

Trends in assessment in higher education: considerations for policy and practice

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Introduction



No one doubts that assessment and feedback are integral to learning and evaluation stage points. However, as shown in annual National Student Surveys (NSS), assessment and feedback remains an aspect of the higher education (HE) experience that struggles to make year-on-year improvements, particularly in some university groupings (Jack, 2023). Although NSS results for assessment and feedback remain relatively constant, the context in which we teach and assess has evolved. The higher education assessment landscape has undergone significant transformation; the COVID-19 pandemic accelerated the adoption of digital assessment at institutional level and, more recently, the abundance and pervasiveness of generative AI (genAI) has become embedded into the fabric of HE. Despite some warnings the major impact of these two events was not foreseen, but both these shifts in the assessment environment have produced rapid, large-scale changes both in practice and digital provision.

Assessment and the feedback produced to help guide and support student learning and development are distinctly human activities. The relationships between students and staff are focused at the point of assessment. David Boud (1995;35) highlighted the crucial role of assessment, noting "students can, with difficulty, escape from the effects of poor teaching, they cannot (by definition if they want to graduate) escape the effects of poor assessment". For both students and staff, assessment and feedback require sensitivity, resilience, risk taking, awareness of power and bias, and time and effort. While assessment is often viewed as a stage-point and an end-point of the educational process, it starts at the beginning of the student journey and, in its many forms, is a companion throughout. The design of assessment and the provision of student feedback are core academic expectations in the initial and ongoing design of a programme and its constituent modules. However, this is not one-sided. Staff play a role in training students to make sense of, and act on, feedback but learners are also expected to play their part and use their feedback proactively to develop their disciplinary knowledge and skills.

A further priority for institutions is the need to balance the costs of maintaining assessment security (Khaleel, 2024) with the desire to innovate and streamline assessment methods and practices. Institutions are working with suppliers and building digital assessment tools and platforms. The intention is to maximise the opportunities that new forms of assessment can provide and enable students to use the digital devices they learn on to take their assessments in timed, invigilated and remote environments. Alongside these new practices, processes and regulations are being developed so higher education institutions (HEIs) can maintain and assure quality and standards.



Purpose of this report

There is much activity taking place in this area. For this report we focus on exploring some of the more recent shifts in the assessment and feedback landscape and on identifying some current trends in assessment in the sector.

It builds on two Jisc publications: **the future of assessment: five principles, five targets for 2025** (Jisc, 2020) and **principles of good assessment and feedback** (Ferrell and Knight, 2022). Although many of the principles featured have been embedded now, the landscape of assessment in 2025 reflects new ideas and priorities. In our post-pandemic, genAI higher education landscape, literature is emerging about what works in assessment design and practice, and there are many guidelines, webinars and training opportunities.

Academics and professional services staff in further and higher education face many pressures. They are constantly challenged to make sure assessment is fair, meaningful, compassionate and sensitive to learners in a world infused with digital technology. This report builds on work across the sector and offers some recommendations for redesigning assessment practice. We want to seed discussion about how we can meet the challenges these trends will produce.

Background

This report is informed by the ideas, perceptions and emerging practices of members of Jisc's assessment and feedback working group. We have held four workshops to explore trends (Walker, 2024), and this work will continue.

The working group comprises self-selected staff from a range of roles in further and higher education institutions and vendors. Their experiences and insights represent a snapshot of views; many of these ideas are being developed through institutional initiatives.

The trends we identified are:

- An appetite for redesigning assessment, including at the programme and part-programme level, which also includes blending assessment by balancing in-person with online assessment. This also includes co-design with students
- Re-evaluation of the place of in-person invigilated exams as well as increasing adoption of digital assessment tools and digital submission at scale
- Accelerated adoption of forms of assessment and accompanying guidelines to mitigate against or embrace genAI. This includes capstone assessment, oral and investigatory vivas and portfolio and process-focused assessments
- Growing interest in designing meaningful and compassionate assessment, including student choice in assessment. Offering assessment optionality and assessment that aligns with real-world contexts is seen as central to maintaining relevance and engagement

These trends take account of some perceived challenges to universities, such as:

