

## Fifty tips for replacements for time-constrained, invigilated on-site exams

2<sup>nd</sup> April 2020

Sally Brown and Kay Sambell

This guide focuses on how to provide rapid replacements to exams during the current Coronavirus outbreak. It has been produced by Sally Brown and Kay Sambell, with help from across the sector, listed below. We are very happy for this open resource to be widely shared and adapted for specific use in your own institution if this is helpful and we would really appreciate it if you let us know you have used it (as that cheers us up) and acknowledge its origins. You may wish to read it in conjunction with a Guidance note we initially produced in the very early days of campus closures, which, looked more generally at 'Contingency-planning: exploring rapid alternatives to face-to-face assessment' [available at <https://sally-brown.net/2020/03/13/assessment-alternatives-at-a-time-of-university-closures/> where it's downloadable as an entry under Friday 13<sup>th</sup> March]

### Introduction

Many colleagues across the sector are facing the requirement to move all their traditional unseen time-constrained written exams into an '**open book**' or virtual format at breakneck speed due to the current pandemic. Your replacement 'open-book' approach is likely to be using what we are here terming a '**take-away exam paper**' (in which students might be given a week or more as a 'window' in which to complete and submit the unseen exam questions or tasks) or '**online exams taken remotely**' (where students undertake the unseen exam on a specific day with a more stringent set time limit (perhaps five hours) within which the set questions have to be undertaken and submitted). This guidance covers both, but it's important to clarify for students, colleagues, Quality Assurance staff, Professional Subject and Regulatory Bodies (PSRBs) and others which type of assessment you are planning to use.

Concerns have been raised by many about issues including how can we:

- make assessments equivalent in terms of authenticity, validity and reliability when developing reasonable alternatives, while maintaining the integrity of the assessment process?
- ensure consistency? and
- ensure all staff understand the transition and difficulties faced by students?

This very pragmatic guide is designed to help staff do the very best possible in highly unusual circumstances, recognising that 'the perfect is the enemy of the good' and we are doing what we can.

In what follows, we offer five sections of loosely-themed tips, on **Planning your replacement approach**, **Quality matters**, **Ensuring consistency**, **Support for students** and **Staff wellbeing**, together with a brief conclusion and some references and further resources. If you have further suggestions to improve this guide, we would be happy if you share them with us. Given key differences in local contexts, please note that not all the tips will apply, and they can't cover all eventualities: we

offer them instead as prompts for reflection and as ideas to adopt if they're useful to you. Please use what you can and ignore anything that's doesn't fit your needs.

### **Planning your replacement assessment approach**

- 1. Remember from the outset that this is brand new (and potentially terrifying) territory for all concerned:** we need to exercise compassion towards our students and ourselves and make the very best of what we have and can do. Kindness is now, more than anything, an important watchword.
- 2. Be aware that terminology in use varies from institution to institution, so clarify for yourself, colleagues and students very early on what kind of alternative assessment you are planning for your exams:** traditional 'open-book exams' are invigilated, and the reference sources or 'cheat sheets' that students can take into exam halls are sometimes restrained in number and type (Sambell et al, 1997). Take-away exam papers – like those assignments that you are most likely to be running in these crisis circumstances – however, cannot be policed and therefore a different approach may necessary. Rather than using the blanket term 'open-book exam' for exam-based alternatives, it might be helpful to specify, therefore, whether you are using 'online exams taken remotely', or 'take-away exam papers'. This may help you open up useful conversations with others, enabling you to think the issues through in detail.
- 3. Keep returning to your specified learning outcomes** to check your alternatives can provide an appropriate measure of what you are seeking students to demonstrate. It is to be hoped that your learning outcomes are well-designed (Race 2020) and robust enough to cope with new circumstances. Ask yourself whether the new assessment type matches the formative teaching strategies you have used to support the students' learning to date. Is it still reasonably valid in showing how students have achieved these goals to the best of their ability in these tough times? Consider whether it would be appropriate to brief students regarding which aspects of the learning outcomes each assessment is meant to relate to, so they can focus their preparations appropriately?
- 4. Rethink your questions if you are allowed to by your HEI and have time:** 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. For example, you may wish to ensure that you set questions which require students to do things with the information available to them, rather than merely summarising it and giving it back. Or you may wish to refocus the assessment criteria on what students have done with the information, and not just on them having located the correct information. It's a good idea to make sure you follow a moderation process for any substantial changes.
- 5. To address concerns about fairness and over-sharing, consider reshaping the assessment scenario.** In free-text answers, for instance, you could try to

make the question context-rich, scenario-specific or current/topical, to reduce the possibility that students will find a quick, off-the-shelf answer via a quick Google search or other more nefarious means.

