

Contents

Eat Framework Overview	1-9
Dimensions of Practice	
(Assessment Literacy, Feedback and Design)	9-21
Meaningful Assessment Practice (MAP)	21-29
Characteristics of MAP	21-2 3
Realisation of MAP in Practice	23-26
Inclusive Assessment Practices	27
Self-Regulatory Assessment Practices	28-29
Scaling-Up Assessment Practices	29-33
Evaluating Assessment Practices	33-34
Reward and Recognition	35-38
Appendices	
Appendix A1: Guidance on Assessment Feedback Design	39
Appendix A2: Effective Assessment Feedback Principles	40
Appendix B: Lecturer Versions of the EAT Wheel	41-44
Appendix C: Student Versions of the EAT Wheel	45-48
Appendix D: PhD Versions of the EAT Wheel	49-50
Appendix E: Decision-Making Cards	51-62 63
Appendix F: Student Engagement in Assessment Feedback Appendix G: Tools to Evaluate Practice	64-78
GI Planning Change	64
G2 Overarching Assessment Principles Checklists	65-66
G3: Key Considerations in Implementing Principles	67
G4 Quality Assuring Assessment Practices	68-70
G5 Evidencing Practice	71-78
Appendix H: Professional Development; EAT and Fellowships	79-85
Bibliography	86-93

Figures and Tables

Figures

Figure 1: Theoretical underpinnings of EAT (Waring & Evans, p. 55)	2
Figure 2: Key constructs underpinning EAT	4
Figure 3: EAT Reflecting Integrated Assessment from a Semiotics	
Perspective	5
Figure 4: Underpinning EAT Principles	7
Figure 5: Triadic symbiotic relationship between individual and contextual	
factors, and assessment feedback skills	16
Figure 6: Using EAT Student Profiles	20
Figure 7: Using EAT Lecturer Profiles	21
Figure 8: UKPSF Dimensions of Practice	36
Figure 9: EAT and the UKPSF	38
Figure 10: EAT Principles diagram	66
Figure 11: Critical Reflection on Practice: Supporting Senior and	85
Principal Fellowship Applications	
Tables	
Table 1: Effectiveness Factors in using EAT	25-26
Table 2: Self-regulatory skills implicated in assessment feedback (29
Table 3: Institutional Support for Assessment: Key Priorities	32-33
Table 4: Evaluating Impact of Assessment Interventions	34
Table 5: FAT Principles and LIKPSF	37



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 the EAT Framework

Equity – Agency - Transparency

There is a substantial body of research on developing assessment feedback practice in higher education (Evans, 2013). (See Appendices AI: Guidance on Assessment Feedback Design, and A2: Effective Assessment Feedback Principles). 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: http://journals.sagepub.com/doi/abs/10.3102/0034654312474350

EAT (Evans, 2016) is underpinned by a Personal Learning Styles Pedagogy approach (PSLP) (Waring & Evans, 2015). At the heart of EAT is the importance of the following:

- a. attending to student and lecturer beliefs about assessment including feedback;
- b. ensuring the use of appropriate research informed tools and a holistic approach to assessment;

- c. sensitivity to learner context the importance of learner agency;
- d. the importance of adaptive learning environments that support all learners to become more self-regulatory in their approaches to learning;
- e. supporting learner autonomy and informed choices in learning.

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

Theoretically, EAT integrates cognitivist, socio-critical, and socio-cultural perspectives and draws on systematic analyses of the research literature involving the interrogation of over 56,000 sources, and 5000 articles in detail.

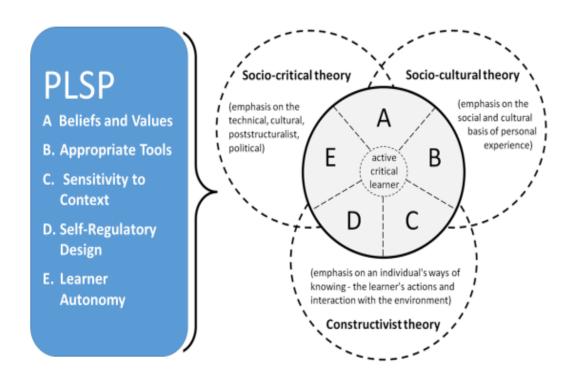


Figure 1: Theoretical underpinnings of EAT (Waring & Evans, p. 55)

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 brings together work on individual learning differences (PLSP, Waring & Evans, 2015), self-regulation and agentic engagement. Self-regulation is embedded in notions of sustainable assessment (Boud & Molloy, 2013), how students come to manage learning for themselves through development of self-evaluation capacity. Examination of self-regulation of assessment feedback concerns examination of both the process of self-regulation (goals, planning, monitoring and evaluation (Zimmerman, 1986, 1989), and analysis of self-regulation constructs to include the cognitive dimension (how you process information), the metacognitive dimensions (understanding how you learn), and the affective dimension (managing emotions in learning, linked also to motivation and self-efficacy) (Vermunt & Verloop, 1999). Agentic engagement is concerned with how students engage with assessment and how they bring about changes in their learning environment to support their own learning (Reeve, 2013).

*Note: PLSP and assessment link Evans, 2015: https://www.advance-he.ac.uk/knowledge-hub/personal-learning-styles-pedagogy

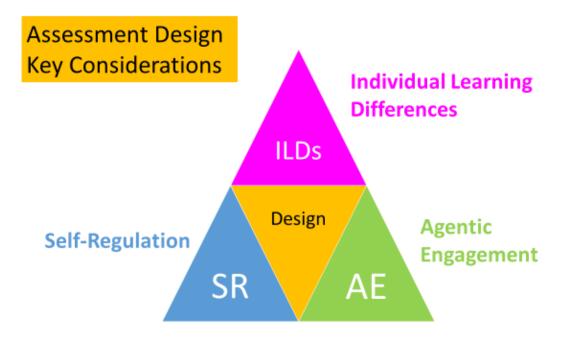


Figure 2: Key constructs underpinning EAT

While EAT was not designed as a psychometric tool, the factor structure of it suggests loading on three key factors to include engagement, self-regulation, and assessment literacy. Individual differences are implicated in the ways in which individuals manage their learning using similar and different combinations of strategies and approaches to manage assessment.

The EAT Framework highlights the importance of seeing how all elements of curriculum design work together to impact the efficacy of feedback. From a semiotics perspective (Peirce, n.d) EAT is a symbol or a 'SIGN' of integrated assessment (the OBJECT); of fundamental importance is how colleagues and students make sense of it (we are the INTERPRETANTS).

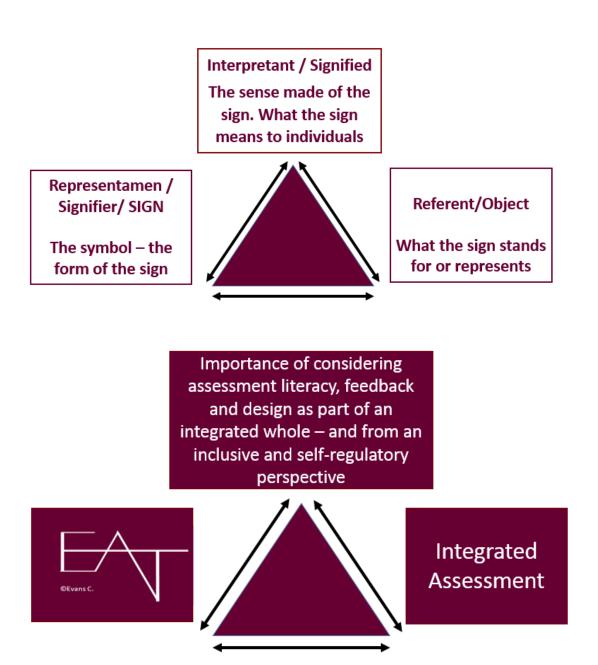


Figure 3: EAT Reflecting Integrated Assessment from a Semiotics Perspective

Why the need for EAT?

The literature is rich in studies proclaiming a new paradigm of student engagement with assessment, and this has been in motion for at least thirty years. Translation of core ideas around engagement, self-regulation and student partnership in practice have been much slower to take hold in practice given the constraints of assessment cultures at all levels of inquiry, and the lack of integration of cognitive and educational psychology, neuroscientific perspectives and disciplinary requirements. The framework critically synthesizes a very broad-based literature base, and attendant theories and explores pragmatic ways of addressing assessment in practice.

Scale of Inquiry

EAT can be used to explore assessment feedback practice at a variety of levels in order to identify assessment priorities (individual; discipline; faculty; university) (See EAT Diagrams Appendices B (educator) and C (student versions). 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 through an evidence-informed approach.

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 drawing 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. Appendix C enables students to self-assess how they are attending to each of the areas highlighted in EAT as part of trying to understand and develop their own role(s) in assessment feedback practice.

Principles underpinning Practice at all Levels

Central to the EAT Framework is consideration of beliefs and values underpinning assessment practices and how shared understanding of these is developed. The EAT Framework looks at Principles at three levels:

- Overarching Principles Underpinning Practice (see Appendix G2)
- Principles applied to Quality Assurance of Assessment and Feedback (Appendix G4)
- Implementation of Assessment Feedback Principles on the ground (Appendix A2)

Principles Underpinning Practice: Integrated approach

- Shared beliefs and values
- Student-staff partnership
- Inclusive
- Sensitive to context
- Holistic
- Integrative
- Agentic
- Engagement in meaningful learning experiences - relevant
- Sustainable



Research-Informed

Figure 4: Underpinning Eat Principles

Research-informed:

Being able to apply research/scholarship to practice in a way that is meaningful, relevant, and sustainable, and being able to use what has been learnt from practice to further inform learning, teaching and research.

A concern with how we evaluate the quality of what we doing in a dynamic way.

- What evidence can we draw on at the micro level to explore the process and not just the outcomes of assessment feedback practices?
- Is the time we are spending on a specific assessment activity justified?

It means tacking the Biesta (2010) question head on – measuring what we value rather than valuing what is easy to measure. It means resisting gaming metrics to instead focus on meaningful learning. The Moore et al. (2015) framework for managing complex interventions provides a useful steer in considering:

- Fidelity of assessment approaches how true they are to intended plans,
- Dose (how much is needed) to effect positive change Significance (the scale of the difference made and for whom- its reach – has it been successful with the target population.
- In considering scaleability, we also need to consider how embedded ideas have become within institutional structures and processes, their sustainability and transferability within and across contexts.

Inclusivity

We need to constantly explore whether any learner is being excluded from assessment (a critical pedagogy) and ensure that all learners have access to learning environments drawing on a universal design perspective. Ensuring that our practice provides all students and staff with equal access to learning in respecting diversity, enabling participation, working with students and staff to remove barriers, cognisant of individual learning differences.

Self-regulatory

How are we supporting learners to manage their own learning, and what does self-regulation mean? i? The Eldorado of assessment is for learners to be able to accurately measure the quality of their work for themselves; this requires attending to cognitive, metacognitive and emotional dimensions of learning. It also requires understanding of how individuals can be supported to maximise the affordances from an environment and to understand that self-regulation does not mean self-reliance.

Student-staff partnership

How do students and staff perceive their roles in assessment feedback? What tensions may exist? Are goals openly discussed and role boundaries agreed and made explicit?

Shared beliefs and values:

Can you articulate clear principles underpinning your practice? Is there open discussion, and development of principles that all stakeholders can buy into?

Promoting student and staff agency

How can we ensure that assessment policies do not straitjacket assessment practices?

Sensitive to context

This includes factors pertaining to the individual and how the assessment environment operates. How do we ensure sensitivity to how learners experience assessment and support individuals to manage themselves in context (to notice cues to support learning; engage in networks to support learning; understanding the inferences and meanings of disciplinary cultures). This also requires acknowledgement of the fact that individuals' perceptions of an assessment environment are varied, they are context related, and subject to change.

Engagement in meaningful learning experiences

How are we supporting students to engage deeply in their learning through careful consideration of the key learning attributes we are supporting students in developing. How are such attributes best tested to enable students to be able to show their depth of understanding? Are the assessment tasks we set relevant and authentic? (See section: Meaningful Practice Considerations).

Integrative Integrated assessment means consideration of the

relationship of all elements of assessment. It also highlights the importance of an approach where the aim is to support students in being "able to make connections across learning experiences and achieve learning at the

highest cognitive level" (Durrant & Hartman, 2014, p. 1)

Holistic Involves consideration of the whole experience of the

learner within a programme and beyond the discipline. To achieve this we need to be sensitive to individual and

contextual variables impacting learning.

Sustainable From a pedagogical perspective this is about supporting

learners through their development of self-regulation capacity to manage their learning throughout their lives; accurate self-assessment is central to this. It is also about manageability and best use of resource. From a personal perspective, it is also about deliberate practice; being discriminatory in when and where to invest efforts.

Critical approach Is about considering the impact of assessment and

feedback practices on students and colleagues, and our ability to engage in ongoing development and critical evaluation of our own practice and that of others.

Dimensions of Practice: Key considerations

Each of EAT's three core dimensions of practice have four sub-dimensions; making 12 sub-dimensions in practice. 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 they 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 E: 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',

Torrance, 2007, 2012), however, without access to the language and rules of assessment much time is wasted by students and lecturers on lower level concerns rather than on what really matters in learning. Engaging students with assessment criteria by involving them in: assessing each other's work, refining criteria to align with requirements of a specific assessment task, and supporting programme level development of assessment criteria, are all helpful activities in enabling students to get a deeper understanding of the requirements of assessment. Key questions include:

- How are learners encouraged to articulate their beliefs, understandings, opinions, and motives in assessment feedback? (see Clark, 2012)
- How are we providing learners with opportunities to be able to calibrate standards for themselves?

