

**M02B**  
**Educational Testing – Application & Reflection**

1.	Short Code	M02B
2.	Title	M02B Educational Testing – Application and Reflection
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special educational needs and disability: assessment and testing practice
7.	Module Leader	Jean Law
8.	Accredited by	
9.	Module Requisitions	
	(a) Pre-requisite	M02B
	(b) Programme Restriction	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	<p><b>Aims</b></p> <ul style="list-style-type: none"> <li>• To engage in critical reflection about assessment and testing practice</li> <li>• To evaluate the impact of assessment and testing practice</li> <li>• To apply knowledge and skills in assessment and testing to novel contexts</li> </ul>	
12.	<p><b>Learning Outcomes</b></p> <p><b>Knowledge</b></p> <p>On successful completion of this module, students will have:</p> <ol style="list-style-type: none"> <li>1. In depth knowledge of theories underlying assessment and testing</li> <li>2. Knowledge of policy and legislation as applicable to assessment and testing</li> <li>3. Knowledge of evaluation tools in order to analyse impact of practice</li> <li>4. Knowledge of interventions for identified SEN and the evidence base that supports them</li> </ol> <p><b>Skills</b></p> <p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> <li>5. Critically evaluate an aspect of professional practice related to assessment and testing</li> <li>6. Critique literature relating to theories of assessment and testing</li> <li>7. Evaluate the impact of a chosen intervention</li> <li>8. Apply elements of organisational psychology/self organised learning to their review of assessment practice</li> </ol>	
13.	<p><b>Syllabus</b></p> <p>The syllabus for this reflection and application module will emphasise application of the knowledge and skills covered in M02A1/A2. The syllabus will cover material related to self-reflective learning (for example, Kolb) and self-organised learning (for example, Harri Augstein) in order to help students in the process of becoming self-reflective and critical learners.</p> <p>The module will cover methods of evaluating interventions (qualitative and quantitative). The skills and concepts learned in M02A1/A2 will be applied to intervention in SEND and a more longitudinal approach to assessment will be explored.</p> <p>Elements of organisational psychology will be introduced in order to provide a context for reflection and analysis at systems level (for example, Schon, learning</p>	

	organisations; Agyris and Schon: espoused theory and theory in action; Thomas and Harri Augstein, Self Organised Learning).
14.	<p><b>Learning, Teaching and Assessment Strategy</b></p> <p><b>Learning and teaching</b> will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> <li>• Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.</li> <li>• Allows students to manage and track their progress through the activities and assessments.</li> <li>• Enables students to submit their evidence and assignments, and receive feedback from their tutors.</li> </ul> <p>As this module is focused on Skills &amp; Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p>These activities include:</p> <ul style="list-style-type: none"> <li>• Reflection on practice, structured through 'learning log' online entries.</li> <li>• Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales.</li> <li>• Problem-based learning scenarios.</li> </ul> <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> <li>• Directed reading of selected papers, book chapters, specialist online materials.</li> <li>• Use of case study examples, videos and other learning materials.</li> </ul> <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> <li>• Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.</li> <li>• Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.</li> <li>• Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.</li> </ul> <p><b>Assessment</b> is through coursework assignments covering the 7 learning outcomes and is in three parts (numbers in brackets refer to learning outcomes assessed):</p> <p><b>Reflective analysis 1 (3000 words or equivalent):</b> A critical analysis of the impact of the case study undertaken in M02A1/A2 to establish the effect of planned interventions on the child's educational outcomes. (3,4,5,6,7)</p> <p><b>Reflective analysis 2 (1500 words or equivalent):</b> A general review (1500 words) of the impact of M02A1/A2 which the student critically analyses:</p> <ul style="list-style-type: none"> <li>• Knowledge gained (1,2)</li> <li>• Practice developed (5,8)</li> <li>• Experience (5)</li> </ul>

	<p><b>Practice analysis (1500 words):</b> An action plan for change at personal and system level as a consequence of having completed this course. (5,8)</p> <p>Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.</p>	
15.	<b>Assessment Weighting</b>	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A
18.	<p><b>Learning materials</b></p> <p><u>Essential</u></p> <p>The online module guide contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include:</p> <p>Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: <a href="http://www.education.gov.uk/lamb/">www.education.gov.uk/lamb/</a></p> <p>Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: <a href="http://www.education.gov.uk/complexneeds/">www.education.gov.uk/complexneeds/</a></p> <p>Directed use of the appropriate legislation, Government guidance and reports.</p> <p>The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment.</p> <p>The resource bank area of the module website.</p> <p><u>Recommended</u></p> <p>Thomas, L. and Harrl-Augstein, S. (1991) <i>Learning Conversations</i>. London: Routledge.</p> <p><u>Indicative Reading</u></p> <p>Argyris, C. and Schön, D. (1974) <i>Theory in practice: Increasing Professional Effectiveness</i>. San Francisco: Jossey-Bass.</p> <p>Argyris, C., &amp; Schön, D. (1978) <i>Organizational learning: A theory of action perspective</i>. Reading, Mass: Addison Wesley.</p>	