



5 June 2023

UCL

#HEdigitaltx

Demonstrating digital transformation: Reimagining assessment and feedback



Programme for day

Time	Programme for the day
09:45	Welcome
10:00	Plenary: Reimagining assessment and feedback at UCL and our continuing journey
10:50	Break
11:00	Facilitated discussion groups
12:00	Lunch
13:00	Facilitated discussion groups
14:00	Panel with representatives from universities discussing their approaches to reimagining assessment and feedback
15:00	Plenary and what support is available from Jisc
15:30	Optional campus tour

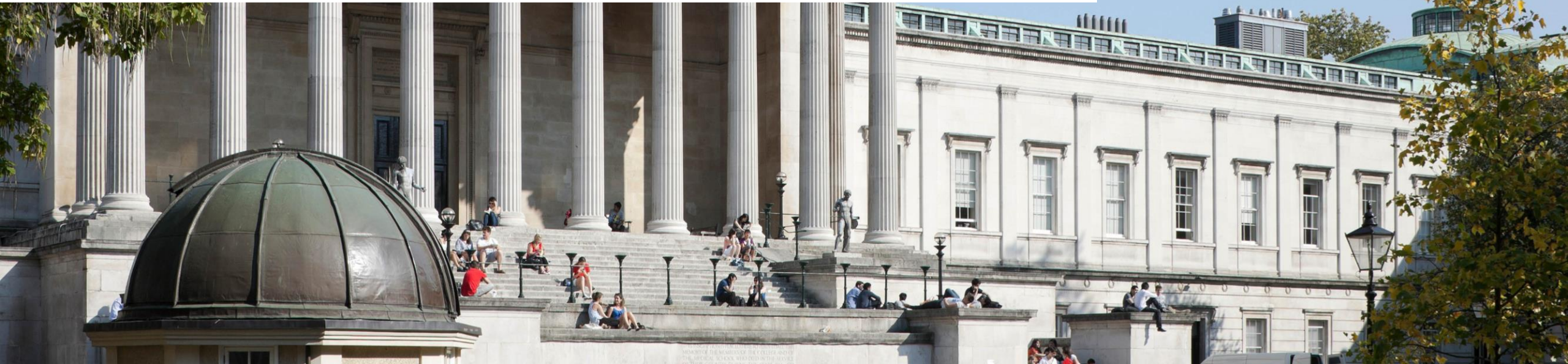
DEMONSTRATING DIGITAL TRANSFORMATION – REIMAGINING
ASSESSMENT AND FEEDBACK

5TH JUNE 2023



The UCL assessment journey

Simon Walker and Marieke Guy



Marieke Guy
Head of Digital
Assessment,
UCL



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



Your presenters

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!

