

# Marks to metrics: Mapping data migration in Higher Education





UAL Graduation for the Class of 2023, Royal Festival Hall, 2023, UAL | Photograph: Dave Poultney



Assess institutional inequality  
Set targets for institutions  
Monitor progress over time

UAL Graduation for the Class of 2023, Royal Festival Hall, 2023, UAL | Photograph: Dave Poultney

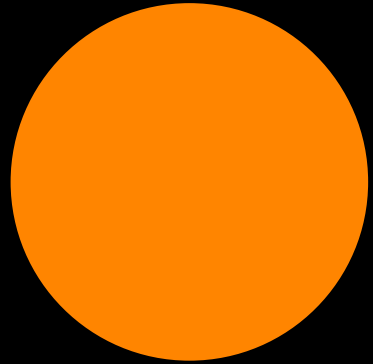
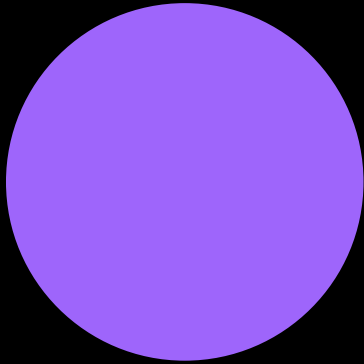
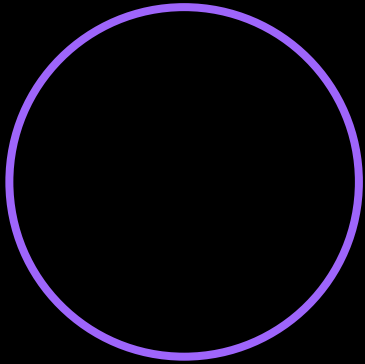


C+

2.2

8pp

UAL Graduation for the Class of 2023, Royal Festival Hall, 2023, UAL | Photograph: Dave Poultney



A glowing purple lightning bolt strikes a dark, jagged rock formation. The lightning bolt is bright and has a soft purple glow around it. The rock formation is dark and has a rough, textured surface. The background is black.

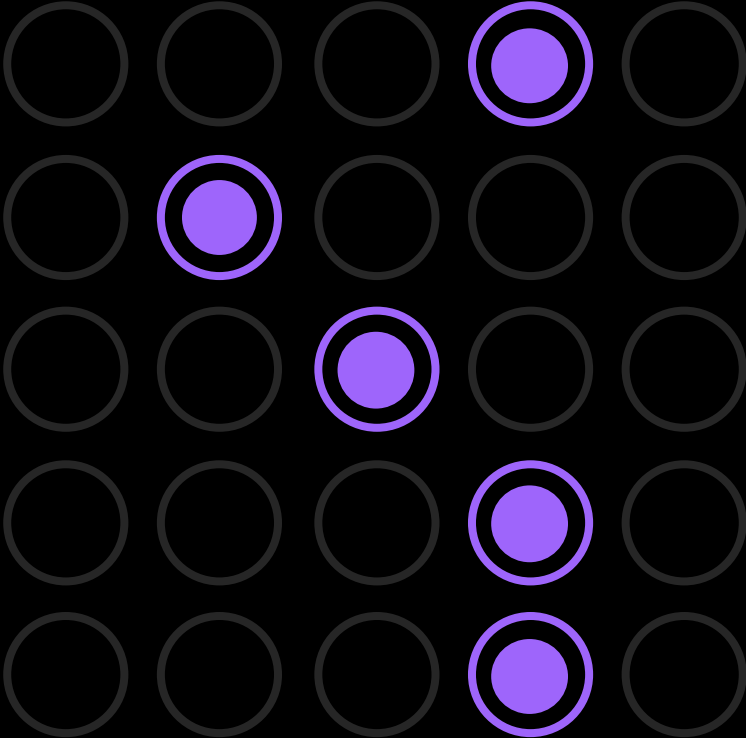
**mapping**



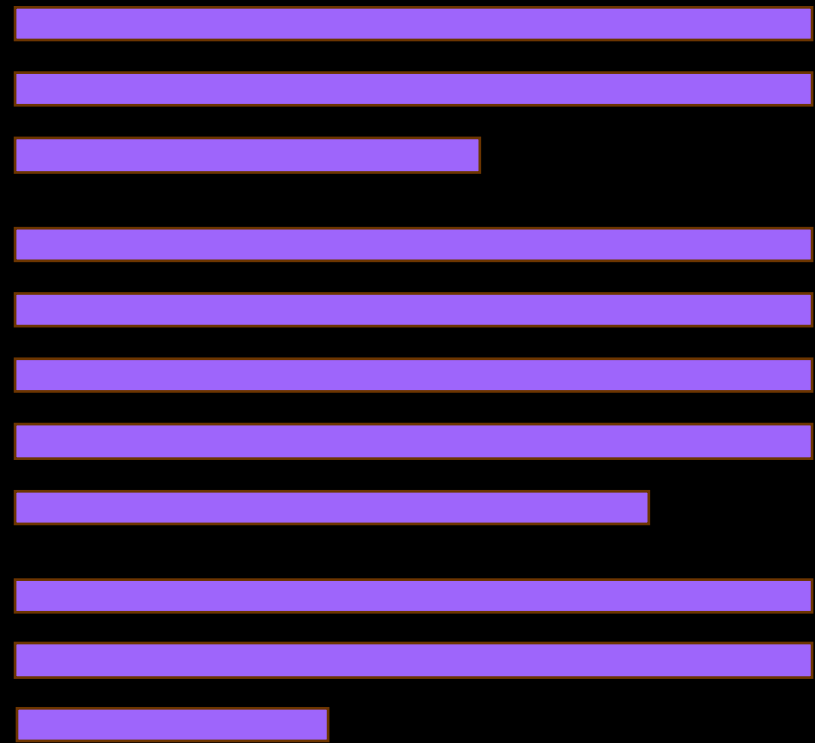
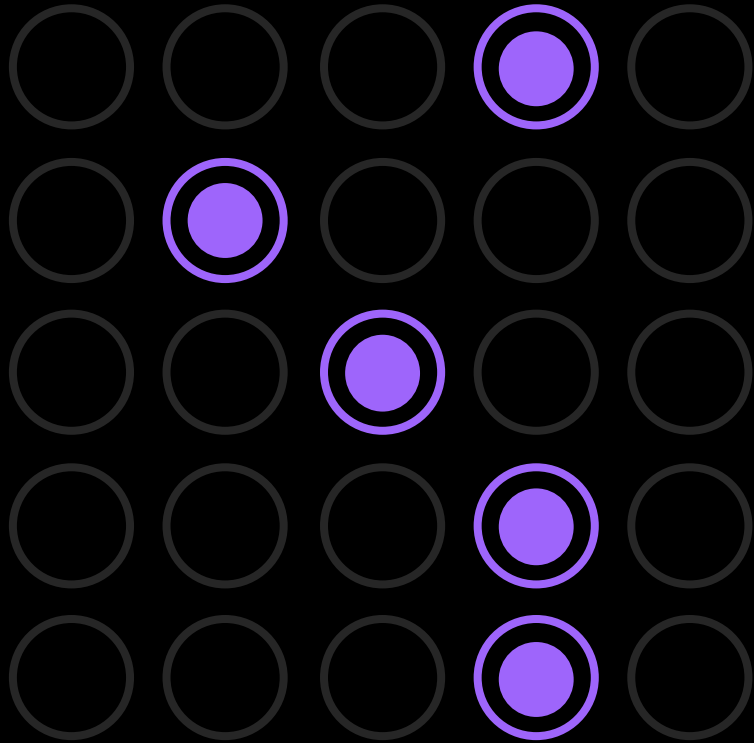
**Assessment is a matter of academic  
judgement not solely of computation**

