

eJournal Configuration Guide

Please note: This is the configuration guide for eJournal, intended for key users, coordinators, or Teaching Assistants who are responsible for setting up eJournal. There is a separate user guide for lecturers and students.

Introduction

eJournal is an e-portfolio tool in which students can store assignments, feedback, and assessments in one place and share them with others. This provides lecturers, supervisors, and students with insight into progress on learning objectives and competencies through clear, well-structured dashboards. It is possible to assess competencies or learning objectives that recur throughout a programme, such as reflection skills, collaboration, and academic writing. As a result, students gain greater control over their learning process and a better understanding of their own progress. In addition, lecturers and mentors can monitor how individual students and groups are developing and identify which learning objectives may require additional attention.

Would you like more information about eJournal? Click here: [Teaching and learning collection | eJournal](#).

Who can use eJournal?

eJournal is suitable for all UU lecturers.

Where can I find eJournal?

eJournal can be requested via Teaching Support using the *Contact/Information Form Tools*.

Getting started

eJournal can be requested via Teaching Support using the *Contact/Information Form Tools*. An educational consultant from the CAT will then contact you to help you get started with eJournal.

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In Brightspace, users can have one of three roles: Student, Teacher, or Teaching Assistant (TA). When eJournal is linked to Brightspace, eJournal inherits the user roles. Each role has default permissions. For example, students cannot view all portfolios, and TAs cannot add users.....	
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1. Production and Test Environment

As an administrator of the eJournal environment, you will work with two different environments: the [Production environment](#) & the [Test environment](#).

Production Environment

The production environment is where you, as an administrator, build the final setup and where students' portfolios are stored. Once the final environment is ready, a course or programme in Brightspace can be linked to a collection in eJournal.

The production environment should **not** be used for testing or practising with the application.

Test Environment (Demo Environment)

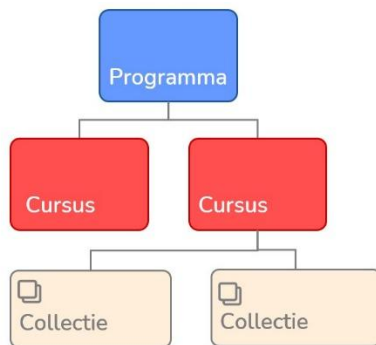
The test environment is an exact copy of the production environment, but it does not contain real users. This environment is suitable for exploring the application and setting up a test version of the portfolio environment. The key user of your faculty can grant you access to this environment.

Please note: It is not possible to transfer content (e.g. courses) from one environment to the other.

Levels within eJournal

Within eJournal, several levels exist: **programmes**, **courses**, and **collections**.

An important first step is determining the appropriate level. Below is an example of the different levels displayed in a tree structure.



The first level is the programme level; this could, for example, be a faculty or a degree programme. One level below are the courses. These represent the individual courses within the programme. From the courses, you can create multiple collections. A collection is the place where a student gathers evidence.

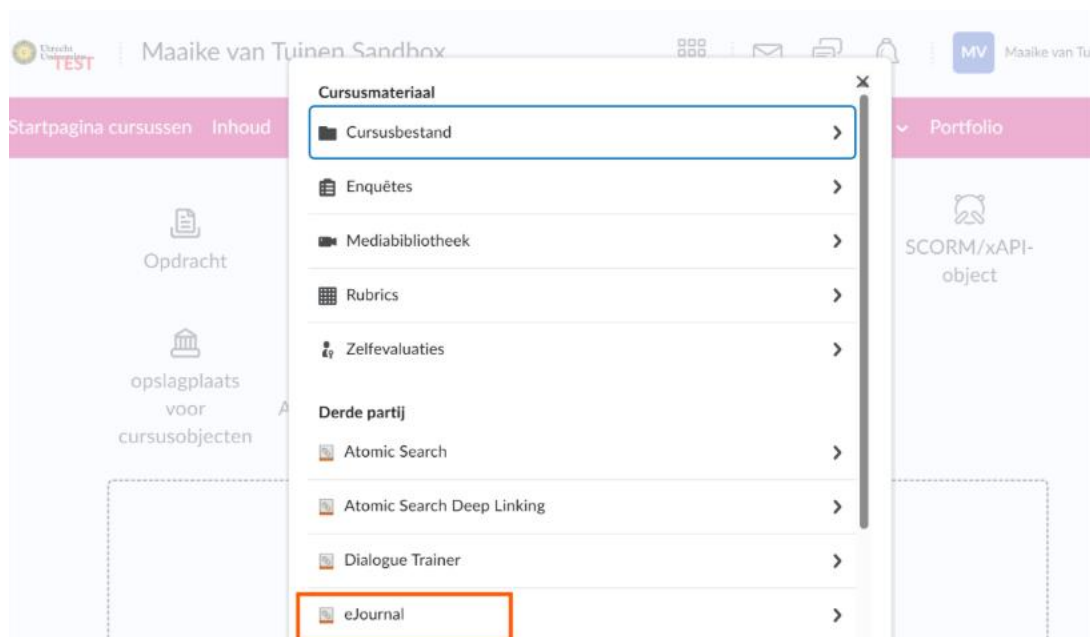
Please note: The integration between eJournal and Brightspace takes place at course level. Within a course in Brightspace (a module or a community), you can create a link to an eJournal collection.

2. Linking eJournal and Brightspace

It is possible, and recommended, to link a course in Brightspace to a portfolio in eJournal. This integration ensures that:

1. Students and instructors from Brightspace are automatically [added to the course in eJournal](#).
2. [User groups](#) are transferred from Brightspace to eJournal (optional). This allows you to transfer tutorial groups or working groups directly into eJournal and, if required, assign specific instructors to them.
3. Results can be sent back from eJournal to Brightspace (optional).

The link between a Brightspace course and eJournal must be requested from the key user of your faculty. Once this has been arranged, you can add the portfolio via Brightspace. To do so, click the Content tab and then select Add Existing. Under the More section, choose eJournal. Clicking this option adds an eJournal portfolio to the content of your course. Click the displayed eJournal Portfolio icon and select the appropriate portfolio for this course.



If eJournal has not yet been linked to this Brightspace course, you will see the message “You are too early”. In that case, please contact the key user of your faculty.

2. Overview Page and Collection Settings

When you add eJournal to Brightspace, eJournal appears in an embedded view. On the left-hand side of the menu, you may see multiple portfolios from different student cohorts. On the right-hand side, you will see the title of your portfolio, several menu options, and an overview of the students in your group. If you find the embedded view unclear, you can switch to full-screen mode by clicking the four arrows in the top-right corner.

Using the three dots in the top-right corner, you can configure the Brightspace settings. Here you can set release conditions, determine when the portfolio is visible, for which groups, and more. For more information, see: [Using Release Conditions | Brightspace Support](#).

From this start screen, you can click on a student to open their portfolio. If you want to make changes to the collection template, click on collection template settings.



