

Considerations for alternative assessment for online use

As with all assessments, the following still need to be in place and students need to be made aware of these:

- Guidelines for assessments e.g. word / page length, submission deadlines and any associated penalties.
- Marking criteria or criteria for success for assessment. These may be tailored to reflect the specific assessment style and expectations.
- The University’s academic malpractice [procedure](#)

The following list of assessment methods with the considerations alongside contains a summary of approved, inclusive online assessment types, durations, recommendations for their use, alignment to software solutions, examples of use and links to further support. This list will be added to in due course, but in the immediate term for planning semester 1 assessments for 2020/21, these should be considered. If alternative assessment tasks to those listed in the matrix are required the following process should be followed:

1. Programme teams proposing a justified case for alternative assessment types to those listed below will be required to seek advice from DASS on their proposal. DASS will consider the inclusivity/accessibility of the proposed assessment and advise if any adjustments will need to be made. Where adjustments are recommended, these should be detailed in a revised assessment proposal.
2. Following the consultation from DASS, the usual programme amendment process should be used to submit the amendment for approval via your local QA process and onward to the Faculty. Proposals should include the following:
 - Rationale for alternative approach (aligning assessment to core principle document)
 - Proposed alternative
 - Confirmation from DASS of any adjustments that may be required
3. Where approved, the alternative assessment type will be added to those listed below.

The most up to date version of this document can be found [here](#).

Assessment method	Considerations	Timing	Inclusivity / DASS	Resources	Supporting information available to Students
Open-book online exams or take home exams	Consider that students have access to resources to aid their answers therefore include questions that don’t just require memory recall	Recommended to have 48 hour minimum + window with a defined time limit once commenced.	Having too short a time allocated to each question, or the exam as a whole is not ideal.	Manish Malik (Univ. of Portsmouth, School of Engineering) has recently disseminated a document to the SEDA Response to	Sample papers Formative opportunities

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(seen or unseen)	<p>(that can be easily answered from source material), but focus on understanding and interpretation, analysis etc, according to the academic level.</p> <p>Guidance on word/page length, expected time to spend on each question, referencing requirements should all be clearly stated.</p> <p>Make the question context-rich, scenario-specific or current/topical.</p> <p>Specify a small number of previously-unannounced resources on which you want students to work from in their answers.</p> <p>In an online assessment platform consider whether to permit students to return to a completed question to revise their answer (this would be possible in a paper-based exam)</p>	<p>Guide students about how much time they should spend on each question/section.</p> <p>Students are not expected to spend more than 3 times the original time allocated to the examination.</p> <p>Timetabling needs to consider other assessments to minimise crossover, particularly for the assessments of shorter duration.</p>	<p>Breaking large chunks of work down into smaller pieces with associated deadlines will aid with time management.</p> <p>Ensure to mark work for content and understanding rather than structure or standard written English</p> <p>Need to ensure that all students can use and have access to the necessary computer to undertake the assessment.</p> <p>Students who have other support needs e.g. amanuenses, may need adjustments.</p>	<p>Coronavirus collection, based on a review of research papers about designing Open Book Exams to be taken at home. The document is editable, and the author welcomes further suggestions or changes. https://docs.google.com/document/d/1lptT2cRXEhdIBWaAv9qdeYZPPEYog1Am1K-xESGaGBk/edit#</p> <p>Open book exam resource: https://ar.cetl.hku.hk/am_obe.htm</p> <p>Sally Brown and Kay Sambell Fifty tips for replacements for time-constrained, invigilated on-site exams: https://staff.napier.ac.uk/services/dlte/Documents/50%20Tips%20when%20replacing%20on-site%20exams.pdf</p> <p>Faculty eLearning team: FBMHassessment@manchester.ac.uk</p>	<p>UoM course for students re: online learning https://www.open.edu/openlearncreate/course/view.php?id=3512</p>




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	<p>Consider follow-up random 'spot check' vivas with a small contingent straight after the examination period to check students' comprehension.</p> <p>An 'on call' invigilator could be available for the duration of the assessment in the event of student queries about the paper or problems that may arise. This can be via the usual discussion board, Blackboard/ Zoom office hours or email/phone.</p>			<p>TELiM can support tutors on the medical programme: telim@manchester.ac.uk</p> <p>AdvanceHE (2009). Different forms of assessment [online] Available at: https://www.advance-he.ac.uk/knowledge-hub/different-forms-assessment</p> <p>Crisp, G. (2012). A handbook to support teachers in using e-assessment to improve and evidence student learning and outcomes Teacher's Handbook on e-Assessment. Available at: http://transformingassessment.com/sites/default/files/files/Handbook_for_teachers.pdf</p> <p>Open bok and take home exams guidance from Manchester Metropolitan http://www.celt.mmu.ac.uk/assessment/design/tasks/Assessment%20types.pdf</p>	