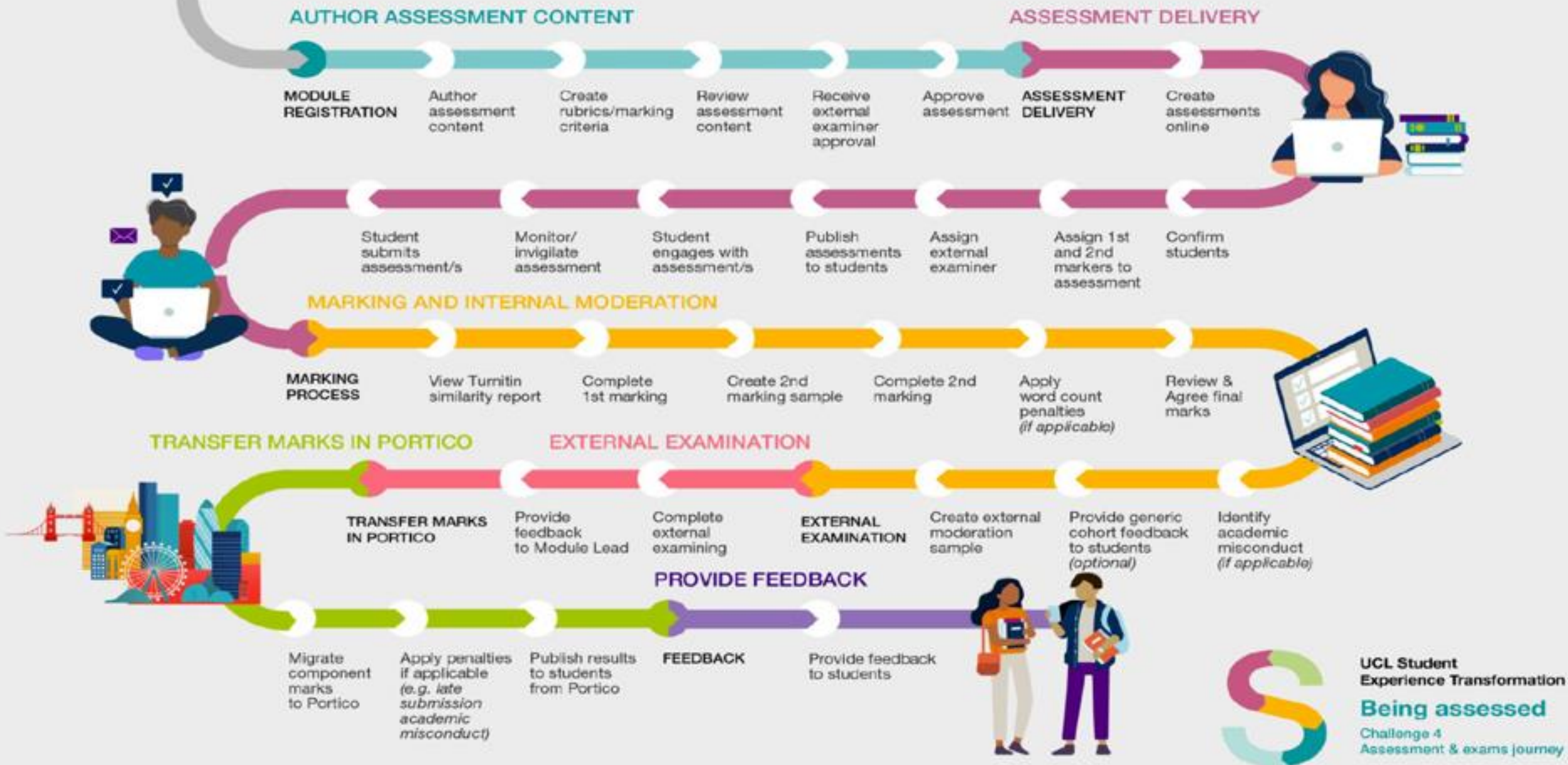


Aims

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

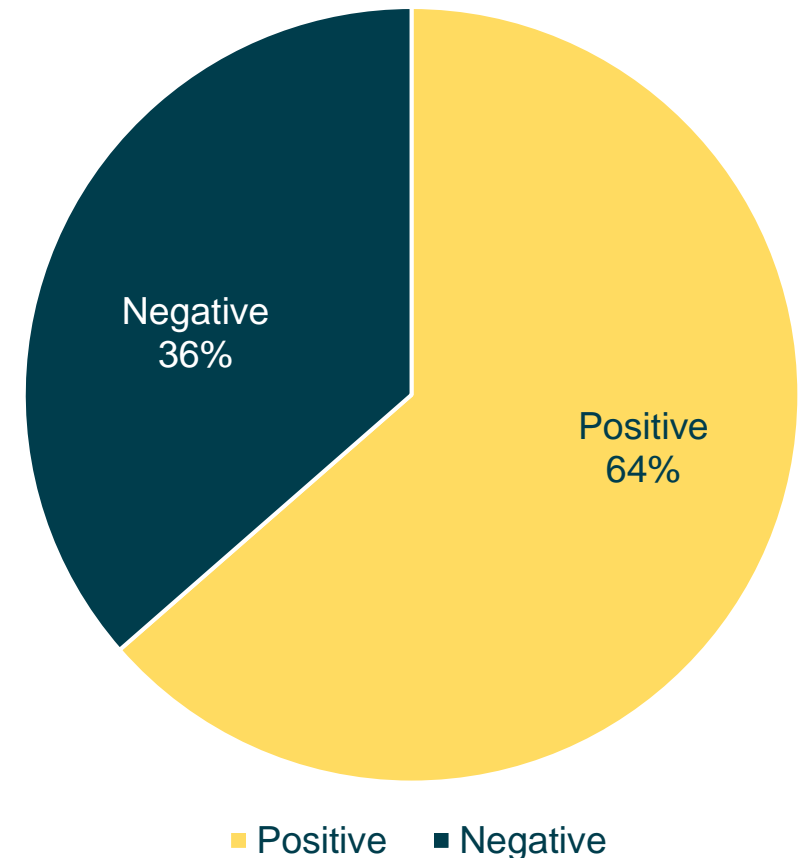
- ✓ Platform procured (full tender June – October)
- ✓ 1071 assessments successfully delivered remotely to 48,742 candidates (16,901 students). 98% submission success
- ✓ 18 marker training sessions (300 attendees, and 32 drop-ins for queries, 430 staff watched online video guidance.
- ✓ 50% marked inside 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).

Qu.3 - Overall experience with AssessmentUCL & WISEflow
(Comment Sentiment)



(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

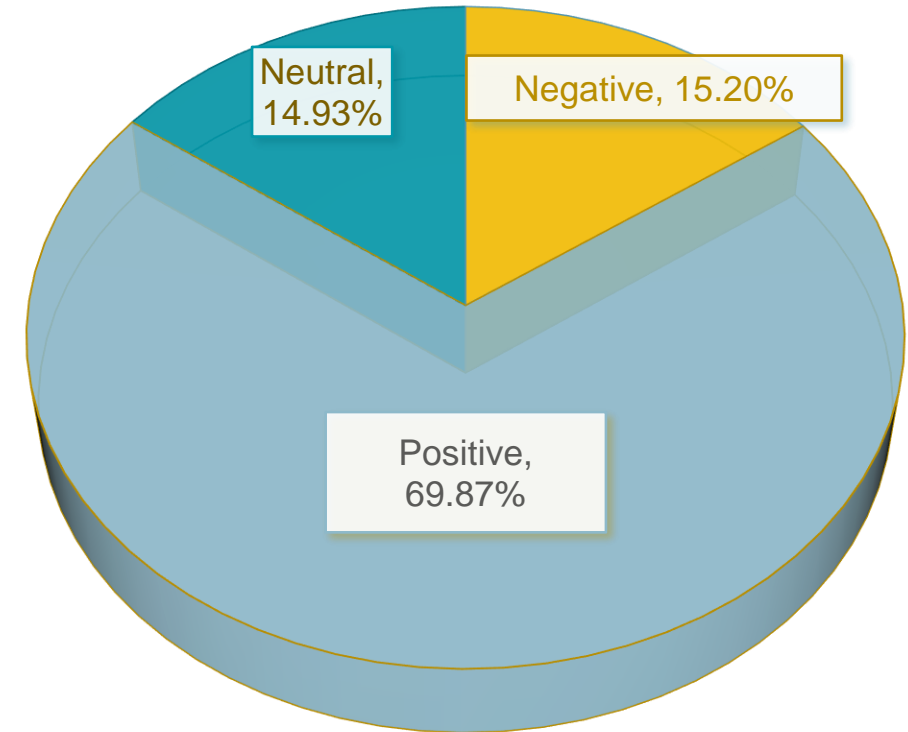
- 6 Dedicated posts
- Training guides/videos
- Bespoke training workshops
- Assessment Hackathons
- Over 100 presentations

Integrations

- Student records
- Grades

Year 2: Overall student assessment experience

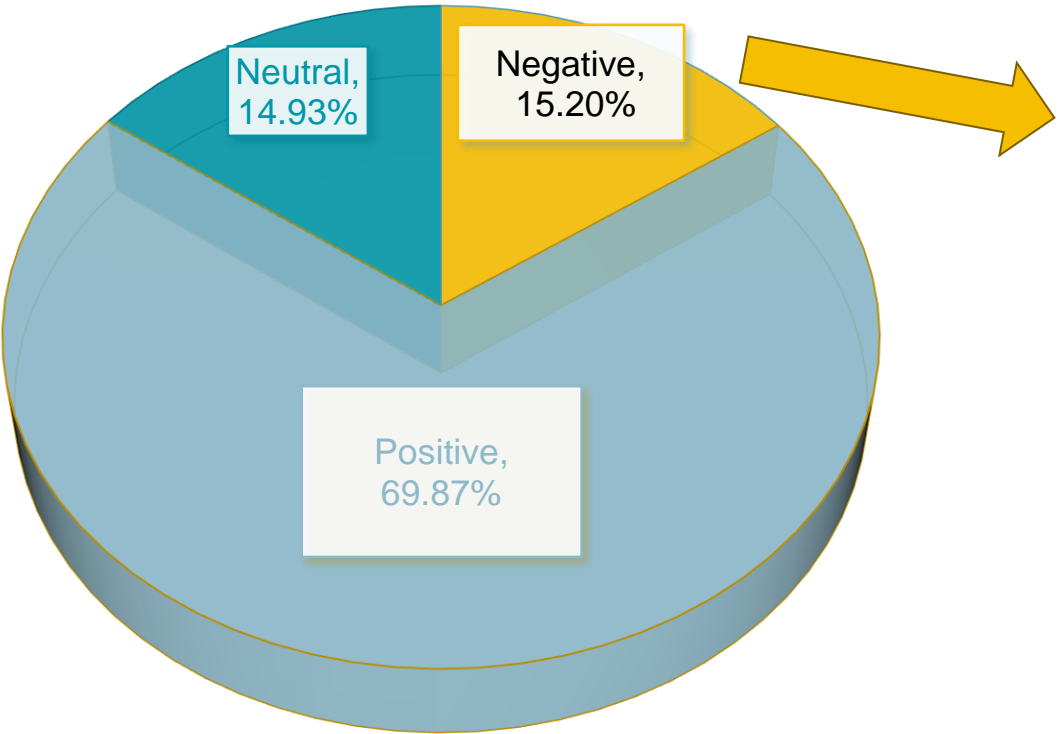
- **70%** of respondents reported a **positive** overall assessment experience at UCL
- **15%** reported a **negative** overall assessment experience; some students felt:
 - **weightings** did not reflect the effort required
 - **time not sufficient** to complete assessments based on the complexity/difficulty 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

Overall assessment experience: comment themes

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



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

Themes	%
Assessment weightings	22.70%
Insufficient duration	20.77%
Unrepresentative content	14.99%

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*.

