

Inspera Transition Plan



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Document Owners

This document requires the following owners to be accountable for its contents.

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Approvals/Endorsements

This document requires the following endorsements. A signed copy must be placed within the project site of ProTRAC and TRIM.

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1. Executive Summary

The Inspera Transition Plan (Plan) provides a summary of the planning, execution, and implementation of Inspera into operational workflows. However, it is important to note that transitioning the project is not just about transitioning the Inspera platform. The Plan must also consider the importance of assessment design and redesign across UQ to align with a programmatic approach, as outlined in the [Assessment Action Plan](#).

The Plan will identify the operating model and the organisational unit that will have responsibility, and accountability, and who will be consulted and informed (RACI) for tasks and activities. It includes a response to the 7 recommendations outlined in the Inspera Pilot Evaluation Report, the anticipation of benefits, acknowledgment of constraints, recognition of dependencies, establishment of reporting mechanisms, a summary of lessons learned, and the consideration of risks.

There are 5 requirements that should be actioned to support the financial and resources model. These are:

1. ITS operational funding is allocated to fund Inspera licencing costs for 2024 totalling \$290,434. Additionally, as part of the project closure process, a request for funding for central licencing budget is increased based on estimated figures outlined in table 26.
2. InsperaScan software is stored with ASD Exams at St Lucia. Whilst scanning of paperwork can be undertaken at any campus converting the scanned files and uploading them to Inspera will be undertaken by casual examinations administrative staff at St Lucia. This process may require review depending on the extent of InsperaScan's usage.
3. Subject to existing contract milestones promised for delivery in 2023 or early 2024, UQ will refrain from including milestones in forthcoming contracts, as Inspera is shifting towards being a Software as a Service (SaaS) provider. Additional functionality to existing milestones can be highlighted and advocated for in Inspera's community of users once it has been launched.
4. An Inspera Project Closure Report is tabled at an ITS Project Approval Board in early 2024 and includes the proposal to carry forward unspent funds for integrations to 2024. Furthermore, the Closure Report requests the balance of funds required to complete the integrations.
5. Operational funding is designated to sustain the transformation of assessment within ITaLI in 2024 and beyond.

An Inspera Pedagogical Evaluation Report is currently in development. This evaluation aims to explore the impact of assessment processes and outputs, designed and implemented using Inspera and associated supports. Engagement between teaching staff within courses and the Institute for Teaching and Learning Innovation (ITaLI) Digital Assessment (previously eAssessment) team and Inspera has led to purposeful assessment redesign in most but not all cases. Where enhancement has occurred, the support of school staff and the Digital Assessment team have been a key contribution. Students reported a preference for digital assessment particularly over hand-written examinations. Students noted improvements over paper-based exams such as the ability to edit, the auto-save and auto-submit function, general layout, and formatting.

Recommendation:

That the members of the Inspera transition planning team outlined in Section 6.1, Table 4, confirm and accept that the Plan meets the areas of responsibility.

2. Background

The initial aim of the eAssessment / Inspera project was to identify electronic assessment options that both facilitated improved pedagogical practices and addressed existing administrative issues. Strategically,

assessment design and redesign has been the foundation of the work conducted within this project. UQ was seeking a digital platform that could support and enable assessment transformation through assessment re/design. It was envisaged assessment at UQ could be further developed to support critical thinking, incorporate more personalised feedback, expand assessment types, decrease written examinations, and improve assessment administration. Inspira, through its variety of question types and stimulus and its capability in servicing the full assessment life cycle was considered to be a tool to support realisation of assessment innovation and assessment redesign objectives. The strategic vision for assessment at UQ is outlined in the [assessment action plan](#) and [UQ plan on a page](#).

A key component of the project was the selection and deployment of a centrally supported online assessment solution, to be available to all schools and faculties as required, that aligned with most user requirements and could be integrated seamlessly into the existing information technology infrastructure of the University.

Following extensive market research and procurement activities, Inspira Assessment was selected as the preferred provider in 2019. Inspira Assessment is a cloud-based digital assessment platform that offers new and exciting assessment possibilities at The University of Queensland (UQ), supporting a range of assessment types, including digital on-campus and off-campus exams. The platform has targeted functionality across the assessment lifecycle, including creating, administering, and marking assessment, and providing feedback to students.

The Inspira Pilot Evaluation Report was completed in November 2021 and recommendations from this report were submitted to the Assessment Sub-Committee (ASC) in March 2022 and endorsed by the Teaching and Learning Committee (TLC) in May 2022. Responses on the status of the recommendations from the report are detailed throughout the Transition Plan.

Throughout 2023, the project has been transitioning to a new operating model and the project team will remain in place until December 2023. Inspira continues to be offered as an opt-in opportunity for current users and may be adopted where it is appropriate for the assessment design. There are currently over 100 courses per semester across 17 schools that use Inspira. Teaching teams continue to have the opportunity to work with learning designers to (re)design assessments with a focus on contemporary ideas about assessment and feedback and creation of authentic assessment to enhance the student experience.

An Inspira Pedagogical Evaluation Report is currently in development. The evaluation aims to explore the impact of assessment processes and outputs, designed and implemented using Inspira and associated supports. Course staff engagement with the Institute for Teaching and Learning Innovation (ITaLI) Digital Assessment (previously eAssessment) team and Inspira has led to purposeful assessment redesign in most but not all cases. Where enhancement has occurred, the support of school staff and the Digital Assessment team have been a key contribution. Students reported a preference for digital assessment particularly over hand-written examinations. Students noted improvements over paper-based exams such as the ability to edit, the auto-save and auto-submit function, general layout, and formatting.

3. Purpose

The purpose of the Transition Plan (Plan) is to provide a summary of the planning, execution, and Implementation of Inspira into operational workflows. However, it is important to note that transitioning the project is not just about transitioning the Inspira platform. The Plan must also consider the importance of assessment design and redesign across UQ to align with a programmatic approach, as outlined in the Assessment Action Plan. It will identify the operating model and the organisational unit that will have responsibility, and accountability, and who will be consulted and informed (RACI) for tasks and activities. The Plan includes a response to the 7 recommendations outlined in the Inspira Pilot Evaluation Report, the anticipation of benefits, acknowledgment of constraints, recognition of dependencies, establishment of reporting mechanisms, a summary of lessons learned, and the consideration of risks.

To ensure an effective transition, extensive consultation has been undertaken with stakeholders. This engagement has been instrumental in the transfer of operations, avoiding disruption, and fostering alignment between the project's objectives and stakeholder expectations.

The Transition / Change Manager is responsible for ensuring that the appropriate documentation is provided to the various stakeholders and that all parties agree on the acceptance of Inspera into a new operating model and planned rollout for 2024 and beyond.

The eAssessment / Inspera Working Group will endorse this Plan which will then be tabled at the Digital Learning Program Management Steering Committee (DLPM SC) for endorsement. An abridged report that focuses on how the project has and will continue to support the strategic priorities of the University with respect to assessment will be submitted to Assessment Sub Committee, Teaching and Learning Committee and Academic Board. It also will be distributed to schools, faculties and organisational units within the Deputy Vice-Chancellor (Academic) (DVCA) Portfolio.

At the project's conclusion, the information stored in this Plan will be used to complete an ITS Project Closure Report. The project manager will finalise this report, table it at an Information Technology Services (ITS) Project Approval Board (PAB) meeting and then stored in ProTRAC, which will be reported to Capital Management Group (CMG).

4. Inspera at UQ

Inspira Assessment (Inspira) is a cloud-based assessment platform preferred by UQ. The platform covers the whole assessment cycle, from authoring, to scheduling and setup, grading and feedback.

Inspira enables a [variety assessment types](#) and users to date have found that the affordances of Inspira have resulted in assessment activities not previously considered. However, it is acknowledged there are other tools available at UQ appropriate for assessment items.

Creating assessment, rubrics and feedback

Inspira has 24 different question types (15 automatically marked) which can be combined in an infinite number of ways to create engaging and clear assessment. The basic functionality of questions can be enhanced with 'stimulus' panels, hyperlinks to external resources, multiple points of answer interaction, and multimedia options (images, audio, video, GIFs) to further increase the possibilities of the kinds of assessment tasks that can be created. InspiraScan functionality allows the creation of hybrid (in-person only) assessment that combines both digital and paper (drawing) tasks.

Pre-defined feedback, rubrics and marking guidance (for manually marked tasks) can be added to questions where appropriate and will be available wherever that question is reused. Questions can be titled, labelled, and organised into 'Views' allowing individuals to create a personalised structure that suits their assessment practices and teaching load.

Student experience of Inspira Assessment

Students can access their assessment either directly at uqi.inspera.com via SSO or with a Test Code or through an LTI link in their course site. Inspira provides students with a 'clean' interface and has extensive layout functionality to present assessment clearly. The platform also offers navigation aids such as a navigation bar, table of contents, progress indicators, and flagging of questions to return to. It is possible to provide a notes space (scratch paper) and a timer is displayed for timed assessment. Student progress is saved between every interaction. Post-assessment, Inspira generates student reports with feedback and results, and an archive section allows students to check assessment has been successfully submitted, and revisit past assessment and feedback.

Administration and monitoring of assessment

In addition to basic setup and scheduling of assessment, Inspera has functionality to cater for extensions, alternative exam arrangements (AEAs) (e.g. extra time), late submission and re-submission. 'Contributors' are allocated on each individual assessment meaning markers (e.g.) can only see the assessment they have been added to increasing the security of assessment. Assessment can easily be modified right up until students begin. It is possible to see whether students have started the assessment or are in progress, and there is a significant amount of exam specific invigilator functionality.

The 'modules' where assessment is created and administered are separate and independent of each other, meaning that creating and reviewing assessment and administering assessment no longer needs to happen interdependently. This functionality should create administrative efficiencies and mean that Schools and academics will have longer timeframes within which to create and review quality assessment.

Marking assessment

Marking is anonymous in Inspera – only student numbers are visible. Marking can be allocated either by question or by student, and Inspera also provides oversight of the progress of the marking team. On manually marked questions, it is possible to provide a numeric mark, or mark (letter or descriptor) and to provide feedback on a rubric, based on specified standards with an associate mark, mark-range or percentage-range. Other means of providing feedback include inline comments (reusable comments are not yet available), highlighting, or feedback on the assessment overall which can also be audio recorded. It is additionally possible to provide general feedback to the cohort.

Inspira Exam Portal and Inspira Smarter Proctoring

Inspira Assessment has two additional components: a lockdown browser and a remote invigilation solution which together provide UQ with a number of configurable options for invigilated assessment.

Inspira Exam Portal (IEP) is an advanced lockdown browser that can support both on-campus and off-campus recorded exams (or any timed assessment). The browser settings are configured on each assessment, and can be set to strict, moderate, or open settings. IEP creates a secure 'test' environment by 'holding' students in the assessment, with the ability to access only what the settings permit. It disables screen capturing capabilities such as screenshots, screen recordings, and the saving or copying of exam content. It also disables the print function so assessment content cannot easily be shared.

Inspira Smarter Proctoring (ISP) is a configurable remote invigilation solution which provides monitoring of students via webcam, and screen and audio sharing technology. The configurable options currently include 'record and review' invigilation. Future configurable options will include:

- recording with live intervention in the event of a flag invigilation
- live invigilation with recording
- live invigilation without recording.

IEP and ISP have been developed by Inspira specifically for Inspira Assessment and are supported by Inspira, but both are relatively new products. They have been piloted in a limited number of courses at UQ since Semester 1 2022.

Whilst the plan is to streamline the number of technologies (including paper) used across UQ to complete exams to ease support requirements and provide a better staff and student experience, there are ongoing developments with IEP and ISP that need to be managed to provide **all** students at UQ with a smooth exam experience.

Currently it is recommended (ASC June 2023) that before using IEP/ISP for off-campus recorded exams, schools need to be directed to the following information to ensure they can make an informed decision:

- students need to download the Inspira Exam Portal application and access their assessment from within the application (rather than through uqi.inspera.com). This requires communication and practice opportunities to ensure students have their devices prepared for a smooth exam experience.
- student identity verification needs to be checked manually and off-campus recorded exams do not include a pre-assessment 'room scan' (although additional faces and noise are flagged).
- the 'system checks' performed by IEP/ISP prevent the use of more than one monitor, but this does not preclude students accessing non-permitted materials and communications on another device (e.g. phone, iPad, another laptop).
- Schools need to allocate roles and responsibilities including the reviewing of recordings to assess security and academic integrity and ensure the workload implications for relevant staff have been accommodated.

For all central examinations, the school must submit an approval from the Chief Examiner to pilot IEP/ISP for an off-campus exam that is invigilated or closed book.

5. Project details

Table 1 details the high-level project details of the eAssessment / Inspira Project.

Table 1: Project details

Project name	eAssessment / Inspira project
Project / Program UniFi number	8435006-01-232-41-615082
Project / Program Project Online (ProTRAC) number	PROJ_VRT_00006
Project Sponsor	Professor Doune Macdonald, Pro-Vice-Chancellor Teaching and Learning
Project Owner	Professor Karen Benson, Director, Institute for Teaching and Learning Innovation (ITaLI)
Project Manager	Jacqui Lynagh, Manager, Digital Assessment, ITaLI
Transition / Change Manager	Lynette Dawson, Manager, Business Services, ITaLI
Solution Architect(s)	Gary Healy, Information Technology Services
Business owner	Dr Greg Winslett, Deputy Director, Digital Learning, ITaLI
Service owner	Dr Simon Collyer, Manager eLearning Systems & Support, ITaLI
Technical owner	Information Technology Services
Inspira contract start date	15 December 2020
Inspira contract end date	15 December 2023

5.1 Assumptions, constraints, and dependencies

Table 2 outlines the assumptions, constraints, and dependencies that have been identified as potential factors affecting the transition.

Table 2

Function	Description
Inspira rollout for 2023	<ul style="list-style-type: none"> support for academics already using Inspira will continue Inspira will be offered as 'opt-in' to faculty and schools that are already using the platform
Resources	<ul style="list-style-type: none"> appropriate resources will be allocated to transition to operations all roles, responsibilities and capabilities will be met
Budget	<ul style="list-style-type: none"> the costs of operating Inspira will be met within operational budgets all stakeholders are working with limited resources and funding
Scope	<ul style="list-style-type: none"> the scope of the transition of tasks are outlined in this transition plan
Risks	<ul style="list-style-type: none"> all risks will be assessed and effectively managed through the UQ Risk Management Framework all risks will be captured in the project controls, managed effectively, and escalated to DLP^M SC meetings
Stakeholder engagement and communications	<ul style="list-style-type: none"> stakeholders will participate in consultation and will undertake the tasks as outlined in this transition plan
Change Management	<ul style="list-style-type: none"> there will be effective management of all changes associated with the transition plan
Benefits realisation	<ul style="list-style-type: none"> all planned benefits will be realised within the agreed timeframes
Schedule constraints	<ul style="list-style-type: none"> exam timetables, change-freeze periods, and semester breaks
Policy	<ul style="list-style-type: none"> a full review and redevelopment of all relevant assessment and exam policies and procedures are currently being undertaken, including direction on technology choices, settings and 'Bring Your Own Device' (BYOD)
Integration	<ul style="list-style-type: none"> integrations between Inspira and UQ systems
Interdependencies	<ul style="list-style-type: none"> Physical Learning Environment Roadmap Action Plan

5.2 Third party management

The original agreement for the procurement of Inspira online assessment solutions was entered into on 23 April 2020; however, the contract start date was never agreed. Therefore, a contract variation was completed to resolve this issue. It was agreed to commence the contract on Monday 5 December 2020, and it will expire on close of business 15 December 2023. Table 3 provides details of third-party management and who will be responsible for the contract and relationship management.

Table 3

Third party	Relationship owner	Contract or details of service model agreed	Contract extension option
Inspira rollout for 2023	Manager eLearning Systems and Support, ITaLI	Software as a service	30 days before the 15 December 2023

5.3 Project documentation register

Appendix 1 provides a list of key project documents created for the project and the Trim reference.¹

5.4 Asset management

Appendix 2 provides a list of all hardware, software, licences, and agreements procured for this project and outlines the agreed transition owner.

5.5 Stakeholder Matrix

The [ITS Stakeholder Matrix template](#) was used to capture stakeholders for the transition phase (appendix 3).

6. Transition planning

6.1 Roles and responsibilities for the transition of Inspera in 2023

The following personnel are members of the transition planning team and table 4 outlines roles and responsibilities.

Table 4 Roles and responsibilities for the transition of Inspera in 2023

Name and position	Responsibility
Transition / Change Manager, Lynette Dawson	Ensuring that appropriate consultation and documentation is provided to the various stakeholders and that there is an agreement reached by all parties involved on the acceptance of the new operating model
Deputy Director, Academic Services Helen Morahan	Confirming and accepting responsibilities relating to ASD Exams
Director, Library Student Experience, Jeff Cruz	Confirming and accepting responsibilities relating to AskUs and the Library
Manager, eLearning Systems and Support (eLSS) - ITaLI, Dr Simon Collyer	Confirming and accepting responsibilities relating to Inspera Service Owner and eLSS
Manager, Digital Assessment, ITaLI, Jacqui Lynagh	Confirming and accepting responsibilities relating to digital assessment experts
Senior Manager, End User Technology, ITS, Luke Angel	Confirming and accepting responsibilities relating to ITS fleet management of the digital exam backup laptop fleet
Director Higher Education Technologies, ITS Tabettha Bozin	Confirming and accepting responsibilities relating to integrations with UQ platforms, Inspera contract, Licencing.
Director, Infrastructure and Operations, ITS Mohammad Hassan	Confirming and accepting responsibilities for the wifi network capability in examination rooms and how the UQ wifi network can meet the requirements for holding exams and assessment in Inspera

¹ [TRIM](#) (also known as HPE Content Manager) is the University's central record keeping system, primarily used for vital, high risk and high value records.

