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| Jisc benchmarking tool: technology-enhanced assessment  Guidance notes |
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## Overview

This benchmarking tool is the latest in a series of resources Jisc has produced to help learning providers improve their learner experience and enhance their assessment and feedback practice. It is aimed specifically at learning providers in the FE and skills sector.

We consider all of the ways in which assessment and feedback impact on the learner experience so we consider administrative processes as well as teaching practice.

The good practice principles identified in this tool stem from research carried out over a number of years which is described more fully in our guide to assessment design (<https://www.jisc.ac.uk/guides/transforming-assessment-and-feedback/assessment-design>)[[1]](#footnote-1)

Further information on all of the topics covered in this tool can be found in our short guide to enhancing assessment and feedback with technology for FE and skills (<https://www.jisc.ac.uk/guides/enhancing-assessment-and-feedback-with-technology>) and our more detailed guide to transforming assessment and feedback with technology (<https://www.jisc.ac.uk/guides/transforming-assessment-and-feedback>).

## How to use the tool

The tool is designed to be used at a number of different levels. You may wish to apply it to a particular course or curriculum area or you may try to implement the principles organisation wide. It is primarily designed as a staff development tool but you can benefit from involving learners in discussion about the principles.

The tool is a starting point for discussion about things you are doing well and where you can improve. We give practical examples of what different levels of maturity look like and you can find many more ideas and examples of how to implement the principles in the accompanying online guides.

## Things to bear in mind

FE and skills is a diverse sector with a wide range of learning providers. Some of the principles will be more important or relevant to certain providers than others. Some practice that is well established in large organisations may be quite aspirational for other providers.

To get the most out of the tool you will need to adapt it to your own context. You may want to change the headings or move some of the indicators to different levels and that's OK!

The aim is not to achieve 'outstanding' in everything at once but to come to an agreement about what will make the most difference to your learners and to target resources there.

The tool is based on good evidence that appropriate use of digital technologies in assessment practice can benefit all types of learner. You may have groups of learners with little previous experience of digital technology or with other special needs. This may mean that going fully digital is not for you but, in setting your organisation's aspirations, you should ensure you understand the potential benefits technology can bring your learners by reading our guide to inclusive assessment (<https://www.jisc.ac.uk/guides/transforming-assessment-and-feedback/inclusive-assessment>)

1. We would particularly like to acknowledge work carried out by the National Union of Students, the University of Hertfordshire, the University of Strathclyde and the University of Ulster [↑](#footnote-ref-1)