A Guide to Using the EAT Assessment Framework

A Resource for Developing Assessment Practice in Higher Education

EAT ©Evans C

An EAT ERASMUS+ Resource

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Using this resource

This resource supports implementation of the **Equity, Agency, and Transparency (EAT) Assessment Framework.** Core resources include:

- EAT (©Evans, 2022). The EAT Framework: Enhancing assessment feedback practice in higher education. Inclusivehe.org
- Evans, C., with Rutherford, S., Vieira, F., and Erasmus+ team (2021). A self-regulatory approach to assessment. Cardiff: Cardiff University.
- EAT Accreditation Guidance
- Hyperlinks to key resources are included throughout the document.

An outline of the dimensions and sub-dimensions of EAT can be found on pages 10-21 of the EAT (2022) Framework. A complete list of references can be found in EAT (2022) and the self-regulatory approach to assessment report.

Blank EAT templates are available in the resources section at the end of this Guide to enable context-specific approaches to be taken (at individual, team, and institutional levels), but mindful of staying true to the concepts and principles underpinning the EAT research-informed approach.

Suggested professional learning activities are outlined in each section, some of which are suitable to be completed prior to training support sessions to gauge learners' initial starting points, and to facilitate rich discussion, assuming a basic level of familiarity with the concepts.

A flipped approach to professional development opportunities is recommended whereby lecturers and students are introduced to core readings and especially the EAT concepts and principles prior to instruction.

Contents

Key websites

EAT (2022) and associated appendices are located at inclusivehe.org

Original EAT versions are located at eatframework.com

The EAT Erasmus website URL is: https://www.eat-erasmus.org/

EAT Organising Framework: Key Resources and Links

Underpinning Concepts

EAT WHEELS

Lecturer
Student
PHD
Accessible Versions

Principles of Effective Assessment & Feedback

Engagement

Engagement Exercise

Getting to Grips with the EAT Dimensions

Decision-Making Cards

Self-Regulation

Transitions Support
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Scaling-Up

A Guide to Using EAT

Accreditation

Overview

Purpose: This guide supports implementation of the Equity, Agency and Transparency (EAT) Assessment Framework (Evans, 2022) by highlighting key assessment concepts, principles and supporting resources to show how this information can be used to support research-informed assessment practices within higher education.

Who is it for? This Guide is for all those engaged in higher education practice: professional services teams, academics and student support teams, students, and higher education partners involved in delivery of assessment. This Guide and associated resources can be used by professional services teams working with lecturers and students to support enhancements in assessment; by programme leads working with module teams including students, and by lecturers working with students and wider bodies.

Provenance of the EAT Framework: The EAT Framework provides a research-informed approach to the **implementation of effective inclusive assessment practices** within higher education at individual, team, and organisational levels. It is informed by systematic review of over 50,000 articles and extensive use in practice. The framework draws on understandings of **individual differences in learning**, **Personal Learning Styles Pedagogy** (Evans & Waring, 2009; Waring & Evans, 2015), and what we know about **effective practice in assessment** (Evans, 2013; Waring & Evans, 2015).

Key supporting information to be used alongside this Guidance document includes:

- **EAT 2022** (the **core substantive reference source** for this Guide)
- Self-regulatory approach to assessment practices
- Templates and tools for self-regulation: https://www.eat-erasmus.org/erasmus-training
- Accessible version of EAT (Evans, 2020)
- Resources to support implementation of EAT: https://www.eat-erasmus.org/

	Professional Development Guide	Links to Resources	Pages in EAT 2022 Handbook
1	Concepts underpinning EAT	**EAT concepts** Illustrations (EAT, 2022, pp. 74-75)	pp. 6-9 pp. 74-75
2	Using Principles in Practice	**Appendix A: Effective Assessment Feedback Principles**	p. 27
3	Using the EAT Wheel to Explore Assessment Practice	Appendix B, Appendix C, Appendix D; Inclusive Wheels Appendix F	pp. 29-40 pp. 61-62
4	Getting to grips with the 12 sub-dimensions of EAT	**Appendix E- Decision-Making Cards**	pp. 46-60
5	Encouraging a Self-regulatory approach	**Appendix G: Supporting Self-regulatory Skills** **Appendix I: EAT – Self-regulatory Framework** **Transitions checklist**	pp. 63-64 Self-reg report
6	An institutional approach to assessment	**Appendix H: Scaling-up Assessment**	pp. 22-23; 65-66
7	Researching practice	Methodological considerations	
8	Accrediting effective assessment practice	EAT Accreditation Document (2022) EAT Accessible Version (2020)	

1. Concepts Underpinning EAT

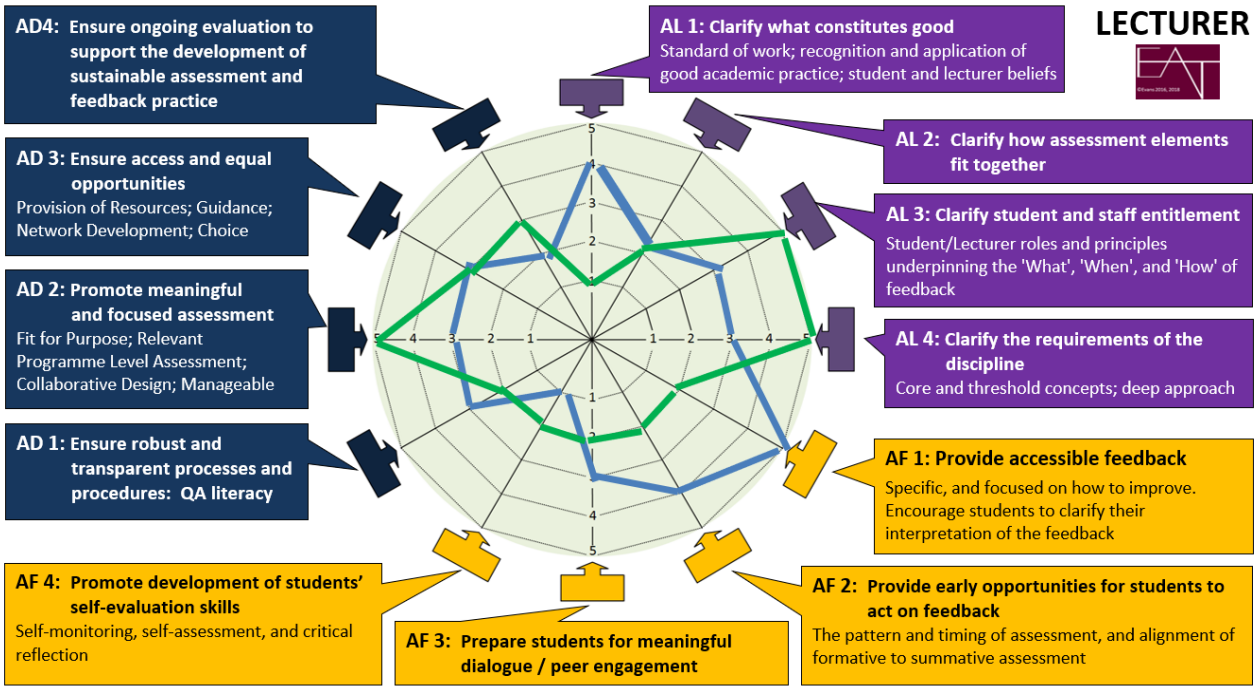
EAT stands for 'Equity, Agency and Transparency' and is a framework that has been developed to support the enhancement of assessment and feedback practices in Higher Education.

EAT can be used to support individual, team, and institutional approaches to enhancing assessment. In introducing the EAT Framework an important first step is to consider the **fundamental concepts underpinning implementation of effective assessment and feedback**.

EAT is a research-informed and **integrative framework;** the latter point referring to the fact that all elements of assessment are connected to each other, and these connections need to be always considered, as individual elements of assessment do not act in isolation.

EAT (2022) outlines the **three core dimensions and twelve sub-dimensions of EAT.** The interrelated core dimensions comprise (a) assessment literacy, (b) assessment feedback, and (c) assessment design as illustrated below. The diagram demonstrates how the framework can be used to map levels of student engagement (1= low engagement; 5 = high engagement) and how this might evolve over time. EAT asks lecturers to consider how their practice enables students to engage meaningfully in each of these core areas.

Abbreviations: AL = Assessment Literacy; AF = Assessment Feedback; AD = Assessment Design



EAT encourages scrutiny of these **three dimensions of assessment** and their respective sub-dimensions (1-4), and exploration of the relationships between them. For example, student use of feedback is dependent on how the total assessment experience has been choreographed; assessment feedback cannot be viewed in isolation. Learners' use of feedback (AF1) is dependent on individuals and groups (educators, administrators, and students), having a clear and shared understanding of assessment requirements and goals (AL1) within specific contexts (AL4). Effective

use of feedback is dependent on learners having sufficient understanding of the subject material in the first instance and the quality of feedback received (focus, relevance, timing and sequence of feedback) (AF2).

EAT asks educators to look critically at how they are **facilitating student engagement in assessment** and asks students to consider their contribution to the assessment process. Of key importance here, is supporting colleagues to develop the confidence to engage with students in meaningful discussions around assessment (e.g., explaining the rationale and goals underpinning assessment and feedback).

Lecturers and students are asked to identify assessment concerns and interrogate their practice using a **critical pedagogy** approach to examine who is advantaged and disadvantaged by specific assessment practices (Waring & Evans, 2015). This approach requires on-going scrutiny of student data to explore the ways in which students navigate assessment and to identify facilitators and barriers impacting student/lecturer effectiveness.

The EAT assessment framework provides a vehicle through which to consider any assessment concern in relation to the dimensions and sub-dimensions of practice. In doing so, it asks individuals to consider how their assessment practice links to institutional policy, processes, and procedures and is **agentic in supporting individuals to contribute to the evolution of such processes through using a research-informed approach**. Importantly, EAT allows exploration of assessment at different depths of inquiry to support management of immediate assessment needs without compromising longer term plans to address fundamental deep-seated and fundamental assessment considerations (e.g., validity, reliability, equity, sustainability, manageability etc.).

Partnership between students and lecturers is central to the EAT Framework with emphasis on dialogue and collaboration to promote shared understandings of good practice.

Getting to Grips with the Core Concepts

- **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

The **core concepts** underpinning EAT are outlined on pages 6-9 of **EAT (2022)** and summarised on pages 74 and 75.

These core concepts can be discussed and grouped in different ways. In the EAT Framework (i) **inclusivity** is facilitated through (ii) a **holistic approach** that considers the lived experience of the learner, (iii) **promotion of learner agency** through the development of **self-regulation** capacity supports sustainability, (iv) **sensitivity to context** and the dynamic interrelationships between the learner and the learning context, (v) **partnership** between student and teacher in coming to **shared understandings, beliefs, and values, and as part of team-based** design, (vi) **authenticity and relevance of assessment design** to current and future needs, and at both individual and societal levels; (vii) understanding of the **integrated** nature of all aspects of assessment. Gaining shared understandings of these concepts and principles is essential in building a shared assessment philosophy and dialogue.

In using the EAT Framework with colleagues, it is important to explore:

- **How colleagues understand these concepts in relation to their own practice.**
- **How teams come to have shared understandings of the core concepts, and develop the language to describe the concepts within a specific discipline.**
- **How these concepts relate to assessment documentation in their institutions and how documentation could be enhanced to encompass them.**

ACTIVITIES 1

1a **Review the core concepts underpinning EAT (2022) with colleagues to consider how they would frame these within their own disciplines – what would the emphasis be, and the language to explain them?**

1b **Explore the language of assessment documentation with lecturers/students to consider which of the EAT concepts is privileged, and why, and which concepts are overlooked in documentation.**
(This activity can be done at UNIVERSITY/FACULTY/DEPARTMENT/PROGRAMME levels dependent on the audience you are working with). Documentation may include, for example, institutional assessment policy documents, programme/module handbooks and assessment guidance, rubrics etc.).

- This activity can be gauged at a variety of levels:
- Individual: how lecturers and students navigate assessment documentation and the meanings they attach to it especially in relation to module guidance.
- Assessment teams (lecturers and students) reviewing programme documentation to explore underpinning values and beliefs, along with consistencies and inconsistencies in guidance.

- Assessment institutional leads (Associate Deans, PVCs etc.) exploring how policy translates across different contexts.

At both individual and team levels exploring the messaging underpinning assessment guidance is important, and especially the **extent to which assessment actively engages both lecturers and students in the evolution of policy and research-informed practice.**

1c Review how assessment documentation can be enhanced to encompass the core concepts referred to above?

1d How can we ensure assessment policy is accessible to all users?

1e How can policy be developed to support shared ownership and understanding of key concepts?

2. Using Assessment Principles in Practice

In using the EAT Framework Wheel/Web with colleagues, it is essential to consider **Effective Assessment Feedback Principles.** These 14 principles are derived from extensive review of the literature and development of them with students and lecturers.

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.

Appendix A from Evans (2016). The EAT Framework

In using the **Assessment Feedback Principles**, **it is important to explore the following questions**:

Support Materials: (**Appendix A** - Page 27- 28 in **EAT, 2022**)

ACTIVITIES 2

2a Discuss the relative importance of the 14 assessment principles In Appendix A with individuals and teams. Note: the items in bold (2, 3, 4, 5, 7, 12) were the ones that students felt were most important to them in the first iteration of EAT back in 2016. While these findings aligned with the research literature at the time, it is important to repeatedly test which of the principles matters most with lecturers and students as it can vary across time, cohorts and disciplines. In using the principles across inter/national, professions and disciplines, institutions, different priorities may emerge within different groups, so it is important to openly discuss these and identify what the starting points are.

2b Discuss which assessment feedback principles lecturers and students find most problematic and/or contentious. This activity can be combined with looking at facilitators and barriers to enhancing assessment from an individual perspective and organisational perspectives (Figure 2B lecturer and student versions).

2c The following **exercise on facilitators and barriers to assessment** can be used with students and lecturers, and can be repeated over the course of a module/ and training to look at patterns of change and how issues can be resolved during rather than after the module/programme. The exercise can be translated to lots of different formats (using clickers, polling devices; post-it notes) and collated to show a visual picture of the state of assessment from student/lecturer perspectives. A five minute activity can be extremely valuable – '*What is most on your mind from an assessment perspective/what are you most worried about assessment wise?*" to more detailed exploration of factors impacting student/lecturer perspectives. Incorporating 10-15 minutes per teaching session to explore assessment with students has been found to be impactful in supporting student understanding and interaction with assessment (Evans et al., 2019; Scott et al., 2011, 2014).