Name and position	Responsibility
Chair, Assessment Sub-Committee, Professor Lydia Kavanagh	Undertaking a full review and redevelopment of all relevant assessment and exam policies and procedures, with inclusion of the direction of technology choices and settings
Faculty representatives from the Digital Assessment Working Group	Confirming and accepting responsibilities relating to school-based assessment
Student Representative, Daniel Chancellor	Providing student-centric feedback on aspects of the Inespera Transition Plan
Director, ITaLI, Professor Karen Benson	Overseeing the Inespera Transition Plan. Identifying and sourcing funding for assessment learning designers and eLSS roles within ITaLI
Deputy Director, ITaLI, Dr Greg Winslett	Confirming and accepting responsibilities relating to the Inespera Business Owner, as well as integrations with Learning Analytics products, training and future roadmaps

7. Transition of recommendations

The Inespera Pilot Evaluation Report was completed in November 2021 and recommendations from this report were submitted to the Assessment Sub-Committee (ASC) in March 2022 and endorsed by Teaching and Learning Committee (TLC) in May 2022. The Inespera Transition Plan responds to the 7 recommendations outlined in the Report and provides an overview of their current status and progress. Recommendations are shown in italics.

7.1 Recommendation 1: assessment design support

Invest in continuing assessment design support as an enabler of more authentic, engaging, and flexible assessment for students; improved academic integrity and sustainable assessment innovation and implementation practices for teaching teams.

The implementation of this recommendation requires ongoing resourcing for the learning design support with expertise in assessment design.

Funding is being considered through the current budget process to enable learning designers to work with teaching staff within schools to facilitate a programmatic approach to improved assessment design and practices. This will enable authentic, inclusive and flexible assessment tasks, and strengthen assessment design to maintain academic integrity.

Learning Designers will focus on:

- partnered (re)design of assessment to directly enhance the quality of tasks within courses and programs
- professional learning to support staff to imagine and implement enhanced assessment and feedback practices
- a community of practice to share great practices and develop peer support across UQ.

Effective assessment is reliant on the expertise of teaching teams and their intentional and purposeful use of a technology's assessment possibilities. Although there is general agreement that a technological tool / platform should not drive the assessment design, recent literature has explored the concept of 'entanglement' (Fawns, 2022). Entanglement is a useful way to recognise the broader contextual complexity of [assessment design decisions](#) (Dawson et. al, 2014) and is a model that does not overly privilege either technology or humans because neither are disembodied from the broader context (e.g. policy, student cohort

characteristics, discipline specific cultures), which may make some assessment practices more or less likely (Costa, Hammond & Younie, 2019). If all the contextual factors of assessment are viewed as ‘[entangled](#)’ elements that cannot be separated because they iteratively and mutually shape each other, it suggests that effective assessment design activity in contextually complex environments needs to be wholistic and relational rather than fragmented. Therefore, the role of the learning designer cannot end at the assessment design level. Their expertise extends to the possibilities within new tools and platforms and a contextual, collective approach with course coordinators and eLearning experts is required. The co-location of learning design and eLearning expertise in ITaLI together with the hub and spoke model for learning design across the University will enable a partnered approach.

Current state to future state

From Monday 24 July 2023 the eAssessment Project Team name changed to the Digital Assessment Team. Until December 2023 the Digital Assessment Team will also focus on supporting and collaborating on assessment (re)design, enhancing current assessment practices, and recognising that this work is increasingly challenging given developments in Generative AI.

Table 5 (below) sets out the current and proposed future activities of Digital Assessment experts, contingent to DVCA operational funds being allocated to resources.

Table 5: Current and future activities of the digital assessment experts

Pre-transition (2020 to 2022)	Post Transition (2023 to future)
Continuing Need	
Pedagogical and assessment design leadership of the eAssessment / Inspira project.	Assessment design leadership beyond Inspira in line with the <i>2023 Plan on a Page</i> , <i>UQ Assessment Action Plan</i> , <i>UQ LaSER Position Paper</i> , and the <i>Toward 2032 UQ Strategic Plan</i> .
Roll-out of Inspira on a school basis, designing and providing implementation workshops and guidance to ensure assessment practices, technology, and communications are effective in the context of each school.	Digital Assessment experts will continue to partner with schools to co-design school-based plans and provide guidance to ensure assessment practices, technology, and communications are effective. This will be covered in more detail in <i>Recommendation 4: School-based assessment</i> .
Student support consisting of technological support, appropriate preparation, communication, student guides, liaison with Diversity, Disability and Inclusion (DDI) where required, and laptop maintenance.	Digital Assessment experts will continue to advise and provide resources for course coordinators to effectively communicate with and provide preparation opportunities for students.
Exploring and disseminating pedagogical and assessment design practices made possible by the Inspira platform and new Inspira features.	Digital Assessment experts will explore and disseminate pedagogical and assessment design practices, in partnership with eLSS, made possible by technological advances in digital assessment platforms.
Semester survey collating courses and assessment in Inspira to enable responsible planning of sufficient resources and support.	In the immediate term, continue to collect data to safely manage workload and plan resourcing.
Evaluating and implementing digital assessment platforms and tools.	Digital assessment experts will evaluate and implement digital assessment platforms and tools in partnership with ITS and eLSS. Any future requirements and implementation of new digital assessment platforms and tools will need to ensure consideration of the Technology Master Plan and the

Pre-transition (2020 to 2022)	Post Transition (2023 to future)
	associated IT PMO Governance Frameworks for implementation.
Expanding need	
Multi-faceted professional learning program to develop both assessment design and effective ways of using digital assessment platforms and tools, including orientation, consultations, co-design, workshops, resources.	<p>Expand ITaLI's professional learning opportunities with capabilities and possibilities for assessment (design, enhancement, implementation, and assurance) including:</p> <ul style="list-style-type: none"> a. Assessment Design Community and Assessment Inquiry Network, a community of professional learning, academic inquiry, and dissemination b. showcases of exemplars of digital assessment with explanatory text to build deep expertise c. expanding and updating online resources (guides, templates, and examples) to support digital assessment practices including maintenance of https://itali.uq.edu.au/inspera <p>workshops to support learning, work on and development of assessment practices for academics and students across UQ</p>
Assessment design support including review, enhancement, co-design, and the impact of Generative AI.	Digital Assessment experts will undertake assessment design support including review, enhancement, co-design, and the impact of Generative AI.
Relevant communications.	Relevant communications regarding assessment design and digital assessment platforms and tools to be co-ordinated by ITaLI Marketing and Communications Team in partnership with Digital Assessment experts and eLSS.
Evaluation of assessment design initiatives.	Ongoing evaluation of assessment design initiatives will be led by ITaLI.
Transitioning to other teams or concluding	
Integrations, centrally run examinations, student support, platform support and vendor management.	These activities are transitioning to other teams as outlined in subsequent recommendations.
Project management, budgeting, reporting and governance support.	Concluding on project completion.

7.2 Recommendation 2: integrations with UQ systems

Allocate resources to support the integration and automation of assessment processes within UQ systems.

As we transition towards fully operationalising Inspera, a critical requirement is the development of an integration that connects Inspera with other UQ systems. As a priority, the integration of Exam Manager (DataBee) will play a pivotal role in enhancing the scalability of Inspera's utilisation. This integration effort received endorsement from the ITS Project Approval Board on 9 January 2023, and the allocation of unutilised funds (\$435,042) from 2022 to facilitate the assessment, design, and implementation of the necessary integrations.

Presently, the process for managing centrally administered Inspera exams relies on the manual handling of student enrolment data across numerous intricate spreadsheets, risking error-prone outcomes despite

diligent efforts. This approach is clearly neither scalable nor sustainable. Without effective integration, the potential scope of Inspera's application will be constrained to fewer than 100 courses with central end of semester exams. Furthermore, the existing approach introduces risks related to accuracy and the continuity of processes within the current course load.

To address this, an API Integration is required from Exam Manager (Databee) to Inspera to enrol candidates in centrally managed assessments, along with a corresponding technical support model for this.

Additionally, another integration, which is not yet approved or funded is required as final marks are manually transferred from Inspera to Blackboard for central exams only, as these are not set up using the LTI. In a fully integrated and automated environment, these grades would be sent to the Blackboard Grade Centre with the push of a button. The recommendation from ITS is for this work to be requested from ITS Higher Education Technologies as an enhancement activity. Where additional funding is required for the delivery of this integration, that will be negotiated between ITS and ITaLI

An Inspera Technical Integration Project Management Plan has been developed outlining the options and approved at the Digital Learning Project Management Steering Committee in August 2023. The current recommendation is to implement the Exam Management integration immediately and defer the Inspera to Blackboard Grade option to 2024, as highlighted above as it would require a more significant process change. this work has been scoped for delivery with Blackboard specialists and is awaiting confirmation from the vendor as at 13 October 2023.

Additionally, there is a backlog request with ITS to correct the LTI integration (PRISM ID vs External User ID) to ensure correct integration between Grade Centre and Inspera.

The RACI Chart (Table 6) details the responsibilities for delivering integrations between Inspera and UQ Systems. It is acknowledged that some of these integration requests may require funding to evaluate the sustainability, Return on Investment, and implementation.

Table 6 RACI Chart

Request	Funded	Stage	Responsible	Accountable	Consulted	Informed
Build integration from Exam manager (Databee) to Inspera.	Yes	1	ITS	Higher Education Technologies, ITS	ASD Exams eLSS	
ITS will review the Business as usual RACI with eLSS to ensure most effective operational support.	Yes	1	ITS / eLSS	Higher Education Technologies, ITS	ASD Exams eLSS	
Investigate solutions to improve the exam data quality within the integration, including validation of SI-net Student numbers.	Yes	1	ITS	Higher Education Technologies, ITS	ASD Exams eLSS	
Provide technical advice on the current vendor delivered LTI between Inspera and Blackboard, and improvements required.	Yes	1	ITS	Higher Education Technologies, ITS	ASD Exams eLSS	
Work with Examinations and ITaLI to ensure any process and business changes needed to allow for the integrations to be successful are understood.	Yes	1	ITS / eLSS / Exams	Higher Education Technologies, ITS	ASD Exams eLSS	
Work with Examinations and ITaLI to provide a broader ITS Support model for Inspera, considering	No	2	ITS / eLSS / Exams	Higher Education Technologies, ITS	ASD Exams eLSS	

Request	Funded	Stage	Responsible	Accountable	Consulted	Informed
other LMS platforms support models.						
Develop a new business process to be agreed which will allow Inspira titles to be mapped to Blackboard courses / assessments. (Necessary for Blackboard Grade Integration)- 2024	No	2	ITS / eLSS	eLSS, ASD Exams	eLSS Course coordinators ASD Exams	
Correct the LTI integration (PRISM ID vs External User ID) to ensure correct integration between Grade Centre and Inspira. ** Note this impacts other LTI integrations as well, so has dependencies outside of this scope.	n/a	0	ITS / eLSS	Higher Education Technologies, ITS	ITS eLSS	
Build integration from Inspira to Blackboard – 2024.	No	2	ITS	Higher Education Technologies, ITS	ITS eLSS	

The initial funding for the Exam Manager integration will need to carry over to 2024 to support the marks to Grade Centre integration for central examinations. Additional funding is required to implement this second stage of integrations. This information is included in Section 10: Financial and Resource Model.

7.3 Recommendation 3: central examinations

Transition the responsibility for centrally run exams using Inspira to the central examinations team including setup of digital exams, application of approved exam adjustments (AEAs), digital invigilation, and suitable digital on-campus exam venues.²

This section addresses the transition of the responsibility for centrally run exams using Inspira to the central examinations team including setup of digital exams, application of approved exam adjustments (AEAs), digital invigilation, and suitable digital on-campus exam venues.

Prior to 2023, the eAssessment / Inspira project team was accountable for establishing and delivering student support practices for all Inspira assessment. As a result of the 'Operating Model for Digital Assessment Support' options paper tabled at the DLPM SC on 25 July 2022, it was agreed that the accountability for student support would be transitioned to the Library AskUs and the Academic Services Division Examinations (ASD Exams) Team (for room setup, invigilation, and Library AskUs).

Table 7 details the operational and administrative activities required to execute central examinations using Inspira. Student-facing activities (including all escalations from student-facing support staff during central examinations) are covered in Recommendation 5: Student Support.

² Extracted from the 2021 eAssessment Inspira Pilots Evaluation Report.

Table 7 Operational and administrative activities for central examinations using Inspera

Responsibilities	Responsible	Accountable	Consulted
Pre-Exam operational responsibilities			
Test shell creation and student timetable application in Inspera	eLSS ASD Exams	ASD Exams	
Coordination of exam logistics	ASD Exams	ASD Exams	ITS Security P&F Library
Post-exam administrative tasks	ASD Exams	ASD Exams	
Reporting on central examination delivery	ASD exams	ASD Exams	

Pre-Exam Operational Responsibilities

Test shell creation and student timetable application in Inspera

Responsibilities for test creation and student timetable application in Inspera were transitioned from the eAssessment / Inspera Project Team to eLSS in December 2022. Below are the tasks that have been transferred:

- creating test shells for each central examination in Inspera and ensuring dates, times and settings templates used match conditions of the central examination timetable
- requests for variations to the standardised settings used in central examinations must be submitted to Examinations by the school. Examinations will accept or deny the request and may consult with eLSS and Digital Assessment for guidance if required
- adding Course Coordinators as contributors to central examination test shells to allow them to attach the Question Set ("exam paper") to be used in the exam
- enrolling students as candidates in 'tests' based on the Personal Timetable Export data provided by Examinations. This includes specifying any necessary student adjustments due to Alternate Exam Arrangements (AEA) or Time Zone Adjustments
- ASD Examinations will manually apply any student adjustments approved after the AEA deadline, or adjustments that must be applied manually after enrolment will be applied manually by ASD Examinations as they are received
- applying exam templates, checking student details, and locking tests from further edits prior to activating the exam
- unlocking exams once all students have finished to allow Course Coordinators access to grading permissions.

The above responsibilities are required temporarily until an API Integration is developed between Exam Manager and Inspera. Ongoing responsibilities to maintain data tables and processes used by the integration are outlined in Recommendation 2 Integrations with UQ systems.

Coordination of exam logistics

It is proposed that ASD Examinations are responsible for coordinating the on-campus exam logistics and administrative tasks such as:

- reserving and scheduling laptop trolleys and exam supply kits before, during and after an examination period
- working with ITS, P&F and Security to ensure all exam venues have appropriate power and wifi for on-campus exams and equipment is securely stored when not in use
- employing, rostering, and facilitating test access for Senior Tech Assistants for on-campus digital exams in Inspira.

Post-exam administrative tasks

It is proposed that ASD Examinations are responsible for conducting any administrative tasks required following a central examination period. This includes:

- generating attendance lists from Inspira
- generating examination papers to be made available on the Library's website
- conducting a 'lessons learned' session with all organisational units to review processes and procedures and inform any review or continuous improvement required.

7.4 Recommendation 4: school-based assessment

Continue with the school-based rollout approach in recognition of the required shift in assessment administration and practices, the potential changes to roles and responsibilities, and the support required for optimal use of Inspira.

Recommendation 4 focuses on a school-based approach to assessment (re)design and possible implementation of Inspira. Subsequent to the evaluation report school-based assessment has also referred to assessment delivery and necessary support for timed assessments that are administered by the School.

School-based approach to implementation of Inspira

The implementation of Inspira to date has been accompanied by a review of the assessment and, in many cases, a (re)design of assessment. Moving forward, assessment (re)design is a priority particularly with the recent developments in Generative AI. It is also timely to review assessment using a programmatic approach, consistent with the Assessment Action Plan and implementing the new UQ graduate attributes. Effective digital assessment transformation needs to be cognisant of the school and faculty's strategic approach to assessment transformation.

Where schools choose to review their assessment at a whole of school and/or program level, and consider Inspira as an appropriate platform to enable assessment delivery, then there may be a number of administrative benefits from adopting a school-based approach to adopting Inspira.³

Inspira covers the assessment lifecycle, including creating, administering, and marking assessment and providing feedback to students. Consequently, the 'work of assessment' and the implementation of Inspira in courses is usually done by an array of school staff including Course Coordinators, peers co-authoring and/or reviewing assessment, casual academic markers, professional staff with a role in administering, invigilating, or reporting on assessment, students, Learning Designers, Chief Examiner, and Program Leads.

A school-based approach to implementation creates an opportunity for all stakeholders in assessment in a school to be purposefully considered, ensuring a positive experience for all staff, and the realisation of administrative efficiencies as well as the assessment and feedback design benefits afforded by the platform. Many assessment practices (extensions, moderation, quality assurance, approvals, invigilation, scheduling

³ A school-based approach does not preclude individual Course Coordinators from using Inspira and is not proposed to delay the use of the platform by individual Course Coordinators. Where there are 'individual' users in a school, it is simply aimed at the school being aware of those individual courses, providing clarity around roles and responsibilities and providing support where possible.

and setup, data entry, reporting, and accommodations) happen at the school level and involve staff outside of courses. These practices and processes are impacted by the shift to digital assessment and therefore the potential impact on staff roles and responsibilities should be purposefully considered.

A school-based approach enables the Learning Designers, supporting transformation, to be involved in conversations about school-specific practices with relevant staff to ensure people are given the correct user role and training to implement digital platforms and tools most effectively. Where changes to current practices are required, a school-based approach allows the school to plan for change and the achievement of longer-term benefits. Specifically:

- there are opportunities for program teaching teams to come together to (re)design assessment in line with program learning outcomes, UQ assessment principles, and with wider consultation and approval from Program Convenors
- there can be agreements on a consistent approach to creating structure and enabling programmatic organisation is best done via a school discussion with program leads, Course Coordinators and other relevant staff
- a level of school oversight, beyond the endorsement of the current course teaching team, is also relevant for the longevity of course and program assessment change.

During the rollout of Inspira to date, the school-based approach has been shown to aid scalability and successful implementation. There are efficiencies in staff learning to use the platform and (re)design assessment together, teaching staff are more confident to proceed with the support of their school and colleagues, and there are benefits for professional staff in working with only one platform and adapting their practices to achieve efficiencies. Students also benefit from a more consistent experience when several courses in a school decide to use Inspira.

Supporting business units (Examinations, Library, eLSS and Digital Assessment specialist) benefit from having a school contact who will disseminate important updates rather than needing to keep track of individual Course Coordinators or hoping they keep themselves informed.

Current state

After the initial pilot (Semester 2, 2020) and extended pilot (Semester 1, 2021), the gradual rollout of Inspira across UQ (Semester 2, 2021 onwards) has utilised a school-based approach as recommended by the eAssessment Steering Committee. The approach involved reaching out to key contacts to gauge interest, explaining the need for a school-based conversation, and then scheduling a school implementation workshop with all assessment stakeholders. School onboarding was paused in 2022 due to resourcing constraints.

