

# EAT Dimensions and Sub-dimensions

## Assessment Literacy Dimension

Sub-dimension		Key ideas
<p><b>AL 1</b></p>  <p><b>I have a good understanding of the assessment requirements, and how to do well.</b></p> <p><i>To do well students need to know what they need to do and why, have a clear and accurate conception of what quality looks like, know how they are going to get there, and have the self-belief that they can.</i></p>	<ul style="list-style-type: none"> <li>• Making <b>assessment requirements and notions of quality explicit.</b> <ul style="list-style-type: none"> <li>○ Importance of <b>shared conceptions of quality</b> between students and academics.</li> </ul> </li> <li>• Emphasis on <b>beliefs and values.</b></li> <li>• Importance of the role of <b>individual differences</b> in how <b>learners make sense of and process information.</b></li> <li>• Emphasis on development of <b>quality and conditional use of self-regulation strategies.</b> <ul style="list-style-type: none"> <li>○ Emphasis on activities to support <b>learner internalisation of standards.</b></li> <li>○ <b>Lecturer/student goal alignment.</b></li> </ul> </li> </ul>	
<p><b>AL 2</b></p>  <p><b>I understand how assessment is organised and the links between different elements.</b></p> <p><i>Understanding how assessment fits together is essential to support effective learning and best use of resource.</i></p>	<ul style="list-style-type: none"> <li>• <b>Coherence and alignment of programme design.</b> <ul style="list-style-type: none"> <li>○ Clear <b>programme blueprints</b></li> </ul> </li> <li>• Ensuring shared understandings of <b>rationale underpinning programme design.</b></li> <li>• Addressing information processing and cognitive styles in how information is understood; taking care to reduce <b>cognitive overload.</b></li> <li>• Self-regulatory planning skills/strategies – <b>recognising connections between tasks and prioritising.</b></li> </ul>	
<p><b>AL 3</b></p>  <p><b>I am clear about my role in assessment and my responsibility to contribute as an active participant.</b></p> <p><i>How students come to co-own their programmes with educators and see themselves as active contributors to the assessment feedback process</i></p>	<ul style="list-style-type: none"> <li>• Emphasis on promoting <b>student engagement and co-ownership of assessment</b></li> <li>• Students as co-partners in assessment (<b>clarity of roles and expectations</b>).</li> <li>• <b>Lecturer expertise</b> in promoting student engagement through design of assessment.</li> <li>• Addressing <b>student and academic beliefs and conceptions</b> about the student role within assessment <ul style="list-style-type: none"> <li>○ Training to support <b>shared cultures of assessment.</b></li> <li>○</li> </ul> </li> </ul>	
<p><b>AL 4</b></p>  <p><b>I am clear about the requirements of the discipline?</b></p> <p><i>How students and educators are inducted into a community of learners so that they feel that they can make a valued contribution to learning impacts progression and retention.</i></p>	<ul style="list-style-type: none"> <li>• Clarifying what a <b>deep approach within a discipline looks like.</b> <ul style="list-style-type: none"> <li>○ Signposting of <b>core and threshold concepts.</b></li> <li>○ Emphasis on <b>epistemological understanding.</b></li> <li>○ <b>Modelling different ways of achieving excellence.</b></li> </ul> </li> <li>• Importance of <b>belonging and relatedness</b> –relational capital in managing discipline interactions/transitions.</li> </ul>	

