

Assessment Accreditation Guidance

Acknowledging and Rewarding Excellence in Assessment Practices in Higher Education



Supported by the EAT Erasmus Project

(Erasmus+ Project: 2020-1-UK01-KA203-079045)

Citation

Evans C., with Amici-Dargon, S., and ERASMUS team (2022). Assessment Accreditation Guidance. Acknowledging and Rewarding Excellence in Assessment Practices in Higher Education.

Key Resources to be used with this resource

- The **EAT Framework** (2022) and further resources can be found at: <https://inclusivehe.org/>
- The **Self-regulatory Approach to Assessment Practices Report**
- **A Guide to Using the EAT Assessment Framework:** A Resource for Developing Assessment Practice in Higher Education.
- **Training resources:** Templates, tools, and further EAT resources are located at <https://www.eat-erasmus.org/erasmus-training>
- **Alternative forms of the EAT wheel** can directly be downloaded via the hyperlink provided and from the accessible version of EAT (Evans, 2020) at <https://www.eatframework.com/>

Contents

Accrediting Effective Assessment Practice	3
ASA Pathways: Individual Excellence and Leading Assessment	4
Features of Effective Assessment Practice	6
EAT Framework Lecturer Version	7
EAT Framework Student Version	8
Table 1: EAT Considerations at Individual and Leadership Levels	9
Key Concepts Underpinning the EAT Framework (Equity, Agency, Transparency)	11
Appendix A: Effective Assessment Feedback (EAT, Evans, 2016)	12
Completing your ASA Application	13
Table 2A (INDIVIDUAL PATHWAY) Examples of potential case study foci	15
Table 2B (LEADERSHIP PATHWAY) Examples of potential case study foci	16
Table 3: Considering Impact Guidance	18
Critical Reflection Guidance	20
Table 4: Critical Reflection Tool	21
Submission TEMPLATES for INDIVIDUAL EXCELLENCE AND LEADERSHIP OF ASSESSMENT ASA PATHWAYS	22
Submission Cover Document	23
Completing Submission Document A	25
Submission Document A: INDIVIDUAL PATHWAY	26
Submission Document A: LEADERSHIP PATHWAY	27
The Case Studies: Submission Document B	28
Document B: Case Study Template	29

Accrediting Effective Assessment Practice

The **Assessment Specialist Award (ASA)** acknowledges and accredits excellence in assessment practice in higher education. The award is applicable to staff (academic and professional) and students who can evidence a research-informed approach to assessment and feedback.

The ASA aligns with the UK Professional Standards Framework (2011, 2023), and EUA Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015).

There are two overarching ASA awards, one for demonstrating **Individual Excellence in Assessment**, and the other for demonstrating **Leadership of Assessment**. Leadership in this context refers to supporting colleagues and teams to enhance assessment practice which may be in an informal or formal line management role.

The two awards both allow individuals to complete the ASA in stages and as such represent stackable awards with associated credits. There is also potential to undertake an Assessment Specialist Team Award (ASTA). Information on this is available in a separate document.

The underpinning research-informed assessment framework to support colleagues in evidencing excellence in assessment is the **EAT Framework** (Evans, 2016; 2020; 2022). This framework highlights twelve interrelated dimensions and sub-dimensions of effective assessment and feedback practice underpinned by key concepts including **assessment literacy** (understanding of the assessment context), **self-regulation** (the ability to choose the right strategies to address a task and to use them well), and **agentic engagement** (the ability to influence one's assessment environment to make it work better for oneself and others).

Who is this accreditation relevant to?

The ASA is relevant to all academic and professional services staff and students engaged in research-informed approaches to developing their assessment practice within higher education. The ASA can be awarded to those who:

- (i) already have a fellowship of Advance HE but would like their specialism in assessment to be formally recognised.
- (ii) do not want to pursue the Advance HE Fellowship route but want to focus purely on a specialist assessment pathway.
- (iii) want to gain an ASA award to support their application for a HEA fellowship, internal or external teaching award (e.g., National/University Teaching Fellowships) and/or an internal professional development and accreditation processes.
- (iv) want to gain recognition for leadership in assessment and/or to provide evidence in support of Collaborative Awards in Teaching Excellence (CATE, Advance HE).
- (v) who are engaged in studying for undergraduate and postgraduate education qualifications (PostGrad Cert/Diploma, Masters in Education Practice).
- (vi) are involved in developing assessment practice as postgraduate teaching assistants and/or in a technician/lab assistant role.

ASA Pathways: Individual Excellence and Leading Assessment

This document provides information on the Individual Excellence and Leadership of Assessment ASA pathways. Both awards require understanding of research-informed principles. The EAT Framework (Evans, 2022) provides the theoretical and conceptual framework to support applications. EAT highlights the importance of three interconnected core dimensions of assessment: Assessment Literacy, Assessment Feedback, and Assessment Design. These three core dimensions each include 4 sub-dimensions of the EAT Framework.

ASA awards can be awarded for (i) **individual excellence** in assessment, and (ii) **leadership of assessment, and (iii) team excellence**.

Eligible: All staff and students working in higher education institutions to include professional services teams and technicians in addition to academic staff.

Individual Excellence ASA

This ASA award recognises **individual excellence** in promoting a research-informed approach to assessment (for example, in designing and delivering assessment approaches for students and/or developing resources and guidance for academic and professional services staff). Eligible applicants include academic, professional services, technicians and students who are delivering or leading assessment initiatives within disciplines or across faculty, and/or the institution as a whole, and/or with external facing networks).

