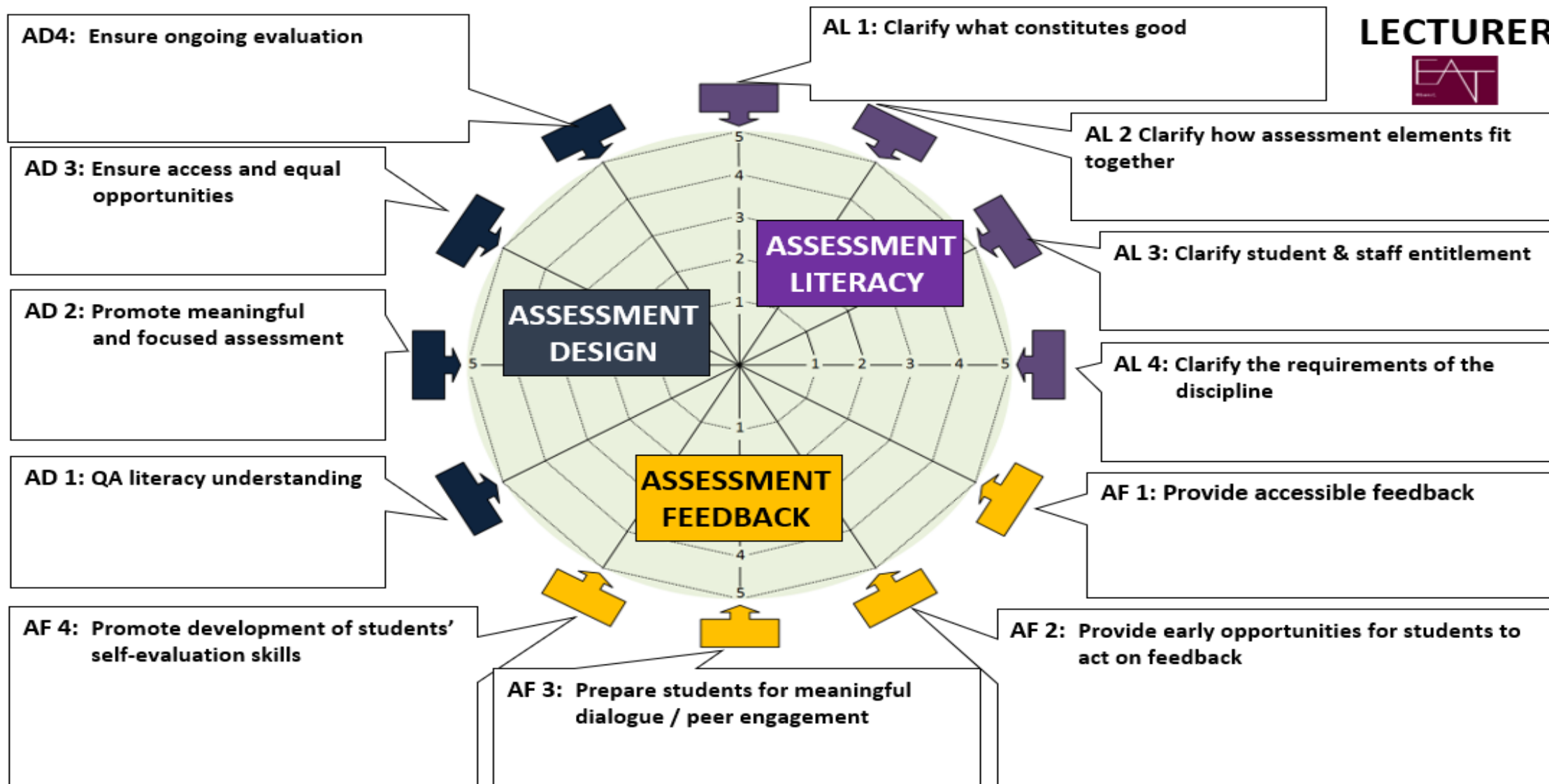


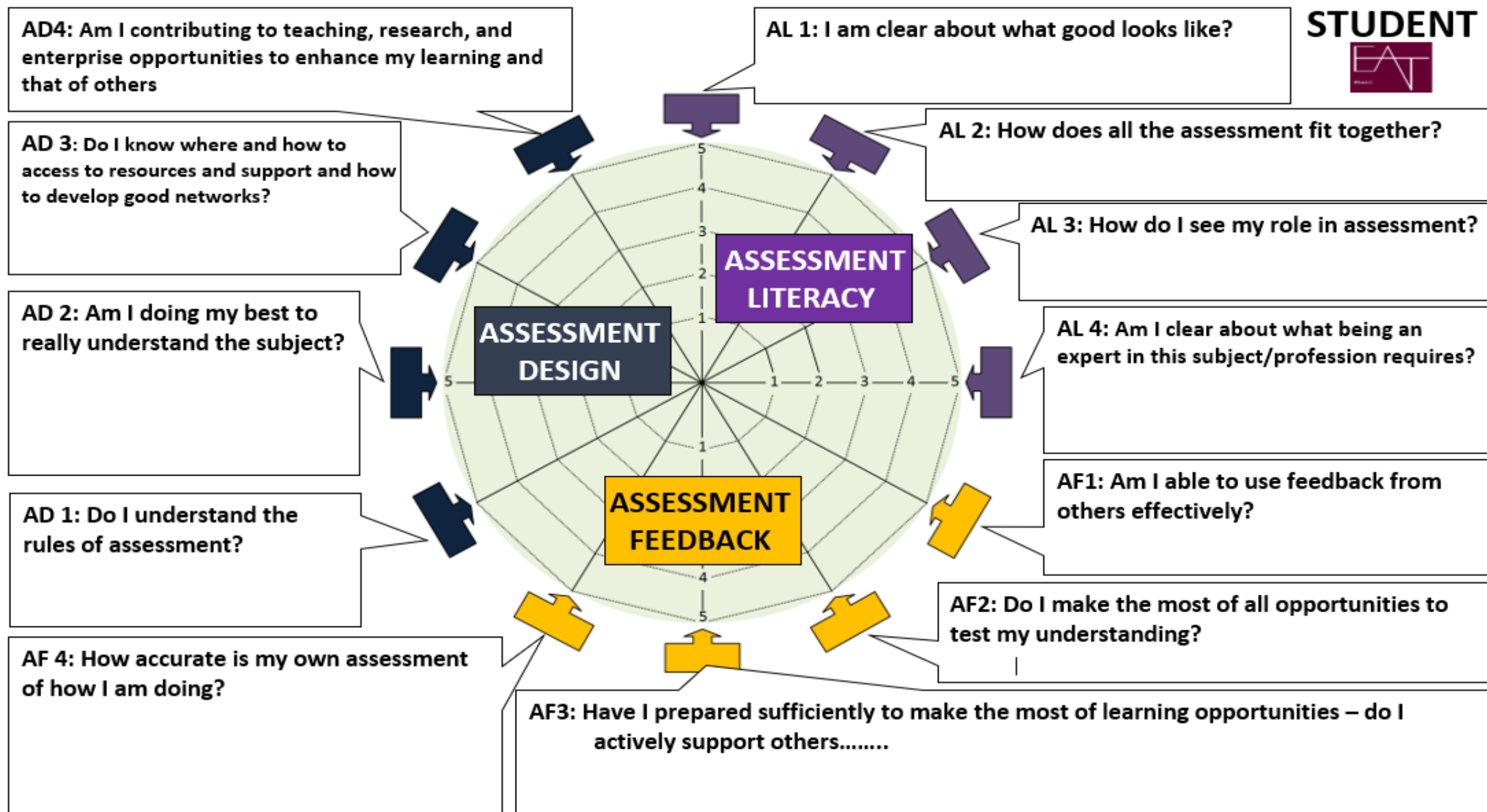


EAT Framework

Blank versions of EAT Wheel

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EAT total Blank – adapt to audience and context

