



the e-assessment association

eAA Members Newsletter

July 2019

Dear eAA Member,

As you all know, the e-Assessment Association is a not-for-profit voluntary organisation, and we continue to grow year-on-year.

Introducing the e-Assessment Awards in 2017 was a big step forwards and so it is an incredibly exciting step for the Association to now take over the running of the International Conference and Exhibition in April 2020 - the e-Assessment Question, formerly run by Jeff Ross and Martyn Roads of Assessment Tomorrow. Indeed, it is a great leap forward for all of us in this community. So as we look ahead to 2020, we can all reflect on the words crafted by eAA member, Bob Harrison, who wrote in his recent blog, [The e-Assessment Question ? Why is it still a question?](#)

Perhaps the question is no longer, 'e-Assessment?' but rather, how can we work together, influence policy, build awareness and harness technology with the maximum impact? Working together, collaborating, discussing, sharing and yes, even questioning our stories, is how we will continue to build a diverse and sustainable industry.

The eAA Board pledges to bring you an event with a fresh look and member-led approach, and for that we need you to get in touch. Over the next few months we will be looking to bring you regular updates about the event as the plans come together, including how you can get involved and have your say. In the meantime, please save the date!!

**The 2020 International e-Assessment Question Conference
and Exhibition**

Wednesday 22nd and Thursday 23rd April 2020

America Square Conference Centre, London, UK.

"Diversity and Sustainability on a Global Scale"

We look forward to seeing you in London!

Matt Wingfield
Chairman

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eAA Announcements

- The eAA held a very successful inaugural regional SIG meeting in York, UK on 25th June. We'd very much like to replicate this in other regions, so please get in touch if you are interested in helping organise an event in your area (email: marketing@e-assessment.com).
- Since the last newsletter, we celebrated with the [finalists and winners of the 2019 e-Assessment Awards](#), sponsored by PSI International, at the annual Gala Dinner in London. Will be bringing you case studies from finalists and winners throughout 2019. The 2020 Awards will open for entries in November 2019. [WATCH THE HIGHLIGHTS OF THE AWARDS EVENING HERE.](#)
- The first meeting of the new Board of the eAA, after this year's elections, met on 7 June. Welcome to new board members Fiona Harvey and Bill Beveridge, and to re-elected board members Graham Hudson, Tim Downie and Patrick Coates. [Find more about the Board here.](#)



2008 to 2018: 10 years of Paperless Assessment

Case Study from the Winner of the Best Use of Summative Assessment at the 2019 e-Assessment Awards

Qpercom was established in 2008 as a spin-out company of the School of Medicine at the National University of Ireland, Galway.

At the time, Dr Thomas Kropmans and David Cunningham were working within the medical school on a project to digitally measure the performance of athletes. On development of a prototype, it became apparent their solution could be applied to the measurement and assessment of clinical skills of medical and nursing students in the school in exams called OSCEs, objective structured clinical examinations.

These practical assessments are extremely time consuming and expensive to organise and run. In addition, they generate thousands of paper assessment forms requiring hours of correction. Correction alone is subject to many types of error, so exam integrity was also difficult to maintain. Creating a digital version of this assessment solved each of these issues for the school from implementation. And so, Qpercom was launched globally to advance Quality, Performance and Competency measurement. Ten years later the medical school has 10 years of retrospective data for results analysis and quality improvement.

From Galway to Singapore

With a working digital solution and a small team in Galway, Qpercom looked to health science schools in Europe and beyond. The practicality and ease of use of the system was instantly recognised and client partnerships grew with top ranking institutions including the Karolinska Institute in Sweden and Dundee University in Scotland. Following a major tender in 2013, Qpercom won a contract with the National University of Singapore, the highest ranking university in Asia Pacific. In 2017, Qpercom won another major tender for a national body in the UK to be the sole provider for their nationwide values-based digital recruitment. With a growing client base of 25, universities were recognising the need to switch to digital. There is no room for error in clinical assessment. Qpercom's solutions are the measurement tools that help to evaluate whether the student is ready for real world practice. In clinical practice, as in aviation, you may only get one opportunity to make a critical decision. Creating an e-assessment solution has allowed us to increase quality standards for this critical outcome.

2019 and Beyond

Today, Qpercom offers a portfolio of assessment solutions for clinical assessment and admission interviews to a global client base. Another major tender win in 2019 resulted in Qpercom being announced as the national software provider to higher education institutions in Norway. Automation of any paper-based assessment creates multiple benefits. However, prolonging the switch to digital and technology resistance can take the focus off these long term benefits. Higher quality standards and less errors are immediate benefits. In one study, the systems decreased administrative workload and costs by more than 70%.

