



Enhancing assessment feedback practice in higher education: The EAT framework

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

Underpinning Principles of Evans' Assessment Tool (EAT)

There is a substantial body of research on developing assessment feedback practice in higher education (Evans, 2013). (See Appendix A: Principles of Effective Assessment Feedback Practice). A key issue is how we can effectively use this information to enhance assessment feedback practice at all levels within an institution mindful of the need for high quality research-informed pedagogy, and the importance of sustainability and manageability agendas from student and staff perspectives.

EAT (Evans, 2016) can help to achieve this. EAT demonstrates a research-informed integrated and holistic approach to assessment. It has evolved from extensive research on assessment feedback (Evans, 2013) and use in practice within higher education institutions (HEIs) (e.g. the Researching Assessment Practices group at the University of Southampton).

“Making sense of assessment feedback in higher education” full download free from:
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EAT (Evans, 2016) is underpinned by a Personal Learning Styles Pedagogy approach (PSLP) (Waring & Evans, 2015). At the heart of its design is the importance of the following: (a) attending to student and lecturer beliefs about assessment including feedback; (b) ensuring the use of appropriate research informed tools and a holistic approach to assessment; (c) sensitivity to learner context – the importance of learner agency; (d) the importance of adaptive learning environments that support all learners to become more self-regulatory in their approaches to learning; (e) supporting learner autonomy and informed choices in learning.

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

Dimensions of Practice: Overview

EAT (Evans, 2016) includes three core dimensions of practice:

Assessment Literacy

Assessment Feedback

Assessment Design

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

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

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

To enhance assessment feedback practice it is important to look at the *interconnected* nature of all three core dimensions of practice (i.e. assessment literacy, assessment feedback, and

assessment design). It is, however, also possible to focus on any specific areas of assessment feedback that you have identified as relative weaknesses/priorities for development, acknowledging the fact that activity and development in one area will impact on other areas of EAT.

EAT (Evans, 2016) is fundamentally about promoting self-regulatory practice in assessment, and asks the key question: 'What does student engagement in assessment and feedback look like?' To address this question, there is a student and lecturer version of EAT framed from each of their perspectives. The student version explores how students can be active co-owners of the assessment feedback process that draws on Evans (2015a) identification of 'savvy feedback seekers' who shared the following characteristics: (a) focus on meaning making; (b) self-management skills; (c) perspective; (d) noticing; (e) resilience; (f) managing personal response to feedback; (g) pro-active feedback-seeking behaviour; (h) adaptability, and (i) forward thinking. Appendices D & E enable students to self-assess how they are attending to each of the areas highlighted in EAT as part of trying to understand and develop their own role(s) in assessment feedback practice.

Dimensions of Practice: Key considerations

Each of the three core dimensions of practice have four sub-dimensions. Each of these twelve sub-dimensions have been presented in the form of a decision-making card which identifies overarching questions to be considered when developing assessment feedback practice as part of EAT. The questions / suggestions are by no means exhaustive but do provide a guide as to some of the key aspects that need to be considered when implementing developments in assessment and feedback practices (See Appendix F: Decision-Making Cards for each of the 12 sub-dimensions of EAT).

Assessment Literacy (AL)

In order for learners to be able to fully engage in their learning in higher education, they need to have a good understanding of the requirements of assessment. These requirements need to be clear to both students and lecturers. Such understanding is helped if there are clear principles underpinning assessment practice that are shared and owned by all. Some have argued that such an emphasis on assessment literacy can lead to 'criteria compliance', however, without access to the language and rules of assessment much time is wasted by students and lecturers on lower level concerns rather than on what really matters in learning. Engaging students with assessment criteria by involving them in: assessing each other's work, refining criteria to align with requirements of a specific assessment task, and supporting programme level development of assessment criteria are all helpful activities in enabling students to get a deeper understanding of the requirements of assessment. A key

question is how are learners encouraged to articulate their beliefs, understandings, opinions, and motives in assessment feedback? (see Clark, 2012)

AL1 Clarify what constitutes good

Building on the work of Ramaprasad (1989) and Sadler (1989) about the role of feedback in bridging the gap between a student's current and ideal level of performance, an individual needs to have a clear understanding of what good is, and the different ways of achieving good. A key question is do module / programme teams have a shared understanding of what constitutes 'good' and how you achieve this shared understanding?

AL 2 Clarify how assessment elements fit together

It is important that students are able to self-manage the requirements of assessment and part of this is being clear about how the overall assessment design fits together. It is essential for students to map what they think the assessment design is, and to agree, confirm, and revisit how all elements of assessment fit together with the support of lecturers at regular intervals. It is highly probable that individuals will perceive assessment and feedback guidance and design in different ways. A key question is how is a shared understanding of how all aspects of assessment fit together achieved? Time devoted to this at the start of a programme is invaluable.

AL 3 Clarify student entitlement

In supporting students to self-manage their assessment journeys it is important to make it clear what support is available and when. What are the boundaries regarding support and what is the student role in this process? Feedback should be seen as a highly valuable and rationed resource, and students should be supported to make best use of the opportunities available to them; this requires careful preparation and management of timelines and professional protocols in order to get the best out of feedback. The student role in supporting the learning process as active feedback givers as well as receivers of feedback should be stressed. Module and programme leads need to agree and clarify with students from the outset what student engagement in assessment involves and what the protocols are.

AL 4 Clarify the requirements of the discipline

To support student retention and successful learning outcomes, students need to be able to identify with, and meet the requirements of their specific disciplines (Bluicet al., 2011); they

need to feel part of the disciplinary community. It is important for teams to agree and clarify with students what the *core concepts and threshold concepts* (those that may prove difficult) within a discipline are, and what are the most appropriate strategies to support their understanding of these difficult concepts. The need to define what constitutes a 'deep approach' within the discipline is of paramount importance along with approaches to induct students into the discipline, and to clarify with students what the signature pedagogy of the discipline is.

Assessment Feedback (AF)

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

The emphasis of feedback should be on supporting learners to drive feedback for themselves. To address 'the feedback gap' it is important to get students to clarify their understandings of feedback and for them to ascertain where the problem lies (e.g. lack of knowledge; lack of preparation; misunderstanding of the process and /or requirements) (See Sadler, 2010).

When we receive feedback we often interpret it at the personal level rather than at the task level (see Kluger & DeNisi, 1996). In considering the emotions of feedback, allowing sufficient time between students receiving results and feedback on work, and follow up discussions regarding the next steps in developing work is very important in order to enable students to fully process the feedback given, and to be ready to take advice on how to proceed.

Engaging students to lead on feedback should be a priority; this requires students to do the necessary preparatory work so that they can make the most of feedback opportunities (e.g. encouraging students to pitch a proposal for an assignment; to ask specific questions as part of their formative work; to take the lead in tutorials and seminars regarding what they would like feedback on). In order for students to develop and maintain motivation they need to believe that their efforts will lead to success. A key question is how are learning environments supporting students' perceptions of self-efficacy? This is an important ingredient in the development of students' self-management skills.

In addressing the four assessment feedback dimensions of EAT, the role of individual differences is important. Students' understanding of feedback and their capacity to act on it depends on their beliefs, motives, and established schema; feedback needs to tackle these areas early on to ensure students' psychological development is synchronised with other

aspects of their self-regulatory development, and so that appropriate addition and removal of scaffolding can be applied.

Feedback needs to have a dual function in meeting students' immediate assessment needs and in gesturing to the knowledge skills and dispositions they require beyond the module/ programme as part of lifelong learning (see Boud, 2000; Hounsell, 2007).

AF 1 Provide accessible feedback

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

AF 2 Provide early opportunities for students to act on feedback

In order to support students to help themselves, early assessment of needs is important. Emphasis should be on providing early opportunities for students to receive feedback on key areas of practice while there is sufficient time for them to use such feedback to enhance their work; assessment design must take account of this. Furthermore, formative feedback must directly link into the requirements of summative assessment as part of an aligned approach.