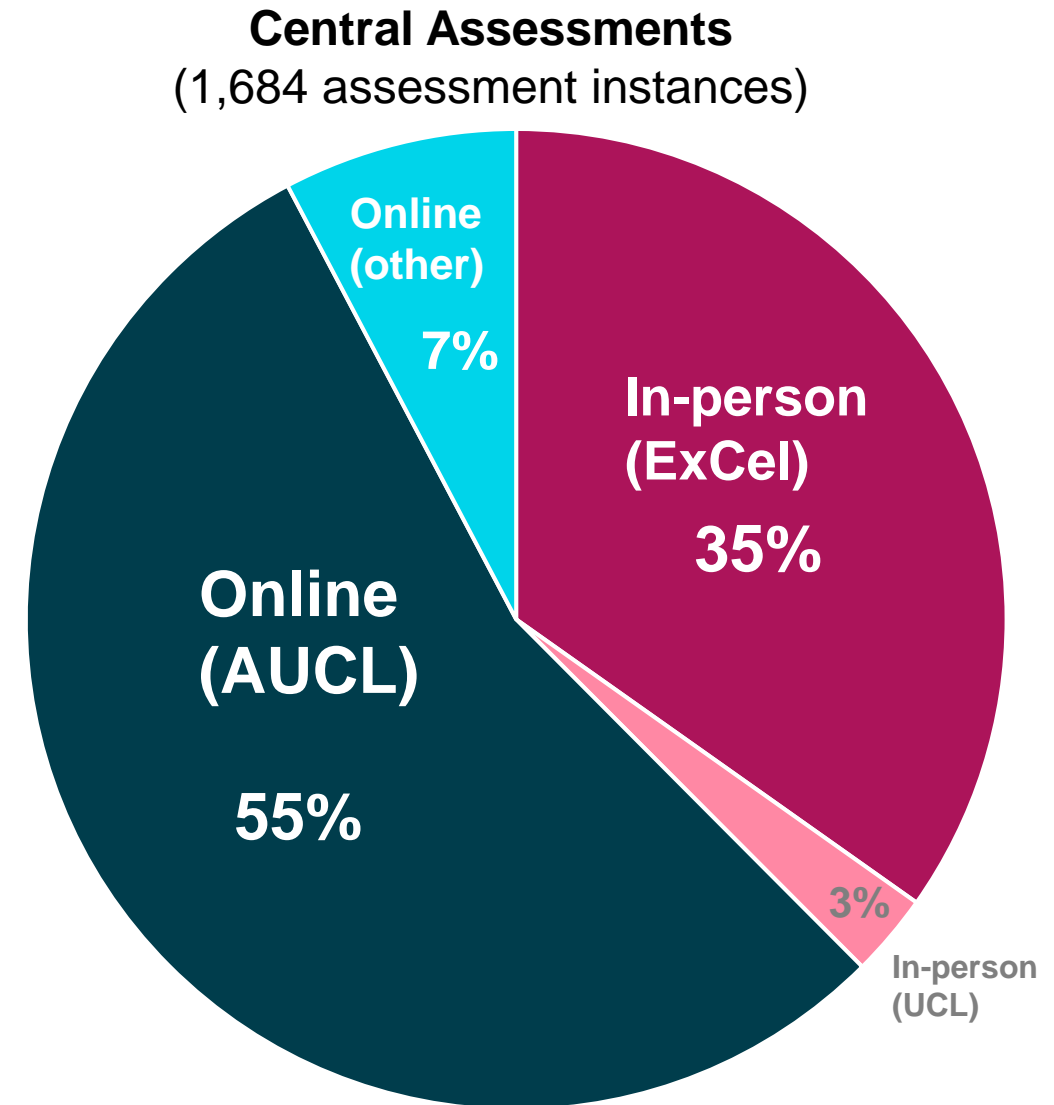
70% of respondents marked within **AssessmentUCL**, a **12% increase** from last year; **30%** marked **outside the platform**, with the main reason being that current functionality did not suit their marking needs

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



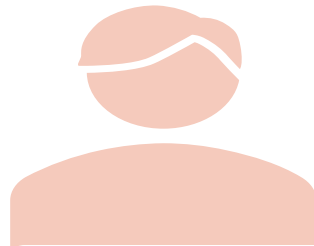
Lene-Marie Kjems
DAA Institute of Education
& Laws



Isobel Bowditch
DAA Medical Sciences,
Brain Sciences, Engineering



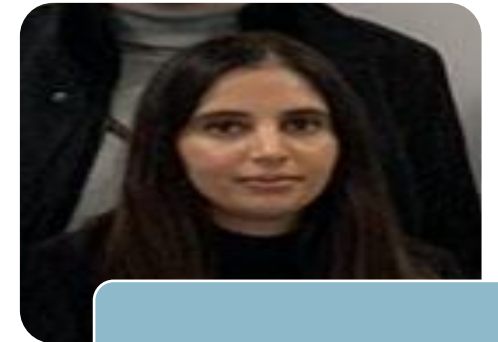
Amanda Seller
DAA Bartlett, Arts &
Humanities, Social &
Historical Sci