In undertaking this activity:

- It can be done in a professional development session with academic/professional services teams including students to explore different perspectives and agree ways forward to minimise barriers at institutional and personal levels.
- Joint training sessions with lecturers and students can be valuable in breaking down barriers and seeing assessment from different positions.
- Lecturers can utilise this exercise with their students and plan in regular activities to review student perceptions of assessment.

Note: The facilitators and barriers activity comes from Van der Zwet et al.'s (2011) work on socio-cultural perspectives on how students learn within a medical context, but it has applications to academic and student learning within higher education.

The argument is that learners need **developmental space** to learn and develop their professional identity (ies). This space results from the interaction between the demands of the context – **CONTEXTUAL SPACE** (in our case assessment practices) and **SOCIO-EMOTIONAL SPACE** encompassing the personal and professional interactions and emotions involved in, for example, how we feel about our agency within assessment decisions.

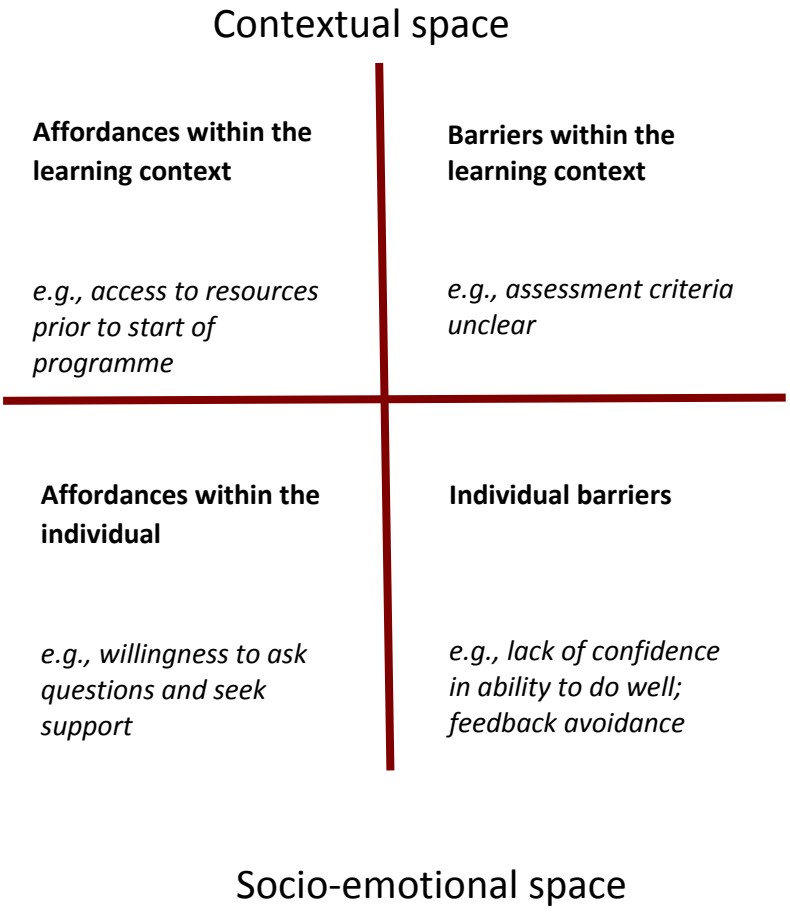


Figure 2A: Developmental Space to support self-regulatory assessment

Institutional factors

What institutional factors enable and hinder your design and delivery of assessment?

Institutional factors can include factors at discipline, faculty and university levels and external factors related to your discipline and more broadly. It can also include networks you are part of that extend beyond your institution and could include student related issues.

Please identify the **three most important factors** that impact you positively and negatively when trying to develop your assessment practice.

Things that help me with assessment	Things that hinder me
e.g., support from line manager	e.g., finding time to meet with colleagues
1. 2. 3.	1. 2. 3.

Personal factors

Personal factors can include personal preferences and conceptions of assessment, confidence in your ability to deliver assessment well etc. Please identify the **three most important personal factors** that impact your ability to design and deliver assessments well?

Things about me that help with assessment	Things about me that hinder me with assessment
e.g., willingness to try new ideas	e.g., take criticism of my approaches badly
1. 2. 3.	1. 2. 3.

Figure 2B Facilitators and barriers to assessment exercise – lecturer version

Facilitators and barriers that impact my learning **Student Version**

Institutional factors

How does the way the course is organised help or hinder you?

Identify what factors impact your ability to do well in assessment in your module/course
e. g., How well is assessment organised within my module? Is it clear to me what the assessments are? Do I know what to do, to do well? Is the nature of assessment appropriate?
In the space below, please list the things that help and hinder you most. Please list the **three** most important things under each of the headings.

Course things that help me with assessment	**Course things that hinder me**
e. g., Really useful and clear guidance	e.g., Assessment deadlines are too close together
1. 2. 3.	1. 2. 3.

Personal factors

How does your state of mind influence your engagement in assessment activities?

e.g., commitment to your studies, ability to self-assess; ability to manage learning tasks; support of peers, tutors; response to feedback; contributions in sessions etc. Again, please rank in order the things about yourself that most impact your access to, and use of, assessment

Things about me that help with assessment	**Things about me that hinder assessments**
e.g., my ability to seek useful feedback	e.g., I only focus on
1. 2. 3.	1. 2. 3.

Figure 2B Facilitators and barriers to assessment exercise - student version

3. Using the EAT Wheel to Explore Assessment Practice

The EAT wheel is a semiotic in that it represents/symbolises the integrated nature of assessment. Driving the 12 sub-dimensions comprising the wheel are the core concepts underpinning the framework that are essential to implementation of practice (e.g. inclusivity, agentic engagement, self-regulation.

EAT is a useful heuristic device when developing modules and programmes to explore the extent to which the different areas of assessment practice have been attended to and how they all join up.

The EAT wheel can also be used as a tool to assess student engagement in the sub-dimensions of the framework can be used with lecturers to explore the extent to which assessment design enables students to engage in self-regulatory and agentic assessment behaviours. The measurement part of EAT is known as the **Assessment Engagement Scale (AES)**. Psychometrically, two constructs have been identified as underpinning this instrument:

(i) Understanding of the assessment context and assessment requirements

(ii) Willingness to engage as active participants in assessment, and realising the opportunities afforded through engagement

Relationships between students' perceived levels of engagement are linked to student learning outcomes but the relationship is a complex one (Evans et al., 2019).

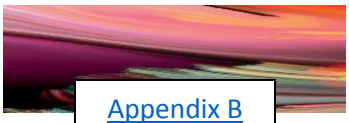
Support Materials:

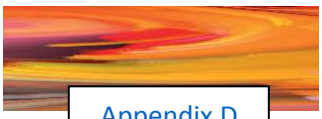
Appendices B, C, and D show the EAT wheel for lecturers, undergraduate students, and PhD students respectively; they are located on pages 29-40 in **EAT (2022),** and also available via the hyperlinks provided to the right.

Accessible versions of the EAT wheel are in the supplementary file in the Appendix of this Guide, and also via the hyperlink.

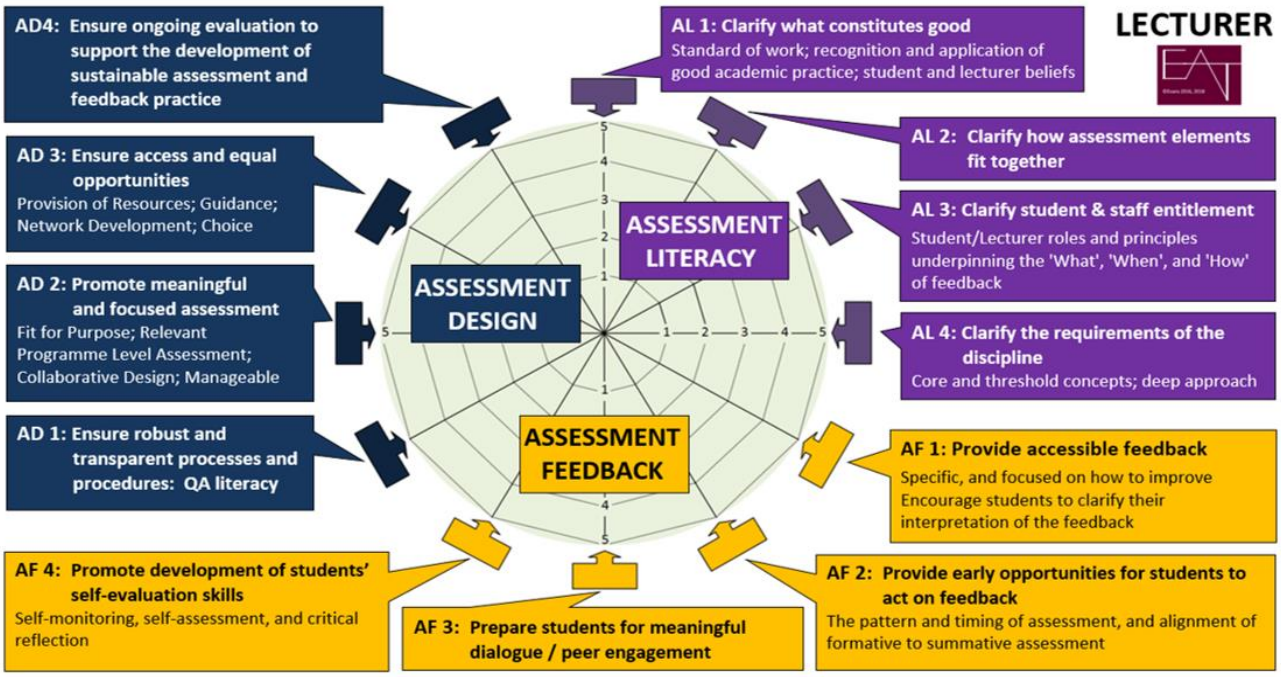
Blank versions of the EAT Wheel that enable you to adapt the content to your context can be found at the following link:

https://inclusiveheorg.files.wordpress.com/2022/12/eat_blank_wheels.pdf





On page 29 of **EAT (2022)** individuals are asked to score their engagement in the 12 sub-dimensions of assessment and feedback practice. From the student perspective, a score of 1 equates to minimal engagement with assessment and feedback, and a score of 5 equates to maximum engagement. For lecturers, a score of 1 indicates an area of relative weakness in assessment and feedback within the curriculum, and where students have limited opportunities to engage, and a score of 5 equates to exemplary practice with maximum opportunities for students to engage.



ACTIVITIES 3

The EAT Wheel can be used as a reflective teaching vehicle to explore individual perceptions of strengths and weaknesses in assessment and feedback.

3a **Assessing starting points:** Lecturers and students can plot their position on each of the 12 points of the wheel, and this scoring can be used to focus attention on **relative areas of strength and weakness in assessment provision**, to be revisited following professional development, and opportunities to review practice by looking at pre- and post-profiles using the EAT wheel.

3b As a **teaching tool**, each dimension and sub-dimension of the EAT Framework can be explored and **adapted to specific contexts using the blank versions of EAT**. It is possible to take one sub-dimension (e.g. feedback) and look at how each other sub-dimension needs to be attuned to it). For example, not understanding what good looks like (AL1) impacts one's

ability to be able to judge the quality of their own work (AF4), so the wheel can be used to look at connections and to explore individual elements of assessment and feedback.

The EAT Decision-Making Cards can be used to explore specific foci with students and lecturers.

3c **To develop shared understandings of assessment** the EAT Wheel can be used to **explore different lecturer's and students' perceptions** of the same module/unit. Lecturer/student profiles can be overlaid, and discussions developed around different perceptions of engagement opportunities. Difference across disciplines, other modules, and the profile of modules within a programme can be explored. This approach can be used to form the basis of a student lecturer partnership approach to address areas of deficiency/disagreement revealed by this exercise.

3d To **support student engagement and understanding of their roles in assessment, lecturers and students can map their assessment profiles** at the start of their programmes, and again following training to support their engagement with assessment and feedback. It is important for lecturers to discuss with students the different ways in which they can engage with assessment, and the EAT Wheel provides a useful framework to doing this. Lecturers also need support in working with students to promote engagement.

Perceptions of engagement can be, but not always, powerful predictors of how students will achieve. It is worth **exploring with students their attitudes and beliefs around their roles in assessment and feedback,** and with lecturers, the extent to course design enables students to engage.

3e **Exploring attitudes towards student engagement in assessment with lecturers**

Support Materials: Appendix F (EAT, 2022, pp. 61-2**) can be used with lecturers to explore perceptions about the nature of and possibilities for student engagement in assessment.** Appendix F looks at the extent to which students are centrally engaged in decisions around assessment literacy, feedback, and design. The emphasis of this resource is very much around supporting student regulation, so that students can develop effective assessment strategies that persist beyond a specific module/programme.

3f **Supporting Masters and PhD students' engagement with their mentors**

(i) **Support Materials: The EAT Wheel (using the PhD version of EAT) can be used to clarify expectations of lecturers and students in the supervision process.** The Wheel can be powerful in facilitating explicit discussion between students and lecturers about the nature of support available and expectations of students/supervisors in the research process.

