EAT

The EAT Framework

Enhancing assessment feedback practice in higher education

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Use the following in conjunction with the EAT Framework:

The Guide to Using the EAT Framework in Practice: A Resource for Developing Assessment Practice in Higher Education

Provides a comprehensive set of resources to support implementation of the EAT Framework for academic and professional services staff, and students. It supports a research-informed approach to professional development in assessment at the institutional level, and is an invaluable resource for programme leads and lecturers working with students on assessment. This resource and additional supporting resources are located at Inclusivehe.org: **https://inclusivehe.org/inclusive-assessment/**

Appendices

The EAT Framework: Enhancing assessment feedback practice in higher education

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To maximise the potential of pedagogical innovations, assessment is the lynchpin as it must keep pace with what disciplinary knowledge is seen as valuable and relevant within HE and wider contexts and needs to accurately measure meaningful learning. Pedagogies aimed at developing deeper approaches to learning are most successful when assessment practice is aligned to capture and reward a shared understanding of what constitutes 'deep' within a discipline. (Evans et al., 2015, p. 64)

Underpinning Principles of the EAT Framework

Equity – Agency – Transparency

There is a substantial body of research on developing assessment feedback practice in higher education. The EAT framework originated from a rigorous systematic review of assessment feedback in higher education (Evans, 2013), and extensive research on individual differences (Waring & Evans, 2015). A key issue is how we can effectively use this information to enhance assessment feedback practice at all levels within an institution mindful of the need for high quality research-informed pedagogy, and the importance of sustainability and manageability agendas from student and staff perspectives.

The EAT Framework supports translation of high quality research into practice, and contributes to research through extensive utilisation in practice. EAT demonstrates a research-informed, integrated, and holistic approach to assessment drawing on (Evans, 2013), and ongoing rigorous systematic review of over 50,000 peer-reviewed articles and extensive use in practice across a wide variety of discipline, professional, national and international contexts.

A key starting point in utilising this resource is:

"Making sense of assessment feedback in higher education" (Evans, 2013) it can be downloaded free from: http://journals.sagepub.com/doi/abs/10.3102/0034654312474350

Dimensions of Practice: Overview

EAT comprises three core dimensions of practice and 12 sub-dimensions that are all inter-related. **The Assessment Feedback Principles Appendix A** provide an overview of core areas of assessment and feedback that impact effectiveness, and act as a starting point in reviewing practice. The three core dimensions of the conceptual framework include:

Assessment Literacy - Assessment Feedback - Assessment Design

EAT underpinned by an understanding of individual differences in learning (Waring & Evans, 2015), stresses the importance of *agency, collaboration*, and *sensitivity* to the needs of the context (discipline; programme etc.) to support the development of strong student-lecturer partnerships in order to build student self-regulatory capacity in assessment feedback. A key consideration as part of this agenda is *ownership*:

> **How students come to co-own their programmes with lecturers and see themselves as active contributors to the assessment feedback process rather than seeing assessment as something that is done to them.**

Uniquely, EAT brings together work on individual differences in learning (The Personal Learning Styles Pedagogy (PLSP), Waring & Evans, 2015), self-regulation, and agentic engagement (Reeve, 2013).

Individual differences acknowledge that learners process information in different ways. That learners (student and lecturer) beliefs about assessment and their learning dispositions (how they go about learning) impact their engagement in assessment, how they make sense of assessment contexts, and what strategies they use (Evans, 2015c; Kozhevnikov et al., 2014; Waring & Evans, 2015).

Self-regulation in assessment refers to learners' abilities to regulate their learning (SRL) in the pursuit of goals. SRL includes the processes learners go through when they try to master tasks (e.g., setting goals, planning, monitoring and evaluation) (Zimmerman, 1986, 1989, 2000). SRL also considers the individual and contextual variables that impact the effectiveness of the learning process, and describe specific patterns of regulation (orientations) that students may exhibit in their approaches to learning (e.g., at its simplest – external vs internal regulation) (Evans et al., 2021). SRL requires the use of metacognitive strategies (understanding how you learn), cognitive strategies (how you process information), and affective strategies (managing emotions in learning, linked also to motivation and self-efficacy) (Vermunt & Verloop, 1999). SRL is embedded in notions of sustainable assessment (Boud & Molloy, 2013), in how learners come to manage learning for themselves through their development of self-evaluation capacity.

Agentic engagement is concerned with the quality of learner engagement with assessment, and how learners bring about changes in their learning environment to support their own learning (Reeve, 2013). Agentic engagement requires understanding of the context, self-belief in

one's ability to make a difference, willingness to act, and the opportunities to do so afforded by the learning context.

Theoretical underpinnings of EAT in brief

EAT is an integrated assessment and feedback framework. It is underpinned by a Personal Learning Styles Pedagogy approach (PLSP) (Waring & Evans, 2015 (see chapter 9 on PLSP and Assessment). At the heart of its design is the importance of the following:

a. attending to student and lecturer beliefs about assessment including feedback;
b. ensuring the use of appropriate research informed tools and a holistic approach to assessment;
c. sensitivity to learner context – the importance of learner agency;
d. the importance of adaptive learning environments that support all learners to become more self-regulatory in their approaches to learning;
e. supporting learner autonomy and informed choices in learning.

EAT is also informed by the RADAR dimensions model (Education Quality Enhancement team, University of Exeter); the Viewpoints project, (Ulster, 2008-2012); Quality Assurance Frameworks (e.g., QAA Code, UK; the Advance HE framework for transforming assessment in higher education).

Theoretically, EAT integrates cognitivist, socio-critical, and socio-cultural perspectives and draws on systematic analyses of the research literature involving the interrogation of over 56,000 peer reviewed articles and related resources. In continuously updating the systematic academic review of the literature from 1999-2021, saturation of constructs has been achieved, meaning that we can be confident about the fitness for purpose of this 12 sub-dimension model of assessment as it is one of the most comprehensive assessment frameworks for HE assessment practice, and drawn from extensive research and use in a wide variety of contexts with staff and students.

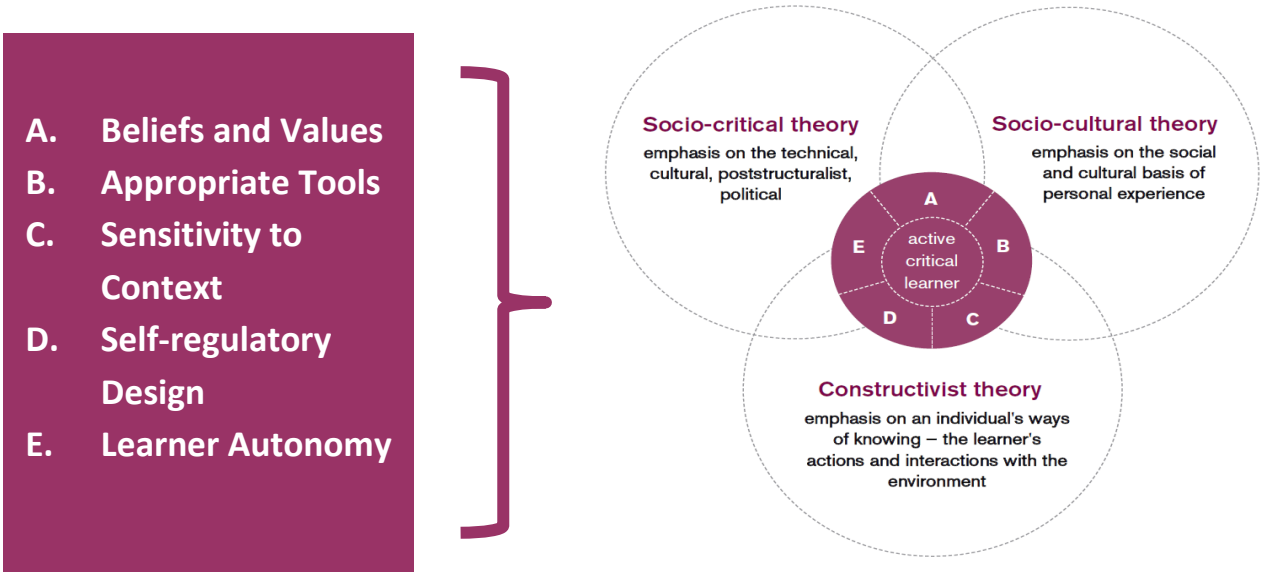


Figure 1: Theoretical underpinnings of EAT (Waring & Evans, p. 55)

Using EAT in Practice

EAT can be used to explore assessment practice at a variety of levels in order to identify assessment priorities (individual; discipline; faculty; university). EAT acknowledges the nested nature of pedagogy, in that assessment practice is influenced by policy operating at various levels within and beyond higher education institutions (HEIs), and that individuals can also influence higher education and national policy using research-informed approaches.

To enhance assessment feedback practice it is important to consider the *interconnected* nature of all three core dimensions of practice (i.e. assessment literacy, assessment feedback, and assessment design). It is, however, also possible to focus on any specific areas of assessment feedback that you have identified as relative weaknesses/priorities for development, acknowledging the fact that activity and development in one area will impact on other areas of EAT.

To gain shared understandings of assessment principles, a good place to start is **Appendix A** which summarises fundamental elements of effective assessment practice. These principles which inform the design of EAT, and were derived from extensive review of the literature have been used to underpin university policy and practice at institutional, faculty and individual levels within universities. In interpreting EAT's 12 sub-dimensions also look at the section of this report on **Key Constructs Underpinning EAT.**

EAT is fundamentally about promoting self-regulatory practice in assessment, and asks: **'What does student engagement in assessment and feedback look like?**' To address this question, there are student and lecturer versions of EAT **(Appendices B-D)** framed from each of their perspectives. The lecturer version explores the extent to which students are encouraged to engage in all aspects of assessment. The student version explores how students can be active co-owners of the assessment feedback process drawing on Evans (2013, 2015a) identification of 'savvy feedback seekers' who shared the following characteristics: (a) focused on meaning making; (b) had good self-management skills; (c) demonstrated perspective; (d) noticing – good awareness of context; (e) resilient (persistent and flexible) (f) managed personal response to feedback; (g) were pro-active in seeking feedback h) adaptable, and (i) forward thinking. **Appendix C** enables students to self-assess how they are attending to each of the areas highlighted in EAT as part of trying to understand and develop their own role(s) in assessment feedback practice. **Appendix D** focuses on PhD students but can be adapted for use with Masters students.

To dissect the specifics of assessment practice in each subdimension of EAT, the **EAT Decision-Making Cards (Appendix E)** provide focused questions that can be directed to support lecturer, student and programme lead engagement with assessment. Associated quality assurance checklists are provided in this section of the report. **Appendix H** in focusing on scaling up assessment is also relevant to assessment leads.

Appendices **F** and **G** provide further guidance on promoting student engagement and self-regulatory practices in assessment.

Exploring how to design assessment with student partnership and student self-responsibility in mind **Appendix F** provides a checklist to explore ways of promoting student ownership of assessment premised on the importance of encouraging activities that enable students to acquire an understanding of quality for themselves so that they can internalise standards. **Appendix G** focuses on setting up the conditions to promote students' self-regulatory skills development (SRSD) and activities to promote this in practice. **Scaling up Institutional Assessment Practices (Appendix H)** provides a checklist of key considerations for institutional leads in scaling up assessment practices

.Navigating the EAT resource pack	Key signposts	Core reads
What are the characteristics of effective assessment and feedback?	**Appendix A**	Evans (2013). Making sense of assessment feedback in higher education
How can I bring these different characteristics together in planning assessment?	**EAT**	See
What concepts do I need to know about to effectively implement effective assessment?	**Figure 2** **Key Concepts** **Checklist of Key Concepts**	Evans (2015). Innovative pedagogical practices: The Personal Learning Styles Pedagogy.
What factors impact student assessment outcomes?	**Figure 3**	Evans & Waring (2021). Enhancing students' assessment feedback skills within higher education. Also look at Feedback Landscape in Evans (2013)
To what extent do I address all of the EAT 12 dimensions and subdimensions in my practice, and/or as part of a team?	**Appendix B**	Evans et al. (2019). Maximising Student Success through the Development of Self-Regulation
Where can I find more ideas about developing my/our assessment practices?	**Appendix E**	Waring & Evans (2015). Understanding Pedagogy. Routledge.
How can I work with students to explore engagement in assessment?	**Appendix C** **Appendix D** **Appendix F**	
How can I develop students' self-regulatory skills?	**Appendix G**	Evans et al. (2021). A self-regulatory approach to assessment.
How do I measure the impact of my/our work in enhancing assessment?	**Evidence of impact section** **Guide to Using EAT**	Evans, Kandiko-Howson, Forsythe, & Edwards, (2020). What constitutes high quality higher education pedagogical research.
As a programme lead what key considerations should I be thinking about in leading effective assessment change?	**Appendix E**	Considerations for programme leads
How do we scale assessment practices at an institutional level?	**Appendix H**	Evans & Bunescu (2020) (Eds.). Student assessment. EUA.

Key Constructs Underpinning EAT: Equity, Agency, Transparency

EAT is a research-informed framework underpinned by a critical pedagogy that requires rigorous evaluation of the extent to which assessment promotes equal access and equal opportunities to do well. Key concepts captured within this research-informed framework include:

- **Inclusive** – includes understanding of individual differences
- **Holistic** – experience of the student learning journey in its entirety
- **Agentic in promoting learner ownership of assessment.**
- **Self-regulatory**
- **Sustainable** – of value now and in the future – manageable -
- **Sensitive to context**
- **Partnership** and the importance of **shared beliefs and values** between academics and students
- **Meaningful learning experiences** that promote a deep approach to learning **that is authentic and relevant**
- **Integrative** – interconnected

Figure 2: Summary of key constructs underpinning EAT

Research-informed refers to the application of research to assessment practice in a way that is meaningful, relevant, and sustainable; it requires: (i) discernment in evaluating the quality of research, (ii) an appreciation and understanding of context, and (iii) ability to carry out rigorous research in practice to support enhanced understandings of effective assessment.

A critical pedagogy underpins the EAT approach to ensure ongoing consideration of who is ad/disadvantaged by particular assessment decisions (Waring & Evans, 2015). Do all students have equal access and equal opportunities to do well? Are the decisions we make informed by critical evaluation of the data and comprehensive approaches to ensure the voice of all participants is captured?

Evaluation of practice needs to be rigorous and dynamic:

Rigorous in ensuring we are:

- measuring what we value rather than valuing what is easy to measure (Biesta, 2010)
- ensuring fidelity to underpinning principles of good practice.
- considering the relative impact of initiatives in relation to reach (the target of our assessment interventions), and effectiveness in terms of the value of a specific approach in impacting outcomes (how many impacted, effect sizes –degree of impact), cost effectiveness (amount of time and resource to effect change and sustainability of initiatives), and transferability (how easy to adapt and apply initiatives to different contexts).

Dynamic in ensuring that there is ongoing evaluation of the quality of assessment so that we can impact learning in the moment. In focusing on process, and sharing data with students, there are considerable opportunities to demonstrate *with* students why certain approaches to assessment may have more favourable outcomes. We need to explore the process and not just the outcomes of assessment feedback practices, and ensure the time spent on specific assessment activities is justified.

Inclusive Assessment needs to provide all learners with equal access to assessment, valuing diversity and enabling participation. Inclusion needs to be integral to assessment with reasonable adjustments built into assessment design from the outset. Inclusive assessment highlights the importance of:

- **Awareness of the nature of a cohort:** their dispositions and starting points: what learners can do at point of access, where gaps in knowledge and skills are, and issues impacting access to assessment.
- **Making roles in assessment explicit** by clarifying the role of the student in the process from the outset and attending to the relevance of assessment and student ownership of it; engagement is key.
- **Ensuring physical access to resources** (alternative formats of information and utilisation of appropriate assistive technologies).
- **Addressing cognitive access needs** (ensuring information is clear, accessible, and explicit; examples of key concepts and requirements are provided).

- **Ensuring the design of assessment allows all to do well** (tasks do not prejudice students and groups of students with specific characteristics).
- **Reasonable adjustments are embedded in assessment design from the outset** so students are clear about what the options are, and how they can meet the requirements.
- **Organisation of resources enable flexibility** (information is provided in good time so students can manage their time effectively, can navigate online resources in ways that suit them, a variety of resources are provided to exemplify key points).
- **Appropriate support and challenge are provided** (scaffolding of assessment includes providing opportunities for students to test their understanding, using focused feedback at appropriate points to support learning). Challenge implies setting meaningful assessment tasks and encouraging student to take ownership of the assessment process through supporting development of their self-regulatory skills.
- **Choice is managed carefully** to ensure coherence of programme experiences, supporting students to make informed choices, and ensuring that the nature of assessment is robust in being the most appropriate mode of assessment to enable students to demonstrate how they have met the required learning outcomes and at the necessary standard.

Holistic involves consideration of the whole experience of the learner within a programme and beyond the discipline, and across the entirety of the student lifecycle – transitions in, through and beyond higher education. This includes how students' (i) transition across different modules and units and make sense of them, (ii) engage in academic and social opportunities with others and wider communities to develop their understandings of assessment, (iii) how assessments bring personal and academic worlds together to support learning.

Agentic engagement involves students' meaningful engagement with and leadership of their learning. It includes learner understanding of the assessment environment and how best to use it to meet needs, and also how learners can effect change in learning environments to make things work better for them. Managing assessment contexts is linked to knowledge of context, self-belief, perceptions of one's role in assessment, and confidence to engage in discourse with peers and academics, and the willingness to assume ownership of assessment. Agentic engagement is linked to notions of self-determination (the ability to make decisions for oneself) (Accardo, et al., 2019), and self-advocacy in knowing one's own needs and rights, and being able to pursue and get support to be able to function independently (Pfeifer et al., 2021).

Effective self-regulation refers to learners' abilities to manage the requirements of a task to include accurate assessment of task requirements, the setting of appropriate goals, choosing appropriate strategies to master a task, ongoing reviewing and evaluation of performance to enhance achievement of goals, maintaining motivation, and accurate reflection on the degree to which aims have been met.

Self-regulation encompasses metacognitive, cognitive, and emotional strategies used by learners to manage learning. Metacognition denotes an ability to understand one's own learning processes, cognition an ability to utilise cognitive strategies to master a task, and emotional regulation, the ability to manage one's emotions at all stages in completion of a learning task.

Self-regulation skills are strongly related to outcomes (Bembenutty, While, & Vélez, 2015; Dent & Koenka, 2016; Panadero, 2017): *'Students' strategies for learning and exam preparation, for effort regulation, and goal-setting demonstrate stronger relationships with achievement than their personalities or personal backgrounds'* (Schneider & Preckel, 2017, p. 595). For further information on self-regulatory approaches to assessment – see Evans et al, 2021).

Evans, C. et al. (2021). *A self-regulatory approach to assessment*. Cardiff University, Erasmus+.

The EAT framework draws attention to the importance of students' discriminatory use of strategies in terms of appropriateness and quality of strategy use (Dinsmore, 2017). Over-direction whereby students are not encouraged to take responsibility for their learning can lead to negative self-regulatory strategies such as minimum effort regulation, where for example, students become increasingly reliant on lecturer input, and subsequently regulate their learning by realising that they need to do less to achieve goals (Evans et al., 2019); Evans et al., 2021).