- Potential loss of their unique role in credentialling higher education qualifications
- The need to provide relevant, meaningful, holistic and positive cultural experiences
- Potential lost attractiveness of a university education
- The need to develop ethical, purposeful and informed use of data
- The desire to democratise institutions through partnership and co-designing assessment with students, paying attention to designing inclusive, accessible and flexible assessment
- The wish to engage students through meaningful assessment with appropriate feedback

Relevance to stakeholders

In this report we provide ideas to stimulate discussion in academic and professional services communities about ways to make assessment practices more effective and valuable. In HE, where the workforce already feels under severe pressure, trying out new approaches invariably means additional work and effort in the short term. It is crucial to create conditions where staff remain motivated, interested and committed, and to promote positive wellbeing. Many of the trends we identified offer ideas for using time more effectively as well as for improving the quality of assessments and the overall educational experience for students. They reveal opportunities for adopting technologies that can enhance assessment as well as the systems and processes that support it. We acknowledge the many challenges faced in the sector regarding the speed of piloting, procuring and integrating appropriate digital solutions. Universities can be competitive, cautious and risk averse, however the sector's work with UK policy makers is creating the conditions for collaboration and greater supplier transparency (Cabinet Office, 2024; Policy Connect, 2024).

Identified trends

Three main trends appear to drive innovation and change: (1) the shift away from modular assessment towards more programme-focused assessment design; (2) the need to rethink assessment design within the context of generative AI; and (3) the desire to involve students in assessment co-design.

Trend one: the shift away from modular assessment towards more programme-focused assessment design



Modular assessment has dominated global higher education for decades in most subjects. It is the central organising principle of higher education. With well-established modular credit frameworks and regulations, where credit is assigned to the successful completion of modules, it is challenging to plan and design assessment in other ways. Modules carry credits for learning and assessment, but programmes contain the overarching learning outcomes for the degree qualification. They contain the 'big picture' learning.

Programme-level assessment and programmatic assessment design are not new concepts (Knight, 2000; Price et al, 2010; Schuwirth and Van der Vleuten, 2011; Hartley and Whitfield, 2000; Higher Education Academy, 2012; Van der Vleuten, 2012; Rand-Weaver, 2017; Baartman and Quinlan, 2024) and universities are required to state programme-level learning outcomes. However, the reality is often a disconnection between the assessment of programme-level outcomes through modular assessment and the experience of assessing at the level of the programme (Charlton, 2022).

As reflected by participants in Jisc's assessment and feedback working group, there is renewed interest in rethinking assessment practice. This has been accelerated by the desire to provide a more meaningful and integrated student experience and the rise of genAI, with associated concerns about maintaining academic integrity.

Some institutions successfully adopted more holistic assessment methods during the 2020-21 COVID-19 lockdown, and this has provided greater insight into the benefits and disadvantages, and boosted confidence in exploring programme-level assessment (Hansen, 2024). Programme-level assessment is embedded in a number of UK university strategic initiatives, such as **Integrated Programme Assessment** at Brunel University, **TASK** at King's College, London, **Curriculum Redesigned** at the University of Leeds, and **Advancing Assessment** at the University of Southampton. Assessment at programme level is taking hold in universities around the world, for example in the Netherlands and Australia. These are often articulated as a series of principles that guide aspiration (eg University of Southampton, King's College London, University of Leeds and Edith Cowan University).

There is no single way to 'do' programme-level assessment. It exists in a number of different forms and adopts various methodologies and structures depending on intention, discipline and institutional context.

For the purposes of this report the term 'programme-level' includes a range of terms used in assessing student learning specifically designed to address key programme learning outcomes. These are referred to as:

- Programme-focused (streams)
- Part-programme level (by year or stage)
- Programmatic (capability-based)
- Curriculum-wide or systemic

In its broadest sense, programme-level assessment is an adaptive approach that seeks to enhance coherence, consistency and the overall educational experience for students. There are many advantages but also significant challenges in implementing assessment at this level.