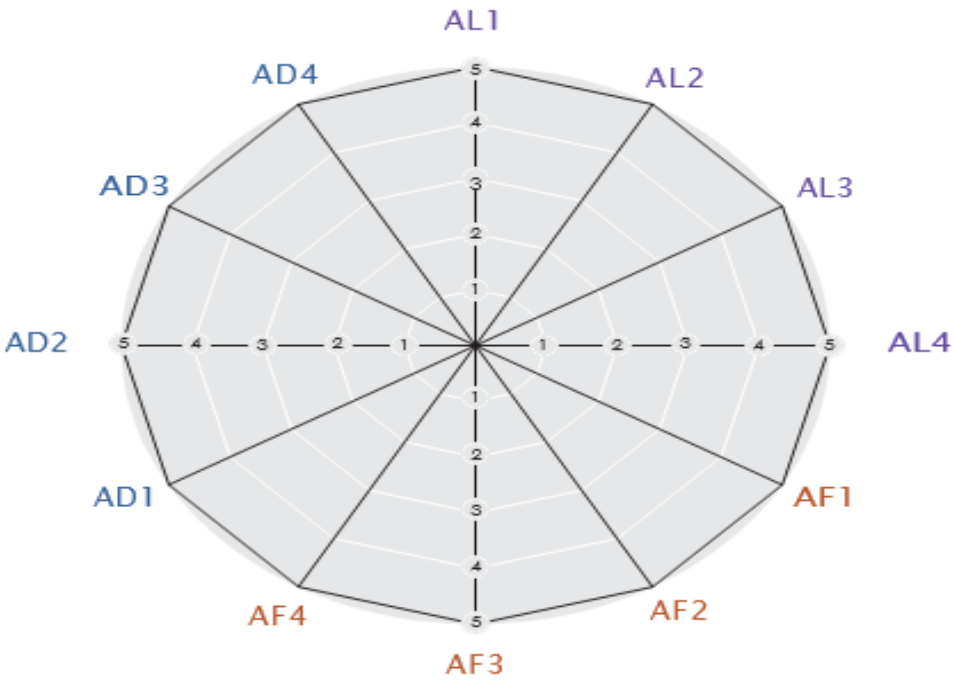
Assessment Design

AD4:

AD3:

AD2:

AD1:



Assessment Literacy

AL1:

AL2:

AL3:

AL4:

Assessment Feedback

AF4:

AF3: |

AF2:

AF1:

EAT Lecturer version (Blank)

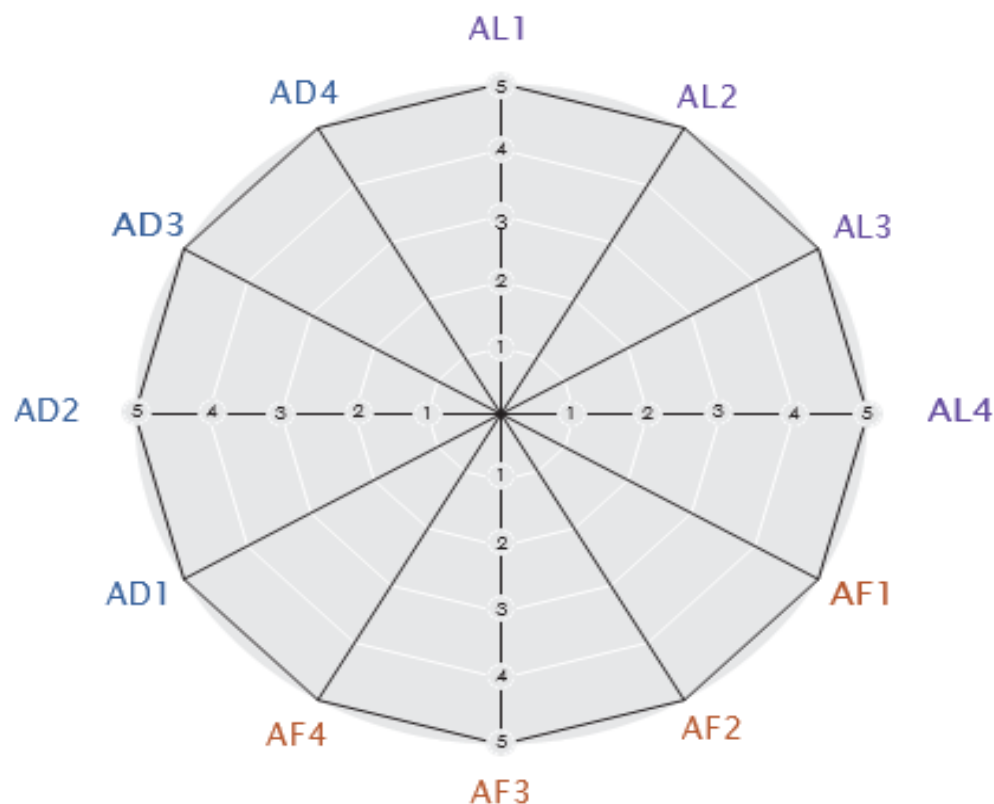
Assessment Design

AD4: Ensure ongoing evaluation

AD3: Ensure access and equal opportunities

AD2: Promote meaningful and focused assessment

AD1: QA literacy



Assessment Literacy

AL1: Clarify what constitutes good

AL2: Clarify how assessment elements fit together

AL3: Clarify student and staff entitlement

AL4: Clarify the requirements of the discipline

Assessment Feedback

AF4: Promote development of students' self-evaluation skills

AF3: Prepare students for meaningful dialogue/peer engagement

AF2: Provide early opportunities for students to act on feedback

AF1: Provide accessible feedback

Assessment Design

AD4: Am I contributing to teaching, research, enterprise to enhance my learning and that of others?

