



Board of Teacher Education

## Syllabus

### Assessment, Grading and Practical Placement: Vocational Education

<b>Course Code:</b>	LPGY05
<b>Course Title:</b>	Assessment, Grading and Practical Placement: Vocational Education <i>Bedömning, betygsättning och VFU - yrkeslärare</i>
<b>Credits:</b>	15
<b>Degree Level:</b>	Undergraduate level
<b>Progressive Specialisation:</b>	First cycle, has at least 60 credits in first-cycle course/s as entry requirements (G2F)

**Major Field of Study:**  
UVA (Educational Science)

#### Course Approval

The syllabus was approved by the Board of Teacher Education 2017-08-30, and is valid from the Spring semester 2018 at Karlstad University.

#### Prerequisites

LPGY01, LPGY02 and module 1 Practical Placement 1 of LPGY03 completed

#### Learning Outcomes

The aim of the course is that students acquire practical and theoretical knowledge of assessment, grading and evaluation. Students are expected to develop the ability to assess vocational skills and to understand assessment in a wider perspective.

Module 1 Assessing and grading, 7.5 ECTS cr

Upon completion of the module, students should be able to:

1. give an account of and reflect on pedagogical measurements, assessment and grading in an historical, national and international perspective,
2. discuss the ethical and social aspects of assessment,
3. give an account of and problematise how formative and summative assessment can support pupils' learning,
4. critically review assessment material from pedagogical and subject-specific theories/models/perspective,
5. construct assessment material in their subject combination on the basis of the curricula,
6. give an account of and problematise different methods to implement, document and communicate assessment related to their own subjects.

Module 2 Practical placement 3, 7.5 ECTS cr

Upon completion of the third practical placement module, students should independently be able to:

1. act in accordance with the foundational values stipulated in the Swedish Education Act and the national curriculum,
2. prevent, handle and process conflicts in accordance with local guidelines, e.g. the local equal treatment policy,
3. implement a norm-critical perspective in their teaching, with special focus on equality and equity,
4. communicate professionally with pupils and staff, both one-on-one and in groups, and both orally and in writing, in ways that are both functional and adequate,
5. plan, lead, conduct and evaluate longer teaching periods according to national curricula and based on subject knowledge and subject-specific pedagogical theories,
6. identify pupils' different potentials and special educational needs and take these into account when planning, conducting and evaluating their teaching,
7. organise and document assessment and, if applicable, the grading of pupils' learning progress, and under supervision communicate this in an appropriate way to students, parents, and school staff.

## **Content**

Module 1 comprises the following components:

- Assessment and feedback as a basis for pupils' learning, the aims of assessment and the forms corresponding to various aims, and assessment as an integrated part of instruction and what this means in terms of theories of learning and subject pedagogical perspectives.
- Application of assessment and evaluation in the form constructing assignments and formulating learning outcomes. National assessment support such as the assessment portal (National Agency of Education) and national tests are treated.
- Exercises on how different types of assessment material can be weighted in grading.
- The role of assessment as part of school goal fulfillment: local, national and international knowledge measurement and their relation to follow up and assessment.
- Analysis of the link between equity, reliability and validity.
- Assessment issues linked to different subjects.
- Problematisation of aspects of class, gender and ethnicity in assessment.
- Course content in relation to national and international historical contexts.
- Preparation for practical placement.

## **Module 2**

Students have the opportunity to:

- interpret and implement central guidelines and curricula
- apply pedagogical and subject-specific teaching theories with consideration given to students' knowledge, ability and needs
- plan, lead and evaluate teaching in a longer period while participating in all aspects of a teacher's duties
- practically handle special educational needs in cooperation with others
- document, assess and/or grade pupils' knowledge in relation to school goals
- use digital tools in school.

## **Reading List**

See separate document.

## **Examination**

Assessment is based on the following mandatory components:

### **Module 1**

Learning outcomes 1-6 are assessed on the basis of individual hand-in assignments discussed in seminar.

### **Module 2**

Learning outcomes 1-7 are assessed on the basis of completed and documented practical placement. Learning outcomes 5 and 7 are assessed on the basis of oral and/or written assignments at the university.

Attendance is required for the school placement component. The occasional day of absence can be completed on agreement with the module convener. Students who fail to attend more than five days will have to retake the whole module, unless special circumstances exist.

The number of assessment opportunities for the practical placement is limited to two.

### **Grades**

One of the grades Distinction (VG), Pass (G) or Fail (U) is awarded in the examination of the course.

### **Quality Assurance**

Follow-up relating to learning conditions and goal-fulfilment takes place both during and upon completion of the course in order to ensure continuous improvement. Course evaluation is partly based on student views and experiences obtained in accordance with current regulations and partly on other data and documentation. Students will be informed of the result of the evaluation and of any measures to be taken.

### **Course Certificate**

A course certificate will be provided upon request.

### **Additional information**

The local regulations for studies at the Bachelor and Master levels at Karlstad University stipulate the obligations and rights of students and staff.

Required course for the Vocational Teacher Education Programme.