TBC
DAA Population Health
Sciences, Life Sciences,
MAPS

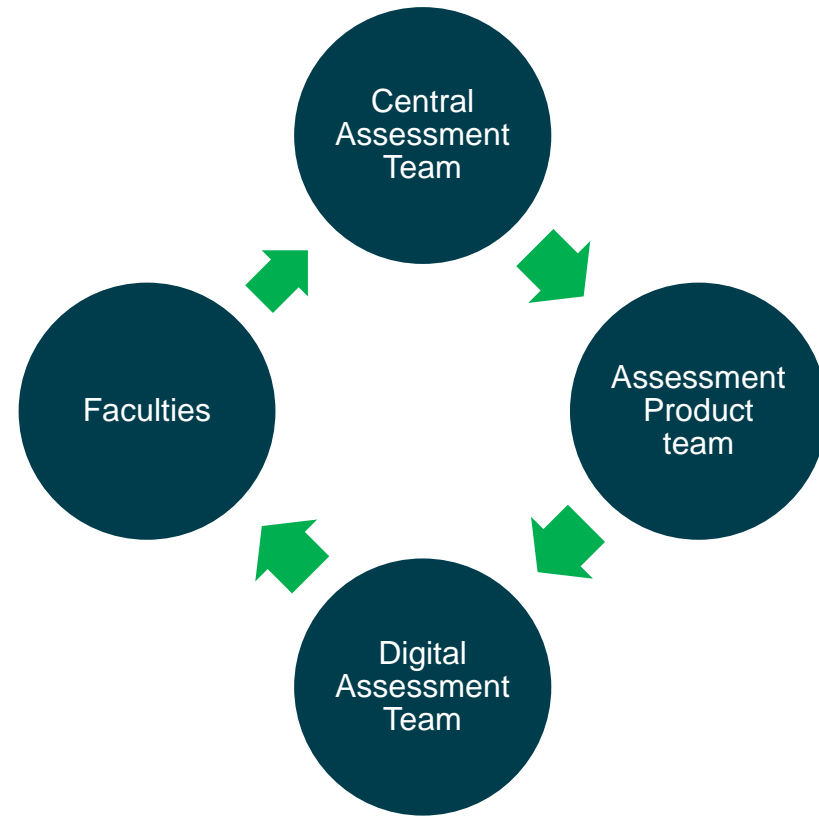


John Spittles
Senior Learning Technologist



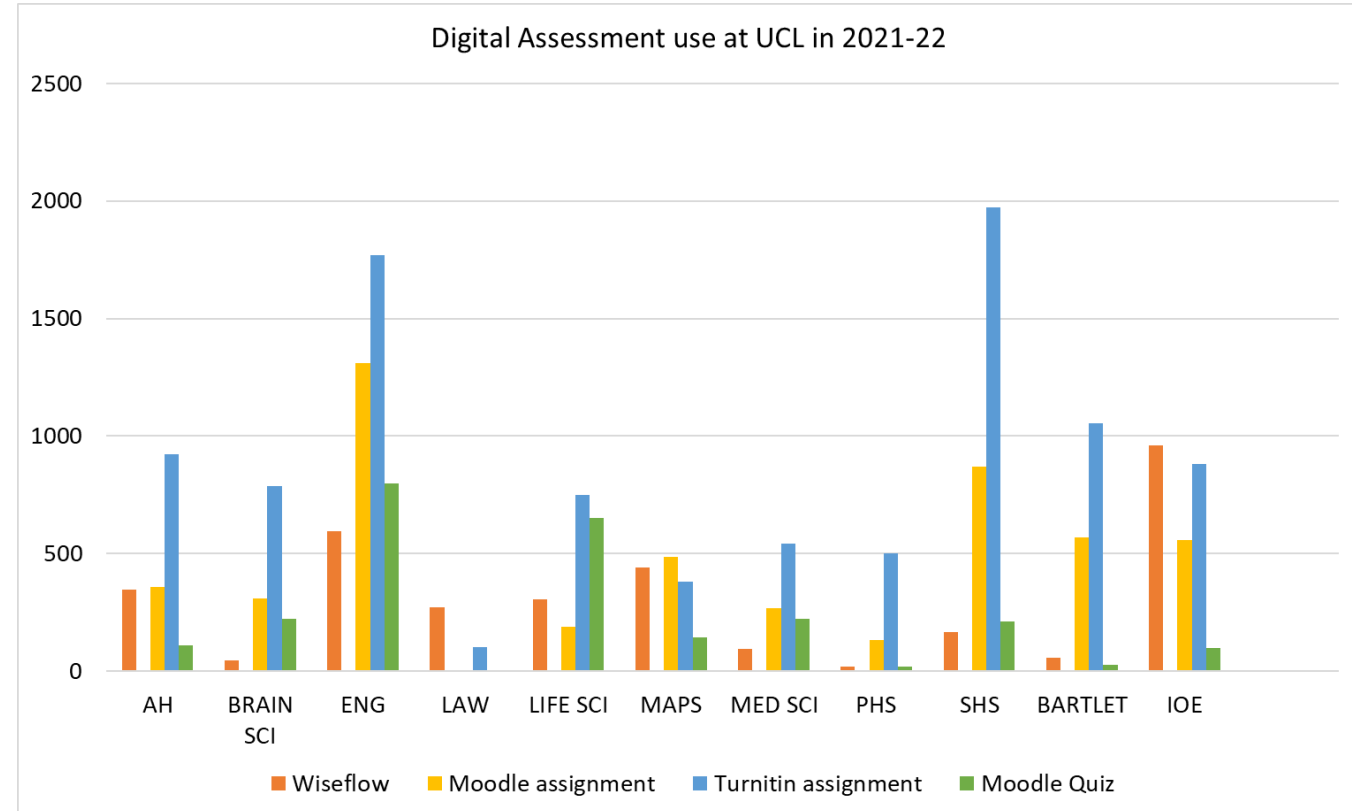
Nadia Hussain
Learning Technologist