ALI Clarify what constitutes good

Building on the work of Ramaprasad (1989) and Sadler (1989) about the role of feedback in bridging the gap between a student's current and ideal level of performance, an individual needs to have a clear understanding of what good is, and the different ways of achieving good. **Key questions include:**

- Do module / programme teams have a shared understanding of what constitutes 'good' and how you achieve this shared understanding?
- How do we bridge student and lecturer learning goals?

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 (students and lecturers) will perceive assessment and feedback guidance and design in different ways. A key question is <a href="https://doi.org/10.1001/journal.org/1

We also need to consider the programme as a whole and what the entirety of the learning journey looks like, and also consider the extent to which the pattern of assessment supports and also may constrain learning and teaching. A clear 'blue print of all aspects of assessment and how they work together is essential.

AL 3 Clarify student and staff entitlement

In supporting students to self-manage their assessment journeys it is important to <u>make it</u> <u>clear what support is available and when</u>. What are the boundaries regarding support and what is the student role in this process? Feedback should be seen as a <u>highly valuable and</u>

<u>rationed resource</u>, 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. <u>The student role in supporting the learning process as active feedback givers as well as receivers of feedback should be stressed</u>. 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, <u>students need to be able to identify with, and meet the requirements of their specific disciplines</u> (Bluic et 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, and to also assess them. 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 <u>supporting learners to drive feedback for themselves</u>. 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 sub-dimensions of EAT, the role of individual differences is important. Students' understanding of feedback and their capacity to act on it depends on their beliefs, motives, and established schema; feedback needs to tackle these areas early on to ensure students' psychological development is synchronised with other aspects of their self-regulatory development, and so that appropriate addition and removal of scaffolding can be applied.

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).

The Feedback Conundrum

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

Feedback cannot be discussed in isolation from assessment design as it is assessment design that is key to managing the efficacy of feedback in context. A central question is: How do we maximise feedback exchanges for staff and students acknowledging that lecturer feedback is but one element of the feedback process? Mapping of the assessment design is needed to make clear what assessment feedback opportunities there are, and who is leading on them student and/or lecturer.

In facilitating feedback exchange emphasis must be on how assessment is designed to maximise opportunities for students to come to understand requirements for themselves without being dependent on external feedback in order to be able to accurately judge the quality of their own learning (Boud & Molloy, 2013).

Student Assessment Sat Navs: As architects of assessment, how do lecturers create learning environments that give students maximum access, but importantly, support students to manage their own learning?

This definition places emphasis on how assessment is designed **to maximise opportunities for learning**. Consideration of how students can be co-opted into supporting the development of such opportunities, so as to maximise their learning <u>still</u> requires a substantial shift in thinking.

AF I Provide accessible feedback

Keeping assessment focused with an <u>emphasis on how to improve</u> 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 A2). Of key importance is considering what the best method is to give feedback in relation to the nature of the task. More adapted forms of feedback are made possible through use of artificial intelligence to provide feedback and resources matched to the learner level and to provide invaluable information on the learning process.

AF 2 Provide early opportunities for students to act on feedback

In order to support students to help themselves, <u>early assessment of needs is important.</u> Emphasis should be on providing early opportunities for students to receive feedback on key areas of practice while there is sufficient time for them to use such feedback to enhance their work; assessment design must take account of this. Furthermore, formative feedback must directly link into the requirements of summative assessment as part of an aligned approach. Repeated testing has been shown to have significant impact on student learning outcomes (Heeneman et al., 2017; McCann, 2017; Sennhenn-Kirchner, et al., 2017).

AF 3 Prepare students for meaningful dialogue / peer engagement

<u>Peer engagement activities are important in promoting student self-regulatory skills</u>. 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)

<u>Clarifying student responsibility within peer engagement models</u> 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).

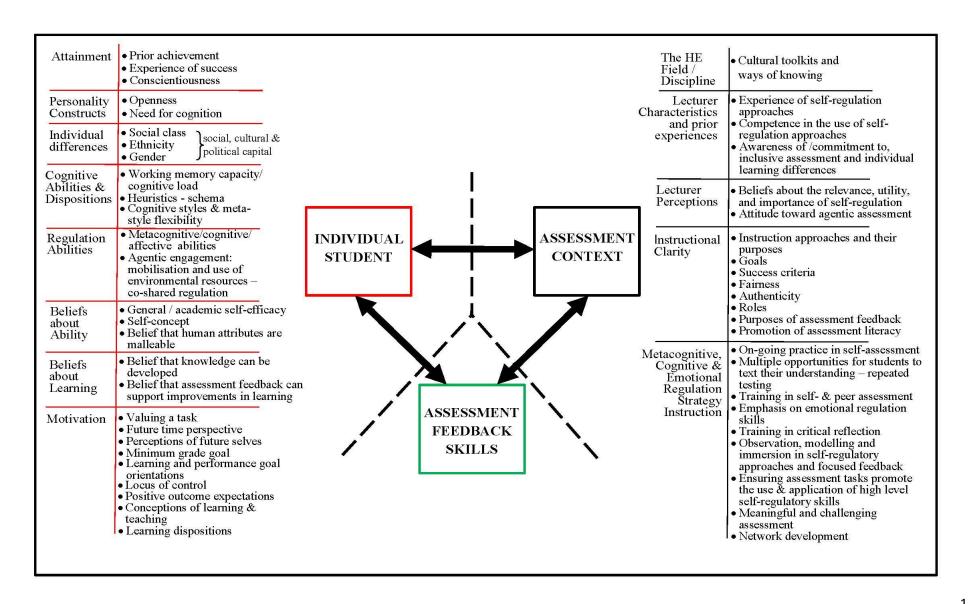
(See Chapter 10 - Making sense of critical reflection in M. Waring., & C. Evans (2015). Understanding pedagogy: Developing a critical approach to teaching and learning (pp. 161-186). Abingdon, Oxford, United Kingdom: Routledge

In considering feedback dynamics and building on the Feedback Landscape (Evans, 2013: https://journals.sagepub.com/doi/full/10.3102/0034654312474350), there are many variables impacting how students make sense of feedback, and we need to have a better understanding of those key variables if we are to maximise the effectiveness of assessment feedback (Evans & Waring, submitted).

In Figure 4, the factors implicated in impacting students' engagement with assessment feedback and student learning outcomes are highlighted integrating individual and contextual variables. The importance of beliefs and values in impacting assessment feedback behaviours is central to the EAT Framework as part of examining the cognitive, metacognitive and emotional factors and predispositions impacting how a learner engages with a learning environment. Goals play a central part in impacting behaviours, and supporting students in developing appropriate goals and monitoring activities to check activities are aligned with goals is essential.

On the environmental side of the equation, it is known that self-regulation strategies of learners can be enhanced through appropriate training and support which also includes removal of scaffolding, and that development of such skills can negate the influence of individual difference factors on achievement. One of the biggest threats to self-regulation is the over-scaffolding of learning which HE environments need to be mindful of when planning transitional learning support activities for students. Ensuring that curriculum design fully supports the development of self-regulatory capacity requires time for teams to create programme blue prints of the core knowledge and skills' development that are required by students, and the best ways to support them in developing the metacognitive competencies required.

Figure 5: Triadic symbiotic relationship between individual and contextual factors, and assessment feedback skills (from Evans & Waring, in prep)



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. As part of this: to what extent is training provided for lecturer teams to support

calibration of standards (Sadler, 2017)? Furthermore, to what extent are students and lecturers clear about marking and moderation processes?

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.

<u>Manageability of assessment</u> 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). Computer technologies and Al already offer considerable opportunities to support adapted designs but require strong pedagogy underpinning them and data analysis skills to pull out the complex relationships between variables.

Ensuring <u>early and full provision of resources</u> is one way to promote access to learning. Supporting students to develop <u>strong resource networks</u> (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.

Using EAT in Practice

The Framework can be used with individuals (students and lecturers) and with teams

- As a **diagnostic tool:** to evaluate strengths and weaknesses at individual and team / organisational levels.
- As a **design tool:** to hone in on the development of one area of practice e.g. feedback and consider what needs to happen in all 12 areas of practice.

- As a predictive tool: to explore relationships between student engagement and outcomes.
- As an **evaluative tool:** to evaluate the relative effectiveness of assessment feedback practices.
- As a training tool to support student and lecturer skills' development.

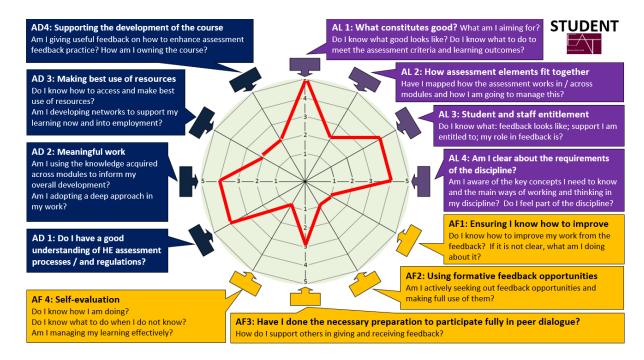


Figure 6: Using EAT Student Profiles

For each of the 3 dimensions and 12 sub-dimensions of the EAT framework in total, it is possible to ask students to score their own contribution (I = do very little to 5 = do as much as possible). It is then possible to identify each students' own EAT footprint. The key question here is to why students choose to engage or not in assessment and feedback practices which includes a consideration of the extent to which a programme/module enables them to engage fully. A discussion of facilitators and barriers to engagement in assessment and feedback from institutional and personal perspectives is important in moving practice forward. Using the lecturer /student version it is also possible for lecturers to overlay their profiles within and between modules to account for areas of difference and to look at strengths and areas to develop. Students can also overlay their interpretation of the teaching within a module/ programme with that of the lecturer's to identify points of agreement and difference.

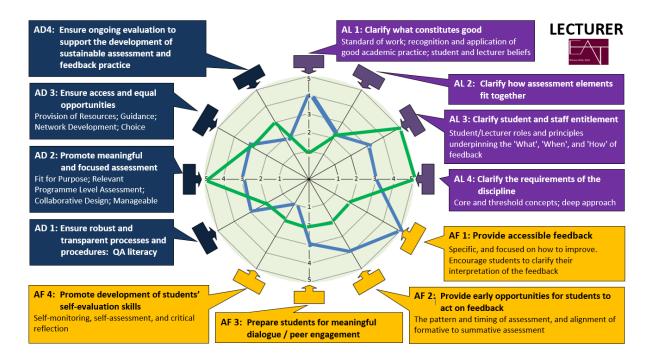


Figure 7: Using EAT Lecturer Profiles

Meaningful Assessment Practices (MAP)

Key considerations in developing meaningful assessment practices are highlighted in EAT

- Agreeing Assessment Feedback Principles (See Appendix A2); Effective Assessment Design (see Appendix A1)
- Inclusive Assessment
- Self-Regulation
- Student Partnership Approaches: How we design assessment feedback to encourage engagement (see Appendix F)
- Supporting Student Reflection on Practice

Characteristics of meaningful assessment practices

In emphasizing meaningful assessment feedback practices the importance of students' abilities to be able to use, apply, adapt and create new knowledge are accented. As noted by Sadler (2013), students need to be proficient in three key areas and have to be able to: have a good understanding of quality and identify it when they see it; judge the quality of their own work, their strengths and weaknesses; know what strategies to use to improve the quality of their work (Sadler, 1989).

Meaningful learning is much more than students being better users of lecturer feedback. It requires a holistic, co-ordinated and integrated approach that frames genuine paradigmatical

shift. It is about students' noticing and valuing the range of opportunities available both internal and external to themselves:

Generating feedback for themselves, understanding the role of inner feedback processes as part of monitoring and evaluation components of self-regulation (Nicol, Thomson, & Breslin, 2014; Sadler 2013), constructing meaning for themselves (which should reduce the need for external feedback); co-constructing knowledge involving genuine dialogue and not a one-way conversation.

It is, therefore, also about power and the conflicting roles of lecturers as facilitators and assessors. Sustainability, in emphasising the role of the student in the assessment process and the changing role for the lecturer in facilitating student agency in managing their own feedback are important. Ensuring best use of resource, and questioning what the learner and lecturer should be attending to most are also critical as part of an integrated approach.

(See Appendix F for approaches to engaging students in assessment)

Vehicles to support students' in constructing meanings for themselves include:

- personalising and creating their own criteria for each piece of work (Taras, 2015)
- being trained in using, triangulating and making sense of feedback to include the emotional dimension of feedback (Evans, 2013; Forsythe & Johnson, 2017).
- reviewing work of varying quality to support student understanding of quality, and seeing quality can be achieved in different ways (Sadler, 2010, 2013).
- acting as reviewers of others (Nicol, Thomson, & Breslin, 2014).
- self-assessing and feeding back to others as part of summative assessment and evaluative processes (Boud, 2000; Boud et al. 2013; Carless, 2012; Deeley, 2014).
- working with assessment to do the noticing, the thinking about repair and modification, and the generation of ways to improve' as defined by Sadler (2013, p. 57) as 'knowing to'.
- co-constructing habitus in working with lectures as part of signature pedagogies in generating dispositions to act and perceive in the discipline (Gray, 2013; Yu & Hu, 2017).
- genuine collaborative partnership and discussion between student and lecturer and emphasis on students leading discussions (Feedback Landscape, Evans, 2013; Dialogic

 – Carless et al., 2011).
- working as co-producers with the wider community in boundary-crossing, integrative, and socially networked experiences, as part of the pedagogy of the real (Garcia, 2014) that bridge HE experiences with life outside of it (Bass, 2012; Evans, 2013).