Thema 4: Multimedia & Reportages :

Collection template settings
 Availability, assessment, supervision and more

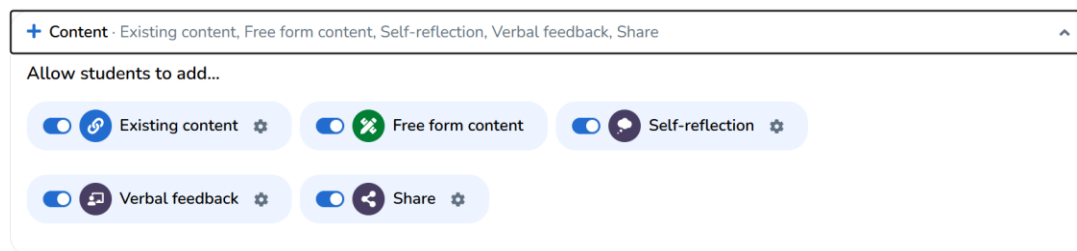
→

Due 1 year ago Points possible 10

Communiceren
 Onderzoekend vermogen
 Schrijven

On the overview page of a collection, you will find the collection template settings. Here you configure the settings for the entire collection.

- **General:**
Here you can adjust the title of the collection as well as the introductory text (shown in the image above as the *purpose of the collection*). It is also possible to add a course manual or introductory videos via Add file.
- **Content:**
Here you define which elements students can add themselves. Are they allowed to add content (files, text, etc.) to their collection? Or share their portfolio independently? In most cases, all of these toggle options are turned off.

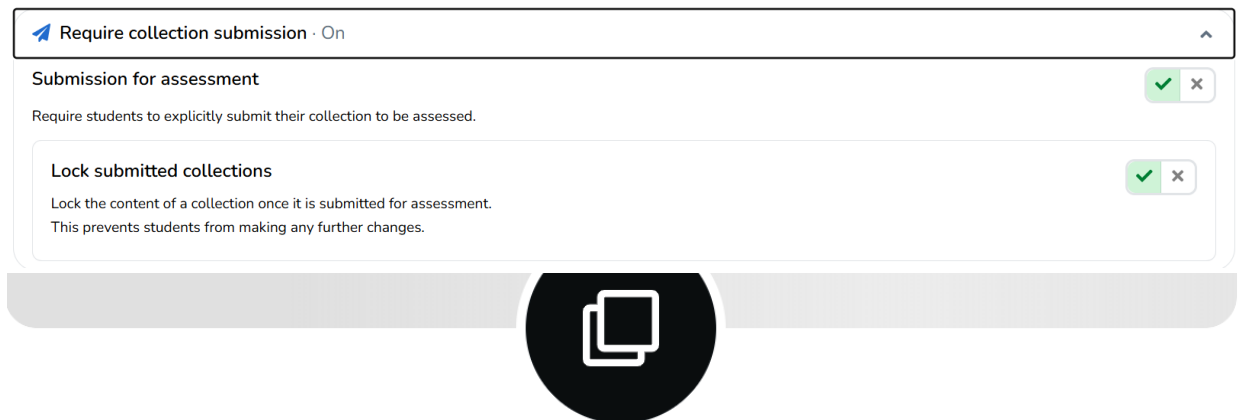


- **Deadline:**
Here you can set a deadline for the entire collection, if desired. You can also configure the unlock date (when the collection becomes available) and the lock date (until when the collection remains available).
- **Availability:**
This allows you to specify for which groups the collection is available. In most cases, a collection is assigned to all users.
- **Collaboration:**
When this option is enabled, students can invite each other to collaborate on activities. For an individual portfolio, this option should be disabled.
- **Activity assessment:**
With this option, you specify how all activities will be assessed. If different assessment methods are used, this can be configured separately per activity template.
- **Feedback workflows:**
You can enable this option to notify instructors when they have not provided narrative (text-based) feedback
- **Group collection:**
If you want students to work together in a single shared collection, you can configure this here.
- **Assessment model:**
Here you define the final assessment for the collection. You provide a description for students (explaining how they will be assessed), instructions for instructors, and select the type of final

assessment (general feedback / rating / rubric / category feedback). If points are used in this portfolio, you also specify the total number of points here.

- Require collection submission:

This option creates a submission button for students, allowing them to submit their entire portfolio. The option below determines whether the collection is locked for the student after submission.



Thema 4: Multimedia & Reportages :

 Test student 2 (Maaïke van Tuinen) Due 1 year ago Points possible 10









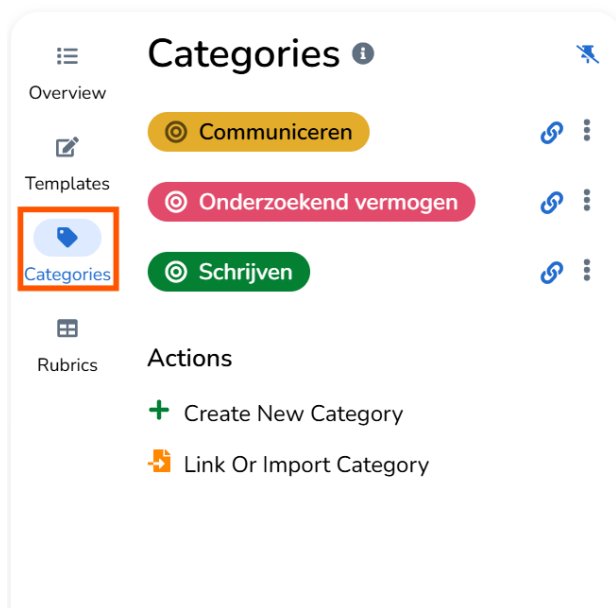
- Supervision: By enabling this option, you grant instructors/tutors interim access to collections, including notifications and assessments. When this option is enabled, the instructor cannot access the portfolio until the student submits their portfolio.

3. Categories in eJournal

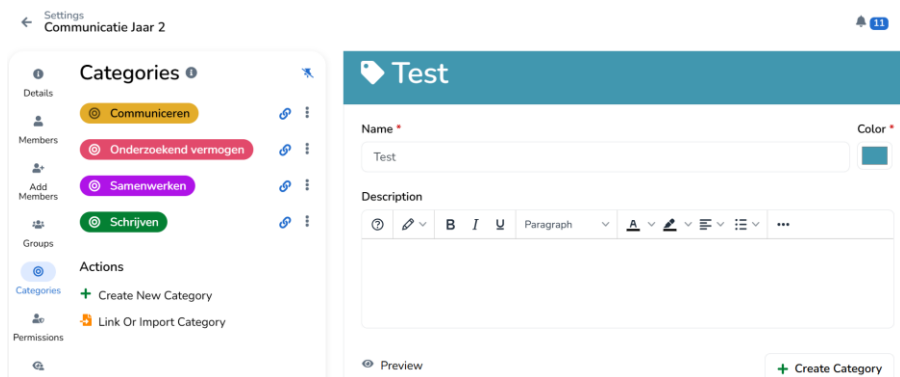
Categories can be used to monitor learning objectives or competencies. They function as labels that can be attached to activities and/or assessments. For more information, see: [Managing entry categories – eJournal Help Center](#).

