Students have to be registered on the right place on MOLE to be able to access the diagnostic.  
This year a number of students were unable to access it when they were told to. As there are always some problems with registration at the start of the term, this problem will not go away – This is partially due to the type of course being used, as its an organisation and therefore it caters for a wide number of students the course is manual enrol rather than related to specific module where enrolment onto MOLE course happens automatically.

We need students to do the diagnostic as early as possible in their time at Sheffield: we need them to be thinking about the technical topics early on - before the modules set any work. Any delays or difficulties with access will reduce benefits of doing it in the first place. – As MOLE sits behind a login it does require that the student is registered and enrolled on the course. With the course being an organisational one it will be manually enrolled so this could be the cause for some delays. The only way to do this much earlier on would be with a tool that sits outside of MOLE. We do offer something called Open Education courses, which allows you to generate a course outside of MOLE, this allows students to access content prior to having access to MOLE and there are some instances of this being used as pre-registration activity.

This year, several Y1 undergraduate students saw the test, thought that they had to do it and attempted it. As it's far too hard for Y1 undergraduates, this simply acts as a demotivator - and makes the University look silly – Again this is down to the nature of this course and the fact its one course that caters for all years. You could get around this by adding an adaptive release, so that only certain students see this but you would initially need year groups set up on the course to do this. The other way would be to have different MOLE courses for each year.   
  
The quiz format in MOLE is unsuitable  
The tests involve a number of questions in a list, each with a marked answer. There does not seem to be the facility to set further questions based on what answer was given. This would be incredibly useful for probing knowledge or avoiding questions  a student has clearly no chance of getting right. – Agree this would be a great feature, but not possible within MOLE tests or any VLE we know of currently. As I mentioned this is been passed onto the VLE review group who can feed this back as a feature request.

It would be useful to group questions into blocks and direct scores and evaluations based on the result for that "block". – You can group questions into blocks but there isn’t a function within the tool to be able to give feedback on a group of questions. The only way to do this would be to have a series of very small tests and have an item of feedback release once the test has been completed.

Feedback provision is very restricted  
Feedback can only be given per question. Ideally, we should be able to do this for individual questions, blocks of questions and have a summary feedback for the whole test. This should include the facility to show equations, link pictures, documents and other websites. – You could add some feedback alongside the test which releases upon completion, you could even have it so that it releases upon achieving a certain score. Feel free to get in touch if you would like to know more about how to do this. That would solve summary feedback. There isn’t a way to do this for blocks of questions though.

MOLE is an unfriendly interface to work with. Because this task is not compulsory, students will be easily dissuaded if they don't enjoy the experience. – I agree aesthetically MOLE isn’t as nice looking as some VLE’s but we find students rarely struggle to use the test feature, in terms of tests themselves we find its reasonably comparable with other VLEs. The key is to make sure it’s in a place where students can easily find and access it.

It takes many clicks to log in and find the right place to start. I don't think that there is a way to set up a one click link in, say, the student handbook – There isn’t a one click in because the VLE has to be hosted behind a login. If you wanted something that was one click you would need to use something external to MOLE. There are services out there that can do this but it would involve seeing what you need as don’t think there is one solution that could achieve all of what you need.

The look is very formal - fine for running actual marked tests, managing online exams and storing lecture notes - but not for building confidence for someone unfamiliar with Sheffield systems. Students need to feel "I will not be stopped from taking a module I want to if I get a bad grade on this". – I think this is due to it needing to cater for a number of uses. I think its fair to say as a diagnostic tool it isn’t the best tool, but the look and feel is fairly fluid if you wanted to add in some imagery etc to make it feel less formal. Else there are other tools out there such as Quizlet and Kahoot which are much less formal but don’t interact with the VLE in the same way. E.g recording marks.

It would be better if picture / equation questions involved the ability to select by clicking on the picture rather than having to scroll down to radio buttons. – One of the question types is hotspot which does allow you to have a particular part of the question as the correct answer. But in terms of adding numbers into the actual equation there isn’t a way to do this within MOLE.

It is hard to run the quiz on something like a phone or tablet - getting the screen and font sizes matched is a challenge – Completely agree with this, its something we have fed back to the company that provides MOLE several times and is something that will form part of the VLE review process as a requirement for the service. There is an option for mobile enabled tests which can be accessed via the Blackboard app, though the question types are limited compared with the full version.

The instructor does not seem able to re-size pictures when putting things on MOLE so it uses up time – This should be possible, when you add any picture into a textbox you should be able to resize using the corners to drag and alter the size.

In comparison with other technology available (e.g. MyMaths) the MOLE interface looks very dated. – I’ve never used MyMaths personally but looks to be geared towards the primary and secondary schools markets, which is likely why the interface is more stripped back. The look and feel of MOLE has been commented on and will likely be a big focus of the VLE review.