Considerations and Resources for Supporting Alternative Assessment Methods

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Alternative Assessment Methods	Things to Consider	Help Resources (staff)
UTREG Category: Written Exam		
Take Home Exam – accessed online, completed, and then submitted online by specific deadline. Take home exams will usually require that students complete work within a predefined period of time from the release of the paper (this might be 24 or 48 hours). This builds in a degree of flexibility and choice on the part of the student as to when they complete and submit the paper.	Take Home and Open Book examinations can be implemented relatively easily in different environments as flexible alternatives to in-person, closed-book, invigilated examinations. They are often used to reduce student anxiety around examinations and to allow the inclusion of more authentic and analytical questions. Can be implemented relatively easily in different environments and contexts Both Take Home and Open Book exam formats require careful thought around appropriately designed questions that emphasise interpretation, synthesis, and analysis, rather than a reliance on memory and recall. A variation may be to provide some material ahead of the examination, such as a case study or dataset, and to inform students that questions will be set around that material. The timing of the release of the exam material is an important consideration. It can be useful to have students engage formatively with example exam questions be given the opportunity for a practice run of the assessment in advance of the exam period. This can help to familiarise students	**LTE Bites** • See LTE Bites, No.6 Strategies for Embedding Flexible Assessment. • See LTE Bites, No.7 Designing Take Home Examinations. **Assessments via Turnitin** Creating a Turnitin Assignment – incl.: • How Turnitin works. • Turnitin for summative assessment (student submission). • Explanation of assignment settings. • Uploading work to Turnitin (non-student submission) Feedback within Turnitin Feedback Studio – incl.: • Various methods of providing feedback. • Providing a grade. • Checking to see if students have viewed feedback. • Downloading student papers • Uploading feedback as an attachment. **Assessments via Blackboard** Creating a Blackboard assignment – incl.:
Open Book Exam - accessed online, completed with access to material, and then submitted online by a specific deadline. Open book exams will usually require that students complete work within a more concentrated time period compared to Take Home exams (i.e. 2-3 hours, plus time to upload answer papers). The key feature of the Open Book exam is that students have access to materials during time in which they are completing the work.		

	with the question formats and tools to be utilised in exams. It is still important to provide a clear description of what the task is designed to assess, examples of the kind of work expected, and marking criteria and/or rubrics will all be helpful. Keep in mind that students who need extra time for completing work will still need special arrangements to be made in advance. Though typically, owing to the flexibility of the format, Take Home exams can require fewer 'reasonable adjustments' for students who need these in traditional invigilated exams owing to students be able to use their own computer equipment with support software. A take home exam format can still present challenges for students with hectic home lives, with poor internet access or limited (or low spec) IT equipment. It is a good idea to design take home assessment arrangements with low bandwidth and data limits in mind, keeping technical requirements on students relatively simple and allowing for multiple means of submitting work (i.e. email). There are obvious concerns regarding the scope for plagiarism with take home exam formats if left unchecked. There are steps that can be taken to lower the risk of student collusion and raise the security of such assessment conditions – including devising context-specific or topical	• Assignment options. • Availability **Marking/Feedback via Blackboard** • Creating and Associating Rubrics • Marking with Rubrics • Clearing an Attempt in the Grade Centre • Using Student Preview Mode • Batch Feedback: Downloading Submissions • Batch Feedback: Uploading Feedback to the Grade Centre • Batch Feedback: Generating Templates • Grading an Assignment • Grading Assignments with Delegated Grading • Feedback for Non-Blackboard Submissions • Assignment Feedback Sheets – using 'insert field' (only applies when feedback templates are generated using the Bb Batch Feedback Tool – see 'Batch Feedback: Generating Templates' guide). • Exporting Grades from the Blackboard Grade Centre

