

## Considerations and Resources for Digital Platforms and Tools Supporting Alternative Assessments

All assessments that are being administered online are online assessments. The table within this document sets out key considerations for different forms of alternative assessment, together with any related guidance materials staff and students can reference. 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 likely to exceed 600MB:**
    - 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).

Schools have proposed online assessments in a variety of forms. Below, we have summarised these alternative assessments, provided key considerations, and signposted to supporting related resources.

Alternative Assessment Method	Suitable for (original assessment method)	Things to Consider	Help Resources (staff and student)
<p>Summative Online submission: written work.</p>	<ul style="list-style-type: none"> <li>Transitioning time-constrained unseen exams in invigilated exam conditions (including MCQs) or time-limited in-class tests to making these 'seen' or 'take-away' assessments – setting questions or tasks virtually where students are asked to submit their responses electronically within pre-set period of time (normally 48 hours following release of papers online).</li> <li>Lab-based assessment work by utilising data sets (via Module Blackboard site or a designated area in Microsoft Teams) and required to interpret these. Depending on the required output, students would then upload a final report via the VLE.</li> </ul>	<ul style="list-style-type: none"> <li>With take-away assessments the design of questions may need to be reframed to move away from recall-based tasks to questions requiring students to demonstrate how they use information rather than reiterate what they have learned.</li> <li>Is it possible to provide students with different/varied data sets for them to interpret for individual work? This can minimise the risk of collusion by students.</li> </ul>	<p><b>Staff</b></p> <p><b>Assessments via Turnitin</b>  <a href="#">Creating a Turnitin Assignment</a> – incl.:</p> <ul style="list-style-type: none"> <li>How Turnitin works.</li> <li>Turnitin for summative assessment (student submission).</li> <li>Explanation of assignment settings.</li> <li>Uploading work to Turnitin (non-student submission)</li> </ul> <p><a href="#">Feedback within Turnitin Feedback Studio</a> – incl.:</p> <ul style="list-style-type: none"> <li>Various methods of providing feedback.</li> <li>Providing a grade.</li> <li>Checking to see if students have viewed feedback.</li> <li>Downloading student papers</li> <li>Uploading feedback as an attachment.</li> </ul> <p><b>Assessments via Blackboard</b>  <a href="#">Creating a Blackboard assignment</a> – incl.:</p> <ul style="list-style-type: none"> <li>Assignment options.</li> <li>Availability</li> </ul> <p><b>Marking/Feedback via Blackboard</b></p> <ul style="list-style-type: none"> <li><a href="#">Creating and Associating Rubrics</a></li> <li><a href="#">Marking with Rubrics</a></li> <li><a href="#">Clearing an Attempt in the Grade Centre</a></li> <li><a href="#">Using Student Preview Mode</a></li> </ul>

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	<ul style="list-style-type: none"> <li>• Annotated presentation files.</li> <li>• Essay/coursework submission.</li> <li>• PowerPoint slides with transcripts.</li> <li>• Online portfolio.</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Batch Feedback: Downloading Submissions</a></li> <li>• <a href="#">Batch Feedback: Uploading Feedback to the Grade Centre</a></li> <li>• <a href="#">Batch Feedback: Generating Templates</a></li> <li>• <a href="#">Grading an Assignment</a></li> <li>• <a href="#">Grading Assignments with Delegated Grading</a></li> <li>• <a href="#">Feedback for Non-Blackboard Submissions</a></li> <li>• <a href="#">Assignment Feedback Sheets – using ‘insert field’</a> (only applies when feedback templates are generated using the Bb Batch Feedback Tool – see ‘Batch Feedback: Generating Templates’ guide).</li> <li>• <a href="#">Exporting Grades from the Blackboard Grade Centre</a></li> </ul> <p><b>Student</b></p> <p><b>Submitting via Turnitin</b></p> <p><a href="#">Submitting a Turnitin Assignment</a> (student) – incl.:</p> <ul style="list-style-type: none"> <li>• How to submit.</li> <li>• The originality report.</li> </ul> <p><a href="#">How to Interpret Turnitin Originality Reports</a> (student) – incl.:</p> <ul style="list-style-type: none"> <li>• What is the originality report?</li> <li>• Quotation and referencing.</li> <li>• Paraphrasing.</li> <li>• Common words and phrases.</li> <li>• Reusing your work.</li> <li>• Viewing highlighted sources in detail.</li> </ul> <p><b>Submitting via Blackboard</b></p> <p><a href="#">Submitting a Blackboard assignment</a> (student) – incl.:</p> <ul style="list-style-type: none"> <li>• Where to submit.</li> </ul>