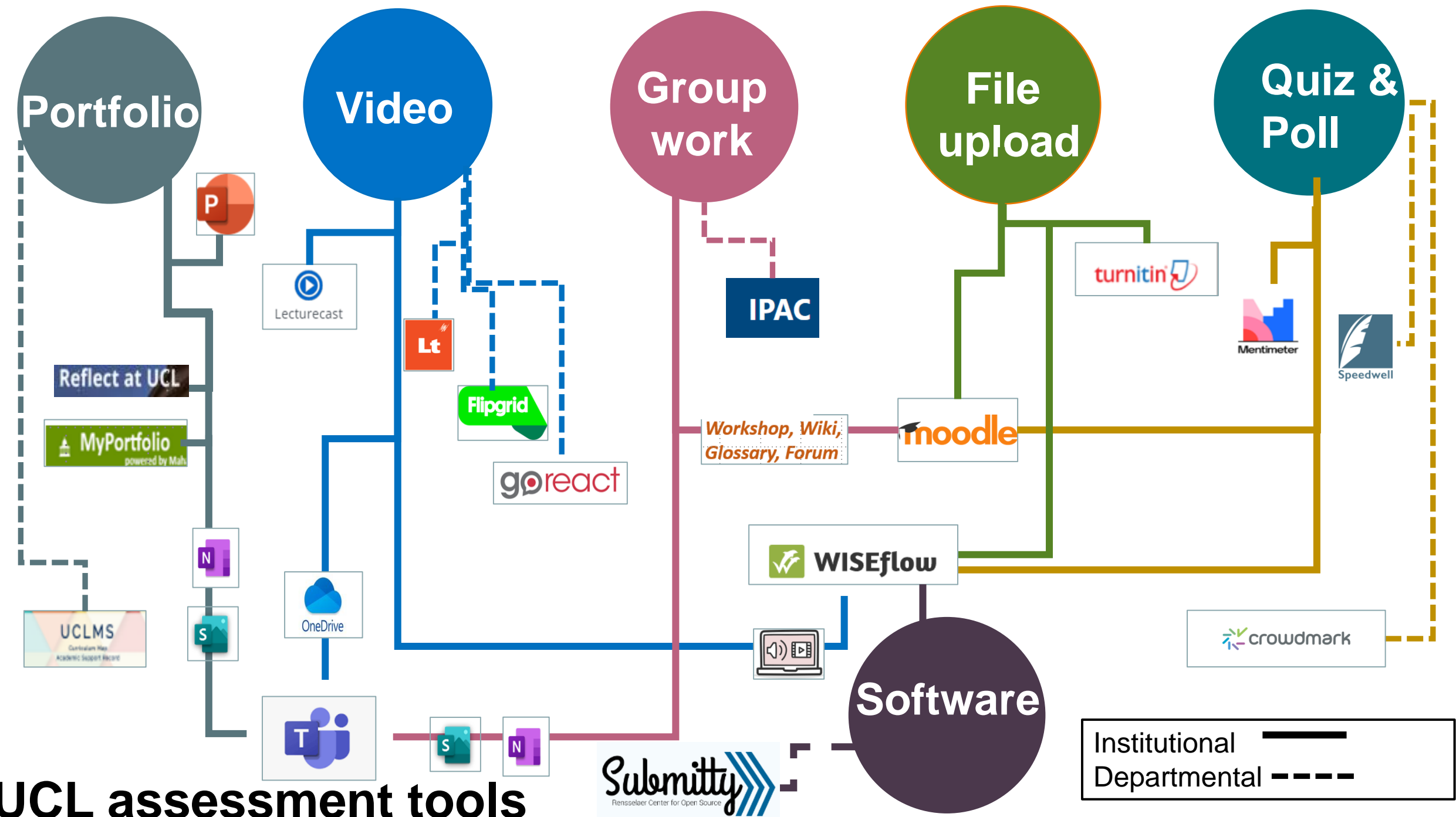
Team working



Landscape reports for Faculties

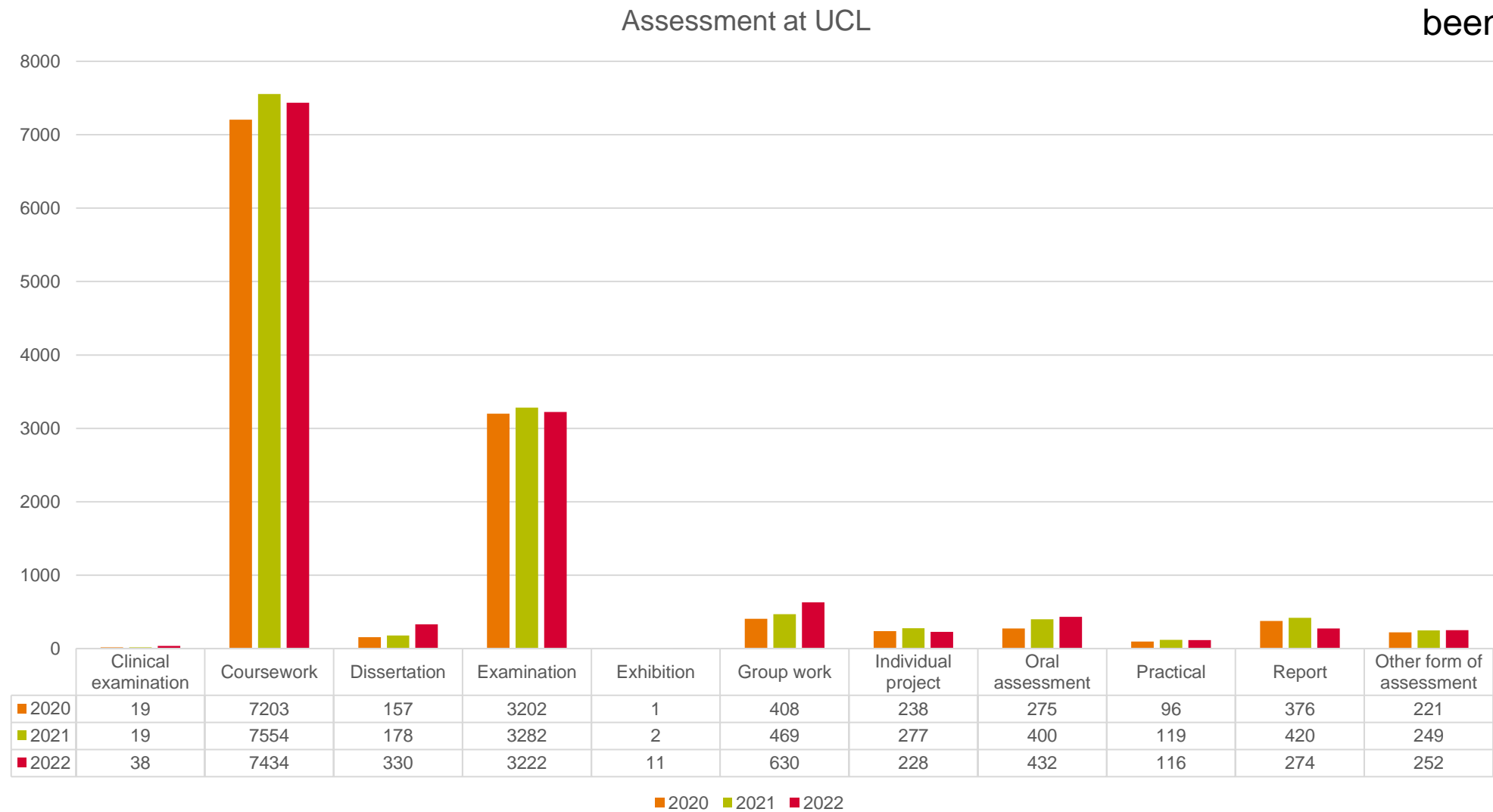
- Comparison of platforms
- All 11 faculties
- In collaboration with academic staff, administrative staff and users