	questions and having students submit final papers as a Turn-it-in assignment.	
Computer-based Assessment (multiple-choice questions (MCQs) or quizzes used summatively) - students answer questions and submit them online. Quizzes and MCQ-style tasks offer efficiencies in terms of the quick testing of factual knowledge and are particularly well suited to assessing large groups. Students can be asked to choose the correct answer from a predefined range provided. There are a variety of other computer-supported formats including 'best match' questions and 'drag and drop' questions. Other variations might include tasking students with labelling diagrams, marking crucial points on graphs, or answering questions on case study scenarios.	Question design for computer-based assessments such as MCQs can be time consuming with questions needing to be piloted extensively to select those suitable for summative tests and automated feedback prepared for all questions. To be administered effectively computer-based assessments require sound staff expertise in question design, subject content, and technology to support it. When designing computer-based assessments consider including questions that have multiple parts – the first part seeking the correct or best answer, the second part seeking the student's rationale for the choice. This format of questioning can encourage deeper thinking and place less emphasis on mere recall of information. Using the Blackboard 'Test' tool to facilitate large-scale MCQ summative assessment is not without its limitations. There are excellent opportunities to use MCQs for formative assessment at key points in the assessment process to check knowledge *This is framed by several practical and technical issues*:	**Creating Tests via Blackboard** Creating a Blackboard Test/Survey – incl.: • Creating a Test/Survey. • Question types. • Adding a question. • Adding more questions. Deploying a Blackboard Test/Survey – incl.: • Deploying your Test/Survey. • Test/Survey options. • Test Information. • Test Availability. • Exceptions. • Self-assessment options. • Test Results and Feedback. • Test Presentation. Tests, Surveys and the Grade Centre • Explains how to work with the Grade Centre to view results of Tests and Surveys. Good Practice/Pedagogy Guide to Quizzes – incl.: • Why use quizzes? • An example. • Question types. • Random questions (question pools).

	— The volume of work required by a staff member to set up a functioning Test on Blackboard; — Creating and setting up any automated feedback; — Following the Test, the process involved in retrieve student responses (and grade where necessary) and provide any additional feedback. If setting Blackboard Tests, you should communicate to your students the need to 'Save' the Test regularly (every 20 minutes) whilst working their way through. This is to protect against loss of work if an internet connection or software error occurs. When setting Blackboard Tests, it is recommended you communicate to your students the expectation that they undertake the test on a desktop computer (not all question types are supported on mobile devices). If you wish to create tests compatible with mobile devices, you should choose to create a 'Mobile Compatible Test' rather than a 'Test' (your choice of question types will be limited). If you are considering using essay or short answer question types when setting a Blackboard 'Test' (using the 'Test' tool), it is strongly recommended you advise your students to compile their response(s) to these question types in a MS Word document, saving as they go, and	

	copying/pasting into Blackboard once the answer is complete to protect against loss of work if an internet connection loss or software error occurs.	

Alternative Assessment Methods	Things to Consider	Help Resources (staff)
UTREG Category: Practical Exam		
OSCE (Objective Structured Clinical Exams) – conducted virtually. OSCE examinations typically involve students moving between different 'stations', each of which has a targeted assessment task they are required to complete in front of an examiner. Though OSCEs are most common in healthcare courses to assess clinical skills, they can be used for any subject where it is the intention to test a series of knowledge and practical skills together. When conducted virtually it may be possible to use virtual rather than live simulated patients, by presenting profile and lab test data on screen rather than on live instruments and tasking students to respond in real-time using available audio-visual tools/platforms – i.e. Microsoft Teams – under restricted conditions.	OSCEs are well established as authentic, valid, and reliable assessment processes, testing candidates on high-level skills, and can readily be extended to other contexts such as business, law and forensic science. OSCEs typically rely on a substantial amount of preparation and set up which can be time consuming. It is worth bearing in mind that new approaches to virtual OSCEs will need teams to design tasks and processes utilising a diverse range of expertise e.g. subject specialists, digital technology, and video production. Alternatively, students might be asked to review a case study scenario and then outline their response either via a written summary or a audio-visual recording. Moving OSCEs online can have substantial challenges for students in terms of access to and competent use of technology. Where students face challenges engaging effectively online, there are strategies that can be introduced, such as reducing the size or number of tasks set, increasing the time in which tasks can be completed, and removing limiting conditions that are not necessary for making accurate judgements on student work (i.e. student ability	**ReView (Panopto)** Might be used for screen capture and to record a bank of videos of simulated patients or related visual ques that can be shared with students electronically as part of a virtual OSCE or other online practical examination format: • Getting Started With ReView • Using Panopto (ReView) to record video on an iPad • Recording your iPad Screen and Uploading to ReView (Panopto) • Embedding ReView Recordings using Mashups • Editing a ReView Recording • Copying/Moving a ReView Recording from One Module Folder to Another • See principal AF2b of TU Assessment and Feedback Policy **Assessments via Blackboard** Creating a Blackboard assignment – incl.: • Assignment options. • Availability