- designing assessment with lecturers (Riley, 2017; Riley, McCabe, & Pirie, 2017)
- Teaching and researching with peers and lecturers (Scott, Moxham, & Rutherford, 2013; Evans et. al., 2017)

See: Evans, C., et al. (2018). Supporting student agency and success in higher education and beyond through the development of assessment feedback skills (the ability to self-monitor and self-evaluate). Experimental Innovations Office for Students' Final Report. Southampton: University of Southampton with Office for Students, UK.

Realisation of Meaningful Assessment Approaches in Practice

At present much assessment aimed at being transformational falls short because of entrenched personal and collective beliefs which encourage adherence to an existing organisational paradigm (Harrison et al., 2017; Taras, 2015) despite claims of paradigm shift. If we want to transform assessment by promoting student ownership of it, we need to start by addressing student and lecturere beliefs and values which impact individual and organisational behaviours.

To facilitate effective learning communities, organizational and individual beliefs need to be aligned. Beliefs and conceptions about the nature of knowledge frame how learning experiences are designed and how they are interpreted leading to entrenchment on both sides. To support sustainable assessment practices, that build students' self-regulatory capacity and particularly their self-evaluative judgement, much more attention needs to be focused on the development of shared principles underpinning assessment design (Evans, EAT, 2016). Seeking congruence in student and lecturer beliefs and values has to be a priority if students and lecturers are to work in partnership in developing valuable and manageable assessment opportunities.

In investing in change we have to be able to do more than hope that colleagues and students will be receptive; the rationale underpinning the assessment design needs to be transparent to all, and alternative approaches and ways of being modelled and supported. In engaging students actively in assessment, we need to be very careful that we do not fall into the trap of engaging students and lecturers in 'waste of time' activities. We need a clear understanding of what facilitates students' and lecturers 'knowing to', and what is a distraction from this core purpose. Central to this debate is an awareness of individual differences, and an understanding that learners will use strategies in different ways. Individual and situational constructs need to be factored into assessment design as solutions need to be found at the local level and supported by institutional clarity and openness to explore and evaluate assessment at all levels within an organisation as to what is working well and for whom.

Table I identifies examples of strategies that have been successful in reducing student differential learning outcomes through a focus on supporting students' self-regulatory capacity through assessment design (Evans et al., 2019).

Table 1: Effectiveness Factors in using EAT

EAT Principles	EAT areas	Elements evident in successful case studies
	Literacy	Involvement of students in the development of assessment criteria.
	AL1	Explanation of the rationale underpinning the assessment criteria and facilitating students to work
		with these to refine and develop at the level of the task.
		Lecturers going beyond looking at transparency to questioning the relevance and validity of the
		criteria and tasks themselves (AD2).
a.shared beliefs and values	Literacy	Making clear how all elements of a programme fitted together and how the assessments were linked
between academics and	AL2	for staff and students.
students		Getting students to walk through the programme and to map their own journeys and potential crunch
b. student-academic partnership		points.
c. inclusivity from universal		Team development of programmes (AD2) to critically examine the placement and nature of different
design perspectives		assessments and how these map to learning outcomes.
d. sensitivity to context	Literacy	Being explicit about what partnership means and what entitlement is – how much support and when.
e. holistic – experience of the	AL3	In navigating the rules of engagement, what is black and white and what is grey.
student learning journey in its		Clarifying with students at point of entry what is expected from them in terms of their contribution to
entirety		programme development, attendance, supporting other students etc.
f. integrative – interconnected	Literacy	Clarifying what the core and threshold concepts are and agreeing these as a team.
g. agentic in promoting student	AL4	Identifying any specific skills gaps in the transition from school to HEI at the discipline level.
and academic ownership of		Undertaking a skills and knowledge audit / base line testing at point of entry for students.
assessment		Agreeing a 'common language' for the discipline and making this accessible to students.
h. meaningful learning		Focusing on relational dimensions in building a discipline-specific community with students.
experiences	Feedback	Focusing feedback on what was good, what let you down and how to improve – rationalising feedback
i. sustainable	AF1	to focus on the most important points.
j. evidence-based		Staff and students working together to clarify what feedback is, how to seek, give and use it.
		Situating feedback where it can have most impact (AD2).
		Agreeing clear baselines for the quality of feedback, ensuring quality and moderating quality.
	Feedback	Making sure students have many opportunities to test their understanding from point of entry into
	AF2	university – with students also leading on providing such opportunities (AD2).
		Ensuring that the formative feedback directly supported summative outputs (AD2).

		Supporting student reflection on feedback but with an emphasis on goal setting - on how feedback is
		used to move forward.
	Feedback	Providing training for students in how to give, use and seek feedback with others.
	AF3	Making requirements for peer support explicit.
		Ensuring team activities are authentic and support students to use the individual strengths of team
a. shared beliefs and values		members to maximise outputs.
between academics and		Reward based on getting all team members over the line.
students		Making the tensions involved in team work explicit from the outset.
b. student-academic partnership		Providing the mechanisms to support the building of team networks.
c. inclusivity from universal		Flexibility in team membership and individual ownership of team efforts.
design perspectives		Students engaged in identifying 'crunch points' for future cohorts and providing timely training for
d. sensitivity to context		peers.
e. holistic – experience of the	Feedback	Student self-assessment built into all activities.
student learning journey in its	AF4	Students engaged in summative marking.
entirety	Design	Training staff and students in assessment regulations.
f. integrative – interconnected	AD1	Making marking and moderation procedures explicit.
g. agentic in promoting student		Allocating time in workload models to ensure teams are able to come together to discuss assessment
and academic ownership of		processes and to calibrate judgements.
assessment	Design	Designing assessments that require students to engage.
h. meaningful learning	AD2	Emphasis on inquiry based, project/product based learning requiring depth of understanding.
experiences		Emphasis on students as producers working in partnership with lecturers on real problems with a
i. sustainable		community focus.
j. evidence-based		Students as mentors to others.
	Design	Making how to access and use resources explicit.
	AD3	Clarifying what good resources look like and how to access them.
		Supporting students to build their own networks of support beyond their current network base.
		Engaging students in resource development and research.
		Analysis of data to interrogate whether any students are disadvantaged by assessment.
		Ensuring the mode of assessment is the most appropriate to test understanding required by the
		learning outcome and being explicit on the range of ways in which meeting the requirements of the
		learning outcome can be achieved.

(Evans et al., 2019. Maximising Student Success OfS project, p. 83-85

Inclusive Assessment Practices



Ensuring that our practice:

- Provides all students and staff with equal access to learning in respecting diversity, enabling participation, working with students and staff to remove barriers and is cognisant of individual learning needs; attends to reasonable adjustments (Equality Act, 2010).
- Clarifies the role of the student in the process from the outset and addresses the issue of relevance and ownership.
- Establishes with students their starting points and maps their journey through the progressive development of knowledge, skills, and understanding to meet the programme level outcomes.
- Ensures individual learning needs are met through a Universal Design stance ensuring that the curriculum allows students to navigate the curriculum in different ways through attending to specifics of good design; it is not about designing assessment with a particular type of student in mind.
- Alerts us to whether any student is being inadvertently excluded through our on-going analysis of the impact of what we do. We need to constantly explore whether any learner is being excluded from assessment.
 - Are students' starting points taken into consideration?
 - Are we aware of the needs of the different tribes making up our intake?
 - Nature of assessment do all have equal access to content?
 - Is there sufficient variation in tasks across a programme to meet the requirements of different PLOs?
 - o Is information clear, accessible, and explicit?
 - o Is it clear to the student what good looks like?
 - O Are alternative ways of 'good' demonstrated?
 - O Does assessment allow a learner to demonstrate what they can do?
 - o Is feedback given in sufficient time to allow a learner to use it?
 - O Are students supported in how to use feedback?
 - O Are students guided in how to improve?
 - Is scaffolded support put in place to support the learner journey and removed accordingly to promote student independence and not dependence in learning?
 - Is the student given frequent opportunities to self-test their knowledge, understanding and skills?
 - Where there is free choice, how are learners supported to make informed choices?
 - O Does the timing of assessment unfairly impact certain learners?
 - Is information provided in good time to allow students to navigate the curriculum as they choose?
 - What does reasonable adjustments mean in practice?

Self-Regulatory Assessment Practices

The link between students' abilities to self-regulate their learning and successful learning outcomes is well-known (Bembenutty, While, & Vélez, 2015; Dent & Koenka, 2016; Panadero, 2017).

"Students' strategies for learning and exam preparation, for effort regulation, and goal-setting demonstrate stronger relationships with achievement than their personalities or personal backgrounds.

(Schneider and Preckel, 2017, p. 595)

Self-regulation is used widely within the literature to mean the same and, or different things. It can be seen as a process whereby students set goals, devise strategies to achieve those goals, attend to learning through the use of cognitive, metacognitive and emotional management of learning which includes maintaining motivation, choosing appropriate strategies to master a task, ongoing reviewing and evaluation of performance to enhance achievement of goals. Metacognition denotes an ability to understand one's own learning processes, cognition an ability to utilise cognitive strategies to master a task, and emotional regulation, the ability to manage one's emotions at all stages in completion of a learning task.

Assessment design should enable students to develop their self-regulatory abilities as an integral part of curriculum design. As highlighted in Table 2, there are high-level self-regulatory processes that are known to impact learning outcomes as highlighted by Dinsmore, 2017. Over-scaffolding of learning canwork against the development of self-regulatory capacity. In projects used to support development of students' self-regulatory abilities, too much scaffolding led to negative self-regulatory strategies such as minimum effort regulation, where for example, students become increasingly reliant on teacher input, and subsequently regulated their learning by realising that they need to do less to achieve goals (Evans et al., 2019). Dinsmore (2017), like Schneider and Preckel (2017) highlights the importance of students' discriminatory use of strategies in terms of appropriate use of strategies and the quality of strategy use.

Key considerations to support self-regulatory capacity

- Identifying and mapping high level skills required throughout a programme of study
- Awareness of potential skills gaps between school level learning and HE within the discipline
- Signposting at point of entry the key knowledge, understanding and skills students will need to be successful in their field of inquiry.
- Modelling approaches to developing key skills.
- Repeated practice and application of such skills in real life/ approximations of practice conditions
- Training for staff and students in the development of self-regulatory skills

Table 2: Self-regulatory skills implicated in assessment feedback (taken from Evans & Waring, submitted)

	I a
Self-regulatory behaviours in managing assessment and feedback	Specifics
Metacognitive strategy use: knowing how, when, and where to deploy a strategy COGNITIVE CONTROL	 Quality: how well a strategy is executed Conditional use: how appropriately a strategy is used
Task analysis: accurate assessment of task	<u>. </u>
and what you know and do not know	 Meta-memory: memory of what you know Accuracy for recognizing or knowing a task and predicting one's knowledge
Planning regulation of a task: organisational and motivational skills in setting goals, understanding the necessary steps in the assessment process and developing an action plan to achieve these goals.	 Goal setting: grade goal (minimum level one wants to achieve); learning-oriented goals versus performance goals Ability to set specific, manageable, and challenging mastery goals
Contextual regulation: ability to influence the environment to support learning SITUATION AWARENESS	 Selective use: knowing when, why, and from whom to seek support - cue seeking; help-seeking Quality of, and selective use of networks of support
PERSONAL-INTERPERSONAL COMPETENCE	 Flexibility: boundary crossing- adaptability- ability to transfer and adapt ideas across contexts
Metacognitive monitoring of cognitive, volitional (motivational and affective) states to support effort regulation and attention-focusing in pursuit of goals. Ability to rely on own internal processes to make progress against goals and adapt one's plan as necessary. To self-monitor in the moment, and to monitor overall plan of activity.	 Adaptive control - flexible use of self-regulation strategies Absolute accuracy in relation to expected and actual performance Relative accuracy -being able to discriminate between the differential learning for some materials versus others Availability and accurate use of predictive cues to measure progress Best use of time: choosing deliberately when and where to invest time and mental resources
Self-reflection: - ability to critically reflect on one's own performance and also to be reflexive – to be able to see the situation from different perspectives – an 'outward in glance' – objective assessment of the situation.	 Self-evaluative capacity: ability to accurately estimate one's performance bringing together information from a range of sources; Accuracy in attributing the causes of success and/or failure

Scaling up Assessment Feedback Practices

Using the EAT framework from programme lead/faculty/university perspectives highlights scaling-up considerations: "We must find ways to stimulate and scale change across institutions-as well as to sustain those changes-if we are to create models that serve the expanding needs of our learners..." This leads to the core question of "...Where should we put strategic and sustainable efforts to improve uneven performance and variable outcomes." (Ward, 2013)

Integrating Assessment: Key Considerations Part I

Clarity/Clear Communication
Entitlement for staff and students
Coherence/Alignment
Consistency
Equity
Relevance
Sustainability
Measuring what we value
Technology supporting assessment design
Shared understandings of standards