The real opportunities of digital assessment emerge later, when assessors get back time previously lost on paper assessment, and derive learnings from data analysis and assessment psychometrics. These opportunities may simply not have existed before due to the time and costs involved in analysing data. This is where the newest addition to the portfolio, Qpercom Analyse, presents real value to assessors. Measurement error needs to be taken into account in the case of pass/fail decisions in medicine and health sciences, as in any other science. Analyse presents a real opportunity to advance assessment for educators and students. With Analyse,

complex psychometrics can be performed online on the assessment data using R programming language and a variety of statistical tools such as, Borderline Regression Analysis and Standard Error of Measurement. This, in our opinion, is the future of assessment and the real value of digital assessment.

A new way to test: Leveraging animated scenarios in licensure and certification exams

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Pearson VUE in VUE Point Newsletter,
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permission.*



While standard item types — the bread and butter of a computer-based exam — are proven to effectively measure a test-taker's knowledge and ability to safely perform as a professional in a given subject area, a new item type has emerged that may help you test your candidates' skills more accurately and provide a richer framework for candidates to respond to.

Enter animated scenarios, short animated videos embedded within the test that portray real-life simulations to the candidate. When the candidate analyses and responds to the behavior of and interactions between the people in the animation, they demonstrate their ability to react to emotion, tone of voice, body language, and other circumstances they will encounter in their real practice.

Not only do animated scenarios better measure a test-taker's capacity to respond correctly to real-life situations in the field, but they also make it harder for candidates to cheat on an exam. Some animations provide exam developers with a wealth of opportunity for writing items, so creating only a few animations can lead to myriad items for your test. This multifaceted content creation helps the exam content to live longer, so to speak.

Although animated scenarios are an exciting new way to test, it must be said that they can require special attention to ensure they meet the needs of candidates who need testing accommodations. While screen readers are provided and the individual can replay the animation as many times as they'd like, this could potentially impact the candidate's time on the exam.

At the end of the day, animated scenarios are an exciting item type because they keep candidates engaged throughout the exam. Animated scenarios are disrupting the status quo by providing a more dynamic item type to test candidate knowledge.

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New Blog: From Innovation to Transformation...

by Tim Downie, RM Results and eAA Board Member

'To create and communicate the positive contributions that technology makes to all forms of assessment' (eAA Goal)

The eAA annual awards provide a great opportunity for us to showcase the positive contributions that the effective combination of technology and best practice brings to assessment across the world.

RM Results chose to sponsor the Best Transformational Project Award this year because it aligns so well with the RM Group vision which says:
'We grow through improving life chances of people – worldwide – by delivering great education products and services that help teachers to teach and learners to learn'

We know that if people get the results they deserve then their life chances are improved. RM Results focus on this in our work and it is clear from the high quality of the submissions for this award that the e-assessment community as a whole believe this as well.

The very worthy winners were Anglia Ruskin University School of Nursing and MyKnowledgeMap. The judges recognised that the project these two partners ran together had delivered measurable improvements in key areas such as insight into student progress and enhancing the student and mentor experience.

All of the entrants for this award were able to provide evidence of change and improvement but the judges were looking for evidence of transformation, not just

progress. One of the most striking pieces of evidence from the Anglia Ruskin project was the reduction in student attrition rates from 20% to 2.5%.

It is evidence like this that moves us from innovation to transformation.

This is exactly why, this year, RM Results decided to sponsor the award that focused on transformation rather than innovation. It is obvious that technology combined with good practice is driving positive change in assessment. However, we believe that it is time to raise the bar and to expect more than just innovation in e-assessment and to seek genuinely transformational outcomes from the investment in time and resources.

Delivering outcomes such as student attrition rates reduced to 2.5% are genuinely transformational. The effective combination of technology and good practice means that more people complete their course and qualify as nurses every year. This means enhanced life chances for the students who gain entry to the nursing profession and more qualified nurses entering the health care system, with all of the benefits that will bring to patients and those in need of care.

All of the entrants, and especially the winning project, provide hope that we are moving into a time when e-assessment starts to deliver the transformational outcomes many in the assessment community have been predicting for some time. The convergence of assessment and feedback, the combination of technology and good practice and the emergence of AI and machine learning are all developments that could help create many more transformational projects for future judging panels to consider. RM Results looks forward to continuing to support the eAA as it leads the way in supporting and recognising truly transformational work!

Case Study: Winner of the 2019 Award for Best Transformational Project

*My Knowledge Map
and Anglia Ruskin University*



Setting the scene

Anglia Ruskin University is the largest provider of Nursing education in the East of England with over 2000 pre-registration students enrolled onto their nursing programmes and 5000 supporting staff. In 2015, they replaced their paper-based portfolio with Myprogress, as part of a complete digital transformation, innovating their approach to assessing nursing students on placement and dramatically enhancing the student and staff experience.

What were the challenges?

With nursing students dispersed across three campuses and 200 placement areas, assessing students using a paper-based portfolio posed many challenges for the University. With a lack of visibility on student progression, it was difficult to track students on placement, meaning students were lacking support they needed and made early intervention for potentially failing students near enough impossible. With practice assessors only able to visit each hospital placement area once a week, students were also feeling isolated whilst on practice and unable to receive the feedback they needed to act on and progress.

How has Myprogress transformed assessment and feedback?