AD3: Do I know where and how to access resources and network well?

AD2: Am I doing my best to really understand the subject?

AD1: Do I understand regulations?

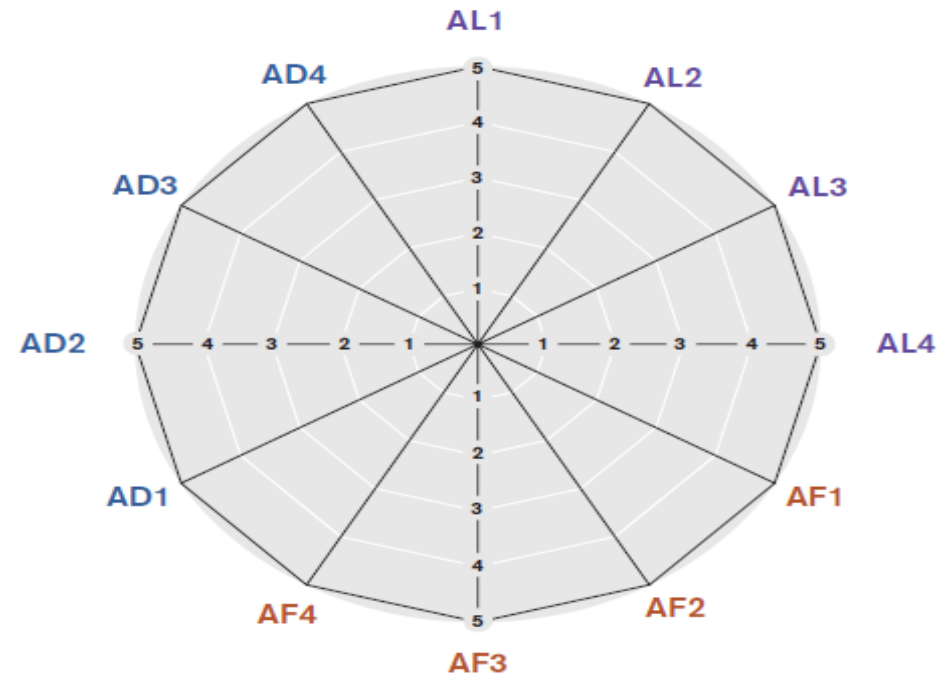
Assessment Feedback

AF4: How accurate is my own assessment of how I am doing?

AF3: Have I prepared sufficiently to make the most of learning opportunities? Do I actively support others?

AF2: Do I make the most of all opportunities to test my understanding?

AF1: Am I able to use feedback from others effectively?



Assessment Literacy

AL1: I am clear about what good looks like?

AL2: How does all the assessment fit together?

AL3: Am I clear about what being and expert in this subject/profession requires?

AL4: Am I clear about the requirements of the discipline?

Assessment Design

AD4: How are you reviewing in an ongoing way how your student is doing and how your working relationship is evolving?

