



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

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

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

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

Dimensions of Practice: Overview

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

Assessment Literacy

Assessment Feedback

Assessment Design

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

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

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

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

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

Dimensions of Practice: Key considerations

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

Assessment Literacy (AL)

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

enabling students to get a deeper understanding of the requirements of assessment. A key question is how are learners encouraged to articulate their beliefs, understandings, opinions, and motives in assessment feedback? (see Clark, 2012)

AL1 Clarify what constitutes good

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

AL 2 Clarify how assessment elements fit together

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

AL 3 Clarify student and staff entitlement

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

AL 4 Clarify the requirements of the discipline

To support student retention and successful learning outcomes, students need to be able to identify with, and meet the requirements of their specific disciplines (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. The need to define what constitutes a 'deep approach' within the discipline is of paramount importance along with approaches to induct students into the discipline, and to clarify with students what the signature pedagogy of the discipline is.

Assessment Feedback (AF)

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

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

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

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

In addressing the four assessment feedback 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).

AF 1 Provide accessible feedback

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

AF 2 Provide early opportunities for students to act on feedback

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

AF 3 Prepare students for meaningful dialogue / peer engagement

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

It is possible to identify key elements of effective peer feedback designs ... These elements include the importance of setting an appropriate climate for the development of peer feedback practice, acknowledging the role of the student in the process, ensuring authentic use of peer feedback, the need for explicit guidance on what constitutes effective feedback practice, encouraging students to critically reflect on their own giving and receiving of feedback, and addressing

ongoing student and lecturer training needs. A key question for educators is how to maximise the affordances of peer feedback designs while at the same time minimise potential constraints for learners. (Evans, 2015b, pp.121-122)

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

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

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

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

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

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

Assessment Design (AD)

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

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

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

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

ADI Ensure robust and transparent processes and procedures; QA literacy

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

AD 2 Promote meaningful and focused assessment

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

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

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

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

AD 3 Ensure access and equal opportunities

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

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

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

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

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

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

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QAA Quality Code

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<http://www.exeter.ac.uk/staff/development/academic/assessmentandfeedback/radartoolkitresourcesforassessmentdesignalignmentandreview/>

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

Resources

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

Appendix A Principles of Effective Assessment Feedback Practice

Appendix B EAT areas document

Appendix C1 EAT scoring document (black and white version)

Appendix C2 EAT scoring document

Appendix D EAT areas student document

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

Appendix E2 EAT scoring student document

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

Appendix G Scaling up the EAT framework considerations

Appendix H Assessment and Feedback principles summary

Appendix I Assessment and Feedback principles

Appendix J Using the EAT Framework as a measurement tool

Appendix K Planning document

Appendix L Assessment Design Principles Checklist

Appendix M Inclusive Assessment Practices

Appendix N Approaches to Assessment

APPENDIX A: Principles of Effective Assessment Feedback Practice



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Guidance on Assessment Feedback Design

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

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

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

Effective Assessment Feedback

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

To support assessment literacy we should:

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

To facilitate improvements in learning we should:

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

To promote holistic assessment design we should:

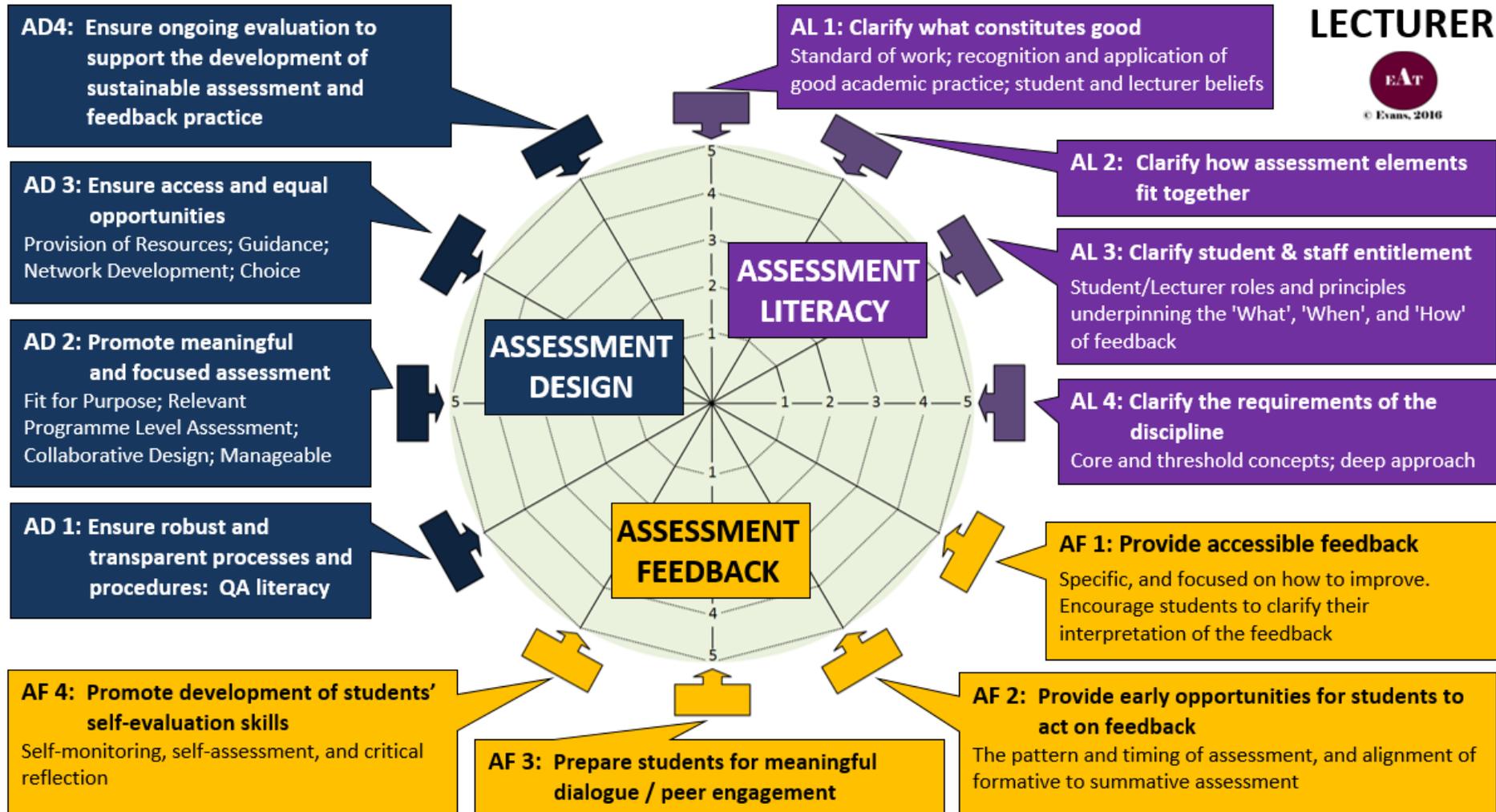
11. Ensure that opportunities for formative assessment are integral to curriculum design at module and programme levels.
12. **Ensure that all core* resources are available** to students electronically through the virtual learning environment (e.g. Blackboard) and other relevant sources from the start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