Following a successful pilot with Myprogress in 2015, Anglia Ruskin has since transformed their practice-based assessment process for all 2000 student nurses and 5000 mentors and as of Christmas 2018 became completely digital. In this time, Anglia Ruskin has seen a dramatic increase in communication and engagement between students and staff, with students feeling better supported and practice assessors, supervisors and academic assessors having complete visibility of students progress whilst on placement. Additionally, through improving the student experience and gaining valuable insight into student progress and potential for failure, Anglia Ruskin has dramatically been able to reduce student attrition. Over the last 5 years, the attrition rate has reduced from over 20% in Cambridge to 2.5% and the transformation of assessment in practice with Myprogress was a contributing factor to this positive change.

Key Benefits

- Feedback to students was more comprehensive, especially with the speech to text functionality enabling mentors to provide feedback faster.
- Formative assessments were more likely to be completed on time with practice assessors able to view student progress and better support students.
- Mentorship experience was improved as students were able to prepare for meetings with practice assessors thanks to visibility of assessments.
- Students with learning needs such as Dyslexia were better supported - they were able to use native mobile features such as speech-to-text and spell-check, as well as built in features to organise their assessments.
- There has been an increase in both student and mentor digital literacy skills - improving digital literacy across NHS Trusts in the region.
- As students have access to learning resources on their device, students are more able to link theory to practice on placement.
- Improved efficiency as academics are able to provide additional support and engage with assessors in practice without taking time to travel to placements; this is key in meeting the new NMC standards.

Overall, through adopting digital practices, improving digital literacy and delivering this innovative project for practice-based assessment, the university has not only addressed its key challenges but has greatly enhanced the complete student and staff experience.

Click [HERE](#) to go to the My Knowledge Map website and download a full copy of the case study.



eAA The e-Assessment Association

Yorkshire Regional SIG Summer Meeting

On the 25th June, the eAA held its first ever UK Regional Special Interest Group meeting, for all those interested in e-assessment who live or work in the Yorkshire area. The event was very kindly hosted free of charge by the University of York, to whom we are very grateful, and we welcomed close to 30 delegates from right across the e-assessment spectrum including practitioners, academics, researchers and commercial suppliers.

The event started with a very interesting case study presentation from Sian Shaw, Director of Teaching, Learning & Assessment at Anglia Ruskin University that also included a detailed look at some of the key benefits of using e-assessment technology at scale and across multiple campuses to support teaching and learning practice, as well as lessons learned from the project.

This was then followed by some lively group discussions around what delegates would like to see covered in future eAA regional events. Suggestions ranged from an overwhelmingly positive call for more of the same, dissemination of both good practice and lessons learnt, sessions that focused on the pace of change

to help gauge how your use of e-assessment compared to others, networking opportunities, further work to build on the eAA's Glossary of e-Assessment Terminology (see <https://www.e-assessment.com/glossary-of-terms/>) and finally a call to involve students/learners in these types of event.

All in all, this first regional event was very positively received and we will be looking to repeat this in the coming months and to encourage other regions and areas of interest to hold similar events. If you think you could help run a similar event in your area (region or interest) or would like to be involved in another way, then please do get in touch with our chairman, Matt Wingfield on chair@e-assessment.com



e-Assessment News Round-Up

The latest news, blogs and resources brought to you from the eAA

A snapshot of the more recent sector news. Follow us on twitter [@eAssess](https://twitter.com/eAssess) to keep up to date. Click the news item to read the story.

- [Jawaharlal Nehru University switches to computer-based mode of entrance exams \(JNUEE\) \(via The Hindu\)](#)
- [Developer of Anti-Cheating Solution, Examity, Raises \\$90M](#)
- [Tec de Monterrey became the first University in Mexico to anchor their academic records to the #blockchain \(via @LearningMach1\)](#)
- [Credly, a New York-based digital credentialing platform, has raised an \\$11.1 million \(via EdSurge\)](#)
- [DigitalEd an online education technology startup, secures \\$7 million in bridge financing](#)
- [UK: Expert Group launched with £4.6 million investment in EdTech](#)
- [Assessment Technology Company BTL Group recognised for International Growth in The Sunday Times World First SME Export Track 100](#)
- [RM plc acquire SoNET Systems Pty Ltd](#)
- [McMaster University in Canada is now validating its degrees with #blockchain technology \(via @Blockchainwac0\)](#)
- [ACCA launch new computer based exam practice platform, The CBE Practice Solution](#)

And incase you missed it, here are links to the blogs posted on the eAA website in recent months ([click here to find all our blog posts](#)):

- Challenging Einstein: how can technology work hand in hand with human interaction in formative assessment? By Daniel Howard
- The Five Latest Trends in Assessment and How They Can Transform Your Organisation. By Louella Morton
- The e-Assessment Question ? Why is it still a question? By Bob Harrison
- Think your exams are too small for e-marking? Think again! By Graham Hudson

Write for your community! We welcome blog posts from all our members - send them to Karen at marketing@e-assessment.com

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