

General Assessment Theory Bibliography

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Mutch, A. (2002). Thinking strategically about assessment. *Assessment and Evaluation in Higher Education* 27/2 pp163-174

Newstead, S (2004) The purposes of assessment *Psychology of Learning and Teaching* 3(2) 97-101

Price, M (2003) *Is an Assessment Strategy Essential?* Exchange 4 (14,15)
<http://www.exchange.ac.uk/files/eissue4.pdf>

This article discusses the need for departments and institutions to develop assessment strategies to support individual lecturers in improving student learning. Strategies need to enable creative and local solutions within a strategic direction.

Price, M, O'Donovan, B, & Rust, C, (2001) Strategies to develop students' understanding of assessment criteria and processes. In C. Rust (ed) *Improving Student Learning : improving student learning strategically*. Oxford: OCSLD.

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Robson, K, (2003) Good practice in Assessing students with disabilities Exchange 4 (14,15) <http://www.exchange.ac.uk/files/eissue4.pdf>

This article discusses the place of assessment within higher education and its importance in demonstrating that academic standards are being assured. It goes on to discuss whether students with disabilities should be treated differently or whether an inclusive approach would allow all students to achieve and demonstrate their full potential.

Rust, C. (2002). The impact of assessment on student learning. *Active Learning in Higher Education* 3/2 pp145-158

Rust, C (2002) *Purposes and Principles of Assessment*, OCSLD Learning and Teaching Briefing Paper Series
http://www.brookes.ac.uk/services/ocsd/2_learnth/briefing_papers/p_p_assessment.pdf

This paper discusses fundamental issues for consideration when planning strategies for assessment of any module or programme and considers issues of objectivity, fairness and transparency.

Rust, C (2002) The impact of assessment on student learning – how can the research literature practically help to inform the development of department assessment strategies and learner centred assessment practices? *Active Learning in Higher Education*, 3(2)145-158

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Higher Education Academy resources

The Higher Education Academy

The supporting learning section of the site provides links to a wide range of resources. Perhaps most well known is the Generic Centre Assessment Series (comprising a number of briefings and guides) which can be downloaded. There is also a database of resources on assessment which provides links to further information.

<http://www.heacademy.ac.uk/Assessmentoflearning.htm>

Of particular interest might be:

an audit tool which could be used within departments to make an evaluation of current assessment practice within modules or courses

<http://www.heacademy.ac.uk/800.htm>

a critical review of assessment in universities

http://www.heacademy.ac.uk/resources.asp?process=full_record§ion=generic&id=13

an assessment grid which has been designed to be useful in writing assessment criteria

<http://www.heacademy.ac.uk/2836.htm>

information to support the use of effective feedback to students developed by the SENLEF project

<http://www.heacademy.ac.uk/senlef.htm>

guidance on constructive alignment

http://www.heacademy.ac.uk/resources.asp?process=full_record§ion=generic&id=167

assessing creativity

http://www.heacademy.ac.uk/resources.asp?process=full_record§ion=generic&id=559

The Assessment Project Network

The Higher Education Academy has brought together a listing of projects, past and current which has investigated aspects of assessment.

<http://www.heacademy.ac.uk/706.htm>

Hospitality, Leisure, Sport and Tourism Subject Specific

Various resources are available via the subject network site, for example:

A range of case study examples

http://www.hlst.heacademy.ac.uk/resources/cases/case_studies.html

In addition to topic related articles, LINK 5 and LINK 14 on Assessment

<http://www.hlst.heacademy.ac.uk/resources/publications.html>

Information about current practice

<http://www.hlst.heacademy.ac.uk/projects/benchmarking.html>

Other FDTL projects are also investigating assessment related topic and information on these will be available as work gets further underway

<http://www.hlst.heacademy.ac.uk/projects/fdtl/fdtl5.html>

Quality Assurance Agency (QAA)

The QAA *Code of Practice for the Assurance of Academic Quality and Standards in Higher Education*, Section 6 sets out requirements regarding the Assessment of Students.

<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/default.asp>

One of the 2003/04 Enhancement Themes in Scotland was assessment, and a mini site is provided on the enhancement themes website. The work in Scotland has concentrated on specific aspects and summary materials are available for each of:

Streamlining assessment; Using assessment to motivate learning ; Constructive alignment of learning outcomes to assessment methods ; Developing a variety of assessment methods, including self and peer assessment; Assessing online; Issues of validity, reliability and fairness; Improving feedback to students (link between formative and summative assessment); Assessing personal transferable skills.

<http://www.enhancementthemes.ac.uk/defaultpage121bc1.aspx?pageID=132>

Accessible Assessment

This website gives practical support to academic staff in the design and delivery of inclusive academic assessments.

<http://www.shu.ac.uk/services/lti/accessibleassessments/>

Further information can also be found on the National Disability Team <http://www.natdisteam.ac.uk/> or TechDis <http://www.natdisteam.ac.uk/> websites