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

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

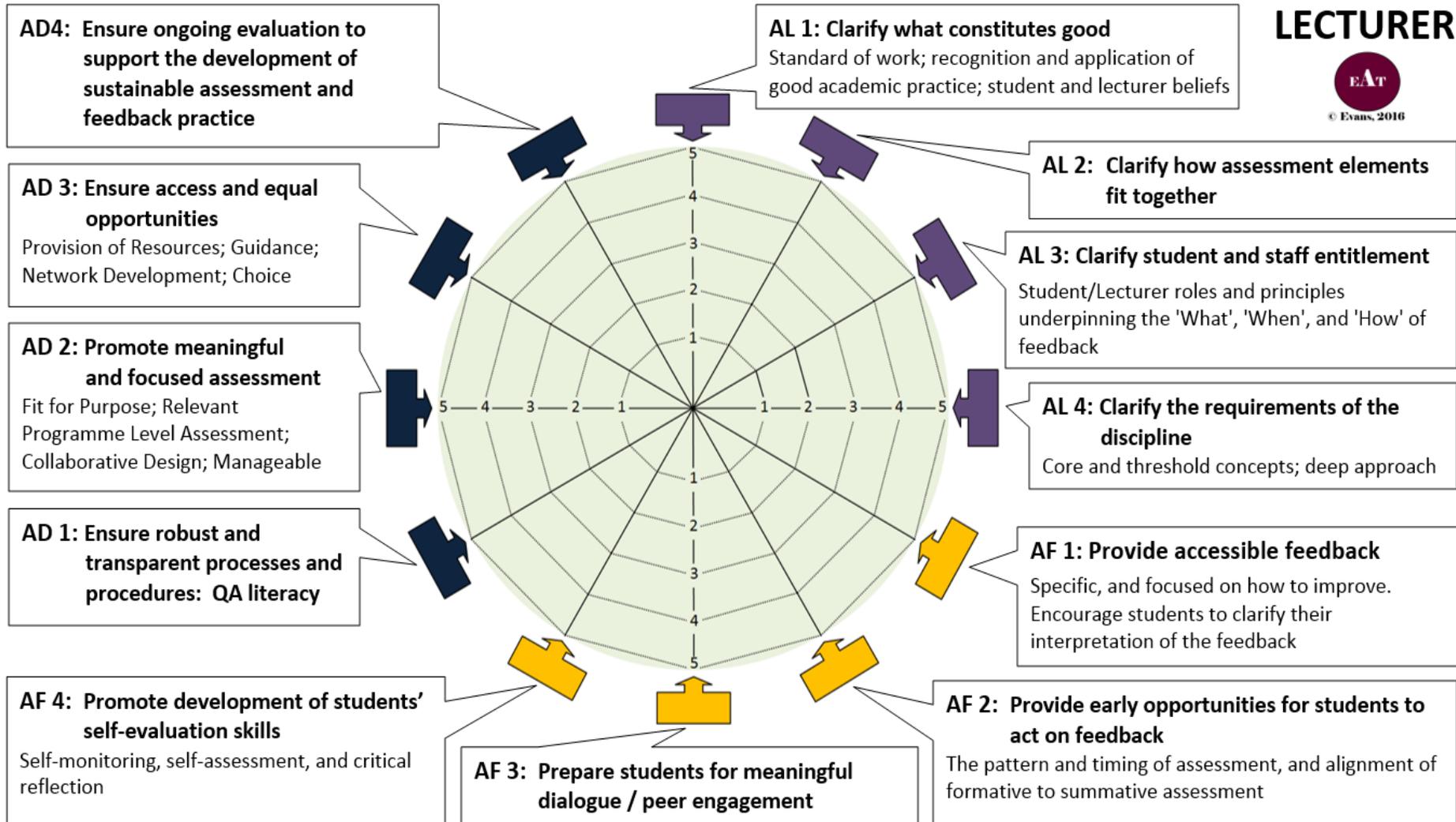
APPENDIX B: EAT areas document

LECTURER



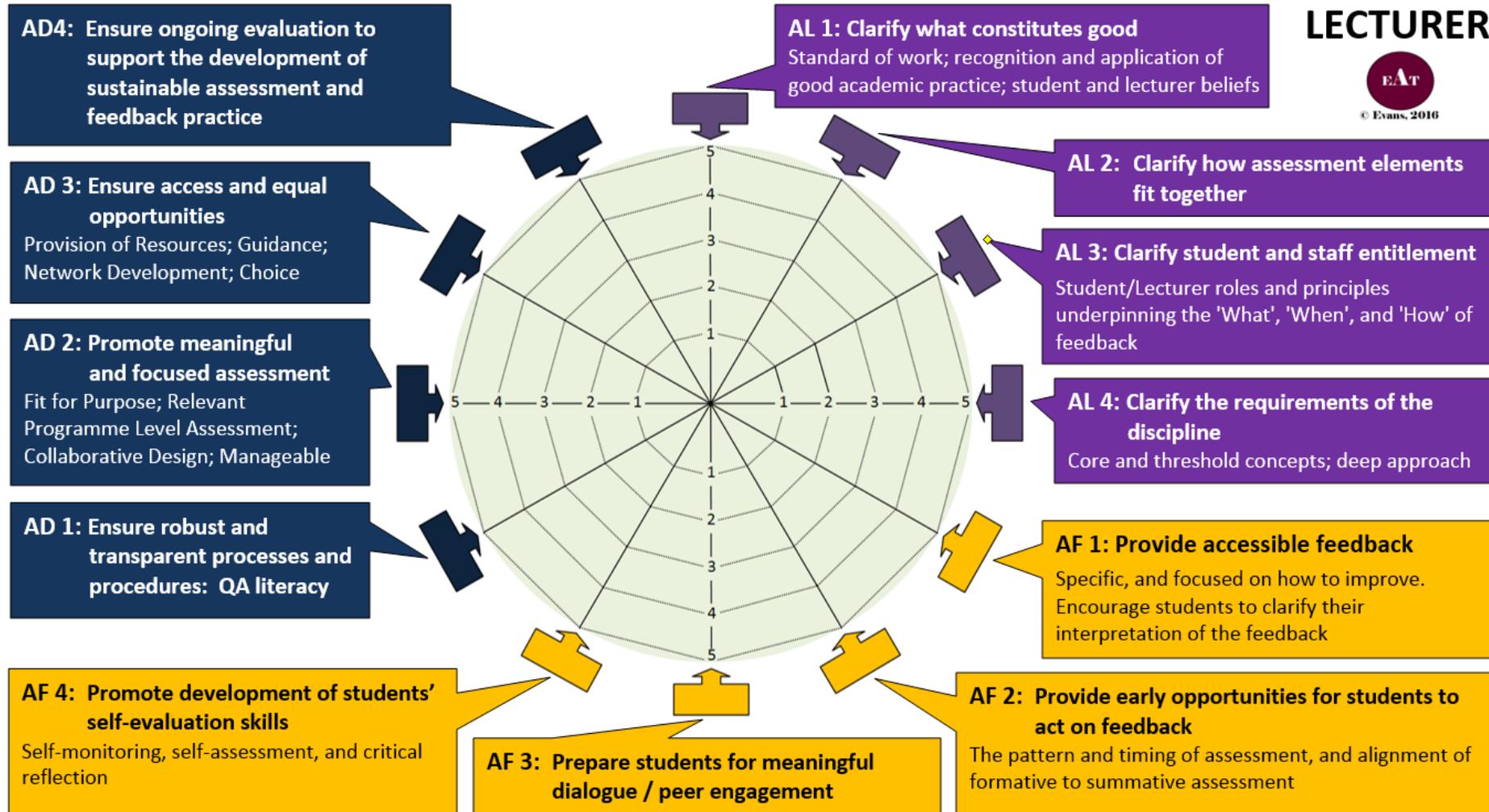
APPENDIX C1: EAT scoring document (black and white version)