Sustainability from efficiency and quality perspectives includes:

- making **assessment design manageable** for students and staff.
- embedding **assessment initiatives within policy and practice.**
- developing **students' self-regulatory skills** so that they can manage assessment for themselves and be discerning in their use of strategies (ability to choose the right strategies and use them well).
- the **relative value of what we ask students to do in the name of assessment-** what value do assessment tasks have to the individual and wider community beyond the immediate assessment point.

Sensitive to context includes consideration of individual and contextual factors in which assessment operates (See Evans & Waring, 2021). How do we ensure sensitivity to how learners experience assessment, and support individuals to manage their learning (to recognise cues to support them, engage in networks, understand the inferences and meanings of disciplinary cultures)? This requires acknowledgement of the fact that individuals' perceptions of assessment environments are personally constructed, how individuals process and make sense of information is variable.

Student-staff partnership is integral to engagement. How students and academics perceive their roles in assessment feedback matters. Lecturers' beliefs about student capacity to take responsibility for assessment, their confidence in working with students in partnership, and students' potential lack of experience of driving assessment as co-partners are areas that need

consideration. Working in partnership requires high levels of trust, confidence, and time in building collaborative partnerships. The power dynamic in assessment is also challenging and role boundaries and limits of influence need to be explicit.

Shared beliefs and values about the purposes of assessment impact outcomes. EAT highlights the importance of making the tacit explicit in making the rationale underpinning assessment decisions clear to all and encouraging open debate around cultures of assessment and what is perceived as the right way(s) to do things and why, whose voice matters?

Meaningful learning experiences emphasize a deep approach to learning, and key elements include:

- **quality of thinking** and what it is to think, act and be in a discipline / profession.
- **relevance of learning to future contexts** – currency of what is being assessed
    - **making connections** across learning experiences and achieving learning at the highest cognitive level (Durrant & Hartman, 2014).
    - **internalisation of learning -** how an individual constructs new meanings – and brings fresh interpretations of ideas.
    - **discriminating in want we want students to focus their time** on (i.e., on developing deeper insights and focusing on quality).

Integrative: means considering how all elements of assessment work together, and as part of this, explores the limitations in looking at assessment components in isolation given the strong interconnectivity of them.

Dimensions of Practice

EAT's three core dimensions of practice have four sub-dimensions, making 12 sub-dimensions in practice in total. Each of these twelve sub-dimensions have been presented in the form of a **decision-making card (Appendix E)** which identifies overarching questions to be considered when developing assessment feedback practice. The questions / suggestions are by no means exhaustive but they provide a guide as to some of the key aspects that need to be considered when implementing developments in assessment and feedback practices from individual, team and institutional perspectives.

Assessment Literacy (AL)

If students are to do well they need to know what they need to do and why, have a clear and accurate conception of what quality looks like, know how they are going to get there, and have the self-belief that they can (Ramaprasad, 1989; Sadler, 1989, 2010).

In order for learners to be able to fully engage in their learning in higher education, they need to have a good understanding of the requirements of assessment (Zhu & Evans, 2022). These requirements need to be clear to students and lecturers (Balloo et al., 2018). Such understanding is helped if there are clear principles underpinning assessment practice that are shared and owned by all (See **Appendix A**). Some have argued that such an emphasis on

assessment literacy can lead to 'criteria compliance' (Torrance, 2007, 2012), however, without access to the language and rules of assessment much time is wasted by students and lecturers on lower level concerns rather than on what really matters in learning. Engaging students with assessment criteria by involving them in: assessing each other's work, refining criteria to align with requirements of a specific assessment task, and supporting programme level development of assessment criteria, are all helpful activities in enabling students to get a deeper understanding of the requirements of assessment. A key question is how are learners encouraged to articulate their beliefs, understandings, opinions, and motives in assessment feedback? (see Clark, 2012)

AL 1 Clarify what constitutes good

Building on the work of Ramaprasad (1989) and Sadler (1989) about the role of feedback in bridging the gap between a student's current and ideal level of performance, an individual needs to have a clear understanding of what good is, and the different ways of achieving good. Key considerations include the extent to which module / programme teams have a shared understanding of what constitutes 'good', and that there are shared understandings of quality between lecturers and students. In seeking to align student and lecturer goals, exploring students' and lecturers' perceptions of assessment is essential (Forsythe & Johnson, 2017). Making information accessible and explicit only goes so far in supporting students' understanding of assessment requirements. Providing learners with opportunities to calibrate standards for themselves (e.g., opportunities to compare work of different types and standards, generating assessment criteria) is important (Nicol, 202; Sadler 1989, 2009, 2017, 2022).

AL 2 Clarify how assessment elements fit together

Understanding how assessment fits together is essential to support effective learning and use of resource.

It is important that students are able to self-manage the requirements of assessment and are clear about how the overall assessment design fits together. It is essential for students to map what they think the assessment design is, and to agree, confirm, and revisit how all elements of assessment fit together with the support of lecturers at regular intervals. It is highly probable that individuals (students and lecturers) will perceive assessment and feedback guidance and design in different ways; to what extent do programme teams have a shared understanding of how *assessment fits together?*

A blueprint of how the assessment works together across modules in a programme is essential. Time is needed for joint mapping of assessment tasks and identification of connections across a programme to support shared understandings of how a programme is perceived as a whole, and this activity needs to involve lecturers and students (El-Maaddawy, & Deneen, 2017). It is essential to get students up to speed as soon as possible as to how

their programme works so that they can make informed decisions as to how to allocate their time and effort. Analysing the programme structure is important to ensure clear progression of learning, appropriate challenge, allocation of where assessment activities are best placed, and weighting of tasks to ensure appropriate challenge at each stage in the students' assessment journey. Lack of clarity about programme organisation impacts students' use of feedback and their learning progression (Boud et al., 2015; Boud & Molloy, 2013).

AL 3 Clarify student and staff entitlement

In supporting students to self-manage their assessment journeys it is important to make it clear what support is available and when, what the boundaries of support are, and what the student role in assessment is. For example, feedback should be seen as a highly valuable and rationed resource, and students should be supported to make best use of the opportunities available to them; this requires careful preparation and management of timelines and professional protocols in order to get the best out of feedback. The student role in supporting the learning process, in contributing to assessment design and research, and as active feedback givers as well as receivers of feedback should be stressed. Module and programme leaders need to agree and clarify with students from the outset what meaningful student engagement in assessment involves and what the protocols are. How students are inducted into their roles within assessment needs to be considered at key points in transition which includes not underestimating the skills that students bring with them into higher education. Students need to be challenged to step up and supported in developing the skills to engage; this needs to be a focus at point of entry into higher education.

AL 4 Clarify the requirements of the discipline

To support student retention and successful learning outcomes, students need to be able to identify with, and meet the requirements of their specific disciplines (Bluic et al., 2011), feeling part of the disciplinary community is an important element of this. Teams need to agree and clarify with students what the *core and threshold concepts a discipline are* (essential concepts that need to be mastered in order to progress*),* and what are the most appropriate strategies to support their understanding of these difficult concepts, and measure their mastery of them (Van Heerden et al., 2017). Making overarching principles and practices explicit enables interrogation of students' and educators' existing mental models about the nature of knowledge, and supports development of a common language to explore what it is to be knowledgeable and knowing within a disciplinary context (Parker et al., 2012). Disciplines need to signpost and explicitly articulate and model what a 'deep approach' within a specific discipline is, and explore what are the most effective approaches to induct students into what it is to think, be and act within the discipline.

Assessment Feedback (AF)

Assessment feedback comprises "*all feedback exchanges generated within assessment design, occurring within and beyond the immediate learning context, being overt or covert (actively and/or passively sought and/or received) and, importantly, drawing from a range of sources*" (Evans, 2013, 71).

Feedback needs to meet students' immediate assessment needs and gesture to the knowledge skills and dispositions required beyond the module / programme as part of lifelong learning (see Boud, 2000; Hounsell, 2007). There is a considerable body of work on the importance of addressing students' feedback literacy (Carless & Boud, 2018; Henderson et al., 2019). Seminal work by Hattie and Timperley (2009) emphasized the power of feedback especially where it was focused on process (i.e., how to improve). However, feedback has significant potential to backfire especially when it is taken at the personal rather than the task level (Kluger & DeNisi, 1996).

Over the last thirty years much has been written about what effective feedback is, and how to support students in developing the skills to utilise feedback effectively.

The focus needs to shift away from the narrow issue of how feedback can be improved and communicated, and towards the wider issue of how *assessment* (rather than feedback) can enhance student learning ….any assumption that feedback must remain the primary assessment related tool inhibits opening up the agenda. (Sadler, 2013, 56)

Current research, building on the sentiment noted by Sadler above, highlights the importance of focusing on assessment activities that support students in generating internal feedback rather than being reliant on external sources to tell them what they need to do to improve (Nicol, 2022). It is important to get students to clarify their understandings of feedback and for them to ascertain where the problem lies (e.g., lack of knowledge; lack of preparation; misunderstanding of the process and /or requirements) (See Nicol, 2022; Sadler, 2010). Addressing students' conceptions of feedback mediates effective use of, and responsibility for feedback (Brown, et al., 2016).

Students need to be seen as active agents in the assessment feedback process and not as passive recipients (Evans & Waring, 2021; Waring & Evans, 2015). Engaging students to lead on feedback should be a priority; this requires students to do the necessary preparatory work so that they can make the most of feedback opportunities (e.g., encouraging students to pitch a proposal for an assignment; to ask specific questions as part of their formative work; to take the lead in tutorials and seminars regarding what they would like feedback on). In order for students to develop and maintain motivation they need to believe that their efforts will lead to success.

The impact of feedback on student attainment is variable with some learners benefitting far more than others (Fyfe & Rittle-Johnson, 2016). From a rational, best use of resource argument, attention is best placed on supporting learner mastery of the requirements of assessment and working on developing those learner attributes that show strong connections

with student success, along with a more judicious exploration of factors impacting the efficacy of feedback in context (See Evans and Waring 2021 for consideration of factors impacting the effectiveness of feedback – Figure 3).

In addressing the four assessment feedback sub-dimensions of EAT, the role of individual differences is important. Students' understanding of feedback and their capacity to act on it depends on their beliefs, motives, and established schema; feedback needs to tackle these areas early on to ensure students' psychological development is synchronised with other aspects of their self-regulatory development, and so that appropriate addition and removal of scaffolding can be applied. How learning environments are supporting students' perceptions of self-efficacy (belief in their ability to do well) is important to consider as an essential ingredient in the development of students' self-management skills.

Feedback cannot be discussed in isolation from assessment design as it is assessment design that is key to managing the efficacy of feedback in context (i.e., where it is placed to have maximum impact, ensuring self-assessment is embedded across the whole curriculum, providing students with early, and repeated opportunities to test their understanding).

AF 1 Provide accessible feedback

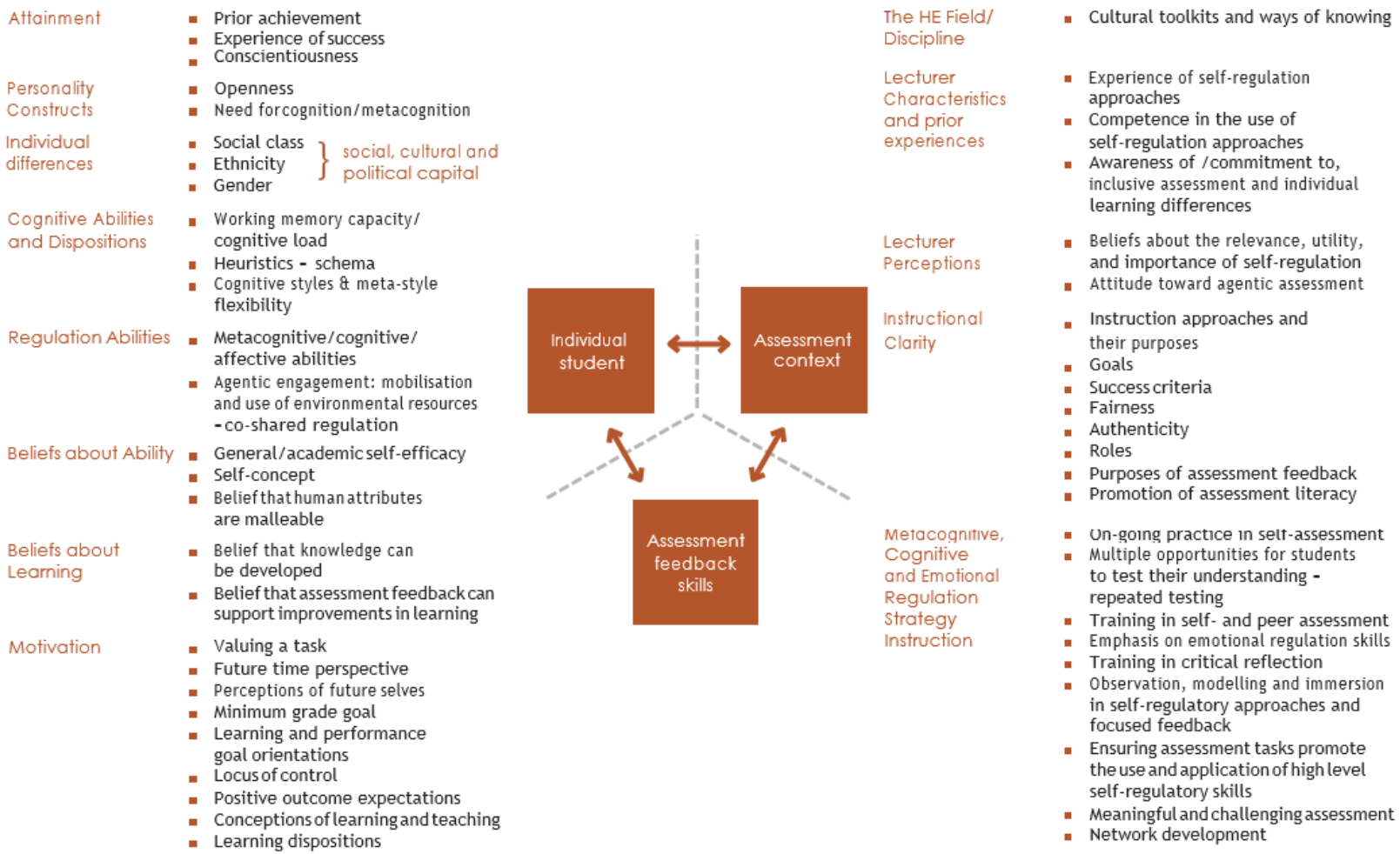
Keeping assessment focused with an emphasis on how to improve is important (e.g., What was good? What let you down? How can you improve?). Agreeing key principles underpinning assessment feedback and consistency in the quality and nature of feedback are essential (Evans, 2013 - see **Appendix A**).

For feedback to be effective, students and educators need to agree about the pedagogic purposes of it (van Heerden, et al., 2017), and the goals of the feedback giver and receiver need to be aligned (Archer, 2010).

Emphasis must be placed on how assessment can be designed to maximise opportunities for students to come to understand requirements for themselves without being dependent on external feedback in order to be able to accurately judge the quality of their own learning (Boud & Molloy, 2013). The importance of co-constructed dialogue between lecturer and student to support understanding of assessment is important (Ajjawi, & Boud, 2017; Carless & Boud, 2018; Farrell et al., 2017; Nicol 2010). Building effective dialogue requires sufficient baseline knowledge of the discipline by both parties, confidence, trust and shared goals. The emphasis on collaborative dialogic exchange, although certainly not new still requires a substantial shift in thinking for many students and academics alike.

Of key importance is considering what the best method is to give feedback in relation to the nature of the task. More adapted forms of feedback are possible through utilisation of AI technologies. Using data with students to demonstrate the benefits and limitations of certain approaches to learning on outcomes can be valuable (Evans et al., 2019).

Figure 3: Triadic symbiotic relationship between individual and contextual factors, and assessment feedback skills (Evans & Waring, 2021)



AF 2 Provide early opportunities for students to act on feedback

> *Early assessment opportunities facilitate student self-calibration of the extent to which they are meeting assessment requirements, and educator calibration of the extent to which the delivery approaches are meeting the needs of all students.*

In order to support students to help themselves, early assessment of needs is important (DiFrancesca et al. 2016). Emphasis should be on providing early opportunities for students to receive feedback on key areas of practice while there is sufficient time for them to use such feedback to enhance their work; assessment design must take account of this. Furthermore, formative feedback must directly link into the requirements of summative assessment as part of an aligned approach. Repeated testing has been shown to have significant impact on student learning outcomes (Heeneman et al., 2017; McCann, 2017; Sennhenn-Kirchner, et al., 2017). For practice to be effective, it needs to be undertaken in the context of a specific task and requires retraining across tasks, and regular revisiting to support internalization of strategies (Panadero & Alonso-Tapia, 2013). Over-engineering support may have unwanted impacts for certain learners However, frequent testing and constant feedback can have negative effects on student progression through increasing student dependency rather than independence in learning (Lardon et al., 2016). Assessment design should factor in opportunities for students to regularly check their understanding and students should be encouraged to also lead on these activities.

AF 3 Prepare students for meaningful dialogue / peer engagement

Peer engagement activities are important in promoting student self-regulatory skills and attainment (Schneider & Preckel, 2017), but peer support needs to be of high quality and students needs to be discerning in their selection and use of it (Brown et al., 2016). The term "peer engagement" focuses on student collaboration, confidence, and autonomy (Cowan & Creme, 2005) and predominantly comprises formative support as opposed to summative peer assessment.

> It is possible to identify key elements of effective peer feedback designs … These elements include the importance of setting an appropriate climate for the development of peer feedback practice, acknowledging the role of the student in the process, ensuring authentic use of peer feedback, the need for explicit guidance on what constitutes effective feedback practice, encouraging students to critically reflect on their own giving and receiving of feedback, and addressing ongoing student and lecturer training needs. A key question for educators is how to maximise the affordances of peer feedback designs while at the same time minimise potential constraints for learners. (Evans, 2015b, p121-122)

Clarifying student responsibility within peer engagement models is important; this requires transparency regarding student expectations with peer engagement designs, and student

access to resources to ensure full preparation for meaningful rather than meaningless dialogue. A key question is how are you mobilising students to effectively contribute to the design and delivery of programmes as genuine partners? Authentic use of peer engagement activities as an integral part of the self-assessment process rather than being a distinct process in its own right is needed (Nicol et al. 2014). Authentic peer contribution should value students' co-/shared regulatory potential in being able to identify and utilise the strengths of a team most effectively to achieve best outcomes with each individual owning the final product, having contributed to it in different ways. Peer-led activities need to make best use of individual student attributes to achieve a common goal and support individual agency and individual accountability (Huitt et al., 2015).

AF 4 Promote development of students' self-evaluation skills to include self-monitoring / self-assessment and critical reflection skills.

For feedback to be sustainable, students need to be supported in their self-monitoring (in the moment) and self-assessment (aggregation of information from multiple past events of their work), independently of the lecturer / teacher (cf. Carless et al., 2011). (For clarification on self-monitoring and self-assessment see Eva and Regehr (2011)).

Curriculum design is important in 'creating opportunities for students to develop the capabilities to operate as judges of their own learning' (Boud & Molloy, 2013, p. 698). A key question is how are we engaging students in co-judging their work with lecturers and their peers?