	to navigate and use certain digital learning tools and platforms). Where individualised learning requirements need to be taken into consideration, one inclusive option is to accept submissions from students in a different format – for example, an audio recording or even an individual online viva. Any such alternative arrangements would need to be agreed in advance with the student. Where students face challenges engaging effectively online, there are strategies that can be introduced, such as reducing the size or number of tasks set, increasing the time in which tasks can be completed, and removing limiting conditions that are not necessary for making accurate judgements on student work (i.e. student ability to navigate and use certain digital learning tools and platforms).	**Marking/Feedback via Blackboard** • Creating and Associating Rubrics • Marking with Rubrics • Clearing an Attempt in the Grade Centre • Using Student Preview Mode • Batch Feedback: Downloading Submissions • Batch Feedback: Uploading Feedback to the Grade Centre • Batch Feedback: Generating Templates • Grading an Assignment • Grading Assignments with Delegated Grading • Feedback for Non-Blackboard Submissions • Assignment Feedback Sheets – using 'insert field' (only applies when feedback templates are generated using the Bb Batch Feedback Tool – see 'Batch Feedback: Generating Templates' guide). • Exporting Grades from the Blackboard Grade Centre
Lab-focused (practical) Assessments – completed online. Conducting lab-focused assessment online might involve students utilising data sets and responding to set tasks. Depending on the required output, students then upload a final report via the VLE.	Lab-focused assessments refer to certain 'parameters of assessment', and within these assessment conditions there is certainly scope to deploy online methods of assessment whilst still challenging students and maintaining rigour. It is important, therefore, to reflect on the purpose, timing and assessment mix when making decisions regarding assessment methods. In some cases it might be possible to replicate certain aspects of lab work by utilising simulated tasks in which students access data sets (via	

	Module Blackboard site or a designated area in Microsoft Teams) and respond to focused tasks (i.e. conduct an analysis or statistical test). Is it possible to provide students with different/varied data sets for them to interpret for individual work? This has obvious up-front time costs for staff when preparing the assessment but can minimise the risk of collusion by students. Where there are individualised learning requirements that need to be considered, one inclusive option is to accept submissions from students in a different format – i.e. audio recording detailing a lab report.	
Assessment of Practice / Assessment of Competence Assessment of practice is a way of judging what students can do (their competency) in realistic working situations. Practice-based assessment is an essential component of many courses leading to professional accreditation and is often used in other vocational courses as well. Such methods typically aim test the student's ability to perform under certain constrained or controlled conditions. These may be realistic for certain courses where working under pressure and coping with a selection of variables is required (i.e. allied health professions).	Practice/Competence-based assessment offer high-level authenticity, validity, and reliability as a means of testing candidates on key competencies that can be difficult to replicate in online settings. An alternative to observation of performance in an examination, which can be challenging when conducted virtually, is to task student with writing up notes in the way that they would be expected to do in a real situation, and then to complete the assessment by writing an analysis of the situation and the decision-making process selected.	

	Again, where students face challenges engaging effectively online, there are strategies that can be introduced, such as reducing the size or number of tasks set, increasing the time in which tasks can be completed, and removing limiting conditions that are not necessary for making accurate judgements on student work (i.e. student ability to navigate and use certain digital learning tools and platforms). Individualised learning requirements can be accommodated by accepting submissions from students in different formats – for example, an audio recording or even an individual online viva. Any such alternative arrangements would need to be agreed in advance with the student.	