4. Getting to Grips with the 12 sub-dimensions of EAT

There are 3 key dimensions of EAT, each with 4 sub-dimensions, as outlined below:

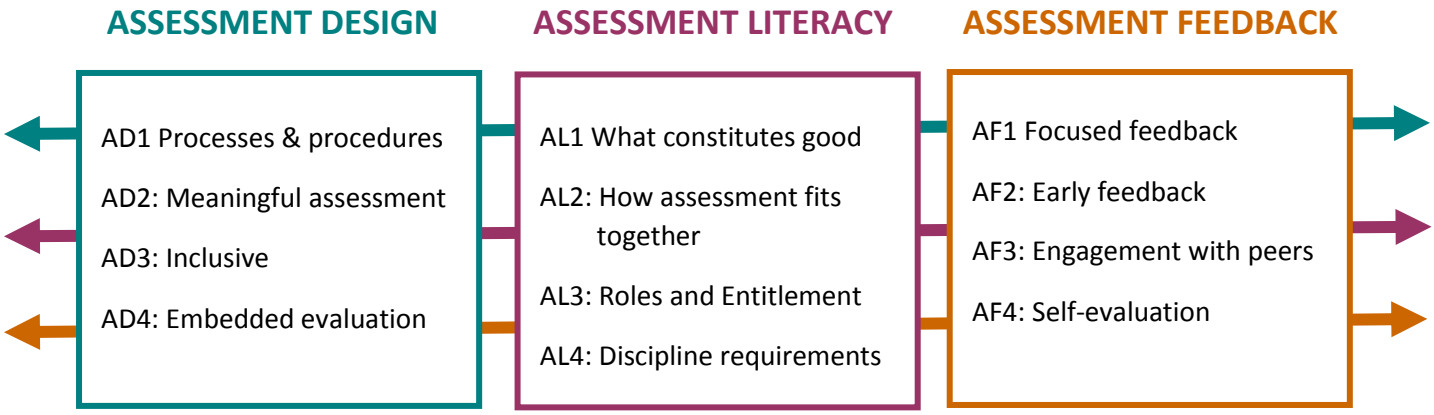


Figure 3: Summary of 12 sub-dimensions of EAT

Support Materials: Information on the 12 sub-dimensions of EAT can be found in EAT, 2022 (pp. 10-22). A summary of the dimensions and sub-dimensions is also located at https://inclusiveheorg.files.wordpress.com/2022/12/eat-dimensions-and-subdimensions-summary2022.pdf

ACTIVITIES 4:

The key pointer questions on pages 18-20 can be used with colleagues in association with the following information sets:

- **Decision-Making Cards** (**EAT, 2022**, pp. 46-58) provide a useful set of resources to use with colleagues (lecturers and students) to explore each EAT sub-dimension in detail with detailed suggestions of how to enhance practice.
- **Quality Assurance** considerations are outlined in **EAT, 2022** (pp. 47, 53, 60).
- **Fidelity to the concepts underpinning EAT:** In using the EAT Wheel, participants are asked to continuously reflect on the extent to which the underpinning concepts (e.g., inclusivity, self-regulatory, agentic, partnership, holistic, sensitivity to contexts, authenticity, and sustainability) are realised.
- **Programme Assessment Lead Considerations** in working with teams can be found in **EAT, 2022** (pp. 23-24), information on assessment feedback principles (pp.27-28), and (pp. 46-47; 52-53; 58-60).

These pointers (activities 4a, b, c) allow for discussion around the core dimensions and sub-dimensions of EAT. To what extent are these dimensions and sub-dimensions part of academics' and students' assessment experience? What works well and why? What would they like to improve and why?

Key Pointers when Discussing the Dimensions and Sub-Dimensions of EAT

4A. Assessment Design

AD1: Processes and Procedures

- To what extent do lecturers and students have **shared understanding of policy and procedures**? (There is a need to address myths around policy rights and wrongs).
- To what extent do students get opportunities to **experience the processes of marking and moderation?** How is the marking and moderation process made explicit?
- To what extent is the **algorithm for calculating final grade clear** to lecturers and students?

AD2: Meaningful Assessment

- Does the design of assessment require students to use a **deep approach** to their learning?
- Does the **assessment have value beyond the immediate assessment** point to the individual and wider community?
- Is the **assessment relevant** and aligned to the 21st century knowledge and skill demands? (This is dependent on the appropriateness of the learning outcomes in the first place).

AD3: Does Assessment enable Equal Access and Equal Opportunities to do well?

- How is assessment being checked to ensure it provides **equal access and equal opportunities** for all students to do well (i.e., inclusive)?
- How is **inclusive assessment being framed – what makes it inclusive**? What understandings is this based upon? (e.g., fundamental issues to address access to the meaning of requirements; physical access to resources; design issues to ensure that assessments are fair and that students from all dispositions have equal opportunities to do well).
- Are **reasonable adjustments embedded in programme** design from the outset?

AD4: Embedded Evaluation

- How are students being given the **opportunities to provide feedback on the curriculum, and the assessments they have undertaken**? (This includes regular opportunities within teaching sessions throughout a module/programme, and being empowered to feel able to give informed feedback).
- How is **feedback being used judiciously to inform agile (timely) module/programme design** in collaboration with students, and responsive to identified student needs?

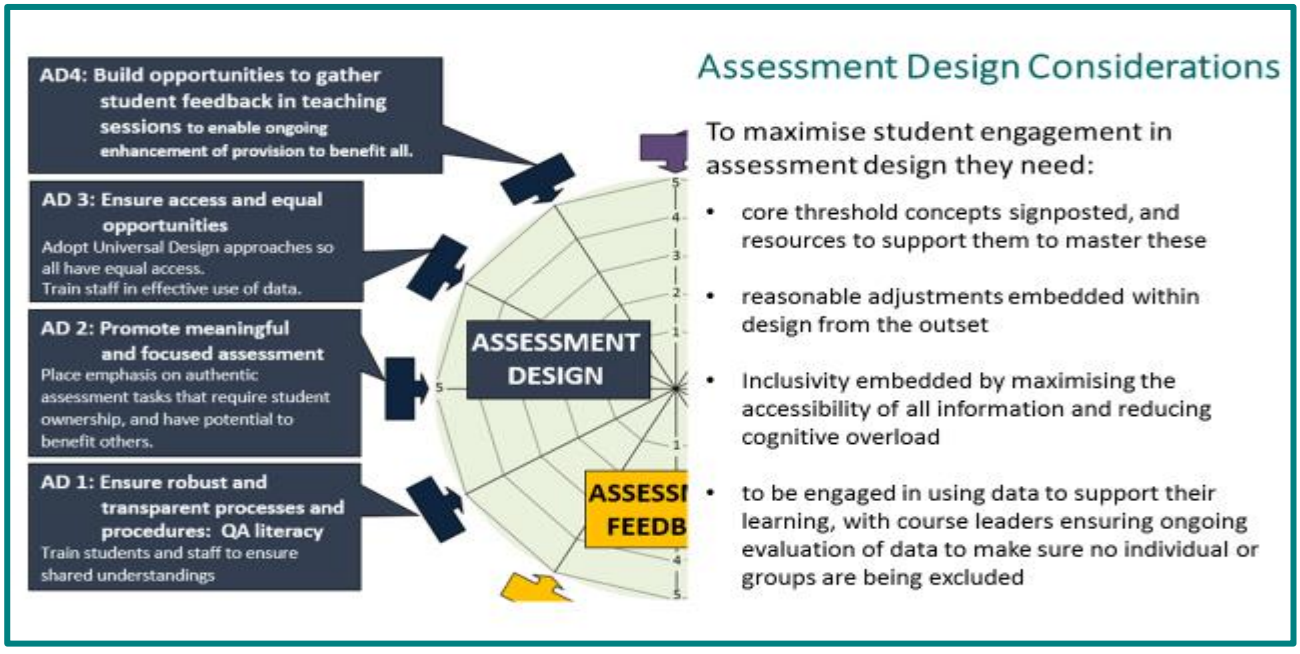


Figure 4: Assessment Design Considerations

4B Assessment Literacy

AL1 What Constitutes Good

- Have key discussions been had on the **appropriateness of assessment tasks** (relevance, level of difficulty, progression across programme, number), and **associated assessment criteria**?
- To what extent are **assessment criteria accessible?** Are they translated down to the task level, and with students? (Appropriateness – level of difficulty; Alignment-with learning outcomes).
- Do lecturers and students have **shared conceptions of what good is**? How is consensus achieved around what good is? Are there multiple ways to demonstrate good?
- To what extent are **lecturer and student goals aligned**?
- How are lecturers supporting **students to understand what good is for themselves** (AF4)?

AL2: How Assessment Fits Together

- How clear is it to students how **different assessment tasks link together** across a module/course? Is this information clear from the outset?
- Do lecturers have a clear understanding of how **assessment connects across modules** making up a programme?

AL3: Roles and Entitlement

- Is guidance explicit around the **boundaries of support for** students?
- Is guidance clear about how **students are expected to engage in assessment as co-partners**?
- How are lecturers working with students to **clarify the nature of the student role** and to address established schema (ways of thinking) relating to views of assessment and one's role within it?

AL4: Discipline Requirements

- How are disciplines making it clear **what it is to think, be, and act within the subject /profession**? (e.g., how assessment is underpinned by the practices, required competencies and theoretical requirements of the discipline).
- Are the **key skills, knowledge and dispositions** required **explicit**?
- Are there **shared understandings of what constitutes core concepts** within a module/ programme?

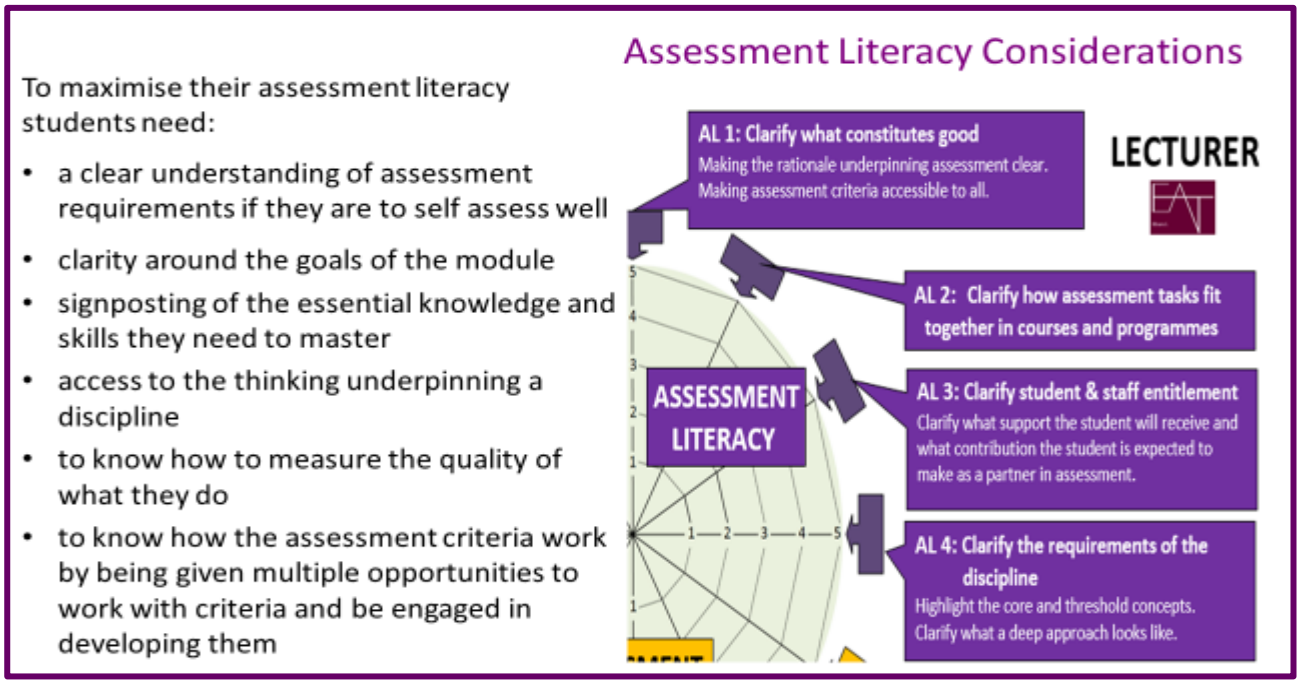


Figure 5: Assessment Literacy Considerations

4C Assessment Feedback

AF1: Focused feedback

- Is **feedback appropriate and focused** (i.e., What was good? What was not? How to improve?) (focused so the message is not lost, and prioritised to highlight issues that are most relevant).
- How are you ensuring that students can **understand the feedback received**?
- Is **feedback** accurate and related explicitly to assessment criteria and learning outcomes?
- Is there consistency in the **quality of feedback?** How is **moderation of feedback** managed?
- Are students **supported and encouraged to generate feedback for themselves** as active agents in the process? (This includes supporting students to build effective networks of support and being more cue conscious in making best use of all information available to them, and discerning in use of feedback; not all feedback is useful).

AF2: Early feedback

- Are **students provided with frequent opportunities to test their understanding, and from the outset** so they are under no illusions around gaps in understanding/misconceptions? (Co-construction of tasks also supports understanding, but students need to be trained in this).
- How are you ensuring **feedback is placed where it can have the most benefit**?

AF3: Engagement with peers

- Is **training provided for students around the expectations and ways of working in peer assessment activities** with others? (Have students done the **necessary preparation** to be able to engage meaningfully with each other in peer assessment activities?).
- How is **formative peer assessment supporting students' marking and moderation skills**?
- How are you ensuring an emphasis on **authentic peer assessment** activities that support teams in learning to use the combined skills sets of the team to best effect in authentic tasks?
- How are you maintaining **individual ownership of assessment** within the group process (e.g., emphasis being on how an individual utilises feedback from others) rather than the emphasis being on an individual being judged by others)?

