Module Descriptor

Title	Developing Effective Practice in Assessment & Feedback		
Session	2025/26	**Status**	Published
Code	ACPR11002	**SCQF Level**	11
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Cross-School**		
Module Co-ordinator	K Wilson		

Summary of Module

This flexible, online module introduces you to key concepts and theories in assessment and feedback. The module is practice-based, and you will be encouraged to link theoretical discussions to your own practice context.

Key topics will include principles of effective assessment, inclusive assessment, authentic assessment and assessment feedback.

You are expected to have an on-going teaching commitment throughout the module in order to support its practice-based elements and assessment. In order to meet the module learning outcomes your practice should include elements of assessment; this may be summative and/or credit-bearing assessment, or informal and/or formative assessment.

NB Modules have been validated to run in all terms but will usually run only once per session. Please contact the module co-ordinator for more information.

Module Delivery Method	**On-Campus[1]** ☐	**Hybrid[2]** ☐	**Online[3]** ☒	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically engage with key concepts and research relating to assessment and feedback.
L2	Demonstrate critical awareness of the contexts, policies and processes relevant to assessment and feedback.
L3	Apply creative approaches and cutting-edge research to the design of an assessment.
L4	Communicate effectively, using appropriate academic conventions where relevant.
L5	Provide effective feedback for learning.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Critically engage with key concepts and research relating to assessment and feedback. Demonstrate critical awareness of the contexts, policies and processes relevant to assessment and feedback.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply effective approaches and current research to the design of an assessment. Devise, construct and justify the use of a selection of assessment and feedback techniques and consider implications for professional practice. Use a range of appropriate tools to collect data from a wide variety of sources and use appropriately in assessment and feedback.
Generic Cognitive skills	**SCQF 11** Critically review skills, practices and thinking in assessment and feedback. Apply effective evidence based approaches to assessment and feedback.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate effectively, using appropriate academic conventions where relevant. Use appropriate technology to support and enhance assessment and feedback practices.
Autonomy, Accountability and Working with Others	**SCQF 11** Take responsibility for the design of assessment and feedback practices, including the integration of research/scholarship and innovation into these practices.

	Critically reflect upon own assessment and feedback practices.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

The learning on this module is online and practice-based. It aims to balance flexibility with the benefits of peer learning. Online discussion spaces and opportunities to collaborate are built into the module. While activities are mostly asynchronous, they are paced throughout the module to support your progress and maximise the opportunities for you to connect with your peers.

Online synchronous sessions will be offered to support learning on the module.

The materials and activities in the online learning space are intended to help you develop your practice in learning and teaching. You will also be asked to connect your practice to the theories, ideas and principles from the module.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Please select	15
Tutorial / Synchronous Support Activity	3
Practice-based Learning	17
Independent Study	55
TOTAL	100

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Ajjawi, R., Tai, J., Boud, D. and Jorre de St Jorre, T. (eds) (2022) Assessment for Inclusion in Higher Education: Promoting Equity and Social Justice in Assessment. Available at: https://doi.org/10.4324/9781003293101

Carless, D. (2007) 'Learning-oriented assessment: conceptual bases and practical implications', Innovations in Education and Teaching International, 44(1), pp.57-66. Available at: https://doi.org/10.1080/14703290601081332

Carless, D. and Boud, D. (2018) 'The development of student feedback literacy: enabling uptake of feedback', Assessment & Evaluation in Higher Education, 43(8), pp. 1315-1325. Available at: https://doi.org/10.1080/02602938.2018.1463354

Villarroel, V., Bloxham, S., Brunaa, D., Brunac, C. and Herrera-Sedad, C. (2018) 'Authentic assessment: creating a blueprint for course design', Assessment & Evaluation in Higher Education, 43(5), pp.840–854. Available at: https://doi.org/10.1080/02602938.2017.1412396

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Satisfactory engagement with active learning hours, assessment, and the mentoring process.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Cross-School**
Overall Assessment Results	☒ **Pass / Fail** ☐ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Cross School Board
Moderator	PgCAP Team
External Examiner	F Kennedy
Accreditation Details	Advance HE
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Report of practical work in form of written submission or recorded presentation (100%)
Assessment 2
Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report of practical work	☒	☒	☒	☒	☒	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**