Alternative Assessment Methods	Things to Consider	Help Resources (staff)
UTREG Category: Course Work		
Recorded Presentations / Digital Poster **Presentations** can be individual or group-based, though it might be difficult for groups of students to navigate logistical and technical aspects of producing a group-based presentation virtually. Typically, assessment criteria are known in advance, and often include the ability to articulate relevant information clearly, coherently, and competently aligned to these criteria. **Digital poster presentations** can be adopted as a standalone assessment task or part of an integrated assessment process.	Where PSRB restrictions allow, it might be sensible to rely on recorded and submitted rather than live presentations to help mitigate against potential technical issues/faults. It is important that you are clear about the purpose of the presentation assessment. For example, if a student is presenting the findings of student research or a case study, do you want it to be produced as if for a professional audience in the workplace, or as an academic report? It might be possible to establish a panel of professionals to co-assess recorded presentations alongside the module team/assessors. Where multiple assessors are involved, inter-assessor reliability can be problematic. Clarity on assessment criteria is imperative and steps should be taken to ensure standards are corroborated with assessors in advance of viewing student presentations. It is useful, for this reason, to produce structured rubrics for marking student work.	**Assessments via Blackboard** Creating a Blackboard assignment – incl.: • Assignment options. • Availability **Marking/Feedback via Blackboard** • Creating and Associating Rubrics • Marking with Rubrics • Clearing an Attempt in the Grade Centre • Using Student Preview Mode • Batch Feedback: Downloading Submissions • Batch Feedback: Uploading Feedback to the Grade Centre • Batch Feedback: Generating Templates • Grading an Assignment • Grading Assignments with Delegated Grading • Feedback for Non-Blackboard Submissions • Assignment Feedback Sheets – using 'insert field' (only applies when feedback templates are generated using the Bb Batch Feedback Tool – see 'Batch Feedback: Generating Templates' guide).

	An alternative is to have students produce and submit a **digital poster** where they either record an accompanying narrative or submit a written narrative along with the poster artefact. Digital posters and recorded presentations can also be utilised to engage students in producing Infographics, Mindmaps or other visual forms of presenting information that can be submitted via Blackboard as with other individual assessments. It is important to bear in mind that moving to a digital poster or recorded presentation format will mean students will require additional guidance around the completion of the task (i.e. key features etc.). Providing students with clear opportunities for briefing/training and rehearsal are important so that each student can develop an understanding of the assessment criteria, as well as build a sense of familiarity and confidence presenting their work in the assessment format adopted. Where students face challenges engaging with technology and/or require specific assessment arrangements, there are strategies that can be introduced, such as providing a choice of tasks students might respond to that achieve the same outcomes, i.e. submitting a detailed outline of presentation material where audio-recording is not possible.	• Exporting Grades from the Blackboard Grade Centre **MS Teams** Teams affords synchronous face-to-face conversations, collaboration, participation and discussion driven by instant messaging and audio/video chat, live meetings and on-demand recordings: • How to access Teams • Full guidance on using teams • Practice-based Exemplars of Microsoft Teams • Using Microsoft Teams to Schedule a 'Teams Live Event • Create a team from scratch • Add members to a team in Teams • Learn about teams and channels • Files • Edit a file in Teams • Chat • Use @mentions to get someone's attention in Teams • Multiple party chat • Meetings and Calls • Scheduling a Microsoft Teams meeting • Various Microsoft Teams meeting resources • Recording a meeting

	Whatever the format chosen it can be a good idea to ask students to submit digital copies of presentation material (along with any written outlines) as a Turn-it-in assignment. This adds a key step in checking for academic integrity of student work. Image-based media file sizes could potentially be quite large. Please see the points 2 and 3 in the *'Online Submission of Files: recommended (p. 22 of this document) approaches'* section at the beginning of this document	
Viva Voce / Individual Oral Test – conducted via Microsoft Teams or other video-conferencing platforms. Virtual viva voce assessment formats are an established practice, especially in the Postgraduate Research domain, and is easily transported to UG and PGT provision. Typically, students are required to answer questions in real time from one or more assessor on prepared topics. Often questions are preceded by a short presentation from the student/group.	Vivas offer a highly authentic means of assessment. The live (synchronous) virtual dimension allows assessors to gauge students' confidence and competence at answering questions in 'real time'. This also opens the possibility for probing questions to be used to explore students' depth of knowledge. When adopted with large cohorts, managing virtual vivas can prove to be hugely time consuming and so can be impractical. We also must not automatically assume all students have the same access to technology. Students might have limited access to technology or be effected by technical difficulties with broadband connections and live links which can be unpredictable and hugely disruptive. Instead of running a high-stakes virtual viva assessment, consider scaffolding student	