6. **In some disciplines, e.g. history, if you are using an 'online exam taken remotely', it might help to specify a small number of previously-unannounced resources on which you want them to work.** For example, you could give students some relatively short extracts from source material to compare/contrast, discuss, analyse, so that their responses relate to relatively tight tasks, making assessment more reliable than when students could access and refer to the full breadth of literature.
7. **Don't expect to achieve an identical experience: these are 'reasonable adjustments' in a time of crisis.** The best any of us can do is to manage an assessment experience for our students that provides reasonable assurance to them, quality assurers, professional and subject bodies and others that we are recognising their knowledge, competences and capabilities appropriately. But don't beat yourself up if the rapid shift online isn't perfect: in the current situation we are all working with the art of the possible.
8. **Include students in the conversations about new arrangements:** if you can, work with your student reps and/or Student Union officers so that everyone is kept in the loop and students can comment constructively and contribute to stress testing/ risk assessment before a new approach is implemented. They may well see glitches that you hadn't noticed and let you know this, before you inflict it on a whole cohort.
9. **Think hard about deadlines of any kind.** Deadlines for submission are fine in normal times, but in the present situation there are many things which can prevent deadlines being achieved, including family circumstances, illness, and all manner of technical things such as internet connections, access to resources online, and so on. This may necessarily mean the actual assessing of student work may need to wait a reasonable time until most have had the opportunity to submit work, or that assessment needs to be asynchronous in essence anyway.
10. **In designing your new approaches, you can consult some of the detailed and helpful guidance that has been produced by national and international experts** (see resources section below) but recognise that, in times of intense pressure and rapid shifts, these may well be guidance to return to later in the medium to long term. Much of the (brilliant) published work has been created over a much longer lead-in time than we currently have, so glean what you can do/manage now, but also file it to refer to when life becomes the new normal, and we have longer reflective and discussion time to plan and enhance our assessment practices.
11. **Remember that any exam questions you have created/have had approved were written under different circumstances, and will not provide identical outcomes when students don't sit them under invigilated conditions.** If your university requires you to use the previously-approved questions via virtual means, you may need to adjust the balance of the assessment criteria so that

any reliance you had on students working without access to external resources are weighted lower than those requiring them to use and apply information.

- 12. Remind yourself of the additional tools which students will have at their fingertips in the alternative assessments.** For example, unlike in invigilated unseen exams, students sitting either take-away or online tests are likely to have word formatting tools such as spellchecks, grammar checking, even referencing software at their disposal, and will also have all the editing provisions of cutting and pasting, rearranging, deleting, and drafting. Criteria such as the quality of presentation may therefore need adjusting to take account of this, and students may need advising about how strenuous your expectations on such matters now are. Remember, for instance, that some may suddenly become unhelpfully very distracted by trying to 'polish' the presentation aspects in the new online format (just because they can), to the detriment of spending time thinking carefully about formulating their overall response on a deeper level, so students need to be very clear about what you're really looking for in your assessment. Brief them accordingly to help them avoid this potential pitfall.
- 13. Think hard about the format of the new assignments:** does the assignment have to be written or can it be in the form of a recorded presentation? Instead of essay style exam questions, could you ask them to do an in-tray style assignment? Would a reflective piece or critical incident account make a better alternative? Remember, too, that 'home-made' videos and so on are not going to be high-quality productions, and not all students will have the skills or high-quality kit to hand, so again, make clear, as appropriate, that it is the quality of the thinking, not the production values, that will guide your evaluation of alternative submission formats in this instance. Beware, too, of substituting-in MCQs as an apparently easy alternative: MCQs are notoriously tricky to design well, and so are probably best employed if you have access to a massive question-bank of previously-validated questions to draw upon.
- 14. Do word lengths need to be specified** so students know roughly how much to write, or do existing ones need readjusting? If students now have, say, a week to do the task, make it clear how much they need to do, so they don't feel they have to spend every waking hour completing the task.
- 15. Stress test and sense-check your plans before you implement a new assessment approach:** is what you are planning manageable by you and the students, achievable (e.g. are you asking too much?) and sensible (e.g. can you realistically expect them to have mastered the digital skills and resources, and does the university hold enough off-site licenses to support a new approach you're thinking of introducing?) Think, too, about workload on staff, so err on the side of brevity rather than expansiveness.
- 16. Be sure to run your ideas past at least one trusted colleague** in your discipline who knows what stage your students are at, and what is likely to be required. At times like this is good to sense-check your ideas, and share thoughts with colleagues in other universities running parallel programmes too. Use your networks to support you.

