Demonstrating digital transformation: Reimagining assessment and feedback
<table>
<thead>
<tr>
<th>Time</th>
<th>Programme for the day</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:45</td>
<td>Welcome</td>
</tr>
<tr>
<td>10:00</td>
<td>Plenary: Reimagining assessment and feedback at UCL and our continuing journey</td>
</tr>
<tr>
<td>10:50</td>
<td>Break</td>
</tr>
<tr>
<td>11:00</td>
<td>Facilitated discussion groups</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>13:00</td>
<td>Facilitated discussion groups</td>
</tr>
<tr>
<td>14:00</td>
<td>Panel with representatives from universities discussing their approaches to reimagining assessment and feedback</td>
</tr>
<tr>
<td>15:00</td>
<td>Plenary and what support is available from Jisc</td>
</tr>
<tr>
<td>15:30</td>
<td>Optional campus tour</td>
</tr>
</tbody>
</table>
The UCL assessment journey

Simon Walker and Marieke Guy
Your presenters

Marieke Guy
Head of Digital Assessment, UCL

Simon Walker
Academic Assessment Lead and Director of Programme Development (UCL 2020 - 2022)
Senior consultant - Jisc
UCL (University College London)

- 11 faculties, 60+ departments
- 43,800 students, 14,300 employees, 440 undergraduate programmes, 675 postgraduate programmes
- 53% international students, 150+ nationalities
- C520,000 student to assessment instances
Response to Covid – the bump in the road!
Aims

1. Deliver and implement a secure solution for digital assessment
2. Integrate with UCL’s student system (SITS)
3. Offer a range of assessment tools for departments
4. Enable departments to deliver their assessments on dedicated assessment platform(s)
Mapping the Assessment Journey
Year one – in seven months

✓ Platform procured (full tender June – October)
✓ 1071 assessments successfully delivered remotely to 48,742 candidates (16,901 students). 98% submission success
✓ 18 marker training sessions (300 attendees, and 32 drop-ins for queries, 430 staff watched online video guidance.
✓ 50% marked inside the platform (named as AUCL)
✓ Lots of insights!
✓ Lots of sleepless nights!!
Year 1 (Big bang) AUCL Student Survey

- 13% response rate
- Greater than 75% of respondents thought the platform was easy to use
- Most frequently accessed training tool was the practice exam, with over 80% of respondents who used it before their first exam.
- Over 75% of the respondents had positive views about exam instructions; they received sufficient guidance and knew what to do during their exam(s).

(Main points from the quantitative questions)
Year two

**Continued growth**
- 1600 exams
- 65k students
- More departments onboarding

**Policy**
- Revised regulations
- Policy development to address collusion

**Training and support**
- 6 Dedicated posts
- Training guides/videos
- Bespoke training workshops
- Assessment Hackathons
- Over 100 presentations

**Integrations**
- Student records
- Grades
Year 2: Overall student assessment experience

- **70%** of respondents reported a positive overall assessment experience at UCL
- **15%** reported a negative overall assessment experience; some students felt:
  - **weightings** did not reflect the effort required
  - **time not sufficient** to complete assessments based on the complexity/difficulty of questions
  - **assessment content was not representative** of topics taught or real-world application
  - **marking criteria was unclear** or not accessible
  - **Regulations** were very restrictive

Student sentiments about their overall assessment experience based on their quantitative responses

- Positive, 69.87%
- Neutral, 14.93%
- Negative, 15.20%

2,056 respondents
Overall assessment experience: comment themes

Of the 15.2% respondents who reported a negative overall assessment experience, the 3 most commented areas of dissatisfaction were:

<table>
<thead>
<tr>
<th>Themes</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment weightings</td>
<td>22.70%</td>
</tr>
<tr>
<td>Insufficient duration</td>
<td>20.77%</td>
</tr>
<tr>
<td>Unrepresentative content</td>
<td>14.99%</td>
</tr>
</tbody>
</table>

Student sentiments about their overall assessment experience based on their quantitative responses:
- Positive: 69.87%
- Neutral: 14.93%
- Negative: 15.20%
Year 2: Key findings for staff

73% of staff respondents prefer face-to-face assessments over remote ones; with an equal preference between paper-based and digital assessments.

