

# ASSESSMENT AND FEEDBACK TOOLKIT

## ASSESSMENT DESIGN (STAGE 2 OF THE CU ASSESSMENT JOURNEY)

### APPROACHES TO COURSE LEVEL ASSESSMENT

This guidance link to Principle 2, 3 and 5 in the CU Assessment Strategy and is underpinned by the CU Assessment Policy

---

*How will you, as course leader explain to your course team the concept of **integrative assessment**? How may you implement this? Can you possibly use this to assess course stage outcomes?*

---

#### INTRODUCTION

Assessing course stage outcome through integrative assessment points are critical in establishing the knowledge, skills and understanding as represented in the overall course learning outcomes. Not only should this be established in the final year of study, but achievement of course level outcomes at all levels (including year one and two of study) should be mapped to establish achievement by students at each level.

This can easily be left out when we design assessment at module level; therefore, mapping of all modules and their assessment should be linked to course level learning outcomes.

Course level assessment moves away from focusing too much attention on the module learning outcome assessment, but shifts to an approach of **course level or integrative** assessment. By focusing more on the course level learning outcomes, the focus shifts to the development of higher order, complex knowledge, skills and understanding.

Module focused assessment can easily lead to over-assessment that can be limiting students' time for deeper learning. It may have consequences for developing more innovative forms of assessment as well as be limiting collaborative learning experiences. For staff this can lead to overload of marking and potential issues with quality assurance. Knight and Yorke (2003) talk about 'slow learning' as modules are short and course level learning outcomes can more easily be assessed over a longer period of time. Additionally, students tend to have a modular approach; therefore, they need to be guided to see the overarching course level learning outcomes.

However, it expects a complete shift from a modular to a course based approaches. Involvement of all teaching staff is required to ensure joined-up thinking. Furthermore, the students should be engaged and supported to develop a clear understanding of the purpose and value of the integrative assessment right from the start.

### HOW DO WE PUT THIS INTO PRACTICE?

Course leaders can consider either horizontal and/or vertical assessment at course level to enable integrative assessment.

### HORIZONTAL INTEGRATIVE ASSESSMENT ACROSS ONE OR MORE STAGES OF THE COURSE:

Assessment to draw on knowledge and learning from all of the modules (or a selection) at a certain stage of a course allows integration of knowledge, skills and understanding. This can include a small range of main assessment methods to ensure all course level learning outcomes are covered. For example, it can be a blend of tests/exams, skills assessment and portfolio demonstrating professional and personal development.

In practice, it can involve students working in groups on a case study and a percentage of their assessment on the specific chosen modules are based on the group output. This is supplemented by other individual assessments testing personal knowledge, skills and understanding.

### VERTICAL INTEGRATIVE ASSESSMENT ACROSS ONE OR MORE STAGES OF THE COURSE:

Assessment to draw on the knowledge and learning from all of the modules (or a selection) at various course stages (year one, year one and two or year one, two and three). One option is to have a module that runs across the period of study which can be seen as the bridging module or spine module on a course. This module should aim to capture the achievement of the course level learning outcomes as student progress through the course. An example of vertical integrative assessment is a personal development portfolio that captures reflections by the student of their professional and personal development.

### SOME MORE EXAMPLES OF COURSE BASED ASSESSMENT TO CONSIDER:

- **Assessment of personal evidence against the course learning outcomes**

Students should submit work that demonstrates that they meet all the learning outcomes which have been specified at course level; normally in portfolio format.

- **Final integrative assessment**

Students can be expected to complete an assignment that demonstrates they meet all the learning outcomes as set at course level.

- **Integrative course level /year assessment**

Students can be expected to complete assessments that demonstrate they satisfy all the learning outcomes as set at a certain level or year of the course (horizontal).

- **Integrative semester assessment**

Students can be expected to complete assessments that demonstrate they satisfy all the learning outcomes which have been specified for a semester or part of the course level learning outcomes.

### REFERENCES

Knight, P.T. & Yorke, M. (2003) Employability and Good Learning in Higher Education. *Teaching in Higher Education*. Vol. 8, No. 1.

### WANT TO FIND OUT MORE?

Explore here some case studies:

<http://www.pass.brad.ac.uk/case-studies.php>

Short guide to course level assessment

<http://www.pass.brad.ac.uk/short-guide.pdf>

Get in touch with the Academic Development Team or visit our website for other guidance and resources: <https://acdev.coventry.domains/>