Leadership of Assessment ASA

This ASA award rewards those who have demonstrated research-informed **leadership in the development of assessment practices**. Leadership can be demonstrated through formal leadership roles (e.g., a programme lead) or through informal activities that have resulted in building effective assessment approaches with colleagues inside/outside of one's institution (e.g. evidence of working with colleagues to develop effective communities of practice around assessment; leading a network etc.). Eligible applicants include academic, professional services, technicians and students who are delivering or leading assessment initiatives within disciplines, or across faculty, and/or the institution as a whole, and/or with external facing networks).

A stackable award

Recognition of individual excellence and leading assessment ASAs can be done in three stages to fit around work and study requirements, or all elements can be submitted at one time.

The three stages enable applicants to manage requirements according to needs. Each stage can be an exit stage, or can be used to carry through credits to the next stage.

The three stages below indicate the range of evidence across the **12 areas of effective assessment and feedback practice (EAT, 2022)**. The ASA awards at Levels 1, 2 and 3 all indicate excellence, the difference between them being the breadth of coverage.

- Stage 1: To achieve competence at **Level 1**, academic/professional services staff and/or students need to demonstrate understanding of core assessment concepts, application of assessment feedback principles, and provide examples of meeting the principles in at least **one area of each of the three EAT dimensions** (assessment literacy, feedback, and design), 3 case studies in total.
- Stage 2: To achieve competence at **Level 2**, academic/professional services staff and/or students need to demonstrate understanding of core assessment concepts, application of assessment feedback principles, and provide an example of meeting the principles in at least **two areas of each of the three EAT dimensions** (assessment literacy, feedback, and design), 6 case studies in total.
- Stage 3: To achieve competence at **Level 3**, academic/professional services staff and/or students need to demonstrate understanding of core assessment concepts, application of assessment feedback principles, and provide an example of meeting the principles in **all four areas of each of the three EAT dimensions** (assessment literacy, feedback, and design), 12 case studies in total.

How to meet ASA requirements?

To demonstrate excellence in both individual and leadership pathways, all those wishing to attain ASA accreditation need to demonstrate understanding of research-informed principles of effective assessment and feedback practice. ASA assessment requires completion of **two core pieces of work**.

(a) Completing a **summary template** (Document A) evidencing how one's assessment practice addresses **key principles of effective assessment and feedback** (EAT: Appendix A) at individual/leadership levels for the selected areas of practice covered in the case studies.

(b) Completing **focused case studies** (Document B) to demonstrate application of principles of effective assessment and feedback to practice. Case studies can be succinct (500 to 1000 words maximum) but must demonstrate **impact**, provide a **physical product** (resource of some kind) to support enhancements in assessment practice that others can use (as a link or attachment), and demonstrate **critical reflection on practice**.

For guidance on impact, physical product and critical reflection see the guidance support notes in this document.

- Stage 1 requires 3 mini case studies (ensure at least one example is taken from each dimension of EAT (i.e., Assessment Literacy (AL), Feedback (AF), Design (AD)).
- Stage 2 requires 6 mini case studies.
- Stage 3 requires 12 mini case studies.

If you are working through the Stages, the mini case studies you completed in Stage 1 can be carried over to Stage 2, meaning if you enter the programme at Stage 1, when you get to Stage 2, you only complete an additional 3 case studies. If you progress onto Stage 3, you need to produce a further six case studies (assuming you have already completed Stages 1 and 2).

Features of Effective Assessment Practice

The **EAT Framework (2022)** provides a synthesis of assessment and feedback research from 1999 to 2021 from systematic review of over 50,000 articles and related syntheses on individual differences in learning (Evans & Waring, 2009, 2012), and self-regulation within assessment (Evans et al., 2021).

3 core elements of practice (Assessment Literacy, Assessment Feedback and Assessment Design) are identified, each with 4 sub-dimensions, making 12 interconnected sub-dimensions in total (see Figure 1).

The aim of EAT is to promote inclusive and empowering assessment through development of students' **self-regulatory skills**, their **agentic engagement** in design and delivery of assessment, and facilitating all the above by **ensuring equity, agency and transparency** in all assessment processes to enable students to:

Assessment Literacy

- AL 1:** Have a good understanding of the assessment requirements, and how to do well.
- AL 2:** Have a good understanding of how the assessment tasks they are doing relate to the rest of their programme.
- AL 3:** Be clear about their role in assessment and how they can contribute, and what support they are entitled to.
- AL 4:** Understand the requirements of their discipline/profession.

Assessment Feedback

- AF 1:** Know how to ask for feedback and use feedback effectively to enhance the quality of their work.
- AF 2:** Value regular opportunities to test their knowledge, understanding and skills.
- AF 3:** Ensure that they have done the essential preparation work so they can contribute fully to discussions and give effective support to peers.
- AF 4:** Accurately judge the quality of their work.

Assessment Design

- AD 1:** Have a good understanding of assessment rules and processes (e.g. marking and moderation).
- AD 2:** Adopt a deep approach to their studies and be able to utilise assessment to support their learning beyond the assessment point (i.e., use of authentic assessment opportunities to address real life issues and to engage successfully with communities).
- AD 3:** Know how to use the learning environment well to support their needs (e.g. accessing resources; getting support; developing strong networks).
- AD 4:** Give constructive feedback on how the course could be improved and contribute to the development of resources through meaningful engagement with the course.