Table 8 categorises schools according to how they have engaged with Inspira to date. A formal school implementation process means that a workshop has been held at which Course Coordinators, professional staff with a role in designing or administering assessment, and either the Chief Examiner or Teaching and Learning (T&L) Director or both, have considered processes and practices across the assessment lifecycle, identified what must or could change, discussed risk, and designed new practices with clear roles, responsibilities, and communications. An informal implementation process means that a workshop has been held with Course Coordinators and possibly learning designers, but not all stakeholders were present. Not all practices across the assessment lifecycle were addressed, risk has not been addressed in depth, and endorsement from school leadership may not have been present. In these instances, Course Coordinators while sometimes working alone, are more usually working with a group of their peers but are not receiving any administrative support from their school. There are 19 Schools that have not had a formal implementation process with Inspira to date.

Table 8: Current state of school implementation

Formal implementation process (8)	Informal implementation process (2)	No formal implementation process – future opportunities (19)
Biological Sciences*	Agriculture & Food	Architecture, Design & Planning^
Biomedical Sciences	Sustainability	Business ^
Dentistry	Chemistry & Molecular	Chemical Engineering
Health and Rehabilitation Sciences	Biosciences	Civil Engineering^
Human Movement and Nutrition Sciences		Communication & Arts
Languages and Cultures		Earth & Environmental Sciences*^
Pharmacy		Economics^
Veterinary Science		Education
		Electrical Engineering & Computer Science
		Historical and Philosophical Inquiry^
		Law ^
		Mathematics & Physics
		Mechanical and Mining Engineering
		Music
		Nursing, Midwifery, and Social Work^
		Political Science & International Studies
		Psychology
		Public Health
		Social Science^

‘*’ Biological Sciences and Earth and Environmental Sciences have been restructured.

‘^’ indicates there are courses in the school using Inspira, but Course Coordinators are implementing Inspira on an individual basis without any support from their school. They may have access to a faculty-based learning technologist for some ‘just-in-time’ support

Future state

To ensure efficiency, reduce risk, and aid scalability, it is recommended that Digital Assessment experts continue to partner with schools to provide guidance and co-design school-based implementation plans so that digital assessment practices are as effective as possible, and to ensure positive experiences for staff.

Ideally, this implementation guidance and support would be provided through 2024 and 2025 at which point all schools should have had an opportunity to engage with a context specific implementation. Over this time Inspira should also have delivered on the Organisational Hierarchy contract milestone with school or program-based item banks and limited extended users, which will provide greater functionality for schools, but consequently will also require forethought and professional learning.

In addition to continuing to offer school implementation workshops, a website for schools is being authored and will be maintained by ITaLI to provide ongoing guidance and support.

Further recommendations for schools

The additional explanatory text under Recommendation 4 was as follows:

Additionally, schools might consider the following recommendations to reduce identified barriers, and encourage assessment transformation:

- provide as much stability as possible with respect to course allocations and continuity, to provide staff with time to re-think assessment, and confidence to commit to improvement
- include assessment review in curriculum or course review processes
- identify courses / assessments where Inspira will provide significant improvement and prioritise assessment transformation support (from the school or from ITaLI) for those courses
- support academics who identify assessment transformation as compatible with their professional goals, including the minimisation of risk (e.g. help set expectations with

students to avoid Student Evaluation of Course and Teacher risk) for academics trying something new in their course.

These additional recommendations are an important inclusion in the Inspira Transition Plan to recognise and indicate that a key aim of the eAssessment project was to facilitate improved assessment design and the role schools can play to facilitate this in line with the University's strategic goals regarding assessment.

Table 9 sets out the activities associated with a school-based implementation of Inspira and the proposed specific initiatives the digital assessment experts would undertake to support and enable quality assessment if operational funding is provided.

Table 9: Activities associated with school-based approach to implementation of Inspira

Activity	Responsible	Accountable	Consulted	Informed
Identification of key assessment contacts	School T&L Committee, Chief Examiner, Program / Plan convenor, school administration	Heads of School	School professional staff, Course Coordinators	ITaLI, ASD Exams, Library
School implementation workshops / co-design	Key assessment contacts in schools; Digital Assessment	Schools; ITaLI	School administration; Course Coordinators; professional staff; eLSS	
Documentation of processes, roles, and responsibilities	Schools	Head of School; T&L Director, Chief Examiner	School administration; Course Coordinators; professional staff	
Implementation guidance website (maintenance)	Digital Assessment; ITaLI Marketing and Communication	ITaLI	School T&L Directors; school administration	eLSS; UQ Staff

School-based assessment

The pedagogical needs of Course Coordinators mean schools will always need to run assessment (including exams) outside of the centrally supported exam period.

Course Coordinators or assessment administration staff in schools can set up and schedule all school-based assessment (guides and support are incorporated into eLSS standard support services).

However, timed assessments using Inspira, particularly if run on-campus, introduce another level of technological and operational requirements to deliver a successful assessment efficiently and provide a smooth experience for students.

The phrase 'timed assessment' is used deliberately so as not to exclude those assessments that are not called examinations in the Course Profile (perhaps to circumnavigate some of the rules attached to exams), but still have the same technological and operational requirements and level of risk (e.g. module summary tasks, diagnostic assessment etc.).

It is the responsibility of Schools to comply with the relevant checklists, notice periods and recommended ratios for technological support.

Additionally, for on-campus timed assessment, course coordinators or another school staff member with planner access need to be present at all times. Technological support staff are **not** responsible for being the primary supervisor in an on-campus, invigilated timed assessment. Table 10 outlines the responsibilities for school-based exams (time assessment worth 10% or more).

Table 10: School-based exams (timed assessment worth 10% or more)

Activity	Responsible	Accountable	Consulted	Informed
Maintenance of on-campus checklist	ASD Exams	Academic Services Division	Schools	Digital Assessment, eLSS
Maintenance of off-campus checklist	eLSS	ITaLI	Digital Assessment; AskUs; schools	
Compliance with on and off-campus checklists	Course Coordinators	Schools	School administration	
Primary supervision in on-campus exam	School staff with planner access	Course Coordinator		
Maintenance of templates used in setting up school-based assessment	eLSS	ITaLI	Digital Assessment	UQ Staff
Including assessment in program review	Program / Plan convenor	ADAs; faculty / school; HoS		

7.5 Recommendation 5: student support

Schools and relevant business units to enact a Student Support Plan including templates for use in course profiles and course sites, practice exams, exam related communications and technological support.

Preparing students to use Inspira is critical to successful assessment outcomes for all. Support for students includes communication, practice opportunities and technological support.

Whilst most students use Inspira without assistance, the use of a lockdown browser on a student's device increases the need for student facing technological support. Students may require advice and assistance with gaining access to a suitable device, downloading, installing, and updating the lockdown browser, and managing internet connectivity issues during an exam.

Laptops for student use during examinations

The following laptop schemes are available to support students who may not have access to a suitable laptop for their digital examinations:

Library laptop fleet

Library maintain a fleet of laptops for students to borrow at any time during semester, including examination periods. All Library laptops have been configured with Safe Exam Browser and are ready to use for both on-campus and off-campus Inspira examinations. Library laptops can be borrowed in one of two ways:

- **28-day loans:** students can visit AskUs during opening hours at the Dorothy Hill Engineering and Sciences Library (St Lucia) or the JK Murray Library (Gatton) to check out a laptop and charger for 28 days. There 28-day loan fleet consists of approximately 350 laptops between the two campuses.
- **24-hour loans:** there are 24 laptops that can be borrowed for a 24-hour period from lockers in 24/7 study space in the Central Library (St Lucia). There are currently no 24-hour laptops available at the Gatton campus.

Exam backup laptop fleet

A fleet of 192 laptops are used as backup laptops for on-campus Inspira exams (128 at St Lucia and 64 at Gatton). In previous semesters, backup laptops have been issued to students for any reason upon arrival to

a digital exam venue. From Semester 2, 2023, students will be instructed to take responsibility for arriving to their exam with a suitable laptop, which may include a laptop borrowed from the Library if they do not own a suitable laptop.

The exam backup laptop fleet is intended to be used for unforeseen and unavoidable technical issues that occur on a student's laptop, which account for less than 5% of student sittings. As of Semester 1 2023, exam backup laptops have been owned by ASD Examinations and maintained by ITS Fleet Services. ITS have implemented a booking system through UQ BookIt to allow schools to reserve laptop trolleys for school-based exams outside of central exam periods. The need for backup laptops and the management of the process will be monitored moving forward and will require ongoing funding for upgrades. This action has been added to the Physical Learning Roadmap Action Plan.

The table below specifies the stakeholders responsible for maintaining fleets of laptops suitable for digital exams in Inspira.

Table 11: Maintaining the laptop fleet

Responsibilities	Responsible	Accountable	Consulted
Ensure all UQ laptops available to students are operational and "exam ready" (i.e, fully charged, sufficient battery life, correct version of lockdown browsers installed, no pending software updates):	Library ITS	ASD Exams	
<ul style="list-style-type: none"> Library fleet exam backup laptop fleet 			
Coordinate testing of any new or updated exam lockdown browser applications and features to ensure compatibility with UQ's standard operating environment, laptops and wifi network noting any resolving issues.	ITS ASD Exams Library	eLSS	ASD exams

Reservation and loan programs

Table 12 specifies the stakeholders responsible for ensuring laptop fleets can be made available to students and staff coordinating digital on-campus examinations.

Table 12 Stakeholders responsible for ensuring laptop fleets are available for digital on-campus exams

Responsibilities	Responsible	Accountable	Consulted
Develop and maintain an exam backup laptop trolley booking system in UQ BookIT	<ul style="list-style-type: none"> ITS 	<ul style="list-style-type: none"> ITS 	
Ensure exam backup laptop trolleys can be collected and returned by staff members between 8am – 4pm, provided adequate notice is given to ITS to arrange collection and return:	<ul style="list-style-type: none"> ITS Science Faculty 	<ul style="list-style-type: none"> ITS 	
<ul style="list-style-type: none"> St Lucia Campus Gatton Campus 			
Reserve exam backup laptop trolleys with sufficient notice (14 days for school exams, 5 months for central exam periods):	<ul style="list-style-type: none"> ASD exams School 	<ul style="list-style-type: none"> ASD exams School 	
<ul style="list-style-type: none"> central exams school exams 			

Responsibilities	Responsible	Accountable	Consulted
Ensure Library laptops can be collected and returned by students during central exam periods: <ul style="list-style-type: none"> St Lucia Campus Gatton Campus 	<ul style="list-style-type: none"> Library Library* 	<ul style="list-style-type: none"> Library* 	

* Library laptop loans will need to be available to students during End of Semester exam periods to ensure a reduction in dependency of exam backup laptops. Whilst there are 24-hour laptop lockers located in the Central Library at St Lucia, there is a limited supply available and no equivalent laptop locker at the Gatton campus.

The financial and resource model will need to consider how to best plan for the increasing need for students to access laptops outside of the current AskUs opening hours (9am – 5pm) during exam periods. This may include:

- additional 24-hour laptop lockers at St Lucia and Gatton campuses
- extended Library opening hours during exam periods.

Whilst ITS maintains the backup laptop trolley laptops, ITS is not responsible or accountable for the purchasing or disposal of the laptops.

‘definition of maintain’ is – ensure laptops are up to date with required safe exam browser software, charged and ready for use for when bookings are placed (with adequate notice).

Strategic planning

Table 13 specifies the stakeholders responsible for analysing trends in laptop fleet usage to adequately prepare for the expanding use of UQ owned laptops in centrally scheduled examinations.

Table 13 Stakeholders responsible for analysing trends in laptop fleet

Responsibilities	Responsible	Accountable	Consulted
Ensure records are kept of student laptop usage trends as required to inform decisions on continued backup laptop provisions and operating model: <ul style="list-style-type: none"> Library fleet exam backup laptop fleet 	<ul style="list-style-type: none"> Library ASD Exams 	<ul style="list-style-type: none"> ASD Exams 	ITS
Make determinations on the ongoing resourcing of laptops for examinations, including repairing and/or replacing existing fleet when required*	<ul style="list-style-type: none"> ASD Exams 	<ul style="list-style-type: none"> ASD Exams 	ITS

Key Considerations:

* With operational practices in place to reduce reliance on exam backup laptops, the existing fleet of 192 laptops is likely to meet the expected needs of the increase in students’ sittings over the next 2-3 semesters. Laptop use trends will need to be closely monitored to anticipate when the existing fleet may no longer be sufficient.

The financial and resource model will need to consider how to best expand the fleet of exam backup laptops when required. This may include:

- purchasing additional backup laptops.
- renting laptops from an external provider during peak periods only (approximately 8 weeks per year).

Frontline technical support for students

AskUs (Library)

AskUs have been providing an advice and troubleshooting service for students completing a digital exam since 2021. Support is available for all exam platforms (e.g. Learn.UQ, Inspira, etc) and for both school-based and central exams.

Students can contact AskUs via chat, phone, email or at the student support counter at the St Lucia and Gatton campuses.

The AskUs team have been developing their capability to provide frontline student support in preparation for Inspira exams. This includes developing basic troubleshooting skills for the installation and testing of lockdown browsers on student devices, testing equipment compatibility, and other basic troubleshooting practices.

Whilst the AskUs team have been providing students with basic advice and troubleshooting on their device, the Inspira channel in the [Digital Exam Support](#) team has been used to escalate queries to the Digital Assessment team using the @Inspira eAssessment Team tag.

Until 2022, the eAssessment/Inspira project team provided guidance to AskUs for more complex troubleshooting issues with student devices. In Semester 2 2022, the eAssessment /Inspira project team delivered training to senior AskUs team members on how to use the Inspira platform as administrative users. Following the training, the AskUs staff members were granted Inspira 'invigilator' user roles, allowing them to check Inspira test information and student progress and submission timestamps to provide more wholistic support to students.

Technical Assistants / Senior Technical Assistants (Examinations)

The eAssessment/Inspira project team delivered all in-room student support until June 2022 for on-campus Inspira examinations.

The eAssessment/Inspira project team trained 33 casual staff members as Tech Assistants to be employed by ASD Examinations.

Experienced Tech Assistants have an opportunity to further develop their skills as a Senior Tech Assistant. Senior Tech Assistants are given access to the Digital Examinations Support Teams channel and the Inspira platform with guidance and basic permissions on how to apply incident adjustments for students who experience unforeseen technical issues. One Senior Tech Assistant is allocated per exam venue and is responsible for coordinating other Tech Assistants in their venue and escalating issues via Teams when required.

From May 2023 ASD Examinations appointed a HEW 6 Senior Administration Officer to oversee the training, recruitment and management of all Senior / Tech Assistants employed by Examinations.

Whilst the pool of casual Tech Assistants will be primarily rostered during central examination periods, school staff may contact Examinations to allocate Tech Assistant(s) to a school-based exam. For ease of payroll administration, Examinations will facilitate payment to Tech Assistant(s) for school-based exams and journal this cost to the school.

Student support for off-campus assessment

Table 14 specifies the responsible stakeholders to achieve the outlined activities:

Table 14 Responsibilities of stakeholders in non-invigilated exams

Responsibilities	Responsible	Accountable	Consulted
Provide students with advice and troubleshooting to prepare for their exams. This may include assisting students with lockdown browser installation, access to a suitable laptop and navigating the Inspira platform	<ul style="list-style-type: none"> Library 	<ul style="list-style-type: none"> Library 	<ul style="list-style-type: none"> ASD Exams eLSS
Provide details of off-campus assessment to Library to ensure adequate student support can be rostered during examination periods: <ul style="list-style-type: none"> central exams school exams 	<ul style="list-style-type: none"> ASD Exams Schools 	<ul style="list-style-type: none"> ASD Exams Schools 	<ul style="list-style-type: none"> eLSS
Provide support to students over the phone, chat and email if they are experiencing technical difficulties whilst undertaking an off-campus assessment, escalating queries outside their expertise to the appropriate team (see below)	<ul style="list-style-type: none"> Library 	<ul style="list-style-type: none"> Library 	<ul style="list-style-type: none"> eLSS Exams
Provide advice and guidance to student support staff where exam setup issues (i.e. settings and enrolments) or potential system issues may have impacted the student's ability to complete the exam, including troubleshooting any technical issues caused by exam setup and/or system issues	<ul style="list-style-type: none"> eLSS 	<ul style="list-style-type: none"> eLSS 	<ul style="list-style-type: none"> ASD Exams
Provide advice and guidance to student support staff where exam setup issues (i.e. settings and enrolments) or potential system issues may have impacted the student's ability to complete the exam, including troubleshooting any technical issues caused by exam setup and/or system issues	<ul style="list-style-type: none"> eLSS 	<ul style="list-style-type: none"> eLSS 	<ul style="list-style-type: none"> ASD Exams
Provide advice and guidance to student support staff on technical issues experienced by students using lockdown browsers for invigilated exams	<ul style="list-style-type: none"> ASD Exams 	<ul style="list-style-type: none"> ASD Exams 	<ul style="list-style-type: none"> eLSS
Deliver ongoing training and capacity building to staff providing support to students for off-campus assessment, including submitting requests for appropriate Inspira user access for new staff	<ul style="list-style-type: none"> Library 	<ul style="list-style-type: none"> Library 	<ul style="list-style-type: none"> eLSS ASD Exams

Student support for on-campus invigilated exams

Table 15 specifies the responsible stakeholders to achieve this activity.