## Assessment Feedback Dimension

Sub-dimension	Key ideas
<p><b>AF 1</b></p>  <p><b>I know how to seek, use, apply feedback, and provide feedback to others.</b></p> <p><i>Feedback is a finite resource that should be used judiciously and equitably.</i></p> <p><i>A focus on essentials is required to ensure students are able to access and act on the central feedback message and contribute to feedback.</i></p>	<ul style="list-style-type: none"> <li>• Ensuring <b>shared understandings of quality and efficiency</b> of feedback. <ul style="list-style-type: none"> <li>○ Importance of <b>simplifying the feedback message</b> to promote accessibility.</li> <li>○ Importance of <b>dialogue</b> between academics and students to <b>promote shared understandings</b> of the purposes of feedback, and in relation to goals.</li> </ul> </li> <li>• <b>Feedback as co-constructed and multifaceted</b> to include self-generation of feedback, seeking and utilisation of feedback cues from the environment</li> <li>• Importance of <b>students' conceptions of feedback, personal beliefs, motives, schema, knowledge base, Self-regulatory skills, assessment feedback history, and confidence.</b></li> </ul>
<p><b>AF 2</b></p>  <p><b>I realise the value of formative assessment opportunities to test my understanding and contribute resources to support this process.</b></p> <p><i>Early use of formative assessment opportunities assist students in understanding assessment requirements for themselves</i></p>	<ul style="list-style-type: none"> <li>• Understanding of <b>individual differences</b> in framing feedback opportunities.</li> <li>• Providing <b>early opportunities</b> for students to calibrate judgements on the quality of their work, test preconceptions and schema, and support metacognitive monitoring accuracy. <ul style="list-style-type: none"> <li>○ Facilitating the <b>progressive development of students' knowledge and skills</b> – repeated opportunities to observe, emulate, test and apply ideas.</li> <li>○ Providing opportunities for <b>repeated practice</b> to support automation of skills drawing on information processing perspectives.</li> </ul> </li> </ul>
<p><b>AF 3</b></p>  <p><b>I ensure that I do the necessary groundwork to participate effectively in peer support activities.</b></p> <p><i>Engaging in the development of curriculum and peer support impacts students' evaluation capacity.</i></p>	<ul style="list-style-type: none"> <li>• Promoting <b>authentic peer engagement</b> activities to support the self-assessment process, and co-and shared regulation. <ul style="list-style-type: none"> <li>○ Using <b>peer assessment</b> to promote self-assessment capabilities and understanding of quality for oneself.</li> <li>○ Supporting <b>individual agency and individual accountability</b> within the peer assessment process.</li> </ul> </li> <li>• Developing <b>students' filtering capacity</b> to support discernment in the selection and use of peer feedback.</li> </ul>
<p><b>AF4</b></p>  <p><b>I make good use of opportunities to evaluate work of others to support my understanding of standards.</b></p> <p><i>It is about promoting multiple acts of comparison.</i></p>	<ul style="list-style-type: none"> <li>• <b>Embedding</b> the development of <b>self-assessment skills</b> throughout the curriculum.</li> <li>• Addressing student beliefs about self-assessment ability and <b>emotional challenges of self-assessment.</b></li> <li>• Promoting the development of <b>self-monitoring and self-evaluation skills.</b> <ul style="list-style-type: none"> <li>○ Working with students' to develop their <b>cognitive abilities</b> in aggregating perceptions over multiple experiences.</li> <li>○ <b>Modelling</b> of self-assessment strategies to support accuracy and appropriate use of strategies</li> </ul> </li> <li>• Emphasis on <b>immersing students</b> in activities to promote internalisation of standards.</li> </ul>

## Assessment Design Dimension

Sub-dimension	Key Ideas
<p><b>AD 1</b></p>  <p><b>I understand the rules of assessment and know how to question things I do not understand about the assessment process.</b></p> <p><i>Ensuring robust and transparent processes and procedures with emphasis on QA literacy promotes ownership, access, and perceptions of fairness</i></p>	<ul style="list-style-type: none"> <li>• Ensuring <b>transparency of policy and process</b>.</li> <li>• <b>Clear benchmarking of standards</b> and opportunities for <b>students to work with academics</b> in marking and moderation activities.</li> <li>• Understanding of <b>cognitive, political, social and cultural capital</b> implicated in navigating the rules of assessment.</li> <li>• Making <b>local assessment cultures explicit</b>- understanding of individual differences in how assessment rules are interpreted and enacted.               <ul style="list-style-type: none"> <li>○ Providing opportunities for <b>students to assess and moderate work</b>, and engage in discussions around how grading of work is decided.</li> </ul> </li> <li>• Encouragement to <b>challenge understandings of rules</b> as part of an agentic approach.</li> </ul>
<p><b>AD 2</b></p>  <p><b>I understand disciplinary conventions and what it is to be competent as a student of a specific discipline, and how I can make a significant contribution.</b></p> <p><i>Co-construction of the curriculum in clarifying a deep approach supports what it is to think, act and be within a discipline.</i></p>	<ul style="list-style-type: none"> <li>• Promotion of <b>holistic and deep approaches to learning</b>.</li> <li>• Focus on <b>process and not just product</b> – progressive development of knowledge and skills.</li> <li>• Emphasis on <b>authentic practice and student ownership of assessment design</b>, and development of useful products.</li> <li>• Promotion of <b>high level self-regulatory skills</b> and efficiency in learning: using the right strategies and using them well.</li> </ul>
<p><b>AD 3</b></p>  <p><b>I know how to access resources that I need to support my understanding, and am able to advocate effectively for my own needs.</b></p> <p><i>Inclusive assessment promotes equal access to the curriculum and equal opportunities to do well.</i></p>	<ul style="list-style-type: none"> <li>• Participatory pedagogy emphasising <b>equal access to assessment and opportunities to do well</b>.</li> <li>• Awareness of how individuals/groups <b>make sense of information</b>.</li> <li>• Emphasis on promoting <b>agency and autonomy</b> within the learning context (negotiated choice).</li> <li>• <b>Reasonable adjustments embedded in assessment design from the outset</b>.</li> </ul>
<p><b>AD4</b></p>  <p><b>I am prepared to contribute to the development and evaluation of assessment on my programme.</b></p> <p><i>Evaluation embedded within assessment design to ensure a dynamic and attuned curriculum is the joint responsibility of academics and students.</i></p>	<ul style="list-style-type: none"> <li>• <b>Curriculum seen as dynamic</b>.               <ul style="list-style-type: none"> <li>○ <b>Informed use of data</b> to support iterative development of it.</li> </ul> </li> <li>• <b>Predictive use of data</b> to ensure individual/group differences supported.</li> <li>• Co-ownership/co-construction - the joint responsibility of academics and students in assessment design – <b>importance of student voice as part of team-based design</b>.</li> <li>• <b>Importance of self-regulation training for academics and students</b> – exploring student and academic profiles.</li> </ul>