EMA Monthly Newsletter- February Edition, 2018

What's Happening?

Programme Overview

The Programme continues to progress well and overall according to schedule and budget, although 2 Workstreams are experiencing some delays due to unavoidable, external factors.

Support for undergraduate mark entry continues, including assistance to enter remaining marks from Autumn term to bring the system up to date as well as providing support for reassessment. Some additional reporting needs have been identified and a Reporting Special Interest Group formed to ensure these are understood against current scope and prioritised for development where appropriate.

Engagement with T&L Deans, SDTLs, and Heads of Schools (run in collaboration with TEL, ADE and the Support Centres) commenced in January and continues until early March in order to agree the approach and timescales for wider roll out of electronic feedback, submission and grading.

A potential solution to deliver initial requirements for the Student and Staff Feedback Dashboard was explored to inform scoping and drafting of a Project Initiation Document.

Options for Learning Analytics technical approaches were presented to the Workstream Board, to inform the collation of technical solution options and potential costs for the Business Case.

Core Systems

Phase 1 of this Workstream completed in Jan 18, with Undergraduate sub modular mark entry now managed via RISIS. Post-implementation support is ongoing. Phase 2 commenced in Feb 18 and planning for inclusion of assessment information and marks for PGT and Foundation programmes is underway.

Support for undergraduate mark entry continues, including ongoing assistance to get remaining marks from the Autumn term entered to bring the system up to date, meanwhile the new Students Marks Screen (displaying all sub modular assessment and marks as they are entered) was implemented ready for launch in March.

Integration workshops took place with system suppliers and internal subject matter experts to validate the as-is technical architecture and a mapped process of the "marks journey", as well as confirm requirements and potential options. Formal scoping of the integration requirements and options will continue, including a cost benefit analysis for a Minimal Viable Product (MVP), versus semi-automation versus full automation.

E Submission, Feedback and Grading

Following the successful move to electronic submission, feedback and grading processes for the 2 early adopter schools, engagement commenced in mid Jan/ February to prepare the wider roll out plan, to be finalised in March.

Good progress is being made on some special interest projects, with significant contribution from the EMA Academic Partners.

Meetings commenced with T&L Deans, SDTLs, and Heads of Schools to understand the school's eSFG current position, flesh out specific requirements re eSFG process and agree on next steps to inform the wider eSFG roll out plan for the 18/19 academic year.

Work continued to incorporate lessons learned reviews conducted with Early Adopters to enhance training and roll out approaches.

Special projects are progressing well. One key output this month was a draft of an External Moderation process aligned to eSFG. This was created following a workshop with Academic and Professional Staff.

Supporting Change for EMA

A new Workstream Project Manager started on 1st Feb. Engagement progresses well, with considerable training and communication activities continuing. Three new case studies are now available on the EMA website.

The Online Submission Protocols approved by UBTL were included in the Assessment Handbook and further dissemination agreed.

Drafting of a detailed Benefits Realisation Plan commenced, which will be shared soon in a digested view of key benefits.

Planning for 2 symposiums commenced - one internally focused event designed to share good practice among colleagues on 22nd May and one national event designed for both an internal and external audience on 4th September.

Analysis was completed on which resources are being created or enhanced during the implementation of EMA, and an approach proposed on how to make these available to staff. This is still under discussion.

EMA Dashboard & Learning Analytics

Scoping of potential Dashboard solutions has experienced some delays due to external factors.

A demo was presented by the current provider of the Student Record System to explore whether it is possible to use existing technology to provide initial assessment analytics needs. Validation of requirements has commenced. The as-is technical environment was documented and drafts of future solution architecture commenced.

Scoping and engagement on options to build the Learning Analytics Business Case is underway and progressing well. Detailed requirements were gathered and documented and have been validated by the product owner, meanwhile options for a technical approach were presented to the Workstream Board, to focus information gathering for actual solutions and costs.

Discussions also started to ensure GDPR and other data protection implications in relation to Learning Analytics are fully understood.

For further information on the EMA Programme please contact ema@reading.ac.uk or the Academic Director, Emma Mayhew, at e.a.mayhew@reading.ac.uk

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What's Happening Next?

Core Systems

Collection of information on reassessment patterns is underway.

Communications to students on the new Student Marks Screen is planned for March. Support Centres and HBS will be fully briefed and prepared for any queries.

Emerging requirements for reports relating to sub modular marks are being investigated with new "exception" reports being created in RISIS to support the preparation for Programme Exam Boards.

A Reporting Special Interest Group is scheduled in March, to consider wider reporting needs now that more data is available, and to ensure that essential operational reports are catered for.

The plans for implementation of PGT and Foundation marks within RISIS are also being drawn up.

E Submission, Feedback and Grading

The engagement sessions with T&L Leadership to understand school needs and best approach for eSFG will complete and a high level plan for the engagement and development of processes for the remaining schools will be developed for presentation to the EMA Programme Board in March.

A report on options for iPad usage will be presented to the eSFG Workstream Board, to address approaches for both mobile marking and offline marking.

A focus group, in conjunction with ADE, has been formed to begin exploring in March how to make best use of tools for Rubrics and Quickmarks. Review of needs and ideas for improvement to processes for large files and internal moderation continues.

Supporting Change for EMA

A review of Core Systems Disaster Recovery and Business Continuity procedures will be progressed in March, to understand impact and responsibilities in relation to electronic management of assessment should systems fail.

A recommendations report in relation to ensuring inclusivity in EMA implementation will be finalised, along with supporting resources.

The Benefits Realisation Plan will be presented to the EMA Programme Board in March and a follow-up Change Impact Assessment conducted to ensure that all supporting activities to achieve and sustain the benefits have been planned in.

A workshop is scheduled to further explore the best approach to providing online resources to support adoption of electronic management of assessment.

EMA Dashboard & Learning Analytics

Tribal will be responding on questions to identify if the solution using existing technology meets initial requirements.

This will inform the Project Initiation Document currently under development. The March EMA Programme Board will be briefed on the plans to provide a student dashboard within the Student Records System. Validation of requirements for the dashboard will continue with the planning of Student Focus Groups.

A full stakeholder analysis is being conducted for Learning Analytics, and further validation of requirements continues. Alongside this, solution design will be documented, and indicative costs to deliver identified.

Attendance at the Higher Education Smart Campus Association conference in March will assist in further understanding the attendance monitoring market to inform proposals.