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			<ul style="list-style-type: none"> <li>• How to submit.</li> <li>• How to check work has uploaded successfully.</li> <li>• Resubmitting an Assignment.</li> <li>• <a href="#">Assignments: what file names can I use?</a></li> <li>• <a href="#">Assignments: what file types can I submit?</a></li> <li>• <a href="#">How big a file can I submit for Assignments?</a></li> <li>• <a href="#">Do I get confirmation that I have submitted my assignment?</a></li> </ul> <p><b>Confirmation of submission, Grades and Feedback</b>  <a href="#">Do I get confirmation that I have submitted my assignment?</a>  (student) – incl.:</p> <ul style="list-style-type: none"> <li>• Turnitin.</li> <li>• Blackboard.</li> <li>• I would like another copy of my email receipt.</li> <li>• I would like to check the work I submitted.</li> </ul> <p><a href="#">How do I see my Grades/Feedback? (student)</a></p>
Summative Online submission: audio/video.	<ul style="list-style-type: none"> <li>• Transitioning face-to-face (in-class) presentations that involve students speaking to an audience of their peers and are assessed on both the quality of content and verbal communication of their presentation to <b>asynchronous</b></li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint is familiar to most students and offers a slide-by-slide voice-narration recording facility (on desktop, not mobile/web version).</li> <li>• Another option might be to ask students to prepare a podcast (digital audio recording) on the topic to be submitted electronically. A particular</li> </ul>	<p><b>Staff</b></p> <p><b>Assessments via Blackboard</b>  <a href="#">Creating a Blackboard assignment</a> – incl.:</p> <ul style="list-style-type: none"> <li>• Assignment options.</li> <li>• Availability</li> </ul> <p><b>Marking/Feedback via Blackboard</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Creating and Associating Rubrics</a></li> <li>• <a href="#">Marking with Rubrics</a></li> </ul>

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	<p>individual or group narrated digital presentations submitted via the Blackboard Assignment Tool which can then be tutor-marked.</p> <ul style="list-style-type: none"> <li>• Video production for reflective piece</li> <li>• Visual stilt and videos via portfolio</li> </ul>	<p>strength of this approach is owing to the recorded presentation format, students are afforded multiple opportunities to work on and prepare the item they are submitting, rather than having to cope with the one-off nature of a live presentation.</p> <ul style="list-style-type: none"> <li>• Audio/video file sizes can be quite large. Please see the points 2 and 3 in the '<i>Online Submission of Files: recommended approaches</i>' section at the beginning of this document</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Clearing an Attempt in the Grade Centre</a></li> <li>• <a href="#">Using Student Preview Mode</a></li> <li>• <a href="#">Batch Feedback: Downloading Submissions</a></li> <li>• <a href="#">Batch Feedback: Uploading Feedback to the Grade Centre</a></li> <li>• <a href="#">Batch Feedback: Generating Templates</a></li> <li>• <a href="#">Grading an Assignment</a></li> <li>• <a href="#">Grading Assignments with Delegated Grading</a></li> <li>• <a href="#">Feedback for Non-Blackboard Submissions</a></li> <li>• <a href="#">Assignment Feedback Sheets – using 'insert field'</a> (only applies when feedback templates are generated using the Bb Batch Feedback Tool – see 'Batch Feedback: Generating Templates' guide).</li> <li>• <a href="#">Exporting Grades from the Blackboard Grade Centre</a></li> </ul> <p><b>Student</b></p> <p><b>Submitting via Blackboard</b></p> <p><a href="#">Submitting a Blackboard assignment</a> (student) – incl.:</p> <ul style="list-style-type: none"> <li>• Where to submit.</li> <li>• How to submit.</li> <li>• How to check work has uploaded successfully.</li> <li>• Resubmitting an Assignment.</li> <li>• <a href="#">Assignments: what file names can I use?</a></li> <li>• <a href="#">Assignments: what file types can I submit?</a></li> <li>• <a href="#">How big a file can I submit for Assignments?</a></li> <li>• <a href="#">Do I get confirmation that I have submitted my assignment?</a></li> </ul>