Details of these dimensions is located in **EAT (2022)** and via a [summary document](#)

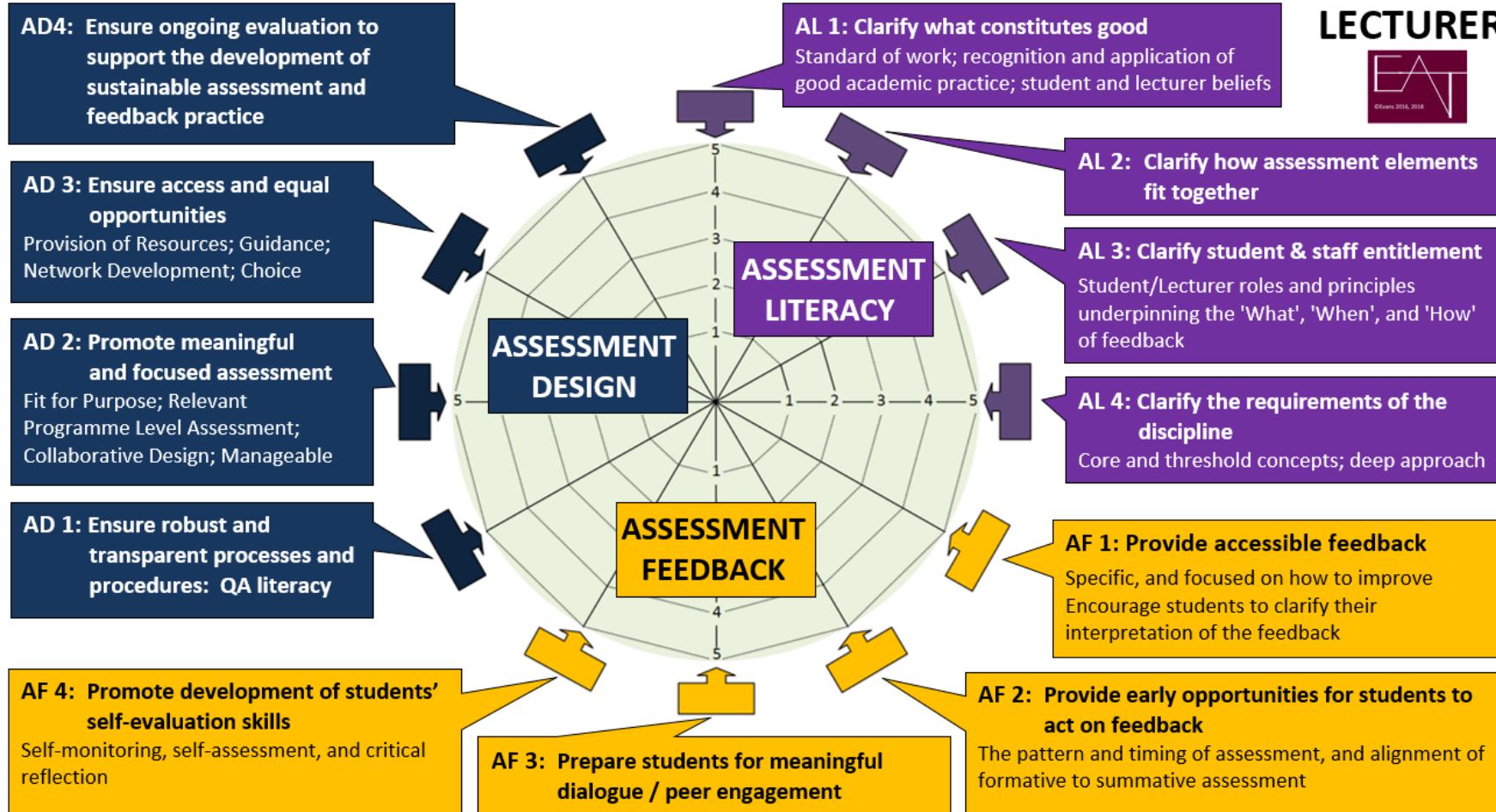


Figure 1: Lecturer Version of EAT Framework

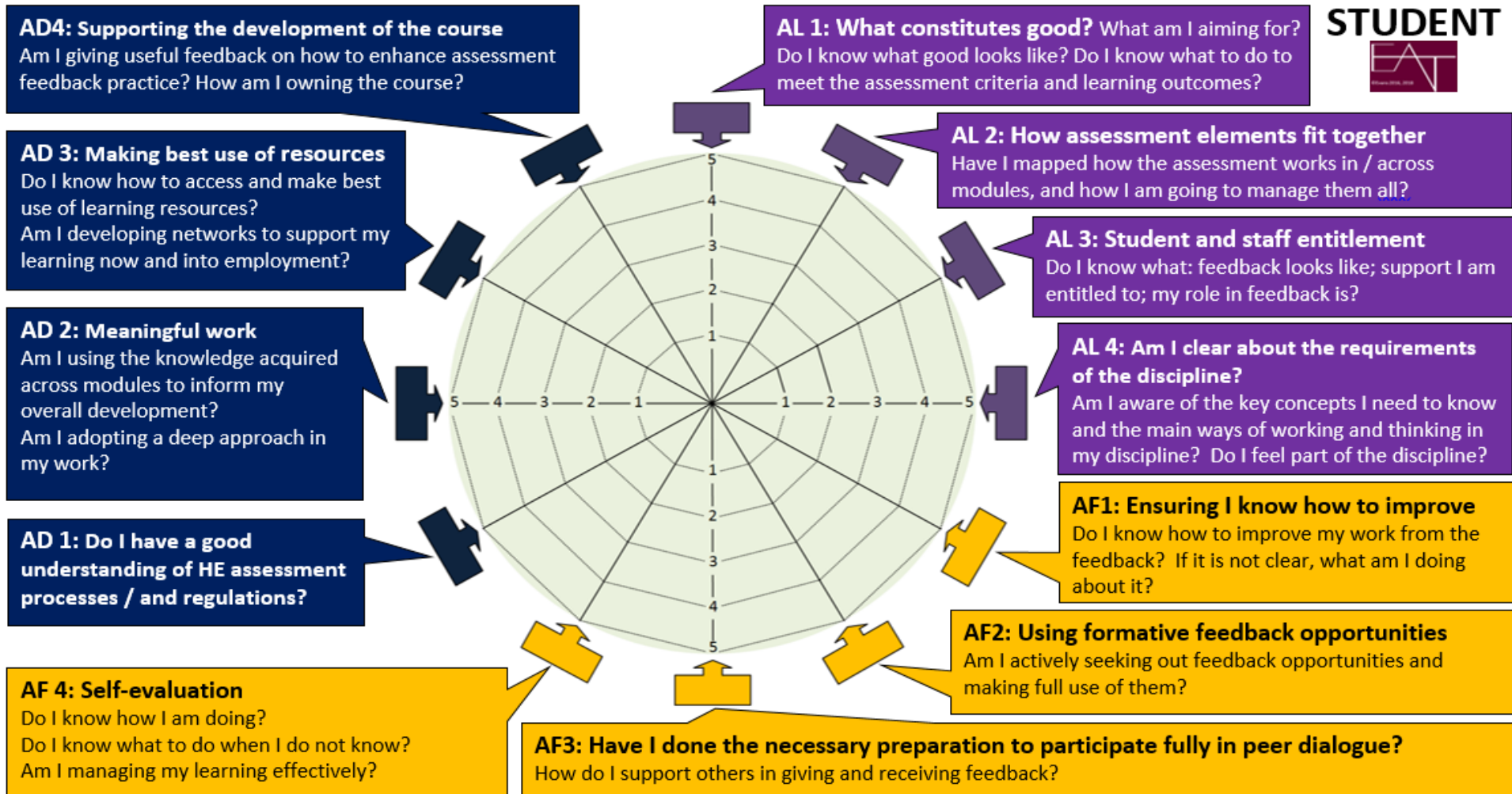


Figure 2: Student Version of EAT Framework

Table 1: EAT Considerations at Individual and Leadership Levels

EAT Dimension	Individual Excellence	Leadership of Assessment
AL1	<p>Providing explicit guidance to students on the requirements of each assessment (e.g. clarification of assessment criteria; learning outcomes; good academic practice).</p> <p>Clarifying the rationale underpinning assessment.</p>	<p>Ensuring assessment principles and the rationale underpinning assessment is clear across all modules making up a programme.</p> <p>Consistency in the nature of assessment guidance across a programme (i.e., explicit and accessible guidance to students on the requirements of each assessment).</p>
AL2	<p>Showing how the different assessment elements making up a course fit together and also with the rest of the programme of study.</p> <p>The links between formative feedback and the requirements of summative assessment are clear.</p>	<p>Ensuring clear programme blueprints show how all modules fit together within a programme.</p>
AL3	<p>Clarifying the role of the student in the assessment and 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.</p>	<p>Ensuring consistency in module guidance regarding the role of the student as an active contributor to the assessment process.</p>
AL4	<p>Signposting the core concepts and skills required within a module and making it explicit what it is to be, think and act in the discipline.</p>	<p>Ensuring emphasis on deep approaches to learning within disciplines.</p>
AF1	<p>Giving 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).</p>	<p>Ensuring effective processes for monitoring consistency in the quality of feedback within and across modules, and provision of high quality training for module leads to ensure shared understandings of baseline quality.</p>
AF2	<p>Provide early opportunities for students to test their understanding through appropriate formative assessment tasks.</p>	<p>Ensuring that formative feedback precedes summative assessment; that the links between formative feedback and the requirements of summative assessment are clear within and across modules.</p>

	Clarifying with students the different forms, sources, and timings of feedback available including e-learning opportunities.	Monitoring curriculum design to ensure there is sufficient time for students to apply the lessons learnt from formative feedback in their summative assessments.
