

Completing your documents for an Assessment Specialist Team Award (ASTA)



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SUBMISSION DOCUMENTS

Please see all three documents that you need to submit here:

EAT ERASMUS

Submission Document 1: Context Summary Document ASTA

Part 1 Brief overview (approx. 150 words)

Name of your team	
Team lead and contact details	
What is your team's assessment and feedback focus?	
What is the rationale underpinning the remit of the team? What are you trying to achieve?	
Who are the key members of the team and what are their official roles within your organisation, and what are their roles within the assessment team?	
How did the team come together to work on assessment and feedback?	
What scale are you working at? (Institutional, faculty, programme, module/unit etc.)	
Who is your intended audience? Who are you trying to reach?	

Submission Document 1: Context Summary Document ASTA

Part 2: In more detail: (approx. 500 words max)

- a. What is the current context of assessment and feedback in your institution in relation to the **12 key areas of effective assessment and feedback as highlighted in the EAT Framework** ([EAT wheels can be accessed using this hyperlink](#)). Which dimensions and sub-dimensions of assessment and feedback practice are well developed, and which less so? (See summaries of the 12 areas of EAT in Appendix 1 of the ASTA guidance document; further resources are available on the inclusiivehe.org website).

- b. **Describe your journey in building your team and focus, and key milestones to date including key challenges.**

Submission Document 2: ASTA TEAM AWARD: Assessment and Feedback Principles

Research-Informed	Assessment and Feedback Principles	Examples of how you are approaching this in your work with students and staff
	<ul style="list-style-type: none"> • How are you ensuring shared understandings, and embedding of inclusive practice? • How are you monitoring the impact of assessment design on different types of learner? 	
	<ul style="list-style-type: none"> • How are you ensuring a holistic approach to the design of assessment? • How joined up is assessment across a programme; is progression clearly built in, duplication reduced, overloading minimised, links made clear etc.) 	
	<ul style="list-style-type: none"> • 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? 	
	<ul style="list-style-type: none"> • How are you promoting students' meaningful engagement in assessment? 	
	<ul style="list-style-type: none"> • How are you supporting colleagues to ensure disciplinary requirements are made explicit to students? 	
	<ul style="list-style-type: none"> • How are you promoting a student partnership approach to assessment? 	
	<ul style="list-style-type: none"> • How are you supporting the development of shared understandings, beliefs, and values and building a strong assessment community of practice? 	
	<ul style="list-style-type: none"> • How are you ensuring that assessment is relevant and authentic? 	
	<ul style="list-style-type: none"> • How are you supporting an integrative understanding of assessment? • How are you using a research-informed approach to ensure best use of resource to maximise outcomes for the greatest number of students? • How are you training lecturers and students in the effective use of data to inform module/programme design and to support learning? 	

Submission Document 3: ASTA Team Case Study Template

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) AND [PRINCIPLES OF EFFECTIVE PRACTICE](#))**
3. What was the impact of what you did on staff and students? **(USE IMPACT GUIDANCE APPENDIX 2)**
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)**
5. What worked well and less well? How will you evolve your approach? 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).**