Table 15 RACI for Student support for on-campus invigilated exams

Responsibilities	Responsible	Accountable	Consulted
Provide students with advice and troubleshooting to prepare for their exams. This may include assisting students with lockdown browser installation, access to a suitable laptop and navigating the Inspira platform	<ul style="list-style-type: none"> Library 	<ul style="list-style-type: none"> Library 	<ul style="list-style-type: none"> ASD Exams eLSS
Provide details of school-based exams to Exams to ensure adequate student support	<ul style="list-style-type: none"> Schools 	<ul style="list-style-type: none"> Schools 	<ul style="list-style-type: none"> ASD Exams

Responsibilities	Responsible	Accountable	Consulted
can be rostered with all costs journaled back to the school			
Ensure appropriate rostering of Tech Assistants and for on-campus examinations	<ul style="list-style-type: none"> • ASD Exams 	<ul style="list-style-type: none"> • ASD Exams 	
<p>Provide support to students in an exam venue if they are experiencing technical difficulties including applying incident adjustments when required. Where issues are outside the expertise of the in-room support staff, queries are to be escalated via the following channels:</p> <ul style="list-style-type: none"> • @Examinations tag in the Digital Exam Support team channel (central exams) • in-room school staff member (school-based exams) 	<ul style="list-style-type: none"> • Tech Assistants 	<ul style="list-style-type: none"> • Tech Assistants 	<ul style="list-style-type: none"> • ASD Exams
Provide advice and guidance on complex troubleshooting for issues unable to be resolved by in-room support staff	<ul style="list-style-type: none"> • ASD Exams 	<ul style="list-style-type: none"> • ASD Exams 	
Provide advice and guidance where exam setup or potential platform issues may have impacted a student's ability to complete the exam, including submitting service tickets to Inspira where required	<ul style="list-style-type: none"> • eLSS 	<ul style="list-style-type: none"> • eLSS 	<ul style="list-style-type: none"> • ASD Exams
<p>Review and investigate technical issues that may be caused by issues with UQ owned laptop fleets.</p> <ul style="list-style-type: none"> • Library laptop fleet • exam backup laptop fleet 	<ul style="list-style-type: none"> • Library • ITS 	<ul style="list-style-type: none"> • ASD Exams 	
Provide advice and guidance on the application of exam policy and procedure where required	<ul style="list-style-type: none"> • ASD Exams 	<ul style="list-style-type: none"> • ASD Exams 	
Deliver ongoing training and capacity building to staff providing student support for on-campus exams, including submitting requests for appropriate Inspira user access for new staff	<ul style="list-style-type: none"> • ASD Exams 	<ul style="list-style-type: none"> • ASD Exams 	<ul style="list-style-type: none"> • eLSS

7.6 Recommendation 6: vendor management

Continue to build a strong relationship with Inspera as a supplier, proceed with current contract milestones and plan the next wave of development priorities.

Throughout the project phase, the eAssessment / Inspera project team undertook the role of vendor management with Inspera. The responsibilities outlined in Table 16 below identify who will manage UQ's vendor relationship with Inspera from 5 May 2023, unless otherwise specified below.

Table 16 RACI for vendor management

Responsibilities	Responsible	Accountable	Consulted	Informed
Technical Owner	ITS	ITS		
Business Owner	Deputy Director, Digital Learning, ITaLI	Deputy Vice-Chancellor (Academic)		
Services Owner	eLSS	eLSS		
User access <ul style="list-style-type: none"> setting up staff as users with specified user roles in Inspera. 	eLSS	eLSS		
User support		Business Owner		
<ul style="list-style-type: none"> platform support for staff 	eLSS			
<ul style="list-style-type: none"> pedagogical support for staff 	ITaLI			
<ul style="list-style-type: none"> platform support for students 	Library			
Testing / release of new features	eLSS	eLSS	ELOF / LDC ⁴ ASD Exam	Digital Assessment Schools
Standardise settings	eLSS	eLSS	ASD Exam	Digital Assessment
Lockdown browser	Exams Library	eLSS*	ELOF / LDC	
Reporting	eLSS	eLSS	ASD Exam Digital Assessment	

Technical owner

It is proposed that the Technical Owner for Inspera is Information Technology Services (ITS)

The Technology Owner has a role in the UQ-Inspira vendor relationship in the following areas of responsibilities:

- undertaking the integration between Inspera and UQ systems

⁴ eLearning Operational Forum – fortnightly eLearning service meeting run by eLSS includes Library, ITS, ITaLI T&L Manager, and learning designers, faculty reps.
LDC – Learning Designer Community

- funding Inspira licencing costs including Inspira Licences, Inspira Exam Portal, Smarter Proctoring tokens, maintenance fees and extra tenants as approved by CIO for central licencing
- taking ownership of contract terms and conditions and any future contract negotiations, ensuring that all parties are clear on expectations and deliverables in consultation with the Business Owner
- resolving legal disputes on contract-level issues arising with the vendor, and (to a reasonable degree) having processes in place to resolve difficult cases, including contract termination
- ensuring the system abides by security standards as it related to UQ's Cyber Security Policy

Business owner

It is proposed that the business owner for Inspira is the Deputy Vice-Chancellor (Academic) delegated to Deputy Director, Digital Learning, ITaLI.

The Business Owner has a broad oversight role in the UQ-Inspira vendor relationship in the following areas of responsibilities:

- monitoring the vendor's performance to ensure compliance with expected release dates on the agreed upon timeframes and quality standards
- maintaining and establishing regular contact with Inspira, keeping them informed of any changes in business requirements and proactively addressing concerns, and delegating part(s) of the above to the Service Owner as appropriate
- working with the vendor to ensure agreed terms of service are met
- evaluating any/all risks communicated by Inspira and taking the appropriate measure(s) to mitigate potential issues that could impact Inspira's use at UQ, including extreme cases involving consulting or amending the Business Continuity Plan, and delegating part(s) of the above to the Service Owner as appropriate.

Service owner

It is proposed that the service owner for Inspira is the Manager eLearning Systems and Support, ITaLI.

The Service Owner has a delivery focused role in the UQ-Inspira vendor relationship in the following areas of responsibilities:

- maintaining and reviewing service level agreements with Inspira and escalating potential issues which could impact contractual terms and conditions to the Business Owner
- maintaining service-level communication with the vendor, informing them of roadblocks to Inspira's rollout, either directly or through the Business Owner (as appropriate)
- communicating with Inspira's key-focal person(s) on changes to service-level requirements and addressing procedural issues as they develop throughout their life cycle
- in consultation with the Technical Owner, resolving disputes on service-level issues arising with the vendor and escalating them to the Business Owner if they impact contractual terms and conditions
- communicating technology requirements either directly to the vendor, or through the Business Owner as appropriate
- serving as the first point of contact in receiving new builds of Inspira and specific features of the platform for beta testing and assessing their usability and feasibility for deployment for UQ staff and students
- relaying platform issues and feature bugs that cannot be resolved on-site to Inspira for resolution

- escalating non-resolution of tickets to the Business Owner as appropriate
- providing operation-focused insights to the Business Owner for decision-making on service and contract level vendor relations
- undertaking duties and responsibilities delegated by the Business Owner.

User access

eLSS will be responsible for administering appropriate user roles in Inspera. Inspera has a variety of user roles that can be assigned with varying functionality.

Detailed information on Inspera user roles can be found in Appendix 4.

User support

Platform support for staff

eLSS will be responsible for delivering platform support for staff using Inspera Assessment. This includes:

- eLSS support help desk
- designing processes and guides and protocols around use of the system
- development and maintenance of resource guides on eLSS website
- professional development opportunities on using the Inspera platform
- eLearning Adviser consultations including pedagogical advice and which system should be used for assessment.

Pedagogical support for staff

ITaLI Digital Assessment Learning Designers will be responsible for delivering pedagogical support for staff using Inspera Assessment. More detail on this will be outlined in Recommendation 1. This includes:

- assessment design support and consultations
- professional development opportunities in assessment design
- collaborative projects with academics to enhance assessment.

Platform support for students

Library will be responsible for delivering platform support to students using Inspera Assessment. This includes:

- providing advice and troubleshooting to students accessing the AskUs service
- eLSS is responsible for writing and maintaining the guides and consulting with Examinations and Digital Assessment.

Testing / release of new features

eLSS will be responsible and accountable for testing / releasing new features of Inspera.

Inspira milestones for 2023

Within the initial 3-year Inspera contract there were 28 development milestones agreed to be delivered. The Digital Assessment team will be responsible for the management of milestones during 2023. In 2024 UQ will not invest funds to develop additional milestones, will monitor the Inspera Roadmap and provide suggestions on additional features to improve Inspera adoption at UQ.

Standardised settings

- eLearning Advisers will maintain settings on all public Templates. Templates will be periodically reviewed in line with lessons learned following examination periods, release of new features and changes to standard processes
- any changes to public templates used in central examinations must be reviewed and agreed to by Examinations.

Lockdown browsers

Lockdown browsers are student facing applications used for the purpose of assessment security, academic integrity, and exam invigilation.

Examinations are responsible for operational activities relating to the student use of lockdown browsers in assessment. This includes:

- ensuring students are advised of their responsibilities to prepare for examinations by downloading and testing a lockdown browser on their personal device or borrowing a laptop from the Library
- publishing support guides for students and staff supporting students on the use of lockdown browsers
- seeking guidance from Assessment Sub-Committee on the features required in lockdown browsers to support its use in various categories of assessments (i.e. invigilation/non-invigilated, open/closed book, on-campus/off-campus)
- providing guides for schools on the best practice use of lockdown browsers in digital examinations
- liaising with Inspira (in consultation with eLSS) regarding new lockdown browser versions or features when required
- escalating potential performance issues with lockdown browsers to eLSS to raise service tickets when required
- contributing to testing of new lockdown browser features in consultation with eLSS and Library.

eLSS are responsible for all **platform support and vendor management** activities relating to the use of lockdown browsers. This includes:

- providing platform support to staff configuring tests that will use a lockdown browser
- consulting Examinations prior to decisions on contracts, licensing or feature activations that may impact the operational activities established for the use of lockdown browsers in Inspira exams.

In Semester 2, 2023 the Digital Assessment team will support Examinations and schools in the rollout of Inspira Exam Portal for on-campus examinations.

From January 2024, accountability and responsibility for all vendor management responsibilities (including future pilots) will be transitioned to eLSS; all operational activities relating to lockdown browsers to be transitioned to Examinations.

Reporting on Inspira use

Requests for reporting on the use of Inspira should be managed by the Service Owner, eLSS. This includes any requests for the following information:

- reporting on central examination delivery (see Recommendation 3: Central Exam Operations)
- any other requests for statistics and trends seen in the University's use of Inspira Assessment.

eLSS may consult with Examinations or Digital Assessment to determine the most appropriate reporting methods for ad-hoc queries until capability is developed.

7.7 Recommendation 7: digital assessment policy

PPL 3.10.02 Assessment – Procedures and PPL 3.10.11 Examinations Procedures to incorporate digital assessment practices.

Recommendation 7: Digital Assessment Policy recommended that a review of [PPL 3.10.02 Assessment Procedures](#) and [PPL 3.10.11 Examinations Procedures](#) be undertaken to incorporate digital assessment practices. Specific recommendations from the Inpera Pilot Evaluation Report were to minimise risk and remove barriers to assessment transformation and improve the student experience. Below were the suggested areas for review:

- revise roles and responsibilities related to digital assessment quality, error minimisation and risk of failure are established and implemented.
- the policy to release centrally scheduled exam papers to the Library, balancing the practicability for Inpera exams, workload implications for academic staff and equity for students is reviewed.
- policies regarding central and school-based exams are reviewed so that exams are only run as school-based when pedagogically necessary, or for example, the course is taught as an intensive and does not follow standard semester timelines.
- student responsibility for bringing your own laptop preparation as a “required exam material” is discussed.

The Assessment Sub-Committee (ASC) has undertaken a full refresh and update of PPL 3.10.02 (Assessment) and PPL 3.10.11 (Examinations) ensuring that digital assessment is covered, and where relevant, direction is provided for technology choices and settings. Updated procedures have been endorsed by Academic Board Committees and will be enacted for 2024.

Table 17 outlines the RACI for recommendation 7: digital assessment policy.

Table 17 RACI for recommendation 7: digital assessment policy

Responsibilities	Responsible	Accountable	Consulted
Review PPL 3.10.02 Assessment – Procedures and PPL 3.10.11 Examinations-Procedures to incorporate digital assessment practices	Assessment Sub-Committee	Assessment Sub-Committee	ASD, Library eLSS, Digital Assessment Learning Designers

8. Communications and content management

This section relates to responsibilities for communications with university staff and students, including content published on UQ websites, Teams channels workshops and presentations. In principle communication should be the sole responsibility of the organisational unit accountable for the business activity the content relates to.

Best practice communication standards

- organisational units should limit communications with staff and students to business activities they are accountable for
- when appropriate, references to business activities owned by other organisational units should link to live content on the business owner’s Live Content Directory only. Content should not be duplicated across organisational units to reduce circulation of out-of-date content and avoid confusion regarding roles and responsibilities of each organisational unit.

eLearning Systems and Support

Table 18

Staff facing	
Examples:	
<ul style="list-style-type: none"> platform support guides on developing, delivering, and marking assessments in Inspira workshops covering school responsibility for exam configuration in Inspira Assessment communications with school staff on business process calendar activities owned by eLSS related to platform configuration for exams 	
Live web content directory: https://elearning.uq.edu.au/	Content delivery channels: <ul style="list-style-type: none"> help@elearning.uq.edu.au elearningadvisers@uq.edu.au Workshops Newsletters

ASD examinations

Table 19

Staff facing	
Examples:	
<ul style="list-style-type: none"> tools, guides, and resources used for the coordination of exam logistics (i.e., exam venues, equipment, support staff) guides for student facing staff responsible for coordinating technical support for digital invigilated exams communications with school staff regarding business process calendar activities training and workshops for staff providing technical support to students using lockdown browsers for exam invigilation 	
Live web content directory: <ul style="list-style-type: none"> https://asd.uq.edu.au/teams/examinations-and-timetable-services 	Content delivery channels: <ul style="list-style-type: none"> examinations@uq.edu.au Digital Exam Support > Inspira Teams channel

Table 20

Student facing	
Examples:	
<ul style="list-style-type: none"> student responsibilities for digital exam preparation, including device testing and onboarding activities using lockdown browsers for exam invigilation troubleshooting guides for issues experienced by students when using lockdown browsers access to practice tests when tests may be used to assess a student's "preparedness" for digital exams in reviewing applications for incident adjustments and deferred exams. 	
Live web content directory:	Content delivery channels:

-
- | | |
|--|---|
| <ul style="list-style-type: none"> • https://web.library.uq.edu.au/library-services/it/learnuq-blackboard-help/inspera-assessment • https://my.uq.edu.au/information-and-services/manage-my-program/exams-and-assessment/exams-uq | <ul style="list-style-type: none"> • examinations@uq.edu.au • AskUS chat, phone and email • student personal timetables • Learn.UQ announcements (post requested via Course Coordinators) • emails |
|--|---|
-

Learning Design support with expertise in assessment design

Table 21

Staff facing	
Examples:	
<ul style="list-style-type: none"> • assessment design considerations • staff testimonials • workshops on assessment design, feedback, and pedagogical practices relating to assessment 	
Live web content directory:	Content delivery channels:
<ul style="list-style-type: none"> • https://itali.uq.edu.au/ 	<ul style="list-style-type: none"> • digitalassessment@uq.edu.au • Assessment Design Community Teams channel • Professional learning • newsletters / ITaLI eNews

9. Risk identification and management

The DLPM SC has endorsed the risk assessment and management plan (Appendix 5) for the transition plan. Risks have been effectively mitigated to levels deemed tolerable. Moreover, any emerging risks or necessary mitigation strategies have and will be escalated to the DLPM SC, ensuring comprehensive risk control measures.

10. Financial and resource model

This section of the transition plan details the financial and resources required for Inspera in 2024 and beyond.

The eAssessment / Inspera project has received a total of \$5,313,489 in funding from Capital Management Group (CMG) as detailed in Table 22. Due to allocations of funds to integrations and milestone payments not being spent, ITS PAB approved the carryover amounts into 2022 and 2023.

Following the 23 May 2022 DLPM SC, Rowan Salt, Chief Information Officer (CIO) provided his endorsement of the reallocation of \$1M from the Digital Learning Projects 2022 budget to 2023 on 11 July 2022. This \$1M stemmed from the unallocated portion within the \$3M Digital Learning Projects budget and was allocated to salaries for the eAssessment / Inspera Project Team for 2023.

Table 22: Summary of approved CMG Project funding for eAssessment / Inspira project

Approved Project Funding Sources	2019	2020	2021	2022	2023	Total
CMG Approved budget	\$643,894	\$1,336,000	\$1,314,595	\$1,019,000	\$1,000,000	\$5,313,489
Expenditure	\$207,624	\$1,282,377	\$808,261	\$1,098,958	\$508,325 ⁵	\$3,397,220
Underspend	\$436,270	\$53,623	\$559,957	\$435,042		\$1,484,892
Approved carry forward	\$0	\$0	\$53,623	\$515,000	\$435,042	\$1,018,623

As of 8 August 2023, the eAssessment / Inspira Project has utilised a total of \$3,397,220 in expenditures that have been allocated across the following categories of expenses. Table 23 provides a summary of expenditures from 2019 to 2023.

Table 23: Summary of expenditure from 2019 to 2023

Cost Category	Actuals (by year)					
	2023		2022	2021	2020	2019⁶
	Actuals	Forecast				
Internal Labor	\$508,325	\$473,526	\$896,075	\$711,610	\$500,806	\$200,575
External Consultants	0	0	\$35,507	\$56,517	\$224,358	0
External Contractors	\$1,359	0	0	\$16,214	0	0
Hardware	\$122	0	\$13,554	0	\$552,613	\$1,340
IT Software / Licenses	0	0	\$11,974	\$16,603	\$2,903	\$1,125
Other	\$16,253	0	\$141,766	\$3,399	\$1,697	\$4,266
Travel and Hospitality	\$120	0	\$82	\$3,918	0	\$318
Total Project Costs	\$526,181	\$473,526	\$1,098,958	\$808,261	\$1,282,377	\$207,624
Approved Budget	\$1,000,000		\$1,534,000	\$808,261	\$1,282,377	\$207,624

It is important to note that there were also additional licencing expenses in 2022 and 2023 that were paid from ITS operating funding. Additionally, there is \$435,042 allocated to integrations in 2023, which was carried forward from 2022 project funding to operational funding. These are detailed in Table 24.

⁵ Actuals as at 8 August 2023

⁶ Extracted from ProTRAC Financial module

Table 24: ITS Operating Budget for Inspira Licensing Actuals from 2019 to 2023

ITS Operating Budget for Inspira Licensing Actuals (by year)						
Cost Category	2023		2022	2021	2020	2019
	Actuals	Forecast				
IT Software / Licenses	\$101,118.30	\$170,000	\$165,834.06	\$14,756	0	0
Integrations		\$435,042				

RACI Summary

Table 25 outlines the responsibilities that have been allocated during the transition phase to the operationalisation phase of Inspira.