Most expressed concerns over the possibility of collusion and a lack of invigilation in relation to remote assessments.

57% of staff respondents referred to the 2021-22 Assessment Operating Model; of those that did not, 53% were not aware of it, and 24% felt they did not have time to consult it – many felt the regulations were too harsh.

The survey highlighted a 15% increase in positive experiences and a 20% decrease in negative feelings with AssessmentUCL in comparison to last year’s results*.

70% of respondents marked within AssessmentUCL, a 12% increase from last year; 30% marked outside the platform, with the main reason being that current functionality did not suit their marking needs.

This year’s survey results reflect responses from a larger variety of faculties compared to last year’s (of which, the majority were from MAPS faculty)
Year 3. In-person & remote online

1,684 centrally managed assessments

71,048 sittings
- 31,000 in person
- 35,455 remote online
- 784 – in person digital, lockdown browser (Pilot)
Digital Assessment Team

Marieke Guy
Head of Digital Assessment

Lene-Marie Kjems
DAA Institute of Education & Laws

Isobel Bowditch
DAA Medical Sciences, Brain Sciences, Engineering

Amanda Seller
DAA Bartlett, Arts & Humanities, Social & Historical Sci

TBC
DAA Population Health Sciences, Life Sciences, MAPS

John Spittles
Senior Learning Technologist

Nadia Hussain
Learning Technologist
Team working
Landscape reports for Faculties

• Comparison of platforms
• All 11 faculties
• In collaboration with academic staff, administrative staff and users

Digital Assessment use at UCL in 2021-22

Institutional context and priorities
Technology
Discipline
Resourcing
Change management
Assessment pedagogy
Inclusivity
Data integration
Student experience
Academic integrity
Assessment types at UCL

Assessment at UCL

Note: Some categories have been collated
Impact of AI

Assessment redesign
Academic Integrity

- Assessment design - Academic Integrity toolkit
- Assessment support – Improving academic integrity resources
- Technical approaches – Lockdown browser pilot
- Better understanding of academic misconduct – mini-project working with staff and students
- Event with KCL and Phillip Dawson, Deakin University – 13th June
Lockdown browser pilot

- Driven by collusion concerns in departments
- Several pilots: small-scale BYOD, iPads in medical school and large-scale TeamCo with supplied laptops
- Lockdown browser practice assessment
- Main output is to assess viability (scalability, costs, suitability)
- Develop formal regulations
- Present back to UCL to determine trajectory of travel for in-person assessments
Areas of interest for lockdown browser pilot

Location
- Appropriate rooms
- Room booking
- Room set including spacing
- Furniture

Device
- Standardised equipment
- Laptop loan
- App download
- Laptop requirements
- Set up on UCL computers

FlowLock assessment
- Guidance & support
- Functionality and appendix manager
- Whitelisted sites
- Messaging
- Departmental needs e.g. languages

Online management and invigilation
- Buffer window time for login
- Passwords
- Attendance recording and participation logs
- Offline access

Mitigation and risk management
- Risk register
- Regulations
- Dealing with issues

Staff and student perspectives
- Managing expectations
- Support and guidance
- Feedback collection
- Invigilator training
Student partnership and changemaker projects

- Assessment partners – worked on Chart Assessment Visualisation tool
- NEURO005 project comparing platforms
- Journal article - Evaluation of short answer question assessment platforms through student-staff partnership’
- Academic integrity focus groups - Causes of Academic Misconduct; Support; Assessment design strategies
- AI student panel and AI interns
UCL AI Scoping group