**17. Be sure to consult your learning development/Writing centre/ library staff/IT staff and other professional services staff for their specialist expertise.**

What guidance or resources can they help you put in place for your students, and what insights can they offer into how students might be experiencing things as they try to learn in challenging circumstances? Can you be sure your students will have ready home access to your university library for materials, for example? What help can students have in these areas of the kind they would normally expect to get within Library, IT and other services? Many library and student wellbeing-based specialists and others are putting on extra online sessions for students – now is the time to flag these up to your students if so, but remember they are likely to be working flat out as well, so check what they can reasonably offer before passing students on to them.

**18. Think about how you are going to give students feedback if this is something you've promised:** this probably will not be applicable to straight replacements for closed-book exams, but if it is, think of ways in which you can give generic feedback e.g. in a virtual surgery, through generic written reports, by cohort emails, or 'talking head' videos and so on, rather than exhausting yourself trying to give one-to-one feedback (unless your numbers are manageable and you are able to do it). You will find some useful suggestions in Edinburgh Napier University's 'Assessment and Feedback Quick Guide' Series, which we've included in the resources below. Consider providing feedback and guidance in a low-tech format though, too, if you're planning to use audio-visual means. Video advice might be a great way to help students feel connected, but a 10-point summary in text will also help those who are finding it hard to access video.

**19. Aim for a principle of 'No detriment'** by which no student should suffer as a result of the changes you introduce in everything you do. This is the concept of a safety net "to do what we can to ensure that you receive an award or year average that accurately reflects your academic attainment during your time on the course unimpaired by the current Covid-19 crisis" (see, for example, Exeter University guidance below, as well as that provided by Manchester University). Try to reinforce and reassure students of this principle, familiarising yourself with and using the terminology and guidance to students adopted by your own HEI, where possible.

**20. Inclusive requirements still apply:** think about the barriers presented by the new assessment e.g. for students with physical challenges /mental health issues/ special learning difficulties and other needs, and try your best to risk assess your new arrangements and think through mitigation for those who cannot meet them for reasons out of their control. Their experiences are never going to be identical, but how far can you make them equivalent? For example, where universities are requiring assignments to be undertaken within a specific time limit as required by some professional bodies, will you give students who would normally be given longer time to complete exams due to additional needs, will this still apply? And remember that students, for example those with visual impairments, may not have access to assistive technologies that they would normally have available under normal circumstances.

**21. Be reasonable in what you expect of students: not all of your students will have:** ready and reliable access to the internet, PCs or laptops at home (some will be using phones mainly or exclusively); suitable working conditions (one student reported that she was having to use an ironing board as a desk!); printers and scanners to enable students to print out, annotate and scan work for submission (but they may be able to send a photo of their work taken on their smartphone, if they have one); peace and quiet in which to work (many will have children at home alongside them and having caring responsibilities to older and more vulnerable family and neighbours); opportunities to study alongside employment which may involve working from home; and the equilibrium in which to concentrate (many people are perfectly reasonably very anxious at the moment).

