Jisc

Submitting

Marking

Feedback

Recording grades

08/06/2016

# Electronic Management of Assessment:
**business processes, system requirements and institutional** capability

# Work programme 2011-1016

» 2011-2014: programme on assessment and feedback - 30 institutions 2200 staff, 6000 students

» 2014: electronic management of assessment (EMA) project

» July 2014: landscape study on EMA published

» Oct 2015: guide to Transforming assessment and feedback with technology

» April 2016: systems & processes guide and work with suppliers
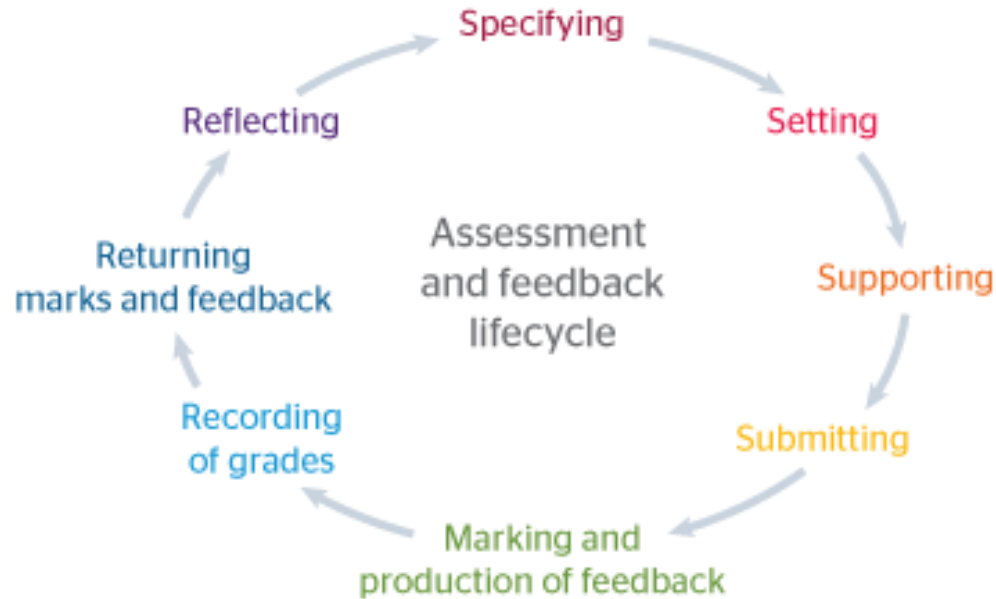
» Coming in 2016: Self-assessment tool

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## Assessment and feedback (2012)