The importance of developing students' *self-monitoring skills* cuts across all 12 sub-dimensions of EAT. Self-assessment is fundamental to the self-regulation of learning (see Archer, 2010). Opportunities for students to assess their own work and that of others are important in enabling students to develop self-assessment capacity. Supporting students to find their own resources and networks to support their understanding, the use of modelling of approaches, and use of tools to explicitly demonstrate different ways of thinking are all important in supporting students in this endeavour. In order for students to critically reflect on their learning it is important to consider how their reflexivity can be developed through support structures (e.g. student support groups; direction to new sources of information; ensuring sufficient challenge so that students have to re/consider their approaches to learning).

(See **Chapter 10 - Making sense of critical reflection in M. Waring., & C. Evans (2015).** *Understanding pedagogy: Developing a critical approach to teaching and learning* (pp. 161-186). Abingdon, Oxford, United Kingdom: Routledge.

In considering feedback dynamics and building on the Feedback Landscape (Evans, 2013), many variables impact how students make sense of feedback, and we need to have a better understanding of these individual and organisational factors if we are to maximise the effectiveness of assessment feedback (Evans & Waring, 2021). In Figure 3, the factors implicated in student attainment are illustrated highlighting the importance of supporting students' self-regulatory skills development, self-assessment is an important component of this.

Perfecting self-assessment requires support (Panadero, Jonsson & Botella, 2017). Students need assistance in using internal and external cues to predict performance more accurately, which is facilitated by provision of explicit task criteria from the outset, and explicit modelling of self-assessment strategies as part of the learning process (Dinsmore, 2017; Panadero & Alonso-Tapia, 2013). One of the biggest threats to self-regulation is the over-scaffolding of learning which HE environments need to be mindful of when planning transitional learning support activities for students.

Assessment Design (AD)

A holistic approach to assessment design is needed in order to address central issues such as: (i) the relevance of assessment, (ii) volume of assessment, (iii) inclusive nature of assessment, and (iv)collaborative design of assessment to ensure shared understandings, sustainability, and manageability. A fundamental question is how can technology support the operationalisation of EAT and the development of each of the 12 sub-dimensions?

A programme level assessment approach is useful to fully consider the learning journey of the student and to critically review what we need to assess and how, and the impact of design on different types of learners. A *critical pedagogies* approach is essential in ensuring inclusive practices through exploring who may be advantaged and disadvantaged by changes to assessment and feedback.

A key question is how does curriculum design support the development of self-efficacious self-regulatory learners? In implementing innovative assessment design we need to consider the evidence-base for using specific approaches especially if we are expecting colleagues and students to 'buy in' to an approach. 'Bang for buck' is important for pedagogical and viability reasons. It is useful to consider what changes in assessment practice make the biggest difference in relation to the impact on student learning outcomes in the immediate and terms, and the level of investment required to effect such changes. It is possible to develop positive *assessment habits* by looking for small improvements in each of the 12 sub-dimensions of EAT building on Brailsford's notion of *marginal gains* used so effectively by the UK Cycling team – Team GB in the 2012 Olympics. Put simply by Brailsford it is about the: *"aggregation of marginal gains…The one percent margin for improvement in everything that you do."* The argument is that the sum of small incremental improvements can lead to significant improvements when they are all added together. Relatively small changes in assessment practice have the potential to impact significant change in outcomes (e.g., allocating a few minutes in each taught session to direct students to important resources and for them to share those they have found most useful (Evans et al, 2015; Evans et al., 2018, 2019)).

AD1 Ensure robust and transparent processes and procedures; QA literacy

Ensuring shared understandings of assessment policies and procedures is essential if they are to be effective. Policy needs to be co-owned by educators and students, and written in a language that is accessible to all, mindful of disciplinary nuances. Policy also needs to be agile and regular training is required to ensure fidelity in operationalising it.

To innovate with confidence we need a good understanding of quality assurance, hence the emphasis in the framework on developing lecturer and student QA literacy. QA literacy gives us the freedom to implement new approaches to assessment in an informed and responsible way and to cut through prevailing misconceptions and hurdles regarding what we can and cannot do. Within modules and programmes an understanding of QA literacy is not the preserve of one person; it is the responsibility of the whole team in developing collaborative assessment designs. As part of this, training is needed to support teams to calibrate standards (Sadler, 2017); lecturers and students both need to be clear about marking and moderation processes.

Clear benchmarking of standards within and across programmes is important in supporting students' and educators' perceptions of assessment value (Gonsalvez, et al., 2017). Teams-based approaches to get underneath assessment and to develop shared understandings of how judgements are made are essential (Grainger et al. 2017; Sadler, 2017).

AD 2 Promote meaningful and focused assessment

> *We need to … bridge the classroom with life outside of it. The connection between integrative thinking, or experiential learning, and the social network, or participatory culture, is no longer peripheral to our enterprise but is the nexus that should guide and reshape our curricula in the current disruptive moment in higher education learning.* (Das, 2012, p. 32)

Meaningful assessment highlights the importance of process and product in promoting the development of knowledge and skills that have application beyond the immediate assessment task, and with co-construction with the wider community in mind (Das, 2012; Macht & Ball, 2016). Embedded assessment rewards process by valuing the steps made by a student in the creation of a product, rather than just valuing the final output (De Hertogh, 2014).

The importance of authentic and deep approaches to assessment practices are known (Ashford Rowe et al, 2014). What is common to them, is their engagement of students centrally within challenging designs working on real problems that are relevant to their future careers and in real contexts (Bedard et al., 2012; Crowl et al., 2013; Erekson, 2011; Solway et al. 2015). A key question is what a deep approach looks like in preparing students for the 4th industrial age. Within specific disciplines and professions, what knowledge and skills are most valued now, and will be of most value in the future, and how are such skills best assessed?

Paraphrasing Friedlander et al. (2011, pp. 416-417), it is important to carefully consider the rationale underpinning what we are asking students to do, and its relevance to their current and future needs:

[*students] are relational agents, with tremendous demands on their time and attention, and must make choices about where to focus their energies and attention most efficiently…at both conscious and unconscious levels, their brains are engaging in a continuous process of triaging for the allocation of finite neural resources.*

Manageability of assessment for lecturers and students is a key concern and one that can be addressed through a programme level approach to the review and rationalisation of learning outcomes and patterns of assessment to ensure the assessment design works as a coherent whole. Bass (2012) highlights the importance of *team-based design* of learning environments to ensure shared understandings, collaboration, and integration of ideas across modules.

AD 3 Equal access and equal opportunities

A key aim of assessment design is to ensure that no learner is disadvantaged by the nature and pattern of assessment. Inclusive assessment is a fuzzy term; there is a need for clear demarcation of what it is and is not, what approaches are being focused on, and how teams are ensuring that practices across programmes are inclusive for all students. Using data effectively to track student progress and to assess the impact of different assessment designs on learners is important (Evans et al., 2019).

Inclusive approaches require understanding of the different ways in which learners' process information (Friedlander et al., 2011; Waring & Evans, 2015), and with individual and organisational factors impacting student success (Evans et al., 2021; Schneider & Preckel, 2017). For example, giving students unlimited choice in assessment may penalise those whose self-regulatory abilities are not as well developed. EAT emphasizes the importance of *negotiated and managed choice* with students working with lecturers to agree options.

The concept of *universal design* is applicable to the design of assessment and feedback in promoting adaptive assessment designs that enable access for all learners rather than focusing on adapted designs to suit the needs of specific groups (Evans et al., 2015; Waring & Evans, 2015). Computer technologies and AI already offer considerable opportunities to support adapted designs but require strong pedagogy underpinning them and data analysis skills to pull

out the complex relationships between variables to address preconceived assumptions about learning.

Ensuring early and full provision of resources is one way to promote access to learning. Supporting students to develop strong resource networks (e.g. appropriate sources of information; relevant research/discipline groups; peer groups, academic and professional mentoring etc.) are additional ways to address the limited academic and social networks that some students have.

AD 4 Ensure ongoing evaluation to support the development of sustainable assessment and feedback practice

Feedback needs to be organic to feed into enhancements in learning and teaching. Students and lecturers need to work in partnership to inform teaching on an iterative basis. Feedback mechanisms need to be integral to curriculum design. Feedback should be part of the ongoing dialogue within taught sessions on what can and cannot be changed to enhance practice and why. It is about clear communication about why assessment needs to be a certain way, justifying the rationale underpinning assessment, and what is reasonable and not reasonable to change and why.

Requesting feedback about assessment does not need to be overcomplicated; a 'what was good', 'what could be improved', 'what are you most concerned about' serve an important purpose in gaining immediate feedback. Students need guidance regarding 'feedback capture'. More detailed feedback questionnaires also need to be aligned to what the assessment feedback priorities are in order to catch relevant and focused information where necessary. A key issue is how feedback is shared among lecturers and students to promote the exchange of good practice for the benefit of the whole programme during the teaching cycle as well as after it as part of annual programme review.

In moving assessment practices forward, the rationale underpinning the assessment design needs to be transparent to all, with alternative approaches to addressing issues being modelled and supported. In engaging students actively in assessment, we need to be very careful that we do not fall into the trap of engaging students and lecturers in 'waste of time' activities. We need a clear understanding of what facilitates students' and lecturers 'knowing to', and what is a distraction from this core purpose. Central to this debate is an awareness of individual differences, and an understanding that learners will use strategies in different ways. Individual and situational constructs need to be factored into assessment design as solutions need to be found at the local level and supported by institutional clarity and openness to explore and evaluate assessment at all levels within an organisation as to what is working well and for whom. The predictive use of data to support understanding of individual and group learning journeys needs to be more rigorously utilised to support enhancements in assessment design (Emke et al., 2017; McEvoy 2017. Policy needs to be agile in responding to feedback.

In summary, EAT is an example of an integrative assessment framework that can support both small- and large-scale assessment and feedback change. Key emphases include self-regulatory development; student and lecturer ownership and co-ownership of programmes; collaborative endeavour, all underpinned by an inclusive pedagogical approach (PLSP) with a critical pedagogic stance.

Scaling up Assessment Feedback Practices

"We must find ways to stimulate and scale change across institutions - as well as to sustain those changes - if we are to create models that serve the expanding needs of our learners… Where should we put strategic and sustainable efforts to improve uneven performance and variable outcomes." (Ward, 2013)

In order to develop a culture of authentic assessment and academic integrity, [there needs to be] alignment between enabling leadership, policies, systems, resourcing, practices, professional development, recognition and rewards. [We] need to engage students and staff as partners in this culture. Opportunities for sharing ideas, developing good practices and mentoring should be actively encouraged and resourced. Policies and systems that hold traditional practices in place or discourage innovative approaches should be critically reviewed and revised. … Opportunities for program teams [including students] to collaborate on program-level assessment design should be fostered and resourced (ATN, 2019).

Key Considerations for Institutional Assessment Leads

(to be read in conjunction with EAT Appendix H on scaling up assessment).

- **Research-informed –** utilising research evidence and understanding of context to underpin assessment strategy to include high quality assessment design. Developing the analytic capacity among all staff to monitor the effectiveness of assessment initiatives on the progress of individual and groups of students. Judicious evaluation of the fitness for purpose of assessment to include evaluation of the quality and fairness of how attainment is measured. Establishing base line standards for developing, implementing and evaluating assessment change initiatives.
- **Focused:** Using the evidence base to develop a clear focus.
- **Consensus around quality**: Agreeing principles of effective assessment and feedback and embedding them within all policy and processes. Investing in building shared understandings of assessment and feedback throughout the entire community with staff, students and all relevant stakeholders. Ensuring clear understandings of what inclusive assessment is and making sure reasonable adjustments are embedded within programmes from the start. Building a centralised resource base to support sharing of research-informed good practice.
- **Alignment of and quality of systems and processes** to support the effectiveness of assessment (quality and efficiency). Ensuring policy is written in a language accessible to all staff and students, that it is agile and flexibly attuned to the requirements of specific disciplines/professions. Minimising bureaucracy and maximising the efficiency of technology to support assessment practices
- **Ensuring the quality of professional development at the discipline level** for staff and students to enhance assessment practices and alignment of reward systems acknowledging individual and team support.

- **Effective monitoring of progress** at all levels through embedding strategy at all levels (individual, module, programme, faculty)
- **Ensuring sustainability in** terms of (i) manageability of assessment; (ii) development of students' high level self-regulatory skills to support them both now and in the future, (iii) embedding effective practice throughout programmes, (iv) supporting leads of assessment, (v) building student and staff partnership; (vi) streamlining assessment at all levels (volume, managed choice, focused learning outcomes etc.,) and (vii) maximising the potential of assessment through a focus on valuable outputs for individual and communities **(how does the assessment product have value beyond the immediate assessment point?)**

Key Considerations for Programme Leads

(to be **read in conjunction with EAT Decision Making Cards - Appendix E)**

1. **Rationale and goals.** Is the key driver/ rationale underpinning change to assessment and feedback practices clear to all? Are short and long-term goals transparent? Using the EAT framework it is possible to identify measured steps and "quick gains" that can be achieved that are aligned to longer term goals. A key question is how priorities are being identified and communicated?

2. **Being clear about the essential elements of a scaling-up initiative** is critical (Gabriel, 2014). The EAT Framework's essential elements are: (i) **inclusivity** with an emphasis on developing autonomy and agency for staff and students in the promotion of self-regulatory learning behaviours as part of a universal design approach; (ii) the **integrated holistic framework** considering all dimensions of assessment practice; (iii) **theoretical underpinnings** (cognitive constructivist and social constructivist/social-critical theoretical perspectives (PLSP, Waring & Evans)).

3. **Developing shared understandings from staff and student perspectives about what constitutes good and how this can be developed.'** A key tenet of the EAT framework is the importance of exploring stakeholder beliefs and values about assessment practices to ensure buy-in and ownership of ideas (The EAT framework has identified principles of effective assessment and feedback practice based on extensive reviews of the literature and practice-based evidence (see Evans, 2016, p.15; Evans, 2013; Evans, et al., 2015).

4. **Alignment with institutional priorities and structures.** The EAT framework supports the development of manageable and sustainable assessment feedback practices. Aligning the framework with institutional/faculty/programme priorities with top-down and bottom-up support involving the engagement of senior leaders, students, and staff is important along with integrating the framework into existing structures to ensure its inclusion in the "institutional HE fabric" and to avoid duplication of effort (Hounsell & Rigby, 2013).

5. **Building a community of practice and shared ownership of the initiative**. In developing a holistic approach to assessment, bringing teams together to explore at programme level how assessment can work most effectively is imperative (Bass, 2012). A key element of this work is on-going focused training and support using research-informed

evidence nuanced to the requirements of the context/discipline (Evans et al., 2015). Identification of advocates, clarifying the mechanisms for how networks are to be created, maintained, and developed are all fundamental to the longer–term sustainability of the initiative.

6. **Reward.** Individual (staff and student) recognition and reward for engagement in the development of assessment practices should be an integral part of HEI reward structures. Ensuring manageability and efficiency are key concerns within the EAT framework mindful of the competing pressures on colleagues' time from research, leadership, and enterprise activities in addition to teaching commitments. An effective "one-stop shop" website to pool resources, encourage collaboration, promote shared understandings, and to provide links to key areas of activity is essential.
7. **Measuring what is meaningful.** Relevant learning gain measures should be an integral part of holistic assessment designs and they should be subject to on-going evaluation and review by staff and students. The effectiveness of the overarching assessment feedback strategy in meeting immediate and longer term goals requires iterative analysis to enable fine-tuning and attention to the requirements of the disciplines. A critical pedagogy perspective, that considers who is advantaged and disadvantaged by assessment practices, is required in order to address differential learning outcomes (Mountford Zimdars et al., 2015; Waring & Evans, 2015).

Developing Evidence of Impact

(See also section 7 of the Guide to Using the EAT Framework located at inclusivehe.org)- https://inclusivehe.org/inclusive-assessment/

Important considerations in investigating your assessment practice

- **Keeping it focused:** Narrowing down your focus to the one thing you want to investigate.
- Rationale: Why is your focus important?
- What is the **bigger picture** regarding what you are focusing on? What viewpoints predominate? What have been key developments in this area (across disciplines and contexts from local to international level)?
- What **key research** (conceptual and empirical) and practice has informed what you are doing?
- What are the **dominant theoretical perspectives and approaches** that are relevant to what you are doing?
- **Awareness of context**- understanding of the specific individual and contextual factors at play in assessment in relation to larger scale patterns.
- **Who are the main players?** Who are the significant others that you need to consult with to gain buy-in and who else do you need to engage**?**
- **Who is the focus of your enquiry?** Being clear about intended target of your work.
- **What are you hoping to achieve?** Clear about intended outcomes but also mindful of capturing all unintended consequences (good and bad).

- **Ensuring the rationale underpinning your approaches is clear.** What are the core ideas and practices that embody what you are doing (the central premise; underpinning beliefs and values; modus operandi)?
- **Getting the design right.** How are you ensuring efficient and well-informed design – relate to **Appendix A principles.**
- **Ensuring high quality evaluation of process and outcomes.**
- **Ensuring ethical concerns are addressed** in the development and evaluation of your practice
- **Making your work accessible to others, evidence informed and explicit** to enable transfer across contexts.

Communicating your findings

1. **Pedagogical Clarity**- (i) the specific pedagogical approaches being used; (ii) has impact been considered?; what is being evaluated for impact?; (iii) what are the context requirements and issues? Is it clear what you did and how you did it for someone to be able to replicate it?

2. **Methodological Transparency – is it clear how you did what you did**-what informed your approach, how did you carry it out – how was evaluation planned into what you did and how were the students informed of what you were doing as part of the teaching and learning experience.

3. **Methodological Congruence -** coherence between claims and what you did and how it was evaluated.

4. **Evidence-based-**(i) Are your conclusions supported by your data? To what extent can your claims be upheld? How are you addressing issues of reliability and validity? What is the nature of the quality of the data you collected? What about students who did not participate? Are patterns persistent? Are any recorded changes in behaviour sustained? Do all students benefit equally? Are you evidencing what works and what also doesn't?

5. **Accessibility of Findings**- are implications and recommendations from the study explicit and accessible to those outside of your discipline?

6. **Transferability** - do the findings have applications in other situations beyond the immediate discipline

Evaluating Impact

Significance = What is/are the best outcome(s) we could reasonably expect from a specific 'group'?

Reach = What percentage of the relevant audience you intended to impact, were impacted positively?

Types of Impact

i. Impacts on **beliefs and values.**

ii. Impact on **student learning, attitudes, behaviours** (e.g. engagement, satisfaction,) longer term learning retention.

iii. **Processes**: increased efficiencies (manageability; cost effective): Does the degree of impact (effect size) justify the effort?

iv. Impact on the **quality of assessment design** and extent to which initiatives embedded within curriculum and are scaleable and transferable across contexts (module, programme, discipline, faculty, institution.

v. Impact on **student learning** (self-regulatory skills, ownership of assessment).

vi. The extent to which assessment initiatives **reduce differential learning outcomes** among different groups of students.

vii. Impact on **learning and teaching beyond HE** with partners in industry, business, medical, school contexts etc.).

viii. Impact on **professional development** of staff and students

ix. **Student attainment.**

x. **Staff learning outcomes – research and teaching** (competency; promotion, collaboration etc.)

xi. **Impact on policy** at various levels.

xii. **Sustainability in becoming embedded in the fabric of the organisation** linked to professional development and engagement of staff and students – shared understanding of quality and commitment to best practice.

