Appendix 3l

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	**Module code:**	M18
2.	**Title:**	Enhancing Assessment Practice
3.	**Credit points:**	30
4.	**FHEQ level:**	7
5.	**Start term:**	September, January, May
6.	**Module leader:**	TBC
7.	**Accredited by:**	
8.	**Module restrictions:**	
	(a) Pre-requisite	M02 Certificate of Competence in Educational Testing
	(b) Programme restrictions	None
	(c) Level restrictions	PG
	(d) Other restrictions or requirements	
9.	**Aims:** Enhancing Assessment Practice aims to extend knowledge of cognitive processing skills and difficulties, and associated psychometric assessment tools gained in M02, allowing students to critically examine current assessment practice. Students will extend their knowledge of tests and assessment available and develop a broader range of assessment feedback and report-writing techniques. Going beyond the initial act of assessment students will develop different models of practice for identifying high incidence need-types and extend skills in identifying and communicating recommendations for learners to other stakeholders within their setting.	

10.	**Learning outcomes:**
	(Knowledge and Skills sections can be merged if appropriate)
	
	On successful completion of this module, the student will be able to:
	  1. Critique current educational assessment practice and psychometric test administration
	  2. Extend the range of approaches for assessing and reporting different learner needs using a broad range of tests and using direct or remote delivery
	  3. Select and administer a wide range of educational tests.for cognitive, attainment and social-emotional needs
	  4. Interpret test scores from a range of tests and integrate findings from a range of sources to form coherent recommendations
	  5. Extend practice in communicating feedback and recommendations through report-writing and oral feedback to test takers, their parents and educators.	

11.	**Syllabus:** The syllabus for this module extends learners' competencies for educational testing, and builds upon the initial competencies specified by the British Psychological Society in the Certificate of Competence in Educational Testing module (M02a). Through use of appreciative inquiry techniques, areas of existing practice regarded as strengths will be identified and used to support areas identified for development.	

	• **Administering an extended range of tests:** Assessment across a range of high-incidence needs, including tests of ability, attainment, aptitude and tests of social competence. • **Making appropriate use and interpretation of test results:** interpretation of test scores that contribute to the understanding of a learner's needs, using ability, aptitude and attainment tests for formative and summative assessment. • **Complexity in assessment practice.** Complex learners and the process of deciding when psychological tests should or should not be used as part of an assessment process • **Administering tests through direct or remote delivery** • **Making appropriate use and interpretation of test results** Combining results from multiple sources to create a holistic understanding of learners' needs. • **Competence with a range of profiles of need** • **Developing approaches to reporting** Extending approaches to reporting needs and recommendations.
12.	**Learning and teaching strategy:** Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online. Students access the study topics, including the learning activity instructions and supporting content through Campus Online. Campus Online is an integrated environment that: • Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. • Allows students to manage and track their progress through the activities and assessments. • Enables students to submit their evidence and assignments, and receive feedback from their tutors. Learning Experiences are based around Practical activities that encourage the student to 'learn to do' rather than 'learn about'. These are supported by other activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises. These activities include: • Reflection on practice, structured through 'learning log' online entries. • Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales. • Problem-based learning scenarios. There is access to supporting content including: • Directed reading of selected papers, book chapters, specialist online materials. • Use of case study examples, videos and other learning materials. • Use of Test Publisher's catalogues. • Use of samples of reports that report assessments using educational tests. Campus Online also supports a collaborative learning environment with: • Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.

	● Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums. Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.
13.	**Assessment scheme:** **(a) Formative assessment scheme** ● Self evaluation questionnaires to self-check knowledge and understanding through the module. ● All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.

(b) Summative assessment scheme

Reflective Analysis: Reflective critique of a previously completed, recent, assessment report identifying areas of practice development.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
33.3%	*equivalent to 2000 words*	*1,*	*✗ No* ☐ *Yes*	*✗ No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

==**Practice Analysis: Critique of video evidence of educational assessment administration involving psychometric tests to demonstrate development of practice.**==

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
33.3%	*equivalent to 2000 words*	*2, 3*	*✗ No* ☐ *Yes*	*✗ No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Critical Analysis: Comprehensive written report of an assessment including at least two administered psychometric tests, with an accompanying reflective critique of the assessment and report.

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
33.3%	*2000 words*	*4, 5*	*✗ No* ☐ *Yes*	*✗ No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

	In order to pass the module, the student will be required to achieve either: ☐ an overall aggregate of grade 16; ☐ an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component x an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component ☐ an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component	
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
14.	**Timetabled examination required**	Yes ☐ **No** x
15.	**Length of exam**	0 hours
16.	**Learning materials**	The core reading list for this module can all be found on the relevant module page on the Campus Online learning platform. All essential reading materials required for the course will be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc. Anastasi, A. (1988) Psychological Testing. 6th ed. London: Macmillan. Bronfenbrenner, U. (1979) The Ecology of Human Development: Experiments by Nature and Design. Cambridge, MA: Harvard University Press. Coaley, K. (2010) An Introduction to Psychological Assessment and Psychometrics. London: Sage. Dancey, C. and Reidy, J. (2004) Statistics without Maths for Psychologists. London: Prentice Hall. Dockrell, J. and McShane, J. (1993) Children's Learning Difficulties: A Cognitive Approach. Oxford: Blackwell. Elliott, J.G., Resing, W.C.M. and Beckmann, J.F. (2018) 'Dynamic assessment: a case of unfulfilled potential?', Educational Review, 70(1), pp. 7–17 Fisher, S, Boyle, J. (2006) Educational Testing: A Competence Based Approach. Oxford: Blackwell.

		Gregory, R.J. (2000) Psychological Testing: History, Principles and Applications. 3rd ed. London: Allyn and Bacon Kovalčíková, I. (2015) 'From dynamic assessment of cognitive abilities to educational interventions: Trends in cognitive education', Journal of Pedagogy / Pedagogický Casopis, 6(1), pp. 5–21. Lewis, J. and Sireci, S.G. (2022) 'Digital Module 30: Validity and Educational Testing: Purposes and Uses of Educational Tests', Educational Measurement: Issues & Practice, 41(4), pp. 81–82

In addition, for in-house, joint and franchised programmes only

17.	**UNISTATS - assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	……..%
	EXAM	……..%
	PRACTICAL	……..%

18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	
	Placement Activity (e.g. placement, work based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	

19.	**Module run (NB These should be set up four years in advance):**							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner

20.	**Timetabling information:**	
	(a) Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES/NO
	SEMINAR (SEM)	YES/NO
	LABORATORY (LAB)	YES/NO
	WORKSHOP (WRK)	YES/NO
	(b) Timetabled	YES/NO
	(c) Student centrally allocated	YES/NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
	PgCert/PgDip/MEd SEND and Inclusion	Optional
	PgCert/PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional

Validated collaborative partner (if applicable):
Real Group Ltd

Consultation
The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

 # Definition of UNISTATS assessment types:
(For further details see LQEH Section 16)