### **Quality Matters**

**22. Ensure you work closely with your university quality assurance team:** remember they are likely to be rushed off their feet, both developing emergency protocols and working with teams across the university (as well as working from home themselves) but avoid bringing in a radically new practice that is likely to cause them and you problems later. Do your best, too, to help support the audit trail of changes to the current assessment diet in order to assure standards and support learners. Follow any contingency processes that have been put in place for approving in-session changes, for instance. Read and take note of your university regulations and contingency plans first, and then check with the QA team if you can foresee any complexities around the changes you are making or unintended consequences of new approaches. However, bear in mind that – as with all staff putting these emergency arrangements together – they are likely to be very busy and may not have all the answers and fool-proof solutions at their fingertips, as the situation is a rapidly moving and unpredictable one.

**23. Make proportionate adjustments to assessment instructions to ensure students are not disadvantaged and to ensure ‘business continuity’.** The kinds of rules applying to invigilated exams would be quite inappropriate, and possibly terrifying! A gentle, friendly briefing explaining the particular purpose of each assessment in the current context may be helpful, and reassuring.

**24. Be very clear about timescales and the duration of any alternative exam:** some universities are using a blanket new timescale, going from 2-hour invigilated exams to using the same papers online but giving the students, say, five or six hours to complete them, and some are routinely allowing between a day or several weeks to complete the tasks. Students and staff need to know exactly where they stand, so check you are familiar with the contingency processes being adopted in your own institution/department, where appropriate.

**25. Consider establishing a role of a virtual invigilator in a support role during a stringently timed assignment.** Just as you have an invigilator to whom a student can report if they feel ill during a traditional exam, consider having an emergency real-time contact so students can ring/email/ text them if for example, the internet goes down during the specified hours or if their elderly computer

freezes, or if they are facing a family emergency, or if indeed they themselves are unwell etc.

- 26. Where your courses are externally accredited, consult with your professional, regulatory and subject bodies about the alternatives you are offering.** This is likely to be the trickiest area of the whole conundrum, but remember we are working towards the same goal in challenging times. Around the sector we are hearing some who are being almost surprisingly flexible and others who are definitely not!
- 27. Be cognisant of the possibility (as always) of poor academic conduct including cheating and plagiarism.** If students know that the university will on occasions wish to interact virtually directly with some of them, mainly for authentication purposes (e.g. to check that they know what they have written about), this may deter unfair practice, but this will need to be handled very sensitively, as students are already under severe pressure during this crisis.
- 28. Don't over-rely on new technological solutions.** Some vendors are claiming that their new (as yet unavailable) systems will be able to detect plagiarism and contract cheating in these new conditions, but these are as yet untried and untested. You may wish to indicate in your guidance that the university retains the right to use such systems to detect poor academic conduct. However, research suggests (Carroll, 2002) that students in crisis tend to behave worse in terms of academic integrity, so as far as possible let's aim for support and deterrence rather than penalisation as proposed by Liz McDowell, Fiona Duggan and Sally Brown way back in 1998!
- 29. You could try using a light touch approach to checking on student participation:** with most cohorts it won't be possible to follow up an open book test with a virtual viva, but you could do this with a random square root sample of the whole cohort (7 out of 49 students for example), or to check on the highest and lowest performing students and any you are concerned about.
- 30. You could try spot-checking processes to gather cohort-level evidence about your new alternative exams, which then might helpfully inform Exam Board discussions and decisions.** It may be useful to try to identify potential issues with the new online exam to discuss at the Board, providing evidence to inform overall decision-making. Spot-checking a sample of students as soon as possible after the exam might, for instance, involve brief light-touch verbal virtual or telephone interviews, ideally with two colleagues present or recorded in WebEx or similar. These could use parallel questions (as opposed to checking-up on the students' original answer) to check the student's comprehension. Importantly, what will be reported to the Board, though, is the overall discrepancy between the online answer and the verbal spot check, rather than focusing on the individual student and their performance. Such data could inform Board discussions and decision making, but the purpose of this quality assurance approach – to gain insight into how the student cohort as a whole engaged with the online exam – needs to be made clear to student participants. This is so that they don't worry that spot-check interviews are a test of them on an individual level. Spot checking evidence might usefully augment, for instance, data drawn

from a comparison of historical marks achieved when the exam was undertaken in previous years in a face to face setting, and the new online format.