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			<p><a href="#">Uploading Files to OneDrive and Submitting a link to a Blackboard Assignment</a> - incl.:</p> <ul style="list-style-type: none"> <li>• Desktop method.</li> <li>• iPad Method.</li> </ul> <p><b>Confirmation of submission, Grades and Feedback</b>  <a href="#">Do I get confirmation that I have submitted my assignment?</a> (student) – incl.:</p> <ul style="list-style-type: none"> <li>• Turnitin.</li> <li>• Blackboard.</li> <li>• I would like another copy of my email receipt.</li> <li>• I would like to check the work I submitted.</li> </ul> <p><a href="#">How do I see my Grades/Feedback? (student)</a></p>
<p>Summative Online submission: image-based media.</p>	<ul style="list-style-type: none"> <li>• Digital poster presentations (as a standalone assessment task or part of an integrated assessment process)</li> <li>• Visual stills and videos via portfolio</li> <li>• Campaign artefacts</li> <li>• For digital posters, students are asked to either record an accompanying narrative</li> </ul>	<ul style="list-style-type: none"> <li>• A digital poster can be an accessible alternative to a face-to-face poster presentation assessment. It is important that the focus and content of the task remains as consistent as possible with the original task design. It is also important to bear in mind that moving to a digital poster will mean students will require additional guidance around the completion of the task (i.e. key features).</li> <li>• Image-based media file sizes could potentially be quite large.</li> </ul>	<p><b>Staff</b></p> <p><b>Assessments via Blackboard</b>  <a href="#">Creating a Blackboard assignment</a> – incl.:</p> <ul style="list-style-type: none"> <li>• Assignment options.</li> <li>• Availability</li> </ul> <p><b>Marking/Feedback via Blackboard</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Creating and Associating Rubrics</a></li> <li>• <a href="#">Marking with Rubrics</a></li> <li>• <a href="#">Clearing an Attempt in the Grade Centre</a></li> <li>• <a href="#">Using Student Preview Mode</a></li> <li>• <a href="#">Batch Feedback: Downloading Submissions</a></li> <li>• <a href="#">Batch Feedback: Uploading Feedback to the Grade Centre</a></li> </ul>

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	<p>or submit a written narrative. This can be saved as a single digital file (i.e. in PowerPoint) and submitted via the VLE.</p> <ul style="list-style-type: none"> <li>• Infographics, Mindmaps or other visual forms of presenting information can be submitted via the VLE as with other individual assessments.</li> </ul>	<p>Please see the points 2 and 3 in the '<i>Online Submission of Files: recommended approaches</i>' section at the beginning of this document</p>	<ul style="list-style-type: none"> <li>• <a href="#">Batch Feedback: Generating Templates</a></li> <li>• <a href="#">Grading an Assignment</a></li> <li>• <a href="#">Grading Assignments with Delegated Grading</a></li> <li>• <a href="#">Feedback for Non-Blackboard Submissions</a></li> <li>• <a href="#">Assignment Feedback Sheets – using 'insert field'</a> (only applies when feedback templates are generated using the Bb Batch Feedback Tool – see 'Batch Feedback: Generating Templates' guide).</li> <li>• <a href="#">Exporting Grades from the Blackboard Grade Centre</a></li> </ul> <p><b>Student</b></p> <p><b>Submitting via Blackboard</b></p> <p><a href="#">Submitting a Blackboard assignment</a> (student) – incl.:</p> <ul style="list-style-type: none"> <li>• Where to submit.</li> <li>• How to submit.</li> <li>• How to check work has uploaded successfully.</li> <li>• Resubmitting an Assignment.</li> </ul> <ul style="list-style-type: none"> <li>• <a href="#">Assignments: what file names can I use?</a></li> <li>• <a href="#">Assignments: what file types can I submit?</a></li> <li>• <a href="#">How big a file can I submit for Assignments?</a></li> <li>• <a href="#">Do I get confirmation that I have submitted my assignment?</a></li> </ul> <p><a href="#">Uploading Files to OneDrive and Submitting a link to a Blackboard Assignment</a> - incl.:</p> <ul style="list-style-type: none"> <li>• Desktop method.</li> <li>• iPad Method.</li> </ul> <p><b>Confirmation of submission, Grades and Feedback</b></p>