UAL Assessment Policy, Principle 2

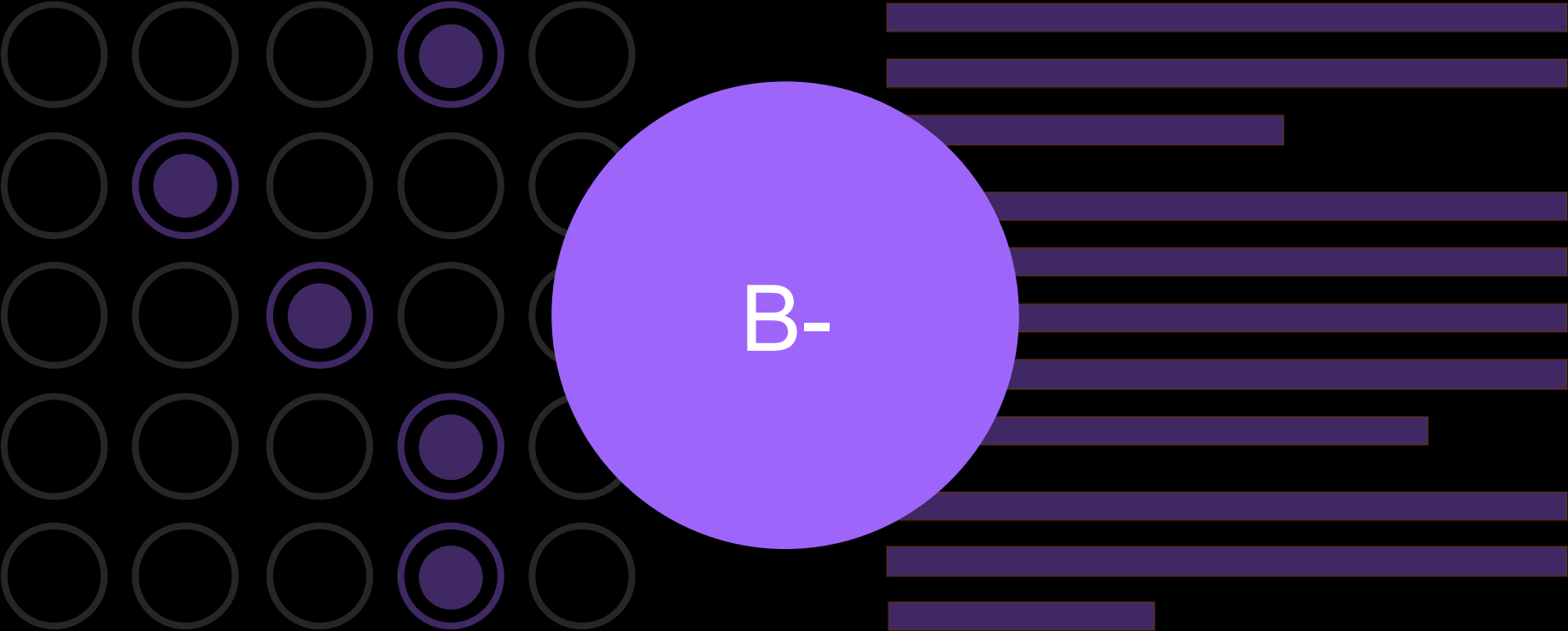
Transformation 0→1: Judgment Becomes Symbol



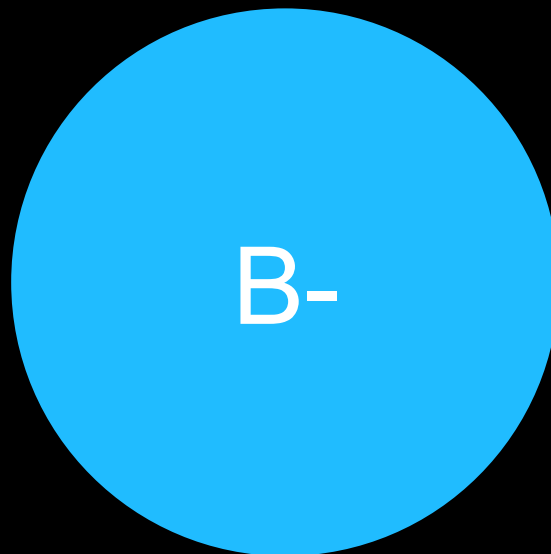
Transformation 0→1: Judgment Becomes Symbol



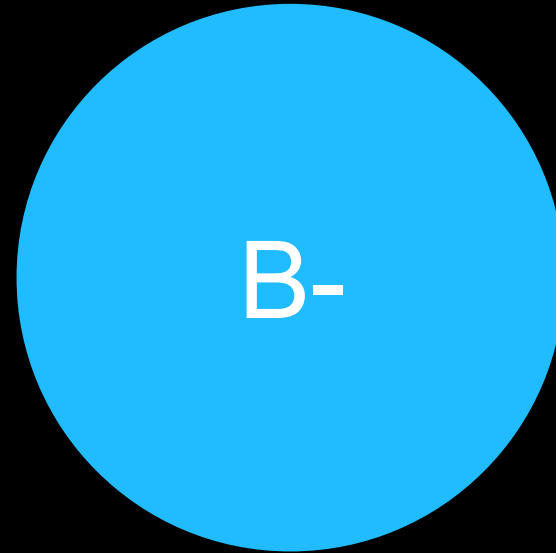
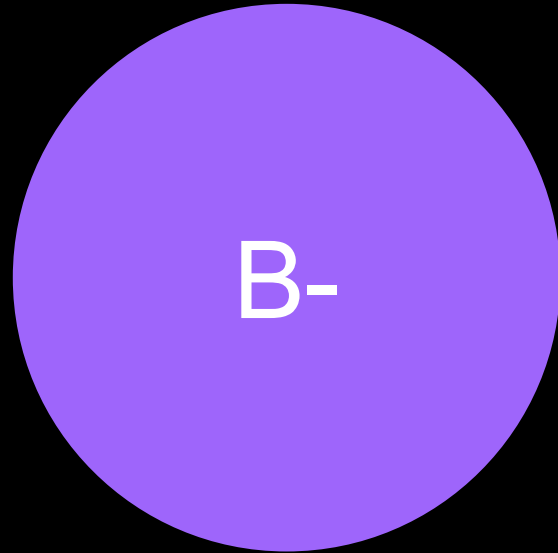
Transformation 0→1: Judgment Becomes Symbol



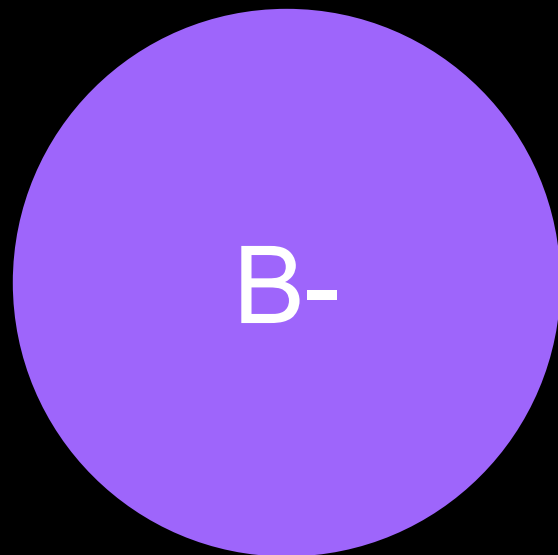
## Transformation 1→2: The First Replication