Appendix A: Effective Assessment Feedback

The key aim of assessment feedback should be to support students to become more self-regulatory in managing their own learning as part of sustainable assessment practice; a focus on three core areas is recommended: Assessment Literacy; Facilitating Improvements in Learning; Holistic Assessment Design.

To support assessment literacy we should:

1. Clarify what the assessment is and how it is organised. Explain the principles underpinning the design of assessment so that students can understand the relevance and value of it.
2. **Provide explicit guidance** to students on the requirements of each assessment (e.g. clarification of assessment criteria; learning outcomes; good academic practice).
3. **Clarify with students the different forms, sources, and timings of feedback** available including e-learning opportunities.
4. **Clarify the role of the student in the feedback process** as an active participant (seeking, using, and giving feedback to self and peers; developing networks of support), and not just as a receiver of feedback.
5. **Provide opportunities for students to work with assessment criteria** and to work with examples of work at different grade levels in order to understand 'what constitutes good.'

To facilitate improvements in learning we should:

6. Ensure that the curriculum design enables sufficient time for students to apply the lessons learnt from formative feedback in their summative assessments.
7. **Give clear and focused feedback** on how students can improve their work including signposting the most important areas to address (what was good; what could be improved; and most importantly, how to improve).
8. Ensure that formative feedback precedes summative assessment; that the links between formative feedback and the requirements of summative assessment are clear.
9. Ensure that there are opportunities and support for students to develop self-assessment/self- monitoring skills, and training in peer feedback to support self-understanding of assessment and feedback.
10. Ensure training opportunities on assessment feedback for all those engaged in curriculum delivery to enhance shared understanding of assessment requirements.

To promote holistic assessment design we should:

11. Ensure that opportunities for formative assessment are integral to curriculum design at module and programme levels.
12. **Ensure that all core* resources are available** to students electronically through the virtual learning environment (e.g. Blackboard) and other relevant sources from the start of the semester to enable students to take responsibility for organising their own learning.
13. Provide an appropriate range and choice of assessment opportunities throughout a programme of study.
14. Ensure that there are opportunities for students to feedback on learning and teaching, both individually, and via the Students' Union's Academic Representatives, during a taught module as well as at the end of it, to enable reasonable amendments to be made during the teaching of the module subject to the discretion of the module leader.

* Core = handbook; assessment guidelines; formative & summative tasks and deadlines; resources for each session (Based on: Evans, 2013 and developed with Researching Assessment Practices Group, University of Southampton)

Using the effective assessment feedback principles as part of informed assessment feedback design

Assessment design should be aimed at supporting students to self-monitor/self-regulate their own learning. Access to suitable resources and supporting students in developing their assessment literacy skills are fundamental elements of effective assessment feedback provision within higher education (Evans, 2013).

Assessment should be fit for purpose; with the purposes of assessment that is clear to all parties and promoted through an active on-going dialogue as part of curriculum design and development. Assessment practices support learning and provide a measure of the extent to which an individual has met the required learning outcomes. Understanding the assessment process is fundamental in enabling effective use of assessment feedback. Students need to co-own the assessment feedback process if they are to gain maximum benefit from it as genuine **partners in the process**.

The importance of **engaging** students in meaningful assessment practices throughout their higher education experience is highlighted along with the importance of acknowledging and supporting student **transitions**. The assessment feedback process is seen **holistically** in terms of how all assessment components fit together and are **aligned** to support the student journey. A **critical pedagogic** stance is integral in ensuring ongoing **evaluation** of assessment feedback processes and the provision of appropriate **training** to support staff and students in assessment feedback practices.

Formative feedback includes all those resources that enable a student to make progress in their learning, both in the immediate and longer term. This definition of feedback places considerable emphasis on feed-forward (how feedback can be applied by the learner and teacher to support learning within the context of a programme, and in future learning gains into employment - feed-up). Feedback is not the sole responsibility of the lecturer; the student should be an active seeker, user, and contributor to the feedback process.

Effective assessment feedback practices should support students to:

- Participate fully in assessment feedback processes;
- Understand the assessment feedback requirements of the discipline/profession they are working in;
- Embrace the aims and expectations of their chosen programme of study;
- Demonstrate understanding of, and an ability to reflect on their development of knowledge and skills as part of self-evaluation;
- Recognise and value existing knowledge and skills and build upon them in order to apply learning to new contexts;
- Make effective and responsible use of feedback that is provided;
- Offer feedback and support to others as part of collaborative learning opportunities;
- Understand sound academic practice and behave with integrity;
- Use resources, including own time effectively;
- Contribute effectively to teaching sessions including peer support;
- Contribute to the development of the design and delivery of assessment feedback practices

Appendices B – D: Using the EAT Wheels

The EAT Wheel can be used at individual and team / organisational levels, as a

- **Diagnostic tool:** to evaluate strengths and weaknesses in assessment design
- **Design tool:** to focus on the development of one area of practice e.g. feedback and consider what needs to happen in all 12 areas of practice.
- **Predictive tool:** to explore relationships between student engagement and outcomes.
- **Evaluative tool:** to evaluate the relative effectiveness of assessment feedback practices.
- **Training tool** to support student and lecturer skills' development.

- There are lecturer and student versions (under/post-graduate) of the EAT wheel (**Appendices B – D**) that can be used to ask focused questions around the 12 sub-dimensions of EAT. Levels of engagement can be ranked from 1(low) to (5)(high). Questions can be adapted to suit the specific focus under investigation. Examples of key questions are highlighted in Figures 4 and 5 showing scoring of the wheel for students and lecturers which can be used to: (i) capture individual and group perceptions of the design of assessment in its ability to engage students actively in their learning; (ii) enable students and academics to examine changes in perceptions of engagement over time; (iii) explore the impact of an assessment intervention on levels of engagement.

- The **lecturer version of EAT (Appendix B),** can be used to consider the extent to which assessment design enables students to actively engage with it, and which areas of practice need development. It is important to look at the *interconnected* nature of all three core dimensions of practice (i.e. assessment literacy, assessment feedback, and assessment design). It is also possible to focus on specific areas of assessment feedback that you have identified as relative weaknesses / priorities for development, acknowledging the fact that activity and development in one area will impact on other areas of EAT. Using EAT it is possible to explore facilitators and barriers to engagement in assessment and feedback from institutional and personal perspectives to move assessment practice forward. It is also possible for lecturers to overlay their EAT profiles and compare different course, modules and programmes to look at differences in approaches and impact on student learning outcomes. to account for areas of difference and to look at strengths and areas to develop. Students can also overlay their interpretation of the teaching within a module/ programme with that of the lecturer to identify points of agreement and difference.

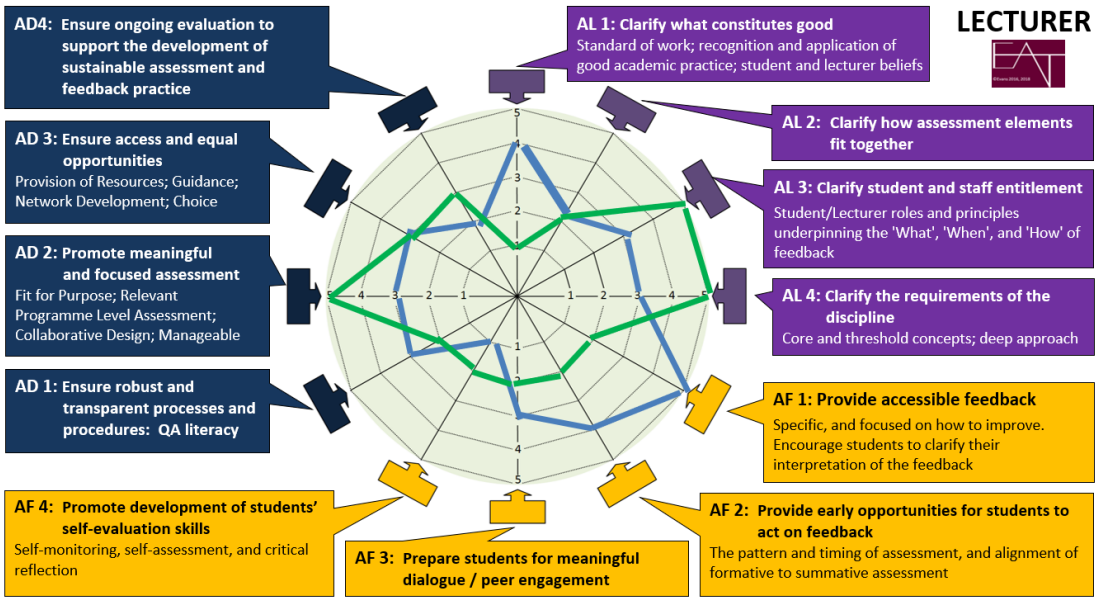


Figure 4: Overlaying engagement profiles (one person at 2 different points in time; or different perspectives student and lecturer; different perspectives from different lecturers

- Student engagement scores can be examined in relation to performance outcomes and used with students to show the potential relationships between engagement and results. Changes in engagement can be mapped and the impact of such changes explored.

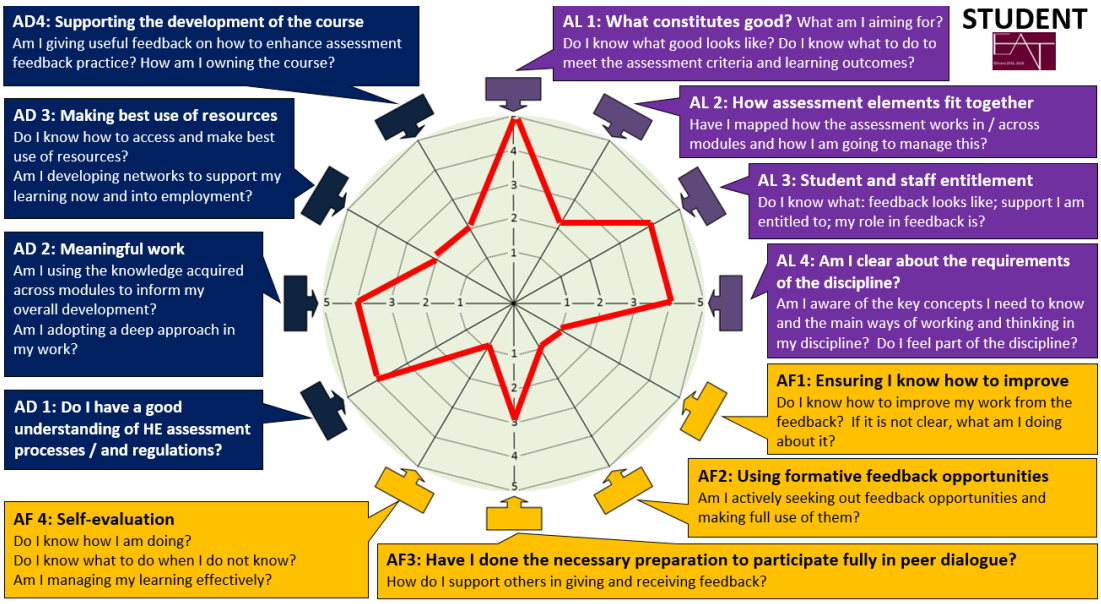
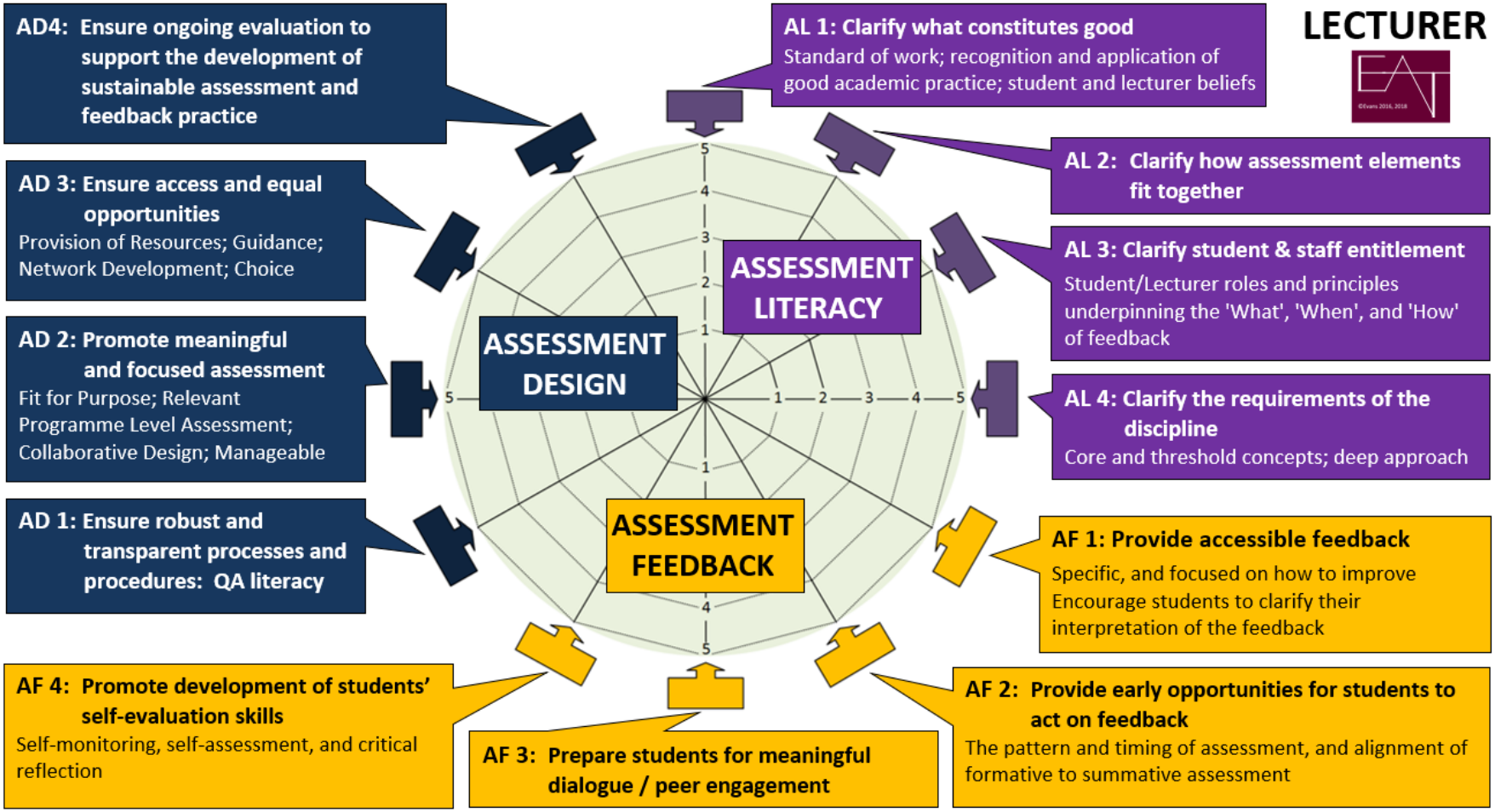


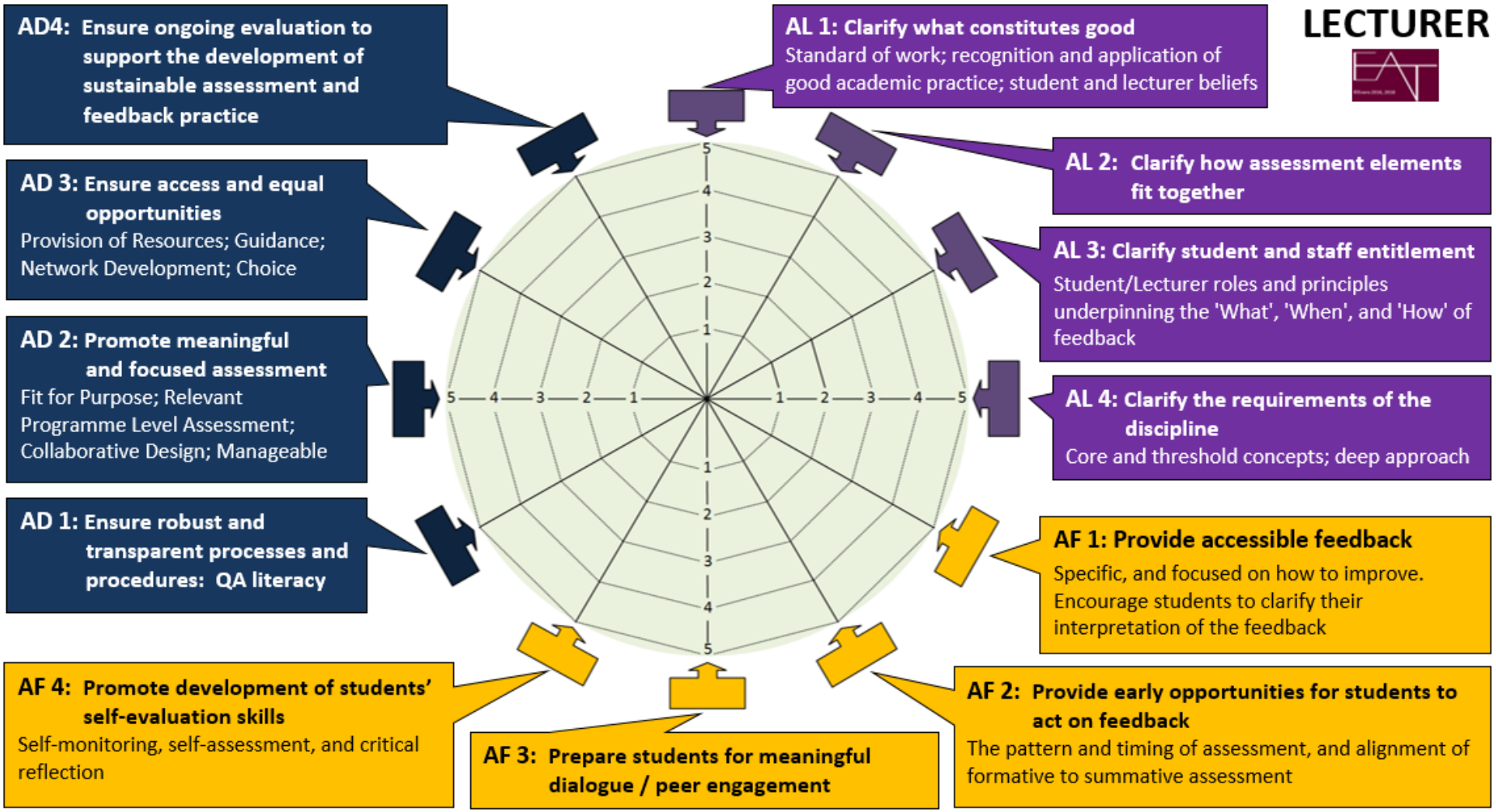
Figure 5: Plotting levels of engagement using EAT

- Using **Appendices C and D** students can self-assess how they are attending to each of the areas highlighted in EAT as part of trying to understand and develop their own role(s) in assessment feedback practice, and to identify blockages to their engagement from individual, course design, and organisational perspectives.