LECTURER



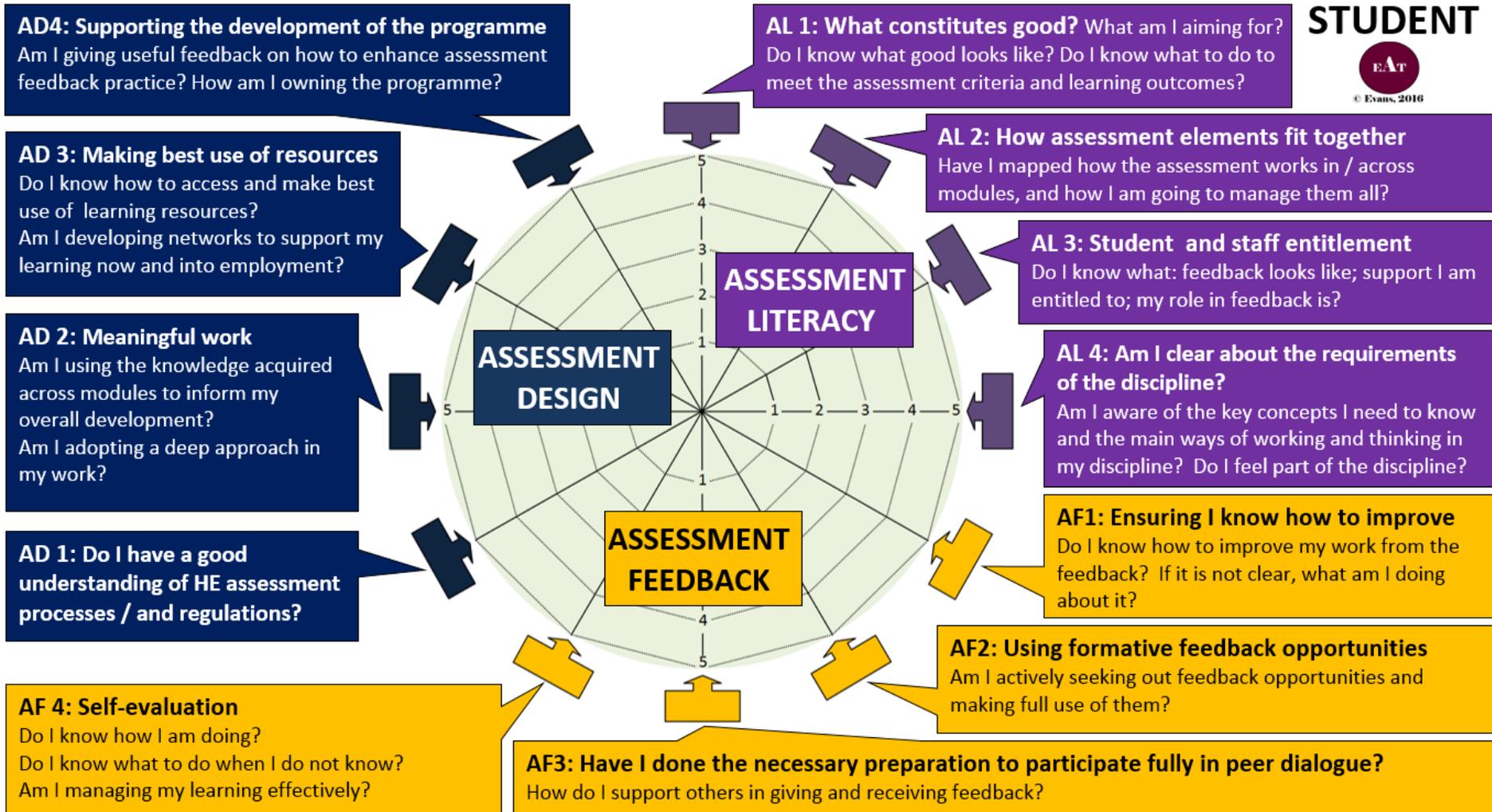
APPENDIX C2: EAT scoring document

LECTURER



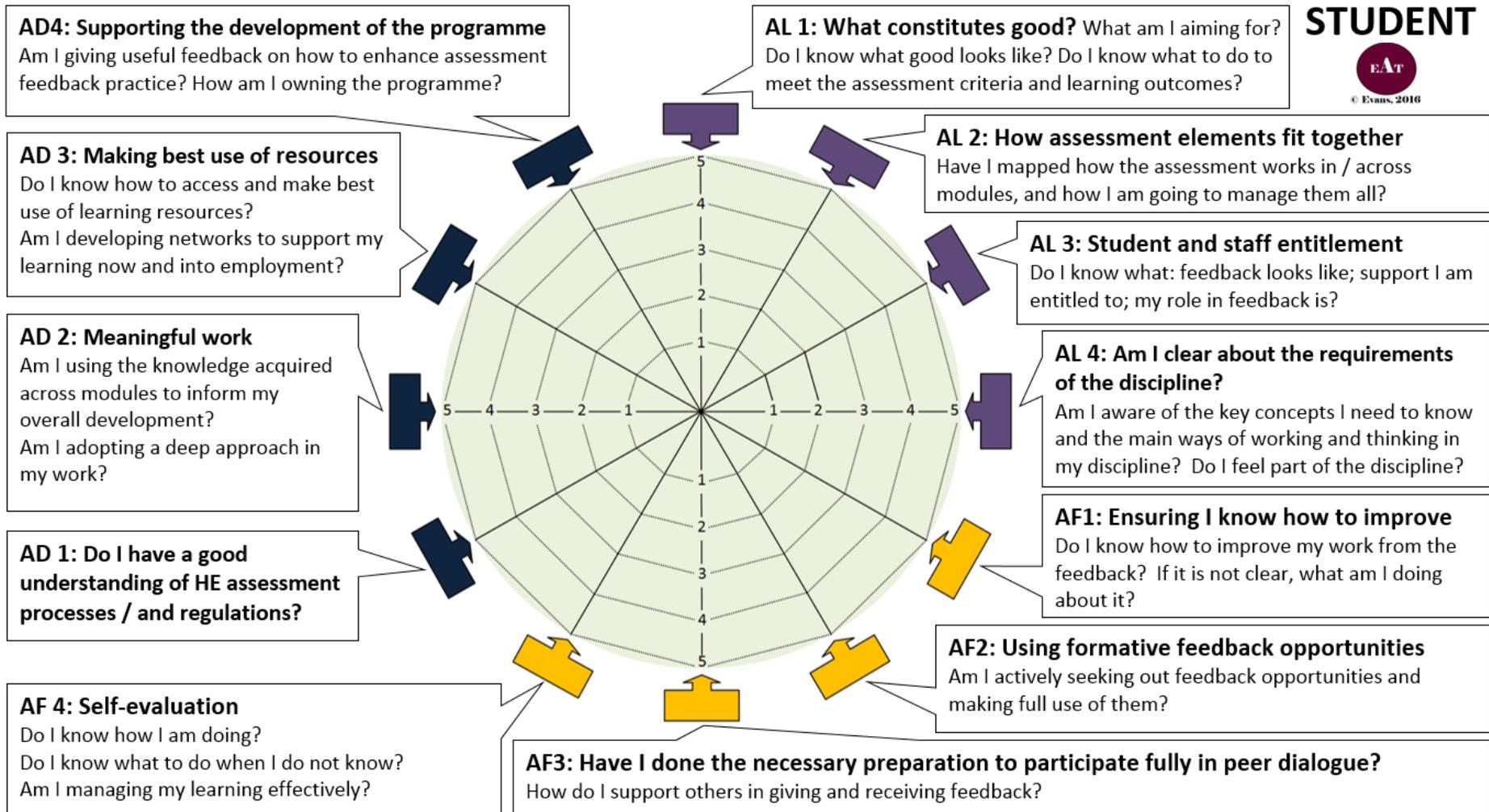
APPENDIX D: EAT areas student document

STUDENT

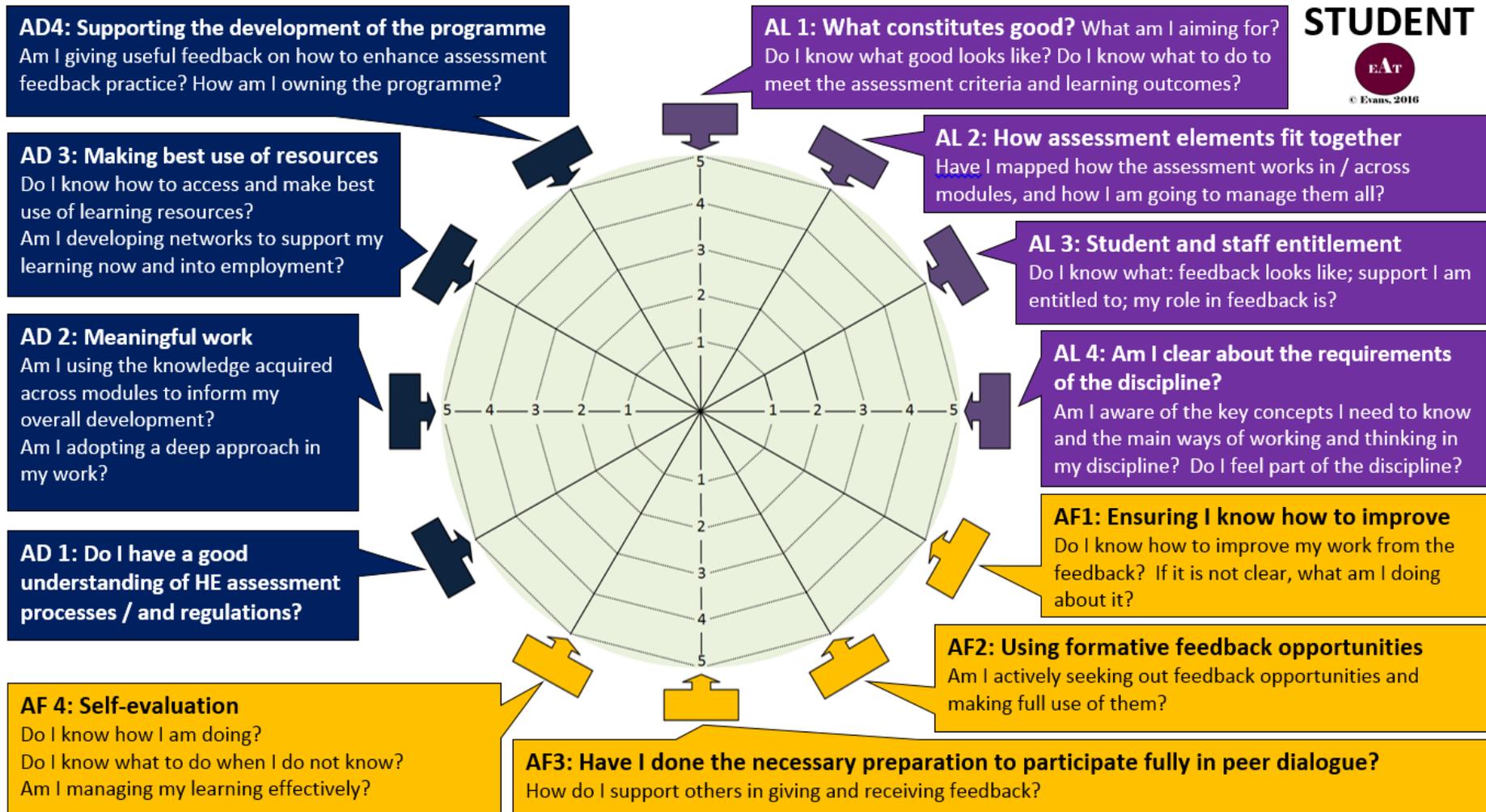


APPENDIX EI: EAT scoring student document (black and white version)

STUDENT



APPENDIX E2: EAT scoring student document



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

ASSESSMENT LITERACY

AL 1 Clarify what constitutes good



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Lecturer / Teacher Focused (LT)

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

Student Focused (S)

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

Programme / Director Questions (PD)

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

ASSESSMENT LITERACY

AL2 Clarify how assessment elements fit together



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Lecturer / Teacher Focused (LT)

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

Student Focused (S)

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

Programme / Director Questions (PD)

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

ASSESSMENT LITERACY



AL 3 Clarify Student and Staff Entitlement

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Lecturer / Teacher Focused (LT)

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

Student Focused (S)

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

Programme / Director Questions (PD)

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

ASSESSMENT LITERACY



AL 4 Clarify the Requirements of the Discipline

Lecturer / Teacher Focused (LT)

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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.

Programme / Director Questions (PD)

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

ASSESSMENT FEEDBACK

AF 1 Provide accessible feedback



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Lecturer / Teacher Focused (LT)

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

Student Focused (S)

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

Programme / Director Questions (PD)

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

ASSESSMENT FEEDBACK



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AF2 Provide early opportunities for students to act on feedback

Lecturer / Teacher Focused (LT)

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

Student Focused (S)

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

Programme / Director Questions (PD)

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

ASSESSMENT FEEDBACK

AF3 Prepare students for meaningful dialogue / peer engagement



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Lecturer / Teacher Focused (LT)

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

Student Focused (S)

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

Programme / Director Questions (PD)

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

ASSESSMENT FEEDBACK

AF 4 Promote development of students' self-evaluation skills



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Lecturer / Teacher Focused (LT)

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

Student Focused (S)

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

Programme / Director Questions (PD)

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

ASSESSMENT DESIGN



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

Lecturer / Teacher Focused (LT)

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

Student Focused (S)

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

Programme / Director Questions (PD)

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

ASSESSMENT DESIGN



AD 2 Promote meaningful and focused assessment

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Lecturer / Teacher Focused (LT)

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

Student Focused (S)

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

Programme / Director Lead Questions (PD)

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

ASSESSMENT DESIGN

AD 3 Ensure access and equal opportunities



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Lecturer / Teacher Focused (LT)