Assessment types at UCL

Note: Some categories have been collated



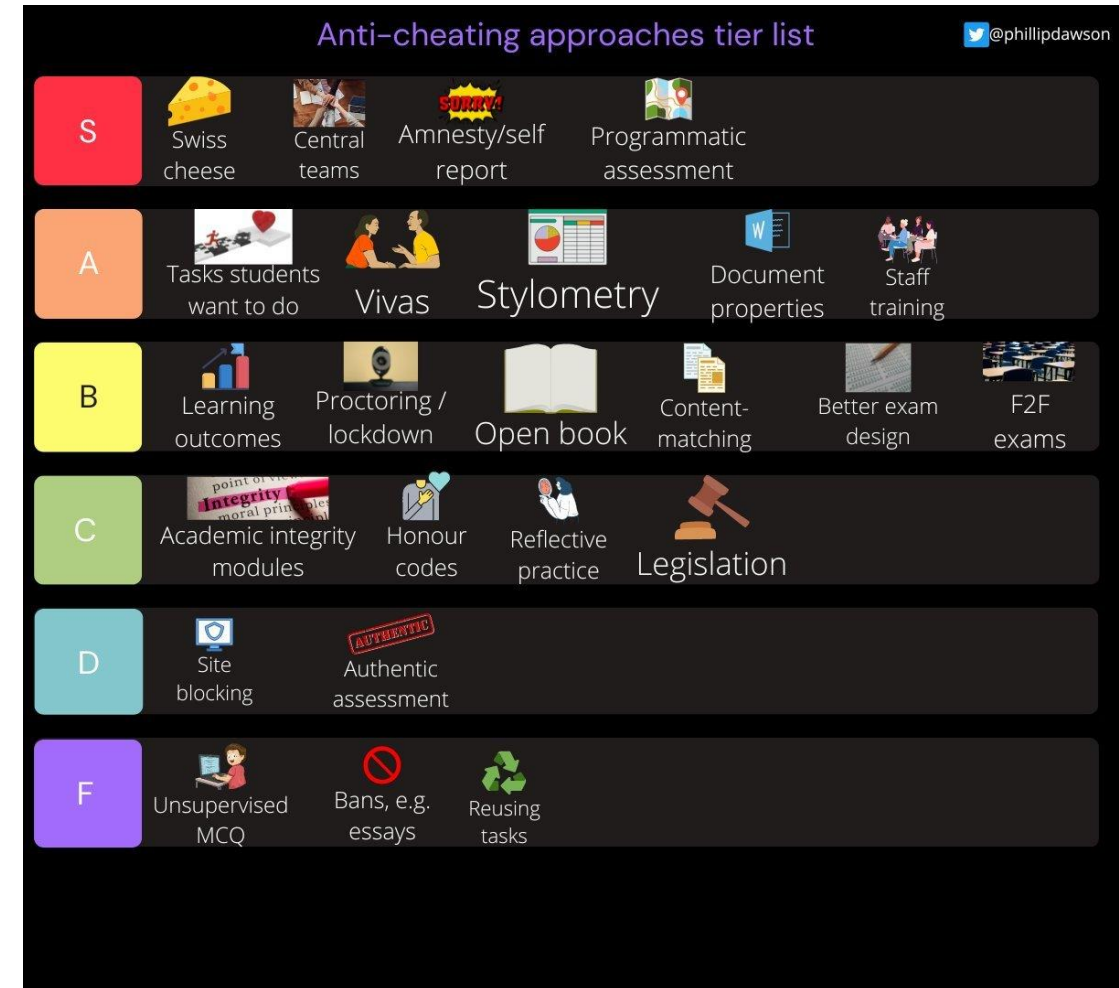
Impact of AI

Assessment redesign



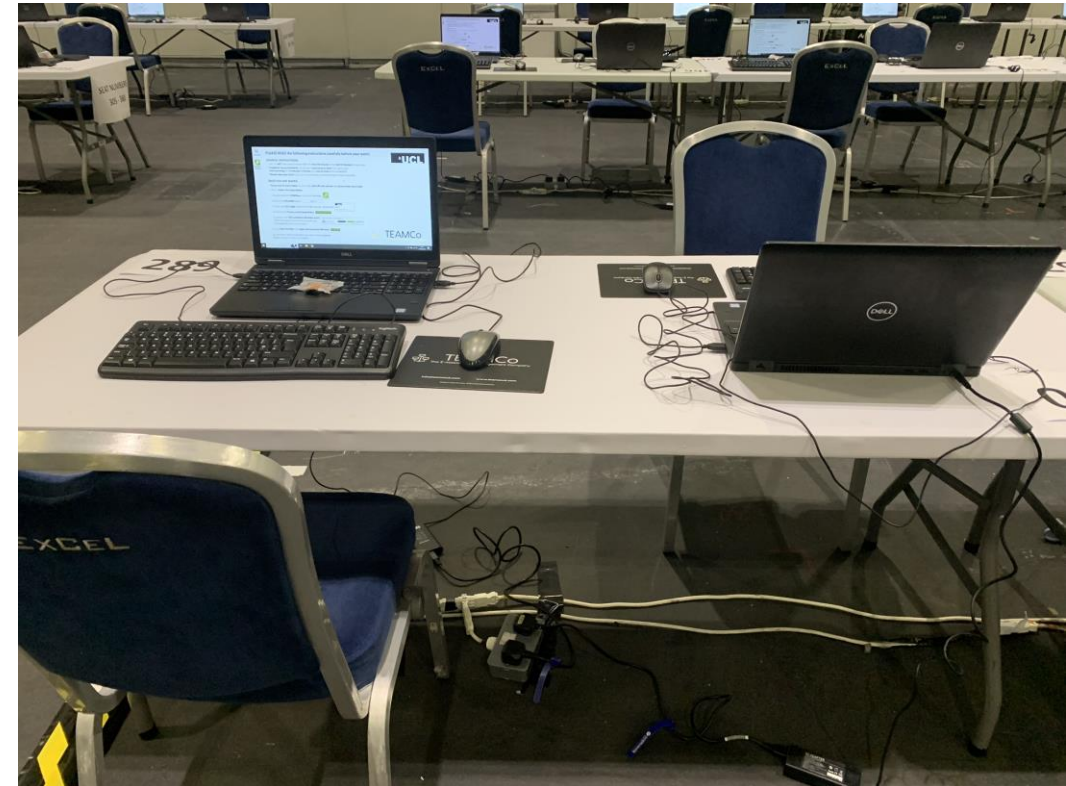
Academic Integrity

- 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



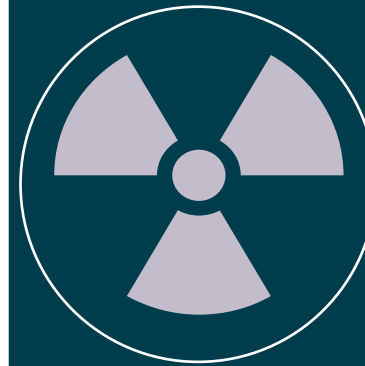
FlowLock assessment

- 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



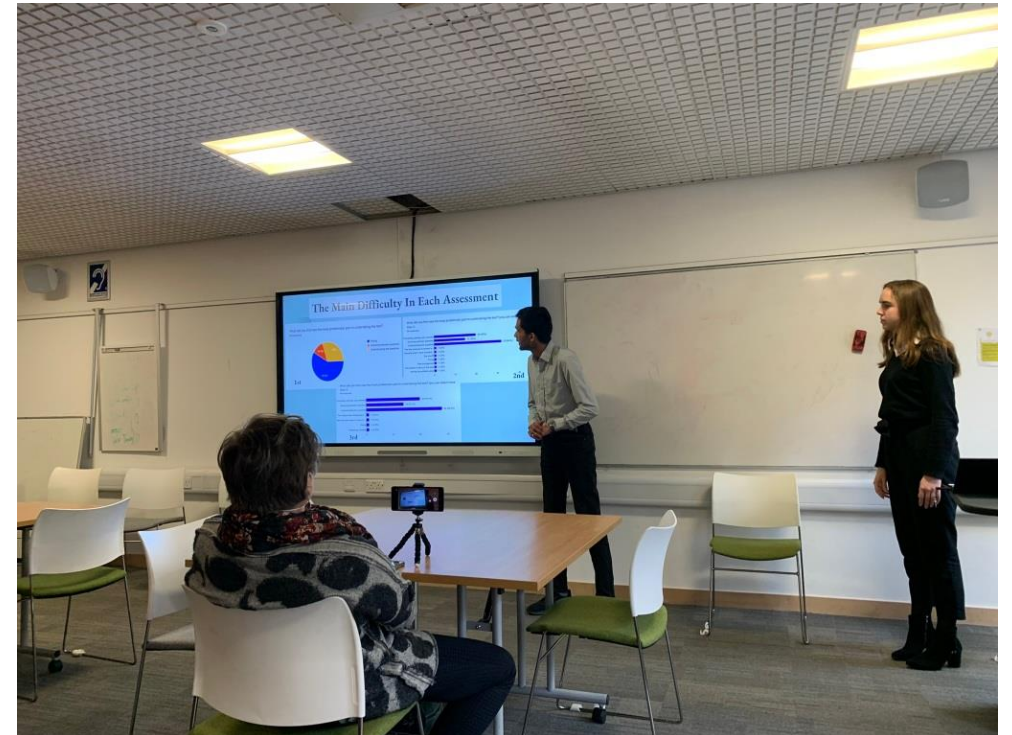
Staff and student perspectives

- Managing expectations
- Support and guidance
- Feedback collection
- Invigilator training



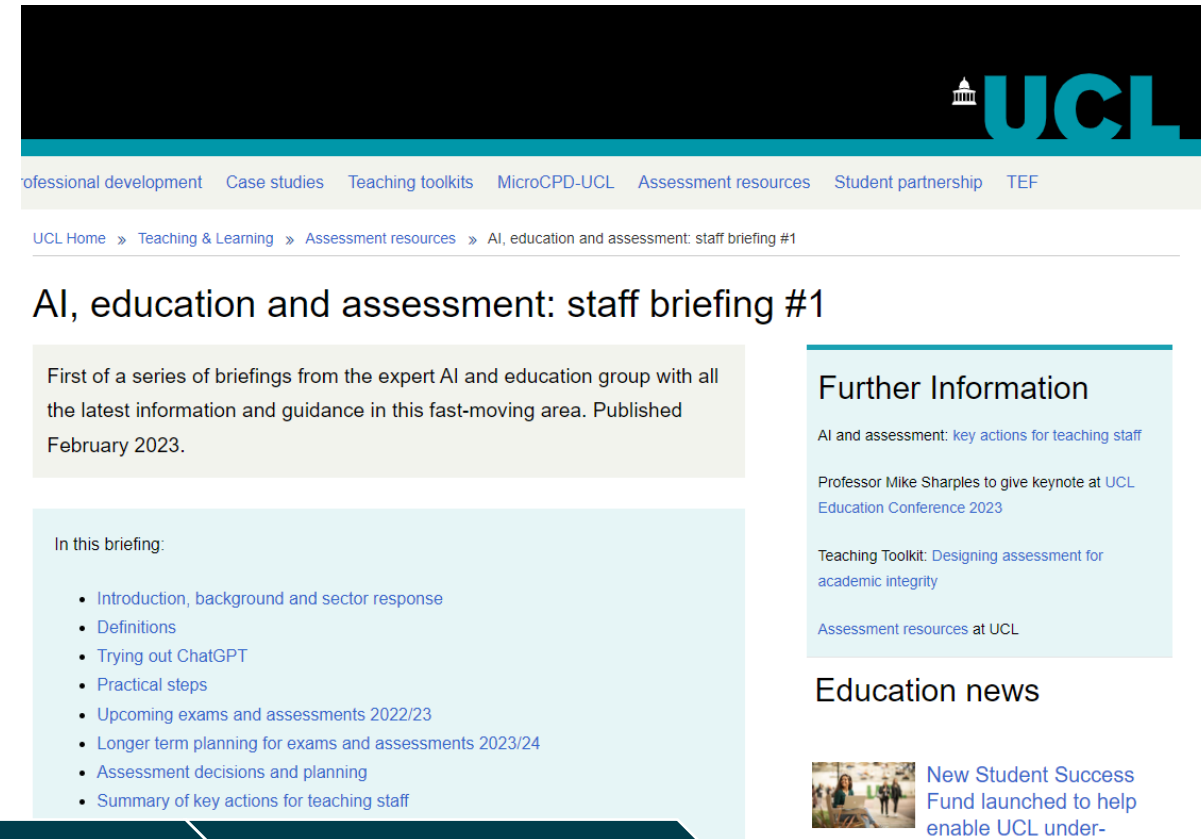
Student partnership and changemaker projects