Click Manage Programme or Manage course (depending on the level at which the categories are created). Here you will find the Categories tab.

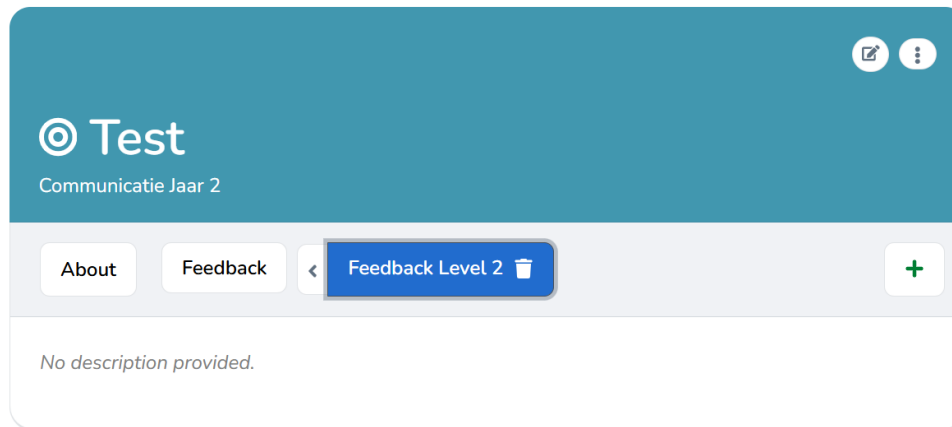
← Collection Template Editor



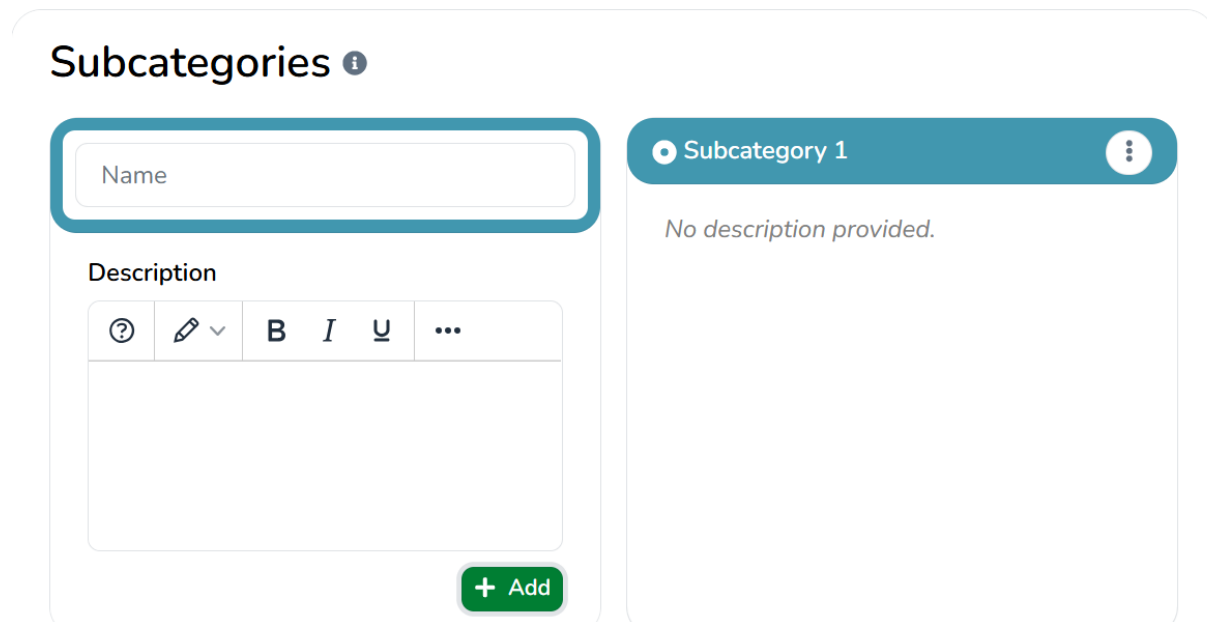
When creating a new category, you can define its name, colour, and description. In the case of learning outcomes, for example, you can describe what falls under this outcome. You can also link a feedback method to the category, such as narrative feedback, a fail–pass–good scale, or a rubric.



In addition to these settings, you can subdivide a category into different levels by using the plus icon. This allows you to differentiate the category for different collections or courses (for example, level 1 – level 2).



In the case of categories for learning outcomes, subcategories may be used (multiple learning outcomes or sub-goals can fall under one main learning outcome). For this purpose, you can create subcategories.



These categories can be applied to activities, assessments, and rubrics. You will also see the categories on the main page of the collection, where you can expand them. An example (in dutch):



Thema 4: Multimedia & Reportages



Collection template settings

Availability, assessment, supervision and more



Due 1 year ago Points possible 10

Communiceren

Onderzoekend vermogen

Schrijven

Test

Communiceren

Communicatie

Over

Propedeuseniveau

Hoofdphaseniveau

Eindniveau

De leeruitkomst communiceren omvat het vermogen van studenten om effectief te communiceren in diverse contexten en met verschillende doelgroepen. Studenten ontwikkelen vaardigheden om zowel mondeling als schriftelijk informatie duidelijk en overtuigend over te brengen. Hierbij leren zij gebruik te maken van diverse communicatietechnieken en -strategieën die aansluiten bij de behoeften van hun doelgroep. Een belangrijk aspect is het beheersen van retorische middelen en technieken om boodschappen kracht bij te zetten en doelgroepen te overtuigen. Daarnaast ontwikkelen studenten empathische luistervaardigheden, waardoor zij beter kunnen inspelen op de verwachtingen en behoeften van hun gesprekspartners.

Naast verbale en mondelinge communicatie, ligt de focus ook op schriftelijke communicatie. Studenten leren heldere, gestructureerde en doelgerichte teksten te schrijven voor verschillende media, zoals persberichten, blogs, rapporten en social media posts. Hierbij is aandacht voor correct taalgebruik en grammatica essentieel, evenals bij de context en de lezer. Daarnaast ontwikkelen studenten vaardigheden in het

Feedbackmethode

 In Ontwikkeling/Op Niveau/Boven Niveau

Entry-sjablonen

Subcategorieën

Mondelinge Communicatie

Studenten moeten in staat zijn om effectief en professioneel mondeling te communiceren in diverse contexten. Dit omvat het geven van presentaties, het voeren van vergaderingen, en het deelnemen aan discussies en interviews. Ze moeten hun boodschap helder en overtuigend overbrengen.

Lees meer

Presentatietechnieken

De student presenteert met zelfvertrouwen en maakt effectief gebruik van lichaamstaal, stemgebruik, en oogcontact om de aandacht van het publiek vast te houden. Ze tonen een goede timing en tempo, en zorgen voor duidelijke en begrijpelijke communicatie.

