Assessment journey: a programme to provide a seamless and improved assessment experience for staff and students

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Assessment Journey: a programme to provide a seamless and improved assessment experience for staff and students

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About this session

By the end of this session, participants will:

– learn how the Assessment Journey Programme at Sheffield Hallam University is delivering a seamless and improved assessment experience
– discover how Blackboard solutions are being exploited to implement the technological future state for online management of assessment
– consider the challenges faced when implementing an ‘assessment journey’ to enhance the educational experience and improve institutional effectiveness of assessment
About Sheffield Hallam University

• 6th largest university in the UK
• Over 31,500 students (24,600 undergraduate and 6,900 postgraduate students)
• Over 2,150 academic staff
• 4 teaching faculties covering 18 academic departments
Assessment Journey Programme

- Supports the University Strategy by delivering a consistent, seamless and improved assessment experience for students and staff supported by efficient and integrated processes and systems

- Will provide a joined-up, end-to-end assessment lifecycle, supported by the use of technology, to:
  - deliver clear and accessible guidance and information around assessment design, marking and feedback
  - provide a student course-wide view of upcoming, and results of completed, assessments (assessment portal)
  - submit, and receipt the submission of, coursework online
  - publish feedback and grades online
  - deliver an integrated model for single mark entry

- Delivered over 3 years

- Two main projects: Assessment Design and Delivery (ADD); and Online Management of Assessment (OMA)
Assessment vision and lifecycle

- Assessment is recognised as an integral part of the University strategy
- Assessments are designed around clear learner focused principles
- Expectations for assessment are clearly set around what is required, how work will be assessed and when this will be submitted
- The assessment experience for students and staff is clear and coherent, providing integrated processes and one point of access for assessment related information
- Students will primarily submit work online and will have access to all feedback and their marks, online from a single point of access
- Feedback tools and resources are made available that support staff to generate useful feedback for students quickly and consistently
- Marking criteria and practice is clear, fair and transparent
- Assessment processes are effective and efficient and activities are automated as far as possible
- There is single mark entry and a single authoritative data source for marks and assessment data
- Systems and processes should be intuitive and guide students, academic and professional services staff through the entire assessment cycle

Lifecycle adapted from, and attributed to, JISC and Manchester Met
Timescales for implementation

**Academic Year 2015/16**
Formal introduction of the Assessment Design and Delivery Framework across the University: this will be implemented in advance of any formal policy on online submission and feedback to enable staff to align assessment practice with the framework's guidance and move towards managing assessment online.

**Academic Year 2016/17**
Implement online management of assessment including submission and feedback to levels 4 and 7 (plus existing/early adopters for levels 5 and 6).

**Academic Year 2017/18**
Implement to all other levels.
One programme, two projects

*It is clear that the programme should consider the pedagogic perspective of assessment design and delivery as well as the system and process elements of assessment change. To do this and consider the holistic assessment lifecycle, the programme will deliver two mains strands of change: transitional technological change supporting the University to move towards a consistent model of online management of assessment, in parallel with work on assessment design, practice and delivery. To be successful, the balance between these two strands is a key consideration*

*Excerpt from the Assessment Journey Programme business case:
The Projects - Assessment Design and Delivery (ADD)

• The Assessment Design and Delivery Project will deliver:
  – an ‘Assessment Essentials’ framework for staff to assist in the effective design and delivery of assessment, illustrated with case studies – [http://go.shu.ac.uk/assessmentessentials](http://go.shu.ac.uk/assessmentessentials)
  – an ‘Assessment4Students’ framework for students providing guidance on assessment design, submission and feedback on work
  – Case studies
  – Engagement with staff
The Projects - Online Management of Assessment (OMA)

• The Online Management of Assessment Project will deliver:
  – deliver the policy, process and technology to provide an integrated model to support online submission, marking and feedback, and online mark entry and systematic updating of the student record system
  – deliver an integrated assessment scheduling and diary system to communicate assessment deadlines and extensions, and a single ‘portal’ for students and staff to access assessment information relating to their areas of study
Assessment lifecycle from an OMA perspective

• Major points of activities:
  – setting up assessment data
  – providing students with an assessment overview
  – submitting work (online where possible)
  – originality checking (e.g. Turnitin/SafeAssign)
  – marking (however lecturers wish to)
  – feedback (online)
  – moderation (online)
  – transfer of marks from Blackboard to SITS
  – reassessment where needed
OMA technical model
Online receipting

- Customised **Advanced Receipting** Building Block
  - student automatically receives email confirmation of submission
  - copies of receipts issued stored in Content Collection

- Delivered quickly, summer 2015

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**Sheffield Hallam University**

Thank you. Your submission has been received. We have recorded the following details:

Name: Stuart HEPPLESTONE_PreviewUser  
Module: ONLINE MANAGEMENT OF ASSESSMENT TEST SITE (2014/15) 00-Z-50323-20145  
Assignment: Submit your work here  
Date of submission: 14/07/15 09:16  
Submission ID: _S068388_1

This submission contained the following attached files:

- 4th Assessment in Higher Education Conference.docx of size 17 KB

Please do not reply to this e-mail - for any queries on this submission please contact your Module Leader - module-leader@shu.ac.uk

If the Module Leader is unavailable, please contact your relevant Faculty Helpdesk with any enquiries.  
Faculty Helpdesk contact details

This email receipt is automatically generated from an email address that is not monitored. A copy of this receipt has also been saved to the Blackboard site and is accessible by your module teaching staff.
Print to mark

• next business day print and delivery service provided for academic staff who do not wish to read student work on-screen
• uses Grade Centre-generated **Assignment File Download** zip file
• the academic submits the zip file in a form that goes to the Print Unit
• the .txt files in the zip file is used as a cover sheet

![Print request form](image)
Integrated text-matching

- some desire for all text-based submissions to be checked for originality
- piloting SafeAssign to enable a single point of submission and access to originality reports at the point of marking

Katherine.