Transformation 1→2: The First Replication



Transformation 2→3: Enter the Maths



Transformation 2→3: Enter the Maths

<b>A+</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>F</b>	<b>F-</b>
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
1st			2:1			2:2			3rd			Fail		

Transformation 2→3: Enter the Maths



Transformation 2→3: Enter the Maths



Transformation 2→3: Enter the Maths



**The final grade will be the outcome  
which provides the most accurate  
representation of a student's abilities**

Transformation 3→4: The Cliff Edge



Transformation 3→4: The Cliff Edge



Transformation 3→4: The Cliff Edge

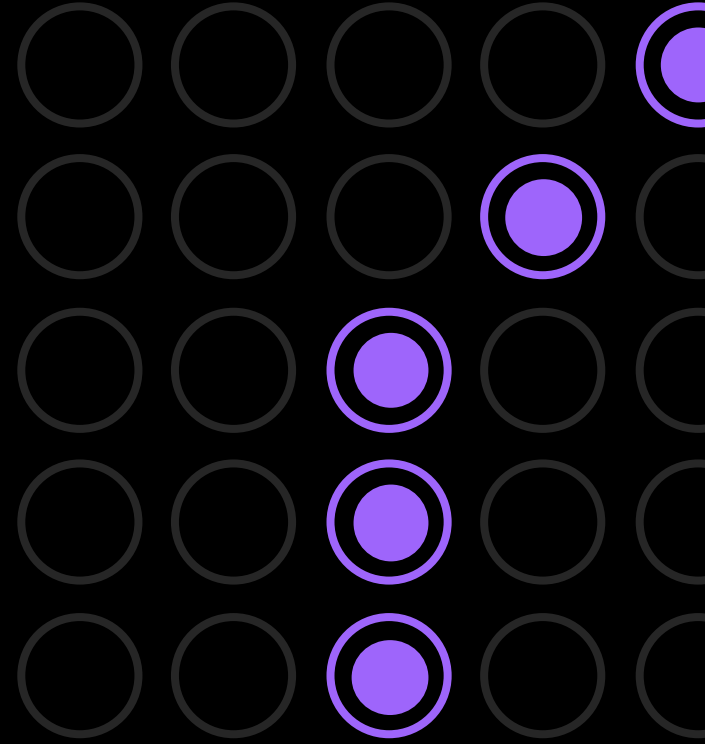
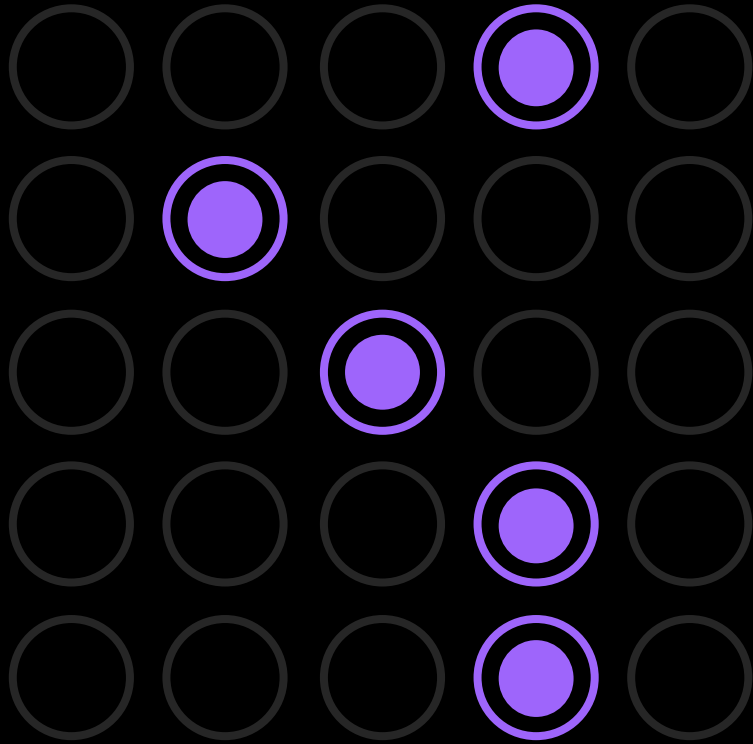
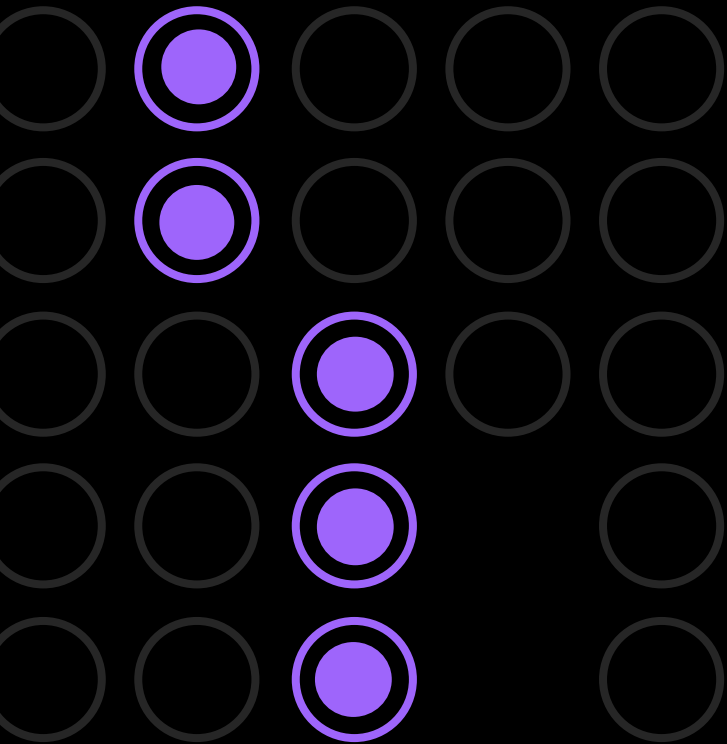


2:2

2:1

1

# Feedback Platform: Learning outcome grades



## Feedback Platform: Qualitative Feedback

[Redacted text block 1]

[Redacted text block 2]

[Redacted text block 3]