TRANSPARENCY
AGENCY
FIT
CREATIVITY
UNIVERSAL DESIGN
AGILITY
MANAGEABILITY
OWNERSHIP
SYMBIOSIS
CALIBRATED

Key Considerations (read in conjunction with EAT cards) Appendix E

- I. **Rationale and goals**. Is the key driver/ rationale underpinning change to assessment and feedback practices clear to all? Are short and long-term goals transparent? Using the EAT framework it is possible to identify measured steps and "quick gains" that can be achieved that are aligned to longer term goals. A key question is how priorities are being identified and communicated?
- 2. Being clear about the essential elements of a scaling-up initiative is critical (Gabriel, 2014). The EAT Framework's essential elements are: (i) inclusivity with an emphasis on developing autonomy and agency for staff and students in the promotion of self-regulatory learning behaviours as part of a universal design approach; (ii) the integrated holistic framework considering all dimensions of assessment practice; (iii) theoretical underpinnings (cognitive constructivist and social constructivist/social-critical theoretical perspectives (PLSP, Waring & Evans)).
- 3. Developing shared understandings from staff and student perspectives about "what constitutes good and how this can be developed." A key tenet of the EAT framework is the importance of exploring stakeholder beliefs and values about assessment practices to ensure buy-in and ownership of ideas (The EAT framework has identified principles of effective assessment and feedback practice based on extensive reviews of the literature and practice-based evidence (see Evans, 2016, p.15; Evans, 2013; Evans, et al., 2015).
- 4. **Alignment with institutional priorities and structures**. The EAT framework supports the development of manageable and sustainable assessment feedback practices. Aligning the framework with institutional/faculty/programme priorities with top-down and bottom-up support involving the engagement of senior leaders, students, and staff is important along with integrating the framework

- into existing structures to ensure its inclusion in the "institutional HE fabric" and to avoid duplication of effort (Hounsell & Rigby, 2013).
- 5. Building a **community of practice and shared ownership of the initiative**. In developing a holistic approach to assessment, bringing teams together to explore at programme level how assessment can work most effectively is imperative (Bass, 2012). A key element of this work is ongoing focused training and support using research-informed evidence nuanced to the requirements of the context/discipline (Evans et al., 2015). Identification of advocates, clarifying the mechanisms for how networks are to be created, maintained, and developed are all fundamental to the longer–term sustainability of the initiative.
- 6. **Reward**. Individual (staff and student) recognition and reward for engagement in the development of assessment practices should be an integral part of HEI reward structures. Ensuring manageability and efficiency are key concerns within the EAT framework mindful of the competing pressures on colleagues' time from research, leadership, and enterprise activities in addition to teaching commitments. An effective "one-stop shop" website to pool resources, encourage collaboration, promote shared understandings, and to provide links to key areas of activity is essential.
- 7. **Measuring what is meaningful.** Relevant learning gain measures should be an integral part of holistic assessment designs and they should be subject to on-going evaluation and review by staff and students. The effectiveness of the overarching assessment feedback strategy in meeting immediate and longer term goals requires iterative analysis to enable fine-tuning and attention to the requirements of the disciplines. A critical pedagogy perspective, that considers who is advantaged and disadvantaged by assessment practices, is required in order to address differential learning outcomes (Mountford Zimdars et al., 2015; Waring & Evans, 2015).

In supporting higher education assessment communities of practice, the importance of developing shared understandings of good practice based on research and practice evidence, and ensuring alignment of systems and processes to support such endeavours are essential at the institutional level. Drawing on European University Association Guidance (Bunesco & Evans et al., 2019, p. 7) an integrated approach at the institutional level requires:

- ♣ Conceptual awareness: An understanding of assessment as an integral part of dynamic curriculum design where all elements of assessment are interlinked. Good feedback requires consideration of assessment design and promotion of assessment literacy.
- Contextual awareness in relation to promoting graduate attributes that are attuned to fourth industrial age needs.
- ♣ Organisational awareness in supporting the development of effective aligned systems and processes that promote team ownership and development of assessment. Teams to include all stakeholders (students, teachers, technology support, information services, employers etc.)
- Individual differences awareness in being able to critically evaluate the impact of assessment on all learners throughout their learning journeys.

Table 3 can be used by those responsible for assessment at the institutional level to consider how well prepared a university is to support effective assessment feedback on the ground. A suggested scoring is provided:

I = Has not been considered at all to 5 = Has been considered fully and operationalised.

Table 3: Institutional Support for Assessment: Key Priorities (EUA, Bunesco & Evans et al. 2019)

	Rating 1-5
AGREED PURPOSES/PRINCIPLES/ETHICS	
1. Assessment and feedback principles are agreed at institutional level and act as	
a baseline for all assessment feedback endeavours.	
2. There is clear university-level guidance on assessment criteria, and this is	
translated to programme and module/course levels by discipline/department	
teams involving staff and students.	
3. Student partnership in co-production of assessment is promoted (policy/	
teaching/marking/feedback/moderation/research/leadership/enterprise).	
ALIGNMENT OF SYSTEMS AND PROCESSES	
4. University structures support an integrated university approach to	
assessment. There are designated assessment leads in each	
discipline/department and clear priorities established for enhancing assessment	
practices sensitive to context.	
5. There is strong alignment between institutional assessment strategic priorities	
and enactment of assessment strategy at the local level but flexibility to allow	
fine-tuning to local contexts.	
6. Time is allocated for staff within workload models for team planning of	
assessment design, marking and moderation.	
7. Transparency is promoted in all assessment processes (rationale behind	
assessment design and how marks are allocated and moderated, appeals	
managed etc.).	
8. Personal academic tutoring assessment support for students is aligned with	
course demands/and identified cohort needs.	
9. Transitions management ensures mapping of key crunch points in assessment	
for students and academics to ensure appropriate monitoring and support.	
10. Electronic management of assessment fully supports the assessment process	
in providing seamless registration, submission of work, and online support via	
virtual learning systems aligned to personal support networks (people and	
resources).	
AGILITY AND QUALITY OF SYSTEMS TO SUPPORT ASSESSMENT	
11. Best use is made of technology to support assessment processes (e.g. mode	
and timing of feedback; virtual learning; personalized support using AI;	
predictive analytics).	
12. Assessment resources have a dedicated website with links to key materials to	
support an institutional assessment network	
13. QA structures and processes are agile to support ongoing enhancement in	
assessment design to ensure relevance.	
14. Processes for checking the integrity of awarded marks/grades, to fully	
address issues around grade inflation, are robust.	

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

To consider elements of good assessment feedback design in more detail see Appendices G3 and G4.

EVALUATING ASSESSMENT PRACTICES

The EAT Framework places much emphasis on training and development of academics' and student understanding and engagement with assessment (Use Appendices B – D to consider specific elements of staff and student engagement in assessment, and Appendix G to consider overall institutional approach to assessment feedback). Key considerations include how we evaluate the effectiveness of what we do, in an iterative development way with all stakeholders. Specifically, we need to consider both the process and

products of learning. By monitoring student learning trajectories, we can investigate whether assessment practices have differential impacts on students' from different backgrounds (Evans et al., 2019).

IMPACT PERSPECTIVES

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

Reach = What percentage of the relevant audience are you engaging with, and within your specific field?

TYPES OF IMPACT: Impacts on attitudes; behaviours; process and products; wider benefits; embeddedness; sustainability; transferability; scaleability. Specifically, impact on engagement at a number of levels:

- (i) Impact on beliefs and values as articulated in practice
- (ii) Impact on curriculum design and delivery
- (iii) Impact on professional development of staff and students
- (iv) Impact on student learning, attitudes, behaviours, satisfaction, longer term learning retention
- (v) Impact on learning and teaching beyond HE with partners in industry, business, medical, school contexts etc.).
- (vi) Impact on policy at various levels

Table 4: Evaluating Impact of Assessment Interventions

Sustainability Students taking more responsibility for assessment – becoming more self-regulatory. Efficient use of resource.	 How to build student responsibility and ownership of assessment? Is it manageable? Is it cost-effective – bang for buck? Does the degree of impact (effect size) justify the effort?
Embeddedness Built into curriculum design 'part of the fabric of things'.	 Is the approach embedded within curriculum design? Is the approach endorsed by the institution and embedded within institutional processes? Is it embedded within CPD provision? Is it aligned to institutional strategy(ies) and part of institutional policy?
Scaleability: depth and breadth Transferability: across contexts	 Is it scaleable to programme, discipline, faculty, university levels? Can the approaches be used in a variety of contexts? How easy is it to adapt it to suit different contexts and local needs?
Impact on reducing differential student learning outcomes	 Have any identified gaps in achievement been reduced? Are we able to identify any specific assessment design practices that have made a significant impact generally and for specific groups?

REWARD AND RECOGNITION: EAT and Advance HE Fellowships (Appendix H)

It is essential that efforts to enhance assessment feedback practices are acknowledged and rewarded. EAT has been used to support both internal university awards, National Teaching Fellowships (NTF), and Collaborative and Spotlight awards for teaching excellence at the institutional level (CATE) and professional development HEA fellowship awards with Advance HE. In working towards national qualification frameworks such as the UK Professional Standards Framework (UKPSF, 2011), the ability to reflect and evaluate on practice is critical and EAT gives you many tools to be able to do this.

The UKPSF (2011) supports the development of professional practice of those engaged in teaching and supporting learning within higher education. It was developed as a standards framework for the HE sector that sets out the knowledge, skills and behaviours demonstrated by those teaching and/or supporting higher education learning. There are two elements to the UKPSF; the Dimensions of the Framework (Figure 3.1) and four Descriptor/Category statements. (pp. 3-6, UKPSF, 2011).

The four categories of HEA Fellowship are awarded on the basis of evidence of personal professional practice which meets the requirements of one of the four Descriptors of the UKPSF. The different categories of HEA Fellowship reflect the wide range of professional practice carried out by individuals who teach and/or support learning in higher education; from those who have a partial role in teaching/supporting learning through to senior professionals with strategic impact on teaching and learning in an organisational, national and/or international setting. In deciding which category of Fellowship to apply for at this stage in your career, you will need to determine which of the four Descriptors of the UKPSF is most appropriate to your practice and professional experience.

Links to the framework and associated information include:

https://www.heacademy.ac.uk/ukpsf

https://www.heacademy.ac.uk/system/files/downloads/ukpsf 2011 english.pdf

https://www.heacademy.ac.uk/recognition-accreditation/fellowships/recognition-resources

UKPSF Dimensions of Practice

The UKPSF has 15 dimensions of practice, grouped into three overarching themes: Professional Values, Core Knowledge and Areas of Activity

Professional Values VI Respect individual learners and diverse learning communities V2 Promote participation in higher education and equality of opportunity for learners V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Areas of Activity

- AI Design and plan learning activities and/or programmes of study
- A2 Teach and/or support learning
- A3 Assess and give feedback to learners
- A4 Develop effective learning environments and approaches to student support and guidance
- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Core Knowledge

- **KI** The subject material
- K2 Appropriate methods for teaching, learning, and assessing in the subject area and at the category of the academic programme
- K3 How students learn, both generally and within their subject/disciplinary area(s)
- **K4** The use and value of appropriate learning technologies
- **K5** Methods for evaluating the effectiveness of teaching
- K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

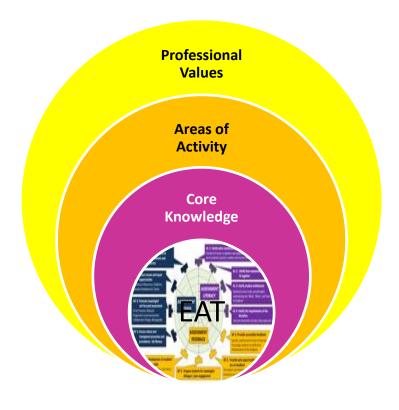
Figure 8: UKPSF Dimensions of Practice

The EAT Framework uses an understanding of assessment to inform curriculum design and delivery through focusing on assessment design. The principles underpinning EAT are aligned to the **UKPSF values** (VI – V4).

Table 5: EAT Principles and UKPSF

EAT Principles	UKPSF '	Values
 Shared beliefs and values Student-staff partnership Research-informed/practice informed 	VI	Respect individual learners and diverse learning communities
 Inclusive approach Holistic – considering the whole experience of staff/students Integrative – Considering all 	V2	Promote participation in higher education and equality of opportunity for learners
 dimensions of assessment design and how they interact Promotion of student/staff agency Supporting individuals to selfmanage their own learning as 	V 3	Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
 part of a self-regulatory approach Ensuring emphasis is on meaningful assessment practices (relevance and authenticity) Sensitive to context: taking account of individual and contextual variables and the specific requirements of disciplines. 	V 4	Acknowledge the wider context in which higher education operates recognising the implications for professional practice

UKPSF Areas of Activity and Core Knowledge Dimensions can be aligned with the EAT Framework; the emphasis on evaluating the effectiveness of teaching and implications of quality assurance and enhancement for academic and professional practice are fundamental to the EAT framework.



EAT Principles align with the UKPSF Professional **Values** in promoting inclusive practices and evidence-based learning informed by international research and practice.

Areas of Activity: The EAT framework specifically addresses curriculum design, teaching delivery and training involving students and staff informed by knowledge of high impact pedagogies.

Core Knowledge is central to the EAT framework in identifying the requirements of the discipline, what to teach and how best to do this to maximise access to learning. Evaluation of practice and emphasis on quality assurance and enhancement are all central to the framework.

EAT and the UKPSF

Figure 9: EAT and the UKPSF

Appendix H contains details for meeting fellowship at associate, fellow, senior fellow and principal fellow dependent on role and key areas of focus.

