

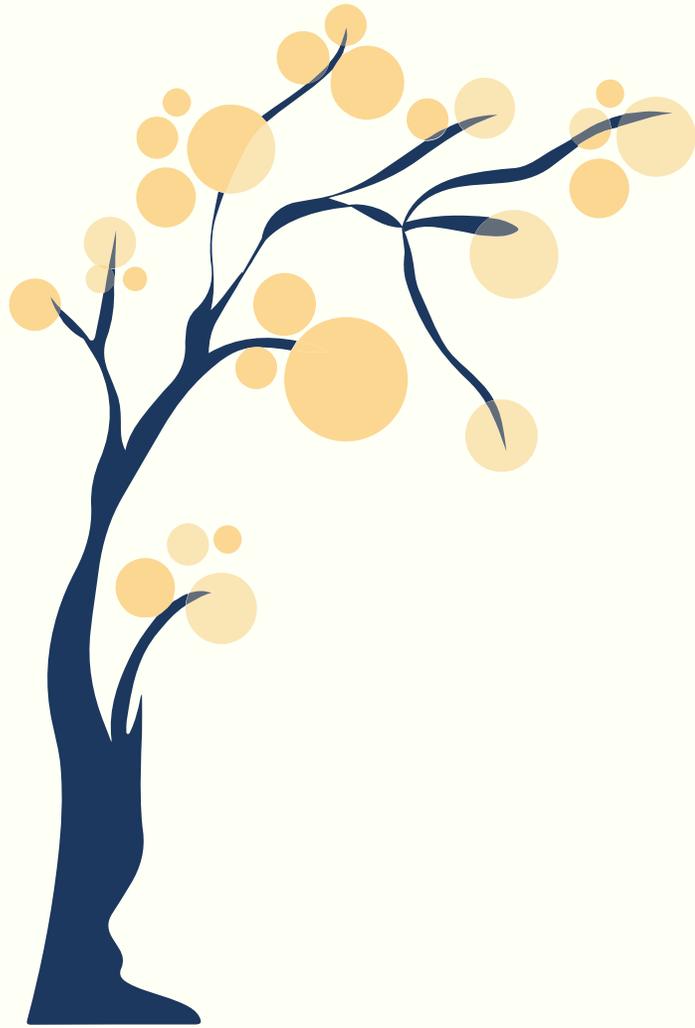


HIBERNIA
COLLEGE

Online Assessment Quality Assurance – a case study

Aisling Reast - Registrar





Impact of COVID-19 on Assessment

- Blended learning Higher Education Institution
- Minimal changes to delivery
- Much assessment unchanged
- Alternative mechanisms needed:
 - Examinations
 - Placement