- 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



The screenshot shows a UCL website page titled "AI, education and assessment: staff briefing #1". The page includes a navigation bar with links such as "Professional development", "Case studies", "Teaching toolkits", "MicroCPD-UCL", "Assessment resources", "Student partnership", and "TEF". The main content area features a brief introduction to the series of briefings, a list of topics covered in the briefing (Introduction, Definitions, ChatGPT, Practical steps, etc.), and a sidebar with "Further Information" and "Education news".

AI, education and assessment: staff briefing #1

First of a series of briefings from the expert AI and education group with all the latest information and guidance in this fast-moving area. Published February 2023.


In this briefing:

- Introduction, background and sector response
- Definitions
- Trying out ChatGPT
- Practical steps
- Upcoming exams and assessments 2022/23
- Longer term planning for exams and assessments 2023/24
- Assessment decisions and planning
- Summary of key actions for teaching staff

Further Information

- AI and assessment: [key actions for teaching staff](#)
- Professor Mike Sharples to give keynote at [UCL Education Conference 2023](#)
- Teaching Toolkit: [Designing assessment for academic integrity](#)
- [Assessment resources at UCL](#)

Education news

-  [New Student Success Fund launched to help enable UCL under-](#)

Academic skills

Assessment
design

Policy
development

Opportunities

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



Education Framework consultation

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.

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

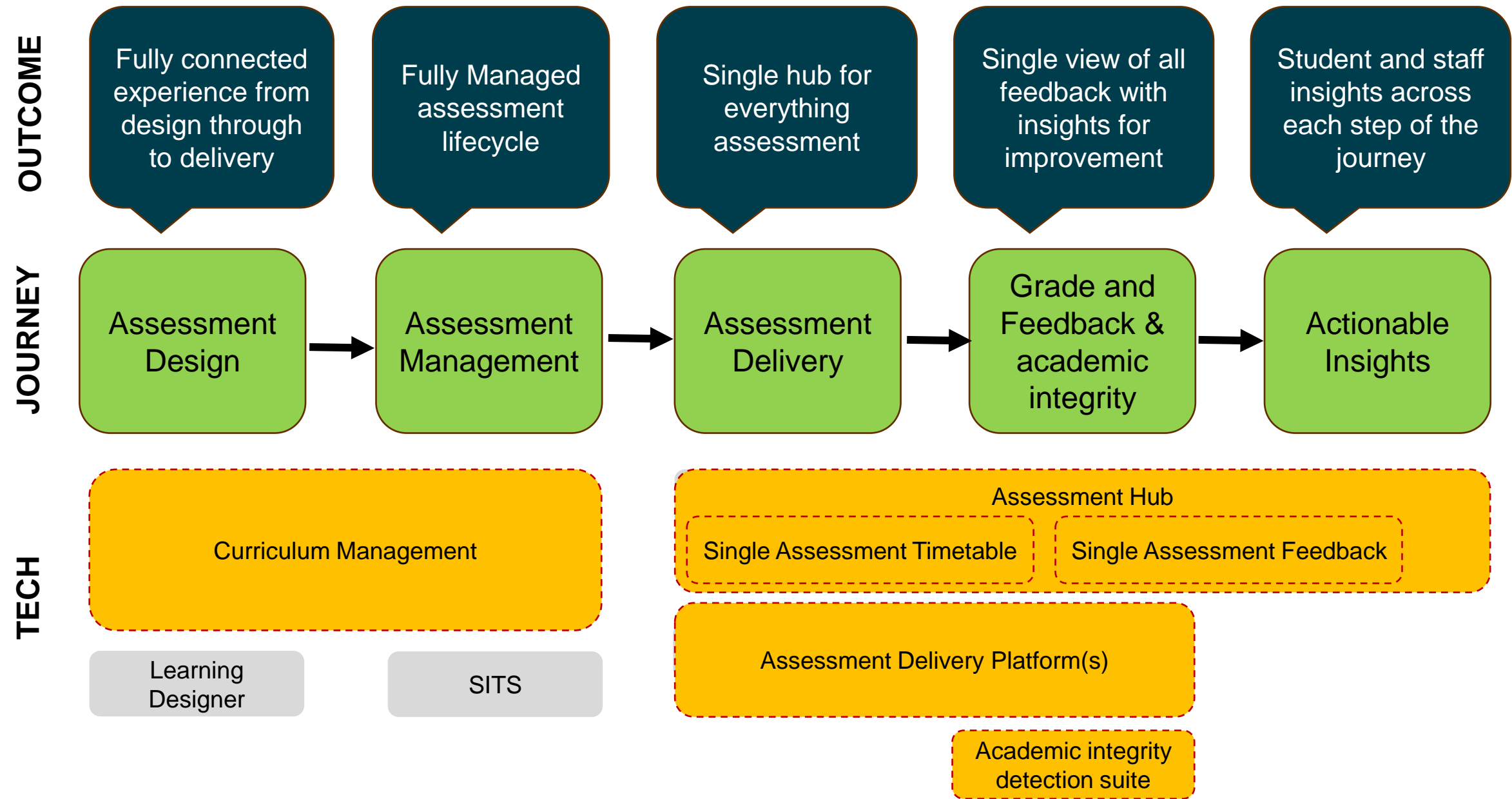
Proliferation of Authentic
Assessments

4

Improve the tutor
experience

Connected end to end
experience

Intuitive and supportive
environment



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

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- **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

- **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

- **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

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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

3372 2117

Find your Jisc relationship manager
[ji.sc/ contact-relationship-manager](https://ji.sc/contact-relationship-manager)



Rethinking assessment and feedback

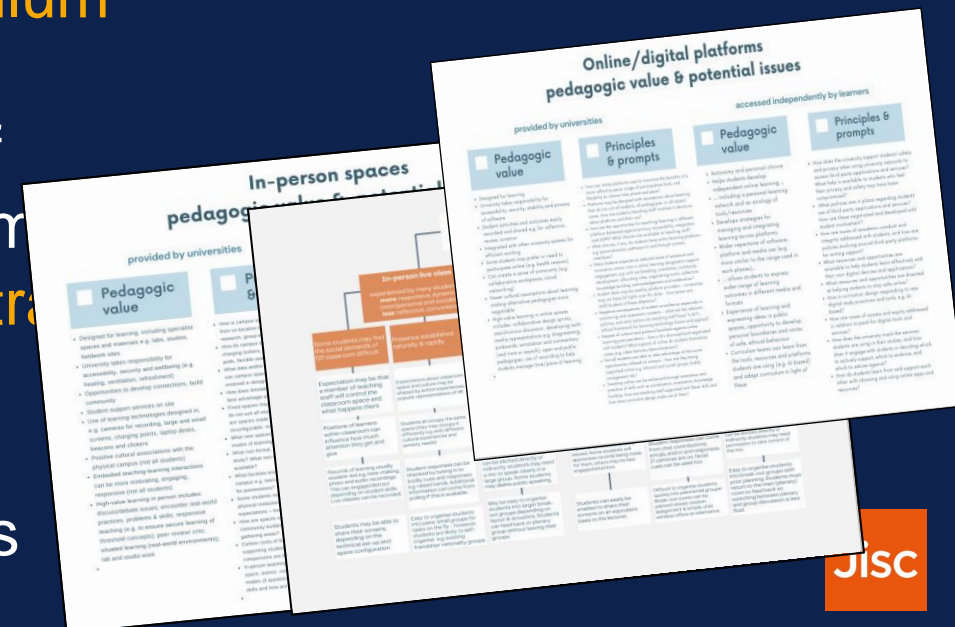
<https://assessment.jiscinvolve.org/>

- 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 platform 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