Lees meer

Schriftelijke Communicatie

Studenten moeten in staat zijn om verschillende soorten schriftelijke communicatie effectief en professioneel te produceren. Dit omvat het schrijven van duidelijke, gestructureerde en doelgerichte teksten zoals rapporten, artikelen, persberichten en meer.

Lees meer

Toepassing van Journalistieke Principes

De student houdt zich aan de ethische principes en normen van de journalistiek tijdens hun presentatie. Ze demonstreren respect voor feitelijke nauwkeurigheid, objectiviteit en eerlijkheid in hun presentatie, en tonen het vermogen om complexe informatie te presenteren.

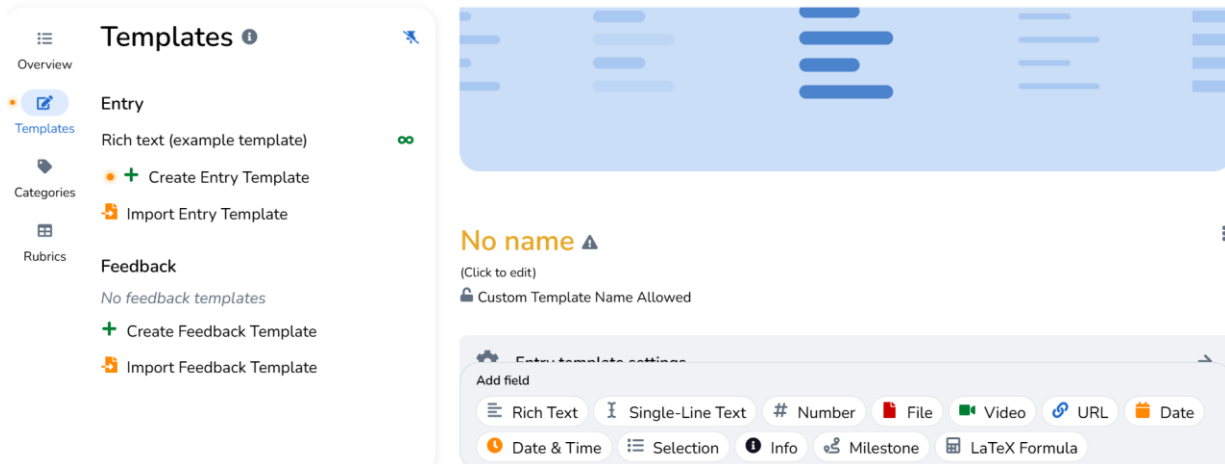
Lees meer

4. How do I create a template in eJournal?

The first step in creating an activity (ENG: *entry*) in eJournal is to create a template (ENG: *template*). A template defines the content and outlines what is expected from a student, such as answering questions, uploading a file, or adding a video. Without a template, you cannot create an activity.

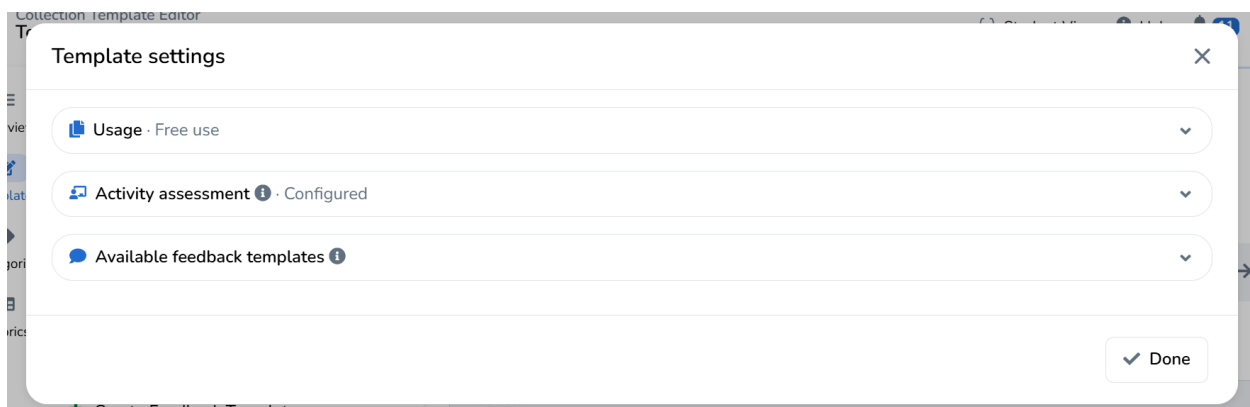
Once created, a template can be reused multiple times. This is especially useful if, for example, you want students to reflect before, during, and after an activity using the same set of questions, or if they need to upload a specific type of file multiple times. Of course, it is also possible to create a unique template for each activity.

To create a template, click Templates in the left-hand menu and then select Create entry template.



In the next screen (image on the right), you can give the template a name and an image so that you can easily link it to the correct activity later. In addition, you can add fields, such as Rich text, which allows students to type freely, or File, which enables students to upload a file. You can also link categories to a template (see later in this guide).

Below the title bar, you will find the entry template settings.

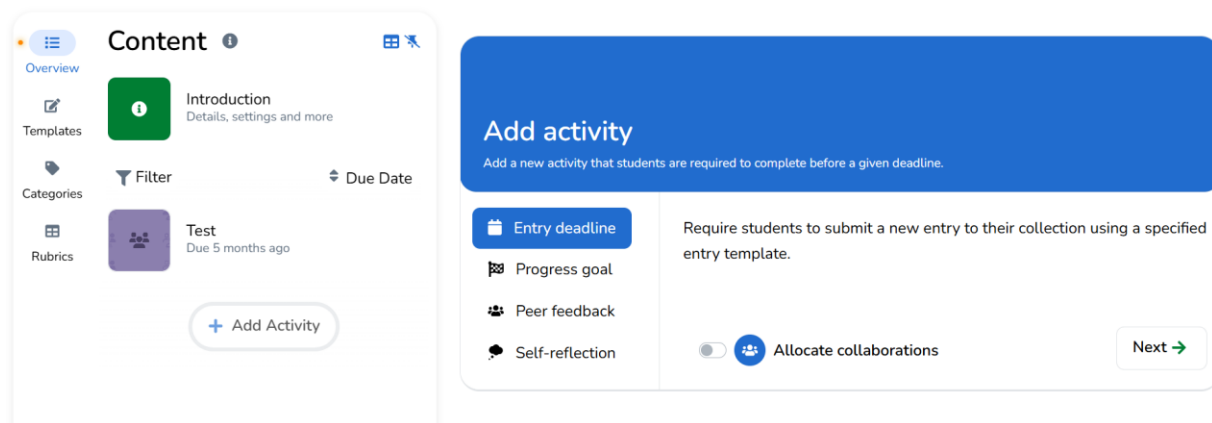


- **Usage:** Here you can specify whether students are allowed to use the template freely. When you enable this option, students can use the template without restrictions. This can be useful if you want students to fill in their portfolio freely without deadlines, or if you are creating a template for a make-up assignment that doesn't need to be visible to every student. You can also set a maximum usage, for example, allowing students to use this template twice. For most templates that are scheduled by default, the "free use" option is turned off.
- **Activity Assessment:** Here you can specify how this template will be assessed later. If you don't select anything, the default setting applies (as defined in the overall portfolio activity assessment or in the collection template settings on the start screen). If this differs from the default, you can choose whether the template will be assessed with general feedback,

a rating scale, a rubric, or category feedback (for more information, see section 5: giving feedback).