B+

B-

B-

B-

## Unit grades



B+

C

B-

B-

Decimal score



Classification



2:2

2:1

1

Classification

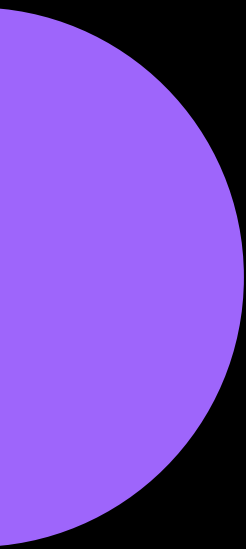


2:2

2:1

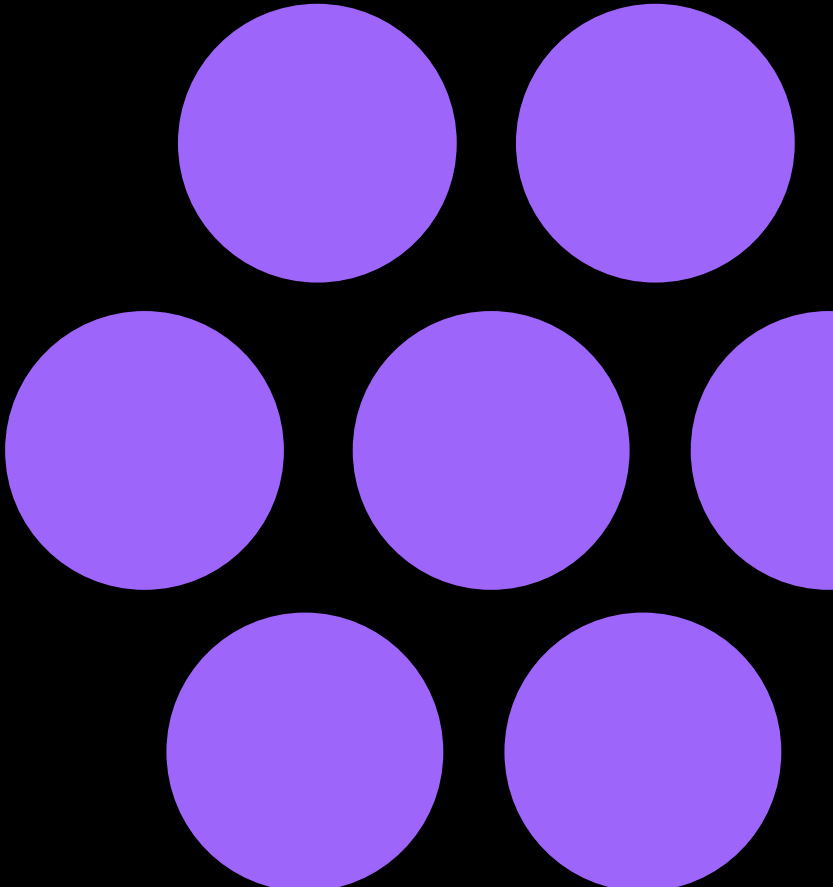
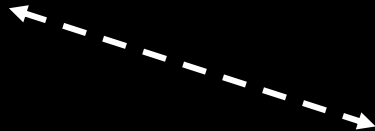
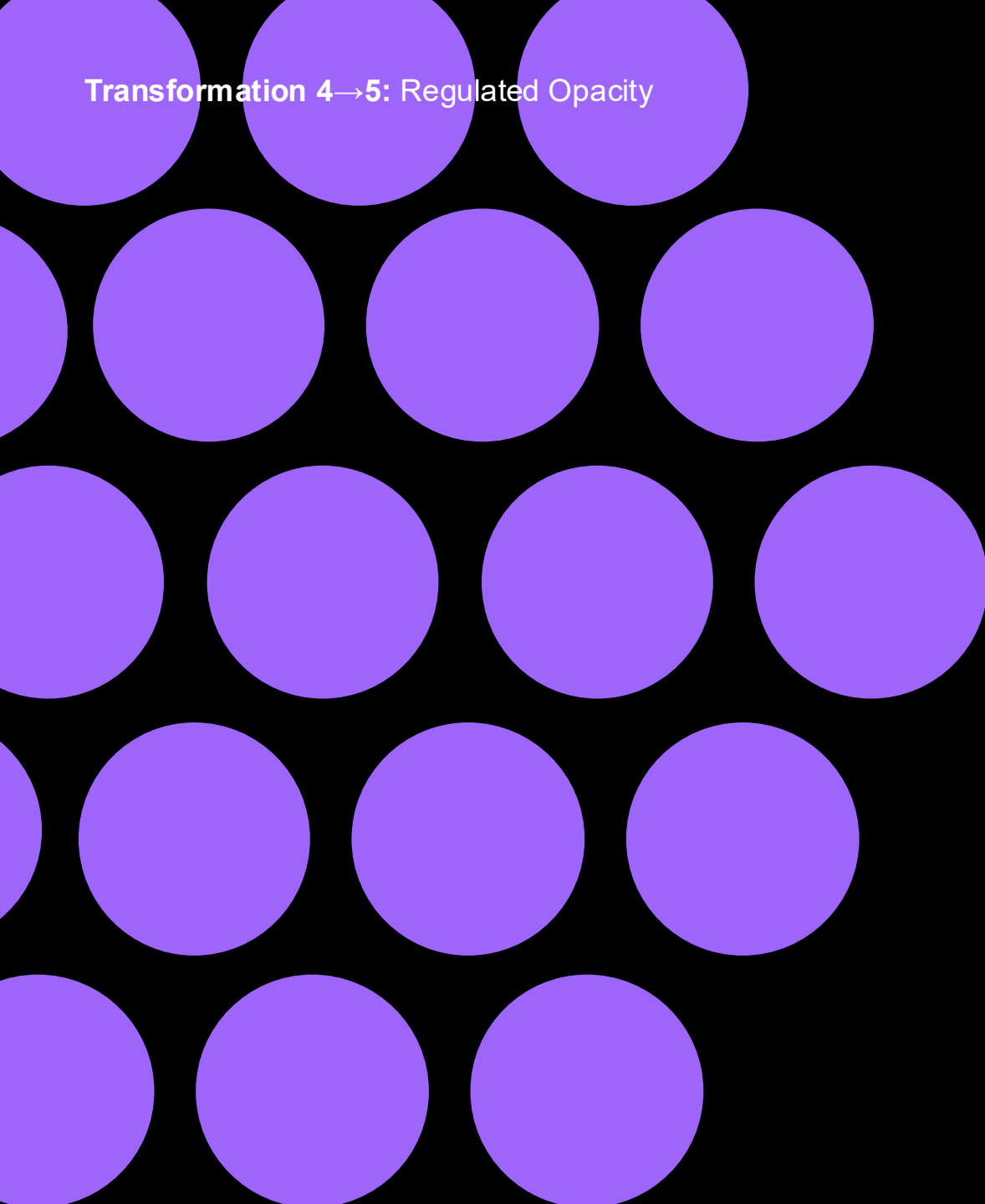
1