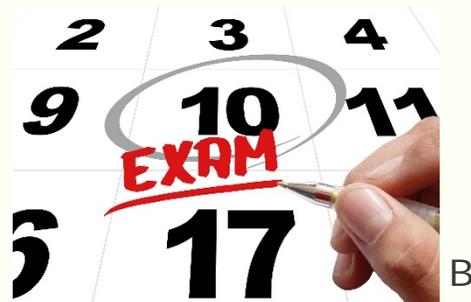


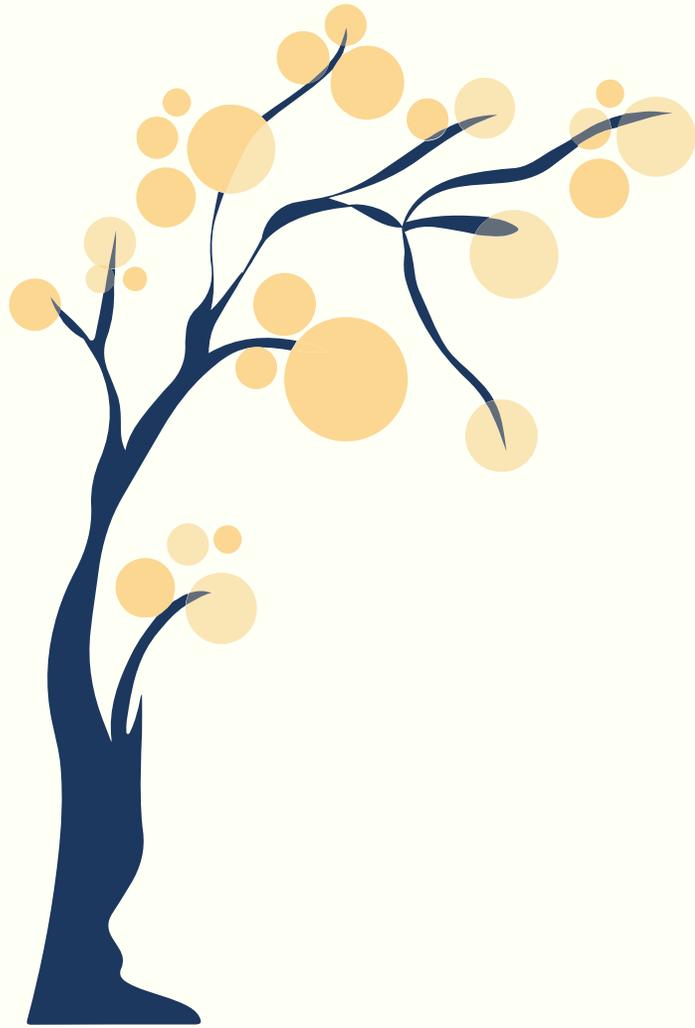
Oral Examinations

PME (primary) – Oral Irish

- Three examination centres
- 600-700 students
 - April – 163 students
 - July – 517 students
- Two assessors per examination
 - April – 16 assessors
 - July – 28 assessors

- Project Group
 - Registry
 - School of Education
 - IT
 - Others
- Requirements:
 - Academic
 - Technical
 - Governance
 - Support





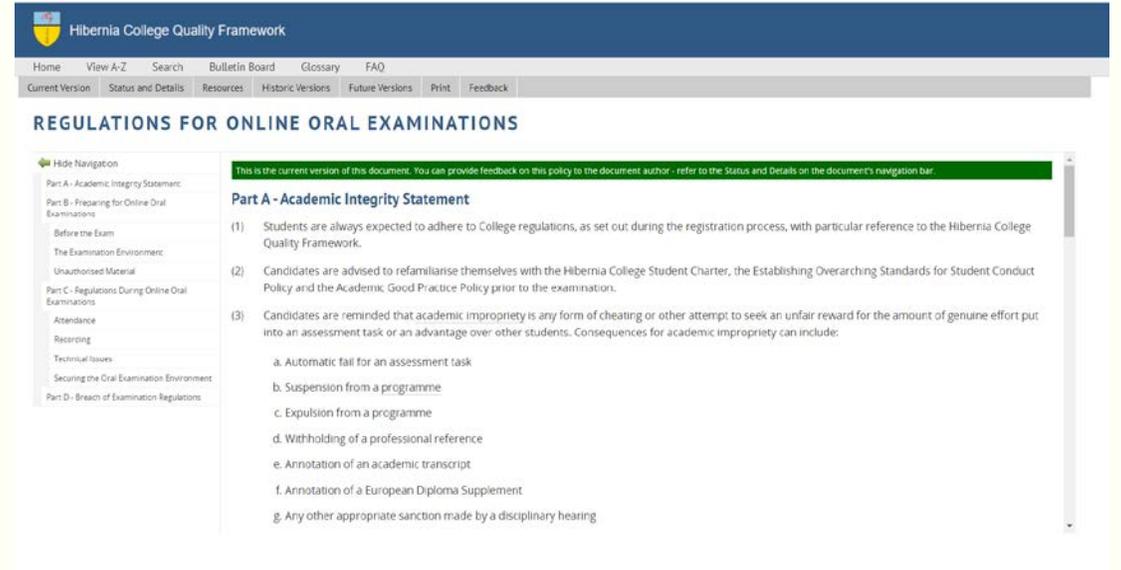
Technical

- Individual meetings
- Waiting rooms
- Excess number of sessions
- Breaks between sessions
- Recording
- Scheduling tool



Governance

- Regulations For Online Oral Examinations¹
 - Part A: Academic Integrity Statement
 - Part B: Preparing for Online Oral Examinations
 - Part C: Regulations During Online Oral Examinations
 - Part D: Breach of Examination Regulations
- Declaration



The screenshot shows the Hibernia College Quality Framework website. The main heading is "REGULATIONS FOR ONLINE ORAL EXAMINATIONS". Below this, there is a "Hide Navigation" button and a list of regulations under "Part A - Academic Integrity Statement". The regulations are numbered 1 through 3, with sub-points a through g.