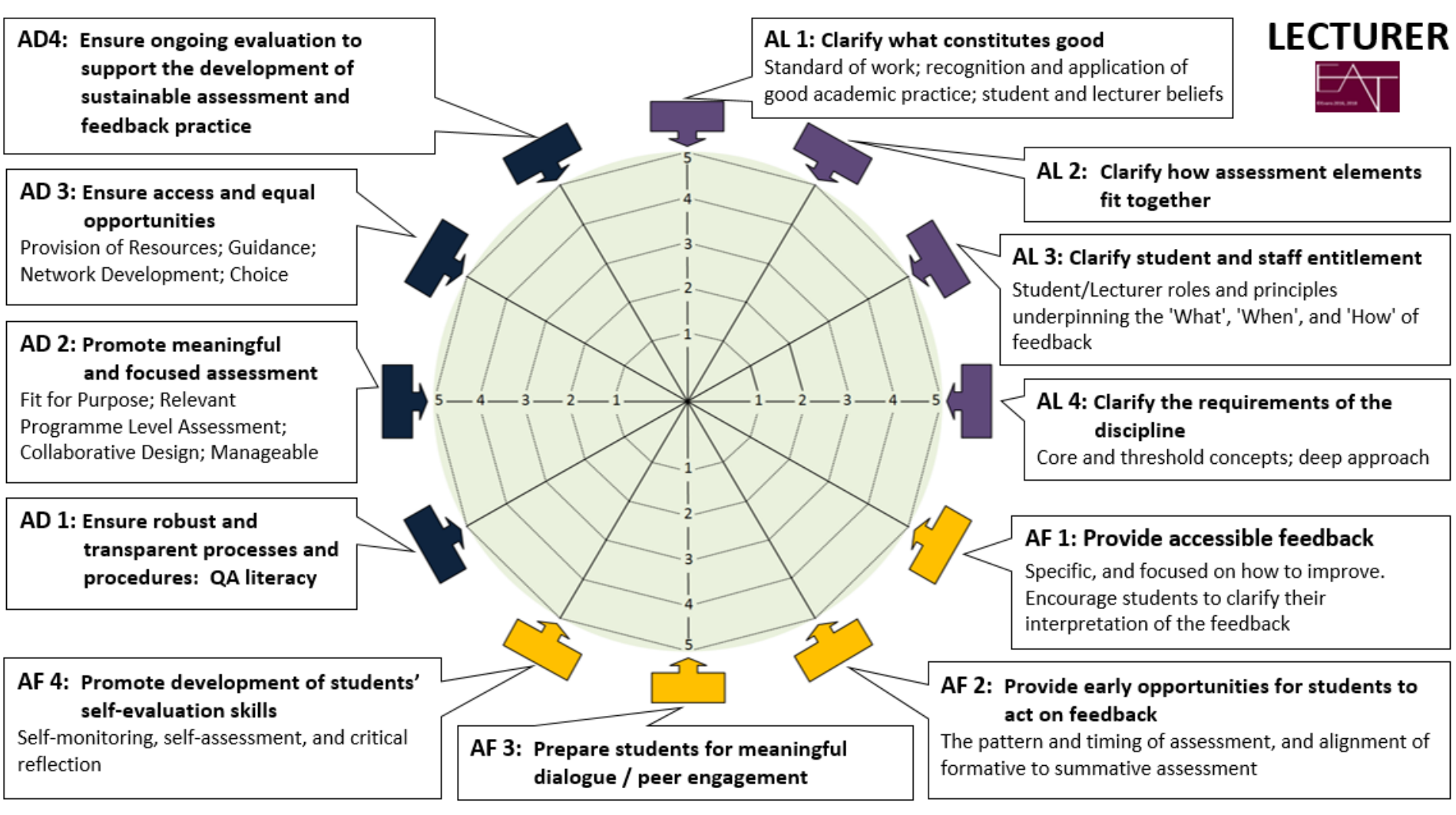
APPENDIX B1: EAT areas doc



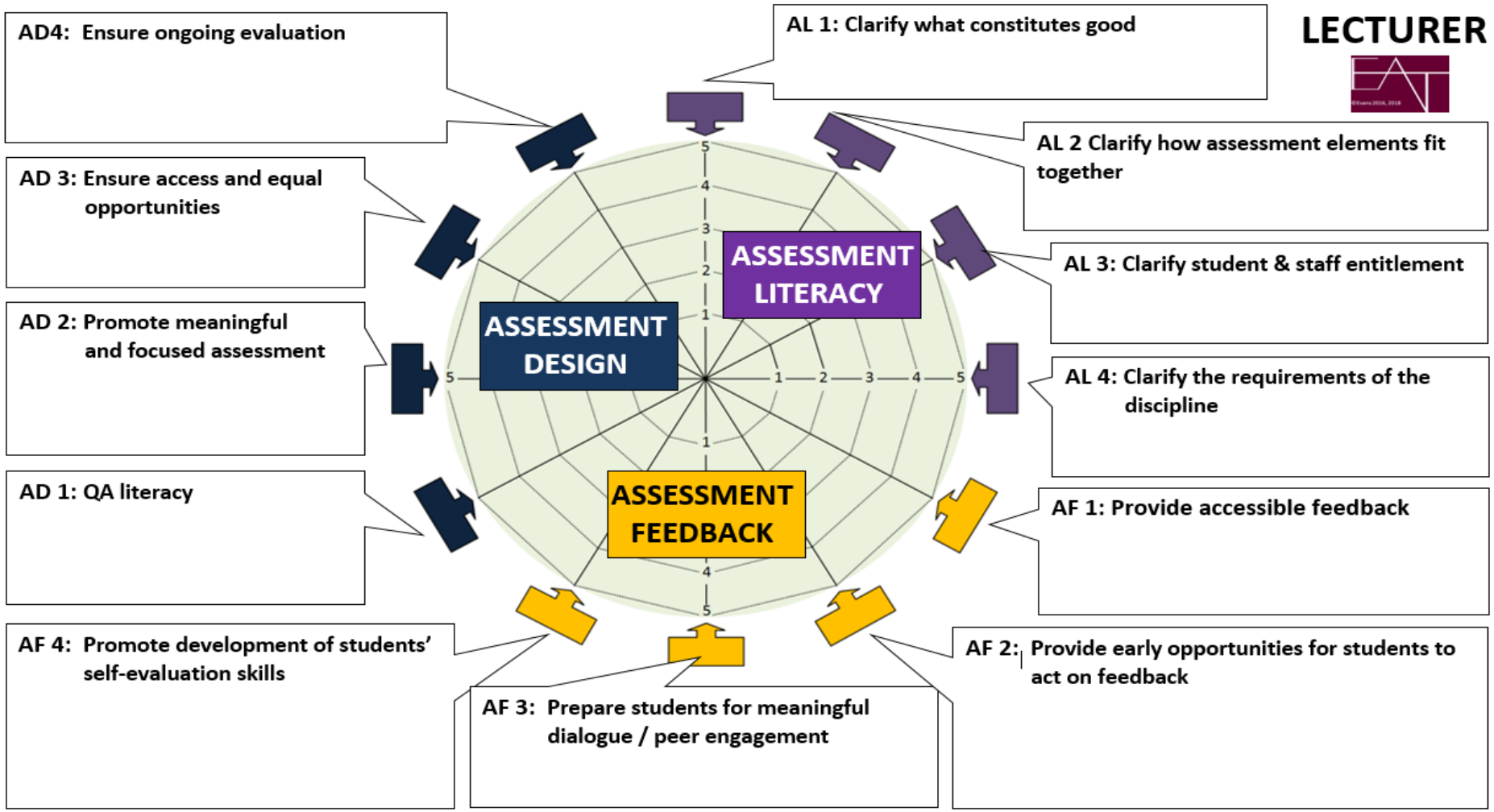
APPENDIX B2c: EAT scoring doc (COLOUR version)



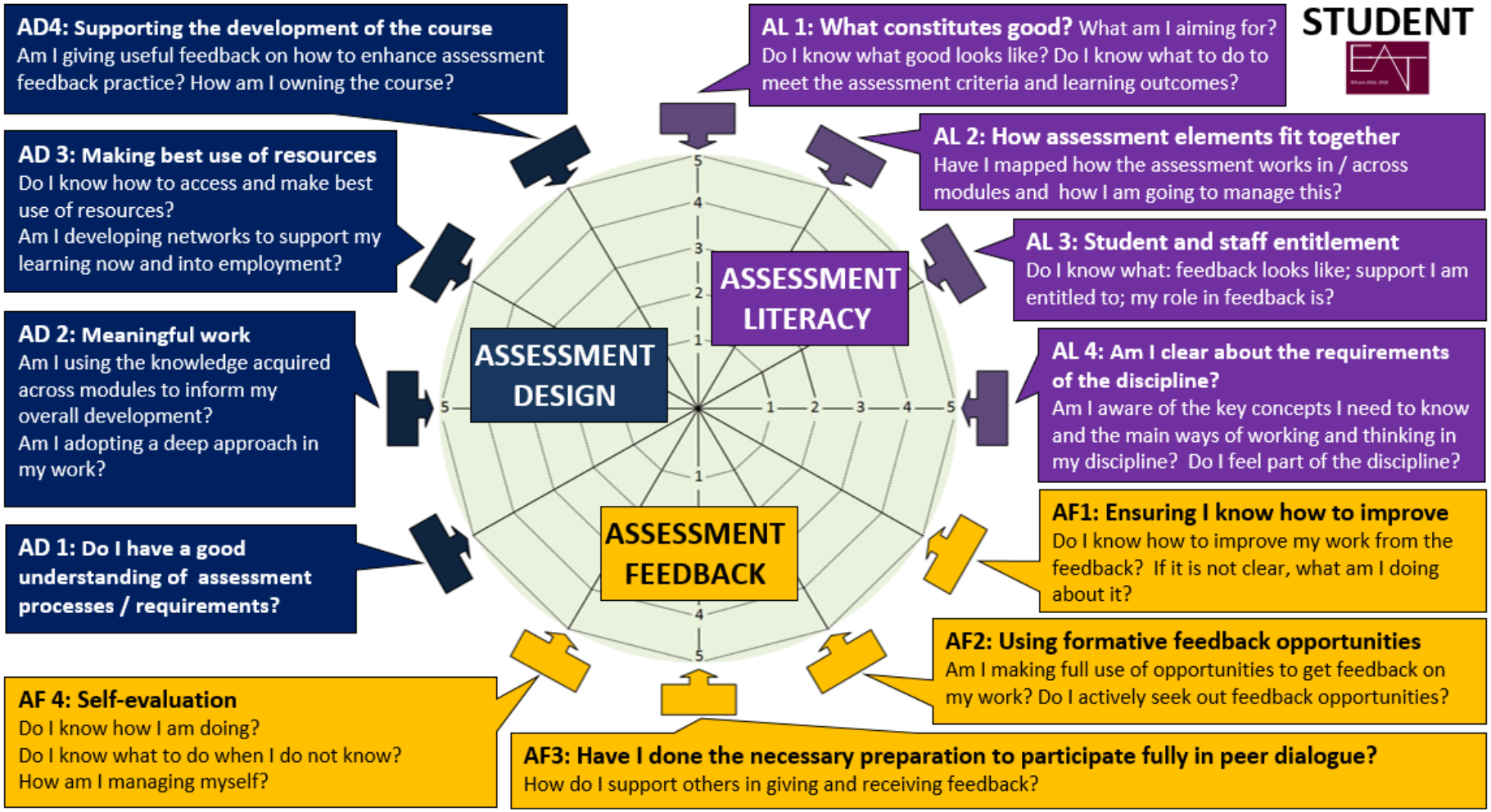
APPENDIX B2bw: EAT scoring document (B & W version)