Table 25: RACI Summary

Responsibilities	Responsible	Accountable	Consulted	Informed
Approving operating budgets for Assessment Design Support (Digital assessment experts)	Provost	DVCA	ITaLI Director	ITaLI
Ensuring there are laptops available to students via the Library Laptop Scheme	Library	Library	ASD Exams	
Ensuring there are backup laptops available for students during exams	ASD Exams	ASD Exams		
Deciding on how many Inspira licences and associated costs to purchase each year	Inspira Business Owner	Inspira Business Owner	Director, Higher Education Technologies	ITaLI
Approval of increased licences for Inspira	CIO	Director, Higher Education Technologies	Inspira Business and Service Owners	
Allocation of budget for Inspira licences and associated costs	CIO	ITS Licencing	Inspira Business and Service Owners	

Ongoing Operational Costs

Contract and licences

The business owner for Inspera, Deputy Director, Digital Learning, ITaLI and the service owner for Manager, eLearning Systems and Support, ITaLI will be responsible for consulting with Inspera and ITS to ensure that UQ gains value for money on the negotiation of the contract and licencing costs. As the University expands Inspera, they will consider the risk of overcommitting to too many licences, and current and future product features. Inspera's live proctoring tool (estimated to be due out in 2024) may be suitable to UQ's requirements, as it allows live human proctoring like ProctorU but using UQ invigilation staff. For the purposes of this financial model, the cost of Inspera's live proctoring tool plus invigilation labour is expected to be equivalent to the current expenditure on the ProctorU service.

In 2022 the Digital Assessment Working Group recommended the University not expand beyond the current user levels in 2023, and therefore 12,000 licences were acquired for 2023 based on the 2022 licences used. If the University expands Inspera usage in 2024 and targets courses using paper-based exams it will require approximately 20,000 licences that year. The Digital Assessment Team is currently identifying the courses that could be targeted in 2024. The number of licences for 2024 is also dependent on the uptake from Course Coordinators moving to Inspera. A 20,000 user licence will reduce the cost per user from \$14/user to \$13 per user, saving around \$20,000 per year, or \$60,000 over three years. The greater risk appears to be in overcommitting and, for example, ordering 20,000 licences at \$13 per licence but using only 16,000, which would waste \$52,000/year or \$156,000 over three years. It is proposed that the University takes a lower-risk approach of procuring 10,000 licences at \$14 per student and pay for additional licences at the end of the year.

The DVCA has expressed a preference for a single-year contract renewal initially followed by consideration of a 3-year agreement at the end of 2024. In choosing the way forward the main consideration will be whether the University wants to maintain current user levels at 12,000 licences or expand to 20,000 in an attempt to reduce paper-based exams.

Pricing is currently based on UQ maintaining current user levels for Inspera Smarter Proctoring (ISP) (record and review) at 1200 tokens at a cost of \$4 per exam per student. Given the additional work required of reviewing the recordings for using ISP, we are not anticipating an increase in uptake. Costing has been based on ISP staying at \$4,800 for each year.

For comparison pricing, in 2023 licencing was based on the \$14 per licence for up to 10,000 licences and \$13 for 1917 for excess licences in our initial three-year contract. Inspera has confirmed that price increases will apply for shorter-term arrangements, at 5.5% for a one-year contract in 2025, and higher or lower when future extensions are organised.

An enterprise licence cost was explored however, UQ may only ever require no more than 32,000 licences due to the platform not being required by HDR students, Medicine students who currently use ExamSoft, and some courses with alternate assessments.

Since 2022, Inspera licencing has been funded through the ITS licencing operating budget.

Table 26 outlines the estimated ongoing operational costs that need to be considered by ITS for the next 3 years, based on the scenario planning exercise outlined above undertaken by the Service Owner. As of August 2023, the contract and pricing for 2024 and beyond have not been finalised, therefore Table 26 is an estimation of ongoing operational costs.

Table 26: Scenario Planning - estimation of potential ongoing operational costs

Item	Operational Budget allocation	2022	2023	2024	2025*	2026*
Minimum 10,000 Software As A Service (SaaS) licence	ITS	\$140,000 10,000 @ \$14	\$140,000 10,000 @ \$14	\$140,000 10,000 @ \$14	\$155,085 10,000 @ \$14.77 ⁷	\$162,839 10,000 @ \$14.77 ⁸
Purchase extra student licences as required	ITS	\$24,921 1,917 @ \$13	\$24,921 1,917 @ \$13	\$65,000 5,000 @ \$13	\$137,200 10,000 @ \$13.72	\$205,800 15,000 @ \$13.72
Total licences		11,917	11,917	15,000	20,000	25,000
Inspira Exam Portal (30% of above total user prices)	ITS	\$46,476 11,917 @ \$13 @30%	\$46,476 11,917 @ \$13 @30%	\$58,500 15,000 @ \$13 @30%	\$82,320 20,000 @ \$13.72 @30%	\$102,900 25,000 @ \$13.72 @30%
Inspira Smarter Proctoring (ISP)	ITS	\$4,800 1,200 tokens @ \$4	\$4,800 1,200 tokens @ \$4	\$4,800 1,200 tokens @ \$4	\$4,800 1,200 tokens @ \$4	\$4,800 1,200 tokens @ \$4
Extra Tenants maintenance fee x 4 @ \$3,689 each	ITS	\$14,756	\$14,756	\$11,067	\$11,067	\$11,067
Maintenance fee for LTI integration to LMS	ITS	\$3,689	\$3,689	\$3,689	\$3,689	\$3,689
Maintenance fee for Turnitin integration	ITS	\$3,689	\$3,689	\$3,689	\$3,689	\$3,689
Maintenance fee for Scanning integration	ITS	\$3,689	\$3,689	\$3,689	\$3,689	\$3,689
Maintenance of Integrations (0.1 FTE)	ITS	0	0	Included in project integration cost	Included in project integration cost	\$14,500
Backup Laptops or leased laptops	ASD Exams			n/a	n/a	TBD
TOTAL		\$242,020	\$242,020	\$290,434	\$401,539	\$526,906

Note: The above estimations are estimations only. ITS has confirmed available funding for 2024. Should there be a need for additional licences than what is already committed this will require CIO approval for the uplift of ITS Central Licencing. *2025 and 2026 are estimates only based on scenario planning, a variety of factors will impact the number of licenses and should not be considered absolute.

There are 5 requirements that should be actioned to support the financial and resources model. These are:

1. ITS operational funding is allocated to Inspira licencing costs for 2024 totalling \$290,434. Additionally, as part of the project closure process, a request for funding for central licencing budget is increased based on estimated figures outlined in table 26. The 2024 licencing has not been confirmed as available by ITS.
2. InspiraScan software is stored with ASD Exams at St Lucia. Whilst scanning of paperwork can be undertaken at any campus, converting the scanned files and uploading them to Inspira will be

⁷ Assume 5% increase

⁸ Assume 5% increase

undertaken by casual examinations administrative staff at St Lucia. This process may require review depending on the extent of InsperaScan's usage.

3. Subject to existing contract milestones promised for delivery in 2023 or early 2024, UQ will refrain from including milestones in forthcoming contracts, as Inspera is shifting towards being a SaaS provider. Additional functionality to existing milestones can be highlighted and advocated for in Inspera's community of users once it has been launched
4. An Inspera Project Closure Report is tabled at ITS Project Approval Board in early 2024 and includes the proposal to carry forward unspent funds for integrations to 2024. Furthermore, the Closure Report will request the balance of funds required to complete the integrations.
5. Operational funding be designated to sustain the transformation of assessment within ITaLI in 2024 and beyond.

Details relating to these requirements are outlined below.

Explanation of ongoing operational costs

Inspera base licence [Software as a Service (SaaS) licence]

A student user is defined as a student of UQ who has submitted at least 1 submission through Inspera during the calendar year. The calendar year resets on 16 December each year. A licence is not required for UQ end users, including staff.

Safe Exam Browser

Safe Exam Browser (SEB) is a lockdown web browser designed to deliver digital assessments securely. SEB is used by a range of platforms including Inspera. The browser temporarily creates a secure workstation by limiting access to unapproved resources such as websites, local files, and system functions during an exam. SEB is an open-source lockdown browser application that is available for macOS and Windows devices. The open-source software does not incur license costs or have associated vendor support, and is not suitable for remote invigilated examinations.

Inspera Exam Portal Licences

Inspera Exam Portal (IEP) is a lockdown browser that is designed to support both on- and off-campus exams (or any timed assessment). Inspera Exam Portal is developed by Inspera specifically for Inspera assessment and is supported by them internally. The current contract covers all IEP usage for on-campus exams and additionally provides 1200 tokens for off-campus exams with a recording feature for academic integrity. Each token allows 1 student to sit 1 recorded off-campus exam. 6 courses have indicated that they will use IEP for off-campus exams in Semester 2, 2023 (as of 15 August 2023).

Extra Tenants

We currently have 4 tenants these are UQstafftrainingone; UQstafftrainingtwo; UQdev and uqi.inspera.com. In 2024 and beyond we will reduce to 3 Tenants and remove UQstafftrainingtwo.

Maintenance fees

Within the current contract, we have an obligation to pay the Vendor maintenance fees for LTI integrations to LMS and Turnitin. These will need to be considered in the contract going forward.

Scanning integrations

The utilisation of a scanning integration software (InsperaScan) is recommended to continue. InsperaScan allows students to complete drawings and images on paper as part of their assessment. Papers are scanned using any UQ multi-function scanning device and can be saved to UQ network drives or SharePoint. A single InsperaScan license is required to convert scanned PDF files into an Inspera readable format to attach scanned images to individual student responses.

Contract Milestones

When the contract was negotiated in 2019, 28 contract milestones were included. The milestones were reviewed on 8 August 2023 with Inspera's Chief Product Officer, Brent Mundy, Senior Partner Growth Manager, Grant Beevers along with the business owner for Inspera, Deputy Director, Digital Learning, ITaLI, Service Owner, Manager, eLearning Systems and Support, ITaLI and Manager, Digital Assessment.

The current state is that milestones 1, 2, 4–19, and 26 are completed and Inspera has indicated that milestones 3, 20, 22, and 23 may be completed by 2024. There are 3 outstanding milestones that Inspera have not committed to deliver in 2024. These are:

Milestone 21 – question use data

- Current state: there is some limited question use data that can be retrieved via analytics in Inspera
- Inspera's response: there is no more planned development on the data discovery tool (DDT) until Content Management is released as DDT will consume the data managed in the content banks.

Milestone 24 – late submissions

- Current state: the Late Submissions component of Milestone 24 has been completed, but the automatic calculation of penalties when a student submits late has not been completed
- Inspera's response: support for penalty is not being planned as it is not an important requirement across our wider Higher Education customer base.

Milestone 25 – Unanswered question warning

- Current state: the current implementation of this feature does not function as originally expected
- Inspera's response: They will bring needs into new Test Player design work which is ongoing. No commitments on delivery date.

Student bring your own device (BYOD), backup exams laptops, and laptop charging trolleys

Improvements to technical support practices have seen a reduction in the use of backup laptops in the exam room during the Semester 1, 2023 examination period. Less than 40 laptops were in use at any time across both campuses.

From Semester 2, 2023, further changes to operational practices are likely to transfer approximately 60% of all backup laptop use to the Library loan fleet. Based on historical usage the existing Library laptop fleet should be sufficient to accommodate this shift. However, future funding may be required to ensure students can access Library laptop loans outside of the existing Library opening hours (i.e. additional 24-hour laptop lockers at St Lucia and Gatton).

Students are required to provide their own laptop (tablets are not appropriate for a lockdown browser) for an Inspera assessment or exam. If they do not have a laptop or they have issues with their current laptop, they can borrow one from the Library. A student should not turn up to an exam and assume they will be provided with a laptop. If a student's device unexpectedly fails during an exam, a backup laptop will be provided.

If students adhere to the above assumption, ASD Exams estimates that the existing 80 laptops in St Lucia and Gatton will be sufficient to provide students with backup laptops during the exam periods, including estimates for a targeted expansion based on 2023 usage (i.e., approximately 12,000 student licences and 8,000 to 10,000 end of semester exam sittings) for the next 2 years. Following this time, ASD Exams will explore rented laptops to supplement the backup laptop fleet during the end of semester exams only.

The existing laptop carts were purchased in 2022 with project funding and have a lifetime warranty.

Resources

In 2022 the eAssessment project team provided full support to the staff and students of 95 courses per semester (11,912 students) who used Inspera across all aspects of the assessment lifecycle. This

encompassed activities such as onboarding new users, assessment (re)design and creation in Inspira, advice and planning with schools and academics about sustainable implementation, supplying templates and suggestions for academics regarding student communication, training of student support teams, technological troubleshooting, and fostering expertise development in others.

Furthermore, in 2022, the eAssessment / Inspira team conducted an Inspira Exam Portal pilot with 10 LAWS courses which utilised the record and review functionality in Inspira Smarter Proctoring. Notably, the Inspira Exam Portal pilot included testing dual-mode exams, wherein both internal and external cohorts could take the same exam simultaneously, both on- and off-campus.

In 2023, a new operational model was introduced as detailed in this Plan. This model was put into action to offer technological support for students through the Library and ASD Exams, as well as for staff through eLSS. Furthermore, the digital assessment processes for ASD Exams were streamlined.

In the 2023 UQ annual budget allocation process, additional operational funds were directed to the ASD Exams, enabling the recruitment of 2 full-time equivalent continuing resources. Additionally, funding was allocated to the Library to increase support to students. It is important to note that these financial allocations were not exclusively dedicated to Inspira-related initiatives, but rather intended to bolster the functions of both ASD Exams and the Library.

ITaLI secured \$1M of CMG funding for 12-month salaries for the eAssessment / Inspira project team until December 2023. However, there is currently no operational funding designated to sustain the transformation of assessment within ITaLI in 2024 and beyond. Funding for Digital Assessment team and eLearning Adviser support is being considered through the current budget process. It is expected that an outcome will be confirmed in late 2023.

It's important to acknowledge that the resource recommendations laid out in this section are contingent upon the current operating model, existing constraints, and underlying assumptions restricted by exam scheduling and room capacity. ASD Exams estimates indicate the possibility of accommodating up to 800 students per session (based on venues with infrastructure suitable for digital exams), with a total of four sessions per day spanning 12 days, resulting in a total of 38,400 student sittings for the end of semester exams.

Any significant alterations to the examination process or new product offerings or features from Inspira could potentially impact resources allocated to ASD Exams, the Library, and ITaLI.

The Inspira transition plan is set to receive endorsement from the DLPM SC in November 2023. However, it's important to note that this committee holds no budgetary authority.

Integrations

As outlined in the Integrations recommendation section of this plan, a total of \$435,042 has been allocated to facilitate the integration and automation of assessment processes within UQ systems in 2023. This is proposed to be used over 2023 and 2024 to deliver two key integrations for Inspira to UQ Systems. 2023 would see the delivery of Exam Manager to Inspira, and a request to carry over the \$102,042 remaining funds to 2024. An additional \$230,958 will be needed in 2024 to deliver the Inspira to Blackboard Grade Centre integration.

Table 27 details the project expenses with the integration of Inspira to Blackboard Grade Centre for the purpose of loading grades in 2024. This project received endorsement by the DLPM SC on 15 August 2023. The key assumptions are as follows:

- **Integration Delivery:** the recommended plan includes the successful implementation of the Exam Manager to Inspira integration project. This integration is planned to be executed within the allocated budget of \$435,042
- **Budget Carryover:** Any unutilised portion of the allocated \$435,042 budget for the integration project is intended to be carried over to the subsequent year, 2024

- **Grade Centre Integration:** the plan envisions the delivery of the Grade Centre integration in the following year, 2024. This endeavour will necessitate additional funding beyond the carried-over budget from the previous year. The current estimate is \$230,958 but this will be reviewed based on resource levels and availability.
- **LTI Issue Resolution:** as part of Business as Usual (BAU) operations, the Information Technology Services (ITS) is expected to address the Learning Tools Interoperability (LTI) issue. This will be managed within BAU funding

Table 27: 2024 Funding required: Inspera to Blackboard Grade Centre to load Grades

Role(s)	Rate	FTE	# Weeks	Engagement Type	Estimated Cost
Program Manager, Architecture, Lead BA		0.4	16	Program Management, Architecture Lead and Initiation overheads (0.4 FTE) - Operational	\$0
Business Analyst / Tester	\$1200		16	Contingent Labour	\$96,000
Integration Developer	\$1300		16	Managed via Integration Services	\$104,000
Inspira / ASD developer	\$1300		16	Managed under ITS, Application Development and Support Team	\$104,000
Technical support (0.1 FTE) 2024 + 2025	HEW 8	0.1	52	ITS, Application Development Support (\$14,500 x 2)	\$29,000
TOTAL					\$333,000
Less Carry forward (already allocated)				\$435,042 less \$322,600 (integration with exam manager)	-\$102,042
Estimated Additional funding required for 2024				Assuming a cost \$333,000 (Blackboard integration)	\$230,958

11. Benefits realisation

Benefit profiles (Appendix 6) have been developed to capture the expected gains, both tangible and intangible, that the project aims to provide. These profiles establish a clear way to assess and measure benefits, enabling UQ to make smart choices, use resources wisely, and match projects with strategic goals.