AF4: Self-evaluation

- Are students provided with **multiple opportunities to test their understanding** (e.g., multiple acts of comparison to gain an understanding of quality for themselves?
- To what extent are **self-assessment opportunities embedded within the curriculum from the outset?**

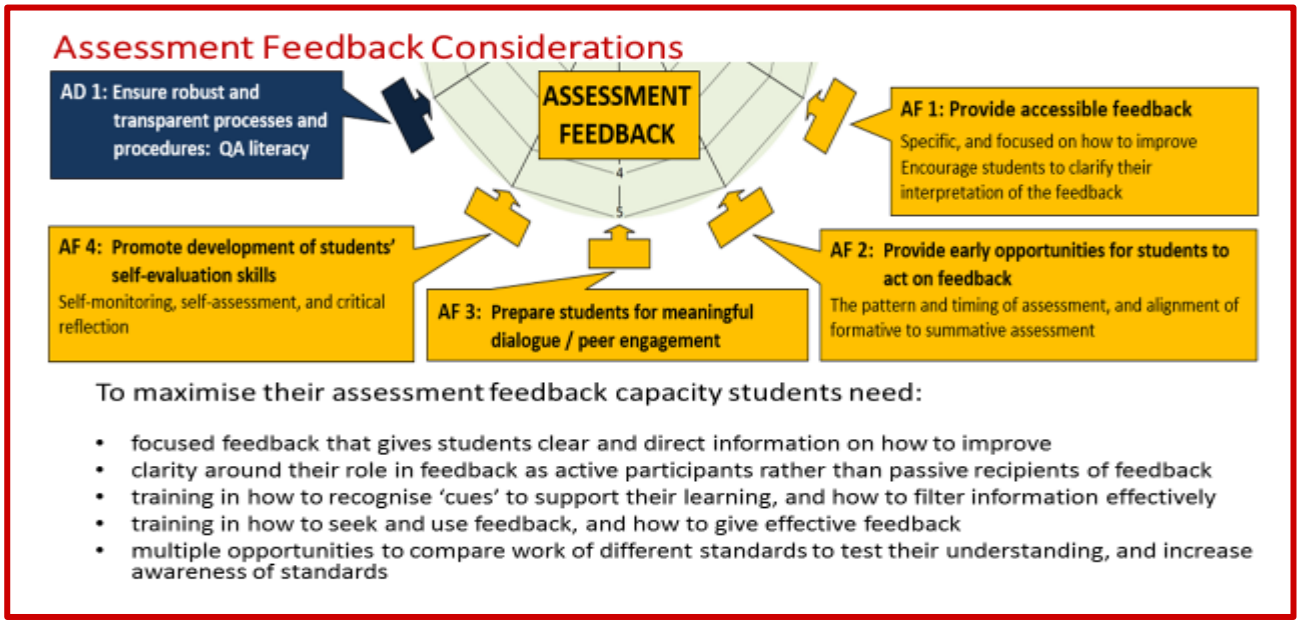


Figure 6: Assessment Feedback Considerations

5. Encouraging a Self-Regulatory Approach

Self-regulated learning can be looked at in different ways: to describe the process learners go through when they try to master a task, to consider individual and contextual variables impacting the effectiveness of the learning process, and more generally, to describe specific patterns of regulation (orientations) that students may exhibit in their approaches to learning.

(Evans et al., 2021, p. 5 – self-regulatory approach to assessment practice report).

Support Materials:

- The **Self-regulatory Approach to Assessment in Higher Education EAT Erasmus report** is the core resource.
- **EAT 2022 (**pp. 63 and 64)
- Templates and self-regulatory support tools are located at https://www.eat-erasmus.org/erasmus-training
    - The EAT Erasmus Self-regulatory Skills Framework (EAT SRS) Appendix I
    - The Transitions checklist
- Support resources for students to assist them in developing self-regulatory skills
- Additional References:
    - Schneider and Preckel's (2017) article Variables associated with achievement in higher education
    - Evans and Waring (2021). **Enhancing students' assessment feedback skills,** and page 27 of self-regulation report**. (**A simplified version of the diagram is shown in Figure 7).

Several activities can be used from the self-regulatory approach to assessment report; examples are outlined below.

ACTIVITIES 5

5a Using Figure 7 as a prompt, and the 2 articles noted above (Schneider & Preckel, 2017, Evans & Waring, 2021), ask lecturers/students to consider the factors they think are most important in impacting student academic success in higher education.

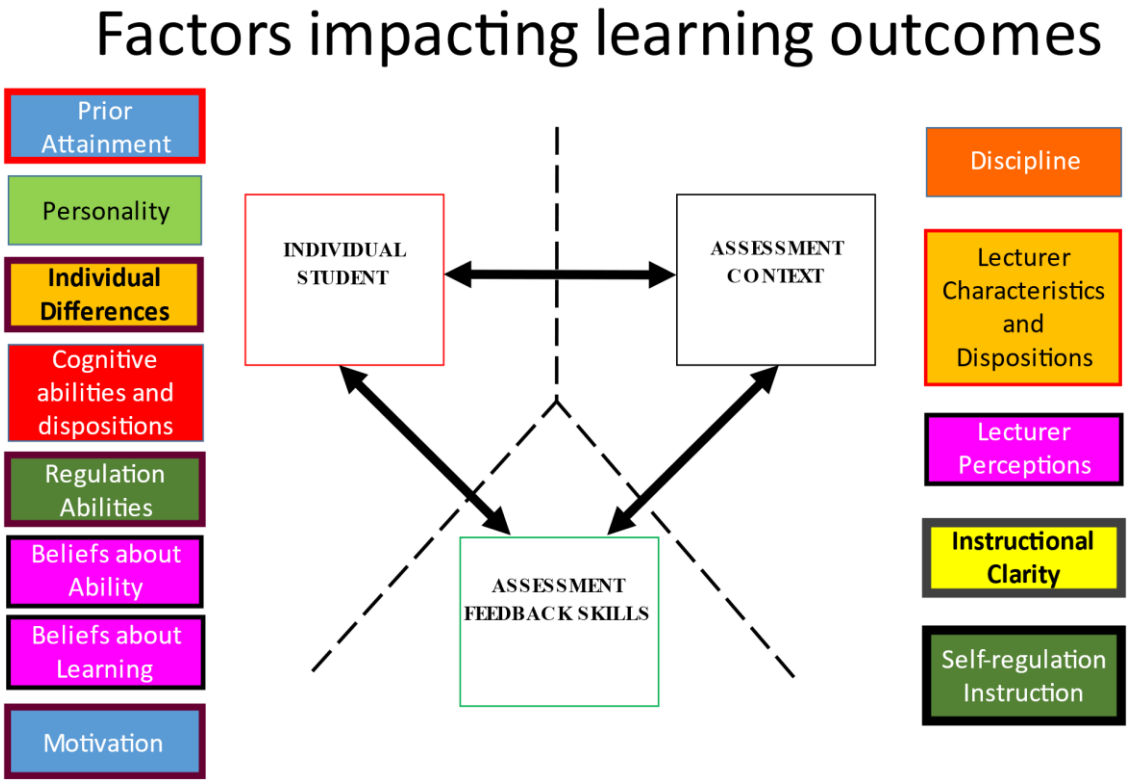


Figure 7: Factors impacting student outcomes in assessment adapted from Enhancing Students' Self-assessment feedback skills within higher education, Evans & Waring, 2021) – the more detailed version can be found in the article.

5b. Use **the EAT SRS Framework, to explore the questions below with colleagues.**

In the **self-regulatory approach to assessment** report, key overarching and generic self-regulatory skills are outlined in **Table 3.1** (pp. 39-40) to include the quality (executing strategies to best effect) and conditional use (selecting the right strategies in the first place) of metacognitive self-regulatory skills required in completing tasks in relation to goals. Specific cognitive, metacognitive and affective skills are outlined on pages 12-13 of the self-regulation guide. **Appendix I** provides a copy of the SRS Framework, this resource and the references noted above, can be used with lecturers to consider:

- **What constitutes a deep approach to assessment within their discipline/module? How would a student know what a deep approach is?**
- **How they encourage a deep approach to learning through their teaching?**
- How they **identify and signpost the key self-regulatory skills** required within a module/programme, and make these explicit to students?
- **How they are supporting students to develop the key self-regulatory skill(s) throughout the module/programme?**
- **How do they know the SRS approaches they use are effective?** (For example: student skills development; student engagement in high level activities; learning outcomes; student confidence; student satisfaction; Curriculum development: most efficient use of resource; coherent module/programme design; early identification of needs).

- Use **Table 4.3** in the **self-regulatory approach to assessment** report (pp. 44-50) – a screen shot of the first page of the table is shown below. **Appendix I** provides additional activities through a more extended version of the EAT SRS Framework (exercise 3 in Appendix I) to focus on thinking about the **skills lecturers should be promoting with students to support their engagement in all aspects of assessment**.

Table 4.3. Self-Regulatory Skills Framework

Assessment Literacy	Self-Regulation Competences (examples) Our role	What we need to be developing with students:	Self-Regulation Overview	How are we designing assessment to support students to develop these competences?	Disciplinary examples
AL1: What constitutes **'good'**	How are we clarifying what the goals and core knowledge and skills required are? How would students gain an understanding of what 'good work' looks like? How are we supporting students to plan what they need to do to meet the learning outcomes?	○ **Alignment of personal goals with those required to be successful** in completing a specific task ○ Effective **goal management** to maintain focus/momentum ○ **Understanding the task requirements** ○ **Understanding what quality looks** like and how to achieve it ○ **Awareness of own strengths and limitations** in meeting task requirements, and how to utilise/develop these most effectively	**Goal setting and planning:** Develops and implements a coherent and effective plan to set and meet assessment goals (includes effective choice and use **of strategies)** **Internalisation of standards:** Understands what quality looks like and in relation to academic levels of achievement	Explaining the rationale underpinning assessment. Adapting assessment criteria to the requirements of the task with students. Engaging students in assessing a wide range of work.	
AL2: How assessment tasks fit together	Have we explained how the different assessment tasks fit together?	○ Ability to **identify connections** between assessment tasks ○ Ability to **discriminate between the specific learning requirements of different tasks**	**Task Management:** Manages assessment load, recognises connections between tasks, knows where and when to invest time and effort to best effect	Provide students with a route map of how assessments fit together. Plan assessment journey with students.	

Screen shot of the **self-regulatory approach to assessment** report (p. 44)

5c. Ask lecturers to reflect on the extent to which they feel their design of assessment supports student self-regulation.

- The questions on pages 63-64 of **EAT (2022)** are useful in guiding discussions around embedding self-regulation in practice.

- Table 1 on page 25 of this Guide provides a useful recap activity to use with lecturers to **rate the degree to which they feel that they have addressed SRS in their specific contexts** (establishing the conditions for self-regulated learning (SRL) and specific self-regulatory skills development (SRS).

    - The activity asks lecturers to assess the **degree to which they feel they have supported students' self-regulatory skills development in their design of assessment** (1 = do rarely, to 5 = do all the time- this approach is embedded within my practice).
    - **Which areas are attended to most, and which least?**
    - **Are there variations in responses across modules, programmes, and/or disciplines**?

- Ask lecturers to **provide examples of how they address each question**. These examples can be used to build a resource base for colleagues across disciplines, and for further training and support sessions. Exemplars such as these are useful to share within interdisciplinary and cross-disciplinary groups.

- From reviewing answers to the questions, lecturers can **identify priorities for action,** and identification of areas of development that are most wanted and needed can inform professional development activities.

5d. Use the **transitions checklist** with lecturers and students to identify key barriers to access to learning within a module/programme.

This checklist specifically highlights cognitive, affective, and metacognitive strategies to supporting students. It is very useful in reviewing especially at key transition points (e.g., moving into university, transitioning from one module to another, moving into a work placement).

Table 1: Self-regulation questionnaire (Evans & Rutherford, 2021)

(Question 5c)

Item	**Construct**		Questions	Rating 1- 5
	ESTABLISHING CONDITIONS FOR SELF-REGULATED LEARNING (SRL) AND SKILLS DEVELOPMENT (SRS)			
1	AWARENESS OF STUDENT STARTING POINTS AND PROGRESS	1	I review data on student's starting points and regularly review their progress on assessment tasks to check what it is working well or not, and for whom.	
II	INCLUSIVE	2	I ensure that all students have equal access to assessment activities, and equal opportunities to do well by making sure information is as accessible as possible to them.	
III	COGNITIVE DOMAIN PROVIDING CLARITY – INFORMATION PROCESSING	3	I explain how the assessment tasks in the course I am teaching on relate to other courses students are taking as part of their programme.	
	STRUCTURING OF IDEAS	4	I signpost the key skills students need to learn in their course.	
	COGNITIVE LOAD/TRANSITIONS MANAGEMENT	5	I carefully consider how I introduce new ideas to students so as to not overload them with too much complex information at one point.	
IV	UNDERSTANDING OF QUALITY REPEATED EXPOSURE	6	I embed self-assessment activities throughout a course so students get opportunities to test their levels of understanding for themselves.	
V	FEEDBACK ORGANISATION	7	I time feedback opportunities carefully so that they have maximum impact in supporting students' development of knowledge and skills for future work.	
VI	MOTIVATION Beliefs and Values	8	I explain the rationale underpinning the design of assessment with students.	
VII	PROMOTING SHARED REGULATION	9	I design assessments that reward students' ability to work collaboratively to achieve shared goals.	
VIII	ENGAGEMENT	10	I encourage students to take responsibility for their own learning.	
	RESPONSIBILITY	11	I actively involve students during the course in providing feedback on the quality of learning activities.	

METACOGNITIVE LEVEL			ACTIVATING: WORKING WITH STUDENTS TO DEVELOP SRL/SRS	
i	PLANNING	12	I place emphasis on supporting students' planning skills (how they identify the requirements of a task and plan for managing the successful completion of it).	
ii	GOAL SETTING	13	I work with students to help them identify and agree goals for their learning.	
iii	SELF-EFFICACY	14	I explore with students their beliefs in their ability to do well and how they can enhance their confidence in their learning.	
iv	INTERNALISATION OF STANDARDS	15	I engage students in developing marking criteria for assessments.	
		16	I work with students to help them understand the marking criteria for assessments.	
v	DISPOSITIONS	17	I encourage students to explore the meaning behind ideas for themselves, and to think about how they can apply what they have learnt to create new understandings.	
vi	FEEDBACK REGULATION	18	I provide guidance to students on how to recognise and seek different sources of feedback, and to use feedback effectively to enhance performance on subsequent tasks.	
		19	I show students how they can tackle tasks successfully so they can replicate and develop these approaches and make them their own.	
		20	I train students in how to work effectively together and to support each other's learning.	
vii	TRANSFER	21	I design assessment tasks that test students' ability to apply what they have learnt to new contexts to test depth of understanding.	
viii	SELF- AWARENESS	22	I work with students to enable them to have a better understanding of what their strengths and weaknesses are in relation to the core knowledge and skills required in the course, and how to address these.	
ix	CRITICAL REFLECTION AND PATTERN RECOGNITION	23	I share data with students so that they can see how certain approaches to learning may be more effective than others.	
x	SELF-EVALUATIVE JUDGEMENT	24	I work with students to develop their monitoring and evaluation skills so that they are able to critically appraise how well they are doing accurately.	