- 31. Recognise that every university is likely to have many, many requests for deferrals, reasonable adjustments and condonements with the possibility of legal challenges later.** Plan in advance as much as you can to prepare for this. In terms of subsequent litigation, the more the university, the course team and the people implementing the new arrangements are seen to be working generally in the interests of the students while assuring quality in unprecedented times, the less successful legal action is likely to be.

### **Ensuring consistency**

- 32. If you do get any complaints about these amendments, it is likely to be from people who think students are going to receive inconsistent support.** For this reason, it's really important to spell out for students what steps you are taking to make things fair for everyone, with no one experiencing favouritism, to avert disgruntlement before it can set in!
- 33. Try hard not to make up solutions on the hoof!** The more transparent, reasonable and flexible you can be, the better in terms of student well-being, but impromptu work-arounds can be hazardous in terms of inconsistency. Familiarise yourself, for instance, with any new advice to students that your university is developing around mitigating circumstances in the light of the pandemic. This will help you ensure that, as far as possible, students don't get mixed messages, and that they understand the new processes that are being put in place to support their best interests during these unprecedented times. In the same vein, you may wish to try and ensure that VLE sites are updated, and signpost students to (rapidly-evolving) centralised information sources for students, in order to avoid confusion.
- 34. Plan ahead for the assessment process.** Liaise closely with colleagues not only about the form of the assessment, but how you will achieve consistency in marking. You are likely to need a very clear staff briefing regarding the criteria and expectations plus perhaps some Q&As in which you try to foresee any potential unfairness issues and address how you will mitigate them. This might seem like a lot of work, but like many front-loaded tasks it will save time in the long run dealing with problems and complaints.
- 35. Agree with your colleagues (including your fractional and sessional staff) how much help *during the assessment task* that they can give to students.** In many areas, students will be very used to contacting their tutors with questions when they are stuck. You will need to agree whether you are going to continue this approach once the online exam is 'live', and it needs to be made clear that either all staff are going to do this or none, so no students can feel they are disadvantaged.
- 36. Work out with colleagues how you are going to moderate marking to check that the new system doesn't disadvantage everyone.** You can't of course hold face-to-face meetings so a virtual meeting might be appropriate, or you could

nominate one colleague without a marking load themselves to overview the process.

## **Support for students**

- 37. Try not to unsettle students who might not understand how these new approaches will work and so spend far too much working out what this entails.** Some students, particularly those from Widening Participation backgrounds and international students might not have the social and cultural capital to switch quickly into new highly unfamiliar modes. Be aware, too, that so-called traditional students who have tried and tested approaches which they know 'work' in normal circumstances may be reluctant to let these go, so tread sensitively all round.
- 38. Think about the support on offer to students during the exams:** under normal circumstances academic staff are often asked to be on hand in the exam room should there be any initial queries about the paper. Given that students will not necessarily be starting to work on take-away exam papers at the same time, it might be a good plan to have a virtual space where they can raise questions which appropriate staff can then address in as timely a manner as they're able.
- 39. Recognise that students are going to need careful briefing about what they need to do to prepare to undertake their exams in these circumstances:** For example, some will glory in the fact that the exams are now 'open-book', so they don't have to remember information, and such students (who relied on 'cramming' and memorising as key revision tactics) are then likely to simply 'throw jelly at the wall' by using lots of unmediated information from books and notes, and hope that some of it enables them to demonstrate their knowledge and capabilities. This is almost certainly not what you are looking for! Therefore, you are likely to need to spell this out for students, and explain to them exactly what you do and don't want them to do. Moreover, it's a good idea to consider the tone of any study guidance you give. Try to ensure that it isn't heavily prescriptive or emphatic, as students will be anxious if they can't meet it exactly, in their varying circumstances. For example, instead of saying 'it is ESSENTIAL that you must...', try advising students 'it will be particularly helpful if you can....' or 'try to find a way to....'. Bear in mind that the Student Support/ Writing Centre staff/ Learning Developers (or similar) in your institution are experts in this area, and can offer invaluable help for colleagues who wish to think through both what guidance students need and how to phrase it in a way that's not going to stress your students further. While they'll inevitably be hugely busy, they are typically really happy to help, so sound them out!
- 40. Give students guidance on how much time they should reasonably take on an assessed task.** If for example they have nine hours to undertake what was a two hour exam, clarify for them that doesn't have to be continuous and may be spread over two days, for example, and if they are given a week, this might mean spending 9 hours overall on it or whatever.
- 41. Help your students to see the links between what the online exam tests, and the learning they've been doing.** Maybe you could run sessions (or make