Examples of programme-level types of assessment

- Capstone projects: integrative projects that typically occur at the end of a programme or part-programme, allowing students to demonstrate their cumulative knowledge and skills through substantial, sometimes interdisciplinary work
- Integrative and synoptic assessments: requiring students to synthesise and apply their learning across multiple modules
- Programmatic assessment: involving continuous assessment throughout the programme, using milestone and stage-gate assessment points that are often captured through portfolios or other means that track and provide supportive feedback on tasks and ongoing student development

Programme-level assessments enable students to integrate their learning, encouraging them to draw together the strands of their learning and skills. Assessment at programme level allows students to compile and submit work, including artefact-based assessments such as essays and other 'products' that act as proxies for learning, at various determined points to demonstrate their knowledge, understanding and application. Formative assessments designed at strategic points underpin this holistic approach, enabling students to learn from their mistakes without the penalty of losing marks and to build confidence for potentially higher-stakes, programme-level assessments. Previous work on 'assessment for, and as, learning' (Ferrell and Knight, 2022) is particularly relevant, as it is recognised for supporting good student mental health and wellbeing.

Our assessment and feedback working group identified a particular benefit of programme-level assessment in reducing assessment volume and congestion by focusing on key assessments rather than a plethora of (in some cases, poorly aligned) module-specific assessment. The aspiration to redesign assessment is also a positive response to the sector's pressing need to ensure assessment security, given the vulnerability posed to artefact-based work and students' use of genAI (Litvinate, 2023). Reducing the overall assessment burden on students and creating highly secure points of assessment may provide greater confidence in maintaining academic standards.

Challenges

It is relatively easy to adapt a module assessment through existing quality assurance mechanisms. Module learning outcomes form the basis of assessment design using a constructive alignment approach (Biggs, 1996) with decision-making resting with the module leader. The immediate task of designing assessment across and through modules raises a number of challenges, including:

- Agreeing which learning outcomes need to be tested
- Agreeing which activities drive assessment
- Agreeing which forms of formative and summative assessment should be used to test curriculum-wide outcomes
- Making judgements about learner evidence
- Agreeing which datapoints should exist, and when
- Deciding what counts as progress
- Agreeing workload for assessors. For example, if a milestone or stage-gate is in the comparatively secure form of oral assessment, how is this resourced?
- Agreeing other key elements such as the technology used to capture learner evidence, assessment support, rubrics and the form of assessment and progression boards

Programme team members show success in this if they collaborate, compromise and keep their eye on the big picture. Without strong institutional vision, support and resourcing, initiatives can easily flounder.

There are also many technology challenges. Portfolios have long been recognised as an effective vehicle for promoting self-directed and learning (Knowles, 1975). Many universities have adopted the portfolio concept and developed it into the e-portfolio to help learners diagnose their learning needs, submit evidence of meeting learning outcomes, use tutor feedback to reflect on their progress and create their own development plans.

Many proprietary e-portfolio platforms are well known and used in the sector (Ferrell and Knight, 2022) with new suppliers emerging with new tools. Some e-portfolios have been developed and built in-house using institutionally provided tools such as Microsoft 365 and CampusPress. To support programmatic assessment for a medical degree at Macquarie University, Dean (2023) describes using customised forms to capture assessment data in the student's personal portfolio, which are displayed on PowerBI dashboards. Assessment tasks are mapped to capabilities and presented chronologically, with colour coding to assist in determining progress and development.

Technology can simplify and enhance programme-level assessments, but it can also add complexity. Digital tools and platforms do not seamlessly integrate, which creates additional work and stress. Adopting new digital tools requires project management teams to undergo the lengthy process of functional and non-functional specification gathering, exploring solutions, evaluating, piloting, tendering and procurement. As the trend towards programme-level assessment accelerates the market will respond with technological solutions that support the design and delivery of flexible programme-level and programmatic assessment, but currently there are few choices.

Trend two: the need to rethink assessment design within the context of generative AI



Generative Pre-Trained Transformer 1 (GPT-1) was released in 2018 but gained real traction in November 2022, when OpenAI launched ChatGPT-3 to the public. This resulted in the fastest adoption of any digital educational technology to date, surpassing previous technological innovations in terms of speed of adoption (Bick 2024). Higher education is used to adapting to new technological advances, but our assessment working group saw the rapid development of genAI tools as a significant disrupter for assessment in higher education. GenAI technologies can produce text, code, images and other media, enhancing productivity and presenting new creative opportunities for rethinking approaches to assessment. However, they also pose significant challenges and ethical dilemmas, including in relation to formative and summative assessment, and feedback and grading. As noted in trend one above, some mitigation of the negative effect of these tools may be gained through assessment designed at programme level. The unimpeded use of genAI raises concerns not only about academic integrity and the risks to degree awards, but also about the impact of algorithmic bias, loss of privacy and data security. Assessing students remotely, which happened during and after the COVID-19 pandemic lockdown, has become normalised. Research shows that the lack of visibility creates opportunities for academic misconduct (Surahman and Wang, 2022; Newton and Essex, 2024).

