

Title: **Enhancing assessment and feedback: Using TESTA (Transforming the Experience of Student through Assessment) as a catalyst for change**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Gain insight into the TESTA (Transforming the Experience of Students through Assessment) methodology and how this can be used to initiate change.
- Identify the benefits and challenges associated with uncovering the detail of student perceptions and expectations of feedback.
- Facilitate an opportunity to discuss key questions around student satisfaction and application of feedback.

Session Outline

Key issues to be addressed are:

- Student perceptions and expectations of feedback
- Responding to student expectations in a way that is achievable and facilitates learning.
- The contribution that students can make to the feedback process.

The presenters will provide the background to the project, the methodology, key findings and subsequent work with staff. Discussions will focus on delegate's views and experiences of giving and receiving feedback and future plans for enhanced practice informed by the project evaluation.

Enhancing the student experience through improving approaches to assessment and feedback is a priority in Higher Education (Ball *et al* 2012). Within Edinburgh Napier University TESTA was used to audit assessment and feedback practice within three undergraduate nursing and midwifery programmes as a pilot study. The methodology uses a triangulation of audit, a questionnaire and focus groups (Jessop El-Hakim & Gibbs 2014). Data gathered provided invaluable insight into the student experience. Although TESTA has been used worldwide this application was unique in that it included experience of assessment and feedback in clinical practice.

Key findings included evidence of overuse of summative assessment with little formative, lack of clarity in goals and standards expected of students and poor understanding of the value of assessment. Inconsistency and dissatisfaction with quality and quantity of feedback was also

found. The findings started a dialogue amongst staff and initiated a series of changes in practice.

What we did

The audit findings, current literature and results from sector benchmarking informed an increase in formative and decrease in summative assessments.

Four working groups focused on quality and quantity of feedback, clarifying goals and standards, communicating value of assessment to students and feedback in clinical practice. The outcomes of these groups included the development of resources to guide staff concerning feedback and selection of assessment type.

An evaluation is now in process using a validated questionnaire and focus groups.

Session Activities and Approximate Timings

Delegates will be invited to reflect on their own experiences of receiving feedback and how that influences their work with students. They will work in small groups to discuss their views and experiences, then feedback to the larger group. Key elements shared will inform and direct further discussion facilitated by the presenters

Timing of Discussion paper (45 minutes)

Activity	Duration
Delegates work in pairs to reflect on their own experiences of receiving feedback as learners (positive and negative experiences)	10 minutes
Feedback key points to large group	7 minutes
Presentation	10 minutes
Small group discussion	15 minutes
Summary	3 minutes

Questions for small group discussions:

- How should academics respond to dissatisfaction with feedback expressed by students?
- What contribution should students make to the process of seeking, receiving and acting on feedback on their work?

References

Ball, S., Bew, C., Bloxham, S., Brown, S., Kleiman, P., May, H., McDowell, L., Morris, E., Orr, S., Payne, E., Price, M., Rust, C., Smith, B. & Waterfield, J. (2012) A marked improvement: transforming assessment in higher education. York: The Higher Education Academy. Available from: <http://www.heacademy.ac.uk/resources/detail/assessment/a-marked-improvement>. [accessed 15.9.15]

Jessop, T., El-Hakim, Y. & Gibbs G. (2014) The whole is greater than the sum of its parts: a large scale study of students learning in response to different programme assessment patterns. *Assessment and Evaluation in Higher Education*. 39 (1), 73-88.