

*This quick guide is based on ECU's Assessment, Examination and Moderation Procedures, and provides advice for making variations to assessment.*

## Making variations to assessment

As ECU prepares to progressively move more of its teaching online, Unit Coordinators need to consider the possible impact on assessment. If students (and possibly staff) are restricted in attending the campus, some tasks will need to be modified so that students can still progress in their studies. This quick guide is based on ECU's [Assessment, Examination and Moderation Procedures](#), and provides advice for making variations to assessments.

### What assessments may need a variation?

Any assessment tasks that require access to on-campus or community facilities may need to be modified. These include:

- In-class assessments, including tests, quizzes, oral presentations and vivas
- Practical activities, including performances
- WIL and placement-based learning
- Central and School-based exams

### Four key principles

Rather than looking at each assessment task individually, look at all your assessments holistically across the unit. Making modifications to your assessments as a set will provide a broader range of design options. Collectively, the assessments must:

1. 'elicit appropriate and adequate evidence' that students have met the stated unit learning outcomes (3.10).
2. assess performance criteria and standards consistent with those originally planned (3.83)

3. support [Student Identity Verification \(SIV\)](#), to ensure all enrolled students are meeting the learning outcomes themselves (3.7)
4. have due regard to any applicable compliance requirements (e.g. professional accreditation requirements) (3.49).

### Types of variations

Given the circumstances, this table shows the variations that could be considered for a whole cohort of students. Students with a disability will need to be considered individually (3.50).

Variation	Guidance
<b>Provide a global extension</b>	During this period Unit Coordinators can approve an extension of <b>up to 21 days</b> for the whole cohort for any task. Students must be informed via the Canvas Unit site and email.
<b>Defer a placement or mandatory exam</b>	For exams or placements that must occur as designed due to professional accreditation requirements, defer until venues are again available. Use the <a href="#">Result Withheld grade (p.17 of the procedures)</a> where needed.
<b>Change the assessment conditions</b>	If the unit learning outcomes allow it, group assignments could become individual tasks; presentations could be completed via video; an invigilated task could become a non-invigilated task etc.
<b>Modify the assessment weighting</b>	Identify any assessment tasks with components that cannot be achieved, then add alternative components to other assessment tasks to ensure all learning outcomes are assessed.

Variation	Guidance
	<p>Modify the assessment weightings appropriately. It may be that you remove the assessment from the Unit completely. In any case, remember that with few exceptions, no assessment may count for more than 60% of a unit grade (3.11).</p>
<p><b>Design an online alternative</b></p>	<p>Design an online task that provides an equivalent experience. See page 2 for examples.</p>

### Steps to making a variation to assessment

**Step 1:** Unit coordinators to discuss proposed variations with the relevant **Course Coordinator** and obtain their **endorsement**.

**Step 2:** Obtain approval for variations from the relevant Associate Dean (Teaching and Learning).

**Step 3:** Formally notify students of any variations:

- a) to **final** assessments or exams (including task details or due dates)
- b) to **other** assessments, at least 14 days prior to the proposed submission date;
- c) where **tasks are unchanged**, but the due date will alter, apply the global extension rule **of up to 21 days extension** (see p.1).
- d) Provide an **announcement** in the Canvas Unit Site and **send an email**, using the template on p.3 as a guide. Create a discussion board thread entitled 'Variations to assessment(s) for [unit code and title]', where students can discuss changes

**Step 4:** All variations must be **recorded in the ECU database**, to be coordinated by the ADTL.

## Online alternatives for different assessment tasks

One of the key variations to consider, in addition to extensions or modified conditions or weightings, is to design an online alternative. Some options are provided below.

Assessment types	Guidance
<b>Creative work</b>	Ask students to use professionally-relevant online tools to develop a creative digital product in their practice area. Reflection on the process should be included.
<b>End of semester exam</b>	Replace with a holistic strategy for <a href="#">Student Identity Verification (SIV)</a> in online alternative assessments.
<b>Group work</b>	Guide students in how to collaborate and complete the requirements online. Canvas tools e.g. discussion or MS Teams can be used as collaboration platforms.
<b>Laboratory work</b>	Create a simulation or video-based task that incorporates the development of authentic problem-solving skills.
<b>On-campus test</b>	Build a test in Canvas and incorporate a holistic strategy for <a href="#">Student Identity Verification (SIV)</a> in online alternative assessments.
<b>Participation</b>	In class participation can be replaced with participation in Canvas discussion or live video sessions.

Assessment types	Guidance
<b>Performance, skill demonstration or presentation</b>	For tasks that do not require specialised equipment, ask students to video themselves and upload to Canvas. Include a reflection to encourage students to learn from watching their own performances. These tasks could also be done live using MS Teams.
<b>Work integrated learning or placements</b>	For all professionally accredited courses (unless provided with advice about allowable alternatives), defer the WIL or placement component until a later time and apply a <a href="#">Result Withheld grade (p.17 of the procedures)</a> . In its place use online activities to get students prepared in key skills.  For all other courses, convert the WIL experience to an online project if possible, in liaison with student(s) and industry host(s).

### Template for notifying students of variations to assessment

Given the circumstances of COVID-19, I am advising you of modifications to the assessment schedule. Below are details of revisions to assessment tasks in this unit. Together, they are designed to ensure that you still meet the Unit learning outcomes in the context of our adjusted teaching and learning arrangements. Please don't hesitate to contact me with questions, or post them on the Unit discussion board in the thread provided.

A direct link to the assessment details can be found here: [insert link to assessment details in Canvas]

[Complete the table below for each changed task]

	Original assessment	Revised assessment
Assessment Type		
Weighting		
Due date and time		
Individual or group assessment		
Assessment Task requirements		
Relevant Learning Outcome(s) assessed		
Marking criteria and standards or rubric		
Exemplars and/or examples of requirements or links to relevant learning materials		
Penalties for late submission		