› Highly devolved responsibility and inconsistent practices

› Lack of developmental focus

› Traditional practices dominate

› Timeliness, quality and consistency of feedback

› Learner in passive role

› Lack of relevance to world of work

## EMA (2014)

» Nuanced responses but broad trends visible

» Localised initiatives but beginning to scale up

» System integration is a key problem area

» EMA exposes variability in business processes

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Specifying

Reflecting

Setting

Returning
marks and feedback

Assessment
and feedback
lifecycle

Supporting

Recording
of grades

Submitting

Marking and
production of feedback

Adapted from an original by Manchester Metropolitan University: EUNIS Elite Award winners 2014      CC BY-NC-SA
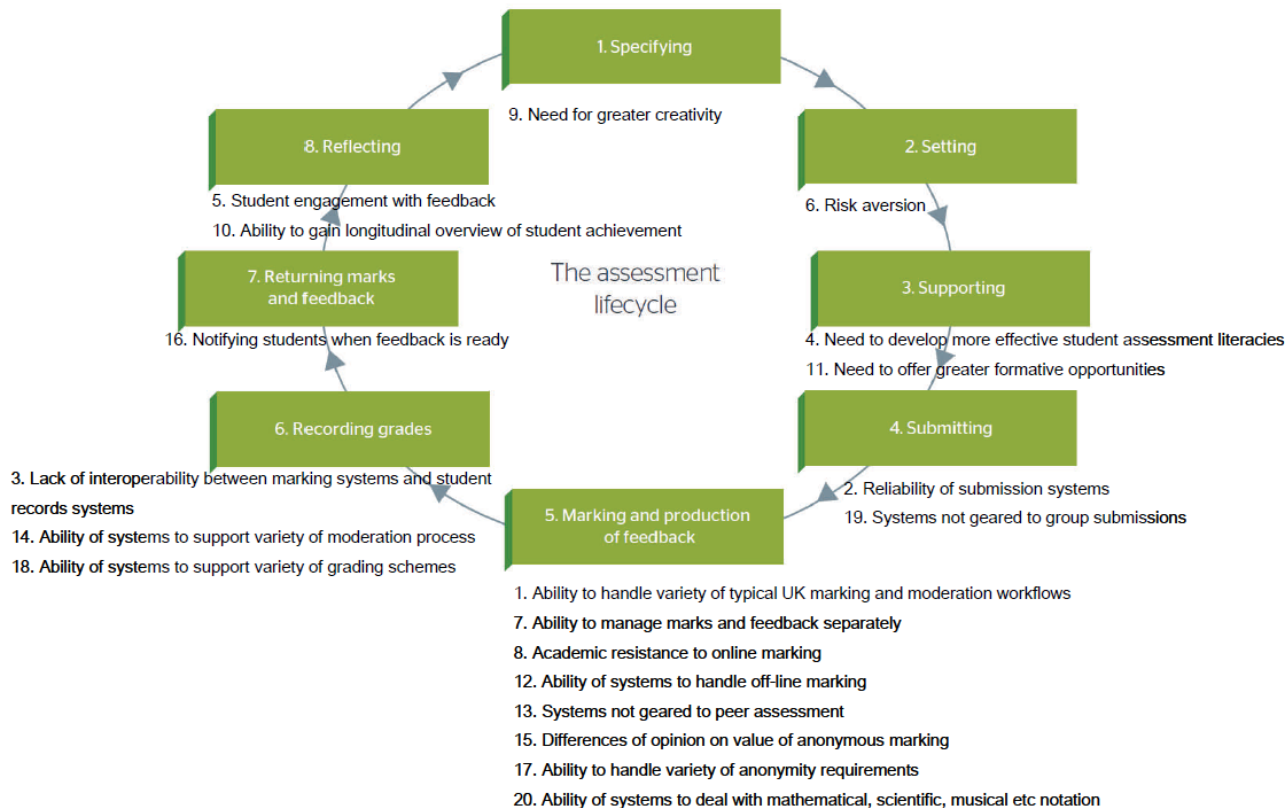
» Simple academic model

» Enables mapping of business processes and technologies

» Stimulates cross-functional conversation

» Widely used in UK and by colleagues across Europe

» We also looked at Norwegian project to develop process maps defining steps to move from current practice to future state that cuts out unnecessary manual actions.
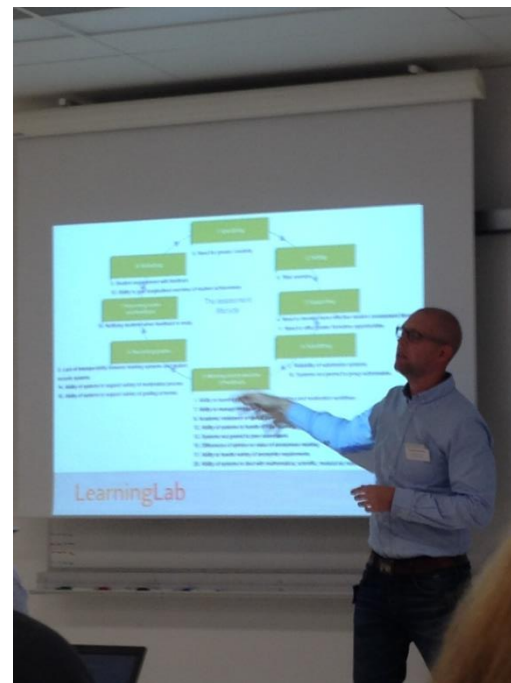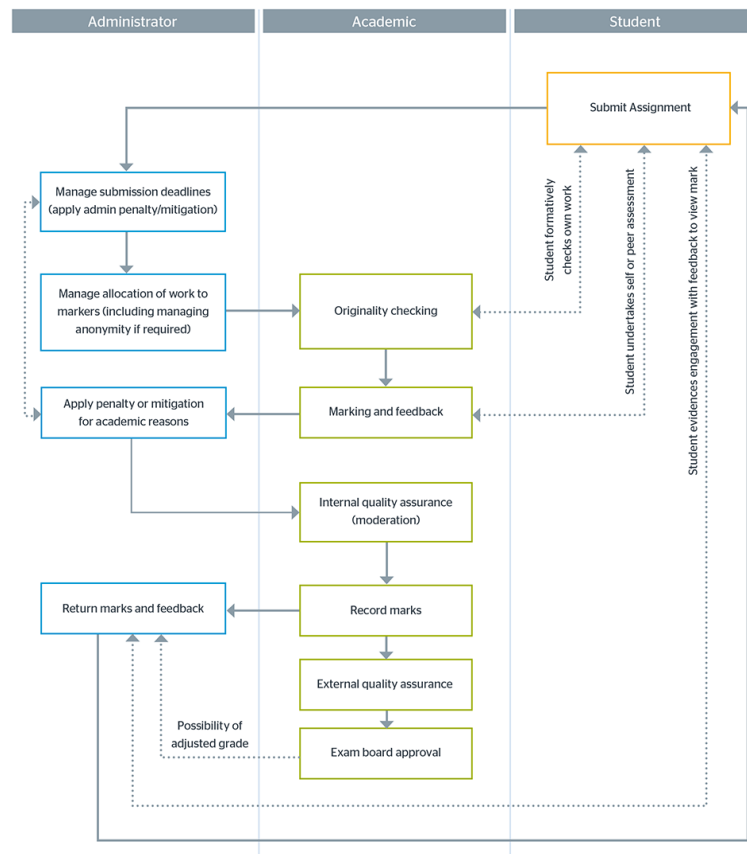