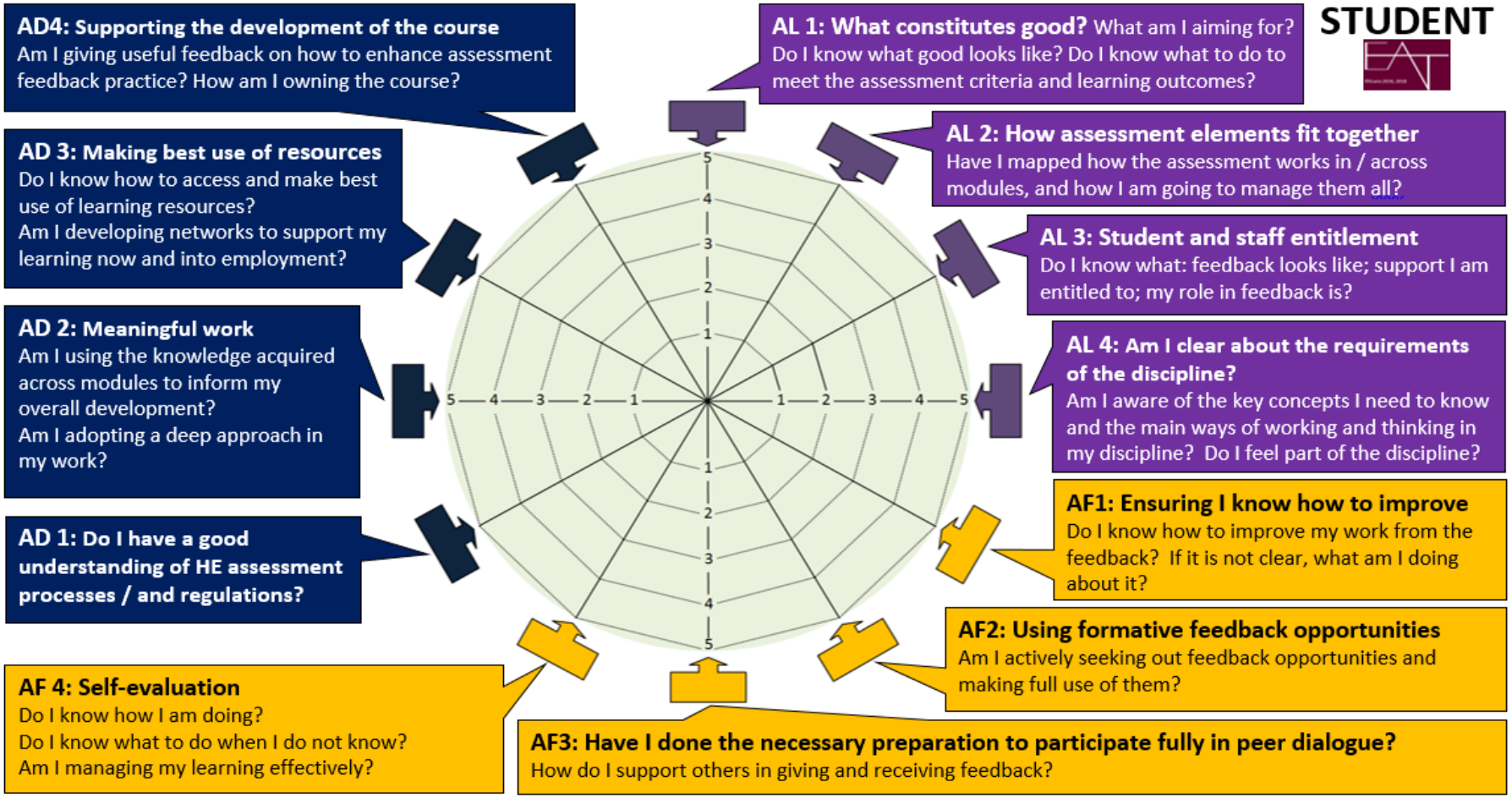
APPENDIX B3blv: LECTURER BLANK VERSION



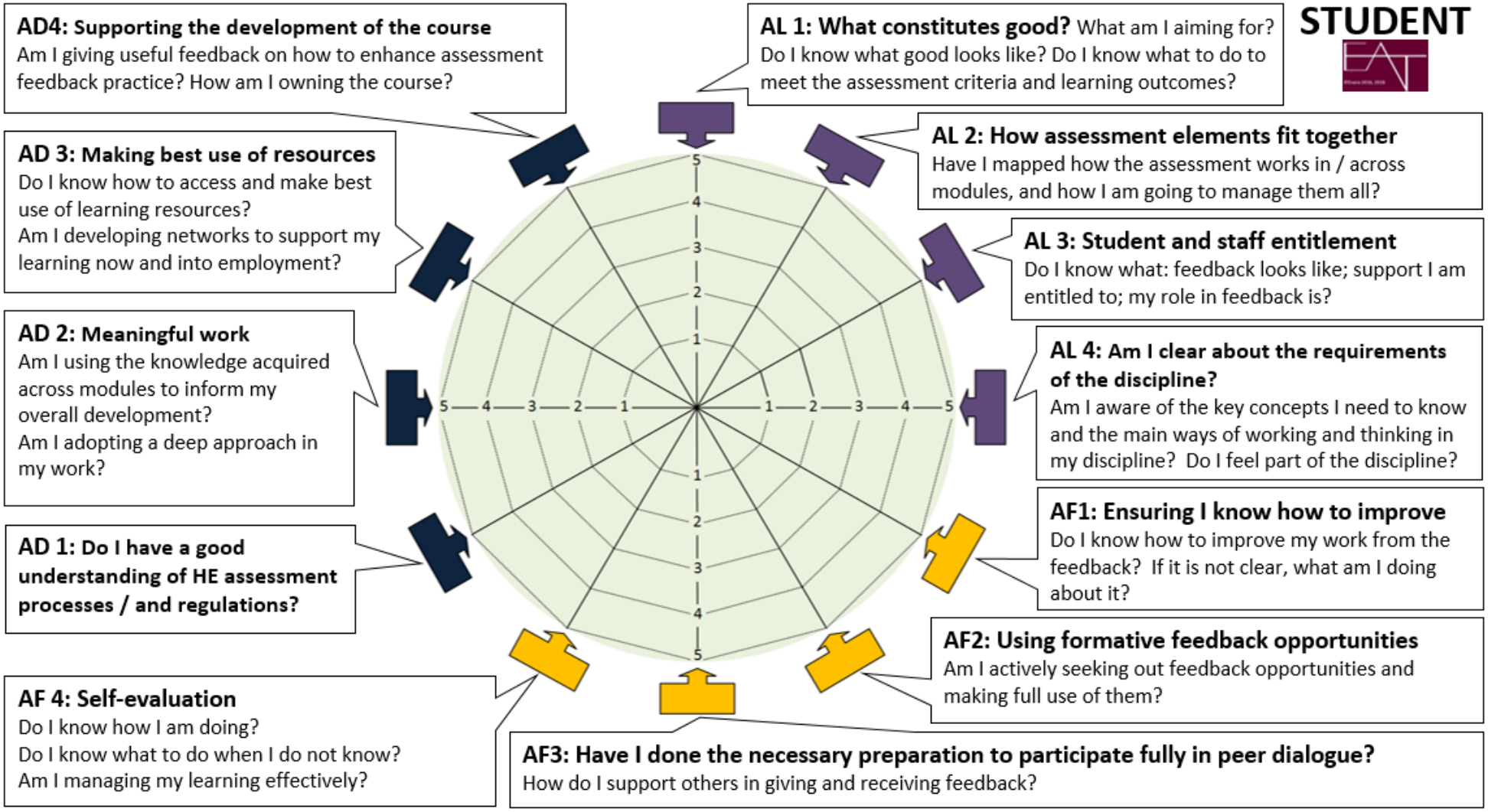
APPENDIX C1: EAT student areas document



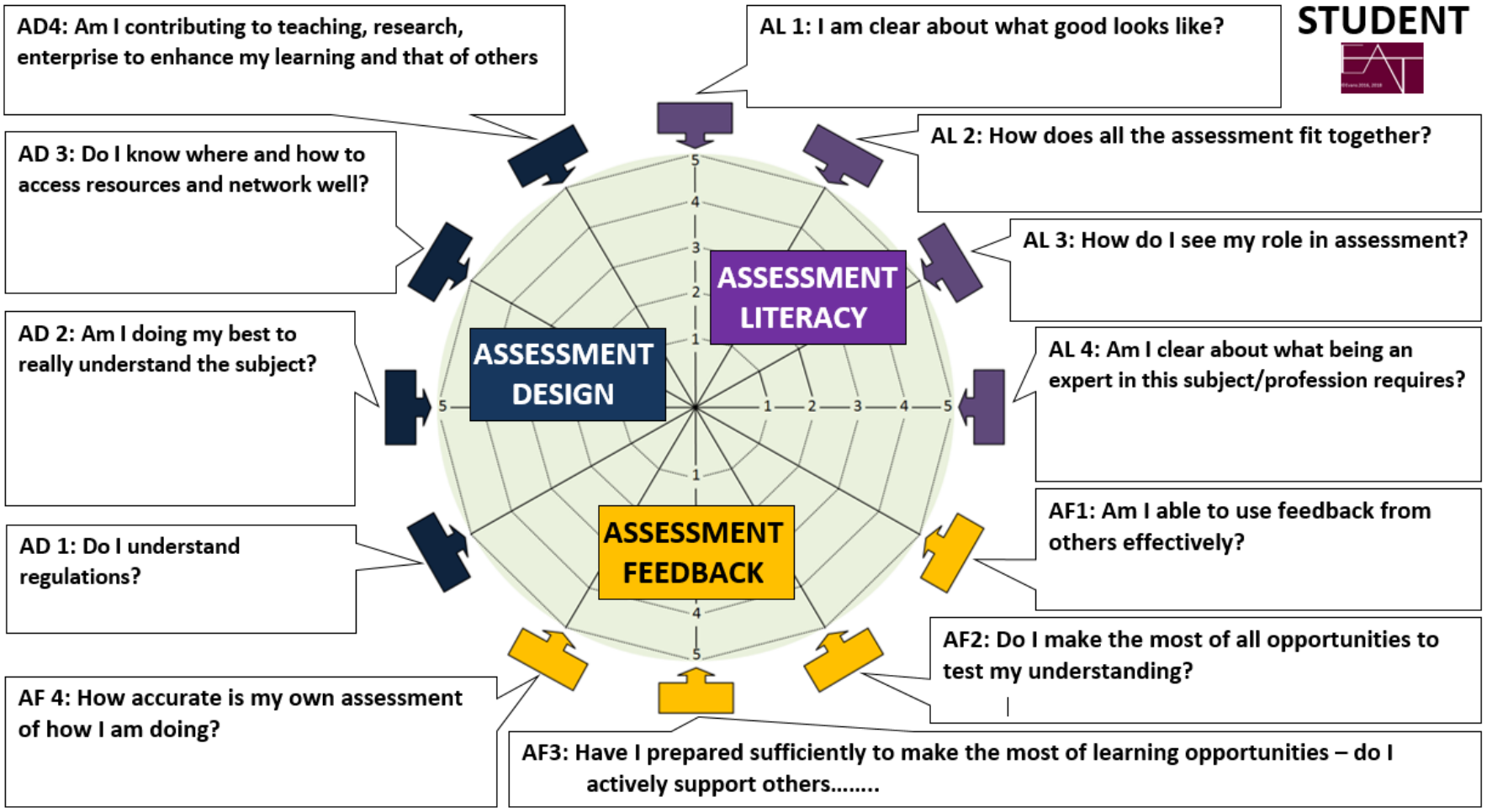
APPENDIX C2c: EAT student scoring colour document



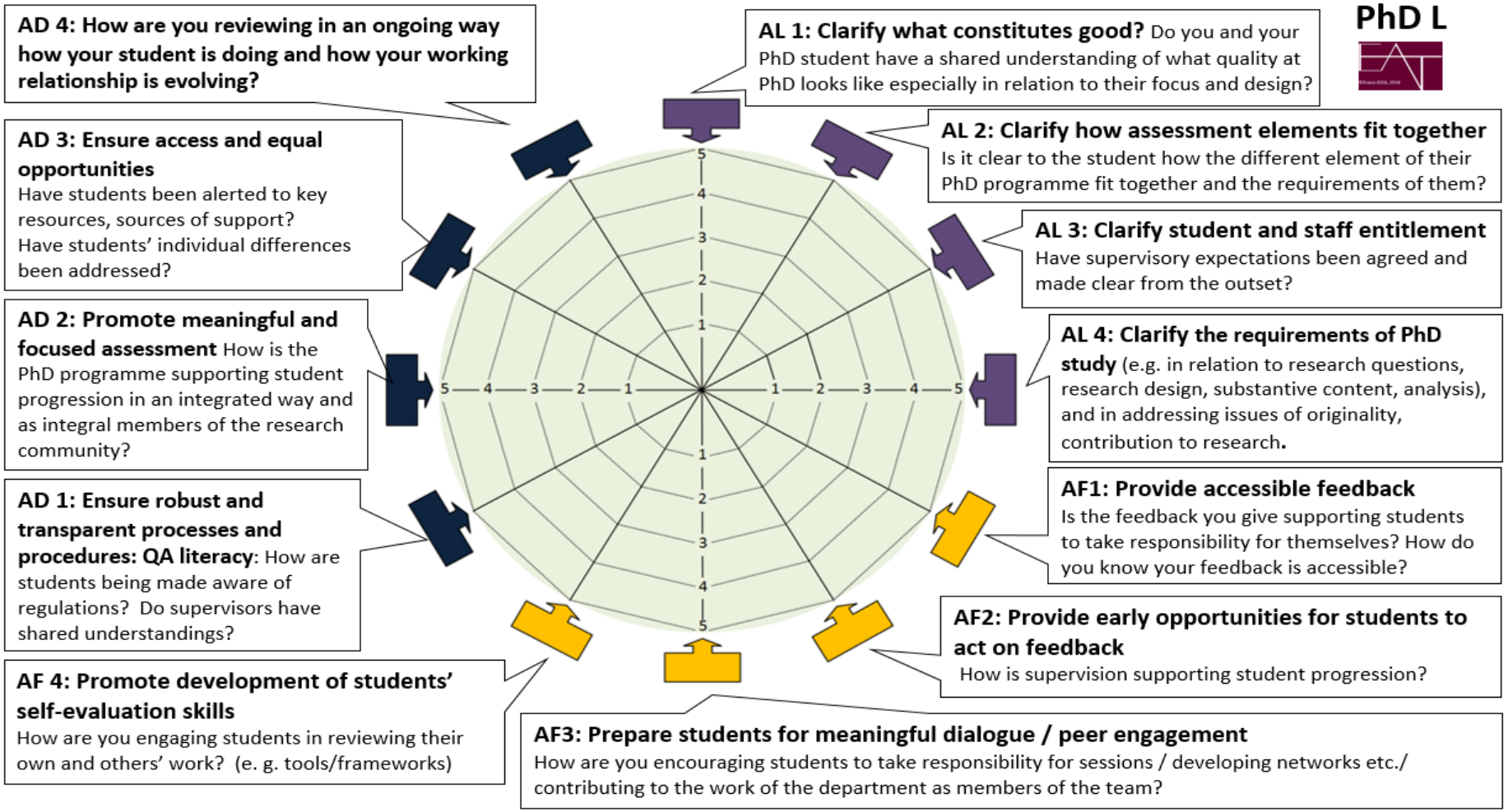
APPENDIX C2bw: EAT student black and white scoring document



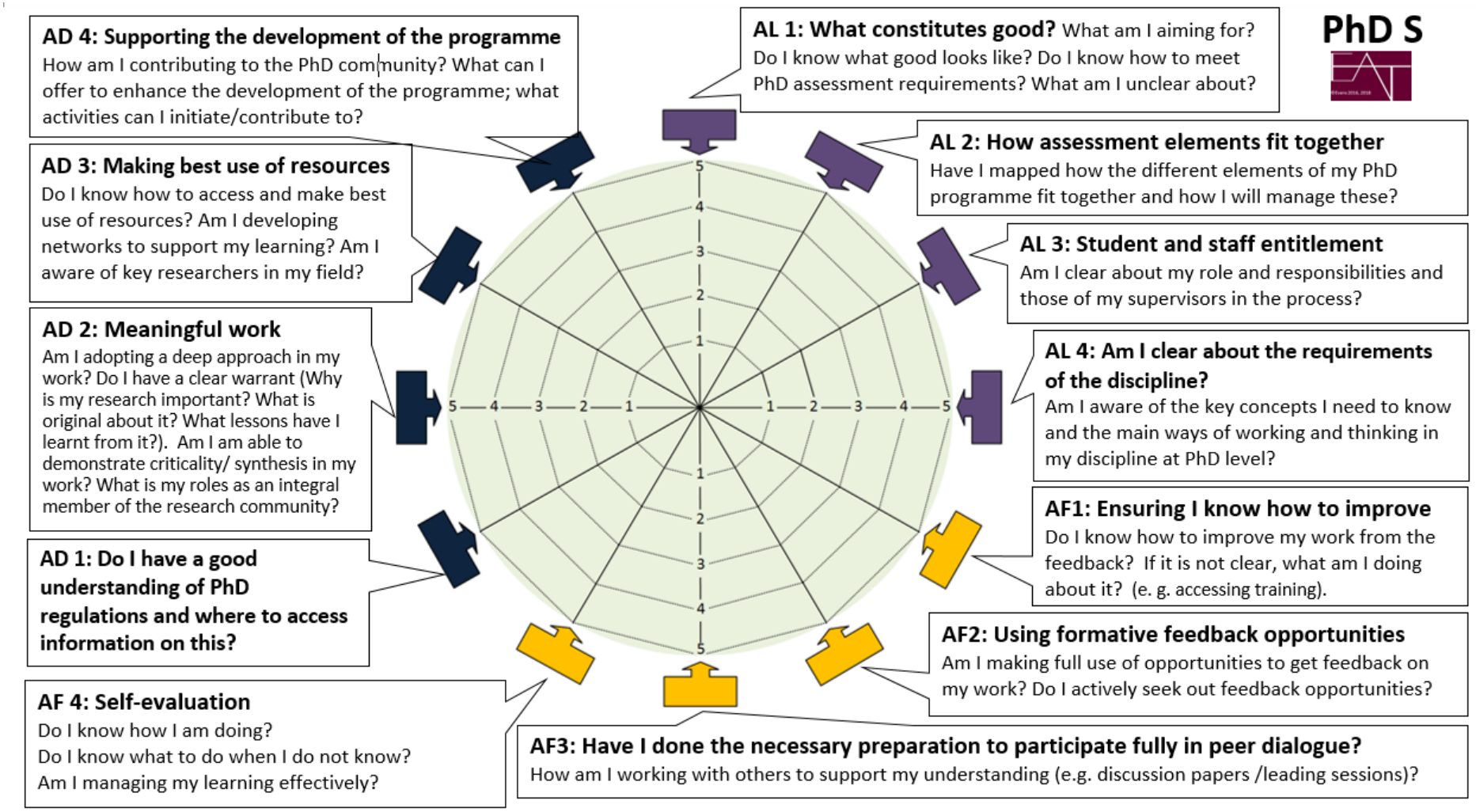
APPENDIX C3blv: EAT student BLANK scoring document



APPENDIX D1 PHD Lecturer Version



APPENDIX D PHD Student Version



Appendix E: Using the Decision Making Cards

The decision making cards are for all those involved in supporting assessment practices in higher education. There are cards for each of the dimensions and subdimensions of EAT (12 areas in total) to support colleagues in considering specific aspects of assessment practice.

In addition, there are specific questions for **Programme Leads** and their teams at the end of each core dimension:

There is also a summary of quality assurance issues for each of the three core dimensions for all teams to consider

AL 1: Clarify What Constitutes Good

Lecturer / Teacher Focused (LT)

Key Foci	**Involving students in the development of assessment criteria.** **Explaining the rationale underpinning the assessment criteria.** **Exploring the relevance and validity of the assessment criteria and tasks.** **5 minute focused questions to students throughout a module on what they are finding difficult.**
1LT	Provide explicit guidance from the outset on the requirements of the assessment tasks.
2LT	Check students' understanding of requirements through small-focused tasks and opportunities for discussion and reflection about the assessment criteria(e.g. demystifying critical reflection; writing styles; referencing etc.).
3LT	Model examples of good practice in taught sessions.
4LT	Provide students with examples of good practice and identify why they are good using explicit assessment marking criteria.
5LT	Select snippets of good practice to discuss in sessions on a regular basis.
6LT	Set formative tasks asking students to focus on key concepts.
7LT	Provide model answers to questions and FAQs that are also available online.
8LT	Develop rubrics so that students are directed to the requirements of the assessment task.

Student Focused (S)

1S	Get students to produce model answers individually and in groups to share with their peers.
2S	Ask students to mark work using the assessment criteria.
3S	Get students to personalise the assessment criteria in relation to the requirements of a specific task (i.e. write it in their own words).
4S	Get students to set the marking criteria for specific pieces of work using the guidelines for assessment ratified for your module/ programme.
5S	Get students to advise on developing the assessment criteria guidance for following cohorts of students; get students to map learning outcomes across modules.
6S	Get students to develop and personalise rubrics to support their own learning within and beyond the module of study.
7S	Get students to self-assess their own performance as part of the summative assessment (e.g. using the assessment criteria grid to annotate where they think they are according to the different criteria and justify why).
8S	Give students an article to assess and then get students to moderate their decisions in groups and to summarise and justify conclusions to the group.
9S	Students review work of varied quality to support understanding of quality, and seeing that quality can be achieved in different ways (Sadler, 2010, 2013).

AL 2: Clarify How Assessment Elements Fit Together

Lecturer / Teacher Focused (LT)

Key Foci

Making clear how all elements of a programme fit together and how the assessments were linked for staff and students

Identifying and mapping high level skills required throughout a programme.

Getting students to 'walk' through the programme and to map their own journeys and potential crunch points.

Team development of programmes (AD2) to critically examine the placement and nature of different assessments and how these map to learning.

1LT	Provide a route map/diagram showing how all assessment elements (formative and summative) fit together for students and lecturers.
2LT	To ensure buy in, clarify with students why the assessment design is relevant and valuable in supporting students to meet learning objectives within and beyond the module.
3LT	Signpost key tasks and timelines.
4LT	Demonstrate how assessment tasks and assessment guidance are organised on the virtual learning environment.
5LT	If completing formative assignments is a condition for submitting summative assignments make this explicit from the start.
6LT	Revisit the assessment route map with students at regular intervals throughout the module/programme.

Student Focused (S)

1S	Get students to produce their own picture of the assessment pattern and get them to outline their role(s) in the process. (Gantt charts can be useful for students to demonstrate how they are going to organise and manage the requirement of assessment).
2S	Get the students to rewrite the learning outcomes in their own language. Map with them how you are intending to cover these within the module.
3S	Get students to complete a self-assessment on what aspects of assessment they are clear about and what areas they need more guidance on. Produce a summary of key points for all students based on student feedback queries.
4S	Involve students in contributing resources to the module/programme.
5S	How can students in years 1, 2 and 3 and at PG level contribute towards supporting understanding of how the module/programme fits together; what resources can they share?
6S	Ask students to review guidance in the course handbook and to work with you to make information more explicit where and if necessary.

AL 3: Clarify Student Entitlement

Lecturer / Teacher Focused (LT)

Key Foci	**Being explicit about what partnership means and what entitlement is– how much support and when?** **Clarifying with students at point of entry what is expected from them in terms of their contribution to programme development, attendance, supporting other students.** **Not to under-estimate the strengths students bring with them and using them to best effect and from point of entry.**
1LT	Clarify expectations regarding the hours of study and the amount of preparation required for each session.
2LT	Be explicit and precise about the hours of support available for feedback and make sure this is consistent in handbooks and all other sources.
3LT	Be clear about what constitutes feedback and where and when feedback will take place.
4LT	Be clear about what you want the students to do with feedback and set specific tasks related to this (e.g., developing an action plan; reflecting on the feedback about what is understood and what is not; how they are going to advance their work ...).
5LT	In giving written feedback ensure consistency in the timing of feedback across the feedback team within a module so that students receive the feedback at approximately the same time.
6LT	Use individual and group feedback judiciously—when is group feedback most appropriate?
7LT	Tackle the emotional dimension of feedback directly with students (e.g., enable time between the receiving of feedback and asking students to act on feedback).

Student Focused (S)

1S	Clarify the role(s) of the student in the feedback process and formalise this (e.g., contract regarding expectations as part of the feedback process).
2S	Support students in leading discussions with academics.
3S	Get students to produce a summary of what they understand from the feedback they have received.
4S	Support students to establish peer feedback mentoring roles.
5S	Encourage students to audit where their own strengths and areas for development lie and where they can best support peers.
6S	Ask students to take responsibility for auditing in-session feedback to feed into future delivery working with the lecturer.

AL 4: Clarify the Requirements of the Discipline

Lecturer / Teacher Focused (LT)

Key Foci	**Clarifying the core and threshold concepts and agreeing these as a team.** **Signposting at point of entry the key knowledge, understanding and skills students will need to be successful in their field of inquiry .** **Auditing/base line testing key knowledge and skills at point of entry to identify strengths and gaps.** **Agreeing a 'common language' for the discipline and making this accessible to students.** **Focusing on relational dimensions in building a discipline-specific community with students.**

1LT	Clarify what constitutes good within the discipline and/or dimensions of it.
2LT	Model what constitutes a deep approach within your discipline.
3LT	Be clear about who are the leading researchers/sources within your discipline that student should be consulting.
4LT	Less is more — highlight key concepts and focus attention on these in your teaching.
5LT	Identify threshold concepts – those that are likely to present difficulties to students and provide resources on these.
6LT	Provide links to where further information can be sought on difficult concepts.
7LT	Do an academic needs analysis with students to identify gaps in knowledge; use this information to pair students to support one another and/or to set up mixed groups for peer support.
8LT	Ensure a programme level approach to the covering of core concepts to agree where replication is warranted and to avoid unnecessary duplication.
9LT	Consider progression of ideas at programme level and how modules are working together to support student learning, and specifically how the flow of ideas/concepts/ knowledge, and skills from one module feed into another.
10LT	Consider how resources are best shared across modules.

Student Focused (S)

1S	Be clear about what information students can source and cover for themselves, and provide links to useful resources/sites.
2S	Provide self-assessment tools for students to test their understandings of key ideas.
3S	Get students to write mini- tests for each other to use.
4S	Get students to produce key summaries of problematic concepts in an accessible language for their peers.
5S	Encourage students to produce and offer resources for other cohorts.

