

## Considerations for online assessment alternatives (LTIC/CAQA)

Assessment type	Possible online alternative	Tools	Benefits	Drawbacks	Further suggestions or considerations	
<b>Presentations, artefacts (including crits) and performances which can be asynchronous</b>						
Presentation, performance, poster (Note, it may be possible to offer written alternative if agreed by stakeholders e.g. PowerPoint slides with notes or essay).	Students create materials for upload - pre-recording is recommended rather than trying to replicate a presentation via a live session.	Narrate a PowerPoint using the inbuilt PowerPoint recording tool.	Students create the materials at their own pace in their own time, and take time to understand the content.	Students might not know how to use these tools.	Link the created content to other materials such as a Talis reference list. Ensure you suggest tools students know how to use, or accept a variety of submission types - directing students to guidance on how to create the material (e.g. LinkedIn Learning) and on how long to spend on the assignment. May also be useful to set a time limit of the narration e.g. 10 minutes.	
		Create a group recording if presentation is group work (tools include PowerPoint, Phone or Tablet Apps).		It might not be possible for group members to coordinate.		Perhaps set up a group discussion forum in Canvas so students can record their group learning etc., and staff can give formative feedback.
		Make a podcast using a digital voice recording app. Many students will be able to do this on their phones.		Certain students (e.g. those with an SNA) might not be able to, so consider offering inclusive alternatives.		Consider technical issues such as file size and format - specify a maximum file size for upload to Canvas, or suggest alternative, secure platforms such as OneDrive.
		Create a video and upload it, e.g. using YouTube or Vimeo - considering privacy issues.		Certain students might not be able to, so consider offering inclusive alternatives.		Consider technical issues such as file size and format - specify a maximum file size for upload to Canvas, or suggest alternative, secure platforms such as OneDrive.
		Create a very short screen capture on your iPhone / iPad or android using app such as free AZ Screen Recorder.		This is not as familiar a technology as audio/video recording, so may not be very inclusive.		By going into Settings - Control Centre - Customise Controls, you can add Screen Recording to your quick access Control Centre menu. This allows to you record whatever is on your screen with a quick tap, if you want it to include sound you need a longer tap to give you the option to turn the microphone on., and where to save the file. Caution - video files created this way can be large.

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Physical artefact - This involves the production of physical artefacts that address the unit's learning outcomes. This may involve access to specialist expertise, equipment or facilities.	The recommended action will depend on whether students have access to the required expertise, tools and/or facilities. If so, students can work independently and submit images of the physical artefact online as part of a digital portfolio.	A Project Proposal that outlines how the project would be designed, delivered and evaluated (this can serve as the foundation for actual production if the tools/training become available).	Students can use the progress they have made so far and be able to tell the story of how their intentions for future development would have played out	This may not enable the student to demonstrate some of the skills required in learning outcomes (but could be used in conjunction with other assessments).	
		A Case Study project that requires students to reflect on how others have approached similar projects.		May require the quick identification of 'similar' projects.	
		A Creative Constraints project that challenges students to create an artefact with the physical and/or digital tools available to them		May create a sense of disadvantage to students who have easy access to more e.g. a student living at home with a studio versus a student living in halls.	

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<b>Synchronous assessment</b>					
Vivas, interactive presentations and performances.	If students aren't able to do so then alternative assessment outputs should be considered. These may be the asynchronous methods noted above.	Canvas Conference, Teams, Skype for Business.	Lecturers can ask questions about the materials in real-time using the chat function or the microphone.	This might only apply to, e.g., a dissertation viva.	Managing live sessions requires skills and expertise so not recommended for those who've never done it before. This may not be scalable - especially considering internet delay, overload, bandwidth, access to a suitable computer etc.
				This may not be scalable.	Don't encourage students to use the microphone for questions if working with large online groups. Encourage them to answer your questions or comments via the online chat and communicating to students that questions will be answered at the end of the presentation.
				This is probably not an inclusive option.	Remember that not all students will be able to participate in these sessions, especially if they don't all have good connectivity. If you think this is the case in your cohort, it is advisable to avoid synchronous sessions altogether.