Lifecycle model in use during workshop in Norway

» Lots of local variation

» Only 12% of universities have 'highly standardised' processes

» Different interpretations of policy

» Variation hidden till EMA tried

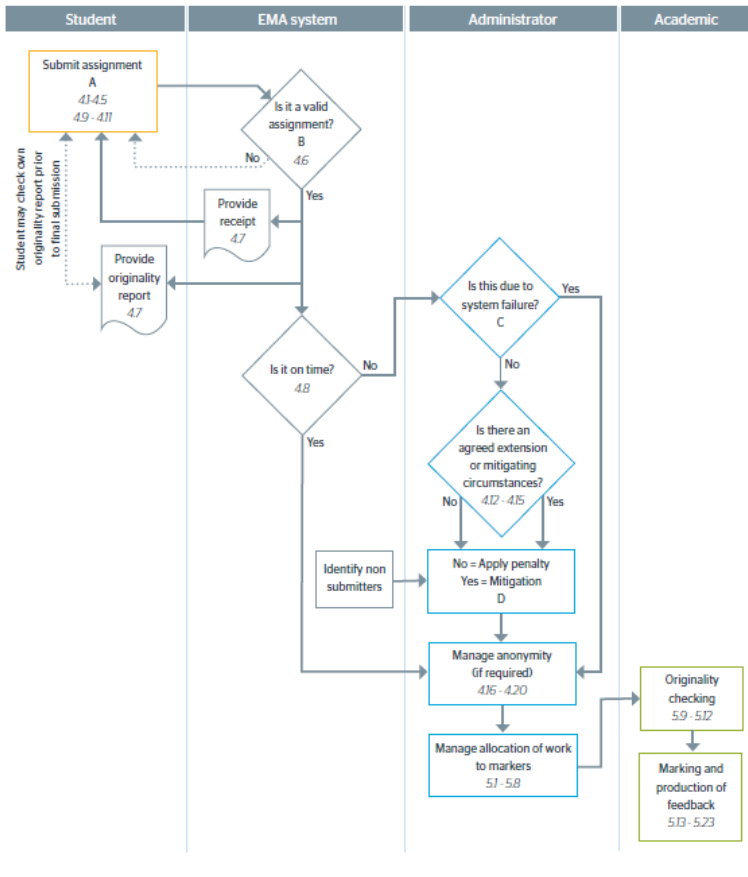**Simple model to prompt process review:**

» Are you doing additional tasks - if so, why?

» Are the tasks being done by the right people eg do you have academic staff undertaking administrative duties that do not require academic judgement?

» Do you have systems that could carry out some of the tasks you are doing manually?

» Do you have multiple ways of performing the same task - if so, why?

| Student | EMA system | Administrator | Academic |
|---|---|---|---|

Submit assignment
A
4.1-4.5
4.9 - 4.11

Student may check own originality report prior to final submission

Is it a valid assignment?
B
4.6

No / Yes

Provide receipt
4.7

Provide originality report
4.7

Is this due to system failure?
C

Yes / No

Is it on time?
4.8

No / Yes

Is there an agreed extension or mitigating circumstances?
4.12 - 4.15

No / Yes

Identify non submitters

No = Apply penalty
Yes = Mitigation
D

Manage anonymity (if required)
4.16 - 4.20

Manage allocation of work to markers
5.1 - 5.8

Originality checking
5.9 - 5.12

Marking and production of feedback
5.13 - 5.23

» Generic process descriptions facilitated clear definition of system requirements