	learning via, a series of smaller authentic assessment tasks (i.e. individual reflections) which culminate in a shorter online oral assessment. It is important to bear in mind that recordings or other forms of documentation (curated reflections) of the assessment events will need to submitted for quality assurance/external examining purposes.	
### Digital Portfolios Students submit collections of evidence in electronic format demonstrating the achievement of the course learning outcomes through systematically structured evidence. The digital format allows for diverse forms of evidence to be included, i.e. text, image, video, audio, practice notebooks etc.	Digital portfolio-based assessments allow learners to present wide-ranging evidence of engagement and achievement over an extended period of time, and to demonstrate their originality and creativity alongside mastery of subject knowledge in how material and evidence is pulled together and presented. Portfolio@tees is one available tool and can be used to make it easier for students to collect and structure portfolio elements. It is important that students are provided with clear guidance on maximum word limits for written components and timings for any video/audio material. This will also prove helpful for assessors who will need to easily navigate portfolio submissions. A **Synthesis Portfolio** can be used to support students in building up skills in smaller sections over the course of a module. It can particularly useful at earlier levels (L3 and L4) to scaffold knowledge and understanding, and for	

	introducing new skills at higher levels. Students will usually be given a series of tasks to complete at regular intervals during a module. These tasks are then submitted for formative assessment and feedback. This feedback can come from tutors and/or peers and is easily operationalised through Microsoft Teams. The work culminates at the end of the module with a selection, or all, of the tasks submitted for summative assessment as a single portfolio of evidence. A **Competence Portfolio** asks students to demonstrate how required learning outcomes have been achieved through work they have engaged with either through a module or in a practice setting. Students usually present a portfolio which provides evidence to support how they can perform in particular roles or tasks. Aspects of this work can also be opened up for formative feedback from tutors and peers. Digital portfolio formats are especially amenable to 'designing-in' a personalised element and tracking dialogic feedback processes, including the extent to which students have taken up feedback information and applied this to subsequent action over time. The inherent personalised character of portfolio methods can also be a strength in 'designing-out' plagiarism, promoting a sense of student voice/ownership and promoting academic integrity.	

Annotated Bibliography – submitted online as a separate assessment task. Annotated assessment tasks typically involve students producing a set of references with annotations explaining why each source has been selected. Tasks are usually based around certain themes or topics and offer an effective means of engaging students with key literature and the development of important research and synthesis skills.	It is important to think through and set clear parameters for the bibliography itself – this might include guidance on the number of items you want students to find, the kinds of sources which are acceptable (i.e. Peer reviewed only), and how information should be presented. The risk of plagiarism is limited with annotated bibliographies. Though it is likely students might choose many of the same sources, it is easy to spot identical annotations. Student work should be submitted via Turn-it-in to aid this process. It can be helpful to consult with your subject librarian when finalising details for annotated bibliography assessments. Support for students is available from Student and Library Services in how to effectively search for and collate literature sources. This might form part of students' early academic development as they begin courses.	
Reflective Journals – collated and submitted online. Reflective journals are an incredibly flexible assessment method. Typically, such tasks will require students to write about their experiences and/or practice, and through their writing relate these experiences to their reading and knowledge gained from associated learning and teaching activities. This will also usually include students	Reflective writing is a powerful tool for enabling students to demonstrate complex learning outcomes including critical thinking. It is important that 'reflective practice' is scaffolded throughout the assessment process for students to be able to develop a practical appreciation of what it means to 'do' reflection and critical analyses. It can be useful to provide some 'parameters for reflective practice' as a basic structure for such	