- Cross-institutional AI scoping group (senior leaders, academic experts, operational staff)
- UCL approach to embrace AI & plan for future
- Guidance released for staff and students, further guidance planned
- Seen as an opportunity to improve assessment but will require considerable commitment from staff
Russell Group Collective Event

• Date: 23rd March 2023
• Audience: PVCs Russell group
• 3 visionary case-studies
• Student panel – 7 UCL students
• Pre-work on designing set of principles on AI and assessment
• Students have since appeared on University of Kent online webinars and at other events
• Draft principles – relevance, literacy, rigour, clarity, fairness, human-centred
FUTURE

Planned areas of work
Priority 3: Put meaningful assessment and feedback at the heart of teaching and learning

Key points raised so far:

- Students must be clear about what is expected and be given the tools and opportunities to develop the skills and knowledge to succeed.
- Assessment must be inclusive, fair and manageable.
- Time, space and support should be made available to staff in order to help them to address our long-standing assessment challenges.
- The design of assessments must acknowledge changing workplace requirements and support the development of future-focused graduate attributes.
- Continuous work will be needed on assessment design and integrity in the face of rapid developments in digital technologies.
Goal sense check

What goals we are aiming for:

1. Raise the NSS scores for Assessment and Feedback
   - Improve Student assessment experience
   - Better Informed and signposted students
   - Single place to access assessment
   - Single place to access feedback

2. Preserve Academic integrity and validity of the UCL degree
   - Decrease academic misconduct
   - Improve insights and detection for tutors
   - Offer less cheatable assessments

3. Better prepared students for the workplace - future focussed Assessment
   - Skill focussed assessment
   - Proliferation of Authentic Assessments

4. Improve the tutor experience
   - Connected end to end experience
   - Intuitive and supportive environment
A future architect

**OUTCOME**
- Fully connected experience from design through to delivery
- Fully Managed assessment lifecycle
- Single hub for everything assessment
- Single view of all feedback with insights for improvement
- Student and staff insights across each step of the journey

**JOURNEY**
- Assessment Design
- Assessment Management
- Assessment Delivery
- Grade and Feedback & academic integrity
- Actionable Insights

**TECH**
- Curriculum Management
- Assessment Hub
  - Single Assessment Timetable
  - Single Assessment Feedback
- Assessment Delivery Platform(s)
  - Academic integrity detection suite
- Learning Designer
- SITS
Our journey insights

• Be brave, be bold, keep moving forward
• Have a dedicated team
• Listen, review and refine
• Engage senior management support
• Involve students and co-create
• Engage with your experts and feed into the education sphere
• Collaborate outside the institution
• It is a journey…
Group discussions 11:00 – 12:00

- **Assessment futures** - this session will consider the potential future of assessment in Higher education. It will look at areas including AI, assessment technology and new ideas and ways of working in assessment – Room

- **Academic integrity** - this session will consider ways to ensure academic integrity is maintained across the institution through design, education and detection. It will look at how policy and regulations need to change in the light of new challenges that technology brings – Room

- **Institutional change** - this session will consider managing institutional change and encouraging new academic practices. It will look at areas including framing of change and the balance between cultural and technological change – Room
Group discussions 13:00 – 14:00  #HEdigitaltx

• **Pedagogy and assessment design** – This session will consider the full assessment design process and focal points and drivers for different staff involved in making changes. It will look at areas including what contemporary assessment design looks like: authentic, for social justice, reusable – Room

• **Larger cohorts and workloads** – this session will consider how you assess large cohorts in highly modularised programmes with large student cohorts from different disciplines. It will look at areas including workload models, interdisciplinary assessment, integrated assessment – Room

• **Strategic direction** - this session will consider how you respond to the drivers of change and go about a co-design process across an institution. It will look at environmental scanning, involving stakeholders, styles of leadership – Room
Panel discussion

• **Chair:** Sarah Knight, Head of learning and teaching transformation, Jisc

• Dr Ailsa Crum, Director of membership, quality enhancement and standards, QAA

• Professor Sam Smidt, Academic director of King's Academy, KCL

• Dr Irene Ctori, Associate Dean, Education quality and student experience at City, University of London

• Mary McHarg, SU activities and engagement sabbatical officer, UCL

• Marieke Guy, Head of Digital Assessment, UCL
How Jisc can support you with your digital transformation

Simon Birkett, Senior consultant for digital transformation
What one thing…

Are you taking away to inform your practice?