AF3	Providing students with genuine opportunities to work with peers on authentic assessment tasks to support their understanding of what quality in assessment is.	Ensuring that there are opportunities and support for students to develop self- assessment/self- monitoring skills, and training in peer feedback across modules.
AF4	Embedding self-assessment opportunities throughout the course/module so students have opportunities to constantly evaluate the quality of their work against others.	Ensuring that there are opportunities for students to work with assessment criteria and examples of work at different grade levels in all modules within a programme.
ADI	Providing students with opportunities to mark and moderate work and to see how their grades are calculated and what the processes are if they are not satisfied with the assessment process.	Ensuring policy and processes are clear to staff and students and that the algorithms used to assess final grades are transparent.
AD2	Providing an appropriate range and choice of assessment opportunities throughout a programme of study. Ensuring that formative feedback precedes summative assessment	Ensuring that learning outcomes are focused appropriately on the development of high level knowledge and skills that supports students in applying their understanding beyond the immediate assessment point.
AD3	Ensuring 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.	Ensuring that all assessment policies and practices enable all students equal access to them and equal opportunities to do well through close monitoring of student performance within and across modules and for specific groups.
AD4	Ensuring 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	Developing and monitoring approaches to supporting student engagement in assessment design. Provision of high quality training for staff in how to maximise student engagement in design decisions and building of effective assessment learning communities to support effective development and use of research to inform practice, and use of practice to inform research.

Key Concepts Underpinning EAT: Equity, Agency, Transparency

EAT is a research-informed assessment framework underpinned by a critical pedagogy that requires rigorous evaluation of the extent to which assessment promotes equal access and equal opportunities to do well. The key concepts draw on the Personal Learning Styles Pedagogy (Evans & Waring, 2009; Waring & Evans, 2015) and Evans (2013, 2022) research on self-regulation and agentic engagement in assessment.

