

The project **Enhancing Equity, Agency, and Transparency in Assessment Practices in Higher Education (EAT)** (Erasmus+, sept 2020-sept 2023) involves partners from the UK, Spain, Portugal, Kosovo and Belgium.

The project has the following objectives:

1. Support the development of students’ self-regulatory assessment skills through focusing on enhancing the quality of training to support academic and professional services staff’s development of assessment practices within HE.
2. Support the implementation of an integrative approach to assessment using the EAT framework (EAT) to enhance student and educator agency and success with assessment.
3. Develop training approaches (courses and materials) to support understanding and implementation of integrative assessment.
4. Establish an assessment standards framework to raise standards of assessment practice within and across institutions with potential for scaling up across the higher education sector.
5. Develop an assessment recognition scheme to acknowledge and reward competency in assessment.

One of the tasks is the design of resources on students’ self-regulation competences within assessment.

The Self-Regulatory Framework presented below is one of its outputs. It integrates self-regulation competences grouped under 3 dimensions of assessment:

* **Assessment literacy (AL)**
* **Assessment feedback (AF)**
* **Assessment design (AD)**

Please see the revised Self-Regulatory Feedback taking into account your feedback. The ‘how with examples’ column has been filled in with generic examples; these can be removed and you can replace these with your own examples as you see fit. Please also see the Decision-Making Cards to help with this on pages 85-108 in the [extended version of EAT](https://www.researchgate.net/publication/343933632_2020_online_EAT_DOC_AW_accessible_3)

1. Please review the table to consider which areas you feel are covered well and which need more development in your own context.
2. In choosing your assessment focus for 2021-2022 it is important to consider how you are addressing the key self-regulatory skills required with your students.

**Developing Key Self-Regulatory Skills implicated in Assessment Feedback within EAT**

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| **Assessment**  **Literacy** | **Self-Regulation Competences (examples)**  **Our role What we need to be developing with students:** | | Self-Regulation Overview | How (***with example***s)  are we designing  assessment to support  students to develop these competences? | How (***with examples***)  are we working with  educators to highlight  these competences? | How (***with examples***)  are we working with  students to highlight  these competences? |
| AL1: What constitutes **‘good’** | How are we clarifying what the goals of the course are, and what the core knowledge and skills required are?  How would students gain an understanding of what ‘good work’ looks like?  How are we supporting students to plan what they need to do to meet the learning outcomes? | * **Alignment of**  **personal goals** with **those required to be successful** in completing a specific task * Effective **goal management** to maintain focus/momentum * **Understanding the task requirements** * U**nderstanding what quality looks** like and how to achieve it * **Awareness of own strengths and limitations** in meeting task requirements, and how to utilise/develop these most effectively | **Goal setting and planning:**  **Develops and implements a coherent and effective plan to set and meet assessment goals (includes effective choice and use of strategies)**  **Internalisation of standards:**  **Understands what quality looks like and in relation to academic levels of achievement** | Explaining the rationale underpinning assessment.  Adapting assessment criteria to the requirements of the task with students.  Engaging students in assessing a wide range of work. |  |  |
| AL2: How assessment tasks fit together | Have we explained how the different assessment tasks fit together? | * Ability to **identify connections** between assessment tasks * Ability to **discriminate between the specific learning requirements of different tasks** | **Task Management:**  **Manages assessment load, recognises connections between tasks, knows where and when to invest time and effort to best effect** | Provide students with a routemap of how assessments fit together.  Plan assessment journey with students. |  |  |
| AL3: Student and educator entitlement | How are we developing student engagement in assessment so that they can manage their learning for themselves? | * Student understanding of the need to take responsibility for their own **assessment journey** (i.e. moving away from relying on others to manage assessment for them to having an active voice in assessment) * Willingness to **offer one’s own ideas up** for scrutiny by others * **Confidence in partnering** with educators | **Assessment Engagement:**  **Takes personal responsibility for assessment. Confident to actively engage in the assessment process.** | Requires educators to see assessment as something done with students and not to them.  See **Appendix F** (p.109)  for ways in which we can engage students in assessment |  |  |
| AL4: Clarity around the requirements of the discipline | How are inducting students into the ways of working within our disciplines? | * Understanding the **ways of thinking and knowing within a discipline** * **Ability to separate what is important from the minutiae** * Understanding how to **act/be/perform** as a member of a discipline * Understanding the **professional requirements** of a specific disciplinary field and has currency (knows what is needed now within the field * **Engages effectively with disciplinary networks** | **Depth of understanding and engagement with the discipline:**  **Thinks and acts effectively within the discipline (understands disciplinary language and conventions)** | Signposting key concepts.  Identifying key threshold and rate limiting steps (what prevents someone from moving forward).  Developing a shared language of how the discipline works.  Modelling key ways of being successful.  Providing opportunities for collaboration. |  |  |