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				<p>London School of Economics (LSE) Toolkit advice on Take- Home Assessment https://info.lse.ac.uk/staff/divisions/Eden-Centre/Assessment-Toolkit/Assessment-conditions/Take-home-assessment</p>	
MCQ	<p>A variety of other computer-supported formats are widely used including ‘best match’ questions, ‘drag and drop’ questions, labelling diagrams, marking crucial points on graphs, answering questions on case study scenarios, completing text by filling in gaps in closed question formats, and many others.</p> <p>Using multi-choice questions that invoke reasoning, for example where there are options that present a cognitive conflict in the minds of the students can help</p>	<p>Recommended to make this available in a window of 24hours, but once students commence the assessment, they have a fixed time period, e.g. two hours in which to complete. This will allow student some choice to select appropriate time of day to undertake assessment without distraction.</p> <p>Consider staged release of components of the examinations across a time span. E.g. half an hour for each section. All sections to be completed within a given timeframe.</p>	<p>All Exam adjustments outlined in a student’s DASS support plan will apply: rest breaks, extra time etc.</p> <p>A student with 25% extra time should receive an additional 15 minutes per 1 hour to complete the assessment.</p> <p>IT/connectivity issues may need to be considered as mitigation factor for short time-limited assessments.</p>	<p>Blackboard Help on different types of Quiz questions https://help.blackboard.com/Learn/Instructor/Tests_Pools_Surveys/Question_Types#ultra-available-question-types_OTP-1</p> <p>The assessment interface in Blackboard can be adapted with interface facades, if great or subtle changes to a natively available interaction would improve an assessment, please do not assume that there is no way to achieve that – the toolset is not so restrictive</p>	

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	<p>differentiate someone who simply is searching for an answer or someone who can use reasoning to eliminate some of the options.</p> <p>Write multi-choice questions so that they have rich context i.e. the question requires students to use several data points from say a figure, table, graph etc. or within the question that makes it specific such that students are not able to just google the answer</p>			<p>MCQs can be built using H5P within 1MedLearn (for the MBChB Medicine & Physicians Associates), these include feedback. With the next update, the student and tutor will be able to review progress/results and produce reports</p> <p>From Sally Brown’s Changing Landscape paper: “The Open University has many years’ experience of good practice in this area. They widely use questions which are multipart, the first seeking the correct or best answer, the second part seeking the rationale for the choice, potentially a third requiring students to say how certain they are that the answer is correct.”</p> <p>Manish Malik (Univ. of Portsmouth, School of Engineering) has recently disseminated a document to the SEDA Response to Coronavirus collection, based on a review of</p>	

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				<p>research papers about designing Open Book Exams to be taken at home. The document is editable, and the author welcomes further suggestions or changes.</p> <p>https://docs.google.com/document/d/1lptT2cRXEhdIBWaAv9qdeYZPPEYog1Am1K-xESGaGBk/edit#</p> <p>Association of Test Publishers (2002). Testing Guidelines: Guidelines for Computer-Based Testing. Available at: https://www.testpublishers.org/assets/documents/CBTGuidelines.pdf</p> <p>https://www.onemedlearn.manchester.ac.uk/blog/modules/1medlearn-best-practices/</p> <p>Online Learning Best Practices</p> <p>This module is designed to provide staff with advice and guidance on creating and delivering online learning both in</p>	

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				<p>1MedLearn and alongside 1MedLearn. The aim is for online material to be high quality content that follows best practice in the field of e-learning. This module distils that information and knowledge into easy to follow guides to help you make the most of your content. If you need any additional help and advice, the team are always happy to help and you can email us at telim@manchester.ac.uk</p> <p>MITL advice for assessment including online, alternatives and greater use of Blackboard https://www.staffnet.manchester.ac.uk/tlso/teaching_and_learning_remotely/online-assessment/</p> <p>Mobius – seems to offer some additional features over Bb tests - https://www.staffnet.manchester.ac.uk/humanities/teaching-</p>	

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				support/elearning/resources/mobius/ Manchester Metropolitan MCQ guidance http://www.celt.mmu.ac.uk/assessment/design/tasks/Assessment%20types.pdf	
Viva voce individual oral tests or interviews	Individually or in groups, can be used for checking understanding or Q&A around focussed topic. Clear expectations of assessment including marking criteria to be made available in advance. Opportunities for students to engage with the process in rehearsal or formatively should be considered.	Live / synchronous	Need to consider potential technical difficulties for live assessment. Students with voice/hearing impairments need to be considered. This can be stress inducing because of the live and interrogatory approach.		
Virtual OSCEs	Individually or in groups. Live or pre-recorded video. Need to find alternative ways to replicate scenarios or information to be made available online.	Live or recorded	As above	These documents are from Medicine – Harish Thampy  Online OSCEs.docx  Online OSCE info for SPs- 18 May 2020	 Online OSCE - Information for can

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				 Examiner OSCE Instructions v2.2.doc	
In-tray/box exercises	Provide students with a selection of documents and other resources prior to the assessment period. Release questions or tasks for a time period based on that material.	Prior release of materials. Consider additional time for set questions			
Spiral Exam Case based Exam Flipped Exam				University of Bergen has a video (in Norwegian with English subtitles - 5min30sec) exploring Examples of alternative assessment forms - asynchronous, semi-synchronous and synchronous: <ol style="list-style-type: none"> 1. Spiral Exam 2. Case Exam 3. Flipped Exam https://mitt.uib.no/courses/25566/pages/assessment-and-exams-in-times-of-korona (scroll down to the bottom video)	

Sources:

Manish Malik (Univ. of Portsmouth, School of Engineering)

<https://docs.google.com/document/d/1lptT2cRXEhdIBWaAv9qdeYZPPEYog1Am1K-xESGaGBk/edit#>

Sally Brown & Kay Sambell:

<https://sally-brown.net/download/3148/>

<https://sally-brown.net/download/3131/>

Manchester Metropolitan University – different assessment types

<http://www.celt.mmu.ac.uk/assessment/design/tasks/Assessment%20types.pdf>