6. An Institutional Approach to Assessment

Support Materials: Scaling up **(EAT, 2022**, pp. 22-23, 65-66)

In supporting scaling-up of research-informed assessment practices at institutional level the EAT Framework highlights the importance of the following:

- The need for a **clear assessment focus.** It is important to examine a range of data and to also look at variations in student outcomes within and across faculties, and the relationship of these to the design of assessment. A key question to ask is **the extent to which assessment design impacts student differential learning outcomes**?
  In identifying a specific focus, flexibility is needed in how action points are interpreted locally to attend to specific module/course issues, while still advancing progress in the centrally defined key areas of assessment.

- **Consensus around quality** what quality looks like and the different ways in which quality can be achieved.

- **Alignment of and quality of systems and processes** to support the effectiveness of assessment (quality and efficiency).

- **Ensuring the quality of professional development at the discipline level.**

- **Effective monitoring of progress** at all levels through embedding strategy at all levels (individual, module, programme, faculty)

- **Ensuring sustainability:** Are approaches manageable by students and academic and professional services teams? How are initiatives built into 'business as usual'? How are we supporting student and lecturer skill development so that this can feedforward into other areas of practice beyond an immediate assessment point? How are we building capacity in module/programme teams (i.e., supporting assessment leadership development at all levels?)

See page 22 of EAT (2022) for elaboration on the points raised above.

ACTIVITIES 6

In implementing research-informed assessment initiatives across institutions and disciplines over a four year period, Evans et al., (2019) identified **key features of effective assessment practice at the institutional level** as depicted in Table 2.

Table 2 on page 29 in this Guide illustrates an imaginary profile of how individuals and/or teams have rated their institutional assessment effectiveness (1 = poorly developed and not very effective to 5 = highly developed and effective).

6a **Review with individuals/teams (lecturers/students) their perceptions of institutional effectiveness** using pages 65-66 of the **EAT Framework (2022)** – **Appendix H. To what extent would they agree with the areas identified in Appendix H** and summarised in Table 2? **Are there any other features they would add?**

6b Using Table 2, **where do lecturers/students see strengths and weaknesses in assessment practice at the institutional level?** A blank version of the profile document is provided in the Resources Section at the end of this Guide to support discussion around shared and different perceptions of institutional effectiveness in assessment.

- This activity can be extended to consider facilitators and barriers to enhancing efficiency at the team and individual levels within faculty.

- It is useful to explore senior leaders' perspectives of where they see assessment priorities and in relation to data generated from different disciplinary teams. What are the differences in how senior and middle leaders see the effectiveness of assessment strategies?

Institutional Profile Map (Activity 6A)

	Quality of Assessment Practice	1	2	3	4	5
1	Assessment and feedback principles are agreed at institutional level and act as a baseline for all assessment.					
2	There is clear university-level guidance on assessment criteria.					
3	Student partnership supports co-production of assessment.					
4	University structures support an integrated university approach to assessment.					
5	Strong alignment between institutional assessment strategic priorities and enactment of assessment at local levels					
6	Time is allocated for lecturers within workload models for team planning of assessment design.					
7	Transparency is promoted in all assessment processes.					
8	Personal academic tutoring assessment support for students is aligned with course and identified cohort needs.					
9	Transitions management ensures mapping of key crunch points in assessment to ensure appropriate support.					
10	Electronic management of assessment fully supports the assessment process.					
11	Best use is made of technology to support assessment processes.					
12	Assessment resources have a dedicated website with links to key materials.					
13	QA structures and processes are agile in facilitating necessary changes quickly and efficiently.					
14	Processes for checking the integrity of awarded marks / grades are robust.					
15	There is commitment to inclusive assessment principles.					
16	Data analysis is used to ensure assessment is not disadvantaging any specific groups of students.					
17	Commitment to research-informed assessment and feedback processes and evaluation of effectiveness.					
18	Lecturers and students receive comprehensive induction into assessment feedback processes.					
19	Interdisciplinary assessment communities of practice are supported and leadership training provided.					
20	There is reward and recognition for effectiveness in assessment and feedback for lecturers and students.					
21	Course evaluations place emphasis on students' development of high-level skills.					
22	Assessment load and distribution of assessment is regularly reviewed to ensure manageability for lecturers and students.					
23	Emphasis is on a programme level approach to assessment where links between modules are clear.					
24	Emphasis is on best use of resource; and in promoting student engagement and self-regulation of assessment.					
25	A team approach to assessment engaging with wider stakeholders to support authentic assessment practices.					

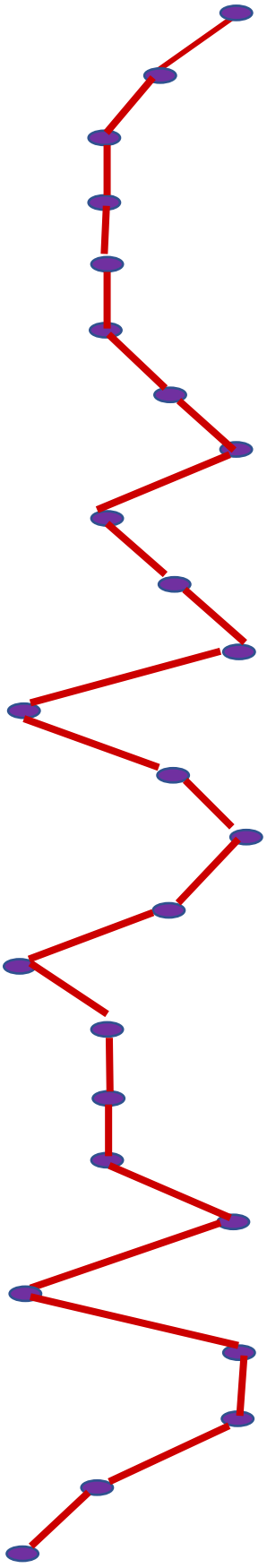


Table 2: Institutional profiling of assessment performance

7. Researching Practice: Supporting an Integrated Approach to Researching Assessment

Support Materials:

- **What constitutes high quality pedagogical research,** and the associated **Integrated Academic** resource (Evans, Kandiko-Howson, Forsythe and Edwards).

  This resource provides an overview of key considerations when researching and writing about one's research and practice.

- Evans, Kandiko-Howson and Forsythe (2018). Making sense of learning gain in higher education and associated resources on inclusivehe website to include a review of learning gain in higher education

  This resource and powerpoint summary highlight some of the issues when trying to look at gains made from specific curriculum enhancement interventions.

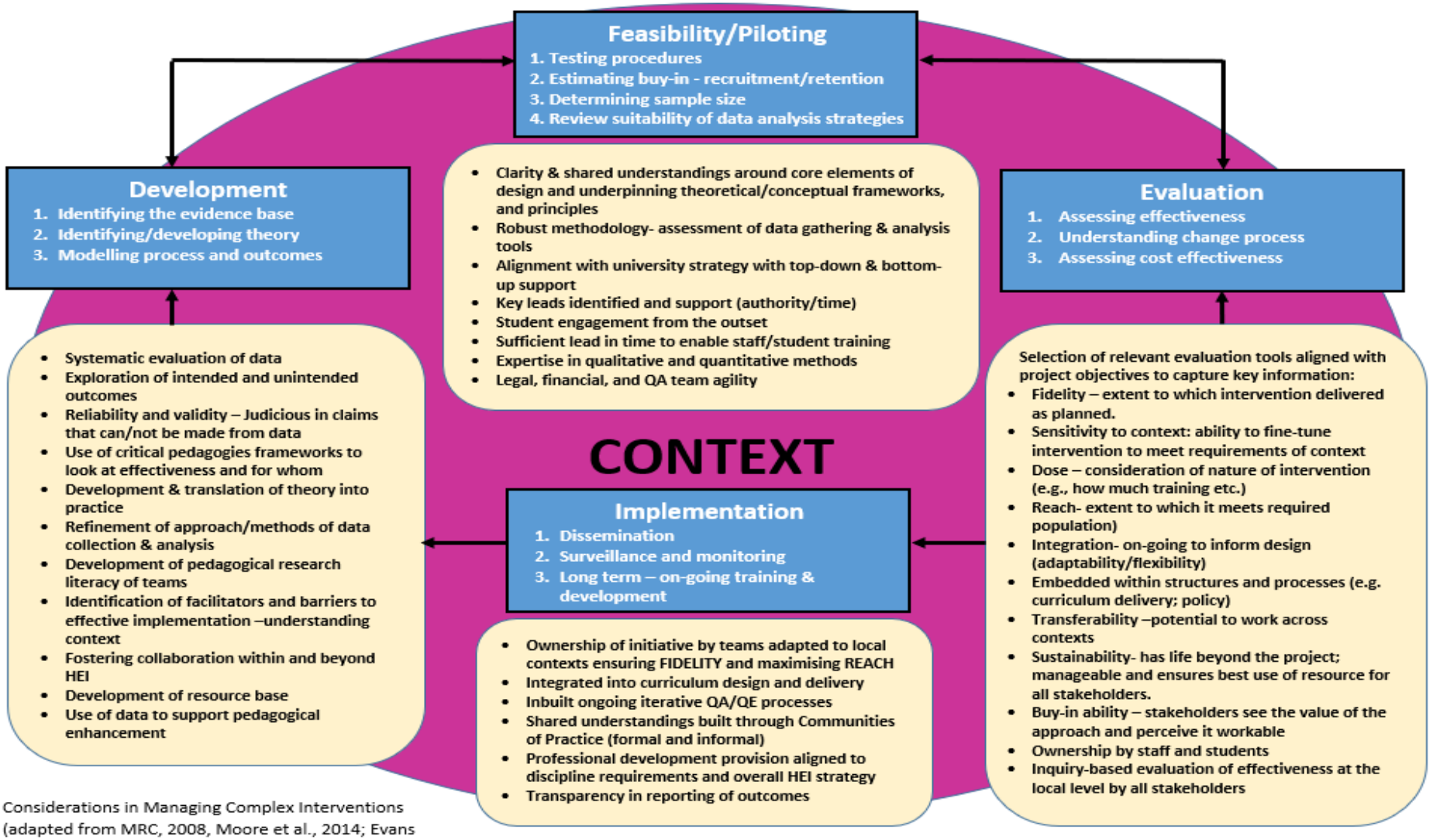
- *Examples of small-scale interventions:*

  - *https://www.eatframework.com/_files/ugd/90435d_b8777360898b421b92ce0e729976f185.pdf*
  - *https://www.eatframework.com/_files/ugd/90435d_d0536595218444f38ba72b7a1f348fe2.pdf*
  - *https://www.eat-erasmus.org/eat-framework-case-studies*
  - *https://www.eat-erasmus.org/webinars-and-seminars*

In researching assessment practice with colleagues, it is important to emphasize the importance of: (i) a **team approach** to researching practice, (ii) **engagement of students as collaborators** in research rather than having research done to them; (iii) the need for **ethical clearance and ethical practices** including informed consent of all participants and aligned with General Data Protection Regulations (GDPR) for their respective institution and national/international/discipline/profession regulations.

The **quality of design of assessment interventions** is critical whatever the size of the investigation, be it one person analysing their own practice, an individual working with a group of students, and/or teams working together at institutional levels.

The model shown in Figure 8 is useful for teams to consider when investigating assessment practice, and is derived from extensive research within and across institutions (Evans et al., 2018; 2019)



Considerations in Managing Complex Interventions (adapted from MRC, 2008, Moore et al., 2014; Evans & Zhu, 2018)

Figure 8

Researching Assessment Practice: Choosing a Focus

In working with academics and professional services teams, it is important to try and refine the focus of an assessment inquiry; key questions to support this work are outlined below:

- **What is the key assessment issue you want to focus on?** On the basis of what evidence? Why does it need looking at? How is the focus linked to current understandings of and priorities in assessment and feedback within your institution?
- **Why is what you are trying to do important?** What is the point of it? What is your contribution; is it original? Is it confirmatory of previous work? Is it actively taking the field forward by adding new understandings?
- **What is the context of your work?** What is the disciplinary/module/course context in which your assessment work is situated? How does the context influence the approach?
- **What is the intended reach of your work?** Who are you trying to impact?
- **What are you hoping to achieve?** How will this work contribute to current understandings of assessment and feedback? Who will it help?
- **How will you know you have been successful? How are you ensuring quality in what data you collect and how you analyse it?**

Investigating a focus: Implementing new ideas/testing assertions

Colleagues need to be clear about:

- **Where to start:** Being very specific about what they are investigating/addressing.
- **How best to investigate** an area, and/or trial an approach/innovate.
- **How to ensure the principles underpinning assessment are embedded in their design.**
- **How to measure impact**: what is valued?

An example of an effective implementation model is that of **Moore et al.** (2015) that was used successfully in the EAT Office for Students Addressing Barriers to Student Success Programme; the only one of the OfS funded projects that used a complex methodology evaluation approach (WECD, 2020).

The Moore et al. (2015) model shown in Figure 9 highlights the need for careful consideration of the context in which colleagues are implementing assessment approaches, and the factors that have the potential to impact outcomes.

A blank copy of the Moore et al. model is included in the Resources Section at the end of this document

The causal assumptions underpinning the EAT approach are that by supporting students' self-regulatory capacity and agentic engagement in assessment, this will lead to enhanced outcomes for students and lecturers, and increased efficiencies and sustainability.