12. Lessons learned

A lessons learned summary is used to improve future projects by avoiding the same mistakes and applying the best practices. Below is an outline of lessons learned:

1. the project achieved success in delivering the following set of deliverables:
 - a. requirements gathering and development of business requirements specification document
 - b. international market research and EOI processes

- c. shortlisting 4 solutions
 - d. administration of limited invitation to offer
 - e. comprehensive testing and evaluation of shortlisted suppliers
 - f. recommendation to proceed to contract negotiations with the preferred supplier
 - g. execution of Stage 2: Pilot Proof of Concept (Initial and Extended pilot semesters)
 - h. execution of Stage 3: Implementation (3 x gradual rollout semesters)
 - i. Pilot Evaluation Report and proposed recommendations for continued rollout and Business as Usual digital assessment practices endorsed by the Teaching and Learning Committee
2. the implementation of Inspira at UQ achieved the following business objectives:
 - a. agreed to a UQ wide platform that can enable innovative assessment tasks that are authentic, challenging, and meaningful
 - b. expanded the effective use of digital technologies to enable flexible assessment tasks and assessment administrative efficiencies
 - c. supported UQ internal audit expectations for academic integrity
 - d. the platform provides a secure, 'locked-down,' environment for digital, on-campus invigilated exams, which have not previously been available UQ-wide
 - e. the project provided an opportunity to shift the profile of assessment in a more holistic way across the University, by using the expertise in the Digital Assessment team to re-design assessment and support Inspira implementation where appropriate.
 3. during the project initiation phase of the project, careful consideration of a target operating model was imperative. It is important to involve all stakeholders to consider their level of involvement in the project and subsequent operating model. It is recommended that UQ's Project Governance Office develop a standardised template for the target operating model and recognise the necessity of this document within their framework
 4. the original business case submitted to Capital Management Group (CMG) in 2019 only considered project funding, there should be consideration for ongoing operational costs. It is noted that the current [PGO business case template](#) includes a section related to identifying ongoing operational costs.
 5. the eAssessment / Inspira project team encountered challenges in maintaining resources due to the absence of continuous CMG funding for the project's duration. Multi-year projects need to consider staff turnover and the need to train new/re-train existing staff. An enhanced focus on contextual training, onboarding, and upskilling can facilitate a smoother transition of responsibilities from the project team to the wider University throughout the project's lifecycle.
 6. due to the circumstances of the COVID19 pandemic, insufficient attention and resources were allocated to change management. UQ offers a dedicated webpage for [Change Management](#) encompassing valuable templates, guides, and resources. It is strongly recommended that these resources be leveraged in upcoming projects, and that change management elements be deliberately integrated within project teams as a standard practice.
 7. projects with an IT component need to consider at the initiation phase the potential ramifications on existing infrastructure systems such as wifi, equipment required such as backup laptops and investment in supporting additional equipment, ongoing licencing requirements and integrations with existing UQ systems. In 2020 ITS developed a [project management framework](#) for delivering IT projects and the project did adhere to this framework

References

Cristina Costa, Michael Hammond & Sarah Younie (2019) Theorising technology in education: an introduction, *Technology, Pedagogy and Education*, 28:4, 395-399, DOI: [10.1080/1475939X.2019.1660089](https://doi.org/10.1080/1475939X.2019.1660089)

Dawson, P., Bearman, M., Bennett, S., Boud, D., Joughin, G., & Molloy, E. (2014). Improving assessment: understanding educational decision-making in practice.
https://ltr.edu.au/resources/ID12_2254_Dawson_Report_2014_0.pdf

Fawns, T. An Entangled Pedagogy: Looking Beyond the Pedagogy—Technology Dichotomy. *Postdigit Sci Educ* 4, 711–728 (2022). <https://doi.org/10.1007/s42438-022-00302-7>

Appendix 1: project documentation register

Documents relating to the eAssessment / Inspira project that are required to be kept in accordance with PPL 6.50.06 Keeping Records at UQ are contained in TRIM (also known as HPE Content Manager) container number F22/8554. Table 28 details the major documents.

Table 28

Name of Document	Date of document	Author(s)	Trim Reference
Business Case (original) (20180531_ITaLI_EA_BusinessCaseEAssessment_BC)	31 May 2018		D23/26786
Business Case (July 2022) (20220704_ITaLI_EA_BC)	04 July 2022	Lynette Dawson	D22/162326
Business Case (updated) (20230117_ITaLI_eAssessment_CMG_BC)	17 Jan 2023	Lynette Dawson	D23/104815
eAssessment Project: Market Research and Expression of Interest Evaluation Report (20190313_ITaLI_EA_MarketAndEOIRearch_EVAL)	13 Mar 2019	Peter Newcombe	D23/28528
Invitation to Offer Evaluation Report (20191112_ITaLI_EA_InvitationToOfferEvalRep_EVAL)	12 Nov 2019		D23/28529
eAssessment Inspira Pilot Evaluation Report (eAssessment Inspira Pilots Evaluation Report v0-09)	May 2021	Jacqui Lynagh	D23/104773
Contract (original) (20200421_ITaLI_EA_SignedInspiraContract)	21 April 2020	UQ & Inspira	D23/104802
20220426_ITaLI_EA-InspiraAssessmentRecomendations V6_RPT	26 Apr 2022	Jacqui Lynagh	D23/27890
Contract (variation) (20230306_ITaLI_EA_InspiraContractVariation)	6 March 2023	UQ & Inspira	D23/105606

Appendix 2: detailed user roles

The below tables outline:

- Inspera user roles
- their general functionality
- typical users for these roles
- the process for granting access.

Table 29

User role	Administrator
General functionality	Maintenance of user access provisions. Full description
Typical users	eLearning Support
Process for granting access	eLearning Support to manage Administrator users as part of new staff induction eLearning Support to periodically review Administrator users and remove users who no longer require this user access role

Table 30

User role	Extended user role
General functionality	Access to all content designed and developed in Inspera, including all assessment content, scheduling details and grades Full description
Typical users	eLearning Support, ASD Examinations team.
Process for granting access	<ol style="list-style-type: none"> 1. eLearning Support to manage Extended User role and periodically remove users who no longer require this user role.* 2. Extended Users would include: <ol style="list-style-type: none"> a. eLearning Support team members b. ASD Examinations Senior Administration Officers and Administration Officers assigned to digital examinations. c. eLearning Advisers performing exam checks <p>* During 2023, legacy users from the Digital Assessment Project team will maintain this user role as they continue to contribute to the capability building of eLSS, Examinations and Library. Legacy users are limited to Jacqui Lynagh, Dale Hansen, Kylie Tindale, Jacinta Lisec, Luke Zaphir, Tanya Henry, and Sass Smith. '2023' is defined as 'till the end of year' (i.e. 31 December 2023)</p> <p>2024 onwards, eLearning Support grant 'Extended User Access' to individuals performing the proposed business function of ITaLI Assessment Learning Designers.</p>

Table 31

User role	Author
General functionality	Create and edit 'Question Sets' which specify the question content, correct answers and marking scheme (guide) for an assessment that can be attached to a 'Test'. Authors can only access Questions and Question Sets they create or are shared with them by other Authors. Full description
Typical users	All users with Extended Admin access. Course Coordinators, teaching team, ITaLI and school-based Learning Designers
Process for granting access	<ol style="list-style-type: none"> 1. staff member to undertake training / consultation with eLearning Advisers 2. staff member requesting Author access to email help@eLearning.uq.edu.au 3. eLearning Support to create a user profile for staff with the Author role enabled for staff who have completed relevant training <p>* During 2023, staff members will only be granted access if they are assigned to an approved Course by the Digital Assessment Project Team.</p>

Table 32

User role	Planner
General functionality	Create and edit 'Tests' which specify the time, date, 'Question Set' and other settings which specify how an assessment will be delivered. Planners can only access Tests they create or are assigned to by other Planners. Additional administrative functionality in the Monitor and Grading modules. Full description
Typical users	All users with Extended Admin access. Course Coordinators, school-based professional staff, digital assessment experts
Process for granting access	<ol style="list-style-type: none"> 4. Staff member(s) to undertake training / consultation with eLearning Advisers. 5. Staff member(s) to request access by emailing help@elearning@uq.edu.au. 6. eLearning Support to create a user profile for staff with the Planner role enabled for staff who have completed relevant training <p>* During 2023, staff members will only be granted access if they are assigned to an approved Course by the Digital Assessment Project Team</p>

Table 33

User role	Grader
General Functionality	View and mark student submissions to a 'Test'. Graders can only access submissions to a 'Test' to which they are assigned. Full description
Typical users	All users with Extended Admin access. Course Coordinators, teaching team, casual staff marking assessment, professional staff in schools tasked with transfer of grades from Inspira to Learn.UQ, academic integrity officers
Process for granting access	<ol style="list-style-type: none"> 1. Staff members requesting access to email help@elearning.uq.edu.au to request Grader access 2. eLearning Support to create a user profile for staff with the Grader role enabled.

Table 34

User role	Chief invigilator
General functionality	<ul style="list-style-type: none"> • can view the time, date, settings, and access passwords to a 'Test' • can view student assessment progress, duration timers and technical incident warnings. Can edit test time and individual student time settings such as adding Incident Time • Chief Invigilators can only access 'Tests' they are assigned to one hour before the Test start time Full description
Typical users	<ul style="list-style-type: none"> • experienced Student Digital Capability Support team members providing remote exam support • Senior Tech Assistants providing on-campus exam support
Process for granting access	<ol style="list-style-type: none"> 1. Library / Examinations to deliver in-house training to staff providing exam support to students. 2. Manager Digital Capability Support (Library) or delegate / Senior Administration Officer (ASD Examinations) to email help@elearning.uq.edu.au with usernames of staff who have completed training to request access. 3. eLearning Support to create a user profile for staff with the Chief Invigilator role enabled. 4. Library only: eLearning Support to add staff to each standard settings template to ensure Library staff can access all Tests created using standard templates.

Appendix 3: transition stakeholder matrix

Table 35

Stakeholder name	Contact details	Impact description	Benefits	Change management	Power	Interest	Engagement strategy	Engagement history
DVCA	Kris Ryan	During the transition phase, the DVCA's guiding vision of higher education at UQ (as outlined in the 'UQ Plan on a Page', the 'Technology Master Plan', and the 'Student Experience Roadmap') will determine / alter what Inspira looks like once operationalised	No	No	High	High	<ul style="list-style-type: none"> via Director, ITaLI and PVC T&L via submissions to the Digital Learning Program Management Steering Committee (DLPM SC) 	Emails meetings
Sponsor	Doune Macdonald	During the transition phase, the Project Sponsor is responsible for developing and socialising an inspirational roadmap for future Inspira rollout and resolving roadblocks and barriers in the process	Yes	No	High	High	Member of the DLPM SC and Digital Assessment Working Group, Approver of business cases, project variations, reports	Former Chair of the Steering Committee attends WG meetings, escalates actions as required
Project Owner	Karen Benson	The Project Owner owns the Business Case and is responsible for the planning, execution and delivery of the project and planned benefits, and demonstrating proper and authorised use of project funds and resources. Project / program ownership is determined by the primary objective/s of the project	No	No	High	High	Member of the DLPM SC and Chair Digital Assessment Working Group, endorsement of business cases, project variations, reports, and transition plan	Chair of Digital Assessment WG, approves WG membership, papers, agenda, minutes, and transition plan.

Stakeholder name	Contact details	Impact description	Benefits	Change management	Power	Interest	Engagement strategy	Engagement history
Change Manager	Lynette Dawson	The Change Manager assists the Project Owner, Project Manager, and Sponsor in the transition process, finding gaps in the current process that will inhibit successful transition, and creating, collating and/or authoring documentation relevant to the process	No	No	Low	High	Part of the Digital Assessment Secretariat; meets impacted stakeholders, drafts, and reviews documents for the transition plan. Project management	Meetings, minutes, drafted Business Cases
Project Manager	Jacqui Lynagh	During the transition phase, the Project Manager continues to manage legacy project phase responsibilities, and provides feedback to the Project Sponsor, Project Owner, and Change Manager on day-to-day and historical processes, and impact(s) to them by proposed / implemented transition processes	No	Yes	Low	High	Member of Digital Assessment WG, provides feedback on papers and assists in agenda-setting. Drafting sections of the Transition Plan	Meetings minutes Business Cases emails
Digital Learning Program Management (DLPM) Steering Committee	as per TOR	The primary objective of the Digital Learning Program Management Steering Committee (DLPM) is to assist the Program Sponsor to govern the program and ensure the overall direction and performance of the program always remains on track to deliver the defined outcomes and benefits, as stated in the Program Management Plan (PMP). The DLPM will report to Capital Management Group	No	No	High	High	Monitoring outcomes, risks, issues, and benefits	Reports and endorsement of transition plan

Stakeholder name	Contact details	Impact description	Benefits	Change management	Power	Interest	Engagement strategy	Engagement history
		(CMG) on any major changes in relation to funded projects, new funding requests and project closure reports.						
Working Group	as per TOR	The Working Group will review, provide advice, feedback, and endorsement on the development of the Inspira Transition Plan and operating model	No	No	High	High	minutes, actions, reports, risk management, business cases, communications plan, transition plan	Reports and minutes
Academic Board and sub-committees			No	No	High	High	Noting of project reports	Reports and transition plan
ASD Exams	Helen Morahan	Job roles, staffing levels, org structure, behaviour, skills	No	Yes	Low	High	Member of Digital Assessment WG	Meetings minutes emails
Library	Jeff Cruz	job roles, staff levels, behaviour, skills	No	Yes	Low	High	Member of Digital Assessment WG	Meetings minutes emails
eLearning Systems and Support	Simon Collyer	Job roles, staffing levels, skills	No	Yes	Low	High		Meetings, minutes
eAssessment / Inspira Project Team	Jacqui Lynagh	Job roles, staffing levels, org structure, behaviour skills	No	Yes	Low	High		Meetings, minutes
School Course coordinators		Job roles, staffing levels, behaviour, skills	No	Yes	Low	Low	Training workshop in collaboration with eLSS	Workshops, email communications
Staff (Academic) Teaching		behaviour and skills	No	Yes	Low	Low	Training workshop in collaboration with eLSS	Workshops, email communications

Stakeholder name	Contact details	Impact description	Benefits	Change management	Power	Interest	Engagement strategy	Engagement history
Staff (professional) teaching		behaviour and skills	No	Yes	Low	Low	Training workshop in collaboration with eLSS	Workshops, email communications
Students (Current)		behaviour and skills	No	Yes	Low	Low	Student member on the Digital Assessment WG	Member of WG
ITS integrations team	Tabetha Bozin	staff levels, behaviour, skills	No	Yes	Low	Low	Member of Digital Assessment WG, to write relevant section in Transition Plan	meetings
ITS infrastructure	Mohammad Hassan	staff levels, behaviour, skills	No	Yes	Low	Low	Workshops, meetings, emails.	meetings
ITS Fleet management	Luke Angel, Steve Luyton	staff levels, behaviour, skills	No	Yes	Low	Low	Workshops, meetings, emails	meetings
BEL Faculty and Schools	Dr Rachel Fitzgerald	staff levels, behaviour, skills	No	Yes	Low	Low	Members of Digital Assessment WG	Member of WG
HASS Faculty and Schools	Dr Amy Hubbell	staff levels, behaviour, skills	No	Yes	Low	Low	Members of Digital Assessment WG	Member of WG
Science Faculty and schools	Prof. Lydia Kavanagh	staff levels, behaviour, skills	No	Yes	Low	Low	Members of Digital Assessment WG	Member of WG
Medicine Faculty and schools		staff levels, behaviour, skills	No	Yes	Low	Low	Members of Digital Assessment WG	Member of WG
HABS faculty and schools	Dr Susannah Brady	staff levels, behaviour, skills	No	Yes	Low	Low	Members of Digital Assessment WG	Member of WG
EAIT Faculty and schools		staff levels, behaviour, skills	No	Yes	Low	Low	Members of Digital Assessment WG	Member of WG

Stakeholder name	Contact details	Impact description	Benefits	Change management	Power	Interest	Engagement strategy	Engagement history
Associate Deans Academic		behaviour	No	Yes	High	Low		
Directors of Teaching and Learning		behaviour	No	Yes	High	Low		
Faculty Executive Managers		behaviour	No	Yes	High	Low		
Heads of Schools		behaviour	No	Yes	High	Low		
ITS Portfolio office	itpab@uq.edu.au	PAB process, Monthly ProTRAC reporting, other governance requirements	No	No	Low	Low	Follow process	
Existing users of Inspira		behaviour, skills	Yes	Yes	Low	Low	Emails from eAssessment, eLSS workshops, website	
DVCA	Kris Ryan	During the transition phase, the DVCA's guiding vision of higher education at UQ (as outlined in the 'UQ Plan on a Page', the 'Technology Master Plan', and the 'Student Experience Roadmap') will determine / alter what Inspira looks like once operationalised	No	No	High	High	- Via Director, ITaLI and PVC T&L - Invited to the '2023 Benefits Realisation workshop'	Emails meetings

Appendix 4: asset and licences management

Table 36

Asset	Details (including costs)	Owned by ITS / UQ	Transition details
192 laptops		ASD Exams	Laptops transferred to ASD Exams effective 24 April 2023
9 laptop carts		ASD Exams	Laptop Carts transferred to ASD Exams effective 24 February 2023
5 iPads		ASD Exams	Transferred to ASD Exams effective 31 May 2023
9 exam-packs		ASD Exams	9 boxes of exam-packs transferred to ASD Exams effective 31 May 2023.
Inspira Licences costs		ITS	Transition to ITS Budget occurred in 2022
Monday.com (project management tool)	8 users @ \$5,290 per annum	ITaLI	Will be discontinued in December 2023. The eAssessment / Inspira Project Team will extract files to MS Excel and save in TRIM
Confluence (Cloud) license	Standard 15 users (annual) package @ \$1,453	ITS	Will be discontinued in January 2024. eAssessment / Inspira Project Team will extract files and transfer to MS SharePoint and TRIM
Jira software (Cloud) license	Standard 15 users (annual) package @ \$1,960	ITS	Discontinued in January 2023