providing a critical account of what they have learned over the course of the assessment process.	tasks – this could include suggested word limits for different required sections and/or to structure reflective journals around a series of critical incident accounts as a basis for students' reflective writing.	
## Creative Artefact(s) For many subjects aligned to the engineering, design and creative industries converting on-site assessments – which might include the production of such creative artefacts as sculptures, paintings, architectural designs, or engineering models – into viable online alternatives can be challenging. This is largely because it is often not just the artefacts themselves that are the focus of assessment, but also the process by which they have been produced. There is a distinctive 'work in progress' component to such assessment processes that is central to both summative and formative assessment in certain disciplines. It is possible to utilise digital means of collating evidence of progress in the form of photographic or video evidence detailing how different aspects of student artefacts have been produced, including reflective commentary as well as other forms of documenting progress, i.e. breaking tasks down into smaller, integrated, components.	Assessment of artefacts through digital means retains a high level of validity and authenticity. The inclusion of reflective commentaries on work in progress can be an effective way of students demonstrate the thinking that underpins the production of an artefact and can be used as documented evidence against key standards of work. It is important to bear in mind when shifting creative artefacts online that the aim is to adapt effective means of engaging in online approaches to artefact production, rather than replicating online what is usually undertaken in face-to-face study practice. Initiating a shift from 'making' to 'making and explaining' can be a powerful means of encouraging reflective approaches to creative production and revision as a way of demonstrating core learning outcomes. In seeking evidence of achievement, requesting students complete and submit accompanying digital notebooks and/or evidence of work in process helps to ensure the academic integrity of student work.	

Blogs – completed online via Blackboard or another accessible publication platform. Blogs have the characteristics of being regularly updated and visible to a select group or to a wider audience. Students are typically required use a designated site to post a regular (often between 500 and 1,000-word) blog account by a certain date for assessment. Blog entries can also be utilised as part of a broader assignment, where students can be asked to comment productively on other students' blogs, as well as receiving formative feedback on their own work.	Blogs are an accessible means of keeping online record of student work and progress, offering structured and supported opportunities for reflective practice. When positioned as a component part of a broader integrated assessment, blogs can provide an invaluable method for improving writing, analytic skills and promoting professional and academic integrity and student learning. Since blogs are usually short in length, even when multiple blog entries are required they are likely to be manageable for students to complete and for tutors to mark. That said, it is important that we keep in mind the wider assessment burden on students (at course level) when planning the timing and frequency of blogs. The summative element of a blog assessment could rest either in a reflection on the process of writing the blog and responding to reader comments, or in a reflection on the development achieved by the student over the period of keeping the blog. It can be useful to think of blogs as a 'connecting tool' for student reflection and learning where students are tasked to draw together and apply their learning throughout/or across modules, providing important opportunities for students to demonstrate their creativity and wider learning.	

	If students are tasked with regularly updating entries with topical material then plagiarism is unlikely to be a major issue.	
Essay – submitted online. An essay is typically adopted as a piece of structured student writing which is used to develop an argument, position, or opinion in a logical and (usually) academically support manner.	Essays can be used in many different ways as a means of encouraging students to engage in a focused study of a topic, constructing an argument, synthesising a breadth of material covered in response to a set problem or issue, and/or to form a hypothesis using what was learned in the course or some combination of the above. With the affordances of available digital technology, it is important that you consider whether an essay assessment must be a written piece, or whether you could consider a choice of written, audio, video, photographic, or drawn submissions. Offering alternatives ways of engaging with an assignment brief may make this more accessible for students with mild to moderate specific learning disabilities and result in a richer range of submissions (see LTE Bites No. 5 'Strategies for Embedding Flexible Assessment').	
Case Study – submitted online. Case studies are a well-established method of assessment in HE. There are generally two main options to using a case study: 1) the tutor either	Case studies (whether hypothetical or real) require students to analyse situations in the context of academic theory and evaluate actual	

