Institute for Teaching and Learning Institute (ITaLI)
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THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Inspera Transition Plan - Abridged

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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.

In this abridged plan the recommendations from the 2022 Inspera Pilot Evaluation Report are revisited. Moving forward the eAssessment/Inspera learning design team will transition to Digital Assessment Learning Designers, subject to the finalisation of the 2024 budget. This small team will remain within the Institute for Teaching and Learning Innovation (ITaLI), but their focus will be on partnering with schools and faculties to design/redesign assessment within the digital environment. Whereas Inspera is an assessment platform available across UQ, it is recognised that there are other digital tools that may be more suitable for some assessment items. Assessment design in a digital world will be incorporated into the UQ professional learning programs offered by ITaLI. Schools seeking to innovate in assessment and interested in adopting Inspera are encouraged to consider a school-wide approach to facilitate streamlined administrative processes and consistent student experience.

Support for digital assessment, including Inspera is an important aspect of the transition from project to business as usual. Therefore, student support for Inspera will be managed by the Library, staff support is provided by eLearning Systems and Support (eLSS) within ITaLI and examination support from Academic Services Division Examinations. Students without suitable devices may borrow a laptop from the Library and there are backup laptops for students during exams. Information Technology Services (ITS) and the Deputy Vice-Chancellor (Academic) (DVCA) portfolio are currently working on a Bring Your Own Device (BYOD) laptop policy.

In a constrained resource environment, the ongoing costs of the Inspera platform are borne by ITS; and learning design and system support by the relevant units in the DVCA portfolio. However, it is recognised schools wishing to transition their assessment will require professional staff support and teaching staff will need to allocate time to work with central learning designers and/or eLearning advisers in the initial setup.

Recommendation:

That this Abridge Report, which focuses on how the project has and will continue to support the strategic priorities of the University with respect to assessment, be submitted to the Assessment Sub Committee, Teaching and Learning Committee and Academic Board for noting. That it also be distributed to schools, faculties and organisational units within the DVCA Portfolio.

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.

A key component of this transformation process 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 the majority of user requirements and could be integrated seamlessly into the existing information technology infrastructure of the University.

Following extensive market research and procurement activities, Inspera Assessment was selected as the preferred provider in 2019. Inspera 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 Inspera 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 summarised in Section 5.

Throughout 2023, the project will transition to a new operating model and the project team will remain in place until December 2023. Inspera 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 Inspera. Teaching teams continue to have the opportunity to work with learning designers to redesign assessments with a focus on contemporary ideas about assessment and feedback and the creation of authentic assessment to enhance the student experience.

3.   Purpose

This document provides an abridged summary of the full Inspera Transition Plan designed for audiences across UQ. This report which focuses on how the project has and will continue to support the strategic priorities of the University with respect to assessment. It also outlines a summary of how the recommendations from the Pilot Evaluation Report have progressed and summarises the broad roles and responsibilities of various teams across UQ to support the use of the Inspera platform and assessment redesign more broadly.

Transitioning the project is not just about transitioning the Inspera platform. Transition requires ongoing support for assessment design and redesign across UQ to align with a programmatic approach to assessment, as outlined in the Assessment Action Plan.

4.   Inspera at UQ

Inspera Assessment (Inspera) 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.

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

Creating assessment, rubrics and feedback

Inspera 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. InsperaScan 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 Inspera 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. Inspera 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, Inspera 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, AEAs (e.g. extra time), late submission and re-submission. 'Contributors' are allocated on each individual assessment, meaning markers 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 also provides oversight of the progress of the marking team. On manually marked questions, it is possible to provide a numeric mark, or mark and provide feedback on a standards based or percentage range matrix rubric. Other means of providing feedback include inline comments (reusable comments are not yet available), highlighting, or feedback on the assessment overall (which can be audio recorded). It is also possible to provide general feedback to the cohort.

Inspera Exam Portal and Inspera Smarter Proctoring

Inspera 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.

Inspera 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.

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

5.   Transition of recommendations

The Inspera 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 Inspera 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.

5.1   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. Labour costs across the life of the project are detailed in section 6.

A proposal for funding has been submitted to the DVCA for the Digital Assessment team and eLearning Adviser support. If supported learning designers will work with teaching staff within schools to facilitate a programmatic approach to improved pedagogical assessment 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 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 holistic 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. From now until December 2023 the Digital Assessment Team will also focus on supporting and collaborating

on assessment redesign and enhancing assessment practices; recognising that this work is increasingly challenging given developments in generative AI.

The future state, supported by existing ITaLI academics and learning designers and new hub and spoke learning designers with digital assessment expertise (funding dependent) will include the following activities.

- Assessment design leadership beyond Inspera in line with the *2023 Plan on a Page*, *UQ Assessment Action Plan*, *UQ LaSER Position Paper*, and the *Toward 2032* UQ Strategic Plan.

- Partner with schools to co-design school-based plans and provide guidance to ensure assessment practices, technology, and communications are effective.