Part A - Academic Integrity Statement

- (1) Students are always expected to adhere to College regulations, as set out during the registration process, with particular reference to the Hibernia College Quality Framework.
- (2) Candidates are advised to refamiliarise themselves with the Hibernia College Student Charter, the Establishing Overarching Standards for Student Conduct Policy and the Academic Good Practice Policy prior to the examination.
- (3) Candidates are reminded that academic impropriety is any form of cheating or other attempt to seek an unfair reward for the amount of genuine effort put into an assessment task or an advantage over other students. Consequences for academic impropriety can include:
 - a. Automatic fail for an assessment task
 - b. Suspension from a programme
 - c. Expulsion from a programme
 - d. Withholding of a professional reference
 - e. Annotation of an academic transcript
 - f. Annotation of a European Diploma Supplement
 - g. Any other appropriate sanction made by a disciplinary hearing

"The provider's strategy, infrastructure and policies systematically address and enable existing or planned arrangements for blended learning (incorporating online learning)." ²

"Reaffirm expectations for learners to behave at all time with academic integrity" ³

1. <https://qualityframework.hiberniacollege.com>
2. QQI Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes
3. QQI Guiding Principles for Alternative Assessments



Governance

Assessors/Invigilators

- Academic Integrity
- Supports
- Exam Preparation
- Invigilation During the Exam
- Securing the Examination Environment
- Managing Matters Arising
- Concerns for Academic Integrity

GUIDELINES FOR THE INVIGILATION OF ONLINE ORAL EXAMINATIONS



1 INVIGILATION OF ONLINE ORAL EXAMINATIONS

During online oral examinations, assessors undertake an invigilation role in respect of the candidate they are assessing. This involves ensuring that an examination commences, continues and concludes in an orderly and timely manner, that the examination is recorded and that the academic integrity of the examination is preserved.

These guidelines have been developed to support assessors to invigilate online oral examinations. This guidance does not provide information on assessment or grading or technical support information.

1.1 Academic Integrity

- The College [Regulations for Online Oral Examinations](#) set out the regulations that apply to the online oral examination environment. Assessors are required to familiarise themselves with these regulations in advance of the examinations.
- Students are always expected to adhere to College regulations. Students and assessors are advised to refamiliarise themselves with the [Hibernia College Student Charter](#), [Policy for Establishing Overarching Standards for Student Conduct](#) and the [Policy for Academic Good Practice](#) prior to the scheduled examinations.
- Academic impropriety is any form of cheating or other attempt to seek an unfair reward for the amount of genuine effort put into an assessment task or an advantage over other students. It is a prosecutable offence under law to provide, or arrange the provision of, answers for assignments or examinations to a person without authorisation from the person setting the assessment.

1.2 Support with Invigilation

- The Assessments and Awards Office (AAO) will provide support to assessors with any queries in relation to the conduct of the examination and academic integrity.
- The office can be contacted by email at aao@hiberniacollege.net or by phone – dial the main College number (01-6610168); as soon as you hear the attendants voice, dial 2204. If that number is engaged, extension 2187 should be tried and if this is engaged extension can be 2193 used.

1.3 Preparing for online oral examinations

a. Before the exam

- i. The AAO will provide assessors with the details of the times, dates and log-in information of each examination at least 1 day prior to the examinations. Assessors should ensure they have received and understood these details: in the event of any queries arising they should contact the AAO at least 1 day prior to the examinations.