- Available Feedback Templates: Here you can attach a feedback template to an activity. When students request feedback on this template, it will follow the format you created.
- After setting the appropriate settings and content, click “Create Entry Template” at the bottom right to save the template. You can then proceed to create an activity.
- Now you have created a template. However, this is not the same as an activity that students can complete. To create an activity, you need to use the template within an activity. To do this, go back to the “Overview” section, where you can click “Add Activity.”

4. How do I create an activity in eJournal?



You can make several choices here. These options are explained in more detail below:

- “Entry deadline.” With this option, students are required to submit something based on a previously created template. You can also allow students to collaborate within this activity. This is the most common type of activity in a portfolio.
- “Progress Goal.” Here you can set an interim goal that must be achieved. This goal can be defined using specific criteria. Students must reach this goal by the deadline to stay on track.
- “Peer Feedback.” This activity allows students to provide peer feedback to each other on part or all of the portfolio.
- “Self-Reflection.” This is a self-reflection task. Students can reflect on parts of their own portfolio. It is also possible to have students reflect on something other than the portfolio by not linking any content to the activity.

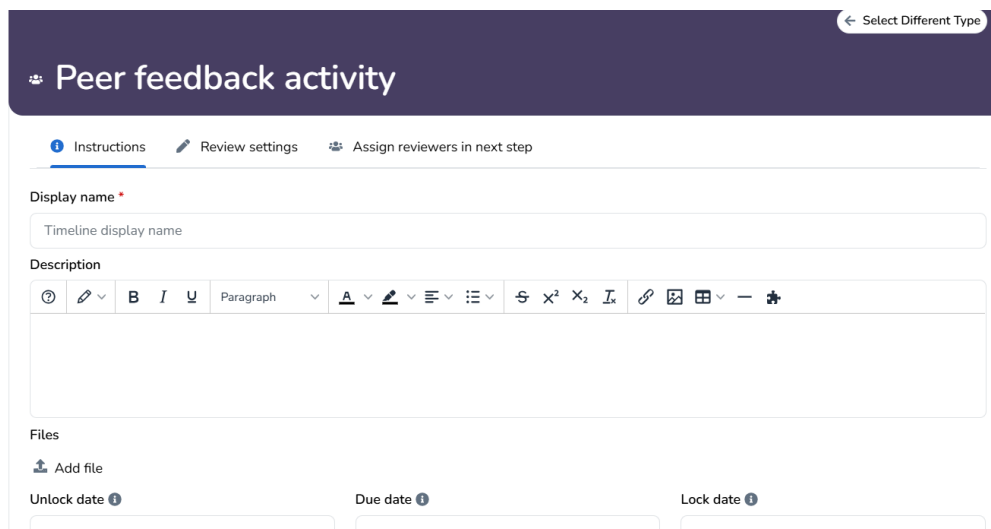
With Collaboration

For the “New Evidence” option, a slider labeled “Allocate Collaborators” appears at the bottom of the page. This allows you to enable students to work together on an activity.

For a Progress Goal, first enter a title for the goal. You then have the option to add a description. Next, specify how many points students must earn by the deadline. Finally, set the deadline by which these points must be achieved.

6.c. How do I create a Peer Feedback activity?

With this type of activity, students can provide peer feedback to each other on part or all of the portfolio. For a Peer Feedback activity, you first enter a name, and optionally, a description. Just like with a New Evidence activity, you must set a deadline, and you also have the option to add a release date for when the assignment becomes available, as well as a closing date after which students can no longer work on the assignment.



← Select Different Type

Peer feedback activity

[Instructions](#)
[Review settings](#)
[Assign reviewers in next step](#)

Display name *

Timeline display name

Description

? | | **B** | *I* | U | Paragraph | | | | | | | | | | | | |

Files

Add file

Unlock date ⓘ Due date ⓘ Lock date ⓘ

Next, under “Review Settings”, you can configure additional options. You can specify which part of the portfolio students will provide feedback on. This can be the entire portfolio, a specific section of the portfolio, or nothing at all. The last option means that students will give feedback on an activity outside of the portfolio.

Peer feedback activity

[Instructions](#) | [Review settings](#) | [Assign reviewers in next step](#)

Content to review ⁱ

Entire collection
 Specific content
 Nothing

Permissions

Reviewers can see other comments ^x
Allow reviewers to also see comments posted by other reviewers and teachers. This does not affect the moment of publishing for students under review.

Reviewers can comment ^x
Allow reviewers to comment under entries.

Publish feedback to students ⁱ
Decide when reviewer feedback is published to students under review.

 Reviewer decides
 After due date for giving feedback

Feedback settings

After that, you can make choices regarding feedback visibility, the capabilities of feedback providers, and conditions for publishing feedback.

Finally, you can configure the feedback settings. Here, you can select from the different assessment options (the same as activity assessment and collection assessment).

Once you click “Add Activity”, you can choose how students will be paired for giving feedback. The options are:

Auto-assign participants...

Randomly ^x

Within their group, everyone will review other collections.

Schedule generation ⁱ

Manual assignment

Name	↑ Collections to review	↓ Add
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- **“Randomly”** – This option is selected by default. eJournal randomly pairs students based on those added to eJournal (and the Brightspace course linked to eJournal).
- **“Based on groups from a collaborative activity”**

- **“Outside their group”**
- **“Within course groups”**
- **“Entire course group together”**

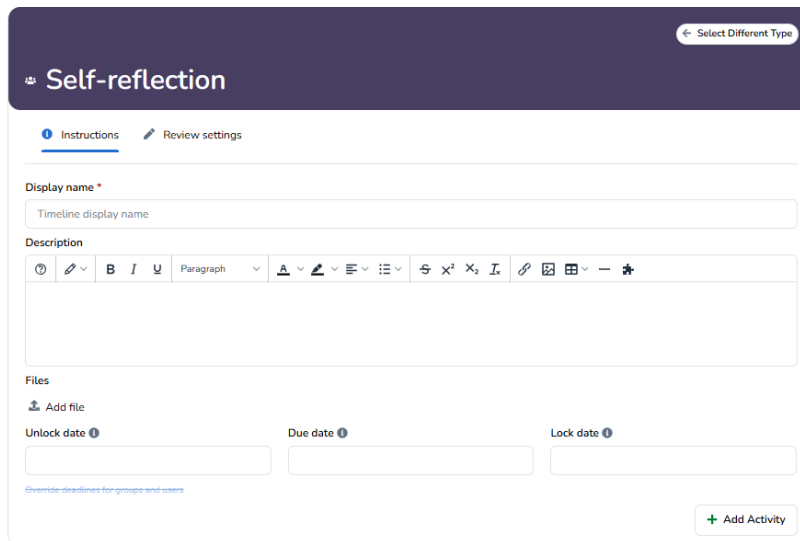
These options are further explained within eJournal itself. For more details about peer feedback options, see [Peer Feedback – eJournal Help Center](#).

