CPID
Centre for Pedagogical
Innovation and Development

Certificate in

Assessment and Feedback for Engaged Learning

Level 9		Location: Synchronous Online
		Duration: One semester with continuous assessments
		Attendance: Minimum 75%
		Module Code: ASSM09005
		ECTS Credits: 15
		Entry requirements: Applicants are required to have a 2:1, level eight qualification or be a TUS employee working within a skills/trades based programme in TUS.

Contact Details: Email: Ruth Benson at cpid@tus.ie

Module Aim

This module aims to enable participants to review and revise their assessment and feedback practice effectively, underpinned by educational research.

Module Learning Outcomes

On completion of this module the learner will/should be able to;

- Explore and critically discuss theories and approaches relating to effective, inclusive assessment and feedback practice at programme and module level for both face-to-face and online/blended environments.
- Critically evaluate and design authentic, criterion-based assessment techniques, including self and peer evaluation, that promote learner engagement and feedback.
- Design clear assessment briefs and effective rubrics which address current challenges for assessment processes, including artificial intelligence and academic integrity.
- Critically reflect on their own experience of formative assessment and propose and justify the assessment strategy for a module on which they teach including the use of digital technologies for feedback.
- Provide the conditions necessary for the development of assessment literacy among their students.

Module Assessment

Participants with be provided with the opportunity to demonstrate awareness of and insight into effective, contemporary assessment and feedback practices for student engagement in higher education, and will be required to apply their knowledge through the completion of fair, inclusive and authentic assignments. The module is assessed 100% via continuous assessment using a variety of assessment types, including:

- A reflective portfolio;
- A critical evaluation of the assessment procedures of a specific, chosen module, to incorporate a re-design for changes to the assessment procedure informed by literature and resources covered in the Assessment and Feedback for Engaged Learning module;
- A formative oral presentation to peers and module facilitators;
- Drafts will be submitted for both summative elements, for which criterion-referenced, formative feedback will be provided and communicated to participants using rubrics.

Please see module manager for further information