short videos) which explain the ways in which the types of exam questions that have been set relate to the material they have covered and the hard work they've put in. Better still, if you have time and opportunity in advance to go through some typical questions, or show exemplars of good and less effective answers, highlighting the common aspects that are done well and some areas to brush up on, and good exam techniques to try, all to the good. Best to keep this simple, though, so as not to overwhelm people at this point.

- 42. Clarify what expectations you have about referencing:** are you treating this like an exam where students are not expected to provide full citations, or is it more like a traditional essay where you are expecting referencing to conform to higher standards? Communicate any decisions about this with students and the staff team.
- 43. Students who have previously or mainly been used to time-constrained unseen exams and now finding themselves with much more time to complete may need help in pacing themselves over a longer period,** and in particular, not leaving everything to the last minute, or indeed, working flat out for the full three weeks allowed! They may also benefit from advice on fitting study around some of the more pressing priorities we are all experiencing – even if they had well-developed time management strategies, they will be under strain at the moment, and may value you acknowledging this explicitly.
- 44. Communicate clearly what changes you are making:** ensure any new requirements are clearly explained to students to show how this different assessment is checking their knowledge and why this different approach is being used. Consider providing FAQs for them to refer to, and make sure there are means by which they can contact you directly by email/virtually/ in a virtual conversation and consider posting videos, simple checklists and notes, exploded text exemplars (along the lines of the assembly instructions that accompany DIY furniture) or other kinds of asynchronous information about expectations / uncertainties for those who can't join in live synchronous sessions.
- 45. Avoid over use of requirements to participate in live sessions with the rest of the cohort:** this is likely to be very stressful for students (and staff) with unreliable internet connections and bandwidth, and variable time zones for students studying on different continents, so keep things as simple as possible using downloadable resources rather than streamed ones.

## **Staff well being**

- 46. Look after your own well-being at the same time:** you cannot be expected to be on call to answer your students' phone calls and messages day and night when you are likely to have your own challenges and complex demanding competing challenges to deal with. When looking at what you are expecting of yourself in terms of setting tasks, marking them, returning them with feedback and being in contact with your students, recognise that this is a vast challenge and we can all only do the best that we can. Switch off now and again, literally and metaphorically!

- 47. When designing new assignment approaches, be careful to think through what this will mean in terms of the staff doing the assessment.** Make sure that what you are asking of yourself is reasonable and manageable.
- 48. Consider having assessment teams rather than over-relying on a single assessor.** This is sensible contingency planning in case any individual is ill, overwhelmed or has emergency commitments to deal with. It is very unwise to have a single point of operation.
- 49. Keep talking to colleagues within and outwith your own institution about what you are doing:** this is the time for sharing not only your achievements but also your worries and concerns about what you are doing. Others may have great solutions and if not, at least they can commiserate!

## Conclusions

- 50. Remember that students are likely to find this all disconcerting in the least and probably scary.** As far as possible, phrase your new requirements in ways that demonstrate that everything you are doing is to protect and assure their learning experiences and the quality of the qualifications they achieve. Nothing is the same, and it is not reasonable to expect it to be so, but it is helpful if you can come across as kind, and as someone who cares about them on a human level.

## Key take-aways

- Try to keep everything as simple as you possibly can;
- Don't over-rely on technological solutions, which might not be reliable or robust;
- Manage student and staff expectations in what is currently an imperfect scenario;
- Keep communicating clearly with students, colleagues, quality assurance staff/Registry and PSRBs so no-one gets nasty surprises;
- Adopt a university team-wide approach, working closely with colleagues in Writing Development, Learning support, Educational Development, IT, Quality Assurance staff and others;
- With every innovation, risk assess, contingency plan, test and pilot before launching if you possibly can;
- Concentrate on what is manageable for staff, students and yourselves;
- Remember everyone is stressed and anxious so be kind, flexible and compassionate.