Classification

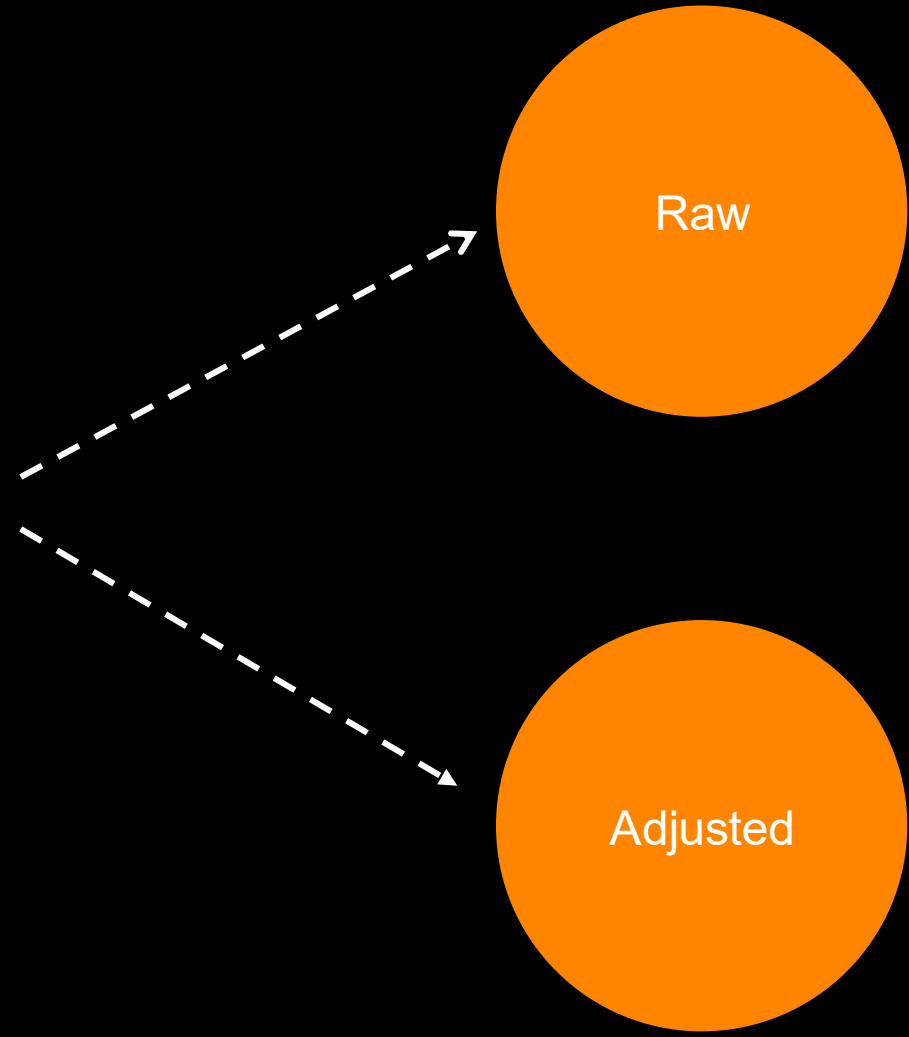
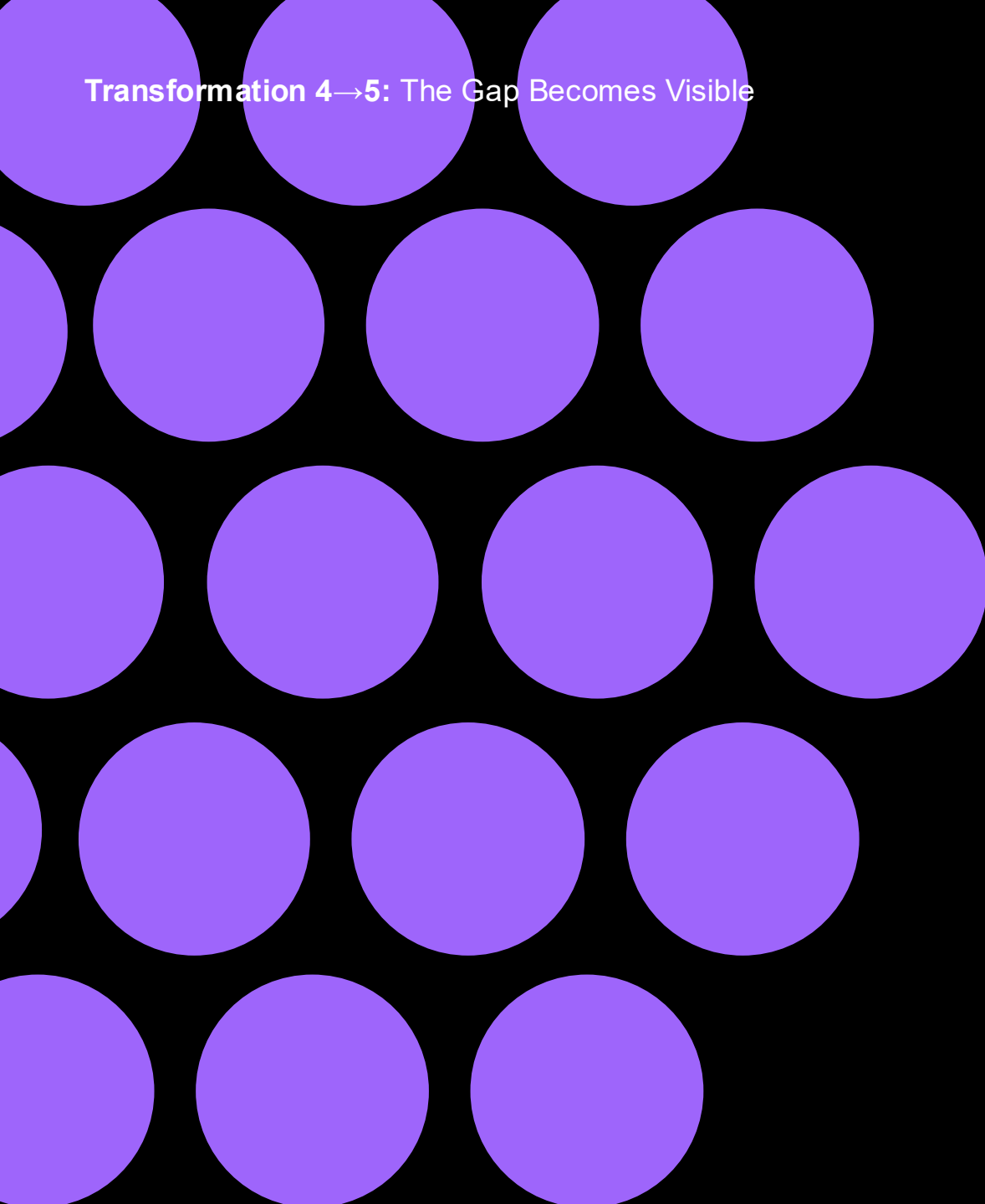