In the following Appendices the EAT Framework diagrams are located including BLANK COPIES to enable you to personalise items to ensure relevance to local contexts.

APPENDIX AI: 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 feedforward (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. Assessment practices support learning and provide a measure of the extent to which an individual has met the required learning outcomes. Understanding the assessment process is fundamental in enabling effective use of assessment feedback. Students need to co-own the assessment feedback process if they are to gain maximum benefit from it as genuine **partners in the process**.

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

Effective assessment feedback practices should support students to:

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

Appendix A2: Effective Assessment Feedback Principles

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:

- I. 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.

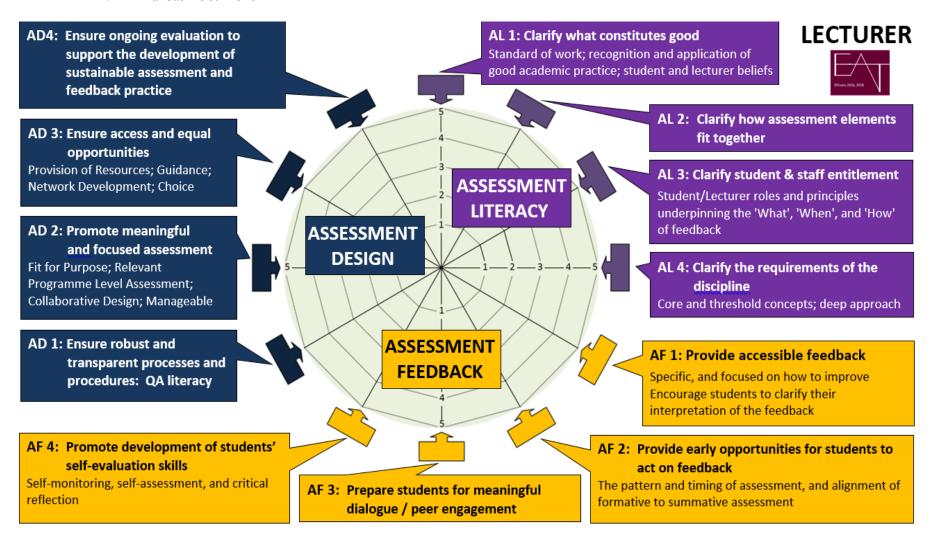
To promote holistic assessment design we should:

- 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.

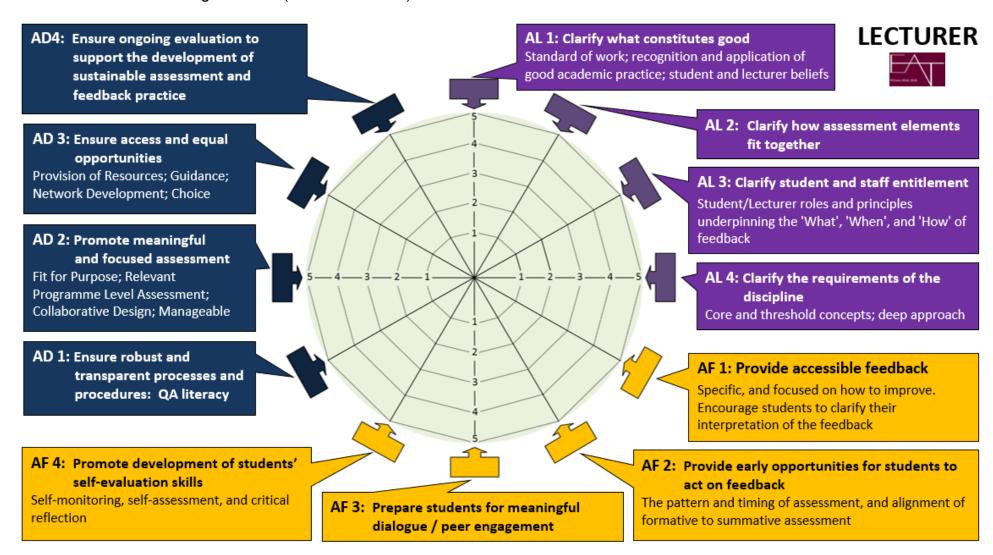
(Based on: Evans, 2013 and developed with Researching Assessment Practices Group, University of Southampton, UK 2015-2019)

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

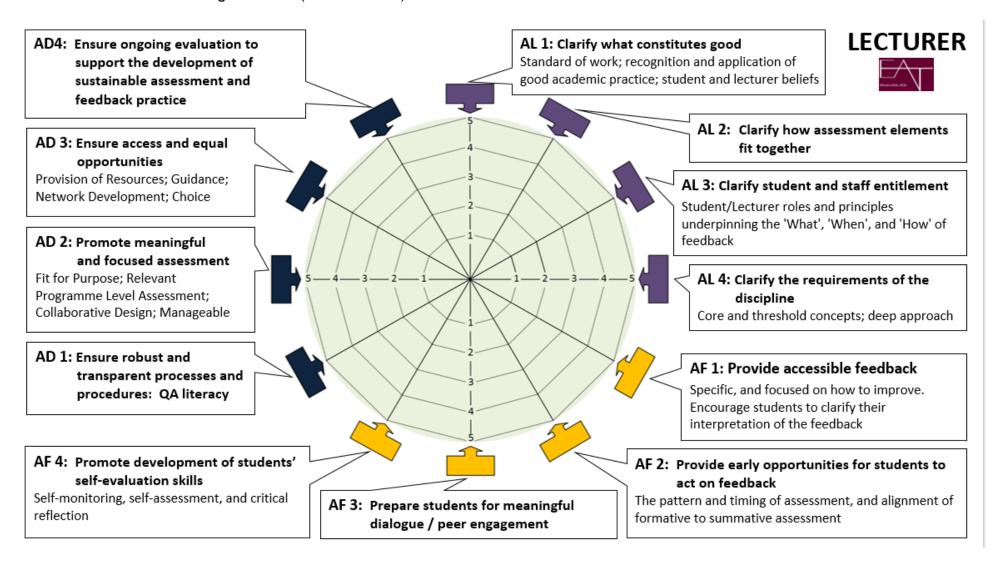
APPENDIX BI: EAT areas document



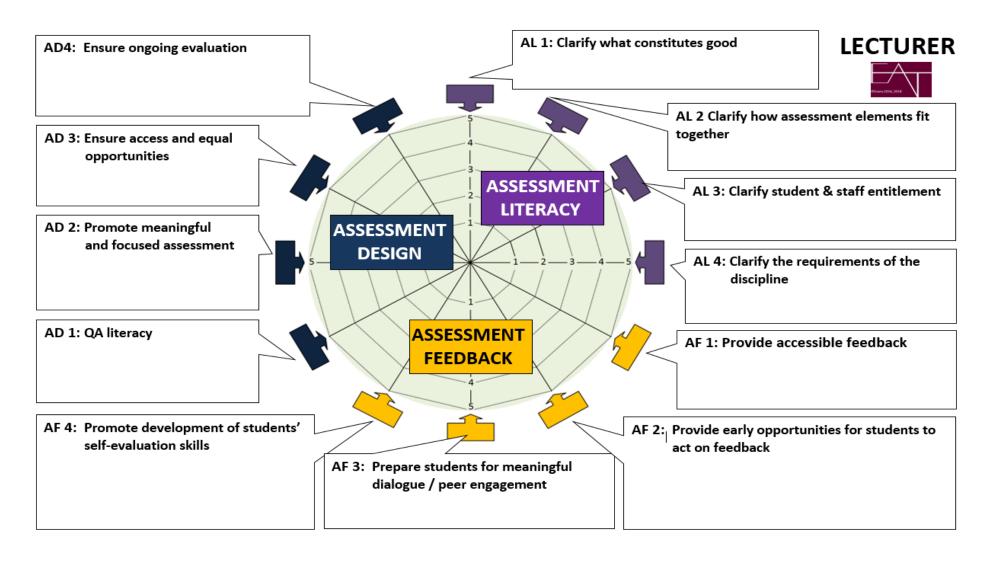
APPENDIX B2c: EAT scoring document (COLOUR version)



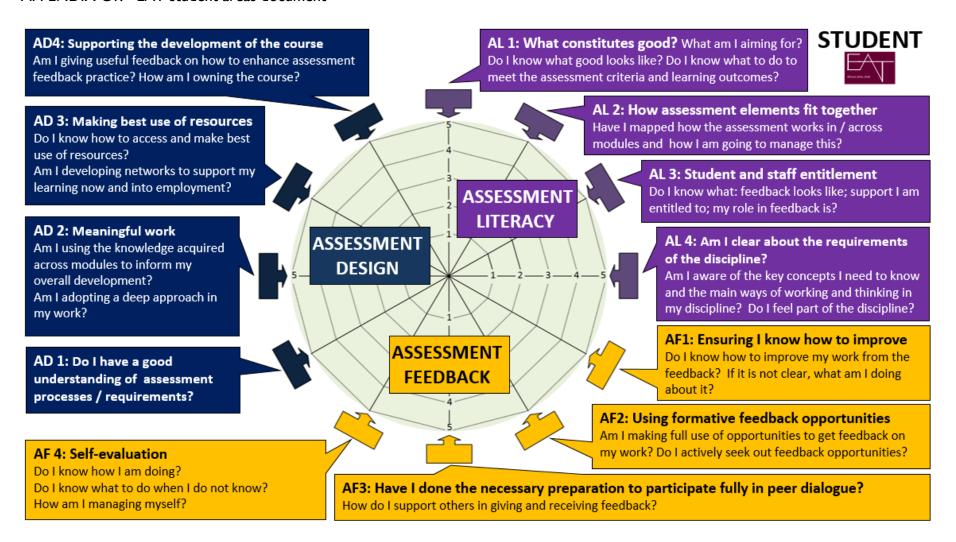
APPENDIX B2bw: EAT scoring document (B & W version)



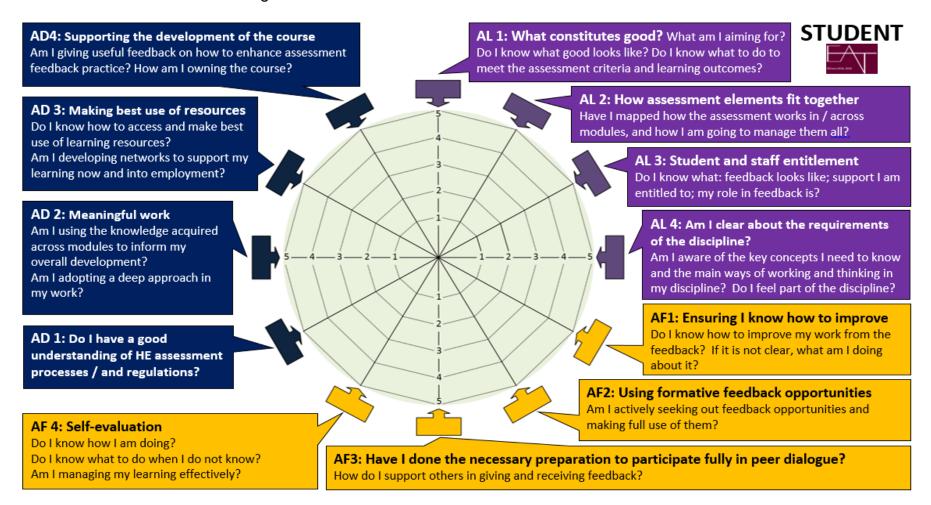
APPENDIX B3bv: LECTURER BLANK VERSION



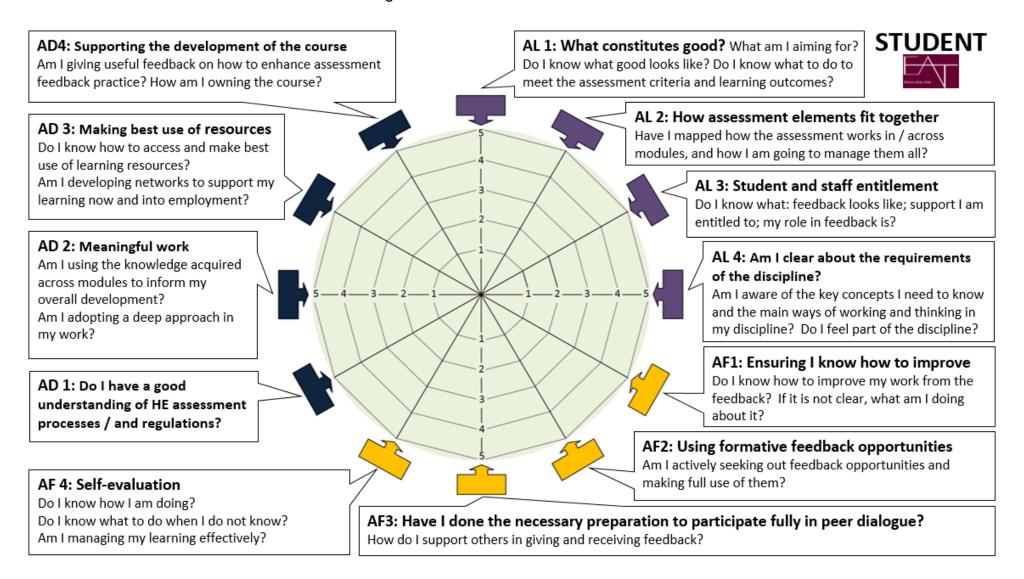
APPENDIX CI: EAT student areas document.