Key concepts captured within this research-informed framework include:

- **Inclusive** – understanding of individual differences
- **Holistic** – experience of the student learning journey in its entirety
- **Agentic in promoting learner ownership of assessment.**
- **Self-regulatory**
- **Sustainable** – of value now and in the future – manageable
- **Sensitive to context**
- **Partnership** and the importance of **shared beliefs and values** between academics and students
- **Meaningful learning experiences** that promote a deep approach to learning that is **authentic and relevant**
- **Integrative** – interconnected



See **EAT 2022** for elaboration on these core concepts and also the [concept summary document](#)

Appendix A: Effective Assessment Feedback (EAT, Evans, 2016)

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; Assessment Feedback -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

Completing your ASA Application

The following resources provide guidance to support completion of Documents A and B required for the ASA award for Individual Excellence or Leadership of Assessment ASA Pathways.

Key resources reminder

EAT Framework 2022

The Guide to Using the EAT Assessment Framework: A Resource for Developing Assessment Practice in Higher Education is a useful resource in supporting development of your application.

A Self-regulatory Approach to Assessment Practice Report (Evans et al. 2021)

Appendix I: EAT – Self-regulatory Framework provides a useful additional resource to guide you through a self-regulatory approach to assessment and is found via the hyperlink above at the <https://www.eat-erasmus.org/>

Useful sites@

<https://www.eatframework.com/>

<https://inclusivehe.org/>

<https://www.eat-erasmus.org/>

Submission Documents

Submission documents including documents A and B for the [individual](#) and [leadership](#) pathways can also be found via the embedded hyperlinks in this text.

Document A of your submission asks you to reflect on your understanding of [key concepts](#) underpinning effective assessment practice in relation to the specific dimensions of assessment you are focusing on. These concepts are highlighted below and they are explained in the [EAT Framework](#) (2022, pp. 7-10). The basics of inclusion are covered in the slide pack located at [inclusivehe.org](#).

(Document A is located on pages 26-27 of this document).

Document B asks you to provide case studies to demonstrate impact of the application of the concepts and principles underpinning effective assessment to your practice at either the individual or leadership pathway ASA.

(Document B template is located on page 29 of this document).

Focus for your case studies

Table 2A (p.15) (individual pathway) and Table 2B (pp.16-17) (leadership pathway), in addition to Table 1, (p.9) provide examples of potential areas of focus for the case studies; more examples can be found via [EAT](#) (Evans, 2022) and the [Self-regulatory Assessment Report](#) (Evans et al., 2019) referred to earlier. The examples are not exhaustive, please do look at the [EAT decision making cards](#) (EAT, 2022, pp. 41-60).

Thinking about impact

Table 3 provides examples of different **TYPES** of impact that you may wish to consider (e.g., attitudes, satisfaction, learning outcomes, course design)

SCALE: impact on students, lecturers, institution, and higher education more widely...

SIGNIFICANCE: size of effect; reach of work...

MANAGEABILITY – how easy to implement

SCALEABILITY –ability to upscale work to reach more staff and students

TRANSFERABILITY – Do the ideas/approaches readily translate to different contexts?

SUSTAINABILITY – ability to embed ideas within practice as integral to ways of working for lecturers and students etc.).

Reflecting on practice

The **reflection resource** (Table 4, p. 21) provides examples of the nature of questions to be asking when reviewing your assessment practice.

Table 2A (INDIVIDUAL PATHWAY) Examples of potential case study foci

EAT	Examples of OUTPUTS	IMPACT
AL1	<ul style="list-style-type: none"> • Assessment criteria developed with students at the task level. • Students provided with opportunities to mark and moderate work from the beginning of a module. • The rationale underpinning assessment design is shared with students. 	<ol style="list-style-type: none"> 1. Student outcomes 2. Reducing student differential learning outcomes 3. Lecturer outcomes 4. Student/lecturer beliefs/values 5. Student/lecturer satisfaction 6. Student/lecturer engagement 7. Curriculum design 8. Uptake across programme/discipline 9. Wider impacts 10. Own professional understanding
AL2	Mapping undertaken of the relationship of assessment within one's own module to other modules within a programme and discussed with students	
AL3	Guidance on the student role within assessment and boundaries of support are made explicit in all documentation.	
AL4	The core concepts and high level self-regulatory skills required within a module are clearly mapped and signposted for students.	
AF1	Provision of focused feedback and demonstration of use of it.	
AF2	Examples of implementation of early feedback opportunities and impact of such activities in identifying misconceptions, and supporting understanding.	
AF3	Training provided for students in how to seek, utilise and give feedback effectively.	
AF4	Demonstration of how self-assessment opportunities have been embedded throughout the module/programme.	
AD1	Clarity provided in how marks are awarded. Opportunities for students to be involved in marking and moderation.	
AD2	Demonstration of how assessments promote deep approaches to learning. Explicit guidance on what a deep approach is within a discipline with clear signposting of core concepts and high level skills required.	
AD3	Reasonable adjustments embedded in assessment design from the outset. Evidence of ongoing analysis to ascertain whether any group of students are being disadvantaged.	
AD4	Evaluation embedded in teaching sessions throughout a module/course. Evidence of how feedback has been used to inform curriculum delivery.	