Transformation 4→5: The Gap Becomes Visible

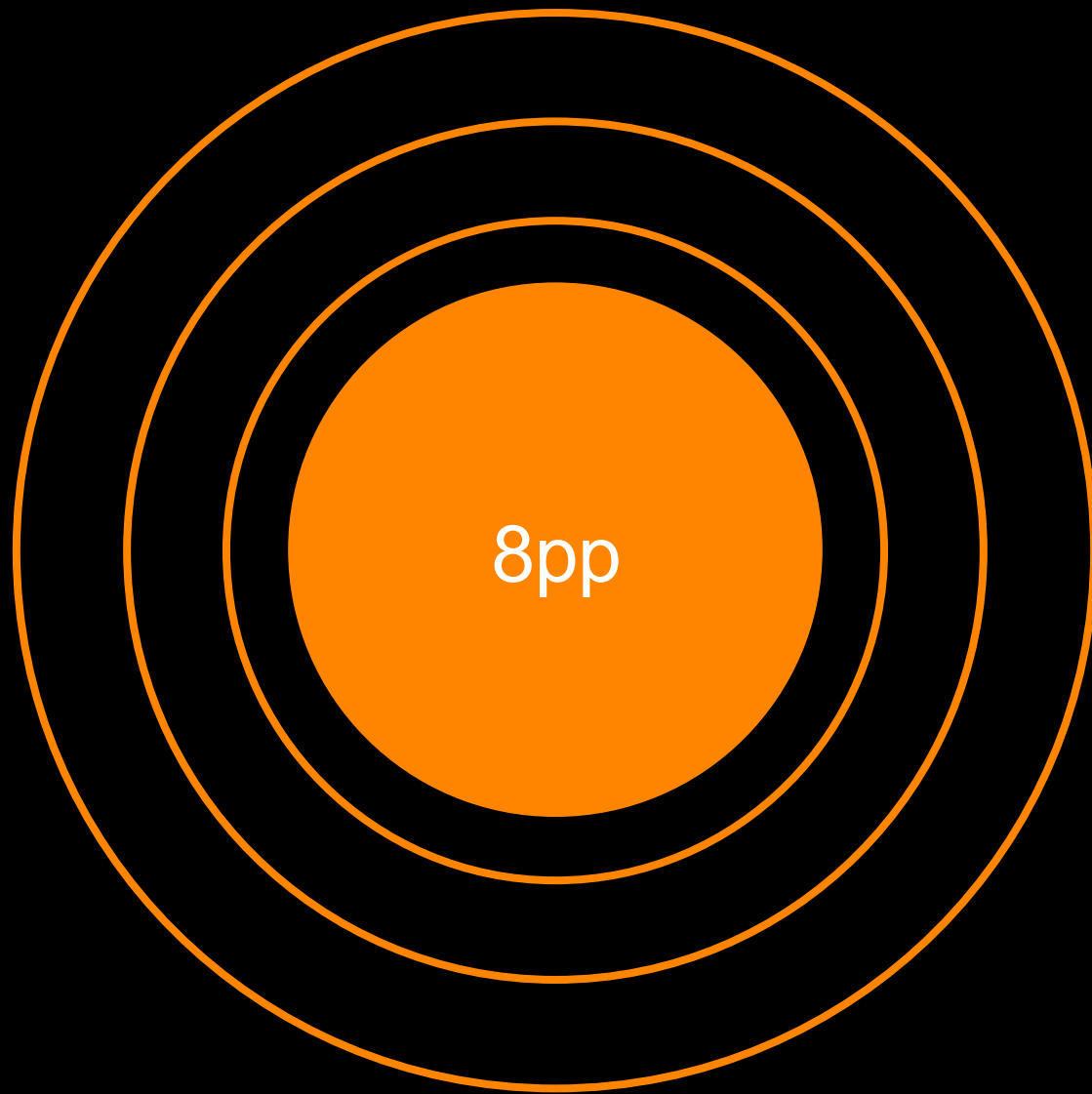
Transformation 4→5: Regulated Opacity



Transformation 4→5: The Gap Becomes Visible



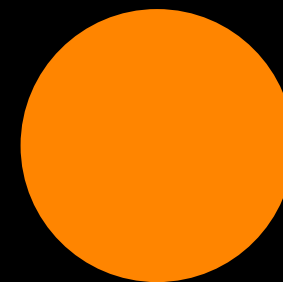
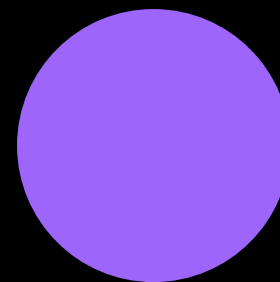
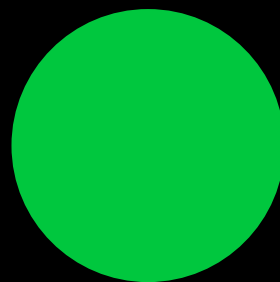
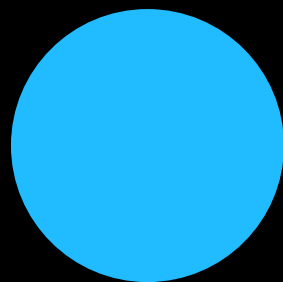
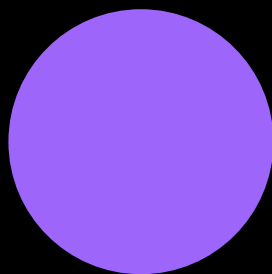
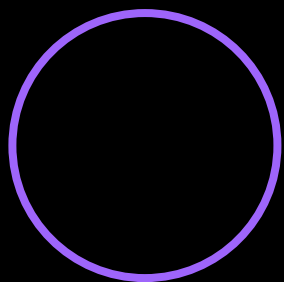
Transformation 6→7: Proliferation



