and feedback design

* To inform the "Key Information Set". Defined as 'any activity that a student has to attend or undertake at a fixed point and that has no flexibility for when it is undertaken, and where the student also has access to an available staff member' *("Provision of Information about Higher Education: Outcomes of consultation and next steps" June 2011/18)*

** ECTS (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT credit, in accordance with the Credit Framework (QAA). Therefore if a unit is worth 30 UK credits, this will equate to 15 ECT.

*** Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore if a unit is worth 30 credits, this will equate to 300 notional study hours, in accordance with the Credit Framework (QAA).

INTENDED LEARNING OUTCOMES

Category of outcome	*Participants should be able to:*
Knowledge and understanding	Have a systematic understand of the contemporary theories and principles of assessment, evaluation and feedback theory relevant for Medical and Human Sciences. Contextualise the principles of assessment, evaluation and feedback theory to Medical and Human Sciences in higher education, and justify their application
Intellectual skills	Be able to subject their current practices of assessment to critical evaluation.
Practical skills	To be able to demonstrate how to plan, design and execute formative and summative assessment to enable learning, progression and support for different programmes and year groups. To demonstrate the application of knowledge having considered the assessment practices used on this programme . To be able to make research informed judgements on appropriate assessment practices that work effectively within an inter-discipline setting across the Medical and Human sciences.
Transferable skills and personal qualities	Develop a reflective approach to their own professional practice which will act as a basis for future continuing professional development.

4.   LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Teaching will take the form of 3 x 3 hour face-to-face sessions which will include elements of traditional lectures, interactive seminars, small-group discussions and one-to-one tutorials.

Other instruction will be facilitated electronically, via podcasts, Blackboard activities and other relevant links.

5. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Action Research Project of 3000 words aimed at exploring assessment and feedback theory, in the context of your individual role and learning environment.	3,000 words or equivalent	Within 15 working days of submissions	100%

6. INDICATIVE READING LIST

In addition to the suggested reading below, it is advisable to search for relevant literature within your own discipline. In particular;
- *accessing the relevant Higher Education Academy (HEA) Subject Networks for your discipline, see www.heaacademy.ac.uk*
- *access the section on assessment and feedback on the HEA site, see http://www.heacademy.ac.uk/assessment*

Biggs, John, and Catherine Tang. Teaching for quality learning at university. McGraw-Hill International, 2011.

Bloxham, S, Boyd, P, (2007) *Developing Effective Assessment in Higher education: A Practical Guide,* 2nd ed. Maidenhead: SRHE – OUP

Boud, D and Falchikov, N (2007) *Rethinking Assessment in Higher Education: Learning for the Longer Term*. Oxon: Routledge

Brown, G, Bull, J and Pendlebury, M (1997) *Assessing student learning in Higher Education,* London: Routledge

Bryan, C, and Clegg, K. (2006) (eds) *Innovative assessment in Higher Education* London: Taylor and Francis

Downing, S.M and Yudkowsky, R (2009) (eds) *Assessment in Health Professions Education*. Oxon: New York

Fry, H, Ketteridge, S, & Marshall, S (eds) (2003) *A Handbook for Teaching and Learning in Higher Education*. 2nd ed. London: Kogan Page

Heywood, J (2002) *Assessment in Higher Education: student learning, teaching programmes and institutions*. London: Jessica Kingsley

Salmon, G (2004) *E-Moderating: the key to teaching and learning on line*. London: Routledge Falmer

Recommended journals

Active learning in higher education - EBSCOhost EJS

Action learning - Taylor & Francis Online Journals

Assessment and Evaluation in Higher Education, Routledge

Educational studies - Taylor & Francis Online Journals

Higher education Research and Development

International Journal for Academic Development – Routledge

Journal of vocational education & training - Taylor & Francis Online Journals

Learning and Teaching in Higher Education (LATHE)

Medical Teacher – ProQuest Education Journals

Mentoring & tutoring for partnership in learning - Taylor & Francis Online Journals

Nurse Education Today – ScienceDirect Freedom collection

Teaching in Higher Education – Routledge

Research in post-compulsory education – Taylor & Francis Online Journals

Recommended websites

Higher Education Academy Subject Centres: http://www.heacademy.ac.uk/SubjectNetwork.htm

Staff and Educational Development Association SEDA: http://www.seda.ac.uk

Interdisciplinary inquiry based learning: http://idibl.bolton.ac.uk

Institute for Learning (IfL) http://www.ifl.ac.uk/

The General Teaching Council for England http://www.gtce.org.uk/

For Information and advice on Link2Lists reading list software, see:

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http://www.library.manchester.ac.uk/academicsupport/informationandadviceonlink2listsreadinglistsoftware/

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Related Policies:	N/A
Related Procedures and Guidance:	The Manual of Academic Procedures (MAP) - http://www.tlso.manchester.ac.uk/map/
Policy owner:	Louise Walmsley, Head of Teaching and Learning Support Office
Lead contact:	Miriam Graham, Teaching and Learning Adviser (Policies and Procedures)