Table 2B (LEADERSHIP PATHWAY) Examples of potential case study foci

EAT	Examples of OUTPUTS	IMPACT at programme level
AL1	<ul style="list-style-type: none"> • The quality of assessment criteria is consistent across a programme of study. • Guidelines on ‘what constitutes good’ are provided for each module of a programme. • In all modules assessment criteria are provided at the assessment task level. • There is strong alignment between learning outcomes, assessment tasks, and assessment criteria. • Lecturers have received training in developing appropriate assessment criteria with students. 	<ol style="list-style-type: none"> 1. Student outcomes 2. Reducing student differential learning outcomes 3. Lecturer outcomes 4. Student/lecturer beliefs/values 5. Student/ lecturer satisfaction 6. Student/ lecturer engagement 7. Curriculum design 8. Uptake across programme/discipline 9. Wider impacts 10. Own professional understanding
AL2	<ul style="list-style-type: none"> • The links between the modules making up a programme are clear with all lecturers and students having a clear blueprint of how each element of a programme connects to another. 	
AL3	<ul style="list-style-type: none"> • There is consistency across a programme in relation to the expectations of students and their opportunity to engage in all elements of assessment practice. • Handbooks and guidance align. 	
AL4	<ul style="list-style-type: none"> • The core concepts and high level self-regulatory skills required across a programme are clearly mapped and signposted with lecturers and students. 	
AF1	<ul style="list-style-type: none"> • There is consistency in the quality of feedback within and across modules. Evidence of implementation of focused feedback: what was good, what let you down, how to improve? • Moderation practices have been implemented to ensure consistency in the quality of feedback. • Training has been provided for lecturers around what constitutes good quality feedback. 	
AF2	<ul style="list-style-type: none"> • Early opportunities to gain feedback on work are embedded within all modules within a programme and the effectiveness of different approaches evaluated. • Timing of feedback ensures students have feedback in time to use for future work and this is assured across all modules within a programme. 	
AF3	<ul style="list-style-type: none"> • Peer engagement activities are embedded within each module of a programme and the relative effectiveness of different approaches evaluated. 	
AF4	<ul style="list-style-type: none"> • Self-assessment activities are embedded within each module of a programme and the relative effectiveness of different approaches evaluated. 	

EAT	Examples of OUTPUTS	IMPACT at programme level
AD1	<ul style="list-style-type: none"> • There is consistency in the quality of marking across modules. • Training in quality standards is provided for all lecturers and students with ongoing analysis of the effectiveness of moderation and marking processes, and standards. • There is consistency in the quality of marking across modules. • Module leads have received training in how to use data effectively to monitor the progress of all learners. 	
AD2	<ul style="list-style-type: none"> • Challenge is evident in each module of a programme – emphasis is on achievement of high level competencies which are mapped across all modules making up a programme. • The loading of assessment within and across modules is balanced to prevent overload. • The design of a programme enables the progressive development of a students' knowledge and skills. 	
AD3	<ul style="list-style-type: none"> • What inclusive assessment practice is has been clearly defined and processes are in place to ensure the embedding of inclusive principles within all modules. • Module leads regularly evaluate data on the relative success of different groups of students. • All lecturers have received training in inclusive assessment. 	
AD4	<ul style="list-style-type: none"> • Opportunities for students to engage in providing feedback on assessment provision is embedded within module/programme design. • Collaboration with students is embedded within programme design • There is ongoing analysis of the relative effectiveness of any individual modules making up a programme. 	

Table 3: Considering Impact

REACH: To what extent did your intervention reach your intended audience of lecturers and students?

Outcomes: Performance; skills development; products

What was significant about what you did? What was the scale of the difference it made? Was it worth doing? What were the unintended outcomes (positive and negative)?

Student Learning Outcomes

Prompts

How would you measure this?

- What were the impacts on students’ learning outcomes?
- Did it narrow gaps in attainment between more and less advantaged students?
- Did all students benefit equally?
- Did those who were more engaged do better than those who did not?
- Did students produce high quality outputs/products?

Impact on Behaviours/Beliefs

- How did your intervention impact student:
- beliefs about their role in assessment
 - confidence
 - engagement in assessment
 - understanding of assessment requirements
 - ability to use, seek and give feedback
 - wellbeing
 - completion rate

Student Satisfaction

Did your intervention enhance satisfaction? Were any groups less satisfied than others? (Socio-economic status; age; ethnicity; gender; sex; mode of study etc.)

ASSESSMENT DESIGN / Performance:

Was assessment design improved as a consequence of your intervention?

- Higher quality assessment design
 - coherence
 - consistency in quality
 - clearer progression
 - more manageable assessment
 - greater focus on meaningful assessment
 - >authenticity of assessment – and relevance.
 - Embedded reasonable adjustments
 - less bureaucracy
 - greater transparency
 - increased partnership between students and lecturers
 - More emphasis on student opportunities to test their understanding of quality for

themselves – embedded peer and self-assessment.	
Impact on lecturer behaviours: What were the impacts on lecturers? Do they have a better understanding of assessment?	
<ul style="list-style-type: none"> • lecturer competency in assessment • shared understandings of quality • engagement in training • impact on lecturer conceptions of assessment and the role of students in the process • lecturer confidence • lecturer assessment literacy • lecturer collaboration • shared understandings of quality 	
Impacts on policy	
<ul style="list-style-type: none"> • Institutional • Sector – impacts across other HEIs • Cross Sector – impacts across different sectors, disciplines, professions • Government Policy • International reach of approaches used 	
Sustainability: longer term gains What have you implemented that has become part of business as usual – will it be maintained? Student skill development beyond immediate assessment task; retention and development of new understandings; ongoing collaborations etc.	
<ul style="list-style-type: none"> • Are changes you made now embedded within curriculum? • Have the gains made by students and lecturers been sustained beyond the immediate module/time of intervention? • What effective assessment networks have you developed? • Changes in attitudes? • Upskilling of lecturers? • More efficient use of resource? 	
Transferability: Extent to which the ideas translate/are applicable across contexts (programmes, disciplines, institutions, internationally). Were there any subject specific findings that have relevance to the sector? How can learning be adapted and utilized elsewhere? What are the key messages/learning from this work	
<ul style="list-style-type: none"> • Quality of links – partnerships • Reach of work across the sector 	
What personal learning do you take away from the project? Reflexivity: Ability to step outside of one's immediate context to see things objectively. Critical reflection – being able to view things from different perspectives and critique objectively based on an informed positioning.	
<ul style="list-style-type: none"> • What have you learnt personally from engaging in developing assessment practice? • What would you have done differently in retrospect? • What could be done better? How would you refine what you have done? • What are the key learning points you would share with colleagues? 	

