

## Enhancing Equity, Agency, and Transparency in Assessment Practices in Higher Education

Self-regulation impacts outcomes and a number of variables are implicit in this. For example, motivation (e.g., self-efficacy and interest, goals), choice of strategies and ability to implement strategies well, coupled with effective metacognitive planning, monitoring and evaluation skills.

The EAT Self-Regulatory Framework can be used to assess priorities for assessment and feedback development in your own context. It integrates self-regulation competences grouped under 3 dimensions of assessment:

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

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 **41-60 in EAT (2022)**.

### Focused Activity

**Using the EAT Framework and the self-regulatory framework below (and especially AL4) identify the key discipline-specific skills that you want students to focus on within your module/programme.**

1. What key discipline-specific and/or generic self-regulatory skill(s) have you identified and signposted for students as part of your module/programme blue-prints?
2. What constitutes a deep approach in relation to acquiring this skill set? How would a student know?
3. How are you progressively supporting students to develop the skill(s) throughout the module?

For example through: (i) modelling/demonstrating (observation); (ii) opportunities to emulate/replicate – what activities; (iii) opportunities to demonstrate mastery through application; (iv) adapt/transfer: opportunities to evolve skills and demonstrate application/evolution across contexts.

4. What evidence do you have of the efficacy of the approach you used?

For example: student skills development; student engagement in high level activities; learning outcomes; student confidence; student satisfaction.

Curriculum development: most efficient use of resource; coherent module/programme design; early identification of needs.

# Skills Focus Template

**Discipline and module context and student group characteristics (UG/PG; size of group)**

**Focus: What key discipline-specific and/or generic self-regulatory skill(s) have you identified and signposted for students as part of your module blue print**

**Clarification: What does a deep approach look like in this subject area and in relation to the skills you are focusing on?**

**Embedding: How are you progressively supporting students to develop the skill(s) throughout the module**

**Evaluation: What evidence do you have of the efficacy of the approach you used**

**Reflection: What would you do differently next time round?**

**Key Learning points to share**

**Useful resources:**

## (Appendix I) Developing Key Self-Regulatory Skills implicated in Assessment Feedback (EAT: SRS Framework)

Assessment Literacy	Self-Regulation Competences (examples) Our role What we need to be developing with students:		Self-Regulation Overview	How ( <i>with examples</i> ) are we designing assessment to support students to develop these competences?	How ( <i>with examples</i> ) are we working with educators to highlight these competences?	How ( <i>with examples</i> ) are we working with students to highlight these competences?
AL1: What constitutes 'good'	<p>How are we clarifying what the goals of the course are, and what the core knowledge and skills required are?</p> <p>How would students gain an understanding of what 'good work' looks like?</p> <p>How are we supporting students to plan what they need to do to meet the learning outcomes?</p>	<ul style="list-style-type: none"> <li>○ <b>Alignment of personal goals with those required to be successful</b> in completing a specific task</li> <li>○ Effective <b>goal management</b> to maintain focus/momentum</li> <li>○ <b>Understanding the task requirements</b></li> <li>○ <b>Understanding what quality looks</b> like and how to achieve it</li> <li>○ <b>Awareness of own strengths and limitations</b> in meeting task requirements, and how to utilise/develop these most effectively</li> </ul>	<p><b>Goal setting and planning:</b> Develops and implements a coherent and effective plan to set and meet assessment goals (includes effective choice and use of strategies)</p> <p><b>Internalisation of standards:</b> Understands what quality looks like and in relation to academic levels of achievement</p>	<p>Explaining the rationale underpinning assessment.</p> <p>Adapting assessment criteria to the requirements of the task with students.</p> <p>Engaging students in assessing a wide range of work.</p>		
AL2: How assessment tasks fit together	<p>Have we explained how the different assessment tasks fit together?</p>	<ul style="list-style-type: none"> <li>○ Ability to <b>identify connections</b> between assessment tasks</li> <li>○ Ability to <b>discriminate between the specific learning requirements of different tasks</b></li> </ul>	<p><b>Task Management:</b> Manages assessment load, recognises connections between tasks, knows where and when to invest time and effort to best effect</p>	<p>Provide students with a routemap of how assessments fit together.</p> <p>Plan assessment journey with students.</p>		