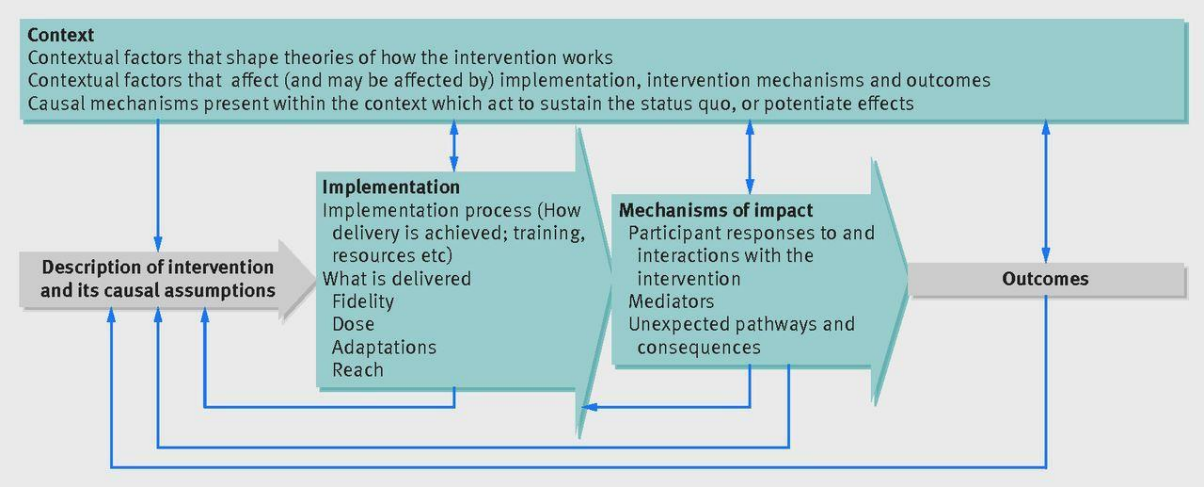


Figure 9 : Moore, G. M., Audrey, S., Barker, M., Bond, L., Bonell, C., Hardeman, W., Moore, L., O'Cathain, A., Tinati, T., Wight, D., & Baird, J. (2015). Process evaluation of complex interventions: Medical Research Council Guidance. *BMJ 2015;* 3350:h1258

The implementation process requires consideration of the integrated nature of assessment and key concepts underpinning EAT in informing training for lecturers and students to create the environment to support change.

Fidelity refers to the extent to which the assessment design aligns with the concepts and principles underpinning EAT (e.g., does the design promote student engagement; encourage learners to take responsibility for their own learning, explore the holistic experience of the learner and teacher, place emphasis on beliefs and values as the essential building blocks in supporting enhancements in assessment, ensure inclusivity etc.).

Dose: How much is needed of a specific approach to have a decent sized impact (effect), and on all learners? This is also considering best use of resource, and the issue of sustainability, in efforts leading to longer term change.

Adjustments: Where fidelity to EAT cannot be assured due to contextual limitations, how are modifications to approaches being carefully managed or introduced in an incremental way to support change required in the longer term. This can also refer to enhancements and evolution of the EAT approach; how can the ideas be taken forward?

Reach: is about the **intended participants** and audience for the work (e.g., a student, a cohort, module/programme team, all first years; policy makers etc.).

Choosing an appropriate methodology to investigate practice

Additional References:

Gary Thomas' (2009) work on How to do your research project, Sage.
Fox, Martin and Green's work (2007). Doing practitioner research, Sage.

Key research considerations include:

- **Appropriate methods of data collection and analysis.** Issues of **validity** (does the measurement/approach measure what it needs to?) and is the approach **reliable** (if it was replicated would we get similar results?) are important.

- **Alignment between the research question, methodology and methods of data collection and analysis is essential.** There are a vast number of tools to collect and analyse data; the issue is what is most appropriate in the specific context and paradigm that an individual is researching in. The data analysis stage is often short-changed and needs as much attention as other parts of the research (e.g., if identifying themes from interview transcripts, how did the themes emerge? In exploring the relationship between an intervention and how students perform- what difference/effect did it have?).

- **To investigate a focus, a clear methodological frame** is needed (for example, *action research* where you implement an idea with lecturers and students, and test it and evolve it over a number of cycles; *phenomenology* – where your focus is on the lived experience of a group and how they experience a phenomenon; *experimental research* such as randomized control trials where you have an 'experimental group' who you apply an intervention to, and a control group that does not have exposure to the intervention, *longitudinal research*- looking at a phenomena over a year or longer e.g. impact of training on students' outcomes across different assessments etc.) (See Gary Thomas for an overview of methodologies). Note methodologies can be combined. For example, Evans et al. (2019) in investigating the impact of the EAT self-regulatory approach on student/lecturer outcomes across three universities and behaviours adopted **multiple research frames:**

    - **Action-research** (Scott et al., 2011; 2014) to test the efficacy of the implementation of a number of focused projects to support student self-regulation supported by extensive training of lecturers and students, and development of a research-informed assessment practices community.
    - **Longitudinal**, involving a series of assessment implementation-evaluation cycles, requiring the concurrent gathering, analysis and interpretation of quantitative and qualitative data sets to explore the impact of specific assessment feedback interventions on students' engagement with, and success in, assessment over 1 – 3 year timescales.

- M**ixed methodology** involved integrated quantitative and qualitative approaches involving collection of survey data, student and lecturer interviews, learning logs and reflection activities.
- **Case study methodology** involved detailed in-depth research of three universities- each one acting as a case which involved multiple projects (see Gary Thomas' work on case study methodologies).

  A **cross-sectional approach** was used to examine assessment approaches used across different year groups.

Measuring Impact

Table 3 provides examples of different types of impact. The key words are **reach and significance. Reach meaning the extent to which an action impacts the intended audience** – could be aimed at 1 person or a million+.

Significance is about the nature of impact: Does what you do make a significant difference (lead to changes in behaviours, noticeable differences in achievement etc.?)

ACTIVITIES 7

7a Ask lecturers to **identify specific ways in which they can measure** the types of impact mentioned in Table 3 to discuss as a group. Consideration also needs to be given to the methods by which one collects and analyses data.

- **Table 3 can be used with lecturers/students to discuss assessment aims and scale of enquiry**, for example, is the aim of their work to:
- support individual personal learning by exploring their own practice, and reasons why they design assessment the way they do?
- find greater efficiencies within assessment?
- support enhancements in students' understanding of assessment requirements and their ability to do well?
- address differential learning outcomes for certain groups of students?
- support team development and competence in assessment design?

7b Use Table 4: **Template for designing an assessment intervention** with colleagues to support them in developing research-informed assessment experiences. Blank copies of the **assessment planning document** (Figure 8) can also be used to support discussions around how to implement well designed assessment interventions

(Blank versions of Figure 8, and Tables 3 and 4 are located in the Resources Section at the end of this Guide).

7c Ask lecturers/students to **share their findings and key learning points from their assessment interventions** with others as part of interdisciplinary assessment initiatives. Thoughts on a post-card can be useful to stimulate discussion.

THOUGHTS ON A POST CARD EXAMPLE

Title and brief description of your project

Embedding frequent opportunities for students to mark and moderate work to build their self-evaluation skills throughout modules.

Ensuring fidelity to EAT

It encourages **lecturer/student self-reflections** on their assessment practice and **promotes their understanding of assessment theories and relevant research**. Our project enhances lecturer awareness of the possibility and importance of **working *with* students,** and is **inclusive** in engaging students and lecturers in co-design opportunities, and evaluating the **relative impact of initiatives** on different student groups. We spent significant time working with teams to develop **shared understandings of EAT concepts and principles**, and worked sensitively with teams to look at how best to focus projects in discipline/professional contexts. Promoting student agency was central to our initiatives by working with students to build confidence and with lecturers to ensue emphasis on self-regulatory skills development by focusing on ONE THING AT A TIME!

What has been the main highlight of your project

Collaborating with lecturers and students in trying to make a difference; developing a supportive community with a shared vision.

Greatest challenge so far: Building lecturer confidence in being able to make informed assessment changes and building student confidence and willingness to engage.

Top tip you'd pass on to other projects: Ensuring sufficient lead in time to be able to develop shared understandings and pedagogical research capacity.

Useful resources we have developed can be found at: eat-erasmus.org; inclusivehe.org

Table 3: Measuring Impact (Activities 7)	
Prompts	**How would you measure this?**
REACH: To what extent did your intervention reach your intended audience of lecturers and students?	
Outcomes: Performance; skills development; products What was significant about what you did? What was the scale of the difference it made? Was it worth doing? What were the unintended outcomes (positive and negative)?	
Student Learning Outcomes	
Student Learning Outcomes • What were the impacts on students' learning outcomes? • Did it narrow gaps in attainment between more and less advantaged students? • Did all students benefit equally? • Did those who were more engaged do better than those who did not? • Did students produce high quality outputs/products?	
Impact on Behaviours/Beliefs	
How did what you did impact student: • beliefs about their role in assessment • confidence • engagement in assessment • understanding of assessment requirements • ability to use, seek and give feedback • wellbeing • more completions	
Student Satisfaction	
Did it enhance satisfaction? Were any groups less satisfied than others? (socio-economic status; age; ethnicity; gender; sex; mode of study etc.)	
ASSESSMENT DESIGN / Performance: Was assessment design improved as a consequence of what you did?	

• Higher quality assessment design
  ○ coherence
  ○ consistency in quality
  ○ clearer progression
  ○ more manageable assessment
  ○ greater focus on meaningful assessment
  ○ >authenticity of assessment – and relevance.
  ○ Embedded reasonable adjustments
  ○ less bureaucracy
  ○ greater transparency
  ○ increased partnership between students and lecturers
  ○ More emphasis on student opportunities to test their understanding of quality for themselves – embedded peer and self-assessment.	

Impact on lecturer behaviours: What were the impacts on lecturers? Do they have a better understanding of assessment?	
• > lecturer competency in assessment • > shared understandings of quality • > engagement in training • impact on lecturer conceptions of assessment and the role of students in the process • > lecturer confidence • > lecturer assessment literacy • > lecturer collaboration • >shared understandings of quality	
Impacts on policy	
Institutional Sector – impacts across other HEIs Cross Sector – impacts across different sectors, disciplines, professions Government Policy International reach of approaches used.	
Sustainability: longer term gains – what have you implemented that has become part of business as usual – will it be maintained? Student skill development beyond immediate assessment task; retention and development of new understandings; ongoing collaborations	
• Are changes you made now embedded within curriculum? • Have the gains made by students and lecturers been sustained beyond the immediate module/time of intervention? • What effective assessment networks have you developed? • Changes in attitudes? • Upskilling of lecturers? • More efficient use of resource?	
Transferability: Extent to which the ideas translate/are applicable across contexts (programmes, disciplines, institutions, internationally). Were there any subject specific findings that have relevance to the sector? How can learning be adapted and utilized elsewhere? What are the key messages/learning from this work	
• Quality of links – partnerships • Reach of work across the sector	
What personal learning do you take away from the project? Reflexivity: Ability to step outside of one's immediate context to see things objectively. Critical reflection – being able to view things from different perspectives and critique objectively based on an informed positioning.	
• What have you learnt personally from engaging in developing assessment practice? • What would you have done differently in retrospect? • What could be done better? How would you refine what you have done? • What are the key learning points you would share with colleagues?	

Template for designing an assessment intervention: Key considerations

(Activities 7B)

Table 4: Designing an Assessment Intervention: What is your assessment focus?	
Key questions	**Prompts**
Focus	*What is the key assessment issue you considered?*
Why did you choose this focus?	*On the basis of what evidence? Why did it need looking at?*
What was the context?	*What is the disciplinary/module/course context in which your assessment work is situated?* *Who was involved – lecturers and students?*
Why is this important?	*How is this helping lecturers/students?* *How can it inform practice?* *Is it a fundamental module/discipline/inter/national issue?*
How does this work contribute to current understandings of effective assessment and feedback practice?	*To what extent are you aware of current national and international assessment and feedback higher education debates?*

Implementation: What did you do?	
Key questions	Prompts
How did you investigate your focus?	• *What is your starting point – the methodology you want to use which is dependent on the question you are asking?* *(e.g., if you want to look at students' experiences of assessment you need to ask them –lends itself to qualitative approaches to research).* • *Methodology =overall research design (e.g. action research; pre-post-test as part of longitudinal design…) Method – precise methods used to collect data (survey, interviews, visual techniques etc.).*

What did you do to enhance a self-regulatory approach to assessment and feedback practice? **What roles did students and educators play?**	*See Moore et al (2015) Process diagram to help you describe the elements of what you did?* • *What were the key things you did and with whom?* • *What student and lecturer groups did you engage with and how?* • *Who approved ethical consent? (Institution?)* • *Over what time scale?* • *What information did you collect?*
Alignment with EAT **How was what you did aligned to the EAT concepts?**	• *How did you incorporate EAT concepts into your design?* • *How did you support lecturers/students to understand how to apply these concepts?*

Refresh on the EAT CONCEPTS

- **Inclusive –** do all students have equal access to learning and equal chances to do well?
- **Shared beliefs and values –** have these been discussed and agreed between lecturers and students? Is there agreement on the key self-regulatory skills that need to be focused on?
- **Student-lecturer partnership –** how genuine is this? To what extent are students encouraged to participate in all assessment decisions?
- **Sensitive to context – how have you adapted assessment to suit your context?** Nuances of your discipline and course, situated within your faculty and institution; and nature of student intake – what is specific about your course/subject demands and types of students you have?
- **Holistic –** the whole experience of the student
- **Integrative** – how all aspects of assessment are interrelated and impact one another
- **Agentic –** allows students and lecturers to take control of their learning/teaching
- **Engagement in meaningful learning experiences – relevant**
- **Sustainable** – means manageable for all; also enabling students to manage their own learning for themselves – so extent to which they are able to accurately assess the quality of their own work.

To what extent were you able to implement the EAT assessment and feedback principles? (Appendix A)	• *What barriers and facilitators were there to implementation of assessment and feedback principles?*

EVALUATION OF IMPACT

Use Table 3 to assist you in this exercise

Key questions	Prompts
To what extent did your intervention reach your intended audience of academic and professional services teams and students? **What were the impacts on students?** Did all students benefit equally? What specific changes resulted if any? Any unexpected outcomes?	*Note any reported impacts on students:* • *Did those who engaged do better than those who did not?* • *Did it narrow gaps in attainment between more and less advantaged students?* • *Student beliefs about their role in assessment* • *Student confidence* • *Student learning outcomes* • *Student satisfaction* • *Assessment Literacy* • *Ability to use, seek and give feedback* • *Contribution to assessment resources and*

What were the impacts on lecturers? Do lecturers have a better understanding of assessment? Was assessment design improved as a consequence of what you did?	• *Did it impact lecturer conceptions of assessment and the role of students in the process?* • *Did it make assessment more efficient?* • *Lecturer competency: assessment literacy and impact on assessment design?* • *Lecturer confidence* • *Lecturer collaboration*
Sustainability: any longer term gains from the project? Has what you implemented become part of business as usual – will it be maintained?	• *Are changes embedded within curriculum?* • *Led to development of effective assessment networks?* • *Changes in attitudes?* • *Upskilling of lecturers' assessment skills?* • *More efficient use of resource?* • *Impacts on policy?*
Key learning points from your work? How transferable is your work to other contexts? How can learning be adapted and utilized elsewhere?	• *Individual learning points* • *What would you do differently?* • *Relevance to other disciplines*?