» Requirements validated with UCISA

» Suppliers responded to requirements using a standard template

## System Requirements

| | |
|---|---|
| 4.1 | Ability to handle multiple file types. |
| 4.2 | Ability to restrict submission to specific pre-determined file type(s). |
| 4.3 | Multiple file upload per assignment. |
| 4.4 | Ability to record details of assignments where there is not a submitted 'artefact'. |
| 4.5 | Ability to handle files of required size - including audio/video submissions. |
| 4.6 | Ability to validate that the submission is actually a file that can be opened and marked. |
| 4.7 | Receipting acknowledging successful submission. |
| 4.8 | Ability to set notifications (alerts) of submissions. |
| 4.9 | Ability to handle submission of group work by multiple authors. |
| 4.10 | Ability to accept bulk upload of submissions in order to manage data flows at peak times. |

| | |
|---|---|
| 5.4 | Notifications for markers e.g. available for marking/deadlines/late submissions. |
| 5.5 | Second marking: (a) separate and dedicated spaces for 1st and 2nd marker to record comments and different grades; (b) ability to reconcile grades while audit trail is retained; c) ability to display separate or reconciled grades as required to students. |
| 5.6 | Ability to deliver either blind or open 2nd marking. |
| 5.7 | Security against overwriting another marker's comments and/or mark. |
| 5.8 | Ability to handle either parallel or sequential 2nd marking. |
| 5.9 | Ability to determine when assignment has been submitted for text matching check. |
| 5.10 | Ability to support checking of multiple drafts as well as final submission. |

# Supplier comparisons



| | Product Type [indication of the primary function of the system] | Assessment platforms and other assessment related systems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Supplier Name** | Coelrind Ltd | DRIEAM | Inspera AS | LiveText | PebblePad | Tata Consultancy Services | Turnitin | Prioinfocenter AB | UNIwise | Xebic |
| | **Product Name** | XAMS | Feedpulse (*App for use with LMS*) | Inspera Assessment | LiveText | Atlas | TCS iON iON 6 | Turnitin | URKUND | WISEflow | Gradework |

## General Requirements

| Item ref | Requirement | Coelrind Ltd XAMS | DRIEAM Feedpulse | Inspera AS Inspera Assessment | LiveText LiveText | PebblePad Atlas | TCS iON 6 | Turnitin Turnitin | Prioinfocenter AB URKUND | UNIwise WISEflow | Xebic Gradework |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Integration with: - student information system - programme/module information - staff database | Yes | No | Yes | Yes | Yes | Yes | Partially | Partially | Yes | Yes |
| | Ability to interoperate with assistive technologies at all stages of the process. | Partially | No response | Yes | Yes | Partially | No response | Partially | Partially | Partially | Partially |
| | Process overview interface giving ability to identify which stage in the process each student submission has reached. | Yes | Yes | Yes | Yes | Yes | No response | Partially | Yes | Yes | Yes |
| | Repository of documents to comply with data retention requirements. | Yes | Yes | Partially | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| | Audit trail of any changes that could potentially occur from anyone having access to the system. | Yes | Yes | Yes | Yes | Yes | Yes | Partially | Yes | Yes | Yes |

## Lifecycle stage 4: Submitting

| Item ref | Requirement | Coelrind Ltd XAMS | DRIEAM Feedpulse | Inspera AS Inspera Assessment | LiveText LiveText | PebblePad Atlas | TCS iON 6 | Turnitin Turnitin | Prioinfocenter AB URKUND | UNIwise WISEflow | Xebic Gradework |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 4.1 | Ability to handle multiple file types. | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 4.2 | Ability to restrict submission to specific pre-determined file type(s). | Yes | No | Yes | Yes | Yes | No | No | No | Yes | Yes |
| 4.3 | Multiple file upload per assignment. | Yes | No | Yes | Yes | Yes | Yes | Partially | Yes | Yes | Yes |
| 4.4 | Ability to record details of assignments where there is not a submitted 'artefact'. | Yes | No | Yes | Yes | No | Yes | Yes | No | Yes | Yes |
| 4.5 | Ability to handle files of required size - including audio/video submissions. | Yes | No | Yes | Yes | Yes | Partially | Yes | Partially | Yes | Yes |
| 4.6 | Ability to validate that the submission is actually a file that can be opened and marked. | Yes | No | Yes | Yes | Yes | No response | Yes | Yes | Yes | Yes |
| 4.7 | Receipting acknowledging successful submission. | Yes | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 4.8 | Ability to set notifications (alerts) of submissions. | Yes | No | Yes | Yes | Yes | Yes | In progress | Yes | Yes | Yes |
| 4.9 | Ability to handle submission of group work by multiple authors. | Yes | No | Yes | Yes | Yes | No | No | Yes | Yes | Yes |
| 4.10 | Ability to accept bulk upload of submissions in order to manage data flows at peak times. | Yes | No | Yes | Yes | Yes | No response | Yes | Yes | Yes | Yes |
| 4.11 | Ability to handle submission of multiple drafts and final submission for same assignment. | Yes | No | Partially | Yes | Yes | No | Yes | Yes | Yes | Partially |

