



UNIVERSITY OF
BIRMINGHAM



The University of
Nottingham

UNITED KINGDOM · CHINA · MALAYSIA

**Universities of Birmingham and Nottingham Joint Symposium:
Effective Assessment & Feedback**

Tuesday May 24, 2016

Nicolson Building, Winterbourne House, University of Birmingham

Programme

10.00am: Registration, Tea + Coffee

10.15am: Welcome and strategic context

Professor Jon Green, Deputy Pro-Vice Chancellor for Education, UoB

Professor Sarah Speight, Assistant Pro-Vice Chancellor for Education, UoN

**10.30-11.20am: Keynote – ‘Dethroning the grade as king through
TESTA’s programme approach’**

Professor Tansy Jessop, Southampton Solent University

Effective Assessment

11.20-11.45am: Designing innovative assessments to support active learning and develop graduate attributes – Dr Vikki Burns, UoB

11.45-12.10pm: Assessment at Nottingham: taking a programme level approach – Dr Rachel Scudamore, UoN

12.10-12.35: Gaining consistency of assessment practices in the School of Chemistry: student communication, support and engagement in assessment - Dr Rossana Wright and Dr Carmen Tomas, UoN

12.35-1.10pm: Buffet lunch

Effective Feedback

1.10-1.35pm: Feedback: critiquing practice, moving forward – Dr Nicola Smith, UoB

1.35-2.00pm: Transformation of marking practice and student engagement in the Faculty of Engineering - Dr John Owen, Dr Charlie Heron and Dr Carmen Tomas, UoN

Small Group Discussion

2.00-3.15pm: Small group discussion + plenary feedback; actions to take forward

3.15pm Finish

Keynote – ‘Dethroning the grade as king through TESTA’s programme approach’

Professor Tansy Jessop, Southampton Solent University

Findings from ‘Transforming the Experience of Students through Assessment’ (TESTA) provide evidence of the impact of modular degrees on student learning. Programme teams in 50+ UK universities have used the TESTA process as a catalyst for more coherent and connected curriculum design, aligning with assessment principles. The culture shift which TESTA has engendered is a stronger conceptual and pedagogical awareness of doing formative assessment. In an instrumental culture where the grade is king, formative assessment is under-theorised and tentatively practised. The session will explore examples of how programmes have designed formative tasks which engage students, help them learn, and express key disciplinary ‘ways of knowing and practising’. The session will highlight overarching feedback design practices which have come about through TESTA, and provide some elixirs for curing student confusion about goals and standards.

Biography

Dr Tansy Jessop is Professor of Research Informed Teaching at Southampton Solent University. She believes passionately in the capacity of assessment to transform the student learning experience. Through leading 'Transforming the Experience of Students through Assessment' (TESTA), she has seen the benefits of taking a programme view of assessment. Tansy's interest in the student perspective is driven by democratic and participatory approaches to pedagogy. Tansy began her career as a secondary school teacher in South Africa, completing a PhD on teacher development in rural KwaZulu-Natal. She has published on social justice in education, narrative inquiry, learning spaces and assessment and feedback.

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