AF 3 Prepare students for meaningful dialogue / peer engagement

Peer engagement activities are important in promoting student self-regulatory skills. The term "peer engagement" focuses on student collaboration, confidence, and autonomy (Cowan & Creme, 2005) and predominantly comprises formative support as opposed to summative peer assessment.

It is possible to identify key elements of effective peer feedback designs ... These elements include the importance of setting an appropriate climate for the development of peer feedback practice, acknowledging the role of the student in the process, ensuring authentic use of peer feedback, the need for explicit guidance on what constitutes effective feedback practice, encouraging students to critically reflect on their own giving and receiving of feedback, and addressing ongoing student and lecturer training needs. A key question for educators is how to maximise the affordances of peer feedback designs while at the same time minimise potential constraints for learners. (Evans, 2015b, pp.121-122)

Clarifying student responsibility within peer engagement models is important; this requires clarity regarding student expectations with peer engagement designs, and student access to resources to ensure full preparation for meaningful rather than meaningless dialogue. A key question is how are you mobilising students to effectively contribute to the design and delivery of programmes as genuine partners?

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

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

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

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

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

Assessment Design (AD)

A *holistic approach* to assessment design is needed in order to address central issues such as: (i) the relevance of assessment; (ii) volume of assessment; (iii) inclusive nature of assessment; and (iv) collaborative design of assessment to ensure shared understandings,

sustainability, and manageability. A fundamental question is how can technology support the operationalisation of EAT and the development of each of the 12 sub-dimensions?

A programme level assessment approach is useful to fully consider the learning journey of the student and to critically review what we need to assess and how. In implementing innovative assessment design we need to consider the evidence-base for using specific approaches especially if we are expecting colleagues and students to ‘buy in’ to an approach; what is the evidence base to support such change? A *critical pedagogies* approach is essential in ensuring inclusive practices through exploring who may be advantaged and disadvantaged by changes to assessment and feedback. A key question is how does curriculum design support the development of self-efficacious self-regulatory learners?

‘Bang for buck’ is important for pedagogical and viability reasons. It is useful to consider what changes in assessment practice make the biggest difference in relation to the impact on student learning outcomes in the immediate and longer terms, and the level of investment required to effect such changes.

It is possible to develop positive *assessment habits* by looking for small improvements in each of the 12 sub-dimensions of EAT building on Brailsford’s notion of *marginal gains* used so effectively by the UK Cycling team – Team GB in the 2012 Olympics. Put simply by Brailsford it is about the: “*aggregation of marginal gains...The one percent margin for improvement in everything that you do.*” The argument is that the sum of small incremental improvements can lead to significant improvements when they are all added together. In Evans' et al. (2015) it was also noted that some relatively small changes in assessment practice had the potential for significant changes to both students’ perceptions of the learning environment and to learning outcomes.

ADI Ensure robust and transparent processes and procedures; QA literacy

To innovate with confidence we need a good understanding of quality assurance, hence the emphasis in the framework on developing lecturer QA literacy. QA literacy gives us the freedom to implement new approaches to assessment in an informed and responsible way and to cut through prevailing misconceptions and hurdles regarding what we can and cannot do. Within modules and programmes an understanding of QA literacy is not the preserve of one person; it is the responsibility of the whole team in developing collaborative assessment designs.

AD 2 Promote meaningful and focused assessment

We need to ... bridge the classroom with life outside of it. The connection between integrative thinking, or experiential learning, and the social network, or

participatory culture, is no longer peripheral to our enterprise but is the nexus that should guide and reshape our curricula in the current disruptive moment in higher education learning. (Das, 2012, p. 32)

The importance of engaging students in 'real assessment' working on real problems that are relevant to their future careers and in real contexts is important (Bedard et al., 2012; Crowl et al., 2013; Erekson, 2011; Patterson et al., 2011). Paraphrasing Friedlander et al. (2011, pp. 416-417) in their discussion of medical students priorities, it is important for us to carefully consider the rationale underpinning what we asking students to do, and its relevance to their current and future needs:

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

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

AD 3 Ensure access and equal opportunities

A key aim of assessment design is to ensure that no learner is disadvantaged by the nature and pattern of assessment. A totally unlimited choice available to students within assessment design may penalise those whose self-regulatory abilities are not as well developed. EAT emphasizes the importance of *negotiated and managed choice* with students working with lecturers to agree options.

The concept of *universal design* is applicable to the design of assessment and feedback in promoting adaptive assessment designs that enable access for all learners rather than focusing on adapted designs to suit the needs of specific groups (Evans et al., 2015; Waring & Evans, 2015).

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

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

Feedback needs to be organic to feed in to enhancements in learning and teaching. Students and lecturers need to work in partnership to inform teaching on an iterative basis. Feedback mechanisms need to be an integral part of curriculum design. Feedback should be part of the ongoing dialogue within taught sessions on what can and cannot be changed to enhance practice and why. It is about clear communication about why learning and teaching is designed and delivered in a particular way; this is definitely not about solely complying with student requests; it is about justifying the underpinning rationale for why the teaching design is as it is, and what is reasonable and not reasonable to change and why. Feedback should not be overcomplicated; a 'what was good' and 'what could be improved' serves an important purpose in gaining immediate feedback. Students need guidance regarding 'feedback capture'. More detailed feedback questionnaires also need to be aligned to what the assessment feedback priorities are in order to catch relevant and focused information where necessary. A key issue is how feedback is shared among lecturers to promote the exchange of good practice for the benefit of the whole programme during the teaching cycle as well as after it as part of annual programme review.

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

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EAT (©Evans, 2016). Evans Assessment Tool: Implementing a research-informed integrated assessment framework. University of Southampton, UK, includes the following documents:

Resources

Evans, C. (2016). EAT Guide. Enhancing assessment feedback practice in higher education: The EAT framework.

Appendix A Principles of Effective Assessment Feedback Practice

Appendix B EAT areas document

Appendix C1 EAT scoring document (black and white version)

Appendix C2 EAT scoring document

Appendix D EAT areas student document

Appendix E1 EAT scoring student document (black and white version)

Appendix E2 EAT scoring student document

Appendix F Decision-making cards x 12 for each of the EAT dimensions

APPENDIX A: Principles of Effective Assessment Feedback Practice



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Guidance on Assessment Feedback Design

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

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

Assessment should be fit for purpose; with the purposes of assessment that is clear to all parties and promoted through an active on-going dialogue as part of curriculum design and development.

Effective Assessment Feedback

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

To support assessment literacy we should:

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

To facilitate improvements in learning we should:

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

To promote holistic assessment design we should:

