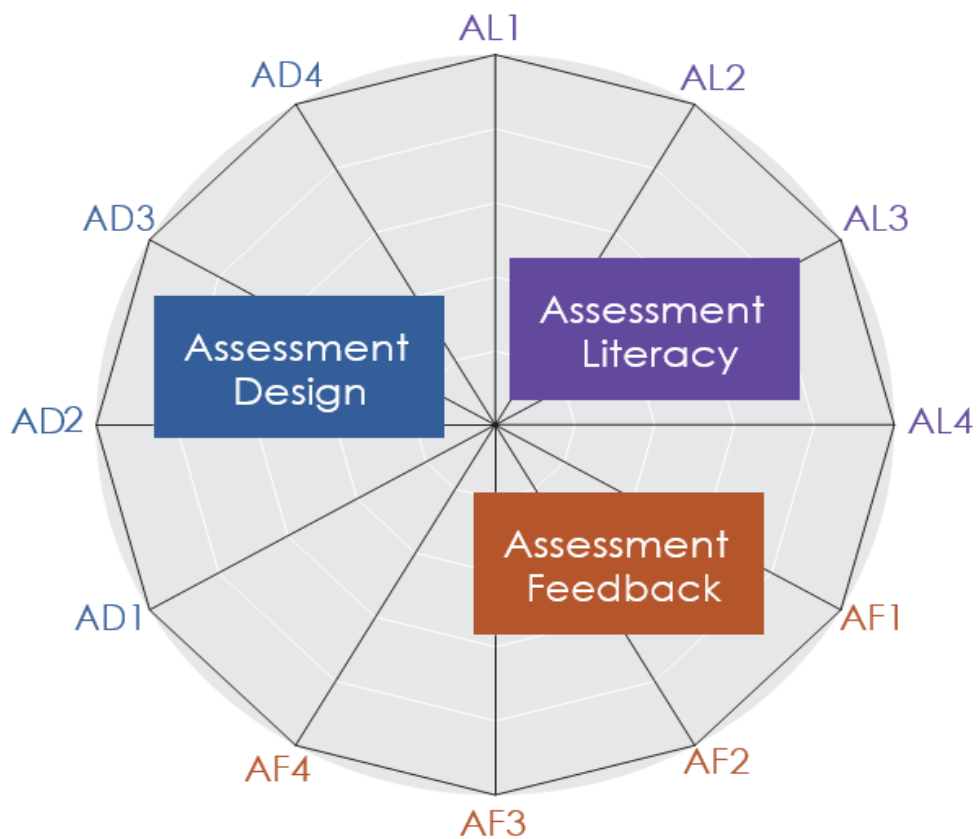


## EAT WHEEL ACCESSIBLE DIAGRAMS



The Assessment Framework Core Dimensions (From Authors, 2020)

### Scoring of the Assessment Framework

For each of the three dimensions and their corresponding sub-dimensions (1-4) equating to 12 sub-dimensions in total, users (staff and students) can score their own assessment contribution. In this context 1 =contributing little and 5 is fully involved in assessment; using this approach it is possible to identify students' assessment footprints. Why students chose to engage or not requires consideration of individual and institutional facilitators and barriers; to what extent does a module/programme facilitate such engagement? Changes in user engagement can be noted through repeated analyses over time and perspectives of educators and students can be overlain to look at points of agreement and difference in analysing how assessment is perceived and acted upon.

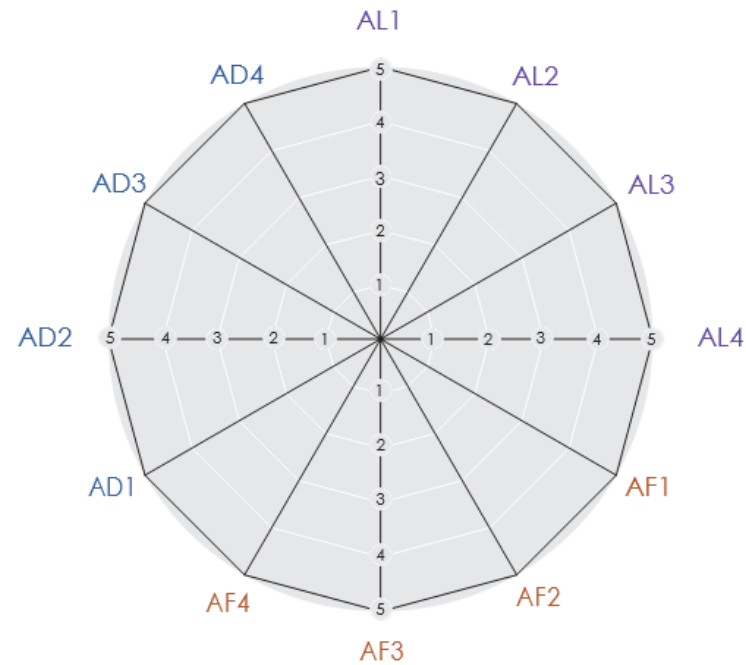
## Assessment Design

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

AD3: Ensure access and equal opportunities  
Provision of Resources; Guidance; Network Development; Choice.