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

Student Focused (S)

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

Programme / Director Questions (PD)

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

ASSESSMENT DESIGN

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



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Lecturer / Teacher Focused (LT)

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

Student Focused (S)

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

Programme / Director Questions (PD)

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



Appendix G

The EAT Framework: Considerations for Programme Leaders and their students

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)

Key Considerations Part I (read in conjunction with EAT cards)

1. **Rationale and goals.** Is the key driver/ rationale underpinning change to assessment and feedback practices clear to all? Are short and long-term goals transparent? Using the EAT framework it is possible to identify measured steps and “quick gains” that can be achieved that are aligned to longer term goals. A key question is how priorities are being identified and communicated?
2. **Being clear about the essential elements of a scaling-up initiative** is critical (Gabriel, 2014). The EAT Framework’s essential elements are: (i) **inclusivity** with an emphasis on developing autonomy and agency for staff and students in the promotion of self-regulatory learning behaviours as part of a universal design approach; (ii) the **integrated holistic framework** considering all dimensions of assessment practice; (iii) **theoretical underpinnings** (cognitive constructivist and social constructivist/social-critical theoretical perspectives (PLSP, Waring & Evans)).
3. **Developing shared understandings from staff and student perspectives about “what constitutes good and how this can be developed.”** A key tenet of the EAT framework is the importance of exploring stakeholder beliefs and values about assessment practices to ensure buy-in and ownership of ideas (The EAT framework has identified principles of effective assessment and feedback practice based on extensive reviews of the literature and practice-based evidence (see Evans, 2016, p.15; Evans, 2013; Evans, et al., 2015).
4. **Alignment with institutional priorities and structures.** The EAT framework supports the development of manageable and sustainable assessment feedback practices. Aligning the framework with institutional/faculty/programme priorities with top-down and bottom-up support involving the engagement of senior leaders, students, and staff is important along with integrating the framework into existing structures to ensure its inclusion in the “institutional HE fabric” and to avoid duplication of effort (Hounsell & Rigby, 2013).
5. Building a **community of practice and shared ownership of the initiative.** In developing a holistic approach to assessment, bringing teams together to explore at programme level how assessment can work most effectively is imperative (Bass, 2012). A key element of this work is on-going focused training and support using research-informed evidence nuanced to the requirements of the context/discipline (Evans et al., 2015). Identification of advocates, clarifying the mechanisms

for how networks are to be created, maintained, and developed are all fundamental to the longer-term sustainability of the initiative.

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

References

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Appendix H

Assessment and Feedback Principles



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. Our assessment and feedback policy sees students as **partners in the process**.

The assessment and feedback overarching principles are underpinned by the EAT framework; an inclusive participatory assessment feedback approach that is designed to support student self-regulation of learning, and informed by QAA; HEA and UKPPSF frameworks.

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.

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

		Assessment Feedback
Dimension	Description	
AF1: Provide accessible feedback		
AF1.1	Feedback should be focused on supporting students' learning in 'how to improve.'	
AF1.2	Feedback should directly relate to the assessment criteria and the learning outcomes being assessed and all students should receive parity of treatment.	
AF1.3	The feedback method used should be appropriate for the assessment task.	
AF1.4	The rationale for the awarded mark should be clear.	
AF1.5	The effectiveness and efficiency of feedback mechanisms should be evaluated on an ongoing and iterative basis with students and staff.	
AF2: Provide early opportunities for students to act on feedback		
AF2.1	There should be early opportunities to assess students' competence in key areas of knowledge, skills, and understanding to enable students' to 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	
AD1: Ensure robust and transparent processes and procedures		
AD1.1	Assessment policies should be created in partnership with students.	
AD1.2	Assessment policies, regulations, and processes must ensure that the academic standard for each award of credit/qualification is rigorous and maintained at the appropriate standard.	
AD1.3	Assessment should be fit for purpose. Assessment tasks should be designed to effectively measure the intended module/programme learning outcomes.	
AD1.4	Student performance should be equitably judged against the standards set.	
AD2: Promote meaningful and focused assessment		
AD2.1	Assessment and feedback practices should be informed by best practice underpinned by research, discipline-specific and educational scholarship.	
AD2.2	Assessment design should be underpinned by effective assessment and feedback principles.	
AD2.3	Assessment practices should be holistic in 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.	

Appendix I

Assessment and Feedback Principles

Detailed Mapping



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The detailed mapping guidance on assessment and feedback principles is mapped to the Quality Assurance Agency's UK Quality Code <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code> and the Higher Education Academy's Framework for Transforming Assessment in Higher Education <https://www.heacademy.ac.uk/knowledge-hub/framework-transforming-assessment-higher-education> and the UK Professional Standards Framework for colleagues in higher education <https://www.heacademy.ac.uk/ukpsf>

The following document is a useful guide in supporting colleagues in reviewing assessment and feedback practice and has been designed around the EAT Framework. It is written in a generic way to support use across contexts and to allow for fine-tuning in institutions to ensure alignment with institutional and national quality assurance and enhancement procedures.

The document can be used to support the development of assessment and feedback QA literacy to empower colleagues to look at what is possible in assessment and feedback within any given policy context, and indeed to consider where policy changes may be necessary to ensure high quality effective, current and relevant assessment practices.

Dimension	Keywords	Description	QAA	UKPSF	HEA
AL 1: Clarify what constitutes good			Assessment Literacy		
AL1.1	Transitions	<p>Students should receive explicit guidance on the requirements of assessment tasks from the outset.</p> <p>(a) Students should be made aware of the rationale informing the nature of assessment.</p> <p>(b) Students should be provided with the programme assessment regulations and the general regulations, including those governing academic integrity, special considerations (including deadline extension requests) and appeals <u>at the beginning</u> of their programme of study.</p> <p>(c) Key tasks and timelines should be clearly signposted. At the beginning of each semester or year students should be given the details of the assessment method for each module, including coursework and/or examination requirements, deadlines for submission and the criteria by which work will be assessed.</p> <p>(e) Students should be given explicit guidance on assessment requirements (e.g. demystifying critical reflection; writing styles; referencing etc.).</p> <p>(f) Students should be prepared for the assessment tasks they face (e.g. Rubrics should be published in advance of assessment taking place, and sample questions and materials made available so that students know what is expected of them).</p>	B3.7 B6.6	A 1,2,4 K2 V1,2,3	T5
AL1.2	Transitions	<p>Criteria for assessment should be as clear as possible to students, tutors, and examiners to ensure equity, validity, and reliability.</p> <p>a) Assessment criteria (grade descriptors) should be published and available to all students, markers and examiners.</p> <p>b) Students should have opportunities to work with the assessment criteria to ensure they fully understand what they mean and how to achieve them?</p> <p>c) Exemplars of good practice should be available so that student can see what ‘good’ looks like and the different ways in which ‘good’ can be manifested.</p> <p>Good practice would involve students in the design of criteria.</p>	B4.8	A1,2,3, A4 K2,3 V2	T5,6
	Engagement				
AL1.3	Transitions	<p>What constitutes good academic practice should be made clear to all students.</p> <p>a) Students and staff should be enabled to become confident in recognising and applying good academic practice and be clear about activities which constitute unacceptable practice.</p> <p>b) Issues relating to academic writing skills, including how to avoid breaches of academic integrity, and how to use references appropriately to the discipline to avoid plagiarizing others’ work should be explained clearly.</p>	B6.7	A2,4 K2	
AL1.4	Training	<p>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.</p> <p>a) There should be regular training in marking and moderation for all those involved in the marking and moderation of work.</p>	B3.4 B4.7 B5.4 B6.4 B8.7 B8.8	A5 K1,2,3, 5,6 V3	T5
	Engagement				