**Thanks to:** Elizabeth Ward of Hull University for ideas in her tweets of 31 March (@ElizabethMWard), some of which we have incorporated here. We would also like to thank Phil Race (as always), Claire McGourlay and Judith Williams of Manchester University, Susan Smith of Sussex University, Michelle Morgan (independent consultant), and Helen Webster of Newcastle University for contributing really helpful comments, and a number of others who have tweeted, discussed or sent us their contributions.

## Resources, links and references

Brown, S., McDowell, L. and Duggan, F., 1998. *Assessing students: cheating and plagiarism*. University of Northumbria at Newcastle, Materials and Resources Centre for Education and Technology.

For valuable guidance on designing out plagiarism: Jenny Lawrence of the University of Hull (SEDA blog) 2 April 2020 see <https://thesedablog.wordpress.com/2020/04/02/online-assessment/> accessed April 2020.

Carroll, J., 2002. *A handbook for deterring plagiarism in higher education*. Oxford Centre for Staff and Learning Development.

Sambell, K., Brown, S. and McDowell, L., 1997. " But Is It Fair?": An Exploratory Study of Student Perceptions of the Consequential Validity of Assessment. *Studies in educational evaluation*, 23(4), pp.349-71.

Race, P., 2020. *The lecturer's toolkit: a practical guide to assessment, learning and teaching*. Routledge: vascular learning outcomes p 31-32.

**Edinburgh Napier University's Quick Guides on Assessment and Feedback**  
<https://staff.napier.ac.uk/services/dlte/Pages/QuickGuides.aspx> (see particularly No. 12 Helping Students to Benefit from Feedback on Exams).

**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>

**Manchester Metropolitan University advice-leaflet**  
[http://www.celt.mmu.ac.uk/assessment/design/tasks/takehome\\_exam.php](http://www.celt.mmu.ac.uk/assessment/design/tasks/takehome_exam.php)

**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 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/1lptT2cRXEhdIBWwAv9qdeYZPPEYog1Am1K-xESGaGBk/edit#>

**Exeter University: extract from their guidance**  
<https://www.exeter.ac.uk/coronavirus/students/#a1>

Since we communicated the 'no detriment' policy on 25th March we have been working through the detailed processes required to operate the 'safety net' in practice across the wide diversity of our degree programmes. As we said, our aim is to ensure the fairness and integrity of the Exeter award, as well as to support our students through this difficult situation in a way that allows them to progress or be awarded.

We will use the concept of the safety net to do what we can to ensure that you receive an award or year average that accurately reflects your academic attainment during your time on the course unimpaired by the current Covid-19 crisis. We can

justify doing this because you have already undertaken many assessments that have measured your attainment. We will use this record of your attainment to set the benchmark against which we will assess your summer performance. The benchmark forms the safety net because we will not use marks lower than the benchmark in calculating your degree classification or average for the year (for non-finalists).

**University of Manchester: extract from their guidance**

<https://studentnews.manchester.ac.uk/2020/03/16/coronavirus-frequently-asked-questions/>

Studying, teaching and assessments

**What will happen with assessments and exams?**

We will be taking a 'no disadvantage' approach for all assessments that replace on-campus exams this summer. This is just one of the supportive arrangements that we have introduced since suspension of on-campus teaching. All these arrangements are aimed at helping you progress with your studies without worrying that achievements that you have already made will be negatively affected by the difficult conditions under which you are working.

Alongside your wellbeing, our priority is for you to earn a qualification that is of high quality and valued by employers and, for certain programmes, in line with the standards and requirements of external accrediting bodies. For our externally regulated programmes, we continue to engage with accreditors regarding the finer details of their expectations and to inform them of the changes we are making. Your programme team will have been keeping you informed of amendments to teaching and assessment for your programme of study and will continue to do so on an ongoing basis if further changes are made.

**Sheffield Hallam**

**University** <https://academic.shu.ac.uk/assessmentessentials/setting-assessment-level/assessment-methods/>