6.d. How do I create a Self-Reflection activity?

This is a self-reflection assignment. Students can reflect on parts of their own portfolio. It is also possible for students to reflect on areas outside the portfolio by not linking any content to the self-reflection activity.

For a Self-Reflection activity, give the assignment a unique name, add a description, and set a deadline if needed.


Next, go to “Review Settings”. Here you specify whether students should reflect on the entire collection, a part of the collection, or something outside the portfolio. You can then choose how students will reflect, for example, using a rubric or a general feedback field.



4. Setting Feedback for an Activity

As described above, the different activity types also offer various feedback options. These are briefly outlined below. For more information, see [Feedback & Sharing – eJournal Help Center](#).

-  General feedback
  Evaluation
  Rubric
  Category feedback

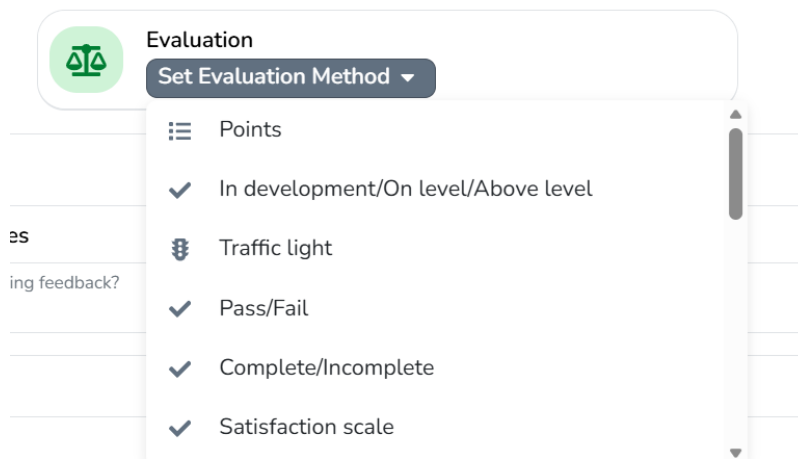
 Assessors are currently not able to provide an activity assessment. Enable it above.

Available feedback perspectives

All available feedback perspectives

Which perspectives can be used when providing feedback?

- “General Feedback”: When you enable this option, the assessor (teachers or students in peer feedback or self-reflection activities) receives a blank text field where they can type a narrative evaluation.
- “Evaluation”: When you enable this option, assessors are presented with a rating scale. Depending on the scale you choose, different assessment options will appear. For example, you can choose a traffic light rating, which gives assessors the option to select a green/orange/red box. Other options include pass/fail or a 5-point scale. For each assignment, you must select one of the available options. If you wish to use a different rating scale, you can discuss this with your key user.

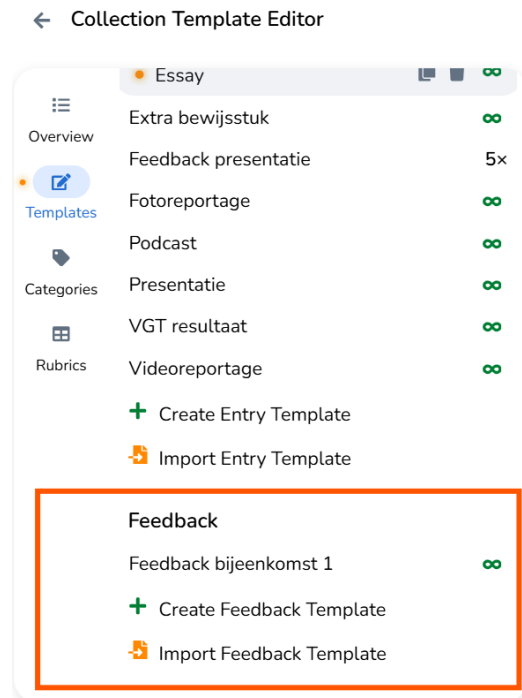


- “Rubric”: When you select this option, assessors are presented with a rubric when they need to provide an evaluation. You can create the rubric yourself and select it for a specific activity.
- “Category Feedback”: When you select this option, assessors can evaluate students based on categories you have created. For example, if you have a recurring category called “Writing Skills”, this option allows students to receive feedback multiple times on that category. The feedback is then collected and automatically categorized in eJournal.

7.a Creating a Feedback Template

When students are required to request a specific type of feedback for certain activities, you can streamline the process by attaching a feedback template.

You can find feedback templates in the Collection Template Editor:



In this section, you can create feedback templates just like regular templates. You give the feedback template a name and configure the settings. You can make choices regarding the type of feedback template, what content it applies to, pin a message, and determine the feedback settings (as described earlier).

To attach this feedback template to an activity, go to the settings (three dots) of a template (!) for the relevant activity. Under Template Settings, you will see “Available Feedback Templates”. Here, you will find the feedback template you just created.

When students request feedback for this activity, the correct feedback settings (message, which part of the portfolio, feedback method) are automatically sent to the feedback provider.

4. How do I change a deadline in eJournal?

Deadlines in eJournal can be easily adjusted. Click on the activity for which you want to change the deadline, then click the gear icon. You will return to the activity settings, where you can update the deadlines. Don't forget to click "Save" after making changes to ensure they are applied.



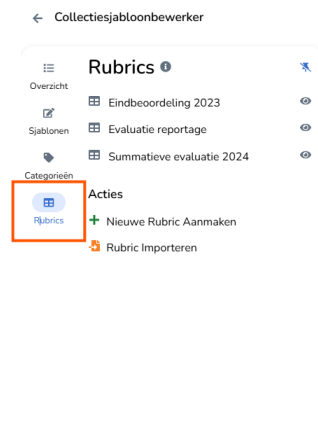
The screenshot shows an activity card in a yellow-themed interface. At the top left, there is a yellow pill-shaped button with a camera icon and the text "Communiceren". The activity title is "Pitch: wie inspireerde je?". Below the title, it says "Due 1 year ago". A settings menu is open on the right side, showing three options: "Edit" (with a gear icon), "Delete" (with a trash can icon), and "Copy direct link" (with a link icon). Below the title, there is a "Description" section with an information icon. The description text reads: "Tijdens een van de bijeenkomsten in blok 1 geef je een korte pitch van ongeveer 90 seconden. Als onderwerp van deze pitch kies je een persoon die je inspireert."

4. Using a rubric

eJournal offers several options for using a rubric:

- Category Rubrics: Rubrics linked to categories or learning outcomes (see section 4: Categories).
- Assignment Rubrics: Rubrics used for the assessment of a specific assignment.

