

Auditing English: individual activity

Collection: Assessment

Resource: Assessment audit

Approximate duration

40 minutes

Learning outcomes

To have undertaken a detailed 'audit' of assessment practice on a specific module, and, as a result, to have reconsidered the nature of the assessment strategy on that module.

Introduction

This activity has been designed for lecturers who run modules and have a stake in those modules' assessment regimes. If you are not involved in the running of a module and its assessment regime, you might still like to look at the assessment audit document, but you will not be able to complete the full exercise.

The activity uses an '[audit tool](#)' (a questionnaire) originally developed by the Higher Education Academy UK Centre for Bioscience. The questionnaire has been adapted and simplified for use in this activity. If you would like to see the original document, you can find it on the [Bioscience Centre website](#).

Because assessment is such a crucial component in any degree course ('assessment drives learning' is the mantra one often hears), it is important that lecturers think systematically, from time to time, about the way in which assessment works on their modules. Working through this questionnaire will help you to do that. Completing the questionnaire will involve 'marking' key elements in your module assessment out of 4. This may seem artificial, but it is worth persevering with, for, even if you disagree



1 | This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.

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strongly with some of the views of assessment implied by the questionnaire, it will provoke you to think in detail about your module assessment regime and its fitness for purpose.

The Activity

1. Choose a module you are currently teaching and which you would like to think more about in relation to assessment.
2. Read the [assessment audit questionnaire](#). Fill it in, following the instructions closely.
3. What have you learnt about the assessment on your module? Write down no fewer than three things which filling in the questionnaire has made you particularly aware of.
4. Do the things you have written down suggest to you that you ought to change the assessment regime of the module in any way? If they do, write down a brief plan of action.
5. Are there any questions in the 'audit' that you feel ought to have been rephrased or removed? How would you change the wording of any of the questions?
6. Are there any questions not included in the audit which you feel should have been? Write them down, if so, together with your answers.

Links & References

- [English Subject Centre assessment area](#) - Assessment resources specifically for English and Creative Writing.
- [Higher Education Academy assessment area](#) - Non-discipline specific materials on assessment.

Relationship to the Professional Standards Framework

- **Areas of Activity 3:** Assessment and giving feedback to learners
- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Core Knowledge 5:** Methods for evaluating the effectiveness of teaching
- **Professional Values 1:** Respect for individual learners
- **Professional Values 3:** Commitment to the development of learning communities



- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity

More information about the Professional Standards Framework can be obtained from the summary factsheet in the *Subject & Pedagogy* collection in HumBox.

<http://humbox.ac.uk/2731/>

Resources in the Assessment Collection

- Assessment: introduction to the collection
- Assessment audit: resource overview
 - **Auditing English: individual activity (*you are here)**
 - Auditing English: group activity
- Designing and running innovative assessments: resource overview
 - Creative assessments in Literature: outcomes, criteria: individual activity
 - Creative assessments in Literature: outcomes, criteria: group activity
- Assessment SWOT analysis: resource overview
 - SWOT analysis: individual activity
 - SWOT analysis: group activity
- Mix and match: resource overview
 - Matching assessment to outcome: individual activity
 - Matching assessment to outcome: group activity
- Creative assessment: resource overview
 - Creative criticism
- Feedback and marking strategies: resource overview
 - Marking exercise: individual activity
 - Marking exercise: group activity
- Computer-aided assessment: resource overview
 - Writing multiple-choice questionnaires: individual activity
 - Writing multiple-choice questionnaires: group activity
- What is assessment for? : resource overview
 - Balancing the interest groups: individual activity
 - Balancing the interest groups: group activity

