

Assessment

Things to consider:

- Ensure the different types of elements in the learning objectives are reflected in the assessment (e.g. knowledge, understanding and skills);
- Try to make sure there are a variety of assessment methods used during the course. A single type of assessment may disadvantage some students;
- Ensure the assessment methods are appropriate for the teaching style. If the course is primarily taught using problem-based learning it would be inappropriate for the assessment to wholly test factual knowledge; and
- Is the assessment timely with relation to assessments in other modules? Ensure the totality of the assessment experienced by students is reasonably distributed and does not all take place in an unreasonably short period.

Further information

The **Assessment Briefing** 2009 from the UK Centre for Bioscience brings together resources and references on assessment in the biosciences and includes sections on: assessing practical and fieldwork; question and assessment design; and resources for students. www.bioscience.heacademy.ac.uk/resources/briefings/assessment.aspx



Cann, A., Calvert, J. E., Masse, K. L. and Moffat, K. G. (2006) **Assessed Online Discussion Groups in Biology Education**. *Bioscience Education*. Volume 8. www.bioscience.heacademy.ac.uk/journal/vol8/beej-8-4.htm

Klappa, P. **Assessment of Practical Skills**, Teaching Development Fund project. www.bioscience.heacademy.ac.uk/resources/projects/klappa.aspx

Orsmond, P. (2011) **Self- and Peer-Assessment: Guidance on Practice in the Biosciences**. (2nd Ed.) UK Centre for Bioscience, Higher Education Academy. www.bioscience.heacademy.ac.uk/resources/guides/selfpeerassess.aspx

Assessment Audit, designed to facilitate development of assessment within a course. www.bioscience.heacademy.ac.uk/resources/audit.aspx

The **Managing Effective Student Assessment** (MESA) practical tool aims to give staff insight into assessment issues along with ideas and tools to enable them to improve student learning and reduce the burden on staff. www.heacademy.ac.uk/resources/detail/ourwork/assessment/MESATool_Resource_Form

Assessing Students' Work, from the series Learning to Teach by David and Carole Baume, is designed to support new teachers as they plan and review effective teaching and learning sessions, mark graduate students' work and give useful feedback to students. www.brookes.ac.uk/services/ocslid/books/learning_to_teach/assessing_work.html



Effective Practice with e-Assessment (2007) brings together case studies illustrating how e-assessment has been used effectively in further and higher education and a glossary of terms for those new to e-assessment. www.jisc.ac.uk/publications/publications/pub_eassesspracticeguide.aspx

Resources for your students

Student Short Guide on Assessment (2010). Advice and guidance for students on assessment in higher education biosciences, from thinking about assessment criteria and what assessment might be of, to who could be assessing their work and avoiding plagiarism. www.bioscience.heacademy.ac.uk/ftp/resources/shortguides/assessment.pdf