The latter type of rubric can be used to support the final assessment criteria of an assignment or to structure the feedback or assessment criteria of a specific learning activity, including feedback requests. You can find rubrics in the Collection Template Editor in the main menu on the left.



The screenshot shows the "Collectiesjabloonbewerker" interface. At the top, there is a back arrow and the text "Collectiesjabloonbewerker". Below this, there is a "Rubrics" section with a search icon. The section is divided into "Overzicht" (Overview) and "Sjablonen" (Templates). Under "Overzicht", there are three items: "Eindbeoordeling 2023", "Evaluatie reportage", and "Summatieve evaluatie 2024". Under "Sjablonen", there are three items: "Acties", "Nieuwe Rubric Aanmaken", and "Rubric Importeren". The "Acties" section is highlighted with a red box.

9.a. How do I create a rubric?

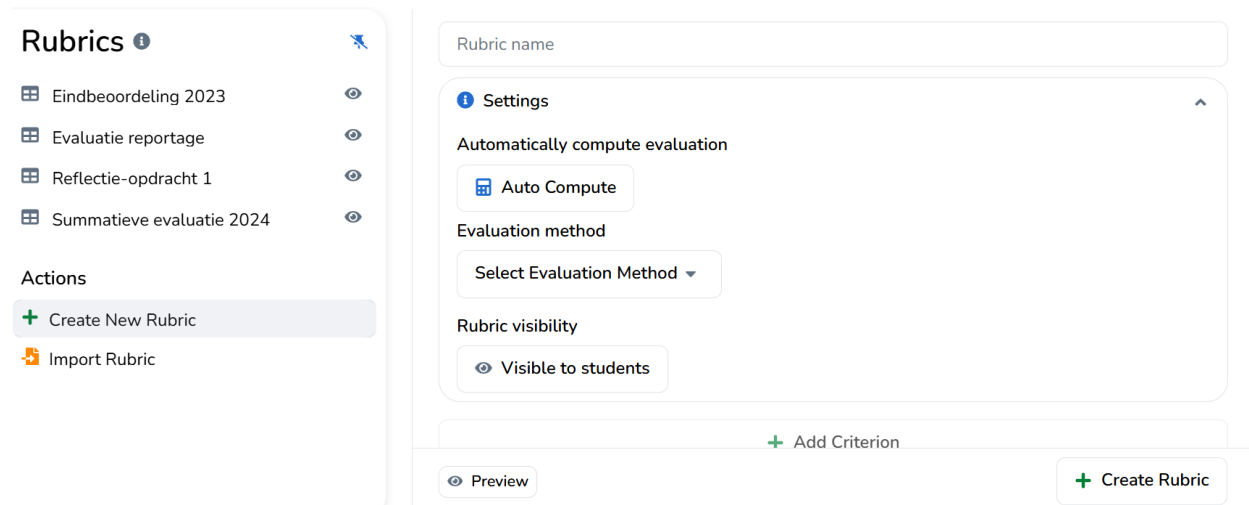
Within a collection, you can create multiple rubrics and later link them to learning activities within that collection.

To create a new rubric, click “Create New Rubric”. A form will appear on the right side of your screen. Here, you can:

- Give the rubric a name
- Set the grading method (automatic/manual)
- Choose a feedback method, for example: narrative feedback, pass/fail, traffic light, or 5-point scale.

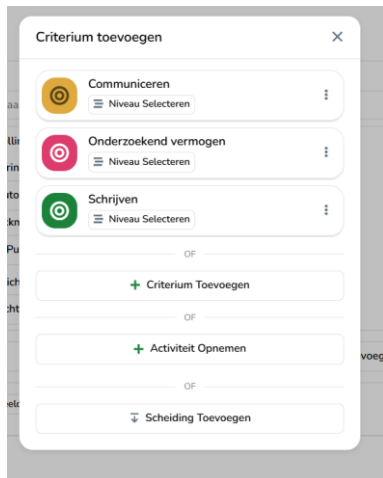
A more detailed list of feedback method examples appears when you select Feedback Method (see Chapter 7: Setting and Providing Feedback).

For more information, see [Creating a Rubric – eJournal Help Center](#).



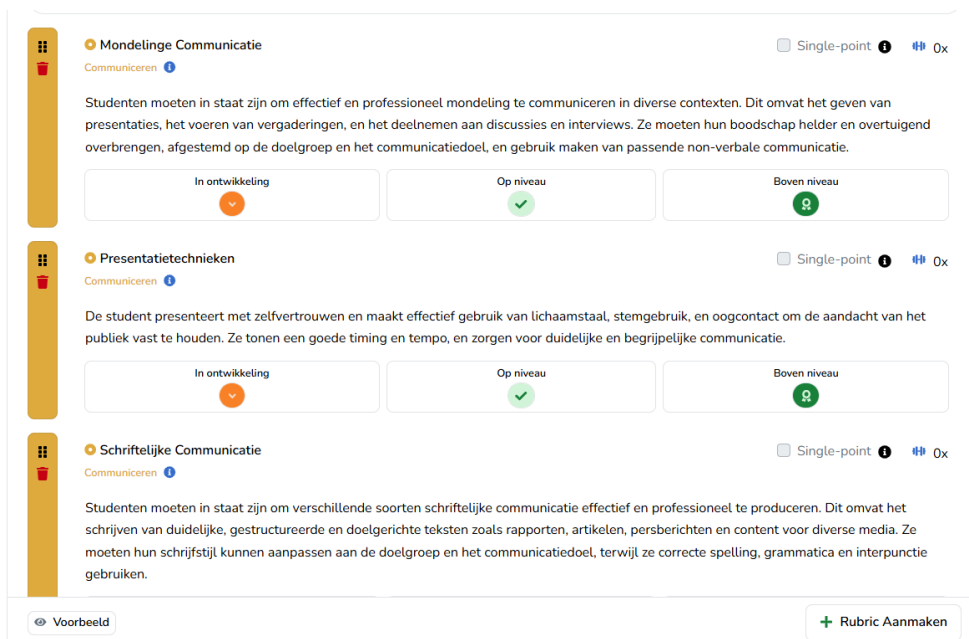
The screenshot displays the 'Rubrics' management interface. On the left, a sidebar lists existing rubrics: 'Eindbeoordeling 2023', 'Evaluatie reportage', 'Reflectie-opdracht 1', and 'Summatieve evaluatie 2024'. Below this, under 'Actions', the 'Create New Rubric' option is highlighted. The main content area shows the configuration form for a new rubric. It starts with a 'Rubric name' input field. A 'Settings' section is expanded, showing 'Automatically compute evaluation' with an 'Auto Compute' button. Below that is the 'Evaluation method' section with a 'Select Evaluation Method' dropdown. The 'Rubric visibility' section has a 'Visible to students' toggle. At the bottom of the form, there is a '+ Add Criterion' button, a 'Preview' button, and a '+ Create Rubric' button.

