**Adjustments to coursework assessments: some additional considerations.**

**Based on Contingency planning: exploring rapid alternatives to face-to-face assessment by Sally Brown and Kay Sambell**

|  |  |  |
| --- | --- | --- |
| **If you currently use….** | **You could instead consider using ….** | **To assure standards you might need to consider…** |
| **Time-constrained unseen exams** in invigilated exam rooms or **in-class tests** | **“Take-away” exams,** in which you set the questions or tasks virtually and ask the students to submit their responses electronically within a set period of time (24 hours). | As with normal take-away papers, because students have access to materials, the design of questions may need to be reframed to move away from recall-based tasks to questions that require students to demonstrate how they ***use*** information rather than reiterate what they have learned. It will be important, therefore, to provide guidance for students in the change in orientation of the task. It is also good practice to re-run any changes to question formats through the usual moderation processes.  To deter cheating you could advise students that you will run ‘spot checks’ or mini-vivas with a sample of the student population, where you will discuss their reasoning for the answers they’ve provided. |
| **In-class presentations** where students speak to an audience of their peers/others and are assessed not only on the content but also their presentation techniques. | Ask students (individually or in groups) to submit a **narrated presentation** in electronic form which can then be tutor-marked and peer-reviewed.  Ask students to prepare a podcast on the topic to be submitted electronically. | You will need to take account of the fact that, given the recorded presentation format, students can have multiple opportunities to prepare the item they are submitting, rather than having to cope with the one-off nature of a live presentation. |
| **Viva Voce exams**, e.g. for PhD examinations in person, or other forms of oral assessment (e.g. in language learning). | These could readily be undertaken by Blackboard Collaborate or Zoom or other electronic remote means (as indeed they already are on occasions when Doctoral examinations are undertaken transnationally). | Students may need significant support in developing confidence to work virtually where they have no prior experience. |
| **Assessed seminars, group discussions** and other similar activities. | These could be held in an online platform already used within the University such as Blackboard Collaborate or Zoom. | Staff as well as students may need be supported to learn how to use this approach if it isn’t currently part of their normal learning experiences. |
| **Lab work** | It may be possible to replicate some aspects of lab work through simulations in which students are presented with data sets or scenarios online (via Blackboard) and are required to interpret them. Often this means focusing on *interpretation* of data rather than working in the lab to achieve the results personally | If students can be provided with *different* data sets for personal interpretation, this can mitigate the risk of ‘over-sharing’ or personation. |
| **Posters** | Use a digital infographic, mind map or other visuals, ask students to submit on line or post in shared spaces, particularly if peer review is required. | To confirm authenticity of the submitter, you may wish to supplement this with a short online oral. |
| **Peer assessments and support.** | Peers can email each other drafts for comments, using Google Apps/Office 360 or use a virtual space within Blackboard. |  |