AD2: Promote meaningful and focused assessment  
Fit for Purpose; Relevant Programme Level Assessment; Collaborative Design; Manageable.

AD1: Ensure robust and transparent processes and procedures  
QA literacy.



## Assessment Literacy

AL 1: Clarify what constitutes good Standard of work; recognition and application of good academic practice; student and lecturer beliefs.

AL2: Clarify how assessment elements fit together

AL3: Clarify student and staff entitlement  
Student/Lecturer roles and principles underpinning the 'What', 'When', and 'How' of feedback.

AL4: Clarify the requirements of the discipline  
Core and threshold concepts; deep approach.

## Assessment Feedback

AF4: Promote development of students' self-evaluation skills  
Self-monitoring, self-assessment, and critical reflection.

AF3: Prepare students for meaningful dialogue/peer engagement

AF2: Provide early opportunities for students to act on feedback  
The pattern and timing of assessment, and alignment of formative to summative assessment.

AF1: Provide accessible feedback  
Specific, and focused on how to improve.  
Encourage students to clarify their interpretation of the feedback.

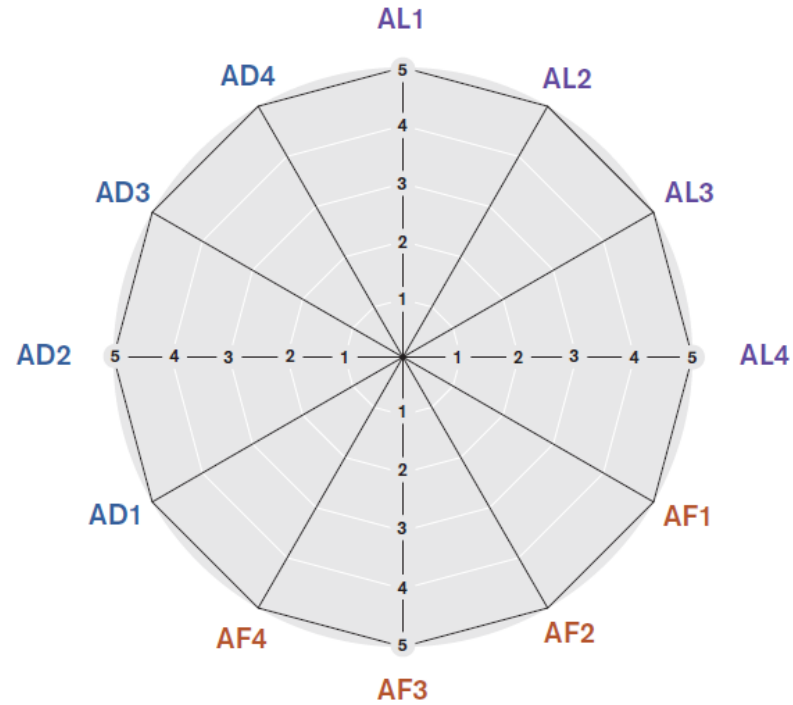
## Assessment Design

**AD4: Supporting the development of the course**  
Am I giving useful feedback on how to enhance assessment feedback practice? How am I owning the course?

**AD3: Making the best use of resources**  
Do I know how to access and make best use of resources? Am I developing networks to support my learning now and into employment?

**AD2: Meaningful work**  
Am I using the knowledge acquired across modules to inform my overall development? Am I adopting a deep approach in my work?

**AD1: Do I have a good understanding of HE assessment processes /and regulations**



## Assessment Literacy

**AL1: What constitutes good?**  
What am I aiming for? Do I know what good looks like? Do I know what to do to meet the assessment criteria and learning outcomes.

**AL2: How assessment elements fit together**  
Have I mapped how the assessment works in/across modules, and how I am going to manage them all?

**AL3: Student and staff entitlement**  
Do I know what: feedback looks like; support I am entitled to; what my role in feedback is?

**AL4: Am I clear about the requirements of the discipline?**  
Am I aware of the key concepts I need to know and the main ways of working and thinking in my discipline? Do I feel part of the discipline?

## Assessment Feedback

**AF4: Self-evaluation**  
Do I know how I am doing? Do I know what to do when I do not know? Am I managing my learning effectively?

**AF3: Have I done the necessary preparation to participate fully in peer dialogue?**  
How do I support others in giving and receiving feedback?

**AF2: Using formative feedback opportunities**  
Am I actively seeking out feedback opportunities and making full use of them?

**AF1: Ensuring I know how to improve**  
Do I know how to improve my work from the feedback? If it is not clear, what am I doing about it?