Dimension	Keywords	Description	QAA	UKPSF	HEA
AL 2: Clarify how assessment elements fit together			Assessment Literacy		
AL2.1	Holistic/ Programme Level	How all the different elements of assessment fit together across a programme should be made clear to students from the outset. a) Module and programme handbooks should be clear and consistent throughout about how the different elements of assessment fit together.		A1,3,4 K2	
	Transitions				
AL2.2	Holistic/ Programme Level	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. Assessment deadlines should be managed across the whole programme so as to not have negative knock on effects.		A1 K2	
	Transitions				
AL2.3	Programme Level	How formative and summative assessment operates across a whole programme should be made clear to students and staff from the outset. a) Students should be made aware of any formative assessment on the module and the differences between formative and summative assessment explained. a) b) Whether formative assessment tasks are optional or compulsory should be made clear from the outset.		A2,3,4 K3	
	Transitions				
AL 3: Clarify student and staff entitlement			Assessment Literacy		
AL3. 1	Engagement	Every student should be provided with clear and current information that specifies the learning opportunities and support available to them. a) A baseline of expectations regarding assessment and feedback practice should be agreed with programme teams. b) Opportunities for feedback should be made explicit to students. What constitutes formative feedback should be made clear (when, what, how, and involving whom).	B3.7 B4.4	A1,2,3, A4 K3 V1,2	
	Transitions				
AL3. 2	Engagement	The role and expectations of students in assessment and feedback practices should be clarified with all students from the outset. a) Students should receive clear statements of entitlement at the start of the programme and within each module. This will cover items such as lecturer/student roles, contact times, assessment feedback response times, marking expectations and levels of feedback; clarification regarding the amount of time and commitment required in the preparation of materials; peer mentoring and support; contribution to sessions; preparation prior to taught sessions and follow up work post-sessions etc.).	B3.7 B3.8	A1,2,3, A4 V2	
	Transitions				
AL3.3	Transitions	Information regarding student entitlement should be clear and consistent in module and programme handbooks and online provision from the outset. a) Students should be introduced to how the virtual learning environment is organised and how they can access resources, and networks of support.		A1,4 V2	

Dimension	Keywords	Description	QAA	UKPSF	HEA
AL3.4	Transitions	Principles underpinning the assessment and feedback design should be made clear to students to enable them to engage fully in assessment and feedback practices. a) Students should be introduced to the purposes and methods of assessment; the range and types of feedback available, and clear links to sources of support and guidance from the outset.	B4.8	A1,2,4 V3	
	Engagement				
AL3.5		Students undertaking the same module should receive the feedback at the same time.		A1, V1,2	
AL 4: Clarify the requirements of the discipline			Assessment Literacy		
AL4.1	Transitions	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. a) The most effective ways of learning within a specific discipline should be explored with students from the outset. b) Students should be inducted into current research within the discipline and their role within it.	B4.8	A2 K2,3 V1, 2,3	
	Alignment				
	Engagement				
AL4.2	Transitions	Core* concepts and threshold** concepts should be identified at module and programme levels in order to support student progression throughout a programme of study. * Core concepts – fundamental knowledge, skills and understanding a module/ programme is focusing on. **Threshold concepts – those concepts that are most likely to present students with difficulties – e.g. troublesome concepts).		K2,3	
AL4.3	Alignment	Assessments should be relevant to the requirements of the discipline and related professional, statutory and regulatory bodies.	B4.6	A1,2,3 V3	
AL4.4	Engagement	Assessments should be designed to encourage a deep approach* to learning within the discipline. *Deep approach – requires the student to engage with the material and own it (i.e. requires more than a superficial knowledge and understanding; a student should be able to apply and develop the ideas beyond the immediate context.		A1,2,3 V3	
AF1: Provide accessible feedback			Assessment Feedback		
AF1.1	Engagement	Feedback should be focused on supporting students' learning in 'how to improve.'	B6.9	A3 V3	
AF1.2	Alignment	Feedback should directly relate to the assessment criteria and the learning outcomes being assessed and all students should receive parity of treatment.	B6.9	A3 V3	
AF1.3	Alignment	The feedback method used should be appropriate for the assessment task.	B6.9	A3 V3	
AF1.4	Alignment	The rationale for the awarded mark should be clear.	B6.9	A3	
AF1.5	Evaluation	The effectiveness and efficiency of feedback mechanisms should be evaluated on an ongoing and iterative basis with students a) The process for reviewing the effectiveness and efficiency of feedback should be transparent	B8.2 B8.7 B.8.8	A5 K5,6 V3	

Dimension	Keywords	Description	QAA	UKPSF	HEA
AF2: Provide early opportunities for students to act on feedback			Assessment Feedback		
AF2.1	Transitions	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.		A1,3 K3	
AF2.2	Transitions	Feedback should be given in sufficient time* to enable a student to use the feedback prior to summative assessment. a) *Feedback on assessments should be received <u>within 4 working weeks after the submission date</u> . Students must be informed of the reasons if feedback will not be provided within this timeframe and when, in such circumstances, feedback will be made available. b) <u>Feedback on examinations should be received within 6 weeks</u> . c) Substantial pieces of work such as research projects or dissertations should receive feedback, but the provision of such feedback is not required to adhere to the above time limits. This reflects the importance of such work within degree programmes and the need to devote appropriate time and attention to the assessment process. d) <u>Clear timelines for such feedback should be provided to students at the start of the programme.</u>	B6.9	A1-4 K1,3,4 V1,2	
	Engagement				
	Alignment				
AF2.3	Alignment	Formative feedback tasks should directly relate to summative tasks and the links between them should be made clear. a) There should be a balance between formative and summative assessment tasks in each module and across the programme.		A1 V1,2	
	Holistic/ Programme Level				
AF3 Prepare students for meaningful dialogue / peer engagement			Assessment Feedback		
AF3.1	Engagement	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.	B5.2 B6.6 B8.7 B8.8	A1,3 V2	T4
AF3.2	Engagement	Peer engagement activities should be authentic and relevant.		A1	
AF3.3	Engagement	Where students are involved in peer teaching and feedback activities expectations regarding student participation should be made clear from the outset a) The purpose of peer engagement activities should be made explicit from the outset (e.g. contribution to teaching; mentoring; assessment; whether optional or compulsory etc.) b) Expectations regarding student participation should be made clear from the outset (e.g. preparation of materials pre and post sessions; number of peer sessions required; hours of preparation). c) Students should be provided with clear criteria regarding the nature of feedback they are being asked to provide. d) Students should be given training to support them in giving, using and acting on feedback.	B3.9	A1,3, 4 K3 V2	
	Training				
	Transitions				

