

eAssessment: Who's involved?

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So there are tutors and students, but who else?

How does a manual key quality process shift into the eenvironment? We work through the assessment lifecycle of a unit from creation of the assessments themselves, along with maintenance of quality processes and procedures, through to the methods and practices for ease of submission, and onto marking, feedback, resubmissions and successful completion. Key aspirations combine preservation of quality educational standards, security of paperwork and efficacy of functionality whilst aiming to prevent additional workload falling on either tutors or students.

Programme Details:

- Under-graduate
- · Fully online delivery • Two cohorts per year
- 18 months per Level
- 8-week intensive Unit
- 1 week Induction per Level • Online submission from all Units, for over 8 years

ASSIGNMENT SUBMISSION

Units are typically defined as having the following Assignment mix:

- 100% Coursework,
- 100% TCP (Time-Constrained Paper), or
- 50% Coursework / 50% TCP

Assignments are created based on the Intended Learning Outcomes required for the Unit subject or discipline, and can take the form of:

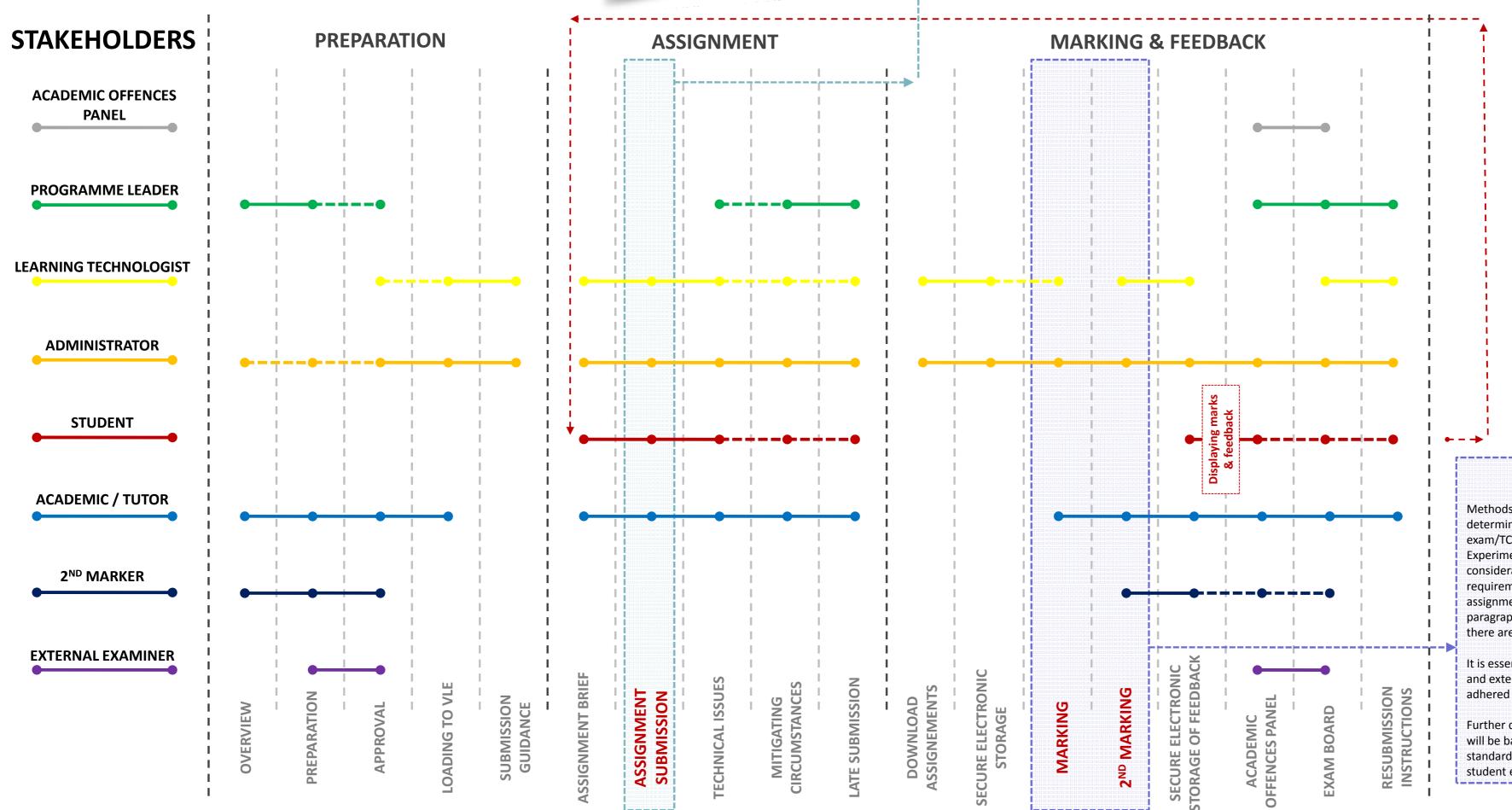
- Report, Case Study, Essay
- Collaboration (e.g. Wiki)
- Reflection (e.g. Blog)
- Test / MCQ Portfolio

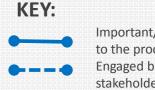
Assignments that take the form of a report, essay, or case study are submitted using either the VLE assignment submission or Turnitin plagiarism detection/deterrent tool(s).

Where we are able to, and according to the assignment type, we use plagiarism detection & deterrent

software (Turnitin) to aid the marking and feedback processes. Currently students are not offered the ability to review the Originality Report due to the amount of training required to instruct them on how to read the report correctly.

Based on a small pilot study that took place in early 2011, future developments of eAssessment and online submission will involve careful consideration of the possibilities added by technological advances in areas of online submission, plagiarism detection and deterrence, along with a clear indication to students of





Important/essential stakeholder Engaged but not essential stakeholder to the process.



ASSESSMENT PASSED

Student proceeds to next Unit & Assessment



ASSESSMENT FAILED

Student completes the **Resubmission Assignment**



REASSESSMENT FAILED

Student repeats the Unit with next Student Cohort

MARKING & 2ND MARKING

Methods of marking in the online environment have often been determined by the type of submission (coursework vs. exam/TCP) and the type of tool used for submission. Experimentation and approaches have developed with prime consideration given to tutor choice. Consideration is given to requirements to print work, format of feedback (annotation within assignment, written or electronic/video feedback, summary paragraph, etc), and the breakdown and recording of marks where there are sub-elements.

It is essential to preserve the sequence for marking, 2nd marking and external examiner approval to ensure the marking policies are adhered to (e.g. marks not displayed before 2nd marking complete).

Further development is required to fine-tune these processes and will be based on a coherent marking and feedback structure to standardise processes, maintain quality standards and maximise the student experience.