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			<p><a href="#">Do I get confirmation that I have submitted my assignment? (student)</a> – incl.:</p> <ul style="list-style-type: none"> <li>• Turnitin.</li> <li>• Blackboard.</li> <li>• I would like another copy of my email receipt.</li> <li>• I would like to check the work I submitted.</li> </ul> <p><a href="#">How do I see my Grades/Feedback? (student)</a></p>
<p>Summative and/or Formative Online synchronous (“Live”) presentation.</p>	<ul style="list-style-type: none"> <li>• Transitioning from face-to-face (in-class) presentations that involve students speaking to an audience of their peers and are assessed on both the quality of content and verbal communication of their presentation to <b>synchronous</b> (‘live’) individual or group presentations delivered via Microsoft Teams.</li> <li>• Electronic meeting and conferencing such as for viva Voce-style exams (e.g. MRes and PhD examinations which previously would have been conducted in person)</li> </ul>	<ul style="list-style-type: none"> <li>• Clear guidance and support to students around how to effectively use this approach if not currently part of the approaches currently being adopted within the curriculum.</li> <li>• Clear instructions to students that they will need a microphone and speakers/headphones (or a device with these features built in, such as an iPad) in order to participate.</li> <li>• When collating panel members from outside of the institution (the UK or abroad) steps need to be taken ahead of the formal date of examination to test that the connection and functionality of the hosting platform is working for all members. It is important that candidates present proof of</li> </ul>	<p><b>MS Teams</b> 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 along with a mobile app for on-the-go teamwork:</p> <ul style="list-style-type: none"> <li>• How to <a href="#">access</a> Teams</li> <li>• <a href="#">Full guidance on using teams</a></li> <li>• <a href="#">Practice-based Exemplars of Microsoft Teams</a></li> <li>• <a href="#">Using Microsoft Teams to Schedule a ‘Teams Live Event</a></li> <li>• <a href="#">Create a team from scratch</a></li> <li>• <a href="#">Add members to a team in Teams</a></li> <li>• <a href="#">Learn about teams and channels</a></li> <li>• <a href="#">Files</a></li> <li>• <a href="#">Edit a file in Teams</a></li> <li>• <a href="#">Chat</a></li> <li>• <a href="#">Use @mentions to get someone's attention in Teams</a></li> <li>• <a href="#">Multiple party chat</a></li> <li>• <a href="#">Meetings and Calls</a></li> </ul>

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	<ul style="list-style-type: none"> <li>• Online role play</li> <li>• Peers assessment, peer review and support of draft work via a designated group space for comment against recognised assessment criteria. These comments might then be pulled through into subsequent student work (i.e. in the form of an individual critical reflection).</li> <li>• These same online tools and platforms can be used to facilitate 'formative' peer support and review around assessed work – i.e. peer feedback on draft work</li> <li>• Assessed seminars, group discussions and other interactive and participative activities (i.e. panel discussions).</li> </ul>	<p>identification (i.e. a high-resolution copy of passport) at the beginning of the viva. The panel should also ask candidates to conduct a full scan of the room being used to broadcast from.</p> <ul style="list-style-type: none"> <li>• You may wish to record these presentations, for audit, for assisting with feedback production, or for other reasons. Please see guidance 'Recording a meeting' for help with recording MS Teams meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Scheduling a Microsoft Teams meeting</a></li> <li>• <a href="#">Various Microsoft Teams meeting resources</a></li> <li>• <a href="#">Recording a meeting</a></li> </ul> <p><b>ReView (Panopto)</b> For screen capture and to record videos to share with your students:</p> <ul style="list-style-type: none"> <li>• <a href="#">Getting Started With ReView</a></li> <li>• <a href="#">Using Panopto (ReView) to record video on an iPad</a></li> <li>• <a href="#">Recording your iPad Screen and Uploading to ReView (Panopto)</a></li> <li>• <a href="#">Embedding ReView Recordings using Mashups</a></li> <li>• <a href="#">Editing a ReView Recording</a></li> <li>• <a href="#">Copying/Moving a ReView Recording from One Module Folder to Another</a></li> <li>• <a href="#">See principal AF2b of TU Assessment and Feedback Policy</a></li> </ul>