8. Assessment Specialist Award (ASA)

What is it?

The **Assessment Specialist Award** (ASA) recognises academic and professional services staff and student achievement within assessment in higher education. It aligns with the UK Professional Standards Framework (UKPSF, 2011, 2023), and EUA Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015). Demonstration of meeting the EAT standards can also be used to support HEA Fellowship applications and internal professional development and accreditation processes.

Who is it relevant to?

The ASA is relevant to **academic and professional services teams and students** engaged in a research-informed approach to developing their assessment practice. It can be awarded to those who:

(i) already have a fellowship of Advance HE but would like their specialism in assessment recognised.
(ii) do not want to go down the fellowship route but want to purely focus on the specialist pathway.
(iii) are preparing fellowship applications where they can use the evidence provided via this specialist assessment pathway to support their broader fellowship and/or internal or external teaching awards (e.g., National Teaching Fellowships).

Where can I find out more information?

Details of how to meet the standards are provided in the **EAT Accreditation Guidance** and are outlined briefly below. Importantly, as noted above, this accreditation guidance can go hand in hand with internal/external learning and teaching recognition schemes and support professional development of lecturers and students.

Are there different types of award?

ASA awards can be awarded for (i) **individual excellence** in assessment, and (ii) **leading assessment practices with a team**.

Do I need to complete the award all in one go?

Recognition of individual excellence, and in leading assessment practices can be completed in stages to enable applicants to manage requirements according to their needs, or can be completed all at one go.

The stages indicate breadth of coverage: Stages 1-3 indicate the range of evidence across the dimensions and sub-dimensions of EAT. The specialist awards at Levels 1, 2 and 3 all indicate excellence, the difference being the breadth of coverage.

- To achieve competence at **Stage 1,** academic/professional services staff and/or students need to be able to demonstrate understanding of core concepts,

application of principles, and provide examples of meeting the principles in at least three sub-dimensions of EAT (with at least one of these being in each of assessment literacy, feedback, and design dimensions).

- To achieve competence at **Stage 2**, academic/professional services staff and/or students need to be able to demonstrate understanding of core concepts, application of principles, and provide an example of meeting the principles in at least six sub-dimensions of EAT.
- To achieve competence at **Stage 3**, academic/professional services staff and/or students) need to be able to demonstrate understanding of core concepts, application of principles, and provide an example of meeting the principles in all 12 areas of EAT.

What do I need to evidence to obtain an award?

Demonstrating excellence at individual or in leading assessment practices requires evidence of the following:

All those wishing to attain ASA specialist accreditation need to provide **two types of evidence** (A and B outlined below)

A. Evidence of how applicants are applying the EAT concepts to their assessment assessment practice (Submission Document A)

B. **Case study evidence of impact in addressing the EAT dimensions of practice.** (Submission Document B)

For demonstration of **individual excellence** or **leading assessment practices** the number of case studies required by colleagues (academic/professional services staff and/or students) is as follows:

Stage 1:	Requires 3 mini case studies (ensuring at least 1 example is taken from each dimension of EAT (e.g., Assessment Literacy (AL), Feedback (AF), Design (AD)).
Stage 2:	Requires 6 mini case studies
Stage 3:	Requires 12 mini case studies

Completion of work can be stacked, so if you have completed Stage 1, you need only an additional 3 case studies to meet the requirements of Stage 2.

In looking for recognition of individual excellence or in **leading assessment practices**, there are many examples one can use from the EAT Framework (2022). (Please also see **EAT Accreditation Guidance** document outlining how to complete a case study for submission for accreditation.

Case studies can be succinct (approx. 500 to 1000 words) but must demonstrate **impact**, provide a **physical product/resource** to support enhancements in assessment practice that others can use, and demonstrate **critical reflection on practice.**

There are many tools than can be used to support reflection (e.g., Waring and Evans (2015): Understanding Pedagogy: Chapter 10 Making Sense of Critical Reflection), one of which has been included in the Accreditation Guidance Document.

The case study outline requires a focused approach that demonstrates impacts of assessment work. In completing a template, applicants are asked: What did you do? What informed what you did? Where did this happen? What were the outcomes? What lessons were learnt? What can others take from the work you did in applying to their own contexts? What personal learning was achieved?

Central to the case studies is how fidelity to the EAT concepts and principles has been achieved (i.e., practice needs to be inclusive, promote student self-regulation, agency, and partnership in assessment cognisant of individual differences in learning).

Tools to support colleagues in completing their applications for an ASA include:

- Template for completing section A on how one's work **aligns with the 14 principles of effective assessment and feedback practice**. (Submission Document A)

- **Case study evidence of impact in addressing the EAT dimensions of practice.** (Submission Document B)

Guidance tables are provided on the following in the EAT Accreditation Document

  - Foci for individual excellence and leadership pathway
  - Examples of impact
  - A reflection tool

Support Resources

1. Accessible versions of the EAT WHEEL
2. Table 2 for Exercise 6B on mapping effectiveness of assessment at institutional level.
3. Templates for Exercises 7A, 7B AND 7C:
    - (Figure 8) Exploring your assessment learning journey: Intervening to impact the quality of assessment templates
    - Table 3: Looking at impact
    - Table 4: Planning your assessment intervention

*Core references cited in this Guide:

Evans, C. (2022). The EAT framework. Enhancing assessment feedback practice in higher education. Inclusivehe.org; Cardiff. Cardiff University. Available at: https://inclusiveheorg.files.wordpress.com/2022/12/eat_framework_12_2022.pdf

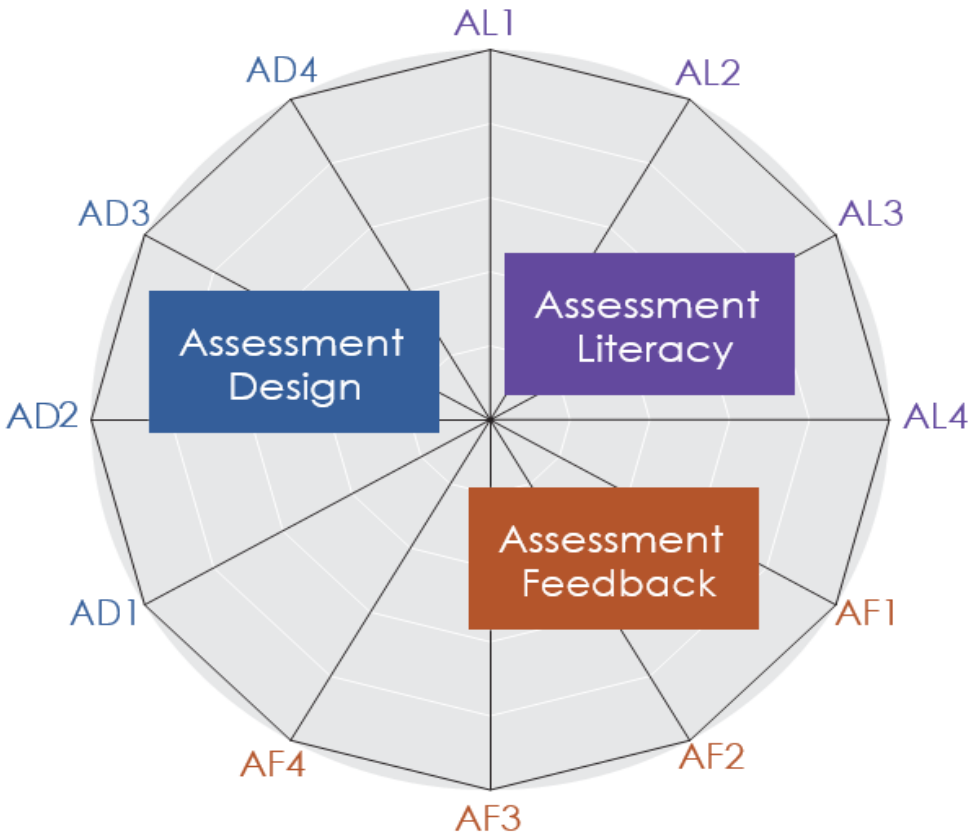
Evans, C., with Rutherford, S., Vieira, F., and Erasmus+ team (2021). *A Self-Regulatory Approach to Assessment.* Cardiff: Cardiff University.

Evans, C., & Waring M. (2021). Enhancing students' assessment feedback skills within higher education. In *Oxford Research Encyclopedia of Education*. Oxford University Press. https://doi.org/10.1093/acrefore/9780190264093.013.932

Zhu, X., & Evans, C. (2022). Enhancing the development and understanding of assessment literacy in higher education. *European Journal of Higher Education,* DOI: 10.1080/21568235.2022.2118149

*Other sources are referenced in Evans 2022

EAT adapted diagrams



The Assessment Framework Core Dimensions (From Authors, 2020)

Scoring of the Assessment Framework

For each of the three dimensions and their corresponding sub-dimensions (1-4) equating to 12 sub-dimensions in total, users (lecturers and students) can score their own assessment contribution. In this context 1 =contributing little and 5 is fully involved in assessment; using this approach it is possible to identify students' assessment footprints. Why students chose to engage or not requires consideration of individual and institutional facilitators and barriers; to what extent does a module/programme facilitate such engagement? Changes in user engagement can be noted through repeated analyses over time and perspectives of educators and students can be overlain to look at points of agreement and difference in analysing how assessment is perceived and acted upon.

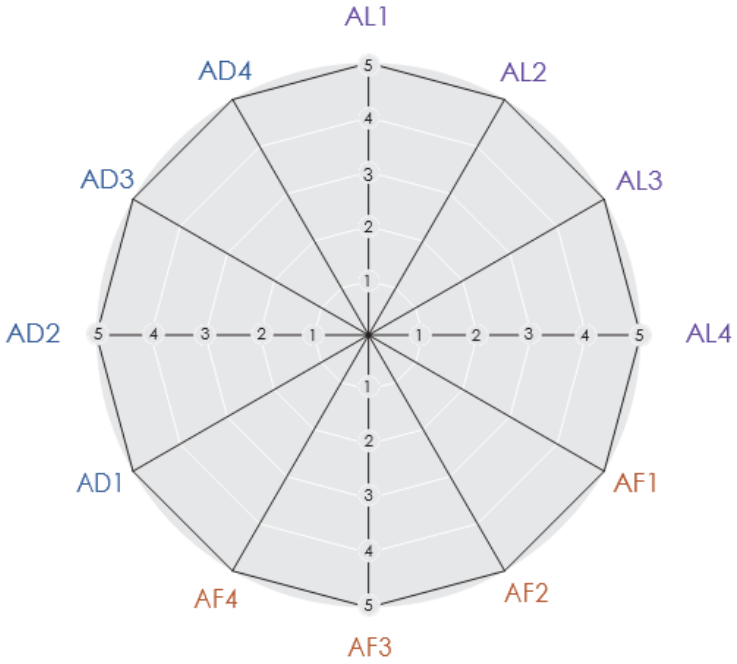
Assessment Design

AD4: Ensure ongoing evaluation to support the development of sustainable assessment and feedback practice

AD3: Ensure access and equal opportunities
Provision of Resources; Guidance; Network Development; Choice.

AD2: Promote meaningful and focused assessment
Fit for Purpose; Relevant Programme Level Assessment; Collaborative Design; Manageable.

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



Assessment Literacy

AL 1: Clarify what constitutes good
Standard of work; recognition and application of good academic practice; student and lecturer beliefs.

AL2: Clarify how assessment elements fit together

AL3: Clarify student and staff entitlement
Student/Lecturer roles and principles underpinning the 'What', 'When', and 'How' of feedback.

AL4: Clarify the requirements of the discipline
Core and threshold concepts; deep approach.

Assessment Feedback

AF4: Promote development of students' self-evaluation skills
Self-monitoring, self-assessment, and critical reflection.

AF3: Prepare students for meaningful dialogue/peer engagement

AF2: Provide early opportunities for students to act on feedback
The pattern and timing of assessment, and alignment of formative to summative assessment.

AF1: Provide accessible feedback
Specific, and focused on how to improve.
Encourage students to clarify their interpretation of the feedback.

lecturer Version (From Evans, 2020)

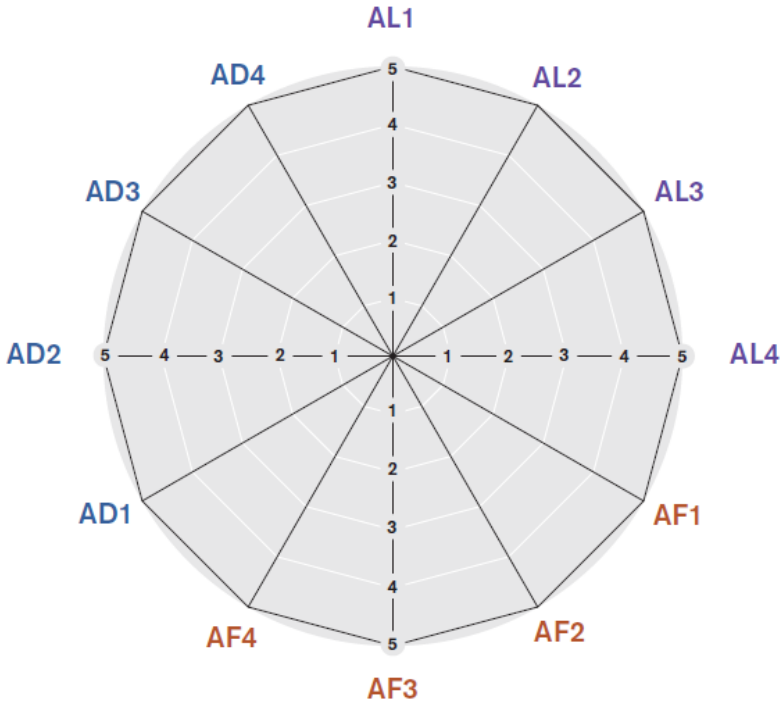
Assessment Design

AD4: Supporting the development of the course
Am I giving useful feedback on how to enhance assessment feedback practice? How am I owning the course?

AD3: Making the best use of resources
Do I know how to access and make best use of resources? Am I developing networks to support my learning now and into employment?