E. Davies

'The Bolshevik attempt to emancipate women was genuine and far-reaching.' Discuss with reference to the years 1918–36.

1918 to 1936 was a period of great change for Soviet women, who became the specific focus of state policy and ideology like never before. National priorities, legislation and public attitudes transformed the lives of women in the years following the Revolution, and again after Stalin’s succession. The Leninist era witnessed major legislative and cultural attempts to emancipate the female constituency, but the extent to which these were successful and extensive is contested. Stalin’s regime was also a major turning point as state priorities shifted. In England in 2015, 64% of women aged 34-44 and 77% of women aged 45-54 were classified as overweight or obese. Obesity increases the risk of many diseases including breast cancer, type 2 diabetes and heart disease. This age of heavy industrialisation, collectivisation and terror, entailed the mass mobilisation of the female labour force; motivated by economic necessity rather than a sincere desire to improve women’s economic, political and social status.[footnoteRef:1] A contrast is evident between both regimes, when their approach to the women’s question is compared. Additionally, it is essential to question what is meant by women’s...
Media-based submissions

- The norm is for students to submit work online via Blackboard Assignments
- Exploring use of Medial (new Helix) to support submission of media-based assessments and return of media-based feedback
- Challenges around other large file types, non-media
Batch upload of marks and feedback file attachments

- Evaluating Blackboard’s **Marks and Feedback** tool to bulk upload marks and electronic feedback files to the Grade Centre.
Marks transfer from Blackboard to our SIS (Tribal SITS)

- Grades Journey integration models available:
  - LIS 2.0
    - ‘out of the box’ solution to automate creation of grade transfer columns enabling approval and extraction of grades from Blackboard for processing by SITS
  - Enhanced:
    - flat file transfer allows bespoke customisation (e.g. creation of Assignment submission points)
Mark transfer – set up and mapping of columns

- Exploring Blackboard’s Marks Approval and Transfer process to harvest marks from Blackboard into SITS:

  1. **transfer columns** automatically created based on assessment data held in SITS

  2. transfer columns (weighted totals) edited and **grade columns** mapped against them
3. approval and transfer of marks at:

...course level

...assessment/task level...

...or student level

but no indication of the individual marks being approved for extraction
The challenges: Grades Journey LIS 2.0 integration

- merged enrolments (parent/child)
- reassessment - incomplete solution
- linking of mark and transfer columns
- support for non-numerical marks
- manual creation of Assignments, etc.

Via Integration: Students on the main delivery occurrence of a module (i.e. A-M where the Blackboard site is not merged), sitting an assessment for the first time where the assessment data was held in SITS before the transfer column creation process runs.

Manually (If can be identified):
- Marks for students retaking a module
- Marks for students on modules which are supported by being linked to another Blackboard site (such as HND)
- Marks for student assessments that have agreed RRAAs
- Marks for resits or delayed / continuous reassessments
- Marks for assessments which were added to the student records system after the transfer column creation process has run
- Grade only
The challenges: Enhanced/bespoke non-LIS 2.0 solution

- merged enrolments (parent/child)
- continued/delayed reassessment
- linking of mark and transfer columns where nothing set up by integration
- support for non-numerical marks
- more bespoke development potentially for us
### Student view of assessments across the course

#### Your Assessments

This view is a collection of all your module sites' My Grades. If an assessment or grade is not shown in My Grades for the individual module site, it will not appear here. Assessments and grades for organisation sites are not listed.

<table>
<thead>
<tr>
<th>Year</th>
<th>Module</th>
<th>Name</th>
<th>Due Date</th>
<th>Submission</th>
<th>Feedback</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>Environmental Change (12-4111-00L-A-20134)</td>
<td>Task 1: Weighted Average of Assignment One (40%) and Lab Report (60%)</td>
<td></td>
<td></td>
<td></td>
<td>58.60%</td>
</tr>
<tr>
<td>2014/15</td>
<td>Environmental Change (12-4111-00L-A-20134)</td>
<td>Task 2.0 - Exam</td>
<td></td>
<td></td>
<td></td>
<td>64%</td>
</tr>
</tbody>
</table>
Other key developments

• Assessment portal:
  – further building on the student view to incorporate staff

• Offline Receipting:
  – for work that cannot be submitted online to be consistent with receipting of online submissions
  – Blackboard Consulting building for us

• Marking work electronically:
  – student work annotated electronically using Crocodoc or feedback given using Rubrics, alternatively downloaded for generating comments and feedback offline
  – case studies around the options

• External moderation:
  – external examiners to be given access to work and marks through Blackboard
  – deciding level of access to give external examiners

• Reporting
  – are our targets being met?
Thank you. Any questions?

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