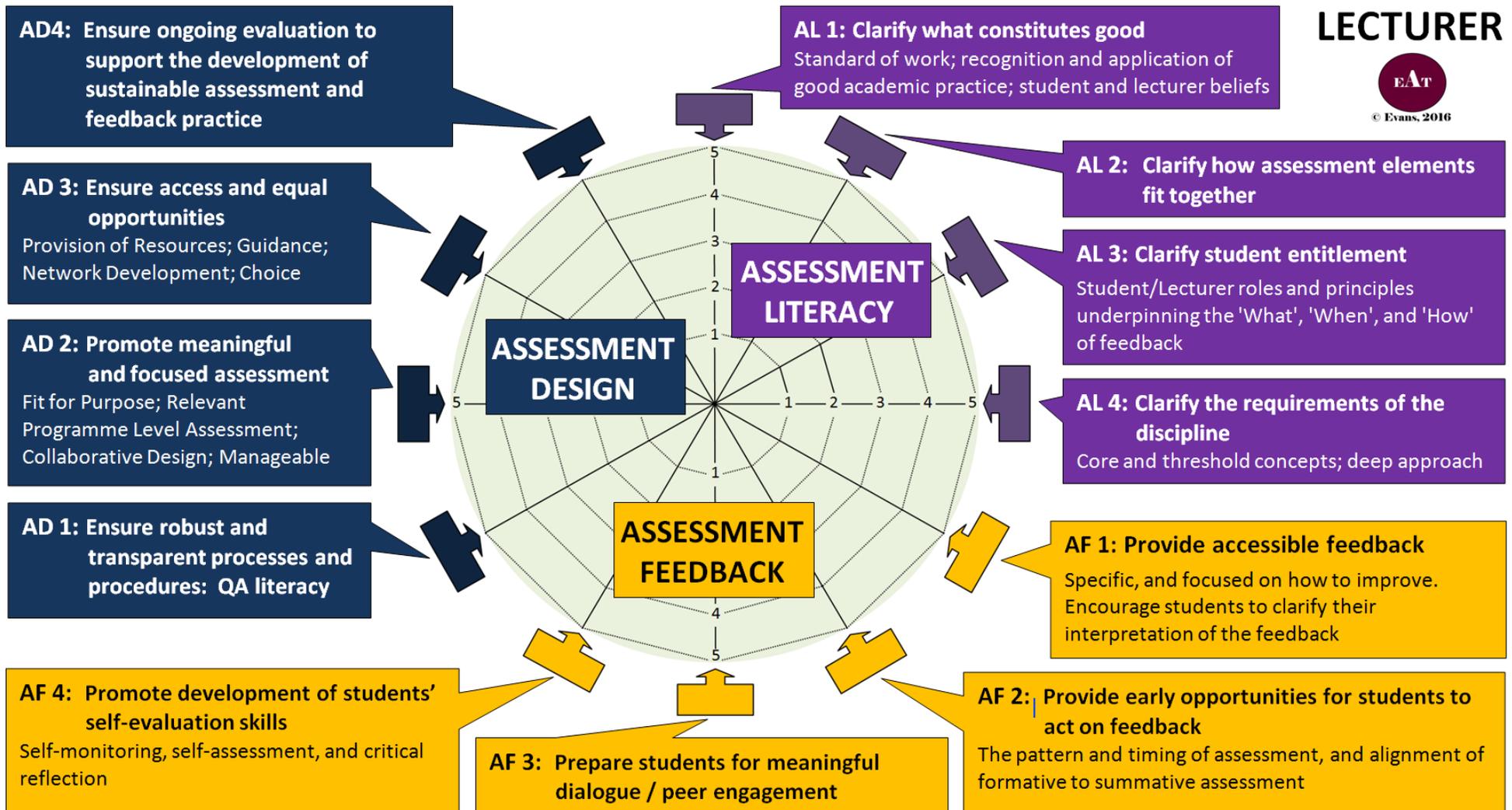
11. Ensure that opportunities for formative assessment are integral to curriculum design at module and programme levels.
12. **Ensure that all core* resources are available** to students electronically through the virtual learning environment (e.g. Blackboard) and other relevant sources from the start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

* Core = handbook; assessment guidelines; formative & summative tasks and deadlines; resources for each session

(Based on: Evans, 2013 and developed with Researching Assessment Practices Group, University of Southampton, UK)

