

Developing Digital Assessment at UCL

August 2020



The Challenge!



UCL

Remote online



BYOD



2020 Assessment Delivery Overview

- 420,000 individual assessments across UCL
- 2,500 exams converted into 647 24 hour online exams open book on Moodle
- Component exclusions
- Alternative assessment
- Capstone for 1st Years
- Orals via teams (in some cases)



Staff Feedback - headlines

N= 18 Professional Staff, 66 Academic Staff

Positive	Negative
Online practice environment	Too little time to convert exams into suitable 24 hour open book format
Conversion of scripts to PDF for marking	More guidance needed on conversion of assessment
Centrally created exams pages for consistency	Too much information
1 hour grace period was welcomed	1 hour grace period was confusing
Marking was more efficient when files were converted to PDF	24 hour duration too long – students wrote too much
Adapting to a 24 hour open book exam made it easy to capture students understanding in their response and mark accordingly	Marking took too long – too much screen time
	Marking was difficult on Turnitin
	Turnitin does not check handwritten/PDF images
	No ability for MCQ's during the central examination period (Moodle Capacity)
	Not able to have shorter duration exams
	Individual effort could not be guaranteed

Student Feedback- headlines

N= 947 students (not all students responded to all questions (% are of those that responded to individual questions))



Positive	Negative
95% of candidates found the instructions and guidance useful	53% of students said that the anticipated time to complete their exam did not match their expectations – it took students longer to complete (34% of students said that they want more time)
75% of students said that they had no local connectivity issues (23% temporary/minor issues 2% had significant issues)	10% of students had issues submitting their exam
77% of students preferred the online exams	57% of exam papers required a handwritten element
71% of students felt that the assessment was rigorous	54% of candidates accessed the Practice Environment (43% had a practice run)
82% of students felt that the assessment tested their abilities and understanding well	
100% connectivity of Moodle	
39% of students stated the exams were less stressful	

Procurement of an Assessment Delivery Platform to capture the end to end process for assessment to include the following.

- Replacing all Moodle delivered assessment with an alternative platform
- Authoring of assessment (exams, coursework, Orals, OSCE's)
- External Moderation of proposed assessment – to capture the review and annotation process
- Examination Delivery (MCQs, SABs, Essay, Diagrams) set duration during a visibility window
- Marking
- External Moderation
- Feedback to students
- Pilot for remote proctoring (2022)
- Investigation and procurement of other Platforms to deliver



- Streamlined approach to assessment delivery
- Robust platform to assess students – ability for students to adjust the look and feel of their environment
- Automated marking where applicable
- Creative ability to assess students – more than a question and answer!
- Reduction in email traffic between departments and external examiners
- Better functionality for markers to mark on line – ability to use pen devices, highlight, make comments etc
- Syphoning questions to specific examiners for marking i.e all question 1 to X

- Internal and external moderation – ability to select what should be included in a sample pack
- Integration with Portico for the registration of students, and mark inputting
- Feedback to students for exams
- Electronic attendance records
- Analytics of questions “best answered” “worse answered” “most popular” least popular”

- MCQ's/SAB
- Essay based exams
- Visibility window for exam – timer to start when students access exam
- Mark inputting integration with Portico
- Practice environment for students



Nominate representatives who can be part of a working group to work on the following:

- Feed into the implementation plan
- Feed into requirements and ensure that all processing stages are captured and built into the platform
- Develop policy & regulation

Who – from each faculty:

- 1) Academic Representation
- 2) Administrative Representation
- 3) Faculty Digital Education Leads

How:

- 1) Teams Engagement
- 2) Operational Working Group which will feed directly into the project
- 3) Meet monthly
- 4) Representative nominated by 4th September – first meeting 19th September



Feedback/Questions?