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| **Assessment**  **Feedback – all sources of feedback including self-feedback** | **Student Self-Regulation Competences**  **Our role What we need to be developing with students** | | Self-Regulation Overview | How (***with example***s)  are we designing  assessment to support  students to develop these competences? | How (***with examples***)  are we working with  educators to highlight  these competences? | How (***with examples***)  are we working with  students to highlight  these competences? |
| AF1:  Being able to use feedback effectively to improve work | How are we ensuring that students are able to use feedback effectively? | * **Accurately identifies the key intended messages** in feedback * Uses **feedback effectively** to enhance performance * **Openness to alternative ideas and approaches** and **willingness** to try new strategies * **Manages the emotional dimension of feedback** and can take feedback at the task and not personal level | **Judicious use of feedback:**  **Efficient in use of feedback (selective in what feedback to use and effective in deploying it to enhance performance)**  Requires (confidence in one’s own ability, effective filtering of information, and flexibility in being able to adapt thinking**)** | Ensuring feedback focuses on the key requirements.  Making the feedback message clear: what was good, what let you down; how to improve.  Placing feedback where it is of most use.  Training students in how to give and act on feedback. |  |  |
| AF2: Making best use of formative assessment opportunities | How are we designing assessment so that students can regularly test their understanding and are encouraged to do so? | * Willingness to engage in formative activities. Ability to see the **relevance and value of tasks** to support learning * **Ability and confidence to seek** specific feedback * Ability to identify the most **useful sources** of feedback | **Cue Consciousness**  **Confident in using learning situations to best effect to support understanding.**  **Understands the role and value of formative assessment in relation to summative assessment** | Ensuring early opportunities for students to test their understanding.  Making sure formative tasks closely relate to summative ones.  Engaging students in developing formative learning opportunities. |  |  |
| AF3: Participating fully in peer engagement activities | How are we using peer learning activities to enable students to have a better understanding of task requirements? | * Ability to use **one’s own knowledge and skills and those of the peer group to best effect** to achieve outcomes. * Ability to give **accurate** and useful feedback to peers * Ability to **challenge and critique** feedback from different sources and be discerning in use of it * **Sensitive to task and group needs** in being able to adapt role and ways of working to suit context (good boundary-crossing skills). * Able to take on board **alternative perspectives** to achieve goals in relation to the requirements of a task. * **Self-advocacy capabilities** – ensuring own needs are met within the group context in addition to working to support group needs | **Relational skills:**  **Able to meet own needs and those of the group** in successfully navigating the requirements of a task and group dynamics (Requires **strong sense of self** to ‘have a voice and be heard’) | Training for students in how to work effectively within groups and how to give and receive feedback.  Ensuring individual responsibility within group activities.  Preparing students to do the preparation in order to be able to engage effectively.  Ensuring peer activities are used authentically.  Valuing process and outcomes. |  |  |
| AF4: Accurately evaluating the quality of one’s own work | How are we ensuring that students get multiple opportunities within a course to develop their self-assessment skills? | * Effective **self-monitoring skills** to diagnose progress and needs, and make adjustments in relation to goals * I**ntegrative judgement capacity** (the ability to see the depth and surface features of a piece of work; the detail and the overview) * **Self-evaluative skills** in being able to use all relevant sources of information to come to an   accurate judgement of the quality of one’s own work, and that of others. | **Accuracy in ability to judge the quality of work**  **Reflexivity**:  Able to step back and look at work from the ‘outside in’ in order to view it objectively | Frequent opportunities for students to evaluate their own work and that of others.  Modelling of different ways to successfully achieve outcomes.  Enabling students to generate criteria for themselves when first marking work – what do they think the criteria should be.  Co-marking and moderating with peers and educators.  Co-development of rubrics to support learning. |  |  |