Suppose you choose a rubric where the criteria are assessed using a 3-point scale. After making this choice, a green bar labeled “Add Criterion” appears. This allows you to add criteria one by one. For each rubric criterion, you can choose whether to link it to a category, an activity, or to insert a divider.

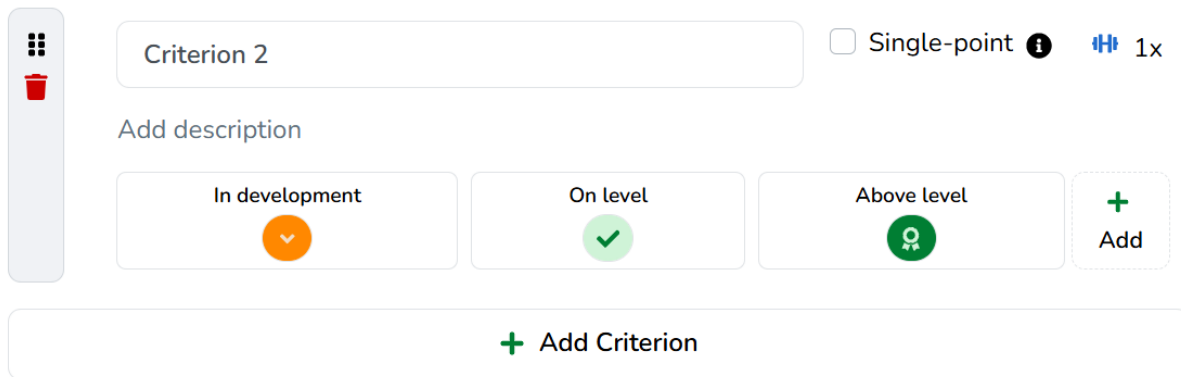


For example, if you want to assess the “Communicating” category with a criterion, you select that category here. If you have previously divided that category into multiple levels (e.g., by year group), you can also specify the level here. If the category has subcategories, you can indicate which specific subcategory will be measured by this criterion.

Below is an example: a rubric has been created with three criteria. In yellow, you can see “Communicating”, the category to which this criterion belongs. The titles are “Oral Communication” and “Presentation Skills”, which are the subcategories. For each subcategory, a teacher can later indicate whether the student is Developing / At Level / Above Level.



If you want to add a criterion manually, that is, independent of predefined categories, it works as follows:



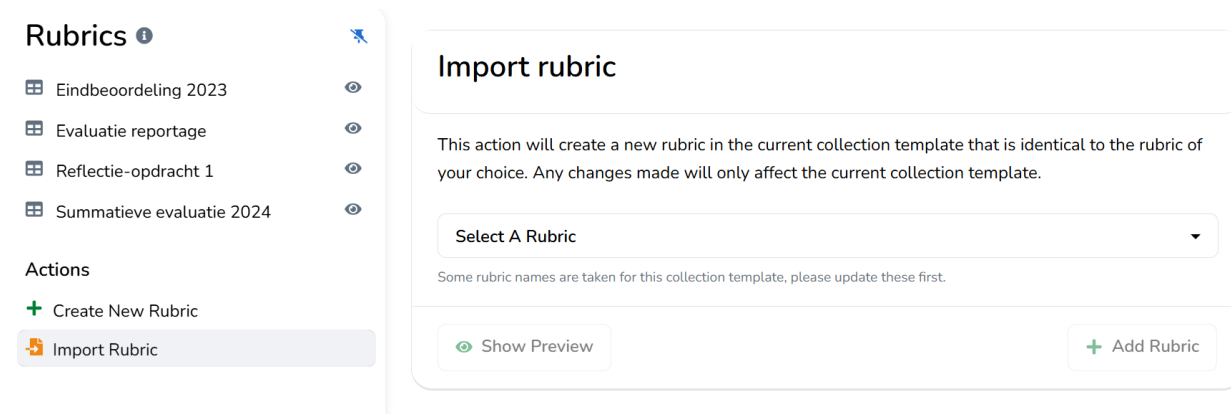
Here, you have the option to type in a criterion yourself, choose the assessment method, and assign a weight using the muscle icon. In addition to the weight, you can also provide instructions or initial feedback for each criterion.

Once you save the rubric, it can be used across all activities (feedback on individual activities, self-reflection, peer feedback, portfolio final assessment, and more).

9.b. How do I import an existing rubric?

In section 7, you learned how to add rating options or scales within a course collection via the Collection Template Settings. By adjusting the sliders there, you can choose the feedback method or select a predefined rubric for the activity (see section 7).

This predefined rubric can then be imported within the collection using the “Import Rubric” button.



The feedback method shown above is the traffic light rating with criteria filled in per category.

5. How do I create groups in eJournal?

Click on Manage Program or Manage Course (depending on the level of the categories). You will see the Groups tab.

Group	Members	
Werkgroep 1	5	
Werkgroep 2	3	
Accreditatie Groep	0	
Feedback groep 1	1	
Feedback groep 2	0	

Groups are imported from Brightspace. By clicking the gear icon on the right, you can expand the group. This allows you to remove or add members, for example, a teacher in a tutor group.

6. Roles and Permissions in eJournal

In Brightspace, users can have one of three roles: Student, Teacher, or Teaching Assistant (TA). When eJournal is linked to Brightspace, eJournal inherits the user roles. Each role has default permissions. For example, students cannot view all portfolios, and TAs cannot add users. If you encounter restrictions due to permissions, these can be adjusted by an administrator. Contact the educational advisor at the CAT or ITS to have this changed.

	ContentDeveloper	Student	TA	Teacher	TestStudent	Key-User	Teacher+	View Only	New
Analytics - can view									
Assess - can assess collection and activities									
Assess - can view assessment history									
Assess - can view plagiarism information									

7. Who is Who?

eJournal

eJournal is the provider of the portfolio platform and ensures a stable, functioning application. They are also responsible for the ongoing development of the service to provide end users with an optimal experience. They offer support for using the tool and are the point of contact for issues and requests. On the [support website](#), you can find extensive documentation on how the application works. The support website also allows you to submit questions via Chat.

Key-user

The key user is the subject-matter expert of the application and is responsible for supporting the end users in their program. Responsibilities include managing the eJournal-Brightspace link, identifying problems (bugs) or opportunities (requests), and answering user questions. To perform this role effectively, key users have higher system permissions than other users. The organization of the key user role may vary per program.

Centre for Academic Teaching and Learning (CAT)

The CAT supports programs and provides advice on educational matters and configuration choices. This includes, for example, the onboarding process for new programs and the translation and implementation of content-related user requests from Utrecht University (UU).

Functioneel Beheer Digitaal Toetsen (FB DT)

FB DT is responsible for the technical management of the application for UU. This includes tasks such as organizing periodic meetings with the vendor and key users, performing regression testing during releases, and supporting key users with technical requests and issues. FB DT is not involved in the content-related setup of eJournal or how the tool is used, with the exception of creating or modifying assessment scales and technical questions related to the Brightspace integration.