AD3: Ensure access and equal opportunities

AD2: Promote meaningful and focused assessment

AD1: Ensure robust and transparent processes and procedures: QA literacy

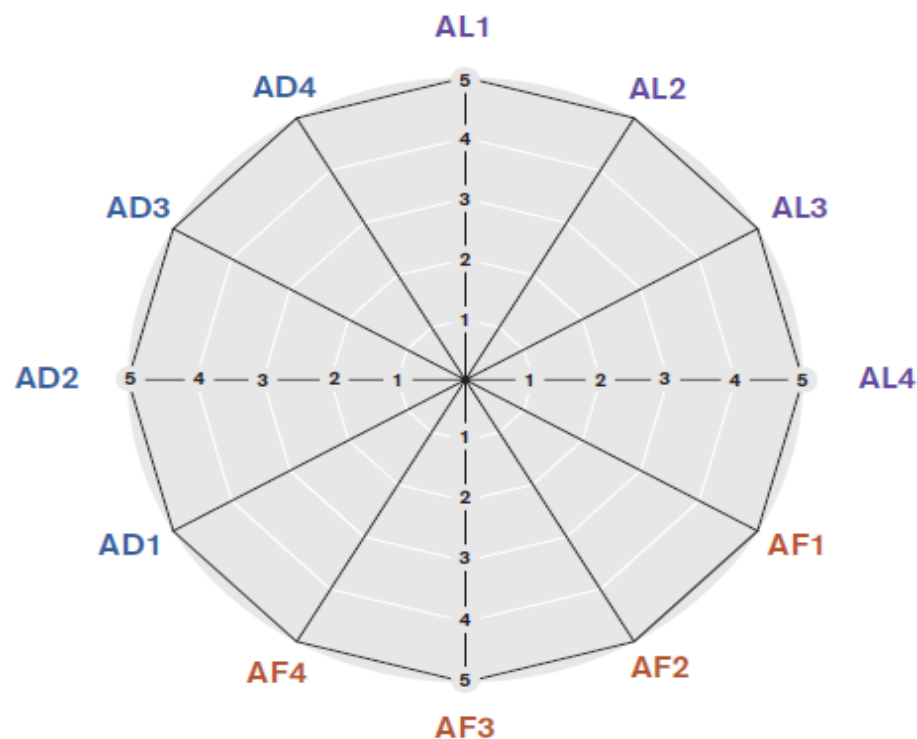
Assessment Feedback

AF4: Promote development of students' self-evaluation skills

AF3: Prepare students for meaningful dialogue/ peer engagement

AF2: Provide early opportunities for students to act on feedback

AF1: Provide accessible feedback



Assessment Literacy

AL1: Clarify what constitutes good?

AL2: Clarify how assessment elements fit together

AL3: Clarify student and staff entitlement

AL4: Clarify the requirements of PhD study

Assessment Design

AD4: Supporting the development of the programme

AD3: Making best use of resources

AD2: Meaningful work

AD1: Do I have a good understanding of PhD regulations and where to access information on this?

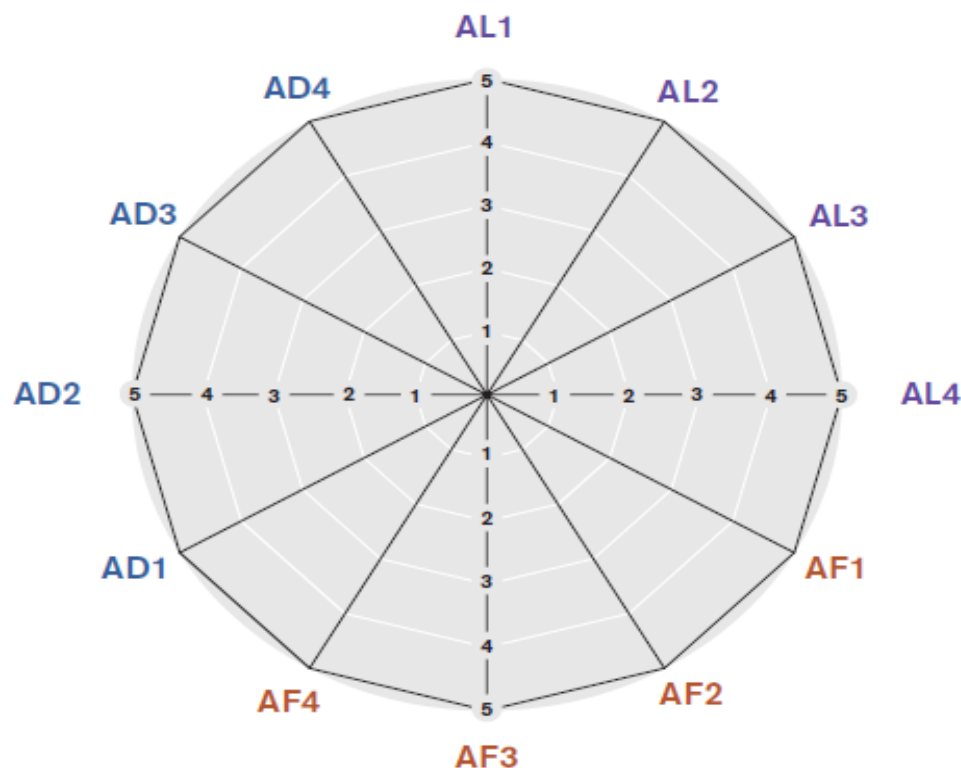
Assessment Feedback

AF4: Self-evaluation

AF3: Have I done the necessary preparation to participate fully in peer dialogue?