AL3: Student and educator entitlement	How are we developing student engagement in assessment so that they can manage their learning for themselves?	<ul style="list-style-type: none"> <li>○ Student understanding of the need to take responsibility for their own <b>assessment journey</b> (i.e. moving away from relying on others to manage assessment for them to having an active voice in assessment)</li> <li>○ Willingness to <b>offer one’s own ideas up</b> for scrutiny by others</li> <li>○ <b>Confidence in partnering</b> with educators</li> </ul>	<p><b>Assessment Engagement:</b>  <b>Takes personal responsibility for assessment. Confident to actively engage in the assessment process.</b></p>	<p>Requires educators to see assessment as something done <u>with</u> students and not to them.</p> <p>See <b>Appendix F</b> (p.109) for ways in which we can engage students in assessment</p>		
AL4: Clarity around the requirements of the discipline	How are inducting students into the ways of working within our disciplines?	<ul style="list-style-type: none"> <li>○ Understanding the <b>ways of thinking and knowing within a discipline</b></li> <li>○ <b>Ability to separate what is important from the minutiae</b></li> <li>○ Understanding how to <b>act/be/perform</b> as a member of a discipline</li> <li>○ Understanding the <b>professional requirements</b> of a specific disciplinary field and has currency (knows what is needed now within the field)</li> <li>○ <b>Engages effectively with disciplinary networks</b></li> </ul>	<p><b>Depth of understanding and engagement with the discipline:</b>  <b>Thinks and acts effectively within the discipline (understands disciplinary language and conventions)</b></p>	<p>Signposting key concepts.</p> <p>Identifying key threshold and rate limiting steps (what prevents someone from moving forward).</p> <p>Developing a shared language of how the discipline works.</p> <p>Modelling key ways of being successful.</p> <p>Providing opportunities for collaboration.</p>		

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 ( <i>with examples</i> ) are we designing assessment to support students to develop these competences?	How ( <i>with examples</i> ) are we working with educators to highlight these competences?	How ( <i>with examples</i> ) 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?	<ul style="list-style-type: none"> <li>○ <b>Accurately identifies the key intended messages</b> in feedback</li> <li>○ Uses <b>feedback effectively</b> to enhance performance</li> <li>○ <b>Openness to alternative ideas and approaches</b> and <b>willingness</b> to try new strategies</li> <li>○ <b>Manages the emotional dimension of feedback</b> and can take feedback at the task and not personal level</li> </ul>	<p><b>Judicious use of feedback:</b> <b>Efficient in use of feedback (selective in what feedback to use and effective in deploying it to enhance performance)</b></p> <p>Requires (confidence in one’s own ability, effective filtering of information, and flexibility in being able to adapt thinking)</p>	<p>Ensuring feedback focuses on the key requirements.</p> <p>Making the feedback message clear: what was good, what let you down; how to improve.</p> <p>Placing feedback where it is of most use.</p> <p>Training students in how to give and act on feedback.</p>		
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?	<ul style="list-style-type: none"> <li>○ Willingness to engage in formative activities. Ability to see the <b>relevance and value of tasks</b> to support learning</li> <li>○ <b>Ability and confidence to seek specific feedback</b></li> <li>○ Ability to identify the most <b>useful sources</b> of feedback</li> </ul>	<p><b>Cue Consciousness</b> <b>Confident in using learning situations to best effect to support understanding.</b> <b>Understands the role and value of formative assessment in relation to summative assessment</b></p>	<p>Ensuring early opportunities for students to test their understanding.</p> <p>Making sure formative tasks closely relate to summative ones.</p> <p>Engaging students in developing formative learning opportunities.</p>		
AF3: Participating fully in peer	How are we using peer learning	<ul style="list-style-type: none"> <li>○ Ability to use <b>one’s own knowledge and skills and those</b></li> </ul>		Training for students in how to work effectively within		

