A range of people from different universities and colleges have told us how they are making use of these resources.

Birmingham City University

My name is Nicola Bartholomew. I work at Birmingham City University and I am an academic lead for learning and teaching in the faculty of Health, Education and Life Sciences.

We’re currently in the process of transforming our curriculum across the institution so this is an opportunity for teams to redesign their programmes and consider effective practice in terms of curriculum design, assessment and feedback. For us this is a perfect opportunity to use this Jisc self-assessment tool and the associated resources and guidance at the point of design when teams are specifying their assessment strategies or learning teaching assessment strategies. The resources and the case studies and the guidance will be used to guide and inspire design teams in relation to the whole assessment and feedback lifecycle.

Some colleagues may be reticent about change, especially in terms of change to moving to the use of technology, and in this situation they need evidence as to what works before they take the plunge and change their own practice. So case study examples can encourage wider buy-in and the lessons learnt can also be shared to speed up the implementation process.

From an institutional perspective, having completed the self-assessment tool and having received feedback from Jisc about where we are now and where we need to be, we can formulate an institutional action plan focusing on key targets to enhance the students experience further in relation to the assessment and feedback lifecycle. So it has had a positive impact already because again it’s encouraging us to have those crucial conversations to improve the experience overall.

Just considering NSS data, ongoing assessment feedback is an ongoing issue, so to have those conversations about effective practice, to share from best practice from other organisations through the resources that are available is a fantastic opportunity.
University of Sheffield

My name’s Bryony Olney. I work for the University of Sheffield and I’m the learning technologist for the Department of Urban Studies and Planning.

Having a background in adult education and FE, I wanted to gather as much information as possible to start informing my starting position. So the Jisc website was the first port of call, having familiarity with Jisc from previous work, and I pulled an awful lot of very rich case studies, guidance tools, general information from the Jisc website that informed how I conducted the pilot. It really shaped how I went about implementing, designing and planning the pilot and some of the case studies were absolutely invaluable in helping me decide what was appropriate and what process to take. It was great, particularly the lifecycle as a starting point to breakdown that process and sort of create separate stages in the pilot and what I wanted to focus on, and aligning my pilot with the Jisc lifecycle meant that I could easily access resources that were really appropriate to the stage that I was at. It also helped me identify the right questions to ask of my academics and my students.

Sheffield Hallam University

My name’s Brian Irwin. I’m the Head of Digital Capability at Sheffield Hallam University.

There’s a really simple benefit which is knowing you’re not alone in this, that other institutions are doing it and that Jisc is helping collate that kind of holistic view across is a really valuable part of it.

The assessment and feedback lifecycle, which comes from Jisc formed the basis for our kind of framework that we’ve given staff. It’s also been the main way we’ve introduced the project in terms of how we hope to change each of these areas in some way or get people to think about these areas. As we move towards online management of assessment, these sort of guidance and resources and that way of organising it is going to be really valuable for our staff because it aligns with the way they think about assessment.

Manchester Metropolitan University

My name’s Rod Cullen. I’m a senior lecturer in learning and teaching technologies at Manchester Metropolitan University.

The Jisc resources are a very useful reminder to us. We’re probably further down the journey than a lot of institutions having worked very closely with you guys at Jisc, we’ve been quite heavily involved in helping to put some of those materials and resources together.

Where it’s been useful to us is in terms of providing a sort of reference document for us to do a little bit of reflection on where we’re up to. I personally found it really helpful to think about the assumptions that I’m making when I’m working with academic colleagues. It’s very easy to assume that everybody has the same understanding of the systems that you do and what’s very clear is that, even colleagues who are very close to us, that’s not always the case. So it’s been a very useful self-reflection tool in that respect.

University of Hull
My name is Joel Mills. I’m a Technology Enhanced Learning Advisor at the University of Hull.

Where we have found the toolkit particularly useful is understanding the bigger picture, for example, where we might move towards supporting online examinations in future. We have been able to pick and choose bits of the toolkit that have matched our needs. So we really are able to shape our institution using the bits that are most applicable to our particular needs, and that can vary by faculty even as well.

Because we’ve been in communication with other HEIs, the sense of shared challenges has been very useful to us. The fact that we have identified where there are challenges and sharing the same experiences across institutions, understanding how we can tackle those particular problems has been very useful to us.

I think in terms of the toolkit itself, the biggest impact is again providing this resource and wealth of research behind some of the justification, because some academics that we have talked to who are very comfortable marking in a paper-based format, they’ve used it for a long time, they respond when we can say the evidence at Queen’s University in Belfast suggests that improved efficiencies in feedback and providing feedback will change and impact student performance. So some of the research studies that are out there that are supporting the toolkit are really helpful in convincing and winning hearts and minds to move across to EMA.

I think that the institution’s involvement with Jisc over EMA has been particularly beneficial to us and I would always recommend that if approached or one has the opportunity to get involved with toolkits like this, that the institutions should take those opportunities up because I think it’s really helped us to look at our processes and get really quite deeply into assessment as an institution, and therefore we have really got the opportunity to shape and change the direction of this organisation as a result of that. So yeah, I’d just simply say get involved wherever possible.