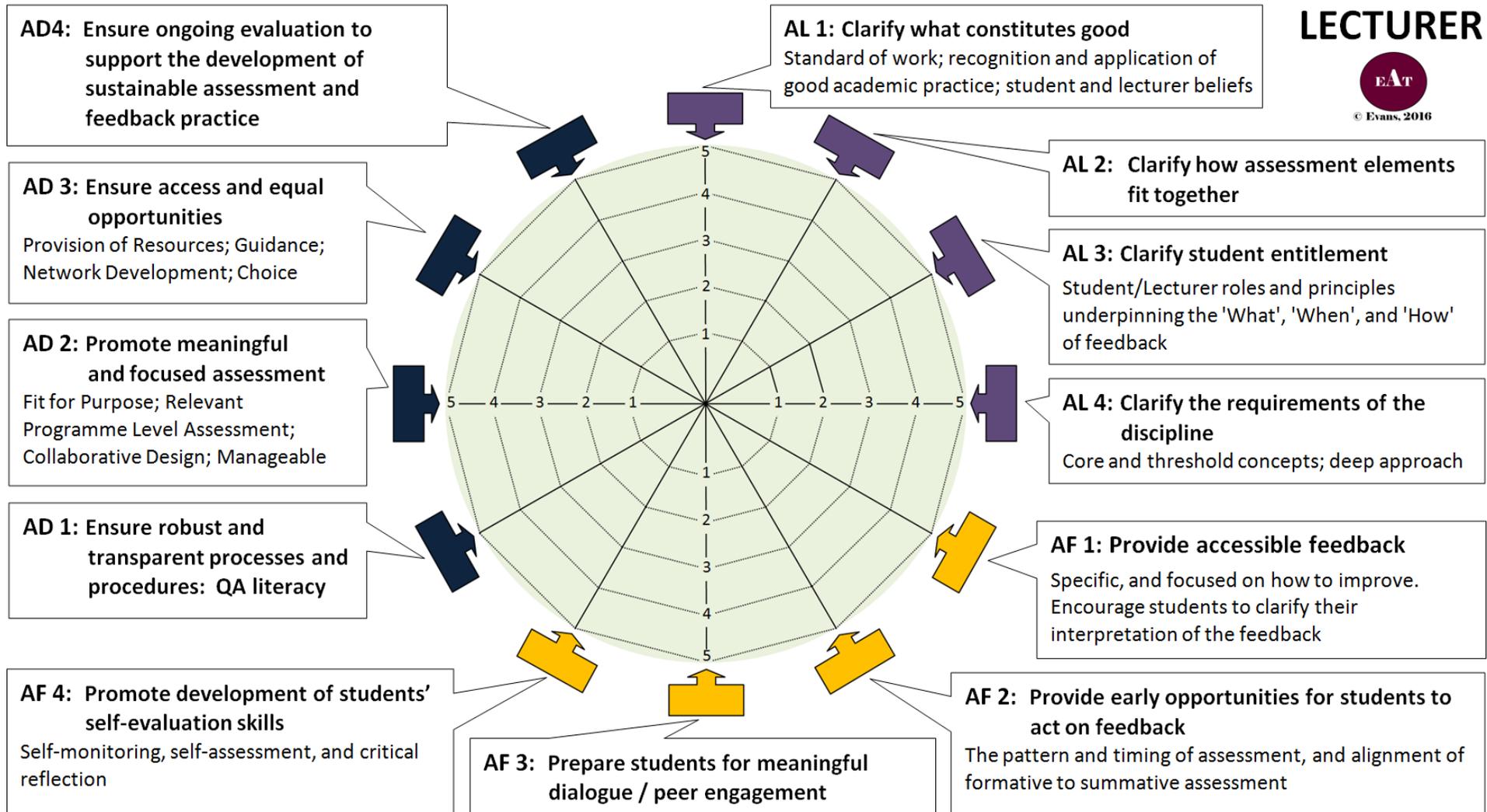
APPENDIX B: EAT areas document

LECTURER



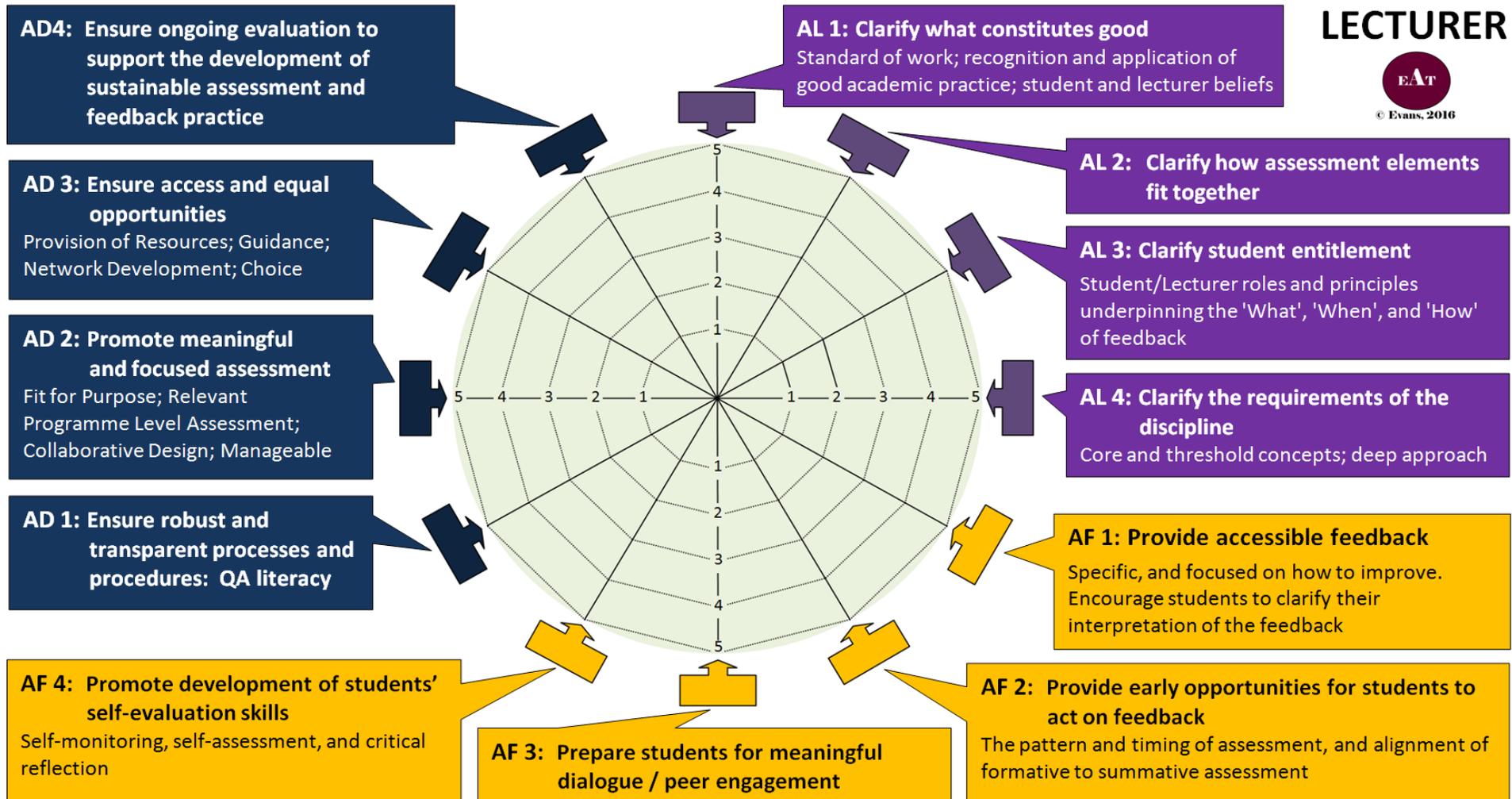
APPENDIX C1: EAT scoring document (black and white version)

LECTURER

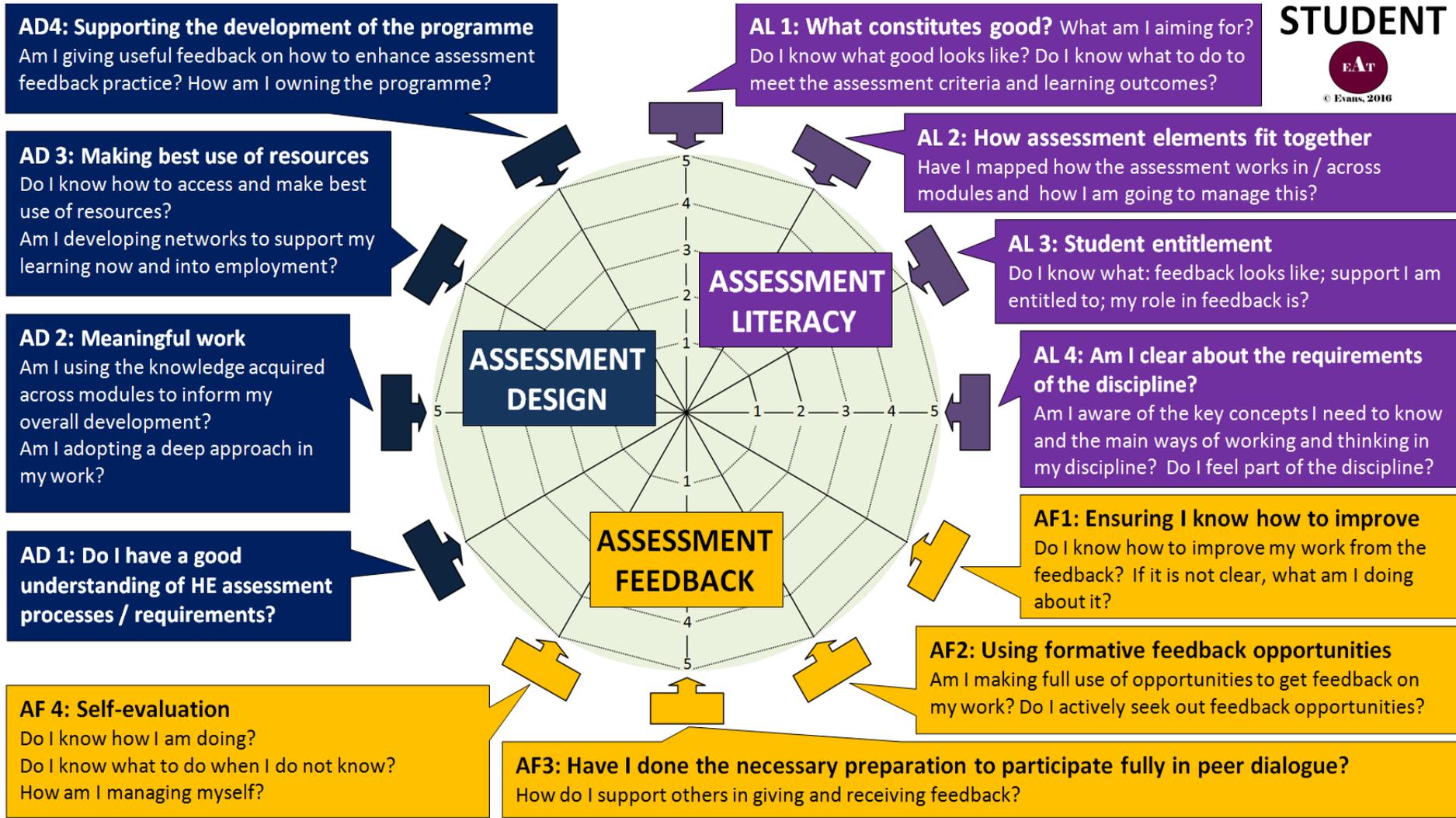
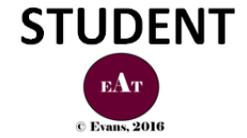