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| **Assessment Design** | **Student Self-Regulation Competences**  **Our role What we need to be developing with students** | | Self-Regulation Overview | How (***with example***s)  are we designing  assessment to support  students to develop these competences? | How (***with examples***)  are we working with  educators to highlight  these competences? | How (***with examples***)  are we working with  students to highlight  these competences? |
| AD1: Understanding of higher education assessment regulations | How are we ensuring that students have a clear understanding of assessment regulations and processes? | * Understanding of **assessment** protocols including the implicit/ hidden rules of assessment * Understanding how to effectively **navigate systems and processes** to get answers to questions | **Political Assessment Literacy:**  Understands how the assessment system works and how to get the best from it | Inducting educators and students in the ‘rules’ and hidden rules of assessment to ensure shared understandings.  Engaging students in moderation activities.  Making marking and moderation processes explicit. |  |  |
| AD2: Meaningful Assessment | How are we encouraging students to adopt a deep approach to assessment? | * Driven to achieve **mastery** (deep understanding) of the subject * Selects **appropriate strategies** and **uses them effectively** to advance knowledge and understanding * Ability to **create new knowledge and understanding** (new perspectives, new products, innovative solutions) * Ability to see the **value of current learning to a future context** (future time perspective) | **Knowership**:  Has deep understanding of a subject and the strategies necessary to gain deeper insights  **Creativity:**  Able to manipulate information and use it in a variety of ways including novel ways (translation and adaptability skills). | Authentic assessment tasks related to real life.  Engaging students in the design of assessment tasks.  Importance of process and product in assessment. |  |  |
| AD3: Ensuring Access and Equal Opportunities | How are we ensuring that all students have equal access to assessment and equal opportunities to do well? | * **Awareness of one’s own learning needs and how to manage them effectively** * **Knowing how to get the necessary support from the learning environment** * **Ability to modify the learning environment** and promote change in it support one’s own learning. * **Ability to make good choices.** * **Ability to adapt** to the requirements of different contexts. | **Agentic Engagement:**  **Metacognitive awareness of learning needs and how to utilise the environment to best support one’s learning** | Uses Universal Design principles to ensure shared understandings of inclusive assessment.  Ensure resources to include course materials are available to students in good time.  Tracks student performance to ensure that the nature of assessment does not disadvantage individuals and groups. |  |  |
| AD4: Ongoing Evaluation of Assessment and Feedback Curriculum Design | How are we empowering students to give feedback on the effectiveness of assessment design and delivery? | * **Willingness and ability** to **engage in critical evaluation** of the efficacy of a course and to offer up suggestions for improvement * Holistic understanding of how course is organised and perspective on how best to support learning for self and others. | **Critical Evaluation:**  Deep **understanding of the** **relationships** between learning outcomes, assessment criteria, assessment tasks and course delivery, and **one’s role within assessment** | Ongoing evaluation integral to curriculum design  Responsibility of students to offer solutions and deliver on them  Partnership approach with students requiring transparency in how assessment is designed and evaluated. |  |  |