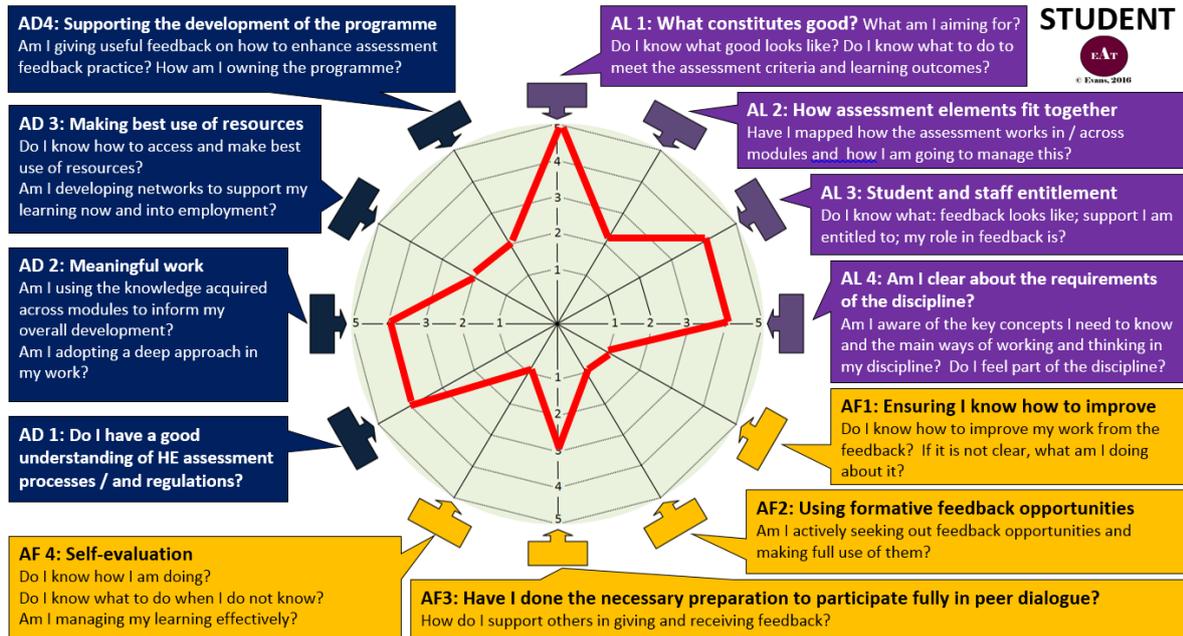
Dimension	Keyword	Description	QAA	UKPSF	HEA
AF3.4		Peer engagement opportunities should provide students with a degree of choice. a) Students should have the opportunity to work individually and collaboratively in a variety of groups subject to the requirements of professional, statutory and regulatory bodies.		V1, 2	
AF4: Promote development of students' self-evaluation skills			Assessment Feedback		
AF4.1	Engagement	Assessment and feedback practices should support students to successfully manage their own learning. a) Students should have full access to resources and course/programme information from the outset so that they can self-regulate their learning.	B3.9 B4.8	A1,3,4 V1	✓
	Transitions				
AF4.2	Engagement	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. a) To support students' self-evaluation skills, students should be exposed to tools and strategies to support their development (e.g. rubrics; exemplars; models to show alternative ways of approaching task; peer and self-feedback opportunities etc.). b) Students should be supported in learning what to do when they do not know; how to diagnose an issue, how to support their own development through an understanding of how they learn.	B3.9 B4.8	A3 V1	✓
	Transitions				
AF4.3	Transitions	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.		K3 V1,2	
	Engagement				
AD1: Ensure robust and transparent processes and procedures			Assessment Design		
AD1.1	Engagement	Assessment policies should be created in partnership with students.			
AD1.2	Evaluation	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. a) Assessment policies, regulations, and processes including marking and moderation should be consistent, transparent, replicable and accessible to all intended audiences. b) The way student achievement is reported at individual task level and how this is combined at module and programme level should be explicit and clear to all. c) The effectiveness of the marking and moderation process should be regularly evaluated.	B6.1 B6.2 B6.13 B8.1	A1,3,4 K2,5,6 V1,2	T6
AD1.3		Assessment should be fit for purpose. Assessment tasks should be designed to effectively measure the intended module / programme learning outcomes. a) The design of assessment (volume, timing and nature) should enable a student to demonstrate the extent to which they have achieved the intended learning outcomes. b) Learning extends beyond what is amenable to precise specification of standards or to objective assessment. Not all learning outcomes can be specified.	B6.8	A1,3,4, 5 K6 V1,2,3	T,2,3 6

Dimension	Keyword	Description	QAA	UKPSF	HEA
AD1.3 cont		c) In developing sustainable assessment practice it is important to support students in meeting the requirements of specific modules while at the same time developing their skills beyond the module.			
AD1.4		Student performance should be equitably judged against the standards set.	B6.1	A3 K2,6	T6
AD1.5		Assessment should be redeemable although the opportunities may be restricted by specific professional, regulatory, and statutory body (PRSB) requirements.* * Faculties must follow the regulations for the redeeming of failed assessments as outlined in the University Calendar a) Information on arrangements for re-assessment should be available to students at the beginning of each module.		A3	
AD2: Promote meaningful and focused assessment			Assessment Design		
AD2.1	Engagement	Assessment and feedback practices should be informed by best practice underpinned by research, discipline-specific and educational scholarship.	B3.3 B6.5	A5 V3	
AD2.2		Assessment design should be underpinned by effective assessment and feedback principles (see page 15 EAT Framework)		A1,4,5 V1,2,3	T1
AD2.3	Holistic	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 (see EAT framework@Soton). a) Assessment should be considered holistically across modules to ensure progression, efficiency, and fit within the overall programme structure. b) Assessment design should be considered at the programme level to ensure streamlining of learning outcomes; appropriate variety in assessment tasks; and timing of assessment to prevent overload.	B6.8	A1,4	T1
AD2.4	Engagement	Assessment should be relevant and enable 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).		K2	✓
AD2.5		Assessment tasks should be sufficiently challenging to enable all students to demonstrate the best level of attainment of which they are capable.	B6.8	A1 V1,2	
AD2.6		Technology should be used appropriately to support the sustainability and enhancement of assessment practices.		A1,3,4 K4	
AD2.7	Holistic/Programme Level	Assessment practices should be sustainable and manageable for students and staff. a) The pattern of assessment should be manageable to avoid overload for students and staff (e.g. spread of assessment over the academic year; the appropriateness of assessment set at different times; number of learning outcomes).	B6.8	A4	