APPENDIX C2: EAT scoring document

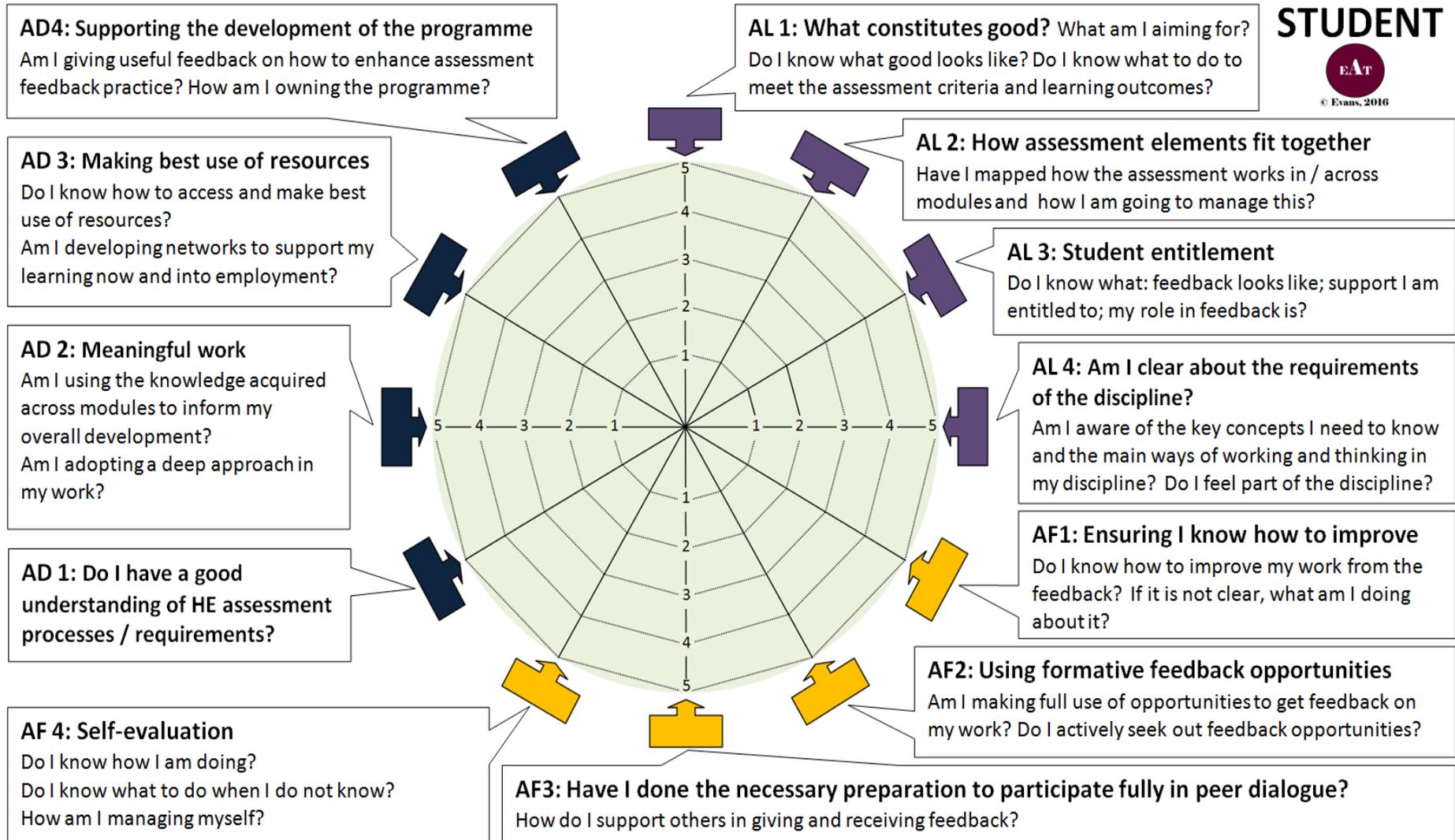
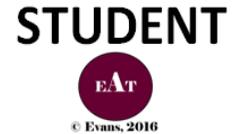
LECTURER



APPENDIX D: EAT areas student document

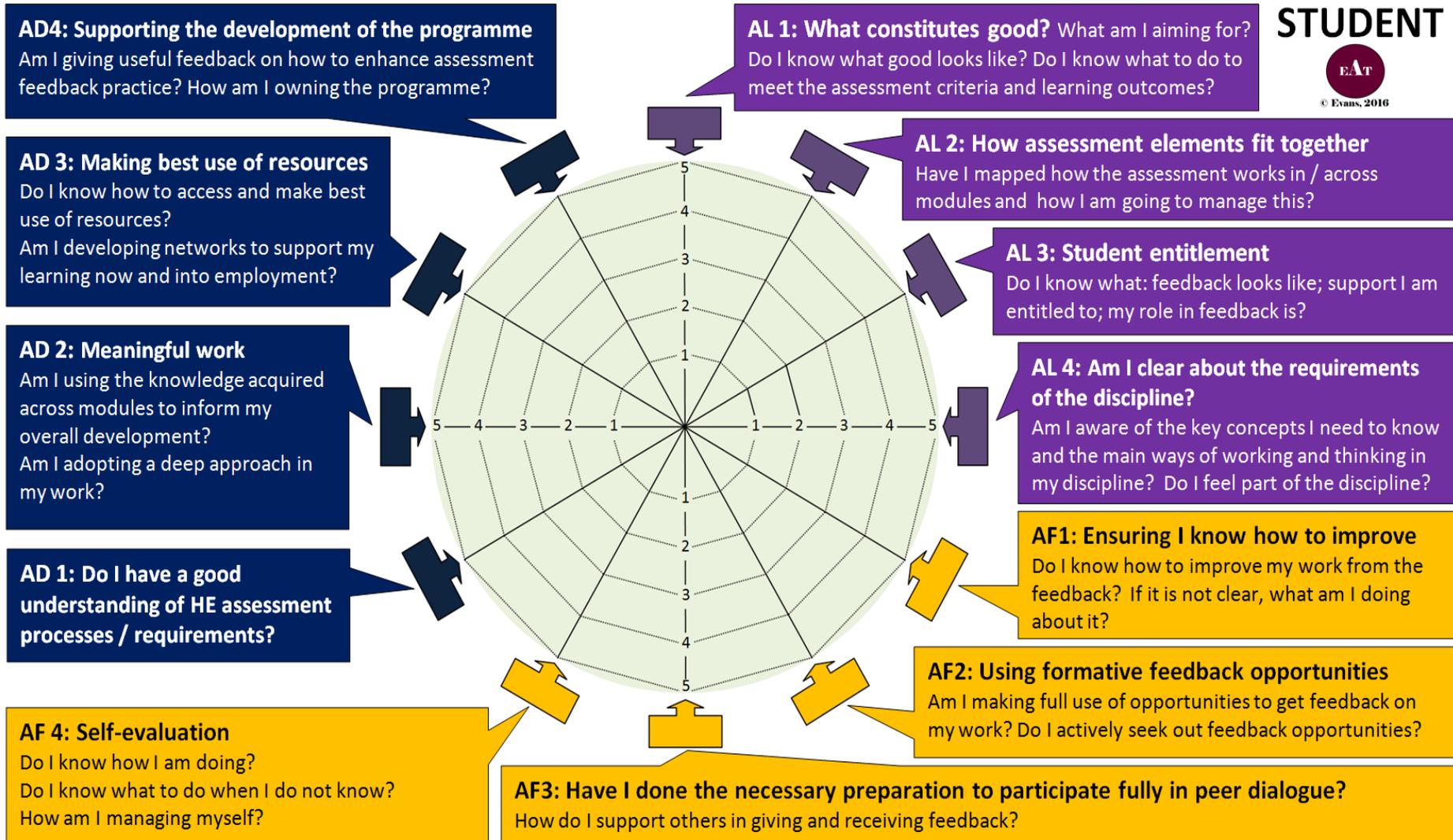


APPENDIX E1: EAT scoring student document (black and white version)



APPENDIX E2: EAT scoring student document

STUDENT



APPENDIX F: Decision-making cards (x 12 for each of the EAT dimensions)

ASSESSMENT LITERACY



AL 1 Clarify what constitutes good

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Lecturer / Teacher Focused (LT)

1T	Provide explicit guidance from the outset on the requirements of the assessment tasks.
2T	Check students' understanding of requirements through small-focused tasks and opportunities for discussion and reflection about the assessment criteria (e.g. demystifying critical reflection; writing styles; referencing etc.).
3T	Model examples of good practice in taught sessions.
4T	Provide students with examples of good practice and identify why they are good using explicit assessment marking criteria.
5T	Select snippets of good practice to discuss in sessions on a regular basis.
6T	Set formative tasks asking students to focus on key concepts.
7T	Provide model answers to questions and FAQs that are also available online.
8T	Develop rubrics so that students are directed to the requirements of the assessment task.