Critical Reflection

When critically reflecting on your practice:

- The emphasis should be on interpretation rather than description.
- The description needs to be clear and succinct, clarifying your role in the initiative and what the golden nuggets are that you are exploring.
- Do your ideas translate clearly to those outside of your context/discipline? Are they accessible?
- Provide clear evidence to support your analysis, interpretation, and evaluation of events.

What is critical reflection?

“... critical reflection is concerned with the **why, the reasons for, and the consequences of what we do rather than the how or the how to of action**” (Mezirow, 1990) (Waring & Evans, 2015, p. 162).

“Critical thinking is about challenging the validity of *presuppositions* in prior learning, as Mezirow (1990) argues, *premise reflection* more accurately captures what critical reflection is. **Critical reflection addresses the question of the justification for the very premises on which problems are posed or defined in the first place**” (Waring & Evans, 2015, p. 163).

“Critical reflection is the process by which adults identify the assumptions governing their actions, locate the historical and cultural origins of the assumptions, question the meaning of the assumptions, and develop alternative ways of acting. Brookfield (1995) adds that part of the critical reflective process is to challenge the prevailing social, political, cultural, or professional ways of acting. Through the process of critical reflection, adults come to interpret and create new knowledge and actions from their ordinary and sometimes extraordinary experiences. Critical reflection blends learning through experience with theoretical and technical learning to form new knowledge constructions and new behaviors or insights.” (Stein, 2000, p. 1)

Reflexivity

“Reflexivity is finding strategies to question our own attitudes, thought processes, values, assumptions, prejudices and habitual actions, to strive to understand our complex roles in relation to others”. (Bolton, 2010, p. 13).

Fook, White, and Gardner’s (2006, p. 12) four dimensions of critical reflection:

- (i) a process (cognitive, emotional, experiential) of **examining assumptions** (of many different types and levels) embedded in actions or experience
- (ii) a **linking of these assumptions with many different origins** (personal, emotional, social, cultural, historical, political)
- (iii) a **review and re-evaluation** of these according to relevant criteria (depending on context, purpose, etc.)
- (iv) a **reworking of concepts and practice** based on this re-evaluation

Key resource: (see Chapter 10 on [Critical Reflection in Waring and Evans, 2015](#). *Understanding Pedagogy*, Routledge).

Table 4: Critical Reflection Tool

<p>Factual strand <i>Describe the experience</i></p>	<ul style="list-style-type: none"> • What happened to make you want to amend your assessment practice? • What did you feel like, think and do? • What aspects of assessment did you decide to focus on and why? • What informed what you did? • What were the key moments in developing your approach (positive <i>and</i> negative)? • Why were those moments key? • What were the key outcomes of what you did (expected and unexpected on students and/or lecturers)? • What worked well and why? • What did not work well and why? • Any surprises? (Things you did not expect)
<p>Retrospective strand <i>Reflect on the experience as a whole</i></p>	<ul style="list-style-type: none"> • In retrospect, what would you change, and why? • What did you learn about yourself? • What did you learn about other people? • What new understandings arose from the experience?
<p>Sub-stratum strand <i>Understand your values, beliefs and assumptions</i></p>	<ul style="list-style-type: none"> • What have you learned about assessment practices within your discipline? • What discipline-specific knowledge, practices and personal experiences were used? • What beliefs and values impacted what you did and your interpretation of others? • What moral and ethical issues were raised for you? • How has the experience impacted your own identity within your discipline/profession?
<p>Connective strand <i>Relate what you have learned to other contexts (personal, professional, other)</i></p>	<ul style="list-style-type: none"> • How has the experience influenced the way you might act in the future? • How has the experience influenced the way in which you think about your future? • As a result of the experience, what do you need to find out more about, and why? • Has the experience changed the way you think about assessment? If so, how?

Adapted from de Cossart and Fish (2005) and Waring and Evans (2015)

Sources

De Cossart, D., & Fish, D. *Cultivating a thinking surgeon: New perspectives on clinical teaching, learning and assessment*. Shrewsbury: TFM Publishing Limited.

Waring M., & Evans, C. (2015). *Understanding pedagogy: Developing a critical approach to teaching and learning*. New York: Routledge.

SUBMISSION TEMPLATES FOR INDIVIDUAL EXCELLENCE AND LEADERSHIP OF ASSESSMENT ASA PATHWAYS

Please enclose a cover document for the pathway that you are applying for using the template on the following page, along with submission documents A and B for your respective pathway

Core submission documents A and B

As noted previously you can also download the submission documents for the individual and leadership pathways via the following links:

Individual excellence: <https://inclusiveheorg.files.wordpress.com/2023/04/asa-individual-pathway-submission-docs.docx>

Leadership: <https://inclusiveheorg.files.wordpress.com/2023/04/asa-leadership-pathway-submission-docs.docx>

Submission Cover Document

Please indicate which pathway you are applying for (Individual or Leadership)

Name:

Pathway:

Date of Submission:

Case studies: Identify the Stage you are applying for and name of case studies

STAGE 1

Example	EAT Dimension	Sub-dimension (1-4)	Case study focus
1	AL		
2	AF		
3	AD		

STAGE 2

Examples	EAT Dimension	Sub-dimension (1-4)	Case study focus
4	AL		
5	AF		
6	AD		

STAGE 3

Examples	EAT Dimension	Sub-dimension (1-4)	Case study focus
7	AL		
8	AL		
9	AF		
10	AF		
11	AD		
12	AD		

Completing Submission Document A: **INDIVIDUAL PATHWAY OR LEADERSHIP PATHWAY**

For this document you need to use no more than a **maximum of 200** words to explain your practice in relation to **each** of the **nine** core assessment and feedback principles.

