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Confident Assessment in Higher EducationReconceptualising Feedback in Higher EducationDesign GovernanceRegister of Educational Research in the United KingdomTeaching and Learning in Higher EducationThe Management of Surplus Property by Trusts in the NHS in EnglandExpressing Identities in the Basque ArenaIndex to Theses with Abstracts Accepted for Higher Degrees by the Universities of Great Britain and Ireland and the Council for National Academic AwardsThe Architects' JournalAvery Index to Architectural Periodicals. 2d Ed., Rev. and EnlThe PlannerBrioAJfocusAn Element of ControversyThe Sport PsychologistThe Decline of CarlismCond□ in ContextLA RecordPersonal Histories in Health ResearchArchives Rachel Forsyth Stephen Merry Matthew Carmona Elizabeth Cleaver Great Britain. National Audit Office Jeremy MacClancy Avery Library Hasok Chang Jeremy MacClancy Mark Bannister Adam J. Oliver

Confident Assessment in Higher Education Reconceptualising Feedback in Higher Education Design Governance Register of Educational Research in the United Kingdom Teaching and Learning in Higher Education The Management of Surplus Property by Trusts in the NHS in England Expressing Identities in the Basque Arena Index to Theses with Abstracts Accepted for Higher Degrees by the Universities of Great Britain and Ireland and the Council for National Academic Awards The Architects' Journal Avery Index to Architectural Periodicals. 2d Ed., Rev. and Enl The Planner Brio AJfocus An Element of Controversy The Sport Psychologist The Decline of Carlism Cond□ in Context LA Record Personal Histories in Health Research Archives *Rachel Forsyth Stephen Merry Matthew Carmona Elizabeth Cleaver Great Britain. National Audit Office Jeremy MacClancy Avery Library Hasok Chang Jeremy MacClancy Mark Bannister Adam J. Oliver*

your perfect companion to building confident assessment in teaching and learning in higher education assessment is a central part of teaching and learning in higher education and an area in which many university teachers lack confidence designed to work across academic disciplines this is a practical theory informed resource for anyone in the higher education sector it offers an in depth view of assessment exploring current practice and contemporary challenges it offers guidance on contextual assessment design and the teaching that can support this alongside a deep dive on marking feedback and common assessment challenges the final third of the book offers practical templates for a wide range of common assessment types including case studies competence portfolios essays and dissertations rachel forsyth is an educational developer who works at lund university sweden

feedback is a crucial element of teaching learning and assessment there is however substantial evidence that staff and students are dissatisfied with it and there is growing impetus for change student surveys have indicated that feedback is one of the most problematic aspects of the student experience and so particularly in need of further scrutiny current practices waste both student learning potential and staff resources up until now the

ways of addressing these problems has been through relatively minor interventions based on the established model of feedback providing information but the change that is required is more fundamental and far reaching reconceptualising feedback in higher education coming from a think tank composed of specialist expertise in assessment feedback is a direct and more fundamental response to the impetus for change its purpose is to challenge established beliefs and practices through critical evaluation of evidence and discussion of the renewal of current feedback practices in promoting a new conceptualisation and a repositioning of assessment feedback within an enhanced and more coherent paradigm of student learning this book analyses the current issues in feedback practice and their implications for student learning identifies the key characteristics of effective feedback practices explores the changes needed to feedback practice and how they can be brought about illustrates through examples how processes to promote and sustain effective feedback practices can be embedded in modern mass higher education provoking academics to think afresh about the way they conceptualise and utilise feedback this book will help those with responsibility for strategic development of assessment at an institutional level educational developers course management teams researchers tutors and student representatives

design governance focuses on how we design the built environment where most of us live work and play and the role of government in that process to do so it draws on the experience of the commission for architecture and the built environment cab e a decade long globally unique experiment in the governance of design this book theorises design governance as an arm and aspiration of the state tells the story of cab e warts and all and what came before and after unpacks cab e s informal toolbox its methods and processes of design governance and reflects on the effectiveness and legitimacy of design as a tool of modern day government the result is a new set of concepts through which to understand the governance of design as a distinct and important sub field of urban design

this book explores best practice approaches to undertaking enquiry into learning and teaching in higher education for staff from all academic disciplines a general introduction to the methods most commonly used in undertaking enquiry in the field of education is complemented by chapters exploring how research methods from a range of disciplinary areas can be adapted and used for educational enquiry new to this second edition chapters on interdisciplinary educational enquiry in geography and using ethnographic methods for educational enquiry new case studies and suggested activities a reflective final chapter inviting readers and their institutions to develop and promote an organisational culture founded on critical enquiry this is essential reading for anyone undertaking he qualifications in learning and teaching including pgctlhe and pgcap and for academics wishing to apply their skills of research and enquiry to their learning and teaching practice

in april 2000 the value of land and property owned by nhs trusts was valued at 23 billion during the three years to march 2000 at least 380 million of surplus property was sold and it is intended to sell a further 700 million by march 2003 this report by the national audit office examines the effectiveness of the nhs in identifying and disposing of surplus properties and assesses whether the sales have achieved value for money it finds examples of good practice including the revised guidance on developing an estate strategy good joint working between nhs trusts and local planning authorities and evidence that trusts are working to maximise

competition in sales in accordance with nhs estates guidance however the report finds there are areas where further action is needed it makes 12 recommendations primarily aimed at nhs estates an executive agency of the department of health which provides the policy lead and detailed guidance on all aspects of estates management in the nhs

redresses the balance on the human and cultural aspects of the idea of being basque in the modern world everyday nationalism the human and cultural aspects of identity is a neglected subject in the literature on nationalism in europe jeremy macclancy redresses the balance in this unusual and sharp book on the human and cultural aspects of the idea of being basque in the modern world the style is fresh and colloquial dealing with several of the kinds of issues that usually appear in popular magazines cuisine football art and graffiti but the treatment is serious and illustrative of underlying currents in social life macclancy argues that the ethnographic understanding of nationalisms rather than the orthodox studies of ideology political parties social classes and centre periphery clashes offers a more nuanced comprehension of the lived reality of people in areas where nationalism is a significant force this is very much nationalism from the bottom up jeremy macclancy is professor of social anthropology at oxford brookes university series editors wendy james nick allen

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an innovative mix of anthropology and history this book is the first ever study of carlism to set the movement in both its national and local contexts looking at both the machinations of its urban elites and the attitudes of the rural supporters macclancy reveals the key roles of discourse symbols rituals within the life of carlism and how they were used by different factions as the party shifted across the political spectrum he also draws out the significant legacies of carlism to contemporary basque nationalisms based on over a decade s fieldwork in navarre and research in a host of hitherto unused archives the decline of carlism is an important contribution to the understanding of both the modern basque country and modern spain

louis ii de bourbon 1621 86 known as le grand conde stood alongside richelieu and mazarin as one of the key figures who shaped the reign of louis xiv in response to profound upheavals in their world his contemporaries looked to him to satisfy their need for a hero originally the warrior hero par excellence conde was redefined by successive generations as the ideal subject of the absolutist state as the epitome of civilized behaviour and finally as the exemplar of the triumph of faith over reason in this first detailed study in english of le grand conde s significance for his contemporaries mark bannister reveals the complexity of the ideological patterns forming and reforming in seventeenth century france and the perennial need to believe in the existence of an iconic figure incarnating new values as they emerge

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