- Explore and disseminate pedagogical and assessment design practices, in partnership with eLSS, made possible by technological advances in digital assessment platforms

- Evaluate and implement digital assessment platforms and tools in partnership with eLSS

- Expand ITaLI's professional learning opportunities with capabilities and possibilities for assessment (design, enhancement, implementation, and assurance) including:

  o Assessment Design Community and Assessment Inquiry Network, a community of professional learning, academic inquiry, and dissemination

  o showcases of exemplars of digital assessment with explanatory text to build deep expertise

  o expanding and updating online resources (guides, templates, and examples) to support digital assessment practices including maintenance of https://itali.uq.edu.au/inspera

  o workshops to support learning, work on and development of assessment practices for academics and students across UQ

- Assessment design support including review, enhancement, co-design, and the impact of generative AI.

5.2   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 process has begun with expected completion in March 2024. This integration is from Exam Manager (Databee) to Inspera to enrol candidates in centrally managed assessments, along with a corresponding technical support model.

However, another integration 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 a push of a button. There is also 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.

5.3   Recommendation 3: central examinations

Transition the responsibility for centrally run exams using Inspera 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.[1]

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[1] Extracted from the 2021 eAssessment Inspera Pilots Evaluation Report

This section addresses the transition of the responsibility for centrally run exams using Inspera 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 / Inspera project team was accountable for establishing and delivering student support practices for all Inspera assessment. Transition arrangements are:

- Library AskUs: Accountability for student support

- Academic Services Division Examinations (ASD Exams) Team: Examination logistics, administration, rooms setup, invigilation.

- eLearning Systems and Support: Test shell creation.

5.4   Recommendation 4: School-based assessment

Continue with the school-based support 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 Inspera.

Recommendation 4 focused on a school-based approach to assessment redesign and possible implementation of Inspera. 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 Inspera

The implementation of Inspera to date has been accompanied by a review of the assessment and, in many cases, a redesign 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's 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 Inspera as an appropriate platform to enable assessment delivery, then there may be a number of administrative benefits from a school based approach to implementing Inspera.[2]

Inspera covers the assessment lifecycle, including creating, administering, and marking assessment and providing feedback to students. Consequently, the 'work of assessment' and the implementation of Inspera 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, 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. At the individual school level processes and structures will vary.

During the rollout of Inspera 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 a number of courses in a school decide to use Inspera.

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[2] A school-based approach does not preclude individual Course Coordinators from using Inspera 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.

Supporting business units (Examinations, Library, eLSS, 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

Table 1 categorises schools in the context of how they have engaged with Inspera 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 are 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 Inspera to date.

Table 1: Current state of school implementation

Formal implementation process (8)	Informal implementation process (2)	No formal implementation process - future opportunities (19)
Biological Sciences* Biomedical Sciences Dentistry Health and Rehabilitation Sciences Human Movement and Nutrition Sciences Languages and Cultures Pharmacy Veterinary Science	Agriculture & Food Sustainability Chemistry & Molecular Biosciences	Architecture, Design & Planning^ Business ^ Chemical Engineering Civil Engineering^ Communication & Arts Earth & Environmental Sciences*^ Economics^ 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 have been restructured.
'^' there are courses in the school using Inspera, but Course Coordinators are implementing Inspera 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 the 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 Inspera 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:
>
> a. 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
>
> b. include assessment review in curriculum or course review processes
>
> c. identify courses / assessments where Inspera will provide significant improvement and prioritise assessment transformation support (from the school or from ITaLI) for those courses
>
> d. support academics who identify assessment transformation as compatible with their professional goals, including the minimisation of risk for academics trying something new in their course.

These additional recommendations are an important inclusion in the Inspera Transition Plan to recognise and indicate that the implementation of Inspera across UQ is about assessment transformation and the role schools can play to facilitate this in line with the University's strategic goals regarding assessment.

5.5 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 Inspera is critical to successful assessment outcomes for all. Support for students includes communication, practice opportunities and technological support.

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 Inspera examinations.

Exam backup laptop fleet

A fleet of 192 laptops are used as backup laptops for on-campus Inspera exams (128 at St Lucia and 64 at Gatton).

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, Inspera, 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.

Technical Assistants / Senior Technical Assistants (Examinations)

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

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

5.6   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.

Vendor management and relationship development will be managed by ITaLI and ITS.

5.7   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 Inspera Pilot Evaluation Report were to minimise risk and remove barriers to assessment transformation and improve the student experience.

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.

6.   Financial and resource model

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

As of 8 August 2023, the eAssessment / Inspera Project has utilised a total of $3,397,220 in expenditures that have been allocated across the following categories of expenses. Table 2 provides a summary of expenditures from 2019 to 2023.

Table 2: Summary of expenditure from 2019 to 2023

Cost Category	Actuals (by year)					
	2023		**2022**	**2021**	**2020**	**2019**[3]
	Actuals	**Forecast**				
Internal Labour	$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 3.

Table 3: ITS Operating Budget for Inspera Licensing Actuals from 2019 to 2023

Cost Category	ITS Operating Budget for Inspera Licencing Actuals (by year)					
	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				

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[3] Extracted from ProTRAC Financial module

6.1 Ongoing non-labour costs

Contract and licences

Table 4: Estimation of 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[4]	$162,839 10,000@ $14.77[5]
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
Inspera 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%
Inspera 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.

Explanation of ongoing non-labour 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.

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[4] Assume 5% increase in costs each year
[5] Assume 5% increase in costs each year

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 Window 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. 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.

References

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