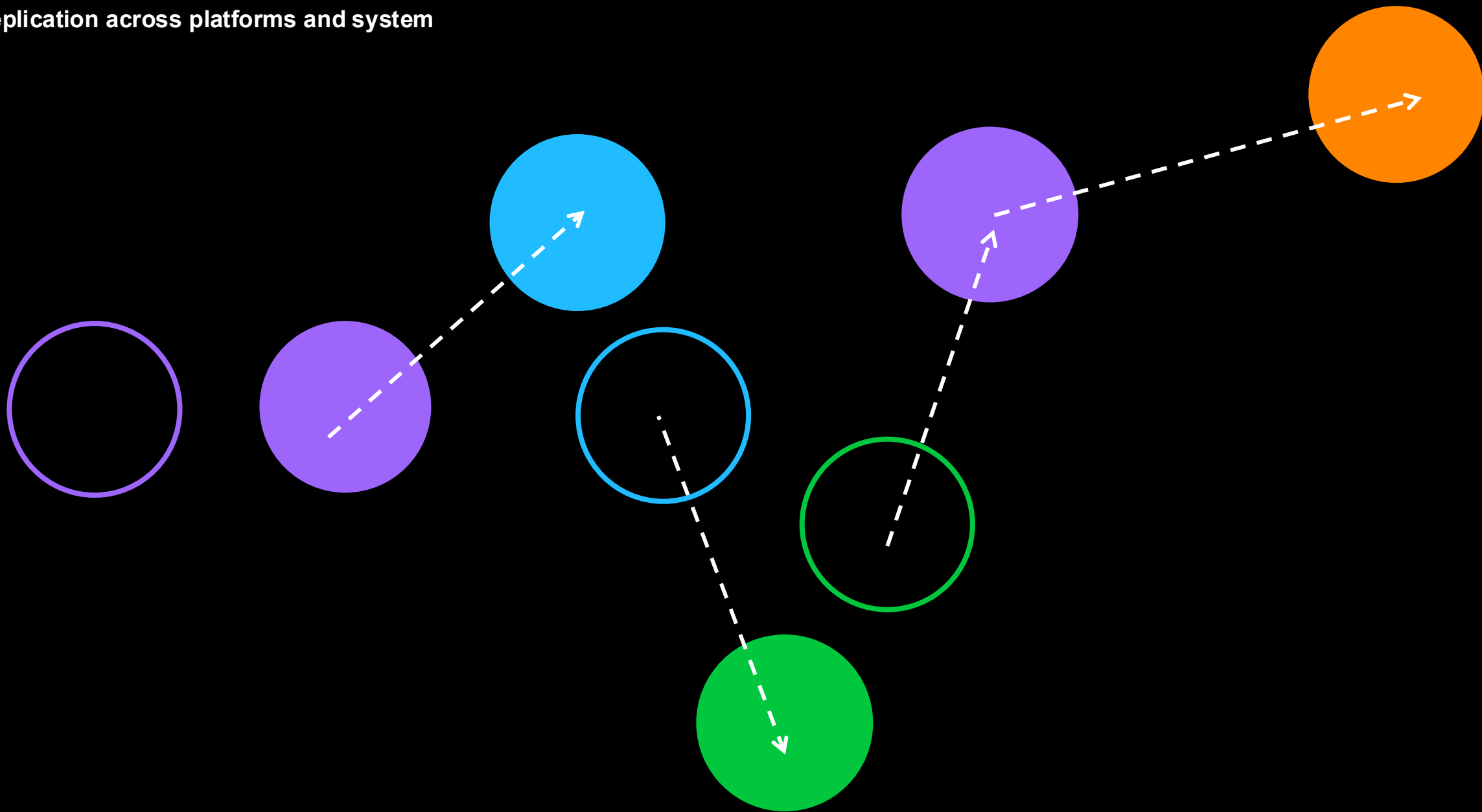


**so what?**

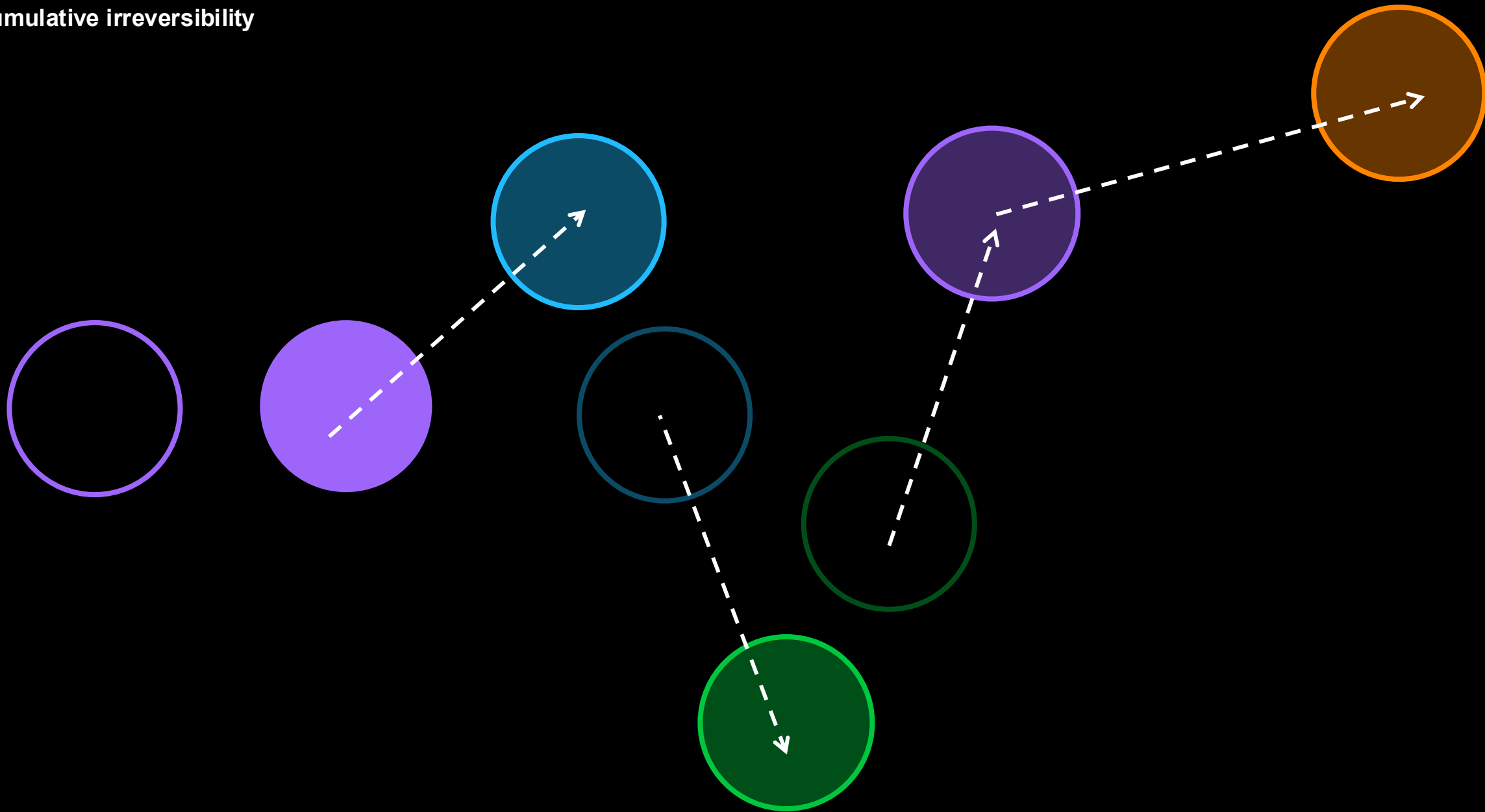
## Transformation of form



# Replication across platforms and system



Cumulative irreversibility





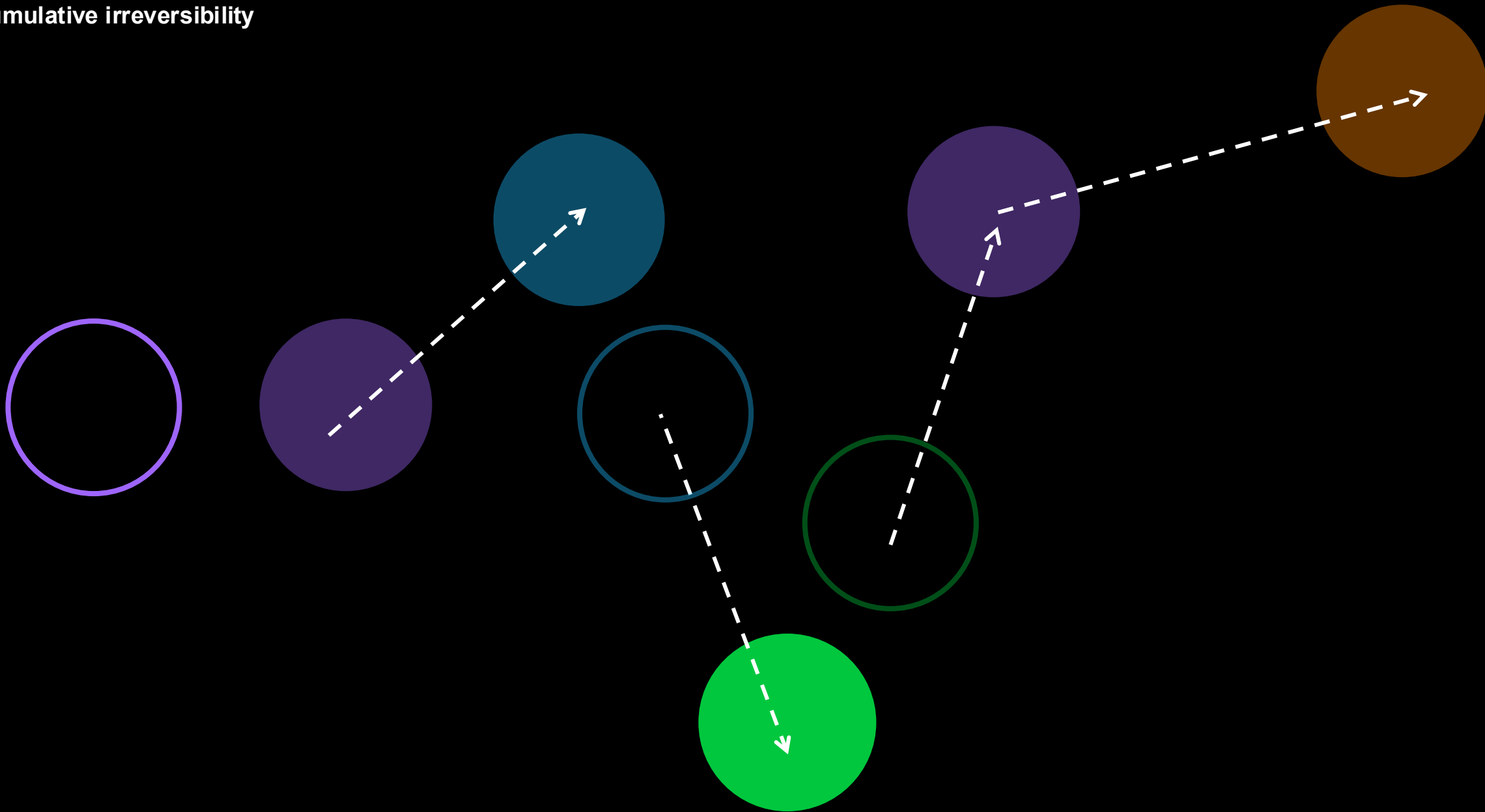
# Scotland orders sector-wide assessment review after Glasgow QAA findings

