Is invigilation of this exam critical? Yes, an invigilated exam is critical
  Is it near the end of course AND learning outcomes are not elsewhere assessed AND is required for professional accreditation?
  Contact your ADTL to discuss appropriate options

No, not critical, doesn’t require invigilation
What format is the current exam?

Is it an MCQ, short answer or similar format?
“one right answer” exams are vulnerable to cheating, so consider alternatives:

**Redesign** as explanation-based questions and release as a scheduled online task with timed release. Questions now ask students to discuss/explain the reason for a single correct or incorrect solution. See provided examples.

**PROS:** keeps the same question topics, can test deeper understanding
**CONS:** marking more significant, reduces breadth of exam, assessment security concerns may persist.

Is it a take-home (open book), essay, or long answer format?

Does it assess practical skills through observation?

See supplementary resources

**Break down** the exam into a portfolio/series of tasks for progressive submission that may include: Explanation; application and reflective tasks

**PROS:** suits exams that have different components (eg MCQs and essay style questions) and heavy weighting
**CONS:** will have to manage multiple assessment items not just one. Maybe difficult to retrofit into schedule of activities

**Reformat** the exam into a series of non-graded quizzes on the LMS. The final scheduled online task with timed release then asks students what was learnt in the quizzes and why. Video or written format can be used.

**PROS:** keeps same questions but increases assessment security.
**CONS:** timed task explaining knowledge is difficult to design so it covers all quiz learning.

**Write new tasks:** such as 1) students produce an in-depth discussion of tasks from the unit or 2) students respond to scenarios that integrate knowledge recall with creative/in-depth solutions and/or integrate local/current information. Video or written format can be used.

**PROS:** can address learning objectives completely, more difficult to cheat.
**CONS:** harder to write and communicate to students. Time-consuming to grade.
Is the exam primarily an essay or long answer format?

What are the current exam conditions?

Is it a closed-book tightly time-restricted format? (2-3hr schedule)

Are the time-restricted closed book elements of the exam an absolutely key element in evaluating time pressured professional skills and knowledge recall that won't be evaluated in other units?

YES: use a scheduled online task with timed release. Consider adjusting the question to explicitly include acknowledgment of research process and connected reflection to prior class activities given access to broader resources in unsupervised mode.

Because independent knowledge recall is difficult to evaluate in unsupervised digital tasks consider adding compulsory ungraded quizzes during the trimester.

NO: Change to take-home exam

Is it a tightly time restricted open-book exam? (2-3hr schedule)

Is the time-restricted element of the exam an absolutely key element in evaluating time pressured professional skills that won't be evaluated in other units?

YES: use a scheduled online task with timed release. Consider adjusting the question to explicitly include acknowledgment of research process and connected reflection to prior class activities given access to broader resources in unsupervised mode.

NO: Change to take-home exam

Is it a take-home exam? (24-48hours)

This should proceed as normally planned

If changing to take-home exam

Longer form essays and problems designed for an exam situation can be translated to a take-home, open-book, exam but these will need to be modified to accommodate a shift from quick focused problem solving and analysis with access to limited key resources to demonstration of a more considered research-based approach and/or the ability to tackle a more complex problem. Adding layers to the problem and/or a process or reflective component can help this adjustment.