Appendix 5: risk management assessment

Risk Assessment and Management Plan



Project Name:		Transition Plan for the eAssessment/Inspira Project					Start Date:		21-Mar-23					
Context / Objective:		The objective of this Risk Assessment and Management Plan is to support the delivery of the Inspira Transition Plan.					Completion Date:							
Project Lead:							Date Created:		21-Mar-23					
Risk Register Owner:		Prof. Doune Macdonald					Updated On:		18 October 2023		Version Control:		Final 2.0	
Authorising Officer :		Refer to Risk Action Table, Risk Matrix			Prof. Kris Ryan, Deputy-Vice Chancellor (Academic)		APPROVED		I agree with the reported risk ratings					
Signature:									I confirm all relevant risks have been raised					
Comments:									I will ensure existing and proposed controls will be effective and implemented by recorded due dates					
No.	Risk Title	Phase <small>(Program/Project phase)</small>	Risk (including threats, vulnerabilities and consequences) <small>i.e. Risk of (describe risk event) , due to (describe vulnerability / threats) resulting in (describe impact)</small>	Existing controls and their effectiveness	Impact Type <small>(see Risk Matrix)</small>	Managed (Current) Risk Level			Additional proposed controls to lower MRL to TRL	Due date for implementing additional controls	Person responsible	Target (Future) Risk Level		
						Consequences	Likelihood	MRL				Consequences	Likelihood	TRL
1	Inspira adoption	Transition	The risk is that when Inspira expands to more users in 2024, that the operating model will not be able to sustain this expanded number of users, resulting in poor stakeholder experience(s) with the Inspira platform and/or a lack of platform adoption.	An operating model is being developed in consultation with key stakeholders, with task ownership being dispersed to appropriate business units, with agreements captured via Digital Assessment Working Group papers which inform the operational plan outlined in the Transition Plan.	Operations (UQ Risk Matrix Level)	Moderate (3)	Medium (3)	Medium	Gain an understanding and agreement on the aspirational target to roll out Inspira to faculties and schools in 2024 and beyond.	Dec-23	DVCA, Prof. Kris Ryan	Moderate (3)	Very Low (1)	Low
2	Wifi capability	Transition	The risk is that the wifi capabilities in exam venues are not sufficient for exams using Inspira due to a lack of infrastructure investment and that the wifi was not designed for large number of users at the same time, resulting in the network being overwhelmed during exams and potentially may fail, resulting in potentially a large number of students unable to complete their exams and requiring a deferred exam.	The ITS Infrastructure Team has provided advice on venues where Inspira exams can be held, and invested in additional Wireless Access Points in Gatton exam venues. Escalated wifi as a project risk to the Digital Learning Program Management Steering Committee.	Operations (UQ Risk Matrix Level)	Moderate (3)	High (4)	High	ITS to review the investment in wifi infrastructure for on-campus exams venues Physical Learning Roadmap Action Plan to provide guidance on exam room wifi and power requirements.	Ongoing	Chief Information Officer, ITS, Rowan Salt	Moderate (3)	Low (2)	Medium
3	School-based on-campus assessment	Transition	The risk is that processes are not clear for schools preparing and conducting school-based on-campus assessment using Inspira, resulting in sub-optimal staff and student experiences.	Course Coordinators can use Inspira to book consultations and trainings with the eLSS team, or refer to website(s) for up-to-date information on exam setting/hosting, and the school-based exam checklist. Captured 'Lessons Learnt' for 2023 school-based S1 mid-sem exams and applied them to improve processes and the operating model. 'Recommendation 4: School-based Assessment' outlines the approach to support School implementation digital assessments.	Reputation	Moderate (3)	Medium (3)	Medium	Transition plan endorsed by DLMPSC	Nov-23	Director, ITaLI, Prof. Karen Benson,	Moderate (3)	Very Low (1)	Low
4	Back up Laptop program	Transition	The risk is that the existing backup laptop fleet is ageing, resulting in less support for students who require a backup device during examinations and timed-assessments using Inspira.	Laptops are divided by battery capacity, and exams are scheduled in venues with power outlets. ODVCA arranging purchase of additional laptops. Due late 2023.	Reputation	Moderate (3)	High (4)	High	ASD to consider if a backup laptop fleet is required and options to lease or purchase.	Dec-23	Director, ASD, Helen Morahan	Moderate (3)	Very Low (1)	Low
5	Stakeholders	Transition	The risk is that stakeholders will not understand their roles and responsibilities in the transition to a new operating model due to a lack of documentation and ownership, resulting in overlap(s) of responsibilities, a lack of ownership on critical operational areas, miscommunication and a lack of accountability.	Consultation with key stakeholders to identify key roles and responsibilities are outlined in the operating plan of the Transition Plan document.	Operations (UQ Risk Matrix Level)	Moderate (3)	Medium (3)	Medium	Endorsement of Inspira Transition Plan by DLMP SC	Nov-23	Business Manager/Change Manager, ITaLI, Lynette Dawson	Moderate (3)	Very Low (1)	Low
6	Financial	Transition	The risk is that Inspira will not be able to expand beyond the project phase in 2024 due to limited funding (CMG Funding finishes in Dec 2023), resulting in an inability to sustain the proposed operating model.	Risk raised at Digital Learning Program Management Steering Committee. A financial model will be drafted and consultation will occur with UQ ODVCA Finance staff and impacted stakeholder groups.	Operations (UQ Risk Matrix Level)	Major (4)	Medium (3)	High	Endorsement of Inspira Transition Plan by DLMP SC	Nov-23	Director, ITaLI, Prof. Karen Benson,	Major (4)	Low (2)	Medium
7	Training and support	Transition	The risk is that there is insufficient training and support: If faculty and staff are not adequately trained on how to effectively use Inspira, or if there is a lack of ongoing support, it may result in improper utilisation or underutilisation of the system, leading to limited benefits. Providing comprehensive training, support, and resources to faculty and staff is crucial to ensure successful adoption and realization of benefits.	Details of support are detailed in Recommendation 1: Digital Design Support and Recommendation 4 School based assessment of the Inspira Transition Plan	Operations (UQ Risk Matrix Level)	Moderate (3)	Medium (3)	Medium	Training, resources and website tools are being developed. Endorsement of Inspira Transition Plan by DLMP SC	Dec-23	Director, ITaLI, Prof. Karen Benson,	Moderate (3)	Very Low (1)	Low
8	Resistance to Change	Transition	The risk is that there is a resistance to change from faculty, staff, and/or students that may hinder the adoption of Inspira, resulting in limited utilisation and suboptimal benefits.	Proactively addressing a resistance to change through effective change management strategies, such as communication, training, and stakeholder engagement, to ensure smooth implementation and adoption of Inspira The Transition plan i outlines communication, training and stakeholder engagement strategies.	Reputation	Moderate (3)	Medium (3)	Medium	Endorsement of Inspira Transition Plan by DLMP SC	Dec-23	Director, ITaLI, Prof. Karen Benson,	Minor (2)	Low (2)	Low
9	Integrations	Transition	The risk is that until there is an integration between Exam Manager and Inspira, student data continues to be transferred from one platform to the other using a complex Excel process which is relatively labour intensive and subject to human error.	IT Project Advisory Board agreed in July 2022 to deliver Exam Manager to Inspira integration, and this has been funded but not spent in 2022. Project Variation tabled at ITS PAB 12 Jan 2023 to carry forward funds to undertake in 2023. On 17 August 2023, the DLMP-SC approved a Project Management Plan to carry out the 'Exam Manager and Inspira' integration. The project delivery is estimated to be completed in six months, and will be ready for deployment by S1, 2024.	Reputation	Major (4)	Medium (3)	High	Endorsement of Inspira Transition Plan by DLMP SC	Feb-24	Chief Information Officer, ITS, Rowan Salt	Major (4)	Low (2)	Medium



BENEFIT PROFILES

Purpose: A Benefit Profile is required to be **completed for each approved and reportable benefit**. All benefits profiled must be included in the Benefits Register within UQ's Project Portfolio Management System (ProTRAC). For more information, see Benefits Guideline on PGO website.

Definition: Benefits are measurable enhancements or advantages to an organisation, given its vision, mission, values, objectives and strategies. Benefits generally result from the delivery of outputs, outcomes and consequential changes from the projects and programs.

Benefit Profile 1

BENEFIT DETAILS					
Project Name	eAssessment/Inspira Project				
Benefit Title	Authentic Assessment	Benefit Type	Tangible Benefit		
Benefit ID (ProTRAC)	PROJ_VRT_00006_BFT_01	Primary Classification	Capabilities		
Date Prepared	20/06/2023	Date Profile Approved (By Governing Body)	Choose an item.		
Profile Completed by (Position and Name)	Change Manager Lynette Dawson	Benefit Priority (Prioritised by Governing Body)	1		
Planned Delivery date	31/12/2026	Financial Benefit (\$)	[For financial benefit only]		
Person Responsible for Realising Benefit	DVC-A Professor Kris Ryan	Person Accountable for Realising Benefit	DVC-A Professor Kris Ryan		
BENEFIT DESCRIPTION – Briefly describe the benefit. A Benefit should be Specific, Measurable, Attainable, Relevant, Time bound and Agreed					
Inspira enables, through assessment redesign improve the way UQ authentically assesses and provides feedback to students that is relevant to contemporary needs, adapts as times change and upholds academic integrity, security, privacy, and fairness on a year-by-year basis					
Strategic Alignment: Briefly describe how the benefit aligns with UQ's strategic objectives and KPIs.					
This benefit aligns with the 'Learning and Student Experience' section of the <i>UQ Strategic Plan 2022-25</i> , as well as the <i>UQ Assessment Action Plan 2022-27</i> .					
Beneficiaries: List the group beneficiaries					
Coursework Students, academic and professional staff.					
Disbenefits – List any disbenefits associated with the delivery of this benefit					
Ongoing operating costs associated with maintaining a team of assessment redesign learning designers.					
BENEFIT MEASUREMENT AND TRACKING - Describe how the benefit will be measured and tracked towards realisation.					
Benefit measure/indicator	Baseline - 2022	Target Value / Planned Improvement	Due Date for Improvement	Tracking	
				Frequency	Responsibility
Decrease in the number of high-stakes exams completed on paper, Blackboard and ProctorU.	<ul style="list-style-type: none"> 1715 exams on paper 4459 exams on Blackboard 352 exams on ProctorU 	decrease in the number of high-stakes exams based on the previous year.	31/12/2026	Yearly	eLSS
Increase in the number of high-stakes exams completed using Inspira.	230 exams	Increase in the number compared to the previous year.	31/12/2026	Yearly	eLSS
Increase in students using Inspira.	11,917 students	Increase in the number compared to the previous year.	31/12/2026	Yearly	eLSS
Increase in the number of assessment items in Inspira.		Increase in the number compared to the previous year.	31/12/2026	Yearly	eLSS
Increase in the number of schools using Inspira.		Increase in the number compared to the previous year.	31/12/2026	Yearly	eLSS
STRATEGIC CONTRIBUTION - Specify how the benefit contributes to UQ's strategic objectives / KPIs / USMG Level KPIs					
UQ Strategic Objectives / USMG Level KPIs	Baseline	Planned Improvement to Objective or KPI	Due Date for Improvement		
Build a digital and personalised experience that evolves to meet changing student and industry expectations and is at the forefront of pedagogies, assessment and analytics					

ESSENTIAL OUTPUTS¹, CAPABILITIES AND OUTCOMES TO REALISE BENEFIT

Output / Capability / Outcome Description	Due Date for Delivery	Person Responsible for Delivery	Project Ref (if applicable)
Learning & Student Experience Roadmap	Late 2023	Professor Kris Ryan	
Endorsement and implementation of the Inspera Transition Plan	December 2023	Lynette Dawson	

ENABLING CHANGES REQUIRED TO REALISE BENEFIT

Describe the nature and magnitude of change required	Planned change management strategy	Person responsible for change management
Schools and faculties - New knowledge, processes and capabilities for teaching and support staff delivering exams and assessment using Inspera.	eLearning Systems and Support (eLSS) is responsible and accountable for supporting schools and faculties. Inspera will operate within an established operating model and procedures via help desk, website support guides, capability training and eLearning advisors consultations. Additionally, support will be provided by the ITaLI digital assessment learning designers.	Manager (Training), eLSS, Ailsa Dickie
Examinations, eLSS, Digital Assessment Learning Designers, Library and ITS. A new operating model to support the delivery of Inspera for exams and assessment.	Development of the Inspera Transition Plan identifying who is Responsible, Accountable, Consulted and Informed (RACI).	Business Manager/Change Manager, ITaLI, Lynette Dawson
New capability for students using BYOD for exams and assessments using Inspera.	Library supports students by building capability through AskUs and online resources. eLSS supports staff by provide resources and processes through help desk, website documentation, capability training and eLearning advisor consultations.	Director, Library Student Experience, Jeff Cruz
Integrations with UQ systems.	In January 2023, ITS Project Approval Board approved \$450K funding for integrations. C. A Project Management Plan which outlines the integrations between Inspera and UQ systems has been approved by the DLMP-SC on 17 August 2023. The project will be completed by S1, 2024, and eLSS will manually undertake the work until this time. Cost estimated at between \$322K to \$375K for exam manager integration. Blackboard integration will occur later and will need additional funding	Manager, eLSS, Simon Collyer

RISKS TO REALISING THIS BENEFIT²

Risk to realising benefit	Level of Risk (Extreme, High, Medium, Low)	Controls to Manage the Risk	Person Responsible for Managing Risk
Inspira adoption	Medium	An operating model is being developed in consultation with key stakeholders, with task ownership being dispersed to appropriate business units, with agreements captured via Digital Assessment Working Group papers that inform the operational model outlined in the Transition Plan.	DVC-A, Professor Kris Ryan
School-based on-campus assessment	Medium	The Inspera Transition Plan will outline an approach for School-based Assessment.	Director, ITaLI, Professor Karen Benson
Financial	High	The Inspera Transition Plan will include a financial model.	Director, ITaLI, Professor Karen Benson
Resistance to Change	Medium	The Transition plan in development to outline communication, training and stakeholder engagement strategies.	Director, ITaLI, Professor Karen Benson
Integrations	High	The integrations are completed	Chief Information Officer, ITS, Rowan Salt
Wifi capability	High	ITS to review the investment in wifi infrastructure for on-campus exams venues. Physical Learning Roadmap Action Plan to provide guidance on exam room wifi and power requirements.	Chief Information Officer, ITS, Rowan Salt
Training and support	Medium	Training, resources and website tools are being developed.	Director, ITaLI, Professor Karen Benson

Back up laptop program	High	Laptops are divided by battery capacity, and exams are scheduled in venues with power outlets.	Senior Manager End User Technology, ITS, Luke Angel
Stakeholders	Medium	Consultation with key stakeholders to identify key roles and responsibilities are outlined in the operating plan of the Transition Plan document.	Business Manager/Change Manager, ITaLI, Lynette Dawson

REVIEWS AND REPORTING TO CONFIRM BENEFITS REALISATION

Review Date/Cycle	Review Objective and Scope	Reviewer Name & Position
December 2023 to 2026	To confirm that yearly targets are being met	Professor Kris Ryan, DVC-A

SECONDARY BENEFIT CLASSIFICATION

Secondary Benefit (multiple selections from parent primary benefit permitted)

Capabilities	Performance	Ranking	Reputation
<input type="checkbox"/> Assets <input type="checkbox"/> Resources <input checked="" type="checkbox"/> Capacity <input type="checkbox"/> Staff <input checked="" type="checkbox"/> Knowledge / IP <input checked="" type="checkbox"/> Processes <input checked="" type="checkbox"/> Systems <input checked="" type="checkbox"/> Governance <input checked="" type="checkbox"/> Controls <input checked="" type="checkbox"/> Risk management <input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Decision support <input type="checkbox"/> Resilience	<input type="checkbox"/> Research <input checked="" type="checkbox"/> Teaching <input type="checkbox"/> Learning <input checked="" type="checkbox"/> Student satisfaction <input type="checkbox"/> Asset <input type="checkbox"/> Financial <input type="checkbox"/> Market share <input checked="" type="checkbox"/> Service delivery <input type="checkbox"/> Staff <input type="checkbox"/> Culture <input checked="" type="checkbox"/> Compliance <input checked="" type="checkbox"/> Systems <input type="checkbox"/> Process <input type="checkbox"/> Relationships <input checked="" type="checkbox"/> Sustainability	<input type="checkbox"/> Research <input type="checkbox"/> Impact <input type="checkbox"/> Citations <input checked="" type="checkbox"/> Teaching <input type="checkbox"/> Discipline-specific	...as a: <input checked="" type="checkbox"/> Trusted institution <input type="checkbox"/> Global university <input type="checkbox"/> Ethical and law abiding corporate citizen <input type="checkbox"/> Socially and environmentally responsible institution

Benefit Profile 2

BENEFIT DETAILS					
Project Name	eAssessment/Inspira Project				
Benefit Title	Providing Inspira as a digital assessment platform	Benefit Type	Tangible Benefit		
Benefit ID (ProTRAC)	PROJ_VRT_00006_BFT_02	Primary Classification	Capabilities		
Date Prepared	20/06/2023	Date Profile Approved (By Governing Body)	Choose an item.		
Profile Completed by (Position and Name)	Lynette Dawson Change Manager	Benefit Priority (Prioritised by Governing Body)	2		
Planned Delivery date	31/12/2026	Financial Benefit (\$)	[For financial benefit only]		
Person Responsible for Realising Benefit	DVC-A Professor Kris Ryan	Person Accountable for Realising Benefit	DVC-A Professor Kris Ryan		
BENEFIT DESCRIPTION – Briefly describe the benefit. A Benefit should be Specific, Measurable, Attainable, Relevant, Time bound and Agreed					
To improve the student experience by providing Inspira as a digital assessment platform that is available to all UQ programs, taps into student's digital literacy and enhances inclusivity and accessibility on a year-by-year basis.					
Strategic Alignment: Briefly describe how the benefit aligns with UQ's strategic objectives and KPIs.					
This benefit aligns with the Learning and student experience section of the UQ Strategic Plan 2022-25, as well as the UQ Assessment Action Plan 2022-27.					
Beneficiaries: List the group beneficiaries					
Coursework Students, academic and professional staff.					
Disbenefits – List any disbenefits associated with the delivery of this benefit					
Ongoing costs associated with providing Inspira digital assessment platform, including licensing costs for staff and student access, vendor management, new releases and functionality, and on-going/one-off infrastructure costs for supporting digital assessments (e.g. improving wifi capabilities and power at examination venues, backup laptops).					
BENEFIT MEASUREMENT AND TRACKING - Describe how the benefit will be measured and tracked towards realisation.					
Benefit measure / indicator	Baseline 2022	Target Value / Planned Improvement	Due Date for Improvement	Tracking	
				Frequency	Responsibility
Decrease in the number of high-stakes exams completed on paper, Blackboard and ProctorU.	<ul style="list-style-type: none"> 1715 exams on paper 4459 exams on Blackboard 352 exams on ProctorU 	decrease in the number of high-stakes exams based on the previous year.	31/12/2026	Yearly	eLSS
Increase in the number of high-stakes exams completed using Inspira.	230 exams	Increase in the number compared to the previous year.	31/12/2026	Yearly	eLSS
Increase in students using Inspira.	11,917 students	Increase in the number compared to the previous year.	31/12/2026	Yearly	eLSS
Increase in the number of assessment items in Inspira.	TBD	Increase in the number compared to the previous year.	31/12/2026	Yearly	eLSS
Increase in the number of schools using Inspira.	TBD	Increase in the number compared to the previous year.	31/12/2026	Yearly	eLSS

STRATEGIC CONTRIBUTION - Specify how the benefit contributes to UQ's strategic objectives / KPIs / USMG Level KPIs

UQ Strategic Objectives / USMG Level KPIs	Baseline	Planned Improvement to Objective or KPI	Due Date for Improvement
Build a digital and personalised experience that evolves to meet changing student and industry expectations and is at the forefront of pedagogies, assessment and analytics			