Visit [www.menti.com](http://www.menti.com)

3372 2117

Find your Jisc relationship manager
[ji.sc/ contact-relationship-manager](http://ji.sc/contact-relationship-manager)
Rethinking assessment and feedback

https://assessment.jiscinvolve.org/

- Developing future scenarios for assessment and feedback and the role technology plays
- Understanding PSRBs expectations on the use of digital to support assessment working with QAA
- Developing a maturity model for digital assessment
- A review of specifications and requirements of digital assessment and feedback systems for UK higher education
- Join our working group email sarah.knight@jisc.ac.uk
Beyond blended – guidance on learning and curriculum design

“Deep dive’ into place, time and pace issues in curriculum design, leading to:

• Guidance around the core learning/curriculum design process
• Guidance on the pedagogies of diverse spaces, places and modes of participation (resources for curriculum teams)
• Implications for organisational planning e.g. staff workload, student pathways, estates and platforms, digital capabilities, digital divide (resources for strategic teams)

• Visit bit.ly/JiscBeyondBlended for draft resources
Digital strategies in UK higher education: making digital mainstream

How UK universities are developing and implementing their digital strategies (January 2023)

Interviews with senior leaders
Exemplar strategies
The framework - a structure for digital transformation

Available from ji.sc/digital-transformation-framework

The six elements and their four key areas of activity

Demonstrating digital transformation: a framework for higher education
Framework for digital transformation in higher education

- Supports the development of a shared understanding of digital transformation across HE
- Encourages collaborative approaches and build on the collective wisdom of the sector and organisations
- Helps reduce complexity and fragmented processes
- Supports HEIs to articulate a strategic vision for digital transformation and develop actionable plans to achieve this
- Informs decision making and prioritising investment
- Focuses on people and practices, not just processes and technology
Goal - strategic co-ordinated digital transformation

<table>
<thead>
<tr>
<th>Framework for digital transformation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Broad structure identifying the dimensions</strong> or criteria to help organisations achieve digital transformation</td>
<td>Reflects <strong>sector</strong> priorities and goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maturity model</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps organisations <strong>assess their level of digital maturity</strong> for each dimension and identify areas for improvement.</td>
<td><strong>Organisational</strong> baselining and benchmarking against sector priorities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action plan/s</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop achievable development and action plans for each dimension</td>
<td><strong>Organisational and departmental</strong> plans to achieve digital transformation</td>
</tr>
</tbody>
</table>
Get involved

Join our working group for digital transformation:

https://ji.sc/working-group
International students’ digital experience

• **Phase 1** reviewed issues and perspectives from UK HEIs policy makers, academic and grey literature, and advocates working in this space

• **Phase 1** report available from [ji.sc/international-students-digital-experience](ji.sc/international-students-digital-experience)

• **Phase 2** is working directly with international students at 10 HEPs to better understand their experiences
Follow the international students’ digital experience project

If you are interested in following the outcomes of this project, please register your interest

ji.sc/stay-informed-isdx
Join us at our Demonstrating digital transformation events

Hosted in partnership with universities, designed to inspire new thinking and share good practice, to support you with your transformation journey.

New series being planned for 2023/24

6 July
Rethinking learning and curriculum design
hosted by University of Northampton
https://ji.sc/DTE-Northampon

18 July
Developing and implementing a digital strategy
hosted by University of Greenwich
https://ji.sc/DTE-Greenwich