Support

Technical

- Zoom drop-ins
- Helpdesk

Governance

- Training sessions

Academic

- Provided by the School of Education

Buddy system

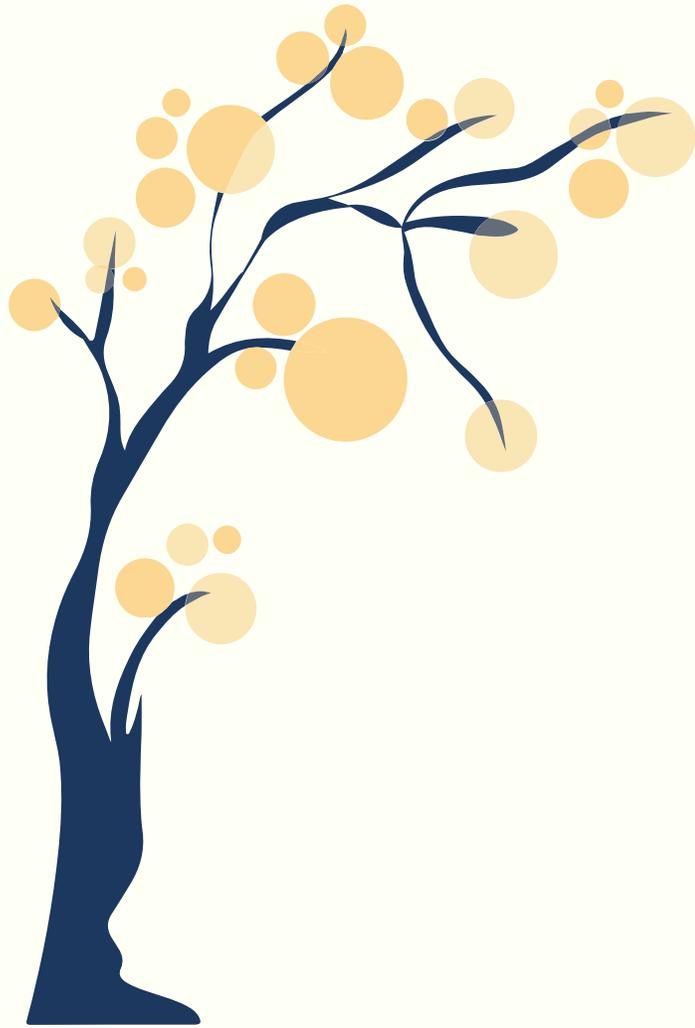
SUPPORT



*"The level and nature of support available to learners is clear."*²

*"Recognise the challenges for staff and students in switching at such a late stage to alternative modes of teaching and assessment."*³

2. QQI Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes
3. QQI Guiding Principles for Alternative Assessments



Incidents

Session 1 - Spring

- 163 Students
- 12 incidents (7%)
 - 8 Technical difficulties
 - 2 – Student Card not available
 - 1 – Integrity query
 - 1 – Student welfare

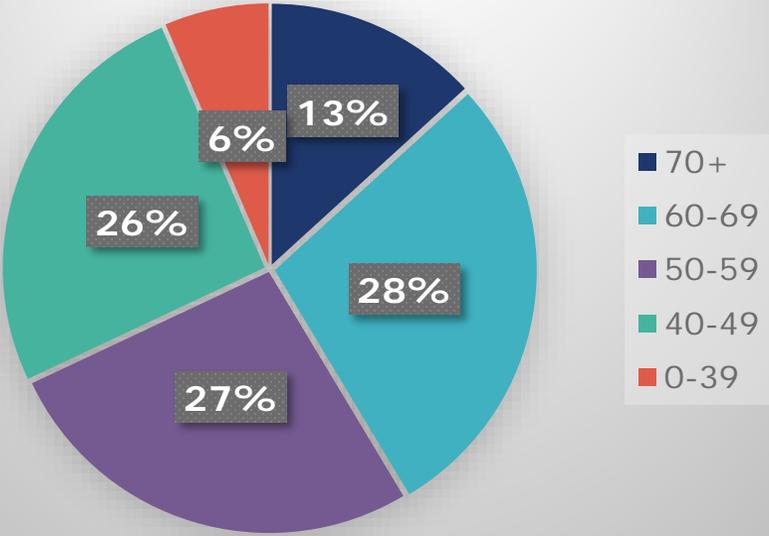
Session 2 - Summer

- 517 Students
- 18 incidents (3%)
 - 9 Technical difficulties
 - 3 – Student Card not available
 - 4 – Integrity queries
 - 2 – Students welfare