In July 2023 the Russell Group developed a set of **principles** to guide the use of genAI in assessments (Russell Group, 2023). Many universities have used these principles as a foundation for their approach. Initial responses varied, with some institutions prohibiting the use of genAI in assessments to allow them time for developing appropriate strategies. The short-term trend was not to change assessment per se but to create greater security for those assessments through means such as returning to invigilated, in-person exams or proctoring for remote assessment, where alternative assessment could not be used. Staff and students believe online environments are more susceptible to academic misconduct than in-person environments (Golden and Kohlbeck, 2020).

While the excitement around genAI may be plateauing, the longer-term trends show many institutions combining invigilated, in-person exams with coursework assessment so trustworthy judgements can be made. Coursework includes performance-based assessments, such as individual and group-based oral presentations. Many practitioners have audited, or are in the process of auditing their assessments to understand which may be most vulnerable and so require adaptation.

Seven engineering faculties in different Australian universities have done this at scale. They examined the vulnerability to ChatGPT-3 (with updates on the release of ChatGPT-4) of artefact-based and performative assessment types typically used in engineering degrees. Assessment types were clustered into the following categories:

- Online quizzes
- Numerical calculation-based assignments and exams
- Code submission
- Orals
- Visual documents and evidence
- Written (experimentation-based)
- Written (project-based)
- Written (reflective and critical thinking-based)
- Written (research-based)

In their analysis by subject they discovered that "ChatGPT passed three, failed five and two subjects had too narrow a margin to draw a conclusion". In terms of assessment types, "ChatGPT passed four, failed three and two types were tied," (Nikolic, 2023:588).

The authors concluded by discussing the types of assessments used in a subject. Unsurprisingly, they found oral assessment, in-person invigilated exams and lab work to be relatively trustworthy assessments. However, they also indicated ways to mitigate the integrity risk for the assessments that were shown to be vulnerable. These included:

- Using online quizzes with zero assessment marks to confirm threshold concepts and unlock future content
- Considering flipped assessments and the like, where the activity is based on critical-thinking activities that reflect and analyse ChatGPT output
- Considering assessments that require creativity and go beyond writing
- Developing assessments where ChatGPT is used to undertake calculations, but the solution comes from the student's creativity
- Using ChatGPT as an education tool to teach introductory programming and moving earlier to more complex tasks that go beyond easily developed solutions
- Making more use of interview-based assessment where the teaching staff probe students' understanding to limit students' ability to give memorised responses
- Encouraging "greater use of project-based and/or experimental/laboratory learning experiences where solutions are unique and require experience to document and explain," (Nikolic, 2023:590)

They ended on a positive note, acknowledging that generative AI can support ideas generation, scaffolding and editing, and that there's a need to learn how to embrace these tools.

Oral assessment, in particular, appears to be a growing trend for in-person and online assessment. It is worth close attention as it offers an authentic, secure and flexible way to assess students' capabilities across diverse discipline areas (Akimov and Malin, 2020; Ward, 2023). While the oral form is common in European countries at all levels of education it is primarily associated in the UK with the viva voce used in doctoral defence. It may also be seen as resource-intensive at a time when staff are under pressure. However, there is immense flexibility in

the ways this can be offered, both in modular and programme-level/ part-programme-level assessment. For example, as "evaluative conversation'" (Arico, 2021), or as an "interactive oral assessment", (Sotidarou et al, 2020; Du Plessis-Walker, H, 2021)