engagement activities	activities to enable students to have a better understanding of task requirements?	<p><b>of the peer group to best effect</b> to achieve outcomes.</p> <ul style="list-style-type: none"> <li>○ Ability to give <b>accurate</b> and useful feedback to peers</li> <li>○ Ability to <b>challenge and critique</b> feedback from different sources and be discerning in use of it</li> <li>○ <b>Sensitive to task and group needs</b> in being able to adapt role and ways of working to suit context (good boundary-crossing skills).</li> <li>○ Able to take on board <b>alternative perspectives</b> to achieve goals in relation to the requirements of a task.</li> <li>○ <b>Self-advocacy capabilities</b> – ensuring own needs are met within the group context in addition to working to support group needs</li> </ul>	<p><b>Relational skills:</b>  <b>Able to meet own needs and those of the group</b> in successfully navigating the requirements of a task and group dynamics (Requires <b>strong sense of self</b> to ‘have a voice and be heard’)</p>	<p>groups and how to give and receive feedback.</p> <p>Ensuring individual responsibility within group activities.</p> <p>Preparing students to do the preparation in order to be able to engage effectively.</p> <p>Ensuring peer activities are used authentically.</p> <p>Valuing process and outcomes.</p>		
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<p>AF4: Accurately evaluating the quality of one's own work</p>	<p>How are we ensuring that students get multiple opportunities within a course to develop their self-assessment skills?</p>	<ul style="list-style-type: none"> <li>○ Effective <b>self-monitoring skills</b> to diagnose progress and needs, and make adjustments in relation to goals</li> <li>○ <b>Integrative judgement capacity</b> (the ability to see the depth and surface features of a piece of work; the detail and the overview)</li> <li>○ <b>Self-evaluative skills</b> 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.</li> </ul>	<p><b><u>Accuracy in ability to judge the quality of work</u></b></p> <p><b><u>Reflexivity:</u></b> Able to step back and look at work from the 'outside in' in order to view it objectively</p>	<p>Frequent opportunities for students to evaluate their own work and that of others.</p> <p>Modelling of different ways to successfully achieve outcomes.</p> <p>Enabling students to generate criteria for themselves when first marking work – what do they think the criteria should be.</p> <p>Co-marking and moderating with peers and educators.</p> <p>Co-development of rubrics to support learning.</p>		
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Assessment Design	Student Self-Regulation Competences Our role      What we need to be developing with students		Self-Regulation Overview	How ( <i>with examples</i> ) are we designing assessment to support students to develop these competences?	How ( <i>with examples</i> ) are we working with educators to highlight these competences?	How ( <i>with examples</i> ) 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?	<ul style="list-style-type: none"> <li>○ Understanding of <b>assessment</b> protocols including the implicit/hidden rules of assessment</li> <li>○ Understanding how to effectively <b>navigate systems and processes</b> to get answers to questions</li> </ul>	<p><b><u>Political Assessment Literacy:</u></b> Understands how the assessment system works and how to get the best from it</p>	<p>Inducting educators and students in the ‘rules’ and hidden rules of assessment to ensure shared understandings.</p> <p>Engaging students in moderation activities.</p> <p>Making marking and moderation processes explicit.</p>		
AD2: Meaningful Assessment	How are we encouraging students to adopt a deep approach to assessment?	<ul style="list-style-type: none"> <li>○ Driven to achieve <b>mastery</b> (deep understanding) of the subject</li> <li>○ Selects <b>appropriate strategies</b> and <b>uses them effectively</b> to advance knowledge and understanding</li> <li>○ Ability to <b>create new knowledge and understanding</b> (new perspectives, new products, innovative solutions)</li> <li>○ Ability to see the <b>value of current learning to a future context</b> (future time perspective)</li> </ul>	<p><b><u>Knowership:</u></b> Has deep understanding of a subject and the strategies necessary to gain deeper insights</p> <p><b><u>Creativity:</u></b> Able to manipulate information and use it in a variety of ways including novel ways (translation and adaptability skills).</p>	<p>Authentic assessment tasks related to real life.</p> <p>Engaging students in the design of assessment tasks.</p> <p>Importance of process and product in assessment.</p>		

AD3: Ensuring Access and Equal Opportunities	How are we ensuring that all students have equal access to assessment and equal opportunities to do well?	<ul style="list-style-type: none"> <li>○ <b>Awareness of one’s own learning needs and how to manage them effectively</b></li> <li>○ <b>Knowing how to get the necessary support from the learning environment</b></li> <li>○ <b>Ability to modify the learning environment</b> and promote change in it support one’s own learning.</li> <li>○ <b>Ability to make good choices.</b></li> <li>○ <b>Ability to adapt</b> to the requirements of different contexts.</li> </ul>	<p><b>Agentic Engagement:</b>  <b>Metacognitive awareness of learning needs and how to utilise the environment to best support one’s learning</b></p>	<p>Uses Universal Design principles to ensure shared understandings of inclusive assessment.</p> <p>Ensure resources to include course materials are available to students in good time.</p> <p>Tracks student performance to ensure that the nature of assessment does not disadvantage individuals and groups.</p>		
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?	<ul style="list-style-type: none"> <li>○ <b>Willingness and ability to engage in critical evaluation</b> of the efficacy of a course and to offer up suggestions for improvement</li> <li>○ Holistic understanding of how course is organised and perspective on how best to support learning for self and others.</li> </ul>	<p><b>Critical Evaluation:</b>  <b>Deep understanding of the relationships</b> between learning outcomes, assessment criteria, assessment tasks and course delivery, and <b>one’s role within assessment</b></p>	<p>Ongoing evaluation integral to curriculum design</p> <p>Responsibility of students to offer solutions and deliver on them</p> <p>Partnership approach with students requiring transparency in how assessment is designed and evaluated.</p>		

Note: This is the original Self-Regulatory Skills Framework draft informing the published shorter version in Evans, with Rutherford, Viera et al. (2021). [A Self-Regulatory Approach to Assessment in Higher Education](#). This version has been used as a template to support training activities with staff and students.