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	<ul style="list-style-type: none"> <li>Lab-based assessment work - In some cases it might be possible to replicate certain aspects of lab work by utilising simulated tasks in which students are presented with data sets.</li> </ul>		
Formative assessments to test knowledge via quizzes	Generally testing of knowledge via tests and quizzes	<ul style="list-style-type: none"> <li><b>Quizzes (or MCQ's) using the Blackboard 'Test' tool are not recommended for summative assessment</b> but encouraged to test content knowledge in formative assessments. Our recommendations are framed around a number of key considerations: <ul style="list-style-type: none"> <li>The volume of work required by a staff member to set up an functioning Test on Bb;</li> <li>Creating and setting up any automated feedback;</li> <li>Following the Test, the process involved in retrieve student responses (and grade where necessary) and provide any additional feedback.</li> </ul> </li> </ul> <p>There are also a number of "points of failure" which are risk</p>	<p><b>Staff</b></p> <p><b>Creating Tests via Blackboard</b></p> <p><a href="#">Creating a Blackboard Test/Survey</a> – incl.:</p> <ul style="list-style-type: none"> <li>Creating a Test/Survey.</li> <li>Question types.</li> <li>Adding a question.</li> <li>Adding more questions.</li> </ul> <p><a href="#">Deploying a Blackboard Test/Survey</a> – incl.:</p> <ul style="list-style-type: none"> <li>Deploying your Test/Survey.</li> <li>Test/Survey options.</li> <li>Test Information.</li> <li>Test Availability.</li> <li>Exceptions.</li> <li>Self-assessment options.</li> <li>Test Results and Feedback.</li> <li>Test Presentation.</li> </ul> <p><a href="#">Tests, Surveys and the Grade Centre</a></p> <ul style="list-style-type: none"> <li>Explains how to work with the Grade Centre to view results of Tests and Surveys.</li> </ul>

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		<p>factors in summative assessments.</p> <ul style="list-style-type: none"> <li>○ Choice of question types;</li> <li>○ Guidance for students depending on choice of question types used. For example, see the bullet point re. essay/short answer questions.</li> </ul> <ul style="list-style-type: none"> <li>• If <i>setting Blackboard Tests</i>, you should communicate to your students the need to 'Save' the Test regularly (<b>every 20 minutes</b>) whilst working their way through. This is to protect against loss of work if an internet connection or software error occurs.</li> <li>• If setting <i>Blackboard Tests</i>, 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</li> </ul>	<p><a href="#">Good Practice/Pedagogy Guide to Quizzes</a> – incl.:</p> <ul style="list-style-type: none"> <li>• Why use quizzes?</li> <li>• An example.</li> <li>• Question types.</li> <li>• Random questions (question pools).</li> </ul> <p><a href="#">Using Student Preview Mode</a></p> <p><b>Student</b></p> <p><b>Blackboard Tests</b></p> <p><a href="#">Take a Test or Survey on Blackboard</a></p> <p><a href="#">How do I see my Grades/Feedback? (student)</a></p>

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		<p>'Test' (your choice of question types will be limited).</p> <ul style="list-style-type: none"> <li>• If using <i>essay or short answer question types</i> 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.</li> </ul>	