Student Focused (S)

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

Programme / Director Questions (PD)

1PD	Do teams have a shared understanding of what constitutes good?
2PD	How is what constitutes good academic practice shared within and across disciplines?
3PD	How are you ensuring that the assessment criteria are fit for purpose?
4PD	How are new colleagues inducted into the requirements of good academic practice?

ASSESSMENT LITERACY



AL2 Clarify how assessment elements fit together

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Lecturer / Teacher Focused (LT)

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

Student Focused (S)

S1	Get students to produce their own picture of the assessment pattern and get them to outline their role(s) in the process. (Gantt charts can be useful for students to demonstrate how they are going to organise and manage the requirements of assessment).
S2	Get the students to rewrite the learning outcomes in their own language. Map with them how you are intending to cover these within the module.
S3	Get students to complete a self-assessment on what aspects of assessment they are clear about and what areas they need more guidance on. Produce a summary of key points for all students based on student feedback queries.
S4	Involve students in contributing resources to the module / programme.
S5	How can students in years 1, 2 and 3 and at PG level contribute towards supporting understanding of how the module / programme fits together; what resources can they share?
S6	Ask students to review guidance in the handbook and to work with you to make information more explicit where and if necessary.

Programme / Director Questions (PD)

PD1	Is the rationale underpinning how the assessment elements fit together clear to lecturers and students?
PD2	Is information in module / programme handbooks clear and consistent throughout about how the different elements of assessment fit together?
PD3	How effective is the pattern of assessment within and across modules (timing; variety; fitness for purpose; organisation of formative and summative)? Who is overseeing this?
PD4	How are students feeding into the development of modules / programmes to support their understanding of how elements of assessment fit together?

ASSESSMENT LITERACY



AL3 Clarify Student Entitlement

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Lecturer / Teacher Focused (LT)

T1	Clarify expectations regarding the hours of study required; the amount of preparation required for each session.
T2	Be explicit and precise about the hours of support available for feedback and make sure this is consistent in handbooks and all other sources.
T3	Be clear about what constitutes feedback and where and when this feedback will take place.
T4	Be clear about what you want the students to do with the feedback and set specific tasks related to this (e.g. developing an action plan; reflecting on the feedback about what is understood and what is not; how they are going to advance their work)
T5	In giving written feedback ensure consistency in the timing of feedback across the feedback team within a module so all students receive the feedback at approximately the same time.
T6	Use individual and group feedback judiciously – when is group feedback most appropriate?
T7	Tackle the emotional dimension of feedback directly with students. (e.g. enable time between the receiving of feedback and asking students to act on feedback).

Student Focused (S)

S1	Clarify the role(s) of the student in the feedback process and formalise this (e.g. contract regarding expectations as part of the feedback process).
S2	Get students to produce a summary of what they understand from the feedback they have received.
S3	Support students to establish peer feedback mentoring roles.
S4	Encourage students to audit where their own strengths and areas for development lie and where they can best support peers.
S5	Ask students to take responsibility for auditing in-session feedback to feed into future delivery working with the lecturer.

Programme / Director Questions (PD)

PD1	How are lecturer and student roles and expectations in assessment made clear to all?
PD2	What does student engagement in assessment look like?
PD3	What baseline of expectations regarding assessment practice has been agreed with teams?
PD4	How have you established where consistency is essential and in what areas?
PD5	What is being done to develop a shared understanding of assessment feedback approaches?
PD6	How are students being supported to give and act on feedback as part of their role?
PD7	Are hours of required study by students and hours of lecturer support made explicit?
PD8	How are students being supported to recognise and make best use of the support offered?

ASSESSMENT LITERACY

AL 4 Clarify the Requirements of the Discipline



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Lecturer / Teacher Focused (LT)

LT1	<u>Clarify</u> what constitutes good within the discipline and/or dimensions of it.
LT2	Model what constitutes a deep approach within your discipline.
LT3	Be clear about who are the leading researchers / sources within your discipline that students should be consulting.
LT4	Less is more – highlight key concepts and focus attention on these in your teaching.
LT5	Identify threshold concepts – those that are likely to present difficulties to students and provide resources on these.
LT6	Provide links to where further information can be sought on difficult concepts.
LT7	Do an academic needs analysis with students to identify gaps in knowledge; use this information to pair students to support one another and / or to set up mixed groups for peer support.
LT8	Ensure a programme level approach to the covering of core concepts to agree where replication is warranted and to avoid unnecessary duplication.
LT9	Consider progression of ideas at programme level and how modules are working together to support student learning, and specifically how the flow of ideas / concepts / knowledge, and skills from one module feed into another.
T10	Consider how resources are best shared across modules.

Student Focused (S)

S1	Be clear <u>about</u> what information students can source and cover for themselves, and provide links to useful resources / sites.
S2	Provide self-assessment tools so that students can test their understanding of key ideas.
S3	Get students to write mini tests for each other to use for whole groups; peer groups etc.
S4	Get students to produce key summaries of problematic concepts in an accessible language for their peers.
S5	Encourage students to produce and offer resources for other cohorts.

Programme / Director Questions (PD)

PD1	What constitutes a 'deep approach' within the discipline? Is your signature pedagogy articulated clearly?
PD2	How are you inducting students to become members of your academic discipline?
PD3	What networks beyond the disciplines should colleagues and students be tapping into to support understanding within the disciplines?
PD4	How is the course content linking to the latest research within & beyond the Faculty and University?
PD5	How are we promoting innovation within the disciplines, and as part of interdisciplinary research?
PD6	How are students contributing to the knowledge base of the discipline?

ASSESSMENT FEEDBACK



AF 1 Provide accessible feedback.

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Lecturer / Teacher Focused (LT)

- LT1 Explain the principles underpinning how you give feedback and why your approach is good.
- LT2 Agree the most appropriate form(s) for feedback for specific tasks.
- LT3 Ensure there is time for feedback in each taught session and identify it as feedback.
- LT4 Ensure feedback is specific and focused on how to improve.
- LT5 Ensure feedback contains reference to what the student has done well prior to elaborating on what needs improvement (address "is anything I did okay?").
- LT6 Ensure feedback relates directly to the assessment criteria but also gestures to beyond the module.
- LT7 Ensure feedback focuses on the most important areas to address and not the minutiae.
- LT8 Ensure feedback is realistic in expectations (student has sufficient knowledge to be able to use feedback effectively).
- LT9 Provide links to where further information can be found to support development of ideas.
- LT10 Give detailed feedback on key sections of text so that students can learn to address this throughout their work without you doing the whole thing for them.
- LT11 Do not give feedback on full drafts and use comment boxes judiciously.
- LT12 If a student has failed an assignment summarise succinctly what the key things are that they must address in order to achieve a pass.

Student Focused (S)

- S1 Get students to ask three focused feedback questions when submitting formative work and address these specifically.
- S2 Ask students to commit to what they want feedback on with Masters and PhD work.
- S3 Get students to do something with the feedback to check their understanding of it, and their ability to use it within and beyond a module.
- S4 Get students to diagnose where their problem lies (e.g. lack of knowledge; lack of understanding of feedback; effort; lack of awareness of resources; misunderstanding of requirements etc.).