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<b>Collaborative assessment (including peer assessment)</b>					
Group work, or peer assessment.	Students collaborate together to support learning. This might involve asking groups to research, write, design or present together anything from reports and essays to podcasts, presentations and portfolios.	Online library .	Students benefit from learning with and from other people.		Collaborative engagement is also about students connecting to institutional resources so you might want to ask students to identify an article or multimedia resource in the LRC.
		Canvas discussion thread.		Access to internet might be an issue for some students.	Create a Discussion with the settings "graded" and "group discussion". They may specify deadlines, assign extensions and attach marking rubrics to graded Discussions. Each student must contribute something to the graded Discussion to obtain the group mark. This could be a file attachment (small narrated PowerPoint) or a video clip recorded using the "record/upload media" button available on the header menu of all Canvas text boxes. Canvas will accept at least 15 minutes of video per clip. (Used in HBS).
		Create Canvas page for students to edit/ uploading resources in line with brief.		Access to a suitable computer or the internet may be an issue.	This could be used to develop for example an annotated bibliography or curated resource about the chosen topic
		May want to consider social media communication tools such as WhatsApp, Facebook Messenger etc.		Consider issues of privacy, access, students not able to, or wishing to use, social media.	
		Produce a shared document using Office 365 - writing, working on a problem sheet in Excel or a set of slides			Needs clear ground rules about editing, not deleting each other's work, and agreeing timescales for contributing and comments. Students need to know that they can access Office 365 through Studynet. Acknowledge the challenge of writing together. It is simpler if task can be divided into sections though this means less collaboration/negotiation.
		Canvas Conference or Teams			You could ask students to research a topic in pairs and give a joint mini-presentation in a web-conferencing session (or record and upload it).

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<b>Examinations</b>					
Traditional examinations (although advice could include lab-based practical assignment done under exam conditions).	Online examination (although the guidance is to convert exams to coursework - do not run a closed book exam through Canvas. Only exceptions would be for PSRB requirements.)	Proctored exam using, e.g. UHOnline approach.	Direct equivalent of current assessment method.	Proctoring is expensive and not easily scalable. Seek advice.	May be specifically required by PSRB - the guidance is to always convert exams to coursework- do not run a closed book exam through Canvas or other tool. If you want to set an essay or assignment with a limited time date for release and submission you can do that via Canvas, see the Guided Learner Journey module site <a href="https://herts.instructure.com/courses/15480">https://herts.instructure.com/courses/15480</a> .
		Take home exam - classed as coursework.		Check with stakeholders (e.g. externals, ADs, Programme Leader, CAQA).	Example from PAM - a timed assessment that will involve students working on paper and then scanning or using app on phone or photographing and upload to Canvas by a certain time.
		Canvas quiz.		Difficult to authenticate	Could be associated with another assessment type, e.g. a personalised, authentic reflection or analysis.
		Lab experiment or task by simulation, e.g. Collect exploratory data and perform analyses		May not be scalable online.	Do students have the equipment or software etc. at home, or by simulation? Authentication could be done by short online face-to-face conversation if staff resources are available. PSRB agreement might need to be sought, especially for an OSCE for example. Datasets could be different for each student. If simulation not possible, perform a dry run: students describe how they would set up the experiment design, data collection, and analysis procedures.

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<b>Clear expectations about assessment within communications</b>					
All assessment.	All module instructions and communications are consistent and via one mode of communication.	Canvas assignments (plus additional material via announcements and group discussion threads for formative feedback).	All students receive consistent information and know what is expected of them.	Assessments might be much harder to complete at home - add time, suggest resources, provide formative feedback.	Outline deliberate instructions about accessing learning materials needed for the assignment and indicate the length of time to complete it. This is especially important for individualised alternatives for students with SNAs. Always consider principles of accessibility and inclusivity.
					Don't communicate in lengthy paragraphs with instructions that may be difficult to follow.
					Be clear about expectations for assignments including what online formative feedback/ support is available.
					Have a FAQ section students can refer to - will help crystallise understanding of some points that may be moot.
					It may be worth revisiting the Assessment learning outcomes to see if they have already been assessed in a previous assignment.
					Consider doing a Podcast to brief students on revised arrangements and key points.
					If possible schedule time for online drop-in to answer questions. You can do this with Canvas conference or Skype.
<b>Online resources about alternative online assessment options</b>					
Guided Learner Journey Canvas Module (Moving to teaching online - Assessments unit)					<a href="https://herts.instructure.com/courses/15480">https://herts.instructure.com/courses/15480</a>
Advice to students from UH about assessments and other issues					<a href="https://www.herts.ac.uk/coronavirus/students">https://www.herts.ac.uk/coronavirus/students</a>
Bristol University guidelines					<a href="https://www.bristol.ac.uk/digital-education/guides/coronavirus/assessment/">https://www.bristol.ac.uk/digital-education/guides/coronavirus/assessment/</a>