produces themselves or utilises existing case study material with the assessment task for students to demonstrate their ability to analyse information within a certain word-limit and structure; 2) Students are asked to produce a case study which their then utilise to support their analysis of a certain topic, theory, trend, or organisation. The first option is more common and more controllable, the second option allows for synthesis of the material used as well as grounds for student creativity and for this reason is perhaps more suited to levels 6 and 7.	outcomes or make their own recommendations for action in that situation. The most common outcome for a case study assessment is a report which reflects the way(s) in which conclusions would be presented in similar real-life situations in industry. It can be useful to include a short additional reflective account in which students explain how they went about the task, identifying key points of learning. Using new or topical case study material is an important step in reducing the likelihood of plagiarism. As with other assignments using Turnitin offers further security for summative submissions, particularly if the case study has been used before or if it is a common subject. The use of Turnitin is recommended strongly for this kind of assignment, as essays are so commonly used and in certain core disciplinary areas there is a limit to the number of original topics one can create.	

Guidance and Recommendations for Online Submission of Student Work

The sections prior to the table ('Guidance for your students'; 'Online Submission of Files: file type and file size'; 'Online Submission of Files: recommended approaches') are universally applicable regardless of alternative assessment type. It is important that you familiarise yourself with this information and understand how it may impact upon your choice of alternative assessment.

Guidance for your students

It is important to provide clear guidance for students in the change in orientation of the task. You should make absolutely clear what your expectations are in terms of the alternative assessment set for your students, the manner in which student submissions will be made, the timing of these submissions and when your students can expect their grade and feedback. Please keep in mind the considerations that are provided in the 'things to consider' column.

Online Submission of Files: file type and file size

File *type* and file *size* are two key considerations for online submission of assessments through Blackboard. Whichever method of alternative assessment you plan to facilitate, you should familiarise yourself with the guidance below in order to make a judgement as to whether it impacts on your chosen alternative assessment.

File Type

Be clear what file types you will accept when setting your assessment brief. Be clear how you will deal with any files that are not submitted in accordance with your brief. If you are expecting students to submit a Microsoft Word document or a PDF, say so. You do not want to be in the situation where some students have submitted files in a format you are unable to open.

File Size

When it comes to online assessment, file size (or more accurately, *large* file size) will affect two primary steps in the online assessment workflow:

a) Student: submitting (uploading) the work.
b) Staff: retrieving (downloading/viewing) the work.

We need to be mindful of the internet quality available to our students and staff. **The recommendation is to not expect a student submission larger than 100MB**. As a rule of thumb, 100MB would cover a pretty large Word doc including pictures. It would probably cover a PowerPoint with an audio track, however it is unlikely to cover anything containing video.
It is suggested, where the submission of large file(s) is seen as unavoidable, staff recommend students compress their file(s) using readily/freely available zip software.

Online Submission of Files: recommended approaches

We recommend the following three approaches, depending on the file type/size you expect your students to produce/submit through Blackboard.

1. **Written piece of work** (for example, a normal Word document of 40 or fewer pages with images/diagrams interspersed throughout). This would cover the vast majority of assignments submitted to Blackboard and would typically be less than 100MB:

    a) Tutors create a Turnitin or Blackboard Assignment.
    b) Students submit the files through the Turnitin or Blackboard Assignment.

2. **Submission involving media other than text** (for example, PowerPoint files with audio or video, substantial image file(s), anything containing video).

    Blackboard can support student assignment submissions up to 800MB *per individual file* (although students may submit any number of individual files for each assignment.

    To avoid complications for students, **we recommend if an assignment in this category is likely to be 600MB or less**:

    a) Tutors create a Blackboard Assignment.
    b) Students submit the files through the Blackboard Assignment.

3. **Submission involving media other than text** (very large PowerPoint files, video files over 30 minutes, animations, etc.), **where each individual file is <u>likely to exceed 600MB</u>**:

    a) Tutors create a Blackboard Assignment.
    b) Students upload their file(s) to their Microsoft OneDrive cloud storage.
    c) Students then submit (through the Blackboard Assignment) the link to the *file* (if only one file) or the *folder* in which all files are located (if more than one file).
    d) To mark, tutors view via the link or download the file(s) to their own OneDrive cloud storage if required.

Staff should not use non-institutional products for assignment submission (Google Docs, Dropbox, WeTransfer etc).