

**Session title:** Engineering and Mathematics in SHU: Cultural change and the journey to towards PBL assessment

**Session type:** Lightening talk (10 mins)

**Main presenter:** Vicky Mellon, Sheffield Hallam University

**Co-presenter:** Joel Gray (SHU)

**Session summary:**

The talk outlines cultural shift in E&M department from traditional forms of assessment, to one that supports authentic assessment style such as PBL. The journey towards PBL has raised several organisational and cultural challenges. Beliefs about how to assess and concerns over Academic Integrity are significant. Building relationships and developing CPD has proved to be successful, however we would like to share and hear from other colleagues in similar arenas to continue this assessment development.

**Session outline:**

This talk aims to share the LTA journey of the Engineering and Maths over the past 6 months, and to learn from the wider audience on how we can further achieve our goals of embedding meaningful PBL and authentic assessment into courses. The talk will cover the concerning position that the E&M department found itself in, particularly in relation to teaching and learning. In the context of worrying metrics around withdrawals, low first time pass rates, poor NSS scores around feedback an assessment, there was a need to adopt a new approach to our LTA. The proposed method from leadership was to encourage the department to move towards more authentic approaches to assessment, that are inclusive and engaging for our students. However, there were (and still are) a number of organisational and cultural challenges. These include deep set beliefs around exams being the best way to assess engineering and mathematical concepts, staff concern over academic integrity, the need to fulfil PRSB requirements and being culturally distant from other departments, meant there has been a deep reluctance to engage with and develop new forms of assessment and to adopt the SHU LTA framework. However, overcoming these has challenges and gaining staff buy in, has been possible through relationship building, staff CPD, revalidation activities and engaging our accreditors and external speakers to reassure and work with staff on the new approaches to assessment. We have seen some real success; however we have a long way to go and would like to share our journey and learn from educational developers on where can go from here.

**References:**

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