In an undergraduate physical chemistry oral assessment, Gardner noted that students self-reported changing their study habits to prepare for the oral by studying in groups, speaking out loud when studying and focusing on "understanding the concepts and equations instead of relying on memorisation", (Gardner and Giordino, 2023:1707). Anna Battaglia describes the planning and positive experience of running a 10-15 minute "conversation" (viva) conducted by two members of staff in a final year neuroscience module exam for 126 students, remarking that students were positive about the assessment regardless of their performance. They noted issues around students' level of confidence, lack of knowledge, ability to follow a train of thought and express their ideas coherently. They also reflected underlying mental health issues for some students, which may deter many staff from attempting this type of assessment (Battaglia, et al,. 2024). Monica Ward's 2023 case study of interactive oral assessment in undergraduate and postgraduate modules across different subject areas acknowledges the stress involved for students but notes how this can be alleviated by scaffolding through integrated formative and summative assessment opportunities (Ward, 2023). The implications of the legal case of the University of Bristol vs Abrahart provide details of reasonable adjustments that can be made that "still test the relevant competencies while accommodating disabilities," (Equality and Human Rights Commission 2024: 21-25). Additional staff time may be needed in cases where written assessment is changed into an oral form. However, Lodge, et al (2023) argues that placing secure types of assessment at meaningful points in a programme is time well spent if it helps to inform decisions about progression and completion. In other words, rebalancing the time staff spend in marking a reduced volume of summative assessment against the time they spend marking more secure oral assessment at key points or 'stage-gates' in the student learning journey may reap benefits for all.



Recent work on assessment optionality (Firth et al, 2024) provides case studies of alternative assessments and 'escape lanes' that test the same outcomes but in forms promoting students' agency. The findings suggest that providing options for assessment has a positive impact on students' grades and wellbeing, especially for disadvantaged and underrepresented student groups.

For universities offering online degrees, the opportunity to shift away from remote assessment may not be possible. However, there are suggestions that remote assessment can become more trustworthy without depending on proctoring. Duncan and Joyner (2022) advocate the use of open-book assessment using interpretation questions to prevent students from using unauthorised materials. To prevent collaboration, they suggest using question banks to randomise the questions asked. Research conducted by Alexandron et al (2022) into assessment in massive open online course (MOOC) environments suggests diversifying assessment methods by using ungraded formative assessment to spread learning across the programme and prevent academic misconduct.

The vulnerability of written outputs to genAI can be mitigated by looking at the balance of written work with other forms of assessment, and by incorporating key points for secure assessment such as orals/interactive orals and invigilated assessments. Many ideas for new forms of assessment and ways to develop module and programme/part-programme-level assessment within the context of genAI can be explored through the 'postcard' resource that was co-designed with the sector (Bowditch, 2023).

Challenges

Work on exploring the affordances of genAI in higher education is emerging. In the short term, adapting to the rapid development of genAI technologies involves addressing concerns about academic integrity, algorithmic bias, privacy and data security. To mitigate written assessments' vulnerability to AI tools, there is a need to diversify assessment methods beyond written work, incorporating and balancing secure approaches such as oral exams, in-person invigilated exams and performance-based assessments. Trustworthy remote assessment methods are also essential to counter increased academic misconduct in online environments. The redesign process requires significant staff time, as well as faculty or central support and resources. It is also essential to address student anxiety and mental health issues by supporting positive student wellbeing and promoting confidence in responding to new (digital) assessment formats.

In this section we have explored assessment redesign with a focus on mitigating the negative impact of generative AI. New studies (especially those undertaken by students with their peers) suggest that, while students are using genAI tools extensively, we may be incorrectly assuming they are using them in particular ways. Actively engaging with students to understand how and where they are using genAI tools will enhance confidence when integrating and embracing them in teaching and assessment (Litvinate, 2023; Johnston 2024; Atwell 2024).

Trend three: the desire to involve students in assessment co-design



The unanswered question that many academics ask is about students' use of technology and, specifically, how they might be using it in assessment. The impact of genAI is now at the heart of this, but it is not the complete picture. Understanding how students might be using (or not using) technology, infused with or without genAI, and for what purposes, is valuable information that can feed into pedagogic design, technology support and institutional strategy (Litvinate, 2023). Today's students have grown up with digital technology in their schools, libraries and homes and they are used to deploying it to support their formal education as well as their personal lives and work. Students arrive at university with a range of digital literacies and skills as well as different capabilities in assessment literacy. Teachers often make incorrect assumptions about their individual and collective capabilities in both. Staff also possess different capabilities in identifying, selecting and using digital tools for assessment purposes. There is immense value not only in understanding how these differences can hinder student engagement and development through assessment and feedback but also in knowing how co-design practices can enhance the educational offer for all (Walker and Kerrigan, 2015: Cook-Sather, 2023).

