

MENT108 Assessing Engineering Technology Students

ECTS Value: 5 ECTS
Self-Study Hours: 60

Contact Hours: 25
Assessment Hours: 40

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 Engineering Technology. It will focus on the procedures that must be taken to develop criteria and formulate assessment guidelines to learners, which are in line with the assessing body. Course participants will also explore and evaluate teaching and learning practice focusing on the different modes of assessment in Engineering Technology as per the Learning Outcome Frameworks and student assessment and evaluation.

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

Competences:

- a. Develop different types of assessment to be delivered throughout the scholastic year in relation to teaching, learning and assessing competences.
- b. Create assessment tools to cater for the different assessment criteria in relation to the learning outcomes
- c. Monitor progress of students by analysing their progress and patterns from assessment attainment.
- d. Develop and propose new strategies which allow adequate assessments of Engineering Technology students in order to establish their highest level of achievement through vocational learning.
- e. Evaluate and develop various assessment tools addressing different assessment criteria and be able to explain this to students ahead of the actual assessment.
- f. Modify the type of assessment used according to the learning outcomes they wish to achieve.

Knowledge:

- a. Demonstrate self-direction and originality in the development of assessment criteria and patterns in Engineering Technology education;
- b. Demonstrate critical awareness in relation to the different assessment methods in relation to students' abilities;
- c. Act autonomously in planning and the implementation of methods of monitoring students' learning development through assessment.
- d. Develop knowledge on assessment for learning, assessment as learning and assessment of learning.

Skills:

- a. Recommend and propose adequate assessment plan for the specific Engineering Technology subject;

- b. Systematically understand and determine the relative weightings of the assessment types in specific Engineering Technology subject as indicated in documentation as issued by the awarding body;
- 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 Engineering Technology students for each assessment task and type and evaluate the task according to the given criteria provided in the Engineering Technology syllabus.

Assessment Methods

This module will be assessed through: Forum Discussion and Presentation.

Suggested Readings

Core Reading List:

1. Department of Training and Workforce Development. (2016). Assessment in the VET sector. Western Australia: Government of Western Australia.
2. Räisänen, A. & Rökköläinen, M., 2013. Assessment of learning outcomes in Finnish vocational education and training. *Assessment in Education: Principles, Policy & Practice*, pp.1–16
3. Spencer, E., Lucas, B. & Claxton, G. (2012). Progression in Creativity – Developing New Forms of Assessment: A literature review. Newcastle: CCE.

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. Kwan, K.P. and Leung, R.W., 1996. Tutor versus peer group assessment of student performance in a simulation training exercise. *Assessment & Evaluation in Higher Education*, 21(3), pp.205-214.