AD2: Meaningful work
Am I using the knowledge acquired across modules to inform my overall development? Am I adopting a deep approach in my work?

AD1: Do I have a good understanding of HE assessment processes /and regulations



Assessment Literacy

AL1: What constitutes good?
What am I aiming for? Do I know what good looks like? Do I know what to do to meet the assessment criteria and learning outcomes.

AL2: How assessment elements fit together
Have I mapped how the assessment works in/across modules, and how I am going to manage them all?

AL3: Student and staff entitlement
Do I know what: feedback looks like; support I am entitled to; what my role in feedback is?

AL4: Am I clear about the requirements of the discipline?
Am I aware of the key concepts I need to know and the main ways of working and thinking in my discipline? Do I feel part of the discipline?

Assessment Feedback

AF4: Self-evaluation
Do I know how I am doing? Do I know what to do when I do not know? Am I managing my learning effectively?

AF3: Have I done the necessary preparation to participate fully in peer dialogue?
How do I support others in giving and receiving feedback?

AF2: Using formative feedback opportunities
Am I actively seeking out feedback opportunities and making full use of them?

AF1: Ensuring I know how to improve
Do I know how to improve my work from the feedback? If it is not clear, what am I doing about it?

Student Version (From Evans, 2020)

Table 2 BLANK Version: **Individual/Team Perceptions of Institutional Assessment**

	Quality of Assessment Practice	1	2	3	4	5
1	Assessment and feedback principles are agreed at institutional level and act as a baseline for all assessment.					
2	There is clear university-level guidance on assessment criteria.					
3	Student partnership supports co-production of assessment.					
4	University structures support an integrated university approach to assessment.					
5	Strong alignment between institutional assessment strategic priorities and enactment of assessment at local levels					
6	Time is allocated for lecturer within workload models for team planning of assessment design.					
7	Transparency is promoted in all assessment processes.					
8	Personal academic tutoring assessment support for students is aligned with course and identified cohort needs.					
9	Transitions management ensures mapping of key crunch points in assessment to ensure appropriate support.					
10	Electronic management of assessment fully supports the assessment process.					
11	Best use is made of technology to support assessment processes.					
12	Assessment resources have a dedicated website with links to key materials					
13	QA structures and processes are agile in facilitating necessary changes quickly and efficiently.					
14	Processes for checking the integrity of awarded marks / grades are robust.					
15	There is commitment to inclusive assessment principles.					
16	Data analysis is used to ensure assessment is not disadvantaging any specific groups of students.					
17	Commitment to research-informed assessment and feedback processes and evaluation of effectiveness.					
18	Lecturer and students receive comprehensive induction into assessment feedback processes.					
19	Interdisciplinary assessment communities of practice are supported and leadership training provided.					
20	There is reward and recognition for effectiveness in assessment and feedback for lecturers and students.					
21	Course evaluations place emphasis on students' development of high-level skills.					
22	Assessment load and distribution of assessment is regularly reviewed to ensure manageability for lecturers and students.					
23	Emphasis is on a programme level approach to assessment where links between modules are clear.					
24	Emphasis is on best use of resource; and in promoting student engagement and self-regulation of assessment.					
25	A team approach to assessment engaging with wider stakeholders to support authentic assessment practices.					

Table 2: BLANK VERSION -Institutional profiling of assessment performance

Exploring your assesment learning journey (adapted from Moore et al., 2015)

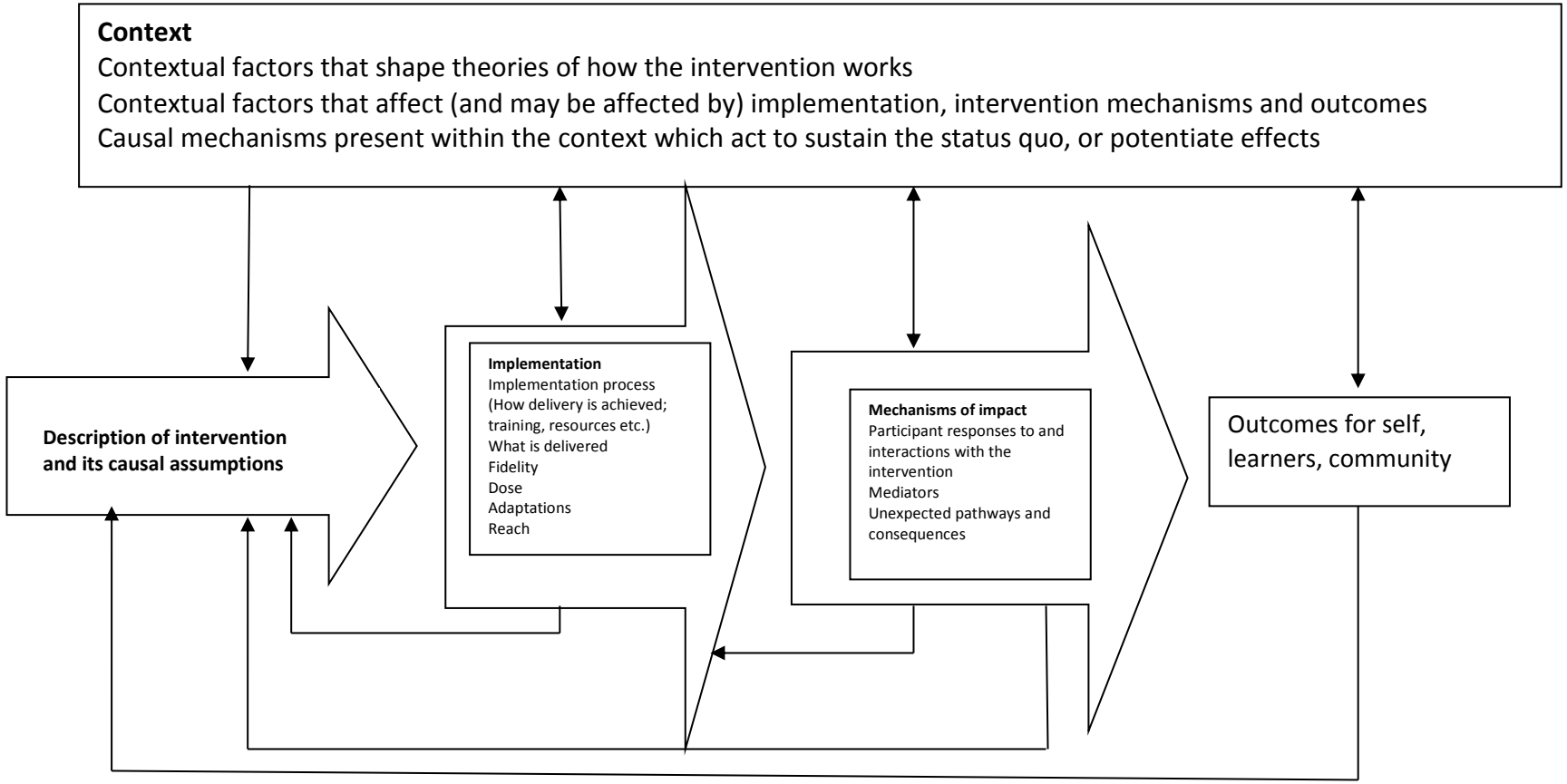


Figure 8: Moore, G. M., Audrey, S., Barker, M., Bond, L., Bonell, C., Hardeman, W., Moore, L., O'Cathain, A., Tinati, T., Wight, D., & Baird, J. (2015). Process evaluation of complex interventions: Medical Research Council Guidance. *BMJ 2015;* 3350:h1258

Exploring your assesment learning journey (adapted from Moore et al., 2015) BLANK VERSION for activity 7B

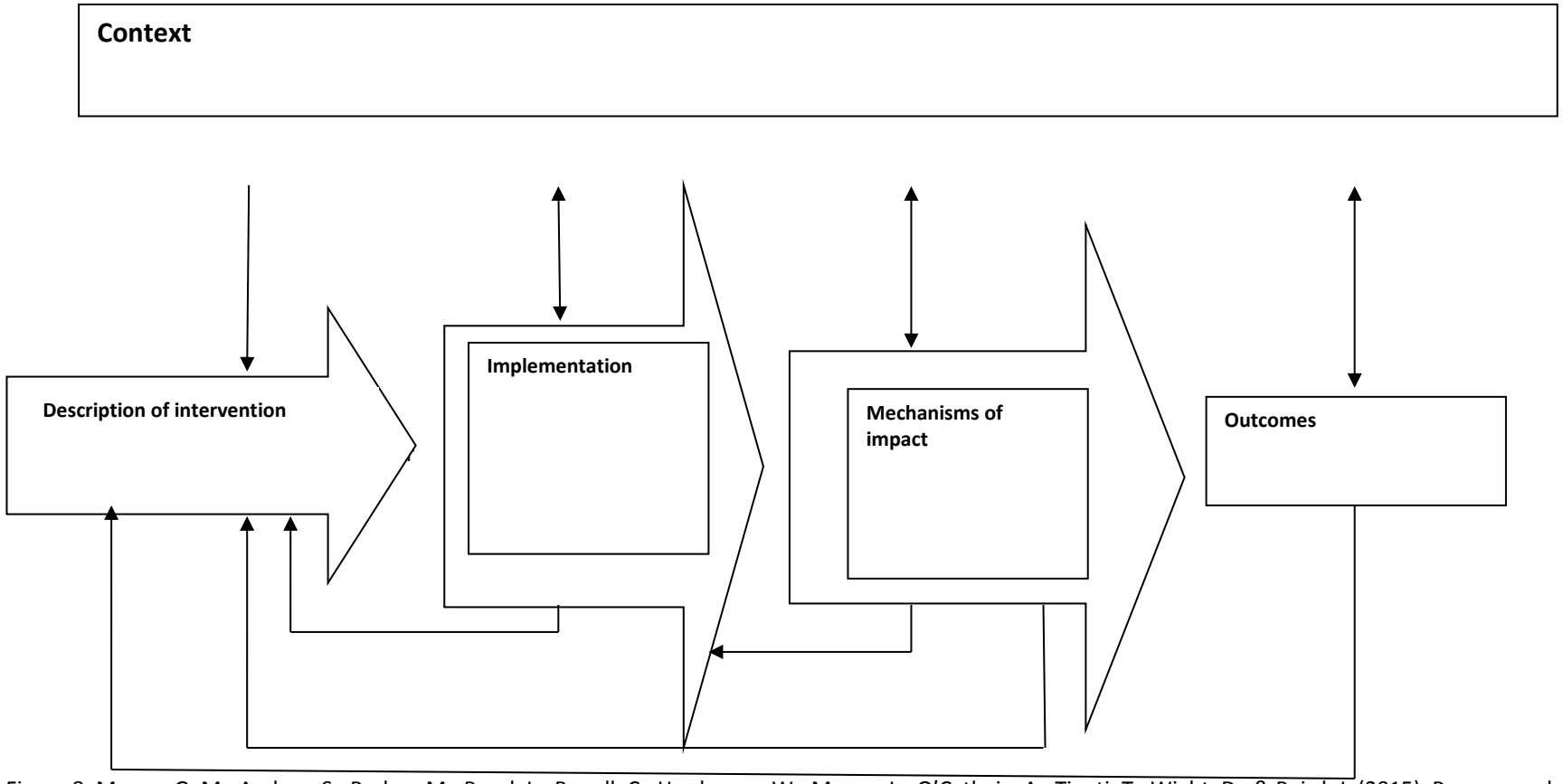


Figure 8: Moore, G. M., Audrey, S., Barker, M., Bond, L., Bonell, C., Hardeman, W., Moore, L., O'Cathain, A., Tinati, T., Wight, D., & Baird, J. (2015). Process evaluation of complex interventions: Medical Research Council Guidance. *BMJ 2015;* 3350:h1258

Blank templates for activities 7A, B, and C

Table 3: Measuring Impact

Prompts	How would you measure this?
REACH: To what extent did your intervention reach your intended audience of lecturers and students?	
Outcomes: Performance; skills development; products What was significant about what you did? What was the scale of the difference it made? Was it worth doing? What were the unintended outcomes (positive and negative)?	
Student Learning Outcomes	
Student Learning Outcomes	
Impact on Behaviours/Beliefs	
Student Satisfaction	
ASSESSMENT DESIGN / Performance: Was assessment design improved as a consequence of what you did?	
Impact on lecturer assessment behaviours: What were the impacts on lecturers? Do they have a better understanding of assessment?	
Impacts on policy	
Sustainability: longer term gains – what have you implemented that has become part of business as usual – will it be maintained? Student skill development beyond immediate assessment task; retention and development of new understandings; ongoing collaborations	
Transferability: Extent to which the ideas translate/are applicable across contexts (programmes, disciplines, institutions, internationally). Were there any subject specific findings that have relevance to the sector? How can learning be adapted and utilized elsewhere? What are the key messages/learning from this work	
What personal learning do you take away from the project? Reflexivity: Ability to step outside of one's immediate context to see things objectively. Critical reflection – being able to view things from different perspectives and critique objectively based on an informed positioning.	

Template for designing an assessment intervention BLANK VERSION (ACTIVITY 7B and 7C)

Table 4: Designing an Assessment Intervention: What is your assessment focus?	
Key questions	
Focus	
Why did you choose this focus?	
What was the context?	
Why is this important?	
How does this work contribute to current understandings of effective assessment and feedback practice?	

Implementation: What did you do?	
Key questions	
How did you investigate your focus?	
What did you do to enhance a self-regulatory approach to assessment and feedback practice? **What roles did students and lecturers play?**	
Alignment with EAT **How was what you did aligned to the EAT concepts?**	
To what extent were you able to implement the EAT <u>assessment and feedback principles?</u> (Appendix A)	

EVALUATION OF IMPACT *Use Table 3 to assist you in this exercise*	
Key questions	
To what extent did your intervention reach your intended audience of lecturers and students? **What were the impacts on students?** Did all students benefit equally? What specific changes resulted if any? Any unexpected outcomes?	
What were the impacts on lecturers? Do lecturers have a better understanding of assessment? Was assessment design improved as a consequence of what you did?	
Sustainability: any longer term gains from the project? Has what you implemented become part of business as usual – will it be maintained?	
Key learning points from your work? How transferable is your work to other contexts? How can learning be adapted and utilized elsewhere?	