Programme / Director Questions (PD)

- PD1 Do you have agreed principles of effective feedback underpinning all programmes?
- PD2 How are you ensuring consistency in approaches to the giving of feedback?
- PD3 Is your strategy for implementing University strategy at the Faculty level clear to all?
- PD4 How are you evaluating the effectiveness and efficiency of feedback mechanisms?
- PD5 Is time built into workload models for training to ensure shared understandings of what the base line of quality is for giving feedback and for agreeing what constitutes good?

ASSESSMENT FEEDBACK

AF2 Provide early opportunities for students to act on feedback



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Lecturer / Teacher Focused (LT)

- LT1 Ensure that there is sufficient time for formative feedback to feed into summative.
- LT2 Ensure formative tasks lead directly into summative and that students can see the link.
- LT3 Be selective with assessment tasks.
- LT4 Aim to reduce the emphasis on summative assessment; distribute tasks across a module.
- LT5 Use formative assessment but make tasks compulsory to ensure engagement.
- LT6 Use pre- and post-session tasks to ensure students make the most of the opportunities presented.

Student Focused (S)

- S1 Get students to do 1 - 3 minute videos on key points covered in a lecture/seminar.
- S2 Use a series of assignment tasks of different types that can be brought together. Allow students to select which ones will comprise their final submission and also ask them to justify their reasons for the inclusion of the specific final submission.
- S3 Integrate self and peer engagement opportunities into the module / programme so that students learn to self-assess as they progress through the module. Aim to include an aspect of self-assessment in each taught session.
- S4 Use online self-checking tests that students can use to test their knowledge.
- S4 Use technology to support learning (e.g. lecture capture; audio on powerpoints) so students can go back and check understanding.
- S5 Get students to do one or two page outlines of what they intend to cover early on to ensure they are on the right lines.
- S6 Get students to map how they can best support each other as part of peer engagement agendas within and beyond the taught programme.

Programme / Director Questions (PD)

- PD1 Do you have a clear policy on the nature and timing of formative feedback that students can expect to receive?
- PD2 How are you ensuring early assessment of students' needs through the design of assessment?
- PD3 What is the balance between formative and summative assessment?
- PD4 What marking can students do for themselves and how can technology support this?
- PD5 How are you ensuring that deadline dates enable students to use the whole content of the module (should allow students to use information covered in the last session)?
- PD6 How are you managing deadline dates across the whole programme so as to not have negative knock on effects (e.g. can use formative assessment to spread load; can use same dates for final submissions if given interim formative feedback)?
- PD7 How can you make summative feedback formative in supporting students to move forward in their next module(s)?

ASSESSMENT FEEDBACK

AF3 Prepare students for meaningful dialogue / peer engagement



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Lecturer / Teacher Focused (LT)

- LT1 Make expectations regarding student participation clear from the outset.
- LT2 Justify if and why collaborative learning is important in relation to learning outcomes / preparation for professions etc.
- LT3 In setting up peer groups ensure opportunities for students to work with both the same and different groups; support lone working and collaborative activity.
- LT4 Be clear about the remit of groups (contribution to teaching sessions; peer feedback; summative assessment; study group; roles within groups).
- LT5 Ensure that group activities (wiki; blog; etc) are purposeful and relevant to learning outcomes and beyond.
- LT6 Be clear about exactly what type of feedback you want students to give to each other.
- LT7 Provide students with training in how to give and use feedback.
- LT8 Ensure assessment encourages cooperation rather than competition (e.g. individual students' marks and group activity comprise the collective score for all in the group to ensure each student supports others in the group or a nominated person in the group).
- LT9 Use pre-tasks to ensure students have prepared in order to be ready to have meaningful discussions with peers.
- LT10 Build collaborative requirements into formative assessment (e.g. each student needs to give feedback to three peers).
- LT11 If using peer assessment: be very specific about what criteria is being assessed and keep this very narrow; ensure multiple markers; ensure training in the allocation of marks; and that the mark allocated by peers is a small component of the student's overall mark.

Student Focused (S)

- S1 Encourage student groups to set up their own informal meetings / ways of working.
- S2 Encourage student groups to manage session feedback to feed into following lectures.
- S3 Ask students to prepare resources and questions for each other.
- S4 Get students to use materials pre-lecture to develop reciprocal questioning on key themes.
- S5 Ask students to generate assessment criteria for group projects.

Programme / Director Questions (PD)

- PD1 How are you defining peer engagement (formative peer support vs summative peer judgements)?
- PD2 How are you mobilising students to effectively contribute to the design and delivery of programmes as genuine partners?
- PD3 How are you ensuring students are prepared for dialogue (e.g. design of curriculum; pre-tasks)?
- PD4 How are you ensuring that peer engagement activities are authentic and relevant?
- PD5 What are the most effective peer engagement activities within disciplines?
- PD6 How is technology supporting interaction and dialogue?

ASSESSMENT FEEDBACK

AF 4 Promote development of students' self-evaluation skills



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Lecturer / Teacher Focused (LT)

- T1 Ensure students have full access to resources and course information so that they can self-regulate their own learning.
- T2 Provide a range of resources so that students can check their own understanding.
- T3 Use ipsative approaches to get students to gauge where they currently are, and to help them to develop strategies to enhance their performance, and to measure self-development rather than development in relation to others.
- T4 Unpack key concepts like critical reflection through modelling and the provision of a range of tools to assist with this process.

Student Focused (S)

- S1 Support students to identify useful networks of support (e.g. individuals; resources; memberships of organisations etc.) that can support their own learning journeys.
- S2 Support learners to self-regulate their own learning through an understanding of how they learn, what their current strengths and limitations are, and what strategies would be most useful to support their development.
- S3 Support learners to see connections across modules to support their learning.
- S4 Ask students to specify specific areas they would like feedback on.
- S5 Get students to reflect on their responses to feedback. Train students in how to seek out and act on feedback.
- S6 Create opportunities for students to assess their peer's work.
- S7 As part of summative assessment, ask students to reflect on their giving of feedback to others; and their own seeking and acting on feedback abilities.
- S8 Get students to grade their own mark and to defend the grades allocated.
- S9 Ask students to reflect on how they can apply learning acquired beyond the module of study.

Programme / Director Questions (PD)

- PD1 How are students being supported to self-regulate their own learning and to help themselves?
- PD2 How are programmes supporting students' development of self-assessment skills?
- PD3 How are programmes helping students to understand what critical reflection is, and how to achieve this?
- PD4 How can technology support students to develop their self-assessment skills?
- PD5 In getting students up to speed with the requirements of assessment feedback and as part of self-regulatory development – how is this being addressed as part of induction into higher education?
- PD6 How are you engaging students in assessing their own work?

ASSESSMENT DESIGN



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AD 1 Ensure robust and transparent processes and procedures: QA literacy

Lecturer / Teacher Focused (LT)

LT1	Make the marking and moderation processes explicit to students and staff to ensure confidence in the process.
LT2	Ensure 'guest lecturers' are aware of the nature of the specific assessment demands on the students.
LT3	Keep marking teams small where possible to make it easier to ensure consistency.
LT4	Ensure programme meetings have a training element to allow time to consider marking and moderation and review best practice.
LT5	Ensure assessment timelines enable students to demonstrate lessons learnt from formative assessment and to allow students to use material covered in the whole module.
LT6	Ensure that you clarify with students how marks have been awarded at the individual task level and how marks are combined at the module / programme levels.