ESSENTIAL OUTPUTS³, CAPABILITIES AND OUTCOMES TO REALISE BENEFIT

Output / Capability / Outcome Description	Due Date for Delivery	Person Responsible for Delivery	Project Ref (if applicable)
Learning & Student Experience Roadmap	Late 2023	Professor Kris Ryan	
Endorsement and implementation of the Inspira Transition Plan	December 2023	Lynette Dawson	

ENABLING CHANGES REQUIRED TO REALISE BENEFIT

Describe the nature and magnitude of change required	Planned change management strategy	Person responsible for change management
Schools and faculties - new knowledge, processes and capabilities for teaching and support staff delivering exams and assessment using Inspira.	eLearning Systems and Support (eLSS) is responsible and accountable for supporting schools and faculties. Inspira will operate within an established operating model and procedures via help desk, website support guides, capability training and eLearning advisors consultations. Additionally, support will be provided by the ITaLI digital assessment learning designers.	Manager (Training), eLSS, Ailsa Dickie
Examinations, eLSS, Digital Assessment Learning Designers, Library and ITS.	Development of the Inspira Transition Plan identifying who is Responsible, Accountable, Consulted and Informed (RACI).	Business Manager/Change Manager, ITaLI, Lynette Dawson
A new operating model to support the delivery of Inspira for exams and assessment.		
New capability for students using BYOD for exams and assessments using Inspira.	Library supports students by building capability through AskUs and online resources.	Director, Library Student Experience, Jeff Cruz
Integrations with UQ systems.	ITS Project Approval Board approved \$450K funding for integrations in Jan 2023. Cost estimated at between \$322K to \$375K for exam manager integration. Blackboard integration will occur later and will need additional funding. Exam Manager Project Management Plan developed which outlines the integrations between Inspira and UQ systems. Change management will be managed by eLSS in cooperation with ITS. eLSS will manually undertake the work until the integrations have been completed.	Manager, eLSS, Simon Collyer

RISKS TO REALISING THIS BENEFIT⁴

Risk to realising benefit	Level of Risk (Extreme, High, Medium, Low)	Controls to Manage the Risk	Person Responsible for Managing Risk
Inspira adoption	Medium	An operating model is being developed in consultation with key stakeholders, with task ownership being dispersed to appropriate business units, with agreements captured via Digital Assessment Working Group papers that inform the operational model outlined in the Transition Plan.	DVC-A, Professor Kris Ryan
School-based on-campus assessment	Medium	The Inspira Transition Plan will outline an approach for School-based Assessment.	Director, ITaLI, Professor Karen Benson
Financial	High	The Inspira Transition Plan will include a financial model.	Director, ITaLI, Professor Karen Benson
Resistance to Change	Medium	The Inspira Transition Plan will outline communication, training and stakeholder engagement strategies.	Director, ITaLI, Professor Karen Benson
Integrations	High	The integrations are completed.	Chief Information Officer, ITS, Rowan Salt
Wifi capability	High	The Physical Learning Roadmap Action Plan to provide guidance	Chief Information Officer, ITS, Rowan Salt

		on exam room wifi and power requirements. ITS to review the investment in wifi infrastructure for on-campus exams venues.	
Training and support	Medium	Training, resources and website tools are being developed.	Director, ITaLI, Professor Karen Benson
Back up laptop program	High	Laptops are divided by battery capacity, and exams are scheduled in venues with power outlets.	Senior Manager End User Technology, ITS, Luke Angel
Stakeholders	Medium	Consultation is undertaken with key stakeholders to identify key roles and responsibilities and will be outlined in the Inspira Transition Plan.	Business Manager/Change Manager, ITaLI, Lynette Dawson

REVIEWS AND REPORTING TO CONFIRM BENEFITS REALISATION

Review Date/Cycle	Review Objective and Scope	Reviewer Name & Position
December 2023 to 2027	To confirm that yearly targets are being met	Professor Kris Ryan, DVC-A

SECONDARY BENEFIT CLASSIFICATION

Secondary Benefit (multiple selections from parent primary benefit permitted)

Capabilities	Performance	Ranking	Reputation
<input type="checkbox"/> Assets <input type="checkbox"/> Resources <input type="checkbox"/> Capacity <input type="checkbox"/> Staff <input checked="" type="checkbox"/> Knowledge / IP <input checked="" type="checkbox"/> Processes <input checked="" type="checkbox"/> Systems <input checked="" type="checkbox"/> Governance <input type="checkbox"/> Controls <input checked="" type="checkbox"/> Risk management <input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Decision support <input type="checkbox"/> Resilience	<input type="checkbox"/> Research <input checked="" type="checkbox"/> Teaching <input type="checkbox"/> Learning <input checked="" type="checkbox"/> Student satisfaction <input type="checkbox"/> Asset <input type="checkbox"/> Financial <input type="checkbox"/> Market share <input type="checkbox"/> Service delivery <input type="checkbox"/> Staff <input type="checkbox"/> Culture <input type="checkbox"/> Compliance <input type="checkbox"/> Systems <input type="checkbox"/> Process <input type="checkbox"/> Relationships <input type="checkbox"/> Sustainability	<input checked="" type="checkbox"/> Research <input type="checkbox"/> Impact <input type="checkbox"/> Citations <input type="checkbox"/> Teaching <input type="checkbox"/> Discipline-specific	...as a: <input type="checkbox"/> Trusted institution <input type="checkbox"/> Global university <input type="checkbox"/> Ethical and law abiding corporate citizen <input type="checkbox"/> Socially and environmentally responsible institution

Benefit Profile 3

BENEFIT DETAILS					
Project Name	eAssessment/Inspera Project				
Benefit Title	Reducing paper-based exams	Benefit Type	Tangible Benefit		
Benefit ID (ProTRAC)	PROJ_VRT_00006_BFT_03	Primary Classification	Performance		
Date Prepared	20/06/2023	Date Profile Approved (By Governing Body)	Choose an item.		
Profile Completed by (Position and Name)	Lynette Dawson Change Manager	Benefit Priority (Prioritised by Governing Body)	3		
Planned Delivery date	31/12/2026	Financial Benefit (\$)	[For financial benefit only]		
Person Responsible for Realising Benefit	DVC-A Professor Kris Ryan	Person Accountable for Realising Benefit	DVC-A Professor Kris Ryan		
BENEFIT DESCRIPTION – Briefly describe the benefit. A Benefit should be Specific, Measurable, Attainable, Relevant, Time bound and Agreed					
Reduce the environmental impact of assessment by reducing the number of paper based exams and the associated storage and logistics. Gain efficiencies by increasing functionality, automations and process improvements year by year.					
Strategic Alignment: Briefly describe how the benefit aligns with UQ's strategic objectives and KPIs.					
For UQ Project 2025 this benefit aligns with Initiative 5 'Conduct focused reviews of professional service areas where our staffing profiles exceed the sector average'					
Beneficiaries: List the group beneficiaries					
UQ.					
Disbenefits – List any disbenefits associated with the delivery of this benefit					
Ongoing costs associated with moving towards Inspera as a digital assessment platform.					
BENEFIT MEASUREMENT AND TRACKING - Describe how the benefit will be measured and tracked towards realisation.					
Benefit measure / indicator	Baseline 2022	Target Value / Planned Improvement	Due Date for Improvement	Tracking	
				Frequency	Responsibility
Reduction in the cost of printing, transporting and sorting central exams completed on paper.	TBD	TBD	31/12/2026	Yearly	Exams
Decrease in the number of high-stakes exams completed on paper.	1715 exams on paper	Decrease in the number of high-stakes exams based on the previous year.	31/12/2026	Yearly	eLSS
Increase in the number of high-stakes exams completed using Inspera.	230 exams	Increase in the number compared to the previous year.	31/12/2026	Yearly	eLSS
Increase in students using Inspera.	11,917 students	Increase in the number compared to the previous year.	31/12/2026	Yearly	eLSS
Increase in the number of assessment items in Inspera.	TBD	Increase in the number compared to the previous year.	31/12/2026	Yearly	eLSS
Increase in the number of schools using Inspera.	TBD	Increase in the number compared to the previous year.	31/12/2026	Yearly	eLSS
STRATEGIC CONTRIBUTION - Specify how the benefit contributes to UQ's strategic objectives / KPIs / USMG Level KPIs					
UQ Strategic Objectives / USMG Level KPIs	Baseline	Planned Improvement to Objective or KPI	Due Date for Improvement		
Build a digital and personalised experience that evolves to meet changing student and industry expectations and is at the forefront of pedagogies, assessment and analytics					

ESSENTIAL OUTPUTS⁵, CAPABILITIES AND OUTCOMES TO REALISE BENEFIT

Output / Capability / Outcome Description	Due Date for Delivery	Person Responsible for Delivery	Project Ref (if applicable)
Learning & Student Experience Roadmap	Late 2023	Professor Kris Ryan	
Endorsement and implementation of the Inspira Transition Plan	December 2023	Lynette Dawson	

ENABLING CHANGES REQUIRED TO REALISE BENEFIT

Describe the nature and magnitude of change required	Planned change management strategy	Person responsible for change management
Schools and faculties - new knowledge, processes and capabilities for teaching and support staff delivering exams and assessment using Inspira.	eLearning Systems and Support (eLSS) is responsible and accountable for supporting schools and faculties. Inspira will operate within an established operating model and procedures via help desk, website support guides, capability training and eLearning advisors consultations. Additionally, support will be provided by the ITaLI digital assessment learning designers.	Manager (Training), eLSS, Ailsa Dickie
Examinations, eLSS, Digital Assessment Learning Designers, Library and ITS. A new operating model to support the delivery of Inspira for exams and assessment.	Development of the Inspira Transition Plan identifying who is Responsible, Accountable, Consulted and Informed (RACI).	Business Manager/Change Manager, ITaLI, Lynette Dawson
New capability for students using BYOD for exams and assessments using Inspira.	Library supports students by building capability through AskUs and online resources.	Director, Library Student Experience, Jeff Cruz
Integrations with UQ systems.	ITS Project Approval Board approved \$450K funding for integrations. Cost estimated at between \$322K to \$375K for exam manager integration. Blackboard integration will occur later and will need additional funding. Project Management Plan developed which outlines the integrations between Inspira and UQ systems. Change management will be managed by eLSS in cooperation with ITS. eLSS will manually undertake the work until the integrations have been completed.	Manager, eLSS, Simon Collyer

RISKS TO REALISING THIS BENEFIT⁶

Risk to realising benefit	Level of Risk (Extreme, High, Medium, Low)	Controls to Manage the Risk	Person Responsible for Managing Risk
Inspira adoption	Medium	An operating model is being developed in consultation with key stakeholders, with task ownership being dispersed to appropriate business units, with agreements captured via Digital Assessment Working Group papers that inform the operational model outlined in the Transition Plan.	DVC-A, Professor Kris Ryan
School-based on-campus assessment	Medium	The Inspira Transition Plan will outline an approach for School-based Assessment.	Director, ITaLI, Professor Karen Benson
Financial	High	The Inspira Transition Plan will include a financial model.	Director, ITaLI, Professor Karen Benson
Resistance to Change	Medium	The Inspira Transition Plan in development to outline communication, training and stakeholder engagement strategies.	Director, ITaLI, Professor Karen Benson
Integrations	High	The integrations are completed.	Chief Information Officer, ITS, Rowan Salt
Wifi capability	High	Physical Learning Roadmap Action Plan to provide guidance on exam room wifi and power requirements.	Chief Information Officer, ITS, Rowan Salt

		ITS to review the investment in wifi infrastructure for on-campus exams venues.	
Training and support	Medium	Training, resources and website tools are being developed for Staff.	Director, ITaLI, Professor Karen Benson
Back up laptop program	High	Laptops are divided by battery capacity, and exams are scheduled in venues with power outlets.	Senior Manager End User Technology, ITS, Luke Angel
Stakeholders	Medium	Consultation with key stakeholders to identify key roles and responsibilities are outlined in the operating plan of the Transition Plan document.	Business Manager/Change Manager, ITaLI, Lynette Dawson

REVIEWS AND REPORTING TO CONFIRM BENEFITS REALISATION

Review Date/Cycle	Review Objective and Scope	Reviewer Name & Position
December 2023 to 2026	To confirm that yearly targets are being met	Professor Kris Ryan, DVC-A

SECONDARY BENEFIT CLASSIFICATION

Secondary Benefit (multiple selections from parent primary benefit permitted)			
Capabilities	Performance	Ranking	Reputation
<input type="checkbox"/> Assets <input checked="" type="checkbox"/> Resources <input type="checkbox"/> Capacity <input checked="" type="checkbox"/> Staff <input type="checkbox"/> Knowledge / IP <input checked="" type="checkbox"/> Processes <input checked="" type="checkbox"/> Systems <input type="checkbox"/> Governance <input type="checkbox"/> Controls <input type="checkbox"/> Risk management <input type="checkbox"/> Compliance <input type="checkbox"/> Decision support <input type="checkbox"/> Resilience	<input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Learning <input type="checkbox"/> Student satisfaction <input checked="" type="checkbox"/> Asset <input checked="" type="checkbox"/> Financial <input type="checkbox"/> Market share <input checked="" type="checkbox"/> Service delivery <input type="checkbox"/> Staff <input type="checkbox"/> Culture <input type="checkbox"/> Compliance <input type="checkbox"/> Systems <input checked="" type="checkbox"/> Process <input type="checkbox"/> Relationships <input checked="" type="checkbox"/> Sustainability	<input type="checkbox"/> Research <input type="checkbox"/> Impact <input type="checkbox"/> Citations <input type="checkbox"/> Teaching <input type="checkbox"/> Discipline-specific	...as a: <input type="checkbox"/> Trusted institution <input type="checkbox"/> Global university <input type="checkbox"/> Ethical and law abiding corporate citizen <input checked="" type="checkbox"/> Socially and environmentally responsible institution

¹ An **Output** is a tangible deliverable from a planned activity; **Capability** is a completed set of outputs required to deliver an **Outcome** which is a new operational state achieved after transition of capability into live operations.

² Refer [Enterprise Risk Management Framework](#)

Appendix 7: Inspera shared language

- this document outlines a shared language for Inspera as we transition. Ideally the contents will be embedded into current practices and documents across ITaLI, UQ Examinations, and the UQ Library
- key messages are listed to ensure correct and consistent messaging occurs
- specific examples are provided where appropriate and guideline principles are outlined when specific examples are absent
- a list of channels that will contain communication about Inspera are provided.

Rationale

A shared language is essential in developing an institutional understanding of Inspera and to enhance communication. As Inspera is operationalised across the University, various business units need to communicate consistently, accurately, and quickly with each other, and with staff, and students using the Inspera platform in their courses.

A shared language is critical for ensuring the correct key messages are promoted and that processes and responsibilities are clearly articulated, enhancing collaboration and effective ways of working.

Key messages

- Inspera is a digital assessment platform with targeted functionality across the assessment lifecycle, including creating, administering, and marking assessment
- Inspera can be used for a [range of assessments](#). It is not limited to quizzes and exams
- assessment design/redesign is critical to achieving innovative and authentic assessment at UQ, and Inspera is a tool to support this work, if used to that end
- the Inspera platform provides improved assessment administration particularly around Examinations.

Style guide principles

- provide clarity to staff and students using Inspera, particularly concerning technological support and searching for technical guides (using key words in search engines like Google)
- where appropriate communications should promote contemporary ideas about quality assessment
- minimise use of the noun Inspera as a descriptor. E.g., “Inspera Exams” should be “Using Inspera for exams”. We recognise that across UQ most people will shorten the terminology to “Inspera Exam”, but:
 - try not to conflate Inspera the platform with operations or mechanisms that are unrelated. E.g. talk about the logistics of an on-campus digital assessment, not an Inspera Exam
- communications should consider risk to up-take and adoption of the platform
- be specific in referring to processes (e.g. “peer review” or “observed user testing,” not just “review” or “check”)
- use or reference the language of the platform (e.g. “activate,” not “deploy”)
- do not use IT technical or project language (e.g. “Inspera” not “Production” and “Submission link” not “LTi link”).

Communication Channels

- guides and website content
- professional learning materials and sessions
- workshop titles and advertising blurbs
- newsletters

- blogs and articles
- communications and messages to staff
- MS Teams' communities
- student technological support training
- troubleshooting documents
- social media posts.

Quick style reference guide

- **add staff (contributors) to an assessment in Inspera** – ✓ Makes sense to users unfamiliar with Inspera and assists them in searching for specific topics using platform language
- **activate** and **deactivate**. Do not use deploy
- **schedule and setup**. Do not use configure
- **test shells**. Do not use 'exam shells.' A test 'shell' does not have a question set attached
- **scheduled test**. A 'test' with a question set attached which has been activated, but has not yet started
- **active test**. A 'test' with a question set attached which has been activated, and has started
- **apply template** or **template application**
- **student enrolment check**. Do not use 'exam check.' Note, in Inspera, students are candidates. Part of QA processes for examinations
- **incident adjustment** (if applying an adjustment that affects a student's working time due to incidents that occur during an exam/assessment). Do not use 'exam adjustment'
- **student tech support** (specify who is being supported)
- **Tech Assistant** or **Senior Tech Assistant** (clarify their skill set and responsibility)
- **Inspira Incident Tool** (not checkbox survey)
- **Refer to Inspira as a platform**, not a system or a portal
- the Inspira platform is organised by modules (e.g. Author, Deliver, Monitor, Grade). Do not use areas, portals, or workspaces
- **intention to use Inspira**. Do not use 'Inspira expression of interest'. Currently we are not taking expressions of interest. The Intention to use Inspira survey only goes to approved/invited courses
- **using Inspira for exams** or **completing assessment in Inspira**. Limit the use of 'Inspira Exam'
- the [description of 'exam'](#) at UQ is quite specific. Check whether to use **timed assessment** or **assessment** instead
- **assessment** and/or **assessment items** to reflect that Inspira can be used for a range of assessments. Only use Exam in Inspira if the assessment is actually an exam
- "user roles" or Author, Planner, Invigilator, Grader etc. Do not refer to these as "access levels"
- **Extended User**. You may see this as Extended Planner in some Inspira documentation. Do not use Extended Admin
- **User Profile**. There are no user accounts in Inspira
- examinations should be referred to as one of the following:
 - **off-campus, recorded exams**. Do not use 'external' or 'remote'
 - **on-campus, invigilated exams**. Do not use 'internal' or 'in-class'
 - **non-invigilated**.