This can be completed as a one-off document if completing Stages 1-3 in one go.

If you are completing the assessment in three stages, it would be expected that this document would be refined as you progress from Stages 1 to 3 to reflect enhanced understandings of the concepts. This means you can submit a refined version of your Stage 1 Document A in Stages 2 and 3 but you would need to clearly signpost changes in your submission as to how your thinking has evolved.

Submission Document A: INDIVIDUAL PATHWAY

Address succinctly in relation to the nature and number of case studies you are submitting (i.e. Stage 1, 2 or 3)

Research-Informed	Assessment and Feedback Principles		Examples of how met for individual pathway
1	What makes your assessment inclusive ? How are you monitoring the impact of assessment activities on different types of learner?		
2	How are you encouraging a holistic approach and monitoring the lived experience of the learner – how does the whole experience add up.		
3	In promoting learner agency through the development of self-regulation : What core self-regulatory skills are you promoting with students? How do you signpost these?		
4	How are you building student confidence and willingness to engage in assessment ?		
5	Sensitivity to context : What strategies are you employing to get all students up to speed around the initiatives you are promoting in assessment?		
6	How are you engaging students in meaningful partnerships in assessment ? How are you supporting them to step up and take responsibility for assessment from the outset?		
7	How are you supporting the development of shared understandings, beliefs, and values about assessment? Whose beliefs and values matter? How are you tackling this in your design?		
8	Authenticity and relevance of assessment design : How are you clarifying what a deep approach looks like in your discipline and profession? To what extent are you harnessing the power of assessment in the creation of useful products that have value to the individual beyond the assessment point and to wider communities?		
9	Understanding of the integrated nature of all aspects of assessment. How are you ensuring consideration of the different elements of assessment when designing assessment activities?		

Submission Document A: LEADERSHIP PATHWAY

Address succinctly in relation to the nature and number of case studies you are submitting (i.e. Stage 1, 2 or 3)

Research-Informed	Assessment and Feedback Principles	Examples of how met for leadership pathway
	<p>How are you ensuring shared understandings, and embedding of inclusive practice?</p> <p>How are you monitoring the impact of assessment design on different types of learner across a programme?</p>	
	<p>How are you ensuring a holistic approach to the design of assessment across a programme? <i>(How joined up is assessment across a programme; is progression clearly built in, duplication reduced, overloading minimised, links made clear etc.)</i></p>	
	<p>How are you supporting colleagues to embed a self-regulatory approach to assessment? How are you ensuring a focus on high level self-regulatory skills?</p>	
	<p>How are you promoting students' meaningful engagement in assessment?</p>	
	<p>How are you supporting colleagues to ensure disciplinary requirements are made explicit to students?</p>	
	<p>How are you promoting a student partnership approach to assessment?</p>	
	<p>How are you supporting the development of shared understandings, beliefs, and values and building a strong assessment community of practice?</p>	
	<p>How are you ensuring that assessment is relevant and authentic across modules within a programme?</p>	
	<p>How are you supporting an integrative understanding of assessment?</p> <p>How are you using a research-informed approach to ensure best use of resource to maximise outcomes for the greatest number of students?</p> <p>How are you training lecturers and students in the effective use of data to inform module/programme design and to support learning?</p>	

The Case Studies: Submission Document B

For ASA awards at Individual or Leadership levels:

3 case studies* are required at Stage 1 to apply for a level 1 award.

6 case studies** are required for Stage 2 to apply for a level 2 award.

12 case studies*** are required for Stage 3 to apply for a level 3 award.

The case studies need to be drawn from the 12 areas of the EAT Framework.

- * At least one case study must cover an aspect of assessment literacy, assessment design and assessment feedback.
- ** At least two case studies must cover each of the areas of assessment literacy, assessment design and assessment feedback.
- *** The 12 case studies need to be drawn from all 12 areas of the EAT Framework.

In completing the case studies

The **Individual Excellence pathway** requires you to focus on what you did to enhance assessment within your own context and what you learnt from the process

The **Leadership pathway** requires you to focus on how you led assessment and supported others to promote sustainable enhanced assessment practices. Examples should demonstrate your leadership of initiatives.

Organisation of case studies

The 6 questions/prompts have been provided to help you frame your response. Of fundamental importance is your ability to provide **evidence of impact**.

Word length of case studies

Individual case studies should be a minimum of 500 words and should not exceed 1000 words.

DOCUMENT B: Case Study Template

Indicate pathway: **Individual OR Leadership**

1. What was your assessment focus and why within your specific context? **(EXPLAIN THE RATIONALE FOR WHAT YOU DID BASED ON YOUR UNDERSTANDING OF THE CONTEXT)**
2. What did you do? How was this informed by the concepts underpinning EAT and principles of effective assessment and feedback practice? **(REFER TO [EAT FRAMEWORK CONCEPTS \(pp. 6-9; 74-75 EAT 2022\)](#) Framework AND [PRINCIPLES OF EFFECTIVE PRACTICE \(APPENDIX A\)](#))**
3. What was the impact of what you did on lecturers and students? **(USE IMPACT GUIDANCE, in this document, pp. 18-19)**
4. Explain the relative effectiveness of what you did (lessons learnt, did some types of students benefit more than others etc.)? Did an approach work better in one context and not in another? **(USE REFLECTIVE TOOL GUIDANCE, pp. 20-21)**
5. What have been your personal key learning points from things that worked well and less well? How can you extend the significance and reach of your work? **(USE REFLECTIVE TOOL and IMPACT GUIDANCE)**
6. How can others use your approach – please provide an example of a useful resource you have developed with clear bullet points on how to use it and key things to think about when using it. **(Add weblinks and supporting information where possible)**