

BBER204 Business Education and Retail: Assessment

ECTS Value: 6 ECTS
Self-Study Hours: 72

Contact Hours: 30
Assessment Hours: 48

Overall Objectives and Outcomes

This module will equip course participants with the necessary knowledge, skills and competences to conduct learning based on the Learning Outcome Framework of Business Education and Retail syllabus. Course participants will support students' learning through the appropriate assessment which is vital in both academic and vocational education. Assessment will focus on both Business Education and Retail. Assessment is crucial to classify and grade students, give appropriate feedback and supports teachers to structure their teaching accordingly. Assessment procedures have to be authentic, practical and valid. Assessment provides real feedback to students and its purpose is to guide and optimise learning. In order to achieve this, educators should encourage both peer and self-assessments which will help in developing very important skills such as reflection, critical thinking and self-awareness. If assessments are well designed, they will also encourage active learning.

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

Competences

- Produce a valid and reliable assessment tool for Business Education through the writing of a coursework which includes the marking scheme;
- Produce a valid and reliable assessment tool for Retail through the writing of an Assignment Brief, which includes observation sheets and marking scheme;
- Develop a research-based approach of the VET Subject Learning Outcomes (SLO), namely the Knowledge, Comprehension and Application Criteria;
- Develop a research-based approach of the academic Subject Learning Outcomes, namely the Assessment criteria MQF1, MQF2 and MQF3.

Knowledge

- Identify the different MQF Levels in Business Education and Retail subject syllabi;
- Differentiate between which Business Education subject foci/themes are assessed through coursework and which are assessed through the controlled assessment;
- Distinguish between which criteria should be assessed in the Retail assignment brief and which ones should be covered in the controlled assessment;
- Explain the importance of constructing appropriate assessment tools;
- Recall the different assessment tools needed for assessing the various tasks in the assignment brief for Retail and coursework for Business Education;
- Review the verification process in the VET System for quality assurance purposes.

Skills

Applying knowledge and understanding

The learner will be able to:

- Design a fair, reliable and authentic assignment brief for Retail
- Design a fair, reliable and authentic coursework for Business Education;

- c. Create a reliable marking scheme for both Business Education and Retail;
- d. Design different observation sheets to be used when assessing the various application criteria in Retail.
- e. Design assessment tools and provide appropriate feedback to learners;

Assessment Methods

This module will be assessed through: Online Forum/Discussion, Portfolio of Assessment Tasks and Marketing Schemes, Assignment Briefs.

Suggested Readings

Core Reading List

1. Ingle, S. and Duckworth, V. (2013) Teaching and Training Vocational Learners. UK: Sage Publications Ltd.
2. Dial, E. (2016). Assessment for Learning: A Practical Approach for the Classroom: Rowman & Littlefield Publications
3. Lubbe, E. (2016). Innovative Teaching in Accounting Subjects: Analysis of the Flipped Classroom. International Journal of Social Sciences and Humanity Studies, Vol 8, No 2, ISSN: 1309-8063 (Online).
4. Sitholei, B. M. (June 2010). Pedagogical Practices of Business Studies Teachers in Botswana Junior Secondary Schools. International Journal of Scientific Research in Education, Vol, 3(1), 21-28.
5. Mitchell E. & Sant Fournier A. (2014). Go for Accounting.
6. Assessment Reform Group (2002) Assessment for Learning: 10 principles, available at <http://arg.educ.cam.ac.uk>
7. Black, P. and Wiliam, D. (2001) Inside the Black Box; Raising Standards Through Classroom Assessment, King's College: London School of Education.
8. Black, P., Harrison, C., Lee, C., Marshall, B., and Wiliam, D. (2002) Working inside the black box: Assessment for learning in the classroom, London: GL Assessment.
9. Gardner, J. (2009). AFL, Assessment for Learning, A Practical Guide: CCEAA CCEA publication.
10. Greer, I. (2019). The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA): Kogan Page Publishers.

Supplementary Reading List

1. Pankhurst, K.V. 2010. Learning by experience, work and productivity: theory and empirical evidence. Journal of Vocational Education & Training, 62(2), pp. 103–122.
2. Farraday, S., Overton, C. & Cooper, S. 2011. Effective teaching and learning in vocational education. LSN. [Online]. Available at: [http://www.coopergibson.co.uk/110052RP_effective%20VET_final%20repor t.pdf](http://www.coopergibson.co.uk/110052RP_effective%20VET_final%20repor%20t.pdf). [Accessed 08.03. 2020].
3. Clarke, S. (2001) Unlocking formative assessment: Practical strategies for enhancing pupils' learning in the primary classroom, London: Hodder and Stoughton.
4. Clarke, S. (2005) Formative Assessment in Action: weaving the elements together, London: Hodder Murray