Jisc has been studying how students experience their digital environment through **digital experience insights surveys**, conducted annually since 2016, and through recent research into understanding **how international students** studying in UK higher education, experience their digital environment.

Engaging students in an assessment co-design process has "the power to transform the way educators understand the teaching and learning process and their role in it," (King and Felten, 2012:5). Many UK institutions have well established and resourced student changemaker, innovation labs and other staff-student initiatives that research the student experience. Jisc co-created the **Change Agents' Network (CAN)** with the higher education community to support the growth of student-staff partnerships and has an active **mailing list** and **journal**. The importance of supporting staff-student partnership has recently been recognised by **QAA** (**Quality Code for Higher Education 2024**). Principle two – engaging students as partners – encourages providers of higher education to "take deliberate steps to engage students as active partners in assuring and enhancing the quality of the student learning experience".

Some institutions have already taken those deliberate steps to create 'consultancy teams' where students are employed as fellows or interns to work with staff on feedback and assessment enhancement. **Harvard University's Learning Lab** is an early example of a strategic intervention that supports faculty to work with student fellows. Together they collaborate to explore, design and build materials, assignments and activities

for courses taught at Harvard. Their philosophy is "experiments in teaching can't happen in a vacuum. They are, simultaneously, experiments in learning, and learners need to be involved and central in the beginning, the middle, and the end". (Derek Bok Centre 2024).

In our post-COVID environment many academics are keen to re-engage in innovating their teaching and assessment, but they need support from educational developers who can provide their expertise and resources.

While consultancy teams are still a minority some institutions, such as UCL, the University of Birmingham, King's College London and the University of Southampton, have resourced their educational development units to occupy this space. This emerging trend is potentially the most difficult, as it involves a shift in power relations.

The role of an assessment consultancy team is to:

- Promote staff-student co-design in feedback and assessment
- Provide a central space within an institution that develops specific assessment expertise, shares ideas across faculties and departments and supports the design and implementation of assessment at programme and modular levels
- Bring staff and students together from different backgrounds and with different kinds of expertise as a way of generating new thinking and creating new assessment ideas
- Encourage creative and disruptive approaches to assessment
- Provide a safe space to try things out, with support from interested and enthusiastic students and staff
- Provide a supported and funded process for shaping ideas, implementing solutions and upskilling students/staff
- Create a culture where creativity, compassion, risk-taking and innovation to enrich student assessment are encouraged and supported

Challenges

The sector lacks clear understanding of how students use technologies and genAI. It is essential to engage directly with students to gather insights into their assessment and digital practices and use these in a co-design process.

Overcoming the cultural barriers to staff and student partnership-working involves adjusting mindsets from traditional staff-centric approaches to assessment and establishing meaningful, sustained collaboration with students. Membership of UK-based initiatives such as the UK **Change Agents' Network** and **RAISE** is growing, demonstrating an appetite for staff-student partnership. There are several dedicated journals that support and promote this field of scholarship and practice.

Resourcing student engagement in assessment design is crucial where there is a lack of dedicated staff-student assessment consultancy or initiatives. Universities need to plan and devote appropriate funding, time and support for these collaborative efforts. Scaling up student engagement in assessment co-design means moving beyond isolated pilots or small-scale initiatives and embedding student partnership across the institution. To facilitate a strategic shift requires upskilling both staff and students in assessment design and co-creation where they can develop the necessary skills and expertise for sustained staff-student collaboration. Lastly, ensuring accessibility and inclusivity in assessment involves co-creation where students' lived experiences, expectations and potential barriers can be discussed safely, and adjustments can be found.

Recommendations



In the current higher education landscape HE providers face the challenge of enhancing assessment practices in the context of decreasing resource. Our recommendations aim to address these key trends in assessment. They are:

1. Develop a framework for programme-level assessment implementation

Develop a framework to guide institutions through the transition from modular to programme- or part-programme-level assessment. This would include practical guidelines for redesigning assessment at the programme/part-programme level and strategies for streamlining the assessment process to reduce overall workload. The framework could showcase successful case studies that demonstrate the benefits of programme-level assessment in terms of improved student outcomes and reduced assessment burden.