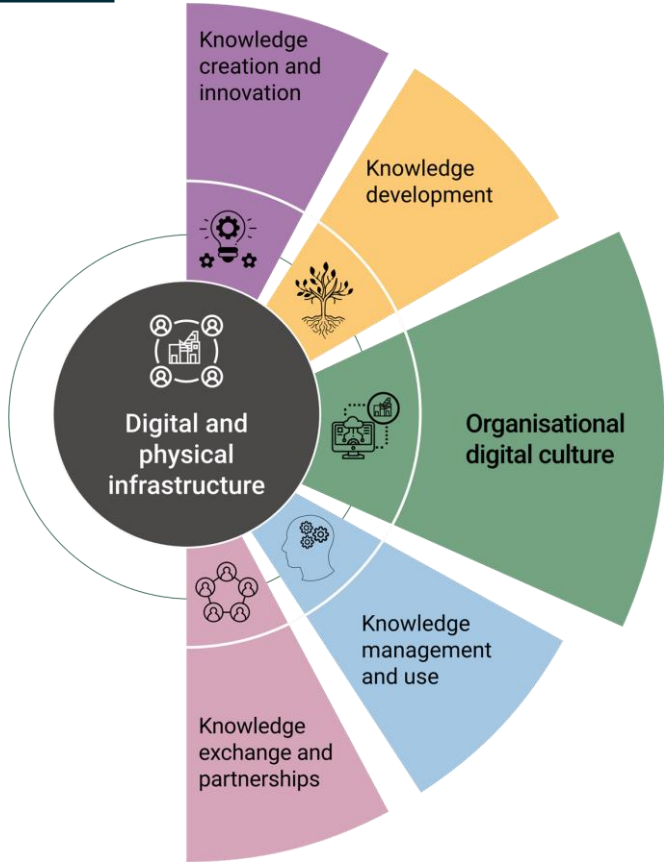
Available from <http://bit.ly/3JVHciT>



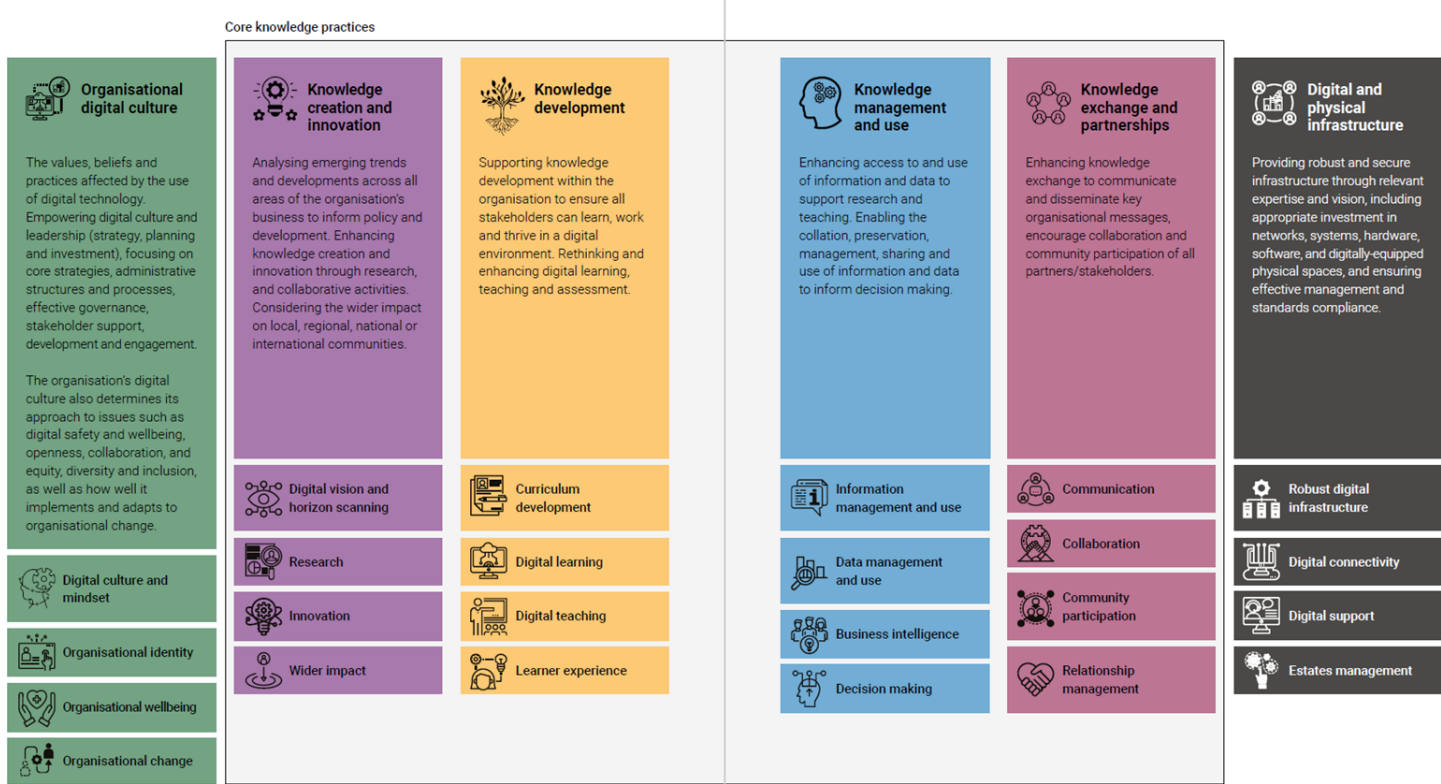
The framework - a structure for digital transformation



Available from ji.sc/digital-transformation-framework



The six elements and their four kev areas of activity




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

Framework for digital transformation		
Broad structure identifying the dimensions or criteria to help organisations achieve digital transformation	Reflects sector priorities and goals	
Maturity model		
Helps organisations assess their level of digital maturity for each dimension and identify areas for improvement.	Organisational baselining and benchmarking against sector priorities	
Action plan/s		
Develop achievable development and action plans for each dimension	Organisational and departmental plans to achieve digital transformation	

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**
- **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

Find out more



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-Northampton](https://ji.sc/DTE-Northampton)



18 July

Developing and implementing a digital strategy

hosted by University of Greenwich

[https://ji.sc/ DTE-Greenwich](https://ji.sc/DTE-Greenwich)



Get in touch....

Sarah Knight

sarah.knight@jisc.ac.uk

[@sarahknight](https://twitter.com/sarahknight)

Simon Birkett

simon.birkett@jisc.ac.uk

[@simonbirkett](https://twitter.com/simonbirkett)

Elizabeth Newall

elizabeth.newall@jisc.ac.uk

[@elizabethnewall](https://twitter.com/elizabethnewall)



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4 Portwall Lane, Bristol, BS1 6NB

T 020 3697 5860

help@jisc.ac.uk

jisc.ac.uk

