

MBER103 School-based Assessment for Business Education and Retail

ECTS Value: 4 ECTS
Self-Study Hours: 60

Contact Hours: 20
Assessment Hours: 15

Overall Objectives and Outcomes

This module is intended to provide the necessary knowledge, skills and competences on the types and modes of assessment that should be employed by prospective educator teaching in a vocational setting, particularly in Retail. The content will start with an outline of the procedures that must be taken to develop criteria and formulate assessment guidelines to learners. The discussion will centre around the concept that assessment and should seek to inform the educator about the knowledge, skill and competence take-up of students rather than his or her limitations. The outcome of the assessment should be used as a tool to improve teaching methods and to document the progress of students.

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

Competences:

- a. Demonstrate the direction of teaching and learning in relation to assessing competences based on research;
- b. Develop and implement strategies which allow appropriate assessments of Business Education and Retail students in order to establish their highest level of achievement through vocational and non-vocational learning;
- c. Be able to select and implement appropriate assessments tailored to the learning abilities of students;
- d. Create assessment tools for diverse assessment criteria and be able to explain this to students ahead of the actual assessment;
- e. Monitor the progress of students by analysing their assessment patterns.

Knowledge:

- a. Demonstrate self-direction and originality in the development of an assessment criteria and patterns in Business Education and Retail;
- b. Demonstrate critical awareness in relation to the diverse assessment methods in relation to students' abilities;
- c. Act autonomously in planning and the implementation of methods of monitoring students' learning development through assessment

Skills:

- a. Employ and propose adequate assessment plan for the Business Education and Retail subjects;
- b. Determine appropriate weightings for the assessment of Retail;
- c. Act autonomously in deciding the pre-determined controlled learning outcomes and develop corresponding assessment tasks using specific criteria;
- d. Evaluate methods of documenting the achievements of students for each assessment task and type and evaluate the task according to the given criteria provided in the curriculum.
- e. Critically assess and give evaluative feedback on own assessment.

Assessment Methods

This module will be assessed through: Reflective Tasks and Presentation/s

Suggested Readings

Core Reading List:

1. Spencer, E., Lucas, B. & Claxton, G. (2012). Progression in Creativity – Developing New Forms of Assessment: A literature review. Newcastle: CCE.
2. Kapsalis, G., Ferrari, A., Punie, Y, Conrads, J., Collado, A., Hotulainen, R., Rämä, I., Nyman, L., Oinas, S., & Ilsley, P., (2019) Evidence of innovative assessment: Literature review & case studies, EUR 29882 EN, Publications Office of the European Union, Luxembourg, ISBN 978-92-76-12116-9, doi:10.2760/552774, JRC118113.
3. Department of Training and Workforce Development. (2016). *Assessment in the VET sector*. Western Australia: Government of Western Australia.
4. Räisänen, A. & Rökköläinen, M., 2013. Assessment of learning outcomes in Finnish vocational education and training. *Assessment in Education: Principles, Policy & Practice*, pp.1–16

Supplementary Reading List:

1. Hoffman, N. (2011). *Schooling in the Workplace: How six of the world's best vocational education systems prepare young people for jobs and life*. Cambridge, MA: Harvard Education Press.
2. Emeasoba, N. (2016). Formative Assessment: Improving Teaching and Learning Business Education in Nigerian Universities. *Nigerian Journal of Business Education* , Vol 3 no 1 323-334.