ASSESSMENT LITERACY PROGRAMME DIRECTOR QUESTIONS

AL1	
1	Do teams have a shared understanding of what constitutes good?
2	How is what constitutes 'good academic practice' shared within and across disciplines?
3	How are you ensuring that the assessment criteria are fit for purpose?
4	How are new colleagues inducted into the requirements of good academic practice?
AL2	
1	Is the rationale underpinning how the assessment elements fit together clear to all?
2	Is information in module / programme handbooks clear and consistent throughout about how the different elements of assessment fit together?
3	How effective is the pattern of assessment within and across modules (timing; variety; fitness for purpose; organisation of formative and summative)? Who is overseeing this?
4	How are students feeding into the development of modules / programmes to support their understanding of how elements of assessment fit together?
AL3	
1	How are roles and expectations in assessment made clear to all?
2	What does student engagement in assessment look like?
3	What baseline of expectations regarding assessment practice has been agreed?
4	How have you established where consistency is essential?
5	What is being done to develop a shared understanding of assessment feedback approaches?
6	How are students being supported to give and act on feedback as part of their role?
7	Are hours of required study by students and hours of lecturer support made explicit?
8	How are students being supported to recognise and make best use of the support offered?
AL4	
1	Is it clear what it is to think, act and be in specific disciplines/professions? How are you ensuring shared understandings of this?
2	How are you inducting students to become members of your academic discipline?
3	What networks beyond the disciplines should colleagues and students be tapping into to support understanding within the disciplines?
4	How is the course content linking to the latest research within & beyond the faculty and university?
5	How are you promoting innovation within the disciplines, and as part of interdisciplinary research?
6	How are students contributing to the knowledge base of the discipline?

Quality Assurance Assessment Practice Checklist

Assessment Literacy	
Dimension	**Description**
AL 1: Clarify what constitutes good	
AL1.1	Students should receive explicit guidance on the requirements of assessment tasks from the outset.
AL1.2	Criteria for assessment should be as clear as possible to tutors, examiners, and students to ensure equity, validity, and reliability.
AL1.3	What constitutes good academic practice should be made clear to all students.
AL1.4	All those involved in the teaching, learning and assessment on a programme (staff and students) should be trained in assessment feedback practices including the requirements of good academic practice.
AL 2: Clarify how assessment elements fit together	
AL2.1	How all the different elements of assessment fit together across a programme should be made clear to students from the outset.
AL2.2	The pattern of assessment should be considered at the programme level to ensure coherence and progression in the development of knowledge, skills, and understanding in relation to learning outcomes.
AL2.3	How formative and summative assessment operates across a whole programme should be made clear to students and staff from the outset.
AL 3: Clarify student and staff entitlement	
AL3. 1	Every student should be provided with clear and current information that specifies the learning opportunities and support available to them.
AL3. 2	The role and expectations of students in assessment and feedback practices should be clarified with all students from the outset.
AL3.3	Information regarding student entitlement should be clear and consistent in module and programme handbooks and online provision.
AL3.4	Principles underpinning the assessment and feedback design should be made clear to students to enable them to engage fully in assessment and feedback practices.
AL 4: Clarify the requirements of the discipline	
AL4.1	All students should be inducted into the requirements of the discipline and what is to be a member of such a community from the outset.
AL4.2	Core and threshold concepts should be identified at module and programme levels in order to support student progression throughout a programme of study.
AL4.3	Assessments should be relevant to the requirements of the discipline and related professional, statutory and regulatory bodies.
AL4.4	Assessments should be designed to encourage a deep approach to learning within the discipline.

AF 1: Provide Accessible Feedback

Lecturer / Teacher Focused (LT)

Key Foci	**Focusing feedback on what was good, what let you down and how to improve. Rationalising feedback on the most important points.**
	Staff and students working together to clarify what feedback is, how to seek, give and use it.
	Situating feedback where it can have most impact (AD2).
	Agreeing clear baselines for the quality of feedback, ensuring quality and moderating quality.

1LT	Explain the principles underpinning how you give feedback and why your approach is good.
2LT	Agree the most appropriate form(s) for feedback for specific tasks.
3LT	Ensure there is time for feedback in each taught session and identify it as feedback.
4LT	Ensure feedback is specific and focused on how to improve.
5LT	Ensure feedback contains reference to what the student has done well prior to elaborating on what needs improvement (address "is anything I did okay?").
6LT	Ensure feedback relates directly to the assessment criteria but also gestures to beyond the module.
7LT	Ensure feedback focuses on the most important areas to address and not the minutiae.
8LT	Ensure feedback is realistic in expectations (student has sufficient knowledge to be able to use feedback effectively).
9T	Provide links to where further information can be found to support development of ideas.
10LT	Give detailed feedback on key sections of text so that students can learn to address this throughout their work without you doing the whole thing for them.
11LT	Do not give feedback on full drafts and use comment boxes judiciously.
12LT	If a student has failed an assignment summarise succinctly what the key things are that they must address in order to achieve a pass.

Student Focused (S)

1S	Get students to ask three focused feedback questions when submitting formative work and address these specifically.
2S	Ask Masters and PhD students to commit to what they want feedback on.
3S	Get students to do something with the feedback to check their understanding of it, and their ability to use it within and beyond a module.
4S	Get students to diagnose where their problem lies (e.g. lack of knowledge; lack of understanding of feedback; effort; lack of awareness of resources; misunderstanding of requirements etc.).

AF 2: Provide Early Opportunities for Students to Act on Feedback

Lecturer / Teacher Focused (LT)

Key foci	**Making sure students have multiple opportunities to test their understanding from point of entry into university – with students also leading on providing such opportunities.** **Ensuring that formative feedback directly supports summative work.** **Supporting student reflection on feedback but with an emphasis on goal setting – on how feedback is used to move forward.** **Repeated practice and application of such skills in real life / approximations of practice conditions.**
1LT	Ensure that there is sufficient time for formative feedback to feed into summative.
2LT	Ensure formative tasks lead directly into summative and that students can see the link.
3LT	Be selective with assessment tasks.
4LT	Aim to reduce the emphasis on summative assessment; distribute tasks across a module.
5LT	Use formative assessment but make tasks compulsory to ensure engagement.
6LT	Use pre- and post-session tasks to ensure students make the most of the opportunities presented.

Student Focused (S)

1S	Get students to do 1 - 3 minute videos on key points covered in a lecture/seminar.
2S	Use a series of assignment tasks of different types that can be brought together. Allow students to select which ones will comprise their final submission and also ask them to justify their reasons for the inclusion of the specific final submission.
3S	Integrate self and peer engagement opportunities into the module / programme so that students learn to self-assess as they progress through the module. Aim to include an aspect of self-assessment in each taught session.
4S	Use online self-checking tests that students can use to test their knowledge.
5S	Use technology to support learning (e.g. lecture capture; audio on powerpoints) so students can go back and check understanding.
7S	Get students to map how they can best support each other as part of peer engagement agendas within and beyond the taught programme.

AF 3: Prepare Students for Meaningful Dialogue / Peer Engagement

Lecturer / Teacher Focused (LT)

Key Foci

Providing training for students in how to give, use and seek feedback with others.

Making requirements for peer support explicit.

Ensuring team activities are authentic and support students to use the individual strengths of team members to maximise outputs.
Reward is based on getting all team members over the line.

Addressing potential tensions involved in team-work explicit from the outset.

Providing the mechanisms to support the building of team networks.

Flexibility in team membership and individual ownership of team efforts.

1T	Make expectations regarding student participation clear from the outset.
2T	Justify if and why collaborative learning is important in relation to learning outcomes / preparation for professions.
3T	Ensure opportunities for students to work with both the same and different groups; support lone working and collaborative activity.
4T	Be clear about the remit of groups (contribution to teaching sessions; peer feedback; summative assessment; study group; roles within groups).
5T	Ensure that group activities (wiki; blog; etc) are purposeful and relevant to learning outcomes and beyond.
6T	Be clear about exactly what type of feedback you want students to give to each other.
7T	Provide students with training in how to give and use feedback.
8T	Ensure assessment encourages cooperation rather than competition (e.g. individual students' marks and group activity comprise the collective score for all in the group to ensure each student supports others in the group or a nominated person.
9LT	Use pre-tasks to ensure students have prepared in order to be ready to have meaningful discussions with peers.
10LT	Build collaborative requirements into formative assessment (e.g. each student needs to give feedback to three peers).
11LT	If using peer assessment, be very specific about what criteria is being assessed and keep this very narrow; ensure multiple markers; ensure training in the allocation of marks; and that the mark allocated by peers is a small component of the student's overall mark.

Student Focused (S)

1S	Encourage student groups to set up their own informal meetings / ways of working.
2S	Encourage student groups to manage session feedback to feed into following lectures
3S	Ask students to prepare resources and questions for each other.
4S	Get students to use materials pre-lecture to develop reciprocal questioning on key themes.
5S	Ask students to generate assessment criteria for group projects.

AF 4: Promote Development of Students' Self-Evaluation Skills

Lecturer / Teacher Focused (LT)

Key Foci	**Student self-assessment and opportunities to feedback to others built into all activities.** **Students engaged in summative marking and moderation.** **Repeated practice and application of such skills in real life/approximations of practice conditions.**

1LT	Ensure students have full access to resources and course information so that they can self-regulate their own learning.
2LT	Provide a range of resources so that students can check their own understanding.
3LT	Use ipsative* approaches to get students to gauge where they currently are, and to help them to develop strategies to enhance their performance, and to measure self-development rather than development in relation to others.
4LT	Unpack key concepts like critical reflection through modelling and the provision of a range of tools to assist with this process.

*Ipsative – comparing performance against one previous performance

Student Focused (S)

1S	Support students to identify useful networks of support (e.g. individuals; resources; memberships of organisations etc.) that can support their own learning journeys.
2S	Support learners to self-regulate their own learning through an understanding of how they learn, what their current strengths and limitations are, and what strategies would be most useful to support their development.
3S	Support learners to see connections across modules to support their learning.
4S	Ask students to specify specific areas they would like feedback on.
5S	Get students to reflect on their responses to feedback. Train students in how to seek out and act on feedback.
6S	Create opportunities for students to assess their peer's work.
7S	As part of summative assessment, ask students to reflect on their giving of feedback to others; and their own seeking and acting on feedback abilities.
8S	Get students to grade their own mark and to defend the grades allocated.
9S	Ask students to reflect on how they can apply learning acquired beyond the module of study.

ASSESSMENT FEEDBACK PROGRAMME DIRECTOR QUESTIONS

AF1	
1	Do you have agreed principles of effective feedback underpinning all programmes?
2	How are you ensuring consistency in the quality of feedback?
3	Is your strategy for implementing University strategy at the Faculty level clear to all?
4	How are you evaluating the effectiveness and efficiency of feedback mechanisms?
5	Is time built into workload models for training to ensure shared understandings of what the base line of quality is for giving feedback and for agreeing what constitutes good?
AF2	
1	Do you have a clear policy on the nature and timing of formative feedback that students can expect to receive? How are you ensuring early assessment of students' needs through the design of assessment?
3	How are you ensuring balance between formative and summative assessment?
4	What marking can students do for themselves and how can technology support this?
5	How are you ensuring that deadline dates enable students to use the whole content of the module (should allow students to use information covered in the last session)?
6	How are you managing deadline dates across the whole programme so as to not have negative knock on effects (e.g. can use formative assessment to spread load; can use same dates for final submissions if given interim formative feedback)?
7	How can you make summative feedback formative in supporting students to move forward in their next module(s)?
AF3	
1	How are you defining peer engagement (formative peer support vs summative peer judgements?)
2	How are you mobilising students to effectively contribute to the design and delivery of programmes as genuine partners?
3	How are you ensuring students are prepared for dialogue (e.g. design of curriculum; pre-tasks)? How are you ensuring that peer engagement activities are authentic and relevant?
4	How do you know which are the most effective peer engagement activities within disciplines?
5	How is technology supporting interaction and dialogue?
AF4	
1	How are students being supported to self-regulate their own learning?
2	How are programmes supporting students' development of self-assessment skills?
3	How are programmes helping students to understand what critical reflection is, and how to achieve it?
4	How can technology support students to develop their self-assessment skills?
5	How is getting students up to speed with the requirements of assessment feedback being addressed as part of induction into HE?
6	How are you engaging students in assessing their own work?

Quality Assurance Assessment Practice Checklist

Assessment Feedback	
Dimension	**Description**
AF1: Provide accessible feedback	
AF1.1	Feedback should be focused on supporting students' learning in 'how to improve.'
AF1.2	Feedback should directly relate to the assessment criteria and the learning outcomes being assessed and all students should receive parity of treatment.
AF1.3	The feedback method used should be appropriate for the assessment task.
AF1.4	The rationale for the awarded mark should be clear.
AF1.5	The effectiveness and efficiency of feedback mechanisms should be evaluated on an ongoing and iterative basis with students and staff.
AF2: Provide early opportunities for students to act on feedback	
AF2.1	There should be early opportunities to assess students' competence in key areas of knowledge, skills, and understanding to enable students to benchmark where they are at, and where they need to get to.
AF2.2	Feedback should be given in sufficient time to enable a student to use the feedback prior to summative assessment.
AF2.3	Formative feedback tasks should directly relate to summative tasks and the links between them should be made clear.
AF3: Prepare students for meaningful dialogue / peer engagement	
AF3.1	There should be regular opportunities for students and staff to engage in dialogue to enhance understandings of assessment and feedback and relevant standards in order to understand what is required from, and entailed in, the assessment process.
AF3.2	Peer engagement activities should be authentic and relevant.
AF3.3	Where students are involved in peer teaching and feedback activities expectations regarding student participation should be made clear from the outset.
AF4: Promote development of students' self-evaluation skills	
AF4.1	Assessment and feedback practices should support students to successfully manage their own learning.
AF4.2	Learning opportunities should be made available to students to support them in reflecting on their own learning and enable them to develop the skills to self-monitor and self-evaluate their performance.
AF4.3	Students should be made aware of existing networks of support that are available to them (discipline and University) and supported in developing their own networks of support.

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

Lecturer / Teacher Focused (LT)

Key Foci	**Training staff and students in assessment regulations.** **Making marking and moderation procedures explicit.** **Allocating time in workload models to ensure teams are able to come together to discuss assessment processes and to calibrate judgements.**
1LT	Make the marking and moderation processes explicit to students and staff to ensure confidence in the process.
2LT	Ensure 'guest lecturers' are aware of the nature of the specific assessment demands on the students.
3LT	Keep marking teams small where possible to make it easier to ensure consistency.
4LT	Ensure programme meetings have a training element to allow time to consider marking and moderation and review best practice.
5LT	Ensure assessment timelines enable students to demonstrate lessons learnt from formative assessment and to allow students to use material covered in the whole module.
6LT	Ensure that you clarify with students how marks have been awarded at the individual task level and how marks are combined at the module / programme levels.
7LT	Ensure all staff new to a programme are given comprehensive induction into the QA associated with it.

Student Focused (S)

1S	Involve students directly in quality assurance and enrichment processes.
2S	Consult and work with students in the development of University QA assessment and feedback documentation.
3S	Ensure documentation is written in an accessible style for all stakeholders.
4S	Make explicit how module marks result in grades and what algorithm is used to award final grades.
5S	Engage students directly in the development of policy and procedures.
6S	Ensure the language of policy and process is written in an accessible style with students.

AD 2: Promote Meaningful and Focused Assessment

Lecturer / Teacher Focused (LT)

Key Foci	**Ensuring the mode of assessment is the most appropriate to test understanding required by the learning outcome and being explicit on the range of ways in which meeting the requirements of the learning outcome can be achieved.**
	Working as co-producers with the wider community on real problems.
	Emphasis on inquiry based, project/product based learning requiring depth of understanding.
	Training for staff and students in the development of self-regulatory skills.
	Students as mentors to other, and trained in mentoring.
	Designing assessments that require engagement.

1LT	Work with students to develop aspects of assessment (timing of formative; selection of products for assessment, engaging with each other and the wider community etc.).
2LT	Encourage students to demonstrate how can they apply their learning both within & beyond the module (e.g. working in the community; real world issues; new designs; research).
3LT	Manage choice in assessment by negotiating with students exactly where the choices are and the limits of such choices (e.g. being clear on what students can lead on).
4LT	Involve students in developing and mapping learning outcomes within modules, and across the programme.
5LT	Work with students to demonstrate the linkages and progression from one module to the next so they are able to gain a holistic sense of how the programme fits together, and so they can understand the assessment requirements at each level.
6LT	Work with students to ensure 'buy in' to the assessment (creative engagement).
7LT	Modelling approaches to support students' developing key skills.

Student Focused (S)

1S	Work with students to develop aspects of assessment (timing of formative; selection of products for assessment, engaging with each other and the wider community etc.).
2S	Encourage students to demonstrate how can they apply their learning both within & beyond the module (e.g. working in the community; real world issues; new designs; research).
3S	Manage choice in assessment by negotiating with students exactly where the choices are and the limits of such choices (e.g. being clear on what students can lead on).
4S	Involve students in developing and mapping learning outcomes within modules, and across the programme.
5S	Work with students to demonstrate the linkages and progression from one module to the next so they are able to gain a holistic sense of how the programme fits together, and so they can understand the assessment requirements at each level.
6S	Work with students to ensure 'buy in' to the assessment (creative engagement).

AD 3: Ensure Equal Access and Equal Opportunities

Lecturer / Teacher Focused (LT)

Key Foci	Ensuring access to key resources and making how to use them to best effect explicit.
1LT	Ensure assessment is appropriate and manageable in relation to student level.
2LT	Support student transitions by providing an in-depth session or series of sessions that explore the students' previous experiences of assessment and feedback and initial concerns that can be targeted in subsequent teaching sessions.
3LT	Ensure provision of all resources prior to students starting the module / programme (e.g. handbooks; virtual learning environment; assessment guidelines, and submission deadlines).
4LT	Ensure resources are clearly organised to promote access (provide a routemap / explanation of how resources are organised) and ensure students receive training in how to access and use resources.
5LT	Introduce early assessment opportunities to enable appropriate support to be put in place.
6LT	Ensure learning environments are adaptive rather than adapted and enable flexibility (opportunities for learner to proceed at appropriate pace; alternative pathways; opportunities to specialise and/or generalise etc.).
7LT	Ensure appropriate variety in the nature and forms of assessment matched to the learning outcome requirements to enable all students to fully demonstrate their understanding.
8LT	Support learners to make informed choices (e.g. opportunities for individual and group working; self-selection of focus for assessment with guidance; choice over formative deadlines; modes of feedback; nature of groups and ways of working within and beyond sessions; ensure sufficient time to enable choices to be realised over a programme of study).

Student Focused (S)

1S	Encourage students to take responsibility to address their specific learning needs as to what they can do and what we can reasonably do in partnership to support each other.
2S	Ensure that assessment design including feedback is accessible to all students.
3S	Undertake early assessment to ascertain student needs and to engage students in undertaking their own audits of their needs.
4S	Provide students with managed choices as to how they navigate their learning environments and encourage students to take responsibility for their assessment choices.
5S	Support students' development of networks of support so to ensure their integration into communities of practice to support their work at the University.
6S	Ensure students are aware of support mechanisms available to them across the University.