Dimension	Keyword	Description	QAA	UKPSF	HEA
AD3: Ensure access and equal opportunities			Assessment Design		
AD3.1	Engagement	<p>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.</p> <p>a) Assessment opportunities to enable appropriate support should be considered during the development of a programme assessment strategy;</p> <p>b) The baseline of assessment and feedback provision needs to be clear to all students and staff from the outset;</p> <p>c) Assessment should be appropriate and manageable in relation to student level;</p> <p>d) All students should receive induction into module and programme assessment and feedback requirements;</p> <p>e) The balance of different assessment activities should be considered to ensure reasonable choice in relation to meeting intended learning outcomes;</p> <p>f) Where choice in assessment is available, negotiated choice is advocated so that students are guided in selecting appropriate choices from the outset;</p> <p>g) Any additional support services should be clearly outlined to all students from the outset.</p>	B3.2 B4.3 B6.10	A1 V1,2	
AD.3.2	Evaluation	<p>Ongoing monitoring and evaluation of inclusive assessment practice should be in place to ensure that no students are inadvertently disadvantaged by assessment practices.</p> <p>a) Staff should have access to sources of advice about inclusive assessment strategies and practices, as well as about the assessment implications for individual students, especially disabled students.</p> <p>ADD LINK TO YOUR INCLUSION GUIDANCE and process for reviewing inclusive practice</p>	B6.10 B6.18 B8.1 B8.2	K5	
	Training				
AD4: Ensure ongoing evaluation to support development of sustainable assessment and feedback practice			Assessment Design		
AD4.1	Engagement	<p>Students should be given a range of opportunities to effectively contribute to the design, delivery, and evaluation of assessment and feedback.</p> <p>a) Programme teams should create and maintain an environment which encourages student and staff to engage in discussions to bring about enhancements in assessment and feedback.</p> <p>b) Students should be centrally involved in the development of assessment and feedback policy.</p> <p>c) The efforts of staff and students in developing assessment feedback practices should be recognized and celebrated (e.g. Associate Deans with RAP staff and student discipline representatives).</p>	B1.6 B5.1 B5.2 B5.3 B8.7 B5.6	V2	
AD4.2	Evaluation	<p>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 assessment practices.</p>	B3.5 B5.5 B8.2	K5	

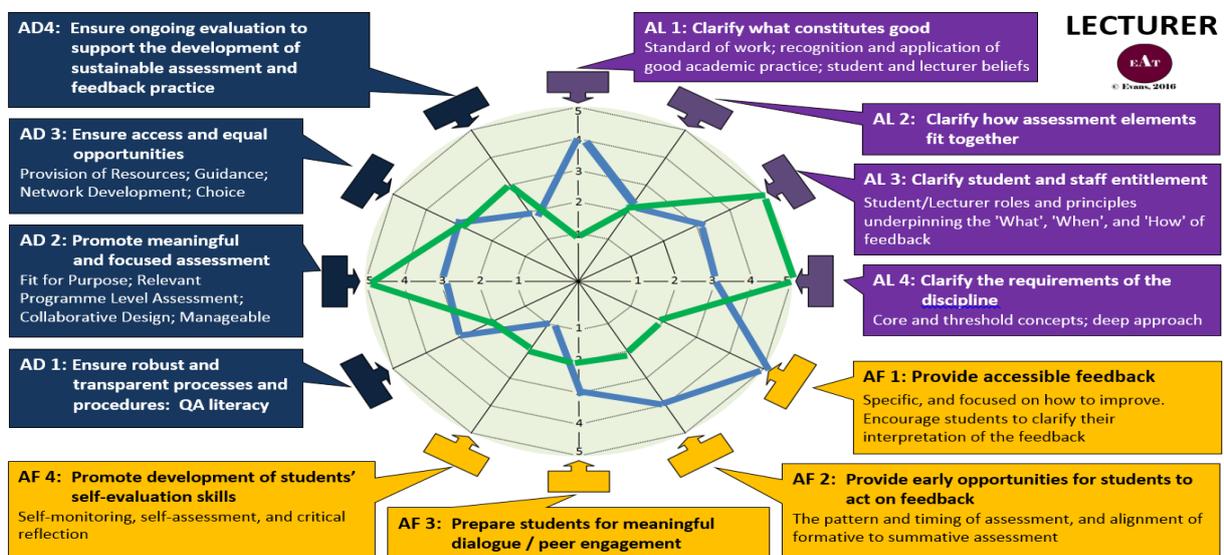
Dimension	Keyword	Description	QAA	UKPSF	HEA
AD4.3	Engagement	How student feedback has been used to inform programme/module development should be clearly communicated to students.	B3.5		
AD4.4	Evaluation	Assessment practices should be regularly evaluated and developed.		K5,6	
AD4.5	Alignment	Assessment practice should be aligned to University Plans and Strategies underpinned by effective assessment feedback principles. It should be cognisant of the wider HE context.		K6 V4	

Appendix J Using the EAT Framework as a measurement tool



For each of the 12 dimensions of the EAT framework it is possible to ask students to score their own contribution (1 = 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 versions 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.





Appendix K

Planning documents

Date:

	Key Focus/ Foci for development/enhancement (Stage in process – seeding – maturing – spreading)	Rationale Why important?	How will you implement it? How are working with students and staff? (who are key leads?)	How will you get buy-in from students and staff (Top-down) (Bottom-up)	What <i>peripheral things</i> do you need to attend to ensure best chance of success?	How will you measure success?	How will you reward success?
1							
2							
3							
4							

Reviewing Assessment: What is the issue?

Reviewing Assessment: Focused analysis		
NSS Assessment Items	What needs to be consistent across all modules /programmes /disciplines?	Actions required
8. Criteria clear in advance		
9. Marking and assessment fair		
10. Feedback timely		
11. Comments helpful		
Contributing NSS areas?		
Academic support		
Teaching		
Organisation		
Student Voice		
Learning Resources		
Learning Opportunities		
Learning Community		
QUICK GAINS		
EAT Framework		
Assessment Literacy: clarity on:		
AL1 what good looks like		
AL2 how it fits together		
AL3 student / staff role		
AL4 discipline requirements		
Assessment Feedback: developing student skills through:		
AF1 focused feedback		
AF2 early opps to feedback		
AF3 student engagement		
AF4 student self-evaluation		
Assessment Design considerations:		
AD1 robust processes / QA		
AD2 integrated/ holistic		
AD3 equal access and opps		
AD4 ongoing evaluation		
Bigger Picture		
Principles		
Redefining Assessment		
Supporting Self-Regulation		
Supporting Transitions		
Systems / Processes		
Training staff and students		
Link to other strategies		

Considerations

	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 defining choice and where too much choice is detrimental?	
3	Clarity / clear communication	How are you ensuring 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 students	How are you ensuring 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.	

Appendix L Assessment Design Principles Checklist

Look at the principles underpinning assessment practice

1. Arrange these in order of importance to you and your team.
2. Is anything core missing – please add in any additional items.
3. 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

<p>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?</p>	<p>Student-Staff Partnership How are you building this? What different models are you supporting?</p>	<p>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?</p>	<p>Self-Regulatory How 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?</p>	<p>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?</p>
<p>EAT Principles</p>	<p>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?</p>	<p>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?</p>	<p>Promoting Student and Staff Agency How are you promoting student/ lecturer ownership of learning and assessment?</p>	<p>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?</p>

Underpinned by theoretical and conceptual frameworks

Inclusive Assessment Practices



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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?
 - Is information clear, accessible, and explicit?
 - Is it clear to the student what good looks like?
 - Are alternative ways of 'good' demonstrated?
 - Does assessment allow a learner to demonstrate what they can do?
 - Is feedback given in sufficient time to allow a learner to use it?
 - Are students supported in how to use feedback?
 - 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?
 - 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?



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**IF YOU COULD CHANGE ONE KEY THING IN ASSESSMENT AND FEEDBACK:
WHAT WOULD IT BE? HOW WILL YOU DO IT?**

USING THE 12 DIMENSIONS OF EAT CONSIDER THE FOLLOWING:

1. 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.

N. Approaches to Assessment

What are the conditions for using a specific approach? 

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