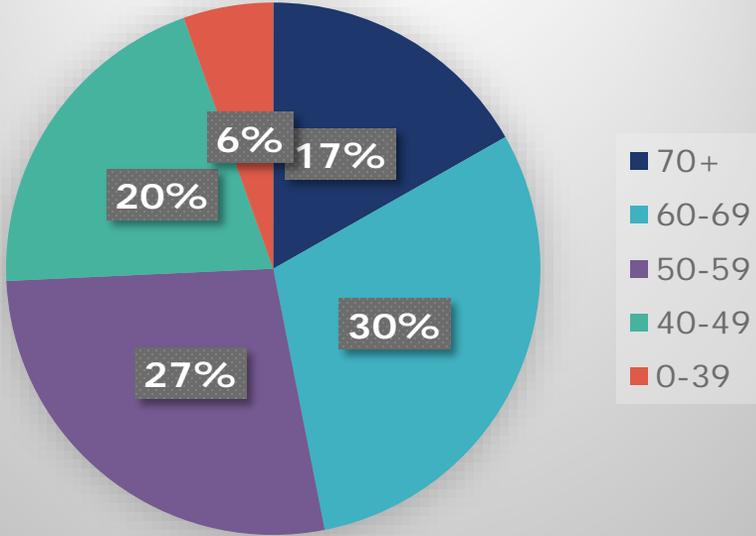
Outcomes

2017 Intakes

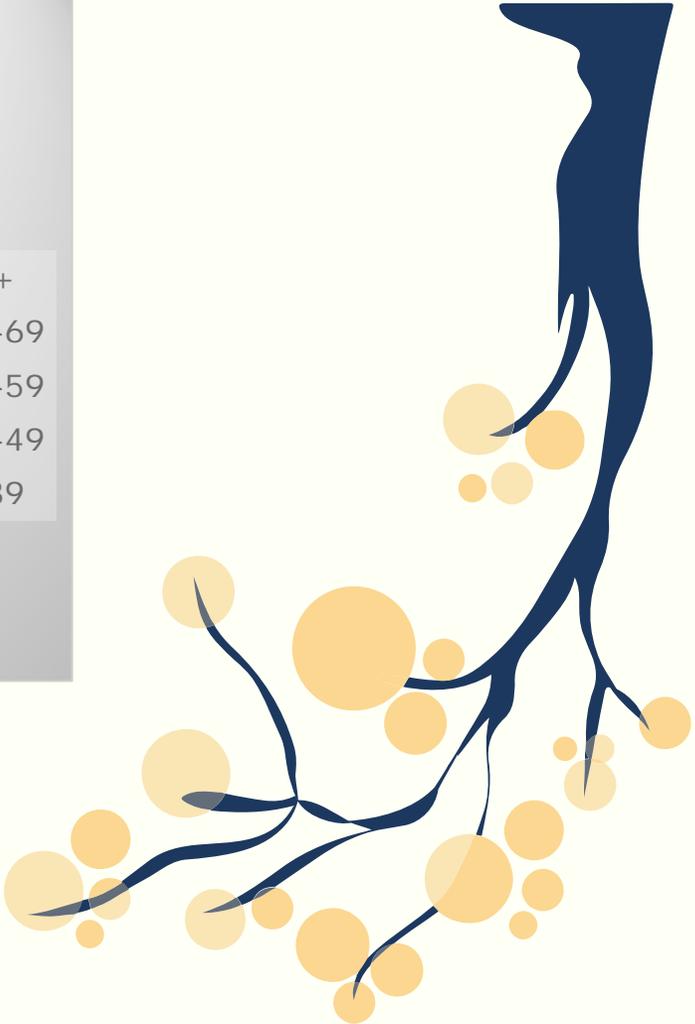


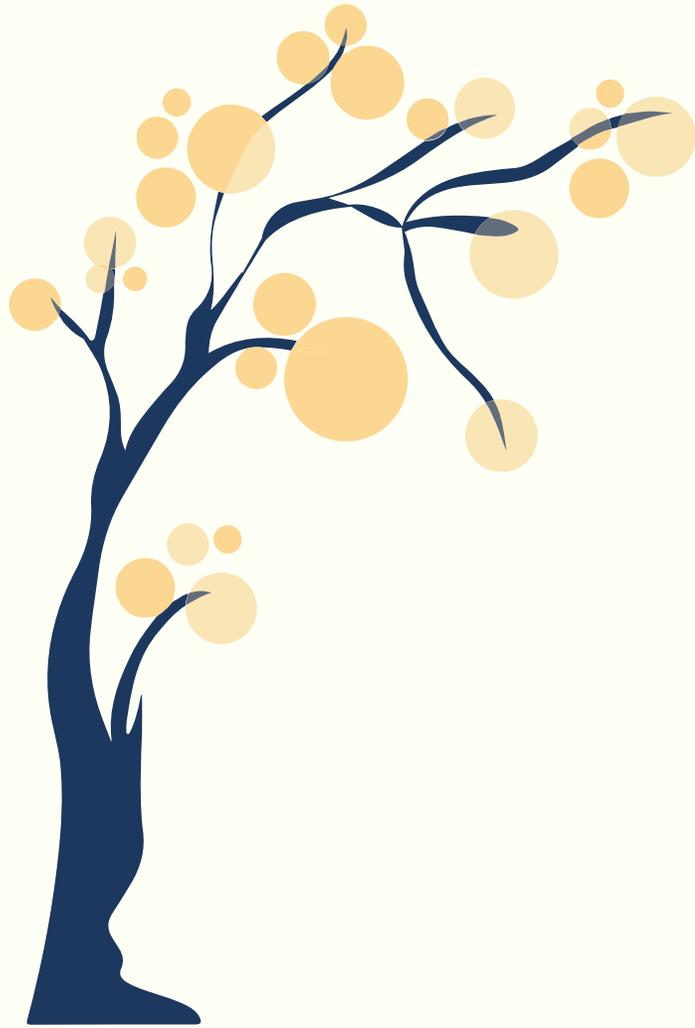
606 students

2018 Intakes



680 students





Assessment Changes

- Written examinations
- School Placement assessment
- Research

- External Examiners
- Academic Board
- Teaching Council/QQI

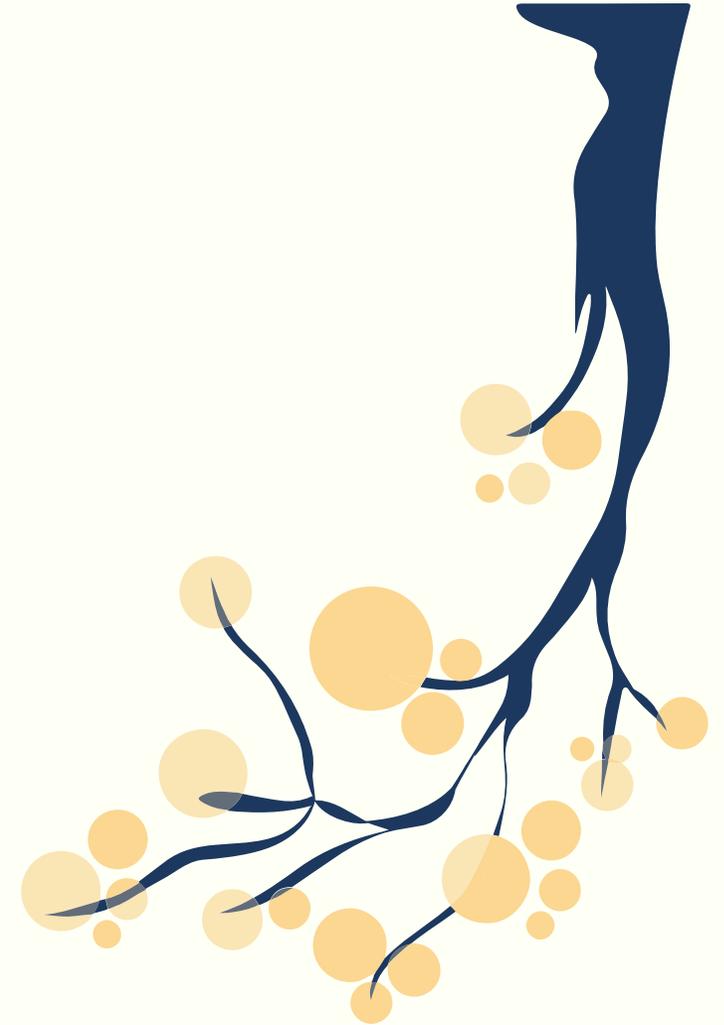


Feedback

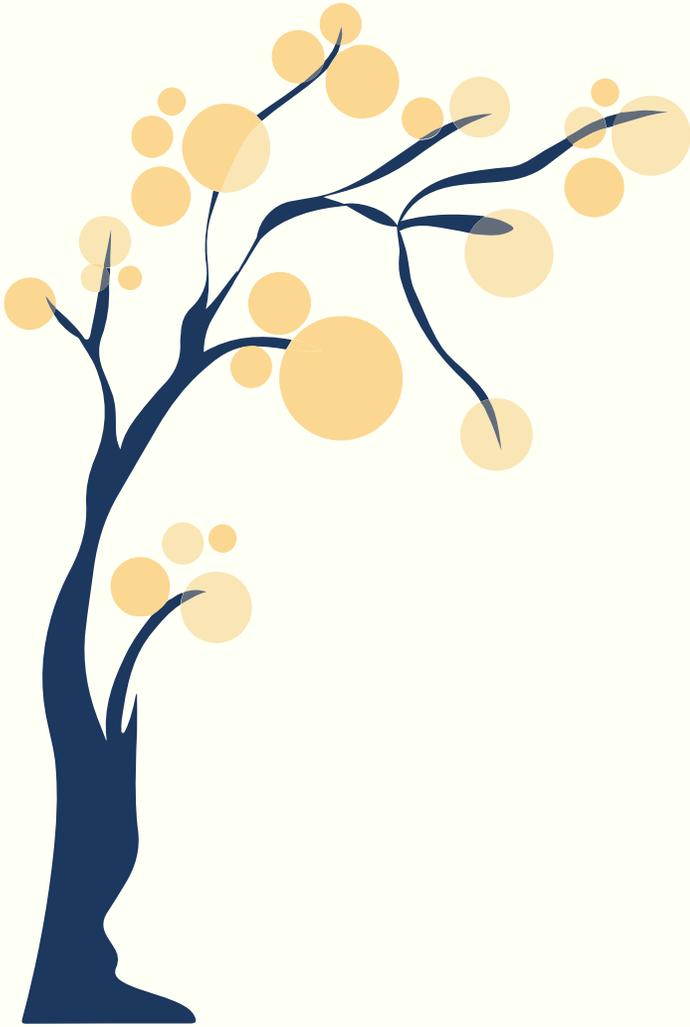
- *“the support ... I was at ease going into the interview once I was aware what was happening.”*
- *Academic integrity was not, in my experience, impacted in terms of the material delivered and the methods of delivery.*



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Lessons Learned



- Significant planning, training and administration is required to move processes online.
- There may be a role for continued provision of some online processes.
- Having excellent technical support and IT infrastructure is a key success factor.
- Development of detailed guidelines supports the delivery of new assessment methodologies.

Thank You



- Project team
 - School of Education
 - IT Dept
- Michael O'Leary – Assessments and Awards Manager
- Ruth Ní Bheoláin – Quality Assurance Officer



References

1. <https://qualityframework.hiberniacollege.com>
2. QQI Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (2018) – QQI.ie
3. QQI Guiding Principles for Alternative Assessments (Devised in Response to the COVID-19 Emergency Restrictions) (2020) – QQI.ie

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