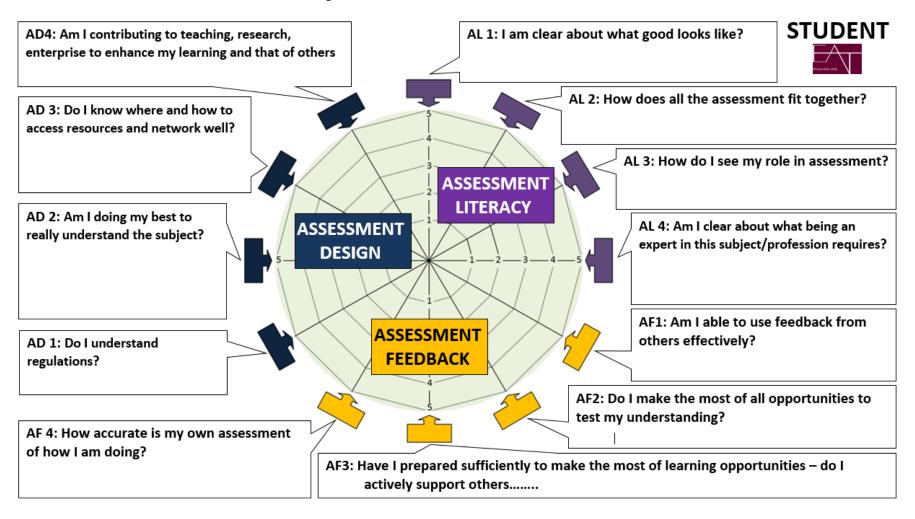
APPENDIX C2c: EAT student scoring colour document



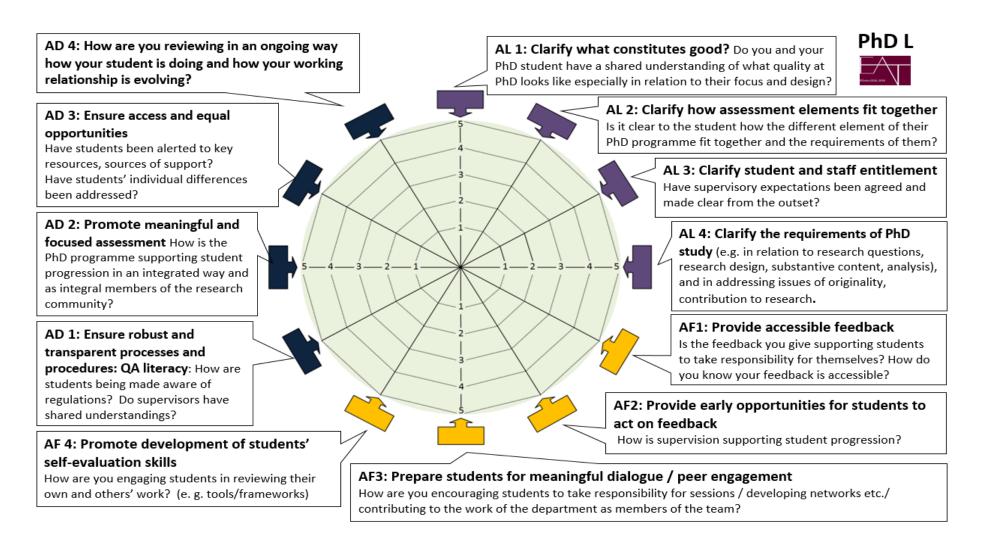
APPENDIX C2bw: EAT student black and white scoring document



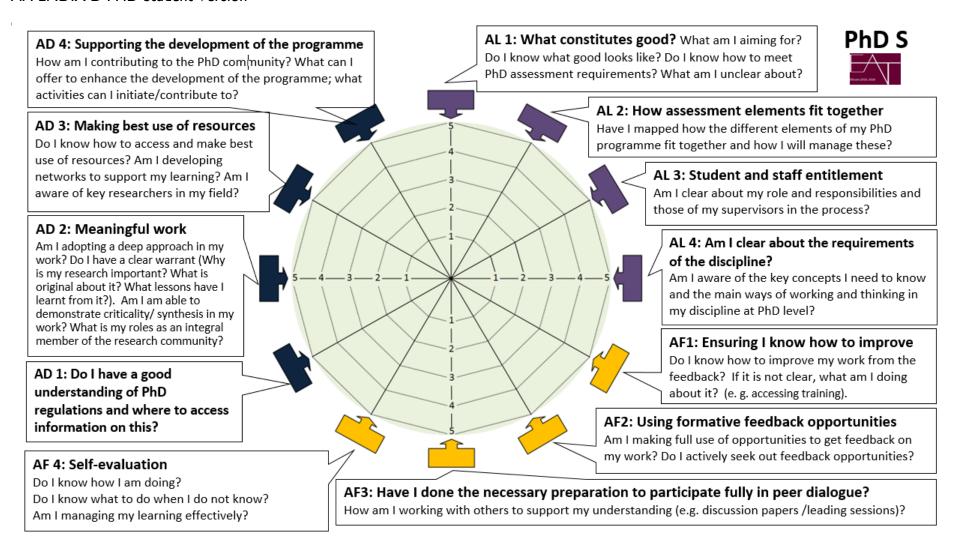
APPENDIX C3bv: EAT student BLANK scoring document



APPENDIX D1 PHD Lecturer Version



APPENDIX D PHD Student Version



APPENDIX E. Decision-making cards (x 12 for each of the EAT dimensions)



ASSESSMENT LITERACY

AL 1 Clarify What Constitutes Good

Lecturer / Teacher Focused (LT)

17	Provide explicit guidance from the outset on the requirements of the assessment tasks.
2Т	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.
π	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)

Student rocused (5)	
18	Get students to produce model answers individually and in groups to share with their peers.
28	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).
48	Get students to set the marking criteria for specific pieces of work using the guidelines for assessment ratified for your module/ programme.
58	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.
7 S	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).
88	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.

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



ASSESSMENT LITERACY

AL 2 Clarify How Assessment Elements Fit Together

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.
2Т	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.
6Т	Revisit the assessment route map with students at regular intervals throughout the module/programme.

Student Focused (S)

Student rocused (5)		
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.	
S 5	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.	

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

AL 3 Clarify Student Entitlement

Lecturer / Teacher Focused (LT)

LCCCU	rei / reacher rocasea (Er)
Т1	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.
Т3	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 moduleso all students receive the feedback at approximately the same time.
Т6	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.
S 3	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.
S 5	Ask students to take responsibility for auditing in-session feedback to feed into future delivery working with the lecturer.

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

Lecturer / Teacher Focused (LT)

LT1	Clarify 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 about 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.

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?



AF 1 Provide Accessible Feedback

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.
S 3	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.
54	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.).

5.	
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?
PD 3	Is your strategy for implementing University strategy at the Faculty level clear to all?
PD 4	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?



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

Lecturer / Teacher Focused (LT)

- 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.
- Aim to reduce the emphasis on summative assessment; distribute tasks across a module. LT4
- 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)

- Get students to do 1 3 minute videos on key points covered in a lecture/seminar.
- Use a series of assignment tasks of different types that can be brought together. Allow students S2 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.
- **S**3 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 selfassessment in each taught session.
- Use online self-checking tests that students can use to test their knowledge. **S4**
- **S4** Use technology to support learning (e.g. lecture capture; audio on powerpoints) so students can go back and check understanding.
- **S**5 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.
- Get students to map how they can best support each other as part of peer engagement agendas within and beyond the taught programme.

- Do you have a clear policy on the nature and timing of formative feedback that students can expect to receive?
- How are you ensuring early assessment of students' needs through the design of assessment?
- What is the balance between formative and summative assessment?
- What marking can students do for themselves and how can technology support this?

 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)?

 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)?
 How can you make summative feedback formative in supporting students to move forward in their next module(s)?



Prepare Students for Meaningful Dialogue/Peer AF 3 Engagement

AF 3 Prepare students for meaningful dialogue / peer engagement Lecturer / Teacher Focused (LT)

- Make expectations regarding student participation clear from the outset.
- 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; supportione 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).
- LTS 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)

- Encourage student groups to set up their own informal meetings / ways of working.
- Encourage student groups to manage session feedback to feed into following lectures.
- **S**3 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.
- Ask students to generate assessment criteria for group projects.

- How are you defining peer engagement (formative peer support vs summative How are you mobilising students to effectively contribute to the design and del programmes as genuine partners?

 How are you ensuring students are prepared for dialogue (e.g. design of curriculum; pre-tasks)?

 How are you ensuring that peer engagement activities are authentic and relevant?

 What are the most effective peer engagement activities within disciplines?

 How is technology supporting interaction and dialogue?



AF 4 Promote Development of Students' Self-Evaluation Skills

Lecturer / Teacher Focused (LT)

- Ensure students have full access to resources and course information so that they can selfregulate their own learning.
- Provide a range of resources so that students can check their own understanding. T2
- Use ipsative approaches to get students to gauge where they currently are, and to help them to T3 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)

- Support students to identify useful networks of support (e.g. individuals; resources; memberships of organisations etc.) that can support their own learning journeys.
- Support learners to self-regulate their own learning through an understanding of how they learn, **S2** 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.
- Ask students to specify specific areas they would like feedback on. **S4**
- Get students to reflect on their responses to feedback. Train students in how to seek out and act **S**5 on feedback.
- Create opportunities for students to assess their peer's work. **S6**
- As part of summative assessment, ask students to reflect on their giving of feedback to others; **S7** and their own seeking and acting on feedback abilities.
- **S8** Get students to grade their own mark and to defend the grades allocated.
- 59 Ask students to reflect on how they can apply learning acquired beyond the module of study.

- How are students being supported to self-regulate their own learning and to help themselves? How are programmes supporting students' development of self-assessment skills? How are programmes helping students to understand what critical reflection is, and how to
- How can technology support students to develop their self-assessment skills?

 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?
- How are you engaging students in assessing their own work



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.
S 3	Ensure documentation is written in an accessible style for all stakeholders.T6 Ensu

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?



AD 2 Promote Meaningful and Focused Assessment

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.

Produce a one page plan for all teams to show how modules fit within a programme.

Student Focused (S)

LT5

Juaci	it rotuseu (5)
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.).
\$2	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).
S 3	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.
S 5	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).

. rog. amme / Emercia Lean Questions (r. E)				
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?			



AD 3 Ensure Access and Equal Opportunities

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.
- 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.

- 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?



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

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.
- LTS 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.

- 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?

Appendix F: Developing Student Engagement in Assessment

Evans (2018) Transformative approaches to assessment practices using the EAT Framework in Balloo et al. 2018.

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

APPENDIX G: TOOLS TO EVALUATE YOUR PRACTICE AT INDIVIDUAL, TEAM AND INSTITUTIONAL LEVELS

- GI Overview Questions
- G2 Principles
- G3 Key Considerations in Implementing Principles
- G4 Quality Assuring Assessment Practices
- G5 Evidencing Practice

GI Overview

- I. What is currently the strongest aspect of your assessment and feedback at individual/module/programme/ suite of programmes? How do you know this is the case?
- 2. Which aspect of assessment and feedback is most in need of improvement? How do you know?
- 3. How could you strengthen the sense of shared purpose regarding assessment and feedback within your team(s)? What key principles underpin your practice? How are these shared?
- 4. How could you engage students in improving or refining the approach to assessment and feedback?
- 5. How well aligned are your assessment tasks with your intended learning outcomes? How could this be improved?
- 6. What is the most authentic example of assessment on your module/programme(s)? What changes could be made to other assessments to make them more authentic?
- 7. What formative tasks do you currently use to support summative assessment? How could these be strengthened to enable students to self-assess their performance?
- 8. As a team do you have a shared understanding of what the core content is and what constitutes good? How could you develop this for colleagues and students?
- 9. What aspect of assessment and feedback are your students most bothered about? How can you address this?
- 10. If students are not using feedback, do you know why not? What can you do to address this?

Modified from Parkin, D. (2017). Leading learning and teaching in higher education. London: Routledge.

G2 Overarching Assessment Principles Checklist

- 1. Arrange these principles in order of importance to you and your team.
- 2. What do these terms mean to you? Do you have shared understandings of them?
- 3. Is anything core missing please add in any additional items.
- 4. Explain how you have interpreted these in your own practice.

	How are you meeting these in your design?	What challenges/compromises?
 Research-informed – practice informed 		
• Inclusive		
Shared beliefs and values		
Student-staff partnership		
• Holistic		
• Integrative		
• How is it promoting student and staff agency?		
 How is it supporting individuals to self-manage their own learning? 		
Engagement in meaningful learning experiences		
Sensitive to context		
•?		
• ?		
• ?		

Underpinned by theoretical and conceptual frameworks

Holistic

How does your design of assessment consider the student learning journey as a whole?

How are assessments promoting the synthesis of work from across the programme?

Student-Staff Partnership

How are you building this?
What different models are you supporting?

Inclusive

How are you ensuring that assessment design is not disadvantaging any groups of students?

How are you using principles such as Universal Design, for example, to ensure all students have access to the curriculum?

Self-RegulatoryHow are you supporting

students to manage their learning for themselves?
How are learner cognitive/metacognitive/affective dispositions being developed?
Does assessment require a deep approach?

Sensitive to Context

Are you aware of the differential needs of your student population, and what facilitators and barriers impact their assessment journeys?

How fine-tuned are assessments to ensure they are the most suitable means of assessing knowledge, understanding and skills within the discipline?