Following the tragic death of a student, a new report identifies failures in academic governance at the University of Glasgow. Jim Dickinson examines the implications

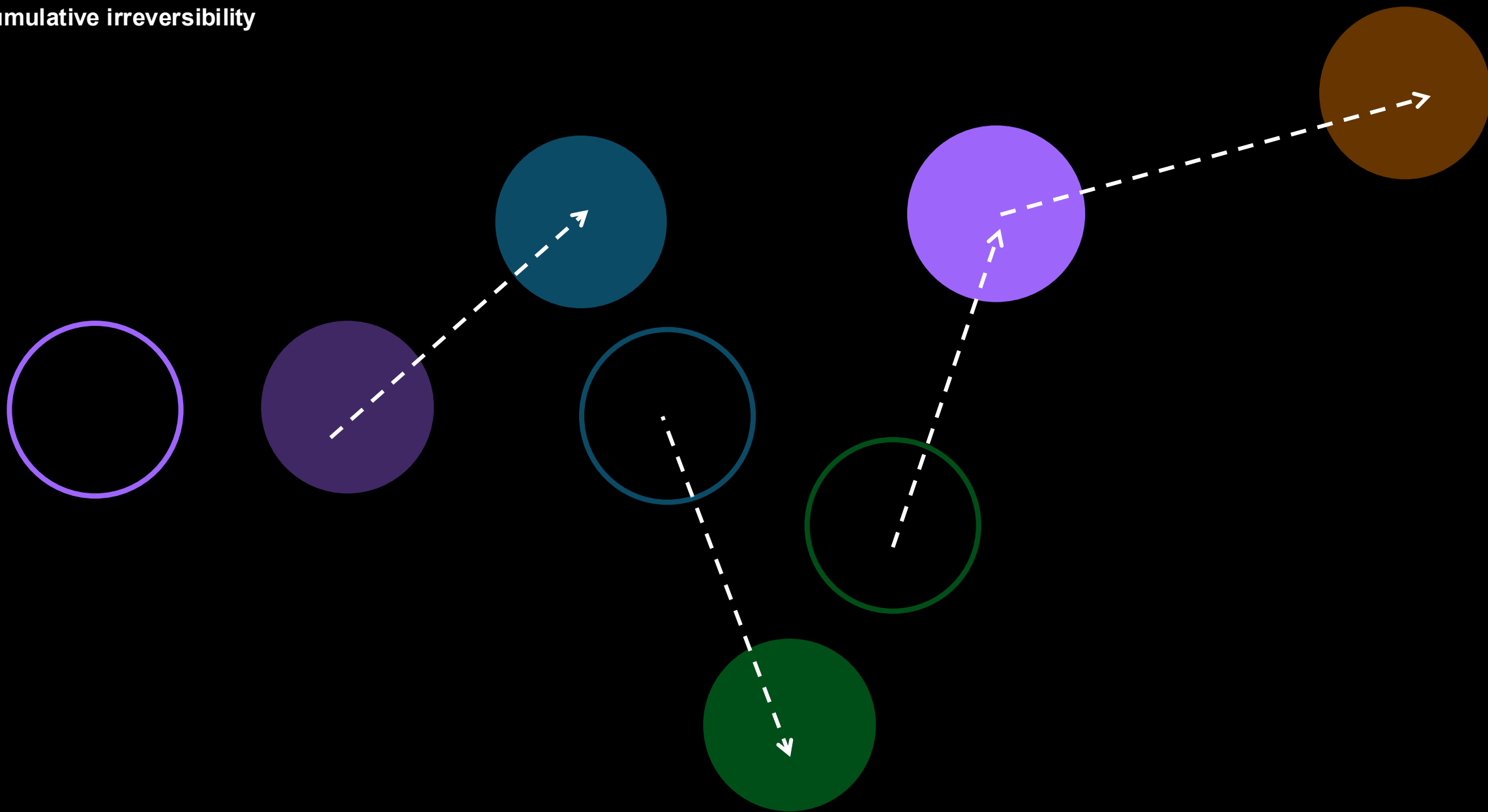
COMMENT | 28/01/26



Cumulative irreversibility



Cumulative irreversibility



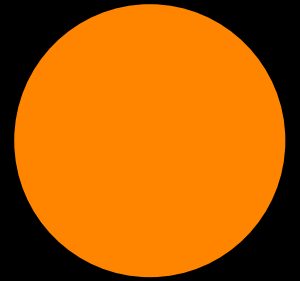
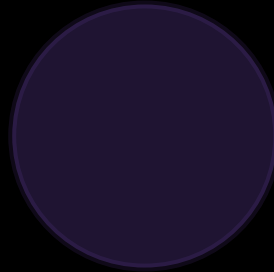
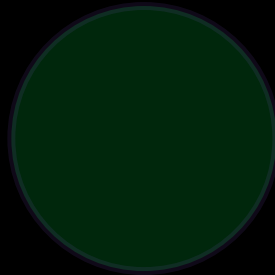
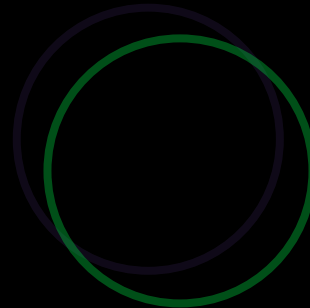
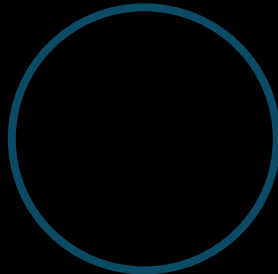
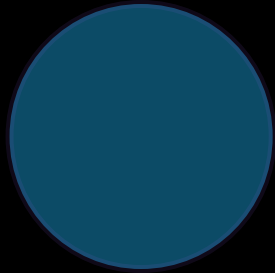
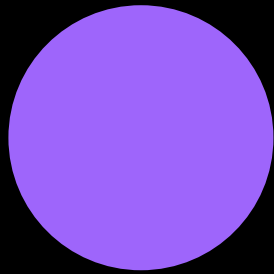
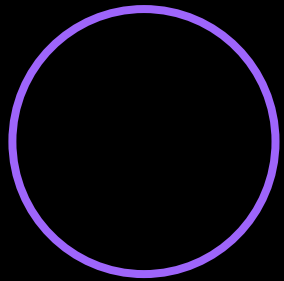
**The institution did not know its  
own assessment infrastructure**

Jim Dickinson, WonkHE, 28/01/26

**...not confident confirming if calculations  
they make for students are correct**

Jim Dickinson, WonkHE, 28/01/26

Cumulative irreversibility



The background features a dark blue field with numerous glowing, light blue lines of varying lengths and orientations, creating a sense of motion and connectivity.

**data mobilities**

**thank you**