2. Enhance digital infrastructure for programme-level assessment

The resource constraints faced by universities may limit large-scale digital infrastructure procurement. Rather than investing in entirely new systems it may be better to audit existing digital tools and platforms to identify opportunities for programme-level design. To build staff capacity and enthusiasm, staff expertise can be identified within and across institutions where staff act as peer mentors.

3. Identify and embed innovative assessment methods

Where there are limited resources, research on innovative assessment methods must be strategic and impactful. A collaborative, sector-wide approach could help distribute the resource burden, building on Jisc's existing networks to establish a cross-institutional research network focused on assessment innovation. This would allow for larger-scale studies and shared insights. It may include a common research agenda that addresses sector priorities for assessment and feedback to make sure research efforts are aligned and complementary.

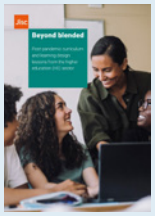
4. Promote and resource student-staff partnership in assessment design

Dedicated funding for assessment consultancy and co-design may be challenging for many institutions, but alternative approaches could be found through quality assurance mechanisms, course committees and student unions. Other solutions are 'assessment hackathon' style events where staff and students can work together intensively on assessment redesign, generating ideas and building relationships that need only minimal resources. These approaches could conserve resources and create exciting opportunities for staff development and relationship building. Working closely with students will give staff fresh perspectives on assessment and opportunities to develop collaborative skills that enhance the overall student experience.

Get involved

We have established a sector working group for assessment and feedback which aims to build community around this work with membership comprising representation from further and higher education. If you would like to join this working group please **register your interest**.

Further supporting resources from Jisc



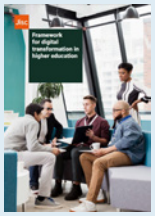
Beyond blended
ji.sc/beyond-blended
A report that follows the second phase of research into curriculum and learning design in HE in the UK, which was conducted between November 2022 and July 2023.



International students' digital experience phase one: a review of policy, academic literature and views from UK HE
ji.sc/international-students-digital-experience
An opportunity to view the international student experience through a digital lens, highlighting alternative perspectives and considering issues that might affect the digital experience of international students.



International students' digital experience phase two: experiences and expectations
ji.sc/isdx-phase-two
The voices of over 2,000 higher education international students describe their digital border crossings and the digital shocks that impact the learning experience.



Framework for digital transformation in higher education
ji.sc/digitaltransformationframework
A new framework for senior leaders, managers and change agents with responsibility for supporting digital transformation.



Briefing paper: Supporting international students' digital experience: a checklist for providing an equitable and inclusive experience
ji.sc/researching-ISDX
A summary of how civil digital infrastructure differs between countries, how this can shape international students' expectations and prior experiences, and how UK HE staff can use this knowledge to better support their international students.

Principles of good assessment and feedback
jisc.ac.uk/guides/principles-of-good-assessment-and-feedback
A guide to help you determine what good assessment and feedback looks like in your context so you can benchmark existing practice and plan improvement.

Beyond blended: rethinking curriculum and learning design
jisc.ac.uk/guides/beyond-blended-rethinking-curriculum-and-learning-design
A guide to help curriculum teams consider the pedagogic differences between in place and online learning, and the need to balance flexibility with the specific needs of students.

Digital transformation in higher education
ji.sc/HE-digital-transformation
A toolkit to support the development of digital strategies, assessment of digital maturity across the organisation and the creation of actionable roadmaps and implementation plans.

Maturity model for digital transformation in higher education
https://repository.jisc.ac.uk/9286/1/maturity_model_for_digital_transformation_in_HE.pdf
This maturity model for digital transformation provides a structure to help UK higher education providers assess their digital maturity across all aspects of business.

Building digital capability
digitalcapability.jisc.ac.uk
A service to support your students and staff to develop their digital capabilities.

Digital experience insights
digitalinsights.jisc.ac.uk
Surveys that reveal powerful data on how your students and staff are using the technology you offer, what is making a difference and where improvements can be made.

Artificial intelligence
jisc.ac.uk/innovation/artificial-intelligence
Embrace artificial intelligence (AI) with confidence in education and research.

Let's work together to support your digital transformation

Contact your relationship manager:
ji.sc/contact-relationship-manager

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