

SWOT analysis: group activity

Collection: Assessment

Resource: Assessment SWOT analysis

Approximate duration

45 minutes

Learning outcomes

After this activity, lecturers will

1. be aware of a range of different types of assessment that are used in English Studies.
2. have thought in detail about the relationship between assessment method and a particular module.
3. be aware of the importance of tailoring assessment methods to particular modules.

Introduction

'SWOT analysis' analyses a plan of action under four headings: 'Strengths', 'Weaknesses', 'Opportunities' and 'Threats'. 'SWOT' is an acronym derived from these headings. SWOT analyses can be applied to many projects in Higher Education. In this activity, participants will be using a SWOT analysis to evaluate the relationship between assessment and the contents of specific module.

The activity

1. Use the Subject Centre's page on [modes of assessment](#) as the basis for a discussion of the different types of assessment currently being used by English lecturers.



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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2. Ask everyone in the class to think of a module they are currently teaching. If there is a module which they feel could be improved by a change in the mode of assessment, they should choose that one.
3. Ask everyone to write down a one-paragraph description of their module and choose a new mode of assessment for it.
4. Ask the lecturers to swap what they have written with a partner.
5. Explain the SWOT analysis method and distribute printouts of the [SWOT grid](#) (downloadable by clicking the link in this resource in Humbox). The SWOT grid contains boxes headed 'Strengths', 'Weaknesses', 'Opportunities' and 'Threats'.
6. Ask each lecturer to perform a SWOT analysis on the assessment method her/his partner has chosen for their module:

In the box marked 'Strengths' they should write down any obvious advantages they can think of in connection with their partner's chosen mode of assessment.

In the box marked 'Weaknesses' they should write down any obvious disadvantages they can think of in connection with their partner's chosen mode of assessment.

In the box marked 'Opportunities' they should write down any factors in their partner's institutional context that they think might be exploited to help make the chosen method of assessment succeed.

In the box marked 'Threats' they should write down any factors in their partner's institutional context that might make it difficult for the chosen method of assessment to succeed.

You might like to distribute this list of possible factors to take into account:

- Reliability
- Cost in resources and lecturer time
- Student anxiety
- Student learning
- Staff training
- Potential for plagiarism
- Development of discipline-related skills



- Transferable skills and employability
7. Allow ten minutes for each pair to discuss among themselves their findings.
 8. Open out the discussion to a closing plenary session.

Links & References

- [English Subject Centre assessment area](#)
- [Assessment case studies](#) (English Subject Centre). Worked examples from English lecturers of the introduction of new forms of assessment to modules in the discipline.
- [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



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- Auditing English: individual activity
 - 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 (*you are here)**
- 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

