

## BTXF301 Assessment and Quality Assurance in Textiles and Fashion

ECTS Value: 5 ECTS

### Overall Objectives and Outcomes

This unit will help learners to develop comprehend and appreciate the use of assessment and how to make sure that the assessment being used is truly meeting the needs of the students in the classroom. Course participants will be guided to develop assessment strategies including practical tasks using the teaching models: learning through problem solving and learning through enquiry. Learners will adapt these models to produce practical and relevant examples. Learners will also comprehend the importance of quality assurance and feasibility when it comes to planning ways of assessing the students.

The unit will focus on the following topics:

- I. Types of assessment suitable for Textiles and Fashion lessons.
- II. Quality and Feasibility of Assessment
- III. Issues in assessment planning.
- IV. Quality assurance – Insuring the students’ needs are met.
- V. Development of practical examples of assessment using learning through problem solving and learning through enquiry teaching models.

By the end of this module, the learner will be able to:

Competences:

- a. systematically understand the rationale of assessment;
- b. develop a comprehensive understanding of different strategies of formative assessment suitable in Textiles and Fashion education programmes;
- c. observe and critique which issues might affect an educator when planning assessment for Textiles and Fashion lessons;
- d. ensure quality and feasibility when planning assessment strategies;
- e. systematically identify assessment strategies which truly meet the needs of the learners;
- f. develop practical examples of assessment strategies through a problem-solving approach which may be used in the classroom/textiles laboratory.

## Knowledge:

- a. systematically comprehending the use of assessment in improving learning and certifying individual mastery of concepts;
- b. explain with examples different types of performance tasks, projects, written assessment and portfolio work which will engage learners in enhancing their creativity, develop a concept, use technology, equipment and experiment in the development of a product during Textiles and Fashion lessons;
- c. determine reliability, validity and fairness when developing assessment strategies;
- d. developing and producing ideas/resources which may be used to assess learners on the different technical skills required in using equipment of textiles and fashion;
- e. developing and producing ideas/resources which may be used to assess learners' abilities in creating a new product in textiles and fashion;
- f. developing and producing ideas/resources which may be used to assess learners' ability to use technology in developing original design in textiles and fashion.

## Skills:

- a. explore and develop different assessment strategies which may be used in textiles and fashion lessons making sure they are feasible, meet the learners' needs and also meet curriculum requirements;
- b. produce a pack of resources which may be used for formative assessment including examples of projects and portfolios which may then be used and developed further in the classroom;
- c. produce a pack of resources which may be used for summative assessment including examples of written tasks and performance tasks which may then be used and further developed in the classroom;
- d. ensure quality assurance and assessment when planning lessons or learning activities.

## Assessment Methods

This module will be assessed through: Assignment (40%); Portfolio (60%)

## Suggested Readings

### Core Reading List:

1. Mike, M., 2013. How to use Assessment for Learning in the Classroom: The Complete Guide (How to...Great Classroom Teaching Series) (Volume 2). CreateSpace Independent Publishing Platform.
2. Bartlett, J., 2015. Outstanding Assessment for Learning in the Classroom. Routledge.
3. Frey, F., 2011. The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning. ASSN FOR SUPERVISION & CURRICU.
4. Lucas, B., Spenser, E. and Claxon, G. (2012). How to teach Vocational Education: A theory of vocational pedagogy. UK: City & Guilds Centre for Skills and Development.

### Supplementary Reading List:

1. Coyne, M., Kameenui, E. and Carnine, D. (2011). Effective teaching strategies that accommodate diverse learners. Upper Saddle River, New Jersey: Pearson.