Arose from demand for benchmarking.

Measures against:

» Strategy and policy

» Curriculum data

» Processes and working practices

» Technology

» Culture

» Student Experience

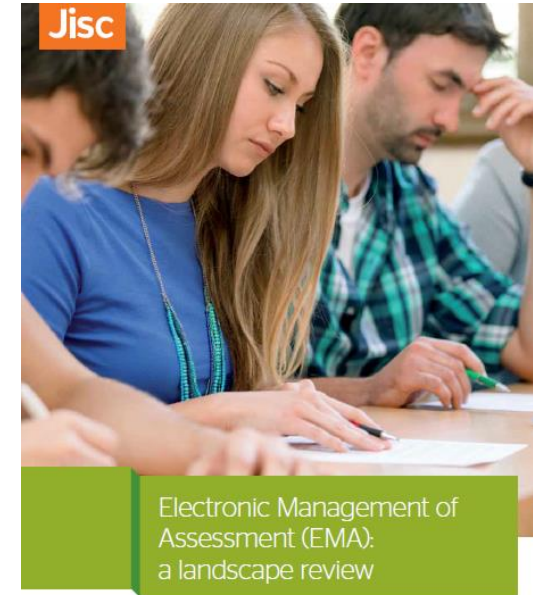## Culture

**How do your academic staff view e-submission?**

○ Staff see the benefits and are enthusiatic

○ Most staff see the benefits and are enthusiatic but a few are resistant

○ There are very mixed views

○ Many staff are resistant to this aspect of EMA

○ Most staff are resistant to adopting this practice at all

**How do your academic staff view e-feedback?**

○ Staff see the benefits and are enthusiatic

○ Most staff see the benefits and are enthusiatic but a few are resistant

○ There are very mixed views

○ Many staff are resistant to this aspect of EMA

○ Most staff are resistant to adopting this practice at all

**How do your academic staff view e-marking?**

○ Staff see the benefits and are enthusiatic

○ Most staff see the benefits and are enthusiatic but a few are resistant

○ There are very mixed views

○ Many staff are resistant to this aspect of EMA

○ Most staff are resistant to adopting this practice at all

| | |
|---|---|
| **Researching** | At an early stage of EMA. You do not seem to have a comprehensive view of institutional activity overall: policy, process and systems seem fragmented. Ensure you have senior management support to undertake further investigation. Find the areas of good practice you can build on. Start by defining your educational principles. |
| **Exploring** | You are probably aware of pockets of good practice but have not really begun to try to scale this up. You will need to be clear about expected benefits in order to effect the cultural change needed. |
| **Embedding** | You are at a tipping point where fairly widespread experimentation is close to becoming mainstream practice. A key issue will be ensuring that business processes are sufficiently consistent to support a more holistic approach. |
| **Enhancing** | You probably are already supporting the core of the assessment and feedback lifecycle with technology and looking to fill gaps and find more elegant solutions to existing workarounds. |
| **Pioneering** | You are looking to go beyond automation, standardisation and efficiency gains to ensuring that EMA has a truly transformative impact on learning and teaching in your institution. Your institution is probably a provider of many of the resources in our toolkit but we hope we can still provide some inspiration and support. |

» Landscape report available from:
bit.ly/jisc-ema

» Transforming assessment and feedback with technology:
https://www.jisc.ac.uk/guides/transforming-assessment-and-feedback

» EMA processes and system guide:
https://www.jisc.ac.uk/guides/electronic-management-of-assessment-processes-and-systems

» **Supplier responses to system requirements:**
https://ema.jiscinvolve.org/wp/2016/02/24/supplier-responses-to-uk-he-ema-system-requirements/



Electronic Management of Assessment (EMA): a landscape review

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