Sustainable: Pedagogical & Best use of Resource Perspectives

Integrative

How are you using assessment to develop and integrate the curriculum?

How do all elements fit together within and across modules?

How coherent is your assessment design within your module?

Shared Beliefs and Values

What are your beliefs and values about assessment and learning?

How are you developing and sharing understanding of assessment principles with students & colleagues?

Promoting Student and Staff Agency

How are you promoting student/ lecturer ownership of learning and assessment?

Engagement in Meaningful Learning Experiences

How are you ensuring the assessment learning outcomes, tasks, and practices are relevant?

How does your design encourage students to develop a deep approach?

G3. Key Considerations in Implementing Principles

	Key considerations	Things to think about	Notes
1	Beliefs and values	How are you ensuring staff	
		and students are on the	
		same page?	
2	Choice	How are you defining choice	
		and where too much choice	
		is detrimental?	
3	Clarity / clear	How are you ensuring	
	communication	transparency?	
4	Coherence / Alignment	How are you ensuring it all	
		fits together?	
5	Consistency	How are you defining	
		consistency? Where is it	
		essential/not essential? (Be	
		careful about limiting	
		creativity and	
		straitjacketing).	
6	Entitlement for staff and	How are you ensuring	
	students	agency?	
7	Equity	How are you defining	
		inclusivity? What practices	
		are unintentionally	
		exclusive? Think about	
		universal design principles.	
8	Measuring what we value	What are the best ways to	
		measure effectiveness from	
		pedagogical perspectives?	
9	Relevance	Think about currency of	
		curriculum and agility of	
		systems to respond to	
		change.	
10	Sustainability	Consider from self-	
		regulation and	
		manageability perspectives	
		where efforts are best	
		placed.	

G4: Quality Assuring Assessment Practice

Assessment Literacy
Dimension Description

AL I: Clarify what constitutes good

- ALI.I Students should receive explicit guidance on the requirements of assessment tasks from the outset.
- ALI.2 Criteria for assessment should be as clear as possible to tutors, examiners, and students to ensure equity, validity, and reliability.
- ALI.3 What constitutes good academic practice should be made clear to all students.
- ALI.4 All those involved in the teaching, learning and assessment on a programme (staff and students) should be trained in assessment feedback practices including the requirements of good academic practice.

AL 2: Clarify how assessment elements fit together

- AL2.1 How all the different elements of assessment fit together across a programme should be made clear to students from the outset.
- AL2.2 The pattern of assessment should be considered at the programme level to ensure coherence and progression in the development of knowledge, skills, and understanding in relation to learning outcomes.
- AL2.3 How formative and summative assessment operates across a whole programme should be made clear to students and staff from the outset.

AL 3: Clarify student and staff entitlement

- AL3. I Every student should be provided with clear and current information that specifies the learning opportunities and support available to them.
- AL3. 2 The role and expectations of students in assessment and feedback practices should be clarified with all students from the outset.
- AL3.3 Information regarding student entitlement should be clear and consistent in module and programme handbooks and online provision.
- AL3.4 Principles underpinning the assessment and feedback design should be made clear to students to enable them to engage fully in assessment and feedback practices.

AL 4: Clarify the requirements of the discipline

- AL4.1 All students should be inducted into the requirements of the discipline and what is to be a member of such a community from the outset.
- AL4.2 Core and threshold concepts should be identified at module and programme levels in order to support student progression throughout a programme of study.
- AL4.3 Assessments should be relevant to the requirements of the discipline and related professional, statutory and regulatory bodies.
- AL4.4 Assessments should be designed to encourage a deep approach to learning within the discipline.

		Assessment Feedback
Dimension	Description	

AFI: Provide accessible feedback

- AFI.I Feedback should be focused on supporting students' learning in 'how to improve.'
- AFI.2 Feedback should directly relate to the assessment criteria and the learning outcomes being assessed and all students should receive parity of treatment.
- AFI.3 The feedback method used should be appropriate for the assessment task.
- AFI.4 The rationale for the awarded mark should be clear.
- AFI.5 The effectiveness and efficiency of feedback mechanisms should be evaluated on an ongoing and iterative basis with students and staff.

AF2: Provide early opportunities for students to act on feedback

- AF2.1 There should be early opportunities to assess students' competence in key areas of knowledge, skills, and understanding to enable students' to bench mark where they are at, and where they need to get to.
- AF2.2 Feedback should be given in sufficient time to enable a student to use the feedback prior to summative assessment.
- AF2.3 Formative feedback tasks should directly relate to summative tasks and the links between them should be made clear.

AF3: Prepare students for meaningful dialogue / peer engagement

- AF3.1 There should be regular opportunities for students and staff to engage in dialogue to enhance understandings of assessment and feedback and relevant standards in order to understand what is required from, and entailed in, the assessment process.
- AF3.2 Peer engagement activities should be authentic and relevant.
- AF3.3 Where students are involved in peer teaching and feedback activities expectations regarding student participation should be made clear from the outset.

AF4: Promote development of students' self-evaluation skills

- AF4.1 Assessment and feedback practices should support students to successfully manage their own learning.
- AF4.2 Learning opportunities should be made available to students to support them in reflecting on their own learning and enable them to develop the skills to self-monitor and self-evaluate their performance.
- AF4.3 Students should be made aware of existing networks of support that are available to them (discipline and University) and supported in developing their own networks of support.

		Assessment Design
Dimension	Description	

ADI: Ensure robust and transparent processes and procedures

- ADI.I Assessment policies should be created in partnership with students.
- AD1.2 Assessment policies, regulations, and processes must ensure that the academic standard for each award of credit/qualification is rigorous and maintained at the appropriate standard.
- AD1.3 Assessment should be fit for purpose. Assessment tasks should be designed to effectively measure the intended module/programme learning outcomes.
- ADI.4 Student performance should be equitably judged against the standards set.

AD2: Promote meaningful and focused assessment

- AD2.1 Assessment and feedback practices should be informed by best practice underpinned by research, discipline-specific and educational scholarship.
- AD2.2 Assessment design should be underpinned by effective assessment and feedback principles.
- AD2.3 Assessment practices should be holistic in taking into account assessment literacy, assessment feedback, and assessment design. Learning and assessment should be integrated and fully aligned.
- AD2.4 Assessment should be relevant and enable students to be engaged in the production of meaningful products.
- AD2.5 Assessment tasks should be sufficiently challenging to enable all students to demonstrate the best level of attainment of which they are capable.
- AD2.6 Technology should be used appropriately to support the sustainability and enhancement of assessment practices.
- AD2.7 Assessment practices should be sustainable and manageable for students and staff.

AD3: Ensure access and equal opportunities

AD3.1 Assessment and feedback practices should be inclusive. They should provide every student with an equal and effective opportunity to access learning and teaching opportunities and to achieve the intended learning outcomes.

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

- AD4.1 Students should be given a range of opportunities to effectively contribute to the design, delivery, and evaluation of assessment and feedback.
- AD4.2 Feedback from a range of sources (staff and student feedback; external examiner reports; learning gain measures/ analytics) should be analysed appropriately to ensure the continued effectiveness of the assessment feedback strategy.
- AD4.3 How student feedback has been used to inform programme/ module development should be clearly communicated to students.
- AD4.4 Assessment practices should be regularly evaluated and developed.
- AD4.5 Assessment practice should be aligned to University Plans and Strategies. It should be cognisant of the wider HE context.

G5: Evidencing Practice

Assessment G5A: A student evaluation questionnaire (EUA, Bunescu & Evans et al., 2019)

Original statement	Suggested student question?	What is currently happening?	Is it effective?	How do we know?	What could be done to improve?
Example AL 1 Clarify what constitutes good.	Do the students at your institution know what the marking criteria is? Do they understand what they need to do to meet the assessment criteria and learning outcomes?	It is sometimes available and sometimes it is not. There is no consistent approach.	Not when it is not available	Not Applicable	I would like the University to have a policy that made sure all assessments were set with a clear marking criteria that was shared with students so that I could understand what I need to do to get a good mark.
Assessment					
AL 1 Clarify what constitutes good.	Do you understand what you need to do to meet the assessment criteria and learning outcomes? Is the marking criteria for each assessment available to you in advance?				
AL 2 Clarify how assessment elements fit together AL 3 Student and staff entitlement.	Do you understand how assessment works and its purpose? Do you feel you are encouraged to be an active participant in				

			1	
	your own learning			
	journey?			
	Do you feel			
	assessments are			
	designed to bring out			
	the best in you?			
AL 4 Clarify the	Do you have a good			
requirements of the	understanding of			
discipline.	your discipline and			
·	the key concepts?			
	Have you been			
	helped to understand			
	difficult concepts?			
	Do you know how to			
	access and use			
	available learning			
	resources within your			
	university?			
Feedback	uversity i			
AF1 Provide accessible	Do your teachers			
feedback. Specific and	provide feedback			
focused on how to	that makes it clear			
improve. Encourage	how you could			
students to clarify the	improve and explain			
feedback.	where you could			
recuback.	improve?			
	Are you given the			
	guidance feedback			
	you need to be the			
	best you can?			
AF2 Provide early	Do you feel you are			
opportunities for	given opportunities			
	- ' ' '			
students to act on	and time to act on			
feedback. The pattern	feedback and			
and timing of				

assessment, and	develop your		
alignment of formative	learning approach?		
to summative	approxim		
assessment.			
Self Regulation			
AF3 Prepare students for	Do you feel you have		
meaningful dialogue /	self-regulatory skills		
peer engagement	and you are prepared		
	for peer		
	engagement?		
AF 4 Promote	Do you have		
development of	opportunities to		
students' self-evaluation	develop your own		
skills. Self monitoring,	self-assessment and		
self assessment.	critical reflection		
	skills?		
Quality Assurance			
AD 1 Do I have a good	Do you have a good		
understanding of HE	understanding of the		
assessment processes /	regulations for higher		
and regulations?	education in your		
	country?		
	Do you feel there are		
	effective and		
	transparent		
	processes and		
	procedures that		
	support quality		
	assurance?		
AD 2 Promote	Do you feel that		
meaningful and focused	learning outcomes		
assessment	are well articulated		
	through		
	assessments?		

AD 3 Ensure access and	Do you feel		
equal opportunities	assessments are		
	designed to bring out		
	the best in you?		
AD 3	Do you know how to		
	access and use		
	available learning		
	resources within your		
	university?		
AD 4 Ensure ongoing	Do you feel that your		
evaluation to support	university regularly		
the development of	reviews how		
sustainable assessment	assessment and		
and feedback practice.	feedback is used and		
	its value?		
AD 4 Supporting the	Do you have		
development of the	opportunities to		
programme. Am I giving	contribute to the		
useful feedback on how	development of the		
to enhance assessment	programme?		
feedback practice? How			
am I owning the			
programme?			

Assessment G5B - An assessment questionnaire for Institutions (EUA, Bunescu & Evans et al., 2019)

Original statement	Suggested Institution question	What is currently happening?	Is it effective?	How do we know?	What could be done to improve?	What type of professional development activity would be useful?
Example AL 1 Clarify what constitutes good.	Do the staff at your institution know what a good assessment looks like?	There is an online resource available for staff to access that explains how to set a good assessment.	Partially	All new staff are required to complete the course within the first week of starting. But, there is no follow up support for them when creating assessments.	Seek feedback from students to gain a sense of how they feel about assessment at the Institution. Create a peer support programme where someone skilled in assessment is paired with new and improving staff.	Developing resources and guidance to help with setting assessments.
AL 1 Clarify what constitutes good.	Do the staff at your institution know what a good assessment and suitable assessment types looks like?					
AL 2 Clarify how assessment elements fit together	Do the staff at your institution understand how assessment works and its purpose?					
AL 3 Student and staff entitlement. Do I know what: feedback looks like, support I am entitled to, my role in feedback is?	Does your institution encourage student feedback?					

			I	
	Does the academic			
	understand their			
	role in encouraging			
	feedback?			
	Are there clear			
	mechanisms for			
	providing			
	feedback?			
AL 4 Clarify the	Are there clear			
requirements of the	requirements for			
discipline.	the discipline? Are			
Am I aware of the key	the expectations			
concepts and main	clear and are			
ways of working?	threshold concepts			
	clearly articulated?			
AF1 Provide	Does your			
accessible feedback.	institution provide			
Specific and focused	training for staff on			
on how to improve.	providing			
Encourage students	meaningful			
to clarify the	feedback?			
feedback.				
	Does your			
	institution review			
	assessment			
	feedback to ensure			
	it is clear and fair?			
AF2 Provide early	Does your			
opportunities for	institution have			
students to act on	minimum			
feedback. The pattern	standards of			
and timing of	assessment and			
assessment, and	feedback?			
alignment of				
formative to				
	1	1	1	ı

summative					
assessment.	_				
AF3 Prepare students	Does your				
for meaningful	institution provide				
dialogue / peer	support and advice				
engagement	on engaging				
	students in				
	programme design,				
	or facilitation of				
	peer engagement				
	models?				
AF 4 Promote	Does your				
development of	institution provide				
students' self-	opportunities for				
evaluation skills. Self	training in				
monitoring, self	curriculum design				
assessment.	and techniques for				
	students to				
	develop self-				
	assessment skills?				
AD 1 Do I have a good	Does your				
understanding of HE	institution have a				
assessment processes	code of practice for				
/ and regulations?	quality assurance?				
	Does your				
	institution provide				
	you with the				
	opportunity to				
	develop skills in				
	quality assurance?				
AD 2 Promote	Does your				
meaningful and	institution provide				
focused assessment	clear guidance on				
	how assessments				
	and learning				
		1	I.	J	I

	outcomes fit			
	together?			
AD 3 Ensure access	Does your			
and equal	institution provide			
opportunities	training to help			
	staff understand			
	how assessment			
	design impacts on			
	different types of			
	student?			
AD 3	Making best use of			
	resources. Do I			
	know how to			
	access and make			
	best use of learning			
	resources?			
AD 4 Ensure ongoing	Does your			
evaluation to support	institution have			
the development of	regular review of			
sustainable	assessment and			
assessment and	feedback			
feedback practice.	practices?			