Student Focused (S)

S1	Involve students directly in quality assurance and enrichment processes.
S2	Consult and work with students in the development of University QA assessment and feedback documentation.
S3	Ensure documentation is written in an accessible style for all stakeholders. T6 <u>Ensu</u>

Programme / Director Questions (PD)

PD1	What procedures and processes are in place to ensure that colleagues have a good and current understanding of quality assurance and how this relates to the development of assessment practice?
PD2	Do you have an easily accessible summary on key assessment regulations within Faculty and University that is available to all colleagues and students with clear and active links to relevant and updated information sets?
PD3	Is there agreement on how, when, and where key information on processes and procedures is disseminated to students (e.g. one overarching virtual learning location; one key person or individual module leads; programme handbook)?
PD4	How do Faculty Curriculum & Quality Teams support innovative developments in assessment practice; is colleagues' expertise being used fully?
PD5	How are you ensuring additional support for lecturers new to a module?
PD6	How are you ensuring that assessment policies, regulations, and processes are explicit, transparent, and accessible to all stakeholders?
PD7	How are you ensuring student performance is equitably judged?
PD8	How are you evaluating the effectiveness of marking and moderation processes / procedures?

ASSESSMENT DESIGN



AD 2 Promote meaningful and focused assessment

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Lecturer / Teacher Focused (LT)

LT1	Ensure the nature of assessment is appropriate to meaningfully assess key learning outcomes (constructive alignment).
LT2	Ensure the nature of assessment enables students to be engaged in the production of meaningful products (e.g. engaging in research; developing resources for the community; addressing key concerns within the wider world; have direct applications to professional practice; community input involved in assessment of products).
LT3	Share principles underpinning the assessment design with students so that they can understand the rationale informing the nature of assessment.
LT4	Ensure assessment tasks require students to engage deeply with the content.
LT5	Produce a one page plan for all teams to show how modules fit within a programme.

Student Focused (S)

S1	Work with students to develop aspects of assessment (timing of formative; selection of products for assessment, engaging with each other and the wider community etc.).
S2	Encourage students to demonstrate how can they apply their learning both within & beyond the module (e.g. working in the community; real world issues; new designs; research).
S3	Manage choice in assessment by negotiating with students exactly where the choices are and the limits of such choices (e.g. being clear on what students can lead on).
S4	Involve students in developing and mapping learning outcomes within modules, and across the programme.
S5	Work with students to demonstrate the linkages and progression from one module to the next so they are able to gain a holistic sense of how the programme fits together, and so they can understand the assessment requirements at each level.
S6	Work with students to ensure 'buy in' to the assessment (creative engagement).

Programme / Director Lead Questions (PD)

PD1	How are you engaging students in meaningful assessment?
PD2	How are you streamlining assessment to ensure that you do not over-assess (e.g. focus on programme level assessment -key considerations include: ensuring coherence of modules; reducing the number of modules; rationalising learning outcomes; rethinking the types and patterns of assessment across the programme as a whole to ensure an integrated and developmental experience for the learner; rethinking the balance of formative and summative assessment)?
PD3	How are you encouraging collaborative design (e.g. involving colleagues beyond the module (programme team; QA team; Library Services etc.)?)
PD4	How are you ensuring mechanisms for the development of programmes are appropriate to enable assessment practice to be responsive to needs?
PD5	How are you providing opportunities for teams to consider assessment holistically across modules to ensure progression; managed choice; rationalisation of learning outcomes?
PD6	How are you ensuring that all lecturers have a clear understanding of how their module(s) fit within the overall programme structure? Do you have a one page outline summarising this?

ASSESSMENT DESIGN



AD 3 Ensure access and equal opportunities

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Lecturer / Teacher Focused (LT)

- LT1 Ensure assessment is appropriate and manageable in relation to student level.
- LT2 Support student transitions by providing an in-depth session or series of sessions that explore the students' previous experiences of assessment and feedback and initial concerns that can be targeted in subsequent teaching sessions.
- LT3 Ensure provision of all resources prior to students starting the module / programme (e.g. handbooks; virtual learning environment; assessment guidelines, and submission deadlines).
- LT4 Ensure resources are clearly organised to promote access (provide a routemap / explanation of how resources are organised) and that students receive training in how to access and use resources.
- LT5 Introduce early assessment opportunities to enable appropriate support to be put in place.
- LT6 Ensure learning environments are adaptive rather than adapted and enable flexibility (opportunities for learner to proceed at appropriate pace; alternative pathways; opportunities to specialise and/or generalise etc.).
- LT7 Ensure sufficient variety in the nature and forms of assessment matched to the learning outcome requirements to enable all students to fully demonstrate their understanding.
- LT8 Ensure choices in assessment and support learners to make informed choices (e.g. opportunities for individual and group working; self-selection of focus for assessment with guidance; choice over formative deadlines; modes of feedback; nature of groups and ways of working within and beyond sessions; ensure sufficient time to enable choices to be realised over a programme of study).

Student Focused (S)

- S1 Encourage students to take responsibility to address their specific learning needs as to what they can do and what we can reasonably do in partnership to support each other.
- S2 Ensure that assessment design including feedback is accessible to all students.
- S3 Undertake early assessment to ascertain student needs and to engage students in undertaking their own audits of their needs.
- S4 Provide students with managed choices as to how they navigate their learning environments and encourage students to take responsibility for their assessment choices.
- S5 Support students' development of networks of support so to ensure their integration into communities of practice to support their work at the University.
- S6 Ensure students are aware of support mechanisms available to them across the University.

Programme / Director Questions (PD)

- PD1 How are you ensuring an adaptive design (one that enables all students to access the curriculum)?
- PD2 What is the agreed baseline expectation regarding resource provision including online provision?
- PD3 How are all students' needs being addressed as an integral part of design?
- PD4 Is assessment design inclusive? How are you monitoring and evaluating inclusive assessment practice within and across modules and programmes?
- PD5 Using a critical pedagogical stance- who is advantaged & disadvantaged by your assessment?
- PD6 How is formative assessment supporting students to successfully manage their own learning?

ASSESSMENT DESIGN

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



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Lecturer / Teacher Focused (LT)

- LT1 In developing sustainable assessment practice the key is in supporting students to manage the learning environment for themselves; evaluate how effectively your assessment design is enabling this.
- LT2 Elicit short, sharp feedback from students on your teaching within taught sessions (e.g. through use of clickers; post-its; what went well; what could be better questions).
- LT3 Demonstrate how student feedback is being taken on board (where appropriate) within teaching sessions.
- LT4 Provide opportunities for frequent low stakes assessment tasks to support student engagement and to enable you to measure progress and/or stumbling blocks.
- LT5 Set pre-tasks where students need to prepare focused questions for discussion in the taught session; enable student groups to take turns in producing model answers.
- LT6 Demonstrate to students how mid-semester feedback is being used to inform learning and teaching and gain feedback from the students about the enhancements you have made.
- LT7 Clarify with students where it is not appropriate to make requested changes and why.

Student Focused (S)

- S1 Get students to write a 5 minute essay and share with peers for feedback and further discussion.
- S2 Use the three minute elevator pitch idea (time it takes to get into and out of lift!) to get students to summarise key ideas and to gain feedback from peers.
- S3 Collate student snapshots of feedback during and at end of programme to feed into developments.
- S4 Get students to write guidance for students on key lessons that they learnt that would be useful to have known at the start.
- S5 Get students to evaluate their own feedback seeking, giving, and using performance.

Programme / Director Questions (PD)

- PD1 How are you using and sharing feedback from students and staff to inform the development of your programmes?
- PD2 How are you evaluating with teams what assessment enhancements have had the most impact and are also the most manageable within a short time frame?
- PD3 What are the mechanisms to ensure timely processing and sharing of feedback to inform programme development?
- PD4 What are your assessment feedback priorities? How do these align with the University plan?
- PD5 How are you implementing ideas consistently across modules as part of your strategic plan?
- PD6 How are you ensuring regular programme meetings to agree principles underpinning assessment practice to ensure development of modules is in line with potential larger scale programme changes?
- PD7 What opportunities are there for staff to evaluate & further develop their assessment practice?