

Title: **Testing TESTA success at Dundee? Does TESTA Pass the TEST? One University's Perspective**

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Session Learning Outcomes

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

By the end of this session, delegates will be able to: Consider the implications of using the TESTA methodology within a Scottish institution and discuss the success of reflecting on assessment and feedback at programme level.

Session Outline

The University of Dundee ranks highly on the basis of overall student experience, however instruments such as the National Student Survey (NSS) have consistently indicated that our students are notably less positive in relation to assessment and feedback (74% overall satisfaction for Assessment and Feedback, University of Dundee in 2015) Determining a means to bring about strategic change in our assessment and feedback practice has represented an important area of work for the University over the past four years. Participation in the Higher Education Academy (HEA) 'Assessment and Feedback Change Programme' in an evaluation of the Transforming the Experiences of Students through Assessment (TESTA) methodology was identified as a potential means to effect this change, (Jessop, Hakim and Gibbs, 2011). These were based upon the recommendations which emerged from the Scottish Enhancement Themes on Integrative Assessment (QAAHE, 2007); and guidance provided by the Higher Education Academy/JISC Academic Integrity Service (Ball *et al*, 2012). In 2012, a pilot study within the University was proposed and the University supported a cross-discipline team to support the trial of the methodology.

This session will outline the journey from 2012 until the current phase of TESTA the University of Dundee. The presenters will demonstrate the instruments used and share several of the findings from the project

Session Activities and Approximate Timings

Presentation of the key aspects of the discussion paper, including the practicalities of delivering the TESTA methodology at institution level. There will be a discussion of the three key phases employed at the University of Dundee and a discussion of the level of resource required.

Timing	Activity	Participation
0- 15 mins	<p>Power Point Outline presentation of the TESTA methodology at UOD</p> <p>Key Questions will outline the presentation;</p> <p>What are the practicalities of rolling out TESTA at an institutional level? What do the outcomes reveal?</p> <p>How these can these outcomes be used to augment and improve assessment and feedback processes across an institution?</p> <p>What is the evidence of success?</p>	Hand Outs with a summary of the programme.
15- 30 mins	Group participation and discussion on some of the data collection elements of the programme. Focussing on the practical application of the methodology	Participants will complete a 'brick' which represents one module on a programme of study
30- 45 mins	Summary discussion	Group feedback

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 and Waterfield,J. (2012) *A Marked Improvement*. The Higher Education Academy. Available at: <https://www.heacademy.ac.uk/resource/marked-improvement#sthash.0ub4lPks.dpuf>

Jessop, T, El Hakim, Y and Gibbs, G (2001) TESTA: Research Inspiring Change. Educational Developments 12(4) 12-16. Published by SEDA: http://www.seda.ac.uk/?p=5_4_1&pid=12.4

The Quality Assurance Agency for Higher Education (2007) *Integrative Assessment Managing assessment practices and procedures*. Available at: <http://www.enhancementthemes.ac.uk/docs/publications/managing-assessment-practices-and-procedures.pdf>