H: Recognition and Reward: Assessment and Fellowships

In the following section, guidance on meeting associate, fellow, senior fellow and principal fellow recognition (Advance HE) utilising assessment examples are included. In preparing your case, prompts are provided to support reflection on your own practice.

Descriptor I: ENGAGE HEA ASSOCIATE FELLOW: You will need to provide evidence of effectiveness in relation to your professional role which will include some teaching and or support of learning and teaching activities

Pos	sible roles: Is this you?	
stud	ents, GTAs, contract researchers/porto teaching (including those with page 1)	·
dem Expe	onstrator/ technician role with some t	teaching-related responsibilities I areas but new to teaching and/or supporting
Desc	criptor nonstrates an understanding of	Examples of relevant activities Teaching/mentoring responsibilities as a team member within an established programme
		 member within an established programme. Informing assessment literacy: working with learners/ supporting understanding of what good is.
1.2	Areas of Activity	 Providing constructive feedback (formative and summative) to students in teaching / facilitation roles). Contributing to assessment design:
1.3	Appropriate Core Knowledge and understanding of at least KI and K2 A commitment to appropriate	 Developing learning and teaching materials, resources, methods and approaches. Contributing to skills development of learners/students, e.g. introducing the use of teach pigues and/on a guirmant.
	Professional Values in facilitating others' learning (VI-4)	 Using a range of technologies to support the learning of others and one's own professional development in relation to teaching.
1.5	Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities	 Evaluation of sessions or activities, reflecting on the information and changing practice. Critically evaluating the support offered to learners.
1.6	Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities	 Establishing an initial appreciation and knowledge of HE quality assurance processes.

Descriptor 2: ENGAGE HEA FELLOW: Recognises effectiveness in teaching (assessment practices) and enhancing the student learning experience, combined with scholarship, research and/or other professional activities; this is more **broadly based learning and teaching compared to AFHEA.** You are expected to meet all UKPSF descriptors and would usually be most applicable for those with at least two years' experience within a higher education environment in teacher and/or supporting learning and teaching. You are likely to be an established member of one or more academic/ academic related teams.

Possible roles: Is this you?	
Early career academics	
Academic-related and/or support staff holding substantive teaching and learning responsibilities	
Experienced academics relatively new to UK higher education	
Supporting academic provision (e.g. learning technologists, learning developers and learning resource/library staff)	
Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings	
Staff involved in PGR/PGT doctoral supervision	
*In exceptional circumstances UG/PG students engaged in sustained support of RAP activities	- 1

Des	criptor	Examples of relevant activities						
De und app sup qua sho of:	monstrates a thorough derstanding of effective proaches to teaching and learning port as key contributions to high ality student learning. Individuals build be able to provide evidence	Assessment Literacy Developing processes to enhance doctoral supervision Identifying core and threshold concepts within your discipline, Developing guidance materials Assessment Feedback Selecting and utilizing relevant assessment instruments and criteria for formative and summative assessment						
2.1	Successful engagement with all Areas of Activity & Successful engagement in appropriate teaching and practices related to these areas	 Providing critical and constructive feedback and guidance to learners Supervising students work in learning, teaching and/or research activities Assessment Design 						
2.3	Appropriate knowledge and understanding across all aspects of Core Knowledge	Identifying the learning needs of students and writing appropriate learning outcomes Ensuring alignment between the content, learning and teaching						
2.4	A commitment to all Professional Values in facilitating others' learning (VI-4)	 Ensuring alignment between the content, learning and teachin methods and materials, and the learning outcomes. Selecting and developing appropriate teaching methods and materials for a variety of scenarios (ranging from small group tutorials to large lectures). 						
2.5	Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice	 Selecting and utilizing appropriate technologies to support and enhance approaches to learning, teaching and assessment Using reflection to develop personal teaching, e.g. modifying practice in response to student and peer review/feedback, analysis of the effectiveness of teaching design & delivery. Participating in teaching-related observations and mentoring 						
2.6	Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices	 activities to improve professional practice. Engaging with formal internal quality assurance processes mediated by an external examiner Engaging in training and development opportunities to improve your personal practice including peer feedback; analysis of effectiveness of design/delivery; analysis of learner needs Consolidating knowledge of the role of external evaluation as part of formal assurance processes. Developing and reviewing QA processes to support learning and teaching 						

Descriptor 3: ENGAGE HEA SENIOR FELLOW: You need to be able to demonstrate <u>sustained effectiveness and academic</u> leadership in developing assessment practice and in enhancing the student learning experience, combined with scholarship, research and/or other professional activities.

seriorar simp, resear en arreger sandr professionar activities.		
Possible roles: Is this you?		
Experienced staff able to demonstrate, impact and influence through, for example, responsibility		
for leading, managing or organising programmes, subjects and/or disciplinary areas		
Experienced subject mentors and staff who support those new to teaching		
Experienced staff with departmental and/or wider teaching and learning support advisory		
responsibilities within an institution		
Experienced staff supporting the development of doctoral supervision		
Colleagues leading on learning and teaching initiatives that may not be part of their official role		
(e.g. RAP <u>representatives</u> for a discipline; university task-group leader; research network lead etc.)		
*In exceptional circumstances UG/PG students engaged in sustained support of RAP activities		

Descri	ntor	Examples of relevant activities
of efformation of the second o	constrates a broad understanding ective approaches to teaching and ing support as key contributions th quality student learning. (3.7) requires the successful coation, support, supervision, gement and/or mentoring of supervision (individuals and/or teams) in on to teaching and learning, duals should be able to provide note of: Successful engagement with all Areas of Activity & successful engagement in appropriate teaching and practices related to these areas Appropriate knowledge and understanding across all aspects	 Examples of relevant activities Demonstrating leadership in the design, delivery and evaluation of programmes of study. Designing and utilizing innovative teaching approache and materials, incorporating the use of technology where appropriate. Incorporation of discipline and pedagogic research and/scholarship into learning and teaching, and evaluating it effectiveness. Ensuring that programme design and delivery complish with relevant quality standards and regulations Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning. Operational leadership within own institutional setting (e.g. in developing and/or leading local policy, implementation, participating in relevant committees peer review of programme validation and subject review, participation in the ENGAGE Accreditation Panel and/or engage Management Group. Providing pedagogic leadership in initiatives/ projects providing peer feedback e.g. as a mentor. Undertaking responsibilities in an external capacity beyond your institution (e.g. serving scholarly / professional societies; reviewing and providing feedback as a peer reviewer; contributing to pedagogically focused research journals/grant awardi bodies. Demonstrating effective practice as an external assessor. Contributing to reviews of internal quality assurance processes.
3.3 3.5	of Core Knowledge A commitment to all Professional Values Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice Successful engagement in continuing professional	
	development in relation to teaching, learning, assessment and related professional practices 3.7 needs to be applied to all above	

Descriptor 4: ENGAGE HEA PRINCIPAL FELLOW: Recognises a <u>sustained and effective record of impact at strategic level in</u> developing assessment practice; and/ or a wider commitment to academic practice and strategic leadership in teaching and enhancing the student learning experience at <u>institutional</u>, <u>national and/or</u>

international categories.

	international categories.		
	Possible roles: Is this you?		
	Highly experienced and/or senior staff with wide-ranging academic or academic-		
	related strategic leadership responsibilities in connection with key aspects of teaching		
	and supporting learning		
Staff responsible for, and/or engaged in, institutional strategic leadership and policy-			
	making in the area of teaching and learning.		
	Staff who have strategic impact and influence in relation to teaching and learning that		
	extends beyond their own institution		
	extends beyond their own institution		

Descriptor	Examples of relevant activities
Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of: 1 Active commitment to and	Strategic leadership in relation to the management of change and innovation to enhance students' and colleagues' understanding of, and engagement in, assessment and feedback across the institution, or of wider influence e.g. innovations in assessment and feedback.
championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments	 Making a significant and sustained leadership contribution to assessment and feedback within the institution at a policy level (e.g. initiating and/or
2 Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/ or (inter)national settings	leading changes in assessment; participating in (and often chairing) programme evaluation, review of assessment and feedback; other audit-related activity), including where appropriate reviews of quality assurance and quality enhancement processes.
3 Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning	 External roles (e.g. consultancy /professional advice, external examining, institutional reviews, programme evaluations, contributions to scholarly and professional societies, contributions to wider policy making and the development of assessment and feedback
4 Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)	 Achieving national and/or international recognition through contributions to the development of research and practice in assessment and feedback (including pedagogic innovation, applied (e.g. educational, pedagogic research and scholarship,
A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices	research funding; scaling-up initiatives; presentations, impact on enhancement of assessment practices within and beyond the institution through curriculum development). Integrated academic practice

Developing Case Studies: Key Considerations

- What is your specific assessment focus and why is it important?
- What is the bigger picture regarding what you are focusing on? What viewpoints predominate? What have been key developments in this area (across disciplines and contexts from local to international level)?
- What key research (conceptual and empirical) and practice has informed what you are doing? What are the dominant theoretical perspectives and approaches that are relevant to what you are doing?
- Explain the nature of the context in which you are working. What is the scale of inquiry (individual; team; discipline; faculty/school; university and cross-institutional).
- Explain the rationale underpinning your approaches. What are the core ideas and practices that embody what you are doing (the central premise; underpinning beliefs and values; modus operandi)?
- How have you designed and implemented your ideas/concepts?
- How have you evaluated the relative success of what you have done?
- How have you addressed ethical concerns in the development and evaluation of your practice
- How can your findings be used, and adapted by others?

Evaluating the Quality of your Case Study (ies)

- Pedagogical Clarity- (i) the specific pedagogical approaches being used; (ii) has impact been considered?; what is being evaluated for impact?; (iii) what are the context requirements and issues? Is it clear what you did and how you did it for someone to be able to replicate it?
- 2. Methodological Transparency is it clear how you did what you didwhat informed your approach, how did you carry it out how was evaluation planned into what you did and how were the students informed of what you were doing as part of the teaching and learning experience.
- **Methodological Congruence -** coherence between claims and what you did and how it was evaluated.
- **Evidence-based-**(i) Are your conclusions supported by your data? To what extent can your claims be upheld? How are you addressing issues of reliability and validity? What is the nature of the quality of the data you collected? What about students who did not participate? Are patterns persistent? Are any recorded changes in behaviour sustained? Do all students benefit equally? Are you evidencing what works and what also doesn't?
- **Accessibility of Findings** are implications and recommendations from the study explicit and accessible to those outside of your discipline?
- **Transferability** do the findings have applications in other situations beyond the immediate discipline?

Fig 10 Critical Reflection on Practice: Supporting Senior and Principal Fellowship Applications (Evans, 2015)

Context

- Scene setting: What is the context in which you are working: your roles within and beyond HE? What is possible?
- Domains within you work: discipline specific / generic; within and beyond Faculty....
- Areas of specific responsibility.....
- Passion: what drives your learning and teaching/strategy – why is it important?
- What are your aspirations regarding development of your pedagogic approach (SF) / and wider reaching strategy (PF)?

Pedagogical Approach

- What are the key features /elements of your learning and teaching approach/ strategy?
- What has informed your development of these?
- What key principles / theoretical frameworks underpin your work and how have you enacted these in practice?
- How has research and practice impacted your approach?
- What is your understanding of effective practice within your domain?
- Clarify your integrated approach to practice (PF)?

Your Learning Journey

- How has CPD -formal and informal (e.g. events; training; experiences at work; research) impacted your beliefs and practice?
- Which experiences have been particularly significant to you and why?
- Note specific achievements/qualifications....
- How have you used these experiences / ideas within your practice?
- Can you provide evidence of sustained commitment and engagement in CPD and evidence of impact (PF)?

Impact / Evidence

- In what ways has your work impacted your own development and practice and that of others'?
- On what evidence are you drawing to evaluate levels of success? How do we know......
- Can you provide a range of suitable evidence? (Brookfield's lenses (self; colleagues; students; research, etc.)
- Can you evidence sustained impact (SF/PF)?
- Can you evidence impact in **wider** learning and teaching contexts (PF)?
- Be specific!

Case Studies / Descriptors

- Do you have a clear rationale for your choice of cases/descriptors? Do they complement one another to show the range and depth of your work? (What are the key golden nuggets you want to stress?)
- What was **your specific role** in initiatives?
- (Cases: SF must show leadership coordinating, supporting, managing and mentoring of others with sustained effect on learning and teaching);
- (Descriptors: PF must tap into your leadership of a strategic integrated approach to academic practice institutionally and/or internationally.

Critical Evaluation

- What were the key elements that led to success was it equally successful for all? What was less successful and why? (think critical pedagogy)
- What have you learnt personally from this journey?
- How have you **used feedback** to develop ideas?
- What can be done to further improve your approaches? How are you taking your ideas forward and why? Further potential of work......
- What further CPD are you engaging in and supporting the development of (PF)?

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