AF2: Using formative feedback opportunities

AF1: Ensuring I know how to improve



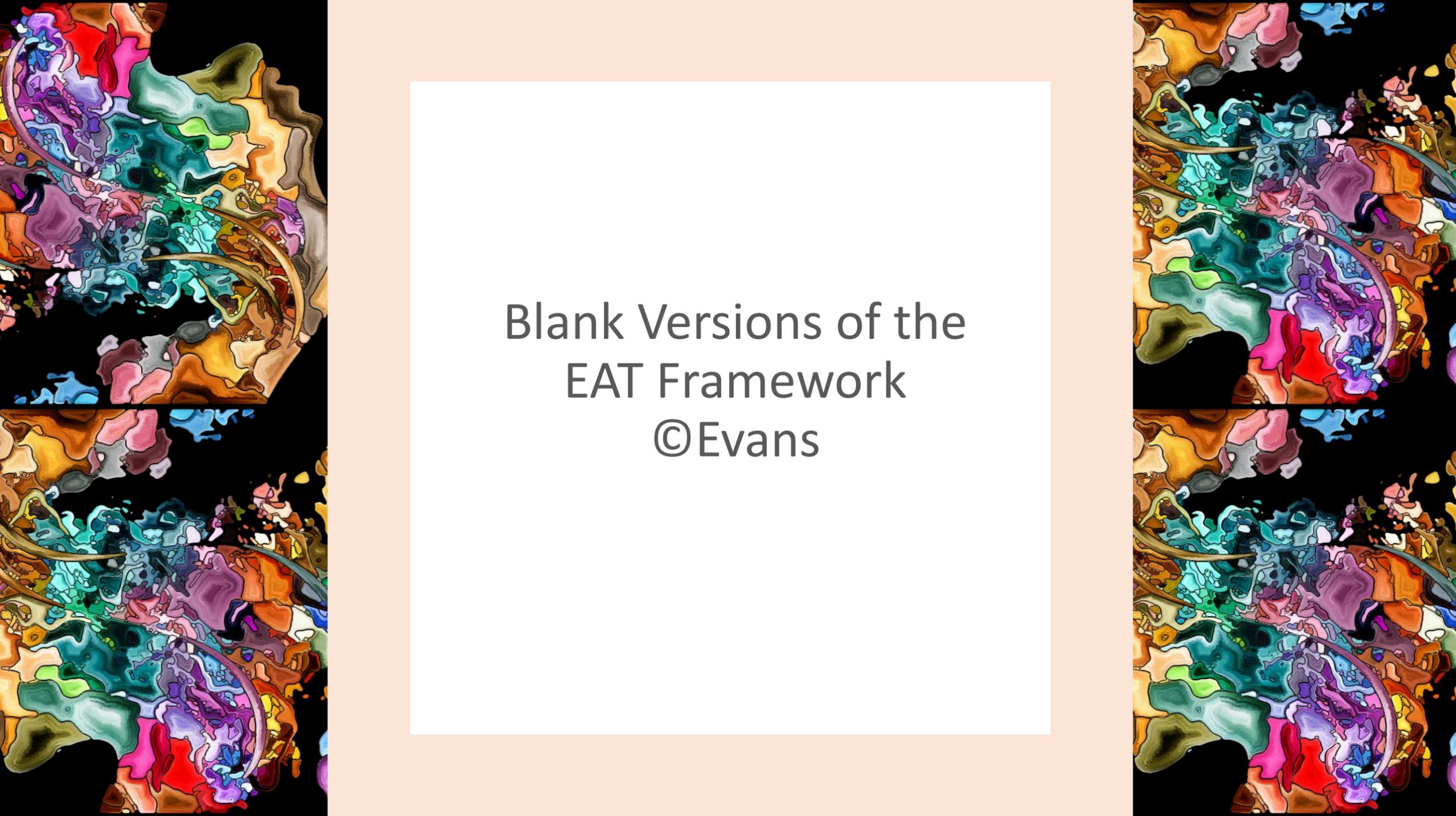
Assessment Literacy

AL1: What constitutes good?

AL2: How assessment elements fit together

AL3: Student and staff entitlement

AL4: Am I clear about the requirements of the discipline?



Blank Versions of the
EAT Framework
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