AD 4: Ensure Ongoing Evaluation to Support Development of Sustainable Assessment and Feedback Practice

Lecturer / Teacher Focused (LT)

Key Foci	**Ensuring students in resource development including design of assessment.** **Using data to interrogate whether any students are disadvantaged by assessment** **Using data with students to support their approaches to learning.** **Academic mentoring and partnerships between students and academics in research.**
1LT	Supporting students to manage the learning environment for themselves; evaluate how effectively your assessment design is enabling this.
2LT	Elicit short, sharp feedback from students on your teaching within taught sessions (e.g,. through use of clickers; post-its; what went well; what could be better questions).
3LT	Demonstrate how student feedback is being taken on board (where appropriate) within teaching sessions.
4LT	Provide opportunities for frequent low stakes assessment tasks to support student engagement and to enable you to measure progress and/or stumbling blocks.
5LT	Set pre-tasks where students need to prepare focused questions for discussion in the taught session; enable student groups to take turns in producing model answers.
6LT	Demonstrate to students how mid-semester feedback is being used to inform learning and teaching and gain feedback from the students about the enhancements you have made.
7LT	Clarify with students where it is not appropriate to make requested changes to assessment and why?
8LT	Supporting students to manage the learning environment for themselves; evaluate how effectively your assessment design is enabling this.

Student Focused (S)

1S	Get students to write a 5 minute essay and share with peers for feedback and further discussion.
2S	Use the three minute elevator pitch idea (time it takes to get into and out of lift!) to get students to summarise key ideas and to gain feedback from peers.
3S	Collate student snapshots of feedback during and at end of programme to feed into developments.
4S	Get students to write guidance for students on key lessons that they learnt that would be useful to have known at the start.
5S	Get students to evaluate their own feedback seeking, giving, and using performance.
6S	Get students to map their key crunch points during the module and collate their feedback on how to address this.
7S	Work with students to evaluate the effectiveness of the module in meeting aims.
8S	Encourage students to act as mentors to the next cohort.

ASSESSMENT DESIGN PROGRAMME DIRECTOR QUESTIONS

AD1	
1	What procedures and questions are in place to ensure that colleagues have a good and current understanding of quality assurance and how this relates to the development of assessment practice?
2	Is there an easily accessible summary on key assessment regulations within Faculty and University that is available to all colleagues and students with clear and active links to relevant and updated information sets?
3	Is there agreement on how, when, and where key information on processes and procedures is disseminated to students (e.g. one overarching virtual learning location; one key person or individual module leads; programme handbook)?
4	How do Faculty curriculum & quality assurance teams support innovative developments in assessment practice; is colleagues' expertise being used fully?
5	How are you ensuring additional support for lecturers new to a module?
6	How are you ensuring that assessment policies, regulations, and processes are explicit, transparent, and accessible to all stakeholders?
7	How are you ensuring student performance is equitably judged?
8	How are you evaluating the effectiveness of marking and moderation processes / procedures?

AD2	
1	How are you promoting meaningful assessment practices?
2	How are you streamlining assessment to ensure that you do not over-assess (e.g., focus on programme level assessment -key considerations include: ensuring coherence of modules; streamlining programme structure; rationalising learning outcomes; rethinking the types and patterns of assessment across the programme as a whole to ensure an integrated and developmental experience for the learner; rethinking the balance of formative and summative assessment)?
3	How are you encouraging collaborative design (e.g. involving colleagues beyond the module (programme team; QA team; Library Services etc.)?
4	How are you ensuring mechanisms for the development of programmes are appropriate to enable assessment practice to be responsive to needs?
5	How are you providing opportunities for teams to consider assessment holistically across modules to ensure progression; managed choice; rationalisation of learning outcomes?
6	How are you ensuring that all lecturers have a clear understanding of how their module(s) fit within the overall programme structure? Do you have a one page outline summarising this?

ASSESSMENT DESIGN PROGRAMME DIRECTOR QUESTIONS

AD3

How are you ensuring an adaptive design (one that enables all students to access the curriculum?

2 What is the agreed baseline expectation regarding resource provision including online provision? To what extent are assistive technologies mainstreamed?

3 How are you ensuring that all students' needs being addressed as an integral part of design?

4 What is inclusive assessment design? How are you monitoring and evaluating inclusive assessment practice within and across modules and programmes?

5 Do you know who is advantaged and disadvantaged by different forms of assessment design?

6 How is formative assessment supporting students to successfully manage their own learning?

AL4

1 How are you using and sharing feedback from students and staff to inform the development of your programmes?

2 How are you evaluating with teams what assessment enhancements have had the most impact, and are the most manageable within a short time frame?

3 What are the mechanisms to ensure timely processing and sharing of feedback to inform programme development?

4 What are your assessment feedback priorities? How do these align with the University plan?

5 How are you implementing ideas consistently across modules as part of your strategic plan?

6 How are you ensuring regular programme meetings to agree principles underpinning assessment practice to ensure development of modules is in line with potential larger scale programme changes?

7 What opportunities are there for staff to evaluate & further develop their assessment practice?

Quality Assurance Assessment Practice Checklist

	Assessment Design
Dimension	**Description**
AD1: Ensure robust and transparent processes and procedures	
AD1.1	Assessment policies should be created in partnership with students.
AD1.2	Assessment policies, regulations, and processes must ensure that the academic standard for each award of credit/qualification is rigorous and maintained at the appropriate standard.
AD1.3	Assessment should be fit for purpose. Assessment tasks should be designed to effectively measure the intended module/programme learning outcomes.
AD1.4	Student performance should be equitably judged against the standards set.
AD2: Promote meaningful and focused assessment	
AD2.1	Assessment and feedback practices should be informed by best practice underpinned by research, discipline-specific and educational scholarship.
AD2.2	Assessment design should be underpinned by effective assessment and feedback principles.
AD2.3	Assessment practices should be holistic in considering assessment literacy, assessment feedback, and assessment design. Learning and assessment should be integrated and fully aligned.
AD2.4	Assessment should be relevant and enable students to be engaged in the production of meaningful products.
AD2.5	Assessment tasks should be sufficiently challenging to enable all students to demonstrate the best level of attainment of which they are capable.
AD2.6	Technology should be used appropriately to support the sustainability and enhancement of assessment practices.
AD2.7	Assessment practices should be sustainable and manageable for students and staff.
AD3: Ensure access and equal opportunities	
AD3.1	Assessment and feedback practices should be inclusive. They should provide every student with an equal and effective opportunity to access learning and teaching opportunities and to achieve the intended learning outcomes.
AD4: Ensure ongoing evaluation to support development of sustainable assessment and feedback practice	
AD4.1	Students should be given a range of opportunities to effectively contribute to the design, delivery, and evaluation of assessment and feedback.
AD4.2	Feedback from a range of sources (staff and student feedback; external examiner reports; learning gain measures/ analytics) should be analysed appropriately to ensure the continued effectiveness of the assessment feedback strategy.
AD4.3	How student feedback has been used to inform programme/ module development should be clearly communicated to students.
AD4.4	Assessment practices should be regularly evaluated and developed.
AD4.5	Assessment practice should be aligned to University Plans and Strategies. It should be cognisant of the wider HE context.

Appendix F: Developing Student Engagement in Assessment

Transactional	*Identify your position*					Transformational
Assessment Literacy	**1**	**2**	**3**	**4**	**5**	
Telling - one directional guidance on assessment criteria - lecturer to student.						Explaining / discussing requirements with students.
Teacher driven rubrics.						Student generated rubrics.
Provision of exemplars.						Student development of exemplars.
Provision of assessment criteria.						Student reworking/creating assessment criteria.
Provision of glossaries.						Student generated glossaries.
Given assessment regulations.						Students contributing to development of regulations.
Assessment Feedback	**1**	**2**	**3**	**4**	**5**	**Transformational**
Reliance on the teacher for feedback.						Reliance on range of sources – emphasis on developing student self-assessment.
Corrective feedback – one directional from teacher to student – work corrected.						Examples of how to correct with the responsibility on the student to apply the approach.
Provision of guidance on how to improve.						Student responsibility for developing action plan based on feedback on how to improve.
Asks students to reflect on their feedback.						Provides frameworks to support students in reflection involving dialogic practices and focused application to demonstrate understanding rather than reflection alone.
Directive. Solutions provided.						Challenges the student to find solutions.
Focus on the immediate requirements of the module task						Focus on application of learning within and beyond the course.
Assessment Design	**1**	**2**	**3**	**4**	**5**	**Transformational**
Assessment tasks designed *for* students.						Assessment tasks designed *with & by* students.
Teacher summative assessment.						Student and teacher summative assessment.
Teacher ownership of assessment tasks.						Student ownership of assessment tasks.
Tasks designed exclusively to meet specific learning outcomes.						Tasks designed to meet learning outcomes and to go beyond.
Strongly scaffolded learning tasks- students regulated and told what to do.						Students taught to self-regulate as part of course design.
Resources to support learning provided but relationship between them not made explicit.						All key resources available from the outset to enable student control of learning & signposted in relation to tasks and key crunch points. Clear links to resources provided.
Guidance mainly provided by teacher.						Students supported to build networks and to identify guidance from range of sources.
Resources provided for students.						Students/teachers generate resources.
Limited opportunities for self-assessment.						Ongoing aligned opportunities for self-assessment from start to finish.
Limited opportunities for students to explore complexities of assessment. Teacher directs solution-finding.						Key threshold concepts identified from the outset. Students encouraged to provide resources to support understanding in areas seen as difficult, and to find own solutions.

Using Appendix F

This Appendix asks you to consider how you engage with students as partners along a continuum from left to right of the table, moving from a directional/telling approach to a more transformative approach that engages students actively in the design of learning and teaching.

In supporting the learning progression of students there may be times where a directive approach is the most suitable such as at key transition points into learning. However, if we are to promote student agency in learning, we need to actively engage them in taking a lead in their own learning.

In exploring effective student engagement this appendix draws on Evans (2013, 2015a) identification of students who were highly effective in navigating assessment – referred to as 'savvy feedback seekers' who shared the following characteristics: (a) they were focused on meaning making; (b) had good self-management skills; (c) demonstrated perspective; (d) accurately picked up cues from the environment (good noticing skills), (e) were resilient in persisting and bouncing back from unsatisfactory experiences; (f) managed personal response to feedback; (g) were pro-active in their feedback-seeking behaviours; (h) were adaptable and flexible – willing to try new ideas associated with a growth mindset (Dwek, 2012), and (i) forward thinking about how they could apply learning to future contexts. The attributions of a savvy feedback seeker demonstrate strong self-regulation skills in that learners are able to understand their own processes of learning, use cognitive strategies to process information effectively, and manage the emotional dimension of assessment feedback.

Key to supporting student progression in learning is how and when to remove scaffolding of learning to support their engagement with and ownership of learning and teaching.

Appendix F can be used:

- as a self-reflection tool to evaluate your own practice.
- to discuss teaching approaches with colleagues as an integral part of curriculum design to view key progression points in the student learning process and what approaches are best and where and when.
- to ensure a consistent approach to engaging students within the curriculum.
- shared with students to emphasize the importance of their role within learning and to clarify your expectations of them as partners within assessment.

Useful additional sources

Evans, C. (2016, 2018). Enhancing assessment feedback practice in higher education: The EAT Framework. Available via : https://app.secure.griffith.edu.au/exlnt/entry/9549/view

Balloo, K., Evans, C., Hughes, A., Zhu, X., & Winstone, N. (2018). Explicit Assessment Criteria as the Antithesis of 'Spoon-Feeding': How transparency in the assessment process can support students' self-regulatory development. *Frontiers in Education.*

Appendix G: Supporting Self-Regulatory Skills Development (SRSD)

Creating the conditions for SRSD

- **Awareness** of students' starting points and relative strengths and weaknesses at point of entry into your course/programme.
- Ensuring all students have **equal access to and equal opportunity** to do well in assessment – and that reasonable adjustments are inbuilt to module/course design.
- Setting up **data tracking** to map students' progression through assessment with them.
- Addressing **students' beliefs** about their role in assessment at point of entry, and clearly clarifying roles in assessment to promote active engagement in assessment.
- Ensuring student readiness to engage in assessment by **addressing students' perceptions of their ability to do well** (self-efficacy).
- Explaining the **rationale underpinning assessment** and working with students to establish **clear goals.** Designing **team assessments** to promote the development of **shared goals.**

Embedding SRSD within assessment through:

- Clearly **mapping how assessment tasks link together** throughout a course/ programme.
- **Signposting the key skills** students need to learn to be successful in the subject.
- Care is taken with the **introduction of new information** so as to not **cognitively overload** students.
- **All key information is available to students at the start of a course**/programme so they can organise their learning around their needs/schedule.
- **Requirements of assessment are clear with worked examples of what quality looks like.**
- **Links to information/networks are explicit.**
- **Self-assessment activities are embedded** throughout a course/programme.
- **Feedback is timed to have maximum impact** in supporting SRSD.

Promoting Self-regulatory Skills Development (SRSD)

Task Analysis

Accurate assessment of a task and memory of what you know in relation to it (meta-memory)

- How are you making the requirements of a task explicit?
- Are students engaged in setting tasks?

Planning regulation of a task

Ability to set specific, manageable, and challenging mastery goals.

- How are you working with students to ensure the setting of appropriate incremental and final goals?
- How are you working with students to build their confidence in their ability to do well?
- How are you designing assessment to encourage students to take a deep mastery approach? Is it clear what a deep approach looks like in your discipline?

Metacognitive strategy use

Knowing what strategies to use and using them well.

- Have you signposted the key SRS that the course demands?
- Have you modelled what successful strategies look like?
- Have you provided students with opportunities to practice and evolve strategies?

Contextual regulation

Using the environment well to support learning (selectivity in choice of networks, supports etc), and adapting it to better suit needs.

- How are you training students to recognise cues, to give feedback and to filter feedback effectively?
- How are you supporting students to build effective networks of support?

Metacognitive monitoring

Accurate monitoring of progress using cues effectively, persistent, and flexible in adapting approach if needed, able to maintain motivation, focus and sense of proportion.

- How are you providing students with opportunities to test their understandings (constant comparison with other work, marking others work, developing criteria, repeated testing of ideas)?
- To what extent do you regularly test students' depth of understanding by requiring them to apply what they have learnt to new contexts?

Self-Evaluative Capacity

Ability to accurately evaluate performance and attribute causes of success and failure. Able to apply learning to future.

- How do you support students in assessing their own strengths and weaknesses, and strategies to address these?
- To what extent do you build progressive opportunities throughout the course for students to develop an understanding of quality?
- How do you use data with students to support their understanding of the effectiveness of different approaches to learning?

Appendix H: Institutional Approach to Assessment

Score 1 = not addressed to 5 = fully addressed	Rating 1- 5
AGREED PURPOSES/PRINCIPLES/ETHICS	
1. **Assessment and feedback principles are agreed** at institutional level and act as a baseline for all assessment feedback endeavours.	
2. There is clear **university-level guidance on assessment criteria**, and this is translated to programme and module/course levels by discipline/department teams involving staff and students.	
3. **Student partnership in co-production of assessment** is promoted (policy/ teaching/marking/ feedback/moderation/ research/ leadership/enterprise).	
ALIGNMENT OF SYSTEMS AND PROCESSES	
4. **University structures support an integrated university approach to assessment**. There are designated assessment leads in each discipline/department and clear priorities established for enhancing assessment practices sensitive to context.	
5. There is **strong alignment between institutional assessment strategic priorities and enactment of assessment strategy at the local level** but flexibility to allow fine-tuning to local contexts.	
6. **Time is allocated for staff within workload models** for team planning of assessment design, marking and moderation.	
7. **Transparency is promoted in all assessment processes** (rationale behind assessment design and how marks are allocated and moderated, appeals managed etc.).	
8. **Personal academic tutoring assessment support for students is aligned** with course demands/and identified cohort needs.	
9. **Transitions management** ensures mapping of key crunch points in assessment for students and academics to ensure appropriate monitoring and support.	
10. **Electronic management of assessment fully supports the assessment process** in providing seamless registration, submission of work, and online support via virtual learning systems aligned to personal support networks (people and resources).	
AGILITY AND QUALITY OF SYSTEMS TO SUPPORT ASSESSMENT	
11. **Best use is made of technology to support assessment processes** (e.g. mode and timing of feedback; virtual learning; personalized support using AI; predictive analytics).	
12. **Assessment resources have a dedicated website** with links to key materials to support an institutional assessment network	
13. **QA structures and processes are agile** to support ongoing enhancement in assessment design to ensure relevance.	
14. **Processes for checking the integrity of awarded marks/grades**, to fully address issues around grade inflation, are **robust**.	

Score 1 = not addressed to 5 = fully addressed	**Rating**
INCLUSIVE	
15. There is commitment to **inclusive assessment principles**, such as Universal Design, to enable all students to have equitable access to, and chances of success within, assessment and feedback.	
16. Data analysis is used to ensure assessment is not disadvantaging any specific groups of students.	
RESEARCH-INFORMED	
17. There is a commitment to the development of **research-informed assessment and feedback processes and evaluation of effectiveness** using fine-grained measures of student learning gains at the discipline level.	
18. Staff and students receive **comprehensive induction into assessment feedback processes** in an iterative and developmental way (quality assurance processes; peer and self-assessment, mentoring etc.).	
19. **Interdisciplinary assessment communities of practice are supported and leadership training provided** to sustain and develop them.	
REWARD	
20. There is **reward and recognition for effectiveness in assessment and feedback** for staff and students.	
21. **Course evaluations are aligned to high-level focused learning outcomes** that place emphasis on students' development of high-level skills.	
SUSTAINABILITY	
22. **Assessment load and distribution of assessment is regularly reviewed** to ensure **manageability for staff and students**.	
23. Emphasis is on a **programme level approach** to assessment where assessment is **co-constructed with teams and links between modules are clear.**	
24. **Emphasis is on best use of resource**; and in promoting student engagement and self-regulation of assessment so that students are guided in how to evaluate the quality of their own work for themselves.	
25. There is a **team approach to assessment engaging with wider stakeholders** within and beyond the university to support **authentic assessment practices** (e.g., IT teams, library, careers, employers, professional bodies, alumni).	

Using Appendix H

This resource was developed from a European Universities Association project designed to support academic and student partnership in scaling up what we know about effective assessment practices.

Using a scale of 1 – 5 to assess your organisation's areas of strength and areas for development.

Key read: Evans, C., & Bunescu, L. (Eds.). (2020, March). *Student assessment: Thematic peer group report* (Learning and Teaching Paper No. 10). European University Association. https://eua.eu/downloads/publications/eua report student assessment_web.pdf

CORE READING

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Key concepts checklist focused questions

Shared Beliefs and Values

Whose beliefs and values matter: How are you building consensus and based on what?

Sensitive to Context

How are the individual needs of students being assessed at point of entry? What strategies are being employed to get all students up to speed to the specific requirements of the course/programme?

Research-Informed

How are you ensuring that you draw on high quality research in making decisions about assessment – research that is theoretically informed AND rooted in practice?

Inclusive

What makes assessment inclusive?

How are you monitoring the impact of assessment design on different types of learner?

Self-regulatory

How are disciplines highlighting and providing training in the core self-regulatory skills that students need to master to be successful?

Key concepts checklist focused questions

Promoting Student and Staff Agency

How are you building student confidence and willingness to engage in assessment design from point of entry and providing training and support in building effective partnerships?

Engagement in Meaningful Learning Experiences

Can you articulate what a deep approach looks like in your discipline and profession? Can you model it? Do assessments challenge students to think deeply?

Integrative

How are you supporting an integrative view of assessment?

(i.e. to maximise the impact you need to consider how activities in the 12 subdimensions of EAT can support each other).

Sustainable

To what extent are you harnessing the power of assessment in the creation of useful products that have value to the individual beyond the assessment point and to wider communities?

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Full resource sets:

Inclusivehe.org

Eatframework.com