

<b>College</b>	
<b>Name &amp; Role</b>	Lesley, Programme Leader Business Russell, Computing Lecturer and member of TEL team
<b>Unit Name(s) &amp; Code(s)</b>	Human Resource Management Practice A6HA 35
<b>Contents:</b>	
<b>Learners .....</b>	<b>1</b>
Description & Common Characteristics etc.....	1
<b>The Context .....</b>	<b>1</b>
Target Outcomes, Knowledge and/or Skills, Performance Criteria, Evidence Requirements .....	1
Existing approaches to assessment for the Unit are:.....	3
Staff experience/expertise in technology-enhanced assessment.....	4
<b>The Solution .....</b>	<b>4</b>
Descriptions.....	4
Assessment Type:.....	4
Rationale .....	4
Technology & Delivery Setting.....	4
Resources and Tools Required.....	4
What the Tutor Does (and ICT skills required).....	5
What the Students Do (and ICT skills required).....	5
<b>Outcomes .....</b>	<b>5</b>
Implementation and effectiveness .....	5
Student feedback.....	6
<b>Reflections &amp; Changes .....</b>	<b>7</b>

## Learners

### ***Description & Common Characteristics etc.***

- HND Business students. There are 19 students (6 males, 13 females, ranging from school leavers to mature students in their 30's). A large proportion of these students wish to continue their studies after HND Business and complete a degree/honours degree in Business (options for studying at Napier University and Heriot-Watt University are available to them).

## The Context

### ***Target Outcomes, Knowledge and/or Skills, Performance Criteria, Evidence Requirements***

#### **Outcome 1 - ADVISE ON THE RECRUITMENT, SELECTION AND INDUCTION OF EMPLOYEES**

##### Outcome 1 - Performance Criteria

- (a) the advice is clear and precise and includes procedures for recruitment and selection consistent with accepted good practice.

- (b) the advice is comprehensive and includes methods of job analysis and advertisement copy writing consistent with the requirements of the employer.
- (c) the advice is comprehensive and includes recommendations for choosing recruitment sources and selection techniques appropriate to the requirements of the employer.
- (d) the advice is complete and contains guidelines on the conduct of the selection interview which are consistent with accepted good practice and current legislation.
- (e) the advice is thorough and contains techniques for the evaluation of the recruitment and selection procedure.
- (f) the advice is thorough and contains techniques for the evaluation of the recruitment and selection procedure
- (g) the advice is thorough and contains procedures for successfully inducting new employees into the organisation.

#### Outcome 1 - Evidence Requirements

- Written statements with possible complementary oral questioning to ensure full coverage of the performance criteria and all classes within the range statement.
- Written evidence to include recruitment and selection flow chart, newspaper recruitment advertisement and induction checklist.

### **Outcome 2 - REPORT ON EMPLOYEE REMUNERATION SYSTEMS**

#### Outcome 2 - Performance Criteria

- (a) The report is thorough and contains the objectives and constraints of the principal employee remuneration systems.
- (b) The report is complete and contains the principal techniques for job evaluation consistent with the needs of the employer.
- (c) The report is comprehensive and includes the advantages and disadvantages to the employer of the principal employee benefits and services.

#### Outcome 2 - Evidence Requirements

- Written statement with possible complementary oral questioning to ensure full coverage of the performance criteria and all classes within the range statement.

### **Outcome 3 - ADVISE MANAGERS ON THE APPRAISAL OF EMPLOYEE PERFORMANCE**

#### Outcome 3 - Performance Criteria

- (a) Managers and staff are advised on the principal objectives and constraints of employee appraisal systems.
- (b) The operation of the principal forms of employee appraisal are accurately reported to the appraiser and appraisee.
- (c) The roles of the individual involved in the appraisal process are clearly defined and are consistent with the constraints of the system in use.
- (d) Guidelines for the conduct of the appraisal interview are accurately reported to the individuals involved and are in terms of good practice.

Outcome 3 - Evidence Requirements

- Written statement with possible complementary oral questioning to ensure full coverage of the performance criteria.
- Evidence for Performance Criterion (c) should cover at least four types of appraisal schemes.

**Outcome 4 - PROVIDE ADVICE ON THE HEALTH, SAFETY AND WELFARE OF EMPLOYEES**

Outcome 4 - Performance Criteria

- (a) Employers and employees are correctly informed of their rights and responsibilities under current health and safety legislation.
- (b) The principle causes of accidents are accurately reported to managers and staff.
- (c) The costs and benefits of adopting ergonomic working practices are accurately reported to managers.
- (d) Strategies for dealing with increased levels of stress are accurately reported to managers.

Outcome 4 - Evidence Requirements

- Written statements with possible complementary oral questioning to ensure full coverage of the performance criteria and all classes within the range statement.
- Evidence relating to Performance Criterion (d) should cover at least three different strategies.

***Existing approaches to assessment for the Unit are:***

- All existing approaches were paper based
- Outcome 1 - Staff handbook to be created
- Outcome 2 - Report of approx. 1200-1500 words with References and Bibliography to be included following Harvard Referencing System
- Outcome 3 - Appraisal Guidelines for Staff to be created
- Outcome 4 – Provide advice on Health, Safety and Welfare to staff using Posters and PowerPoint's.

### ***Staff experience/expertise in technology-enhanced assessment***

Lesley (Lecturer) for Business, familiar with using Moodle and Turnitin as well as word-processing, spreadsheets and PowerPoint software.

Russell Taylor - Computing/Maths Graduate, member of College's Technology Enhanced Learning team, Computing and Business Lecturer. Has used e-assessment methods in the past with mixed success (found SQA SOLAR not so good), Moodle quizzes and e-Portfolio elements better.

## **The Solution**

### ***Descriptions***

- Outcome 1
  - Use e-portfolio for Staff Handbook. Students will prepare a Staff Handbook and input relevant information into the pages of the handbook. They can use a range of interactive, engaging tools (eg, video clips, audio clips, graphics, etc.) to provide relevant information.
- Outcome 2
  - Report to be prepared and submitted electronically using Turnitin with a marking rubric to be used to support feedback and ensure consistent marking. Upon successful completion, students would upload their report into Mahara and their grade can be communicated to their e-portfolio.
- Outcome 3
  - Essay to be prepared and submitted electronically using Turnitin, with marking rubric to be used to support feedback and ensure consistent marking. Upon successful completion, students would upload their essay into the e-portfolio / Mahara and their grade can be communicated to their e-portfolio.
- Outcome 4 –
  - E-portfolio. Students to design 2 posters and a presentation giving Advice on the Health, Safety and Welfare of employees. This is to be uploaded on to Mahara.

### ***Assessment Type:***

- Summative

### ***Rationale***

- Reflects activities within the workplace where technology can be used to enhance the communication of information to employees. Opportunity to engage the students through using technology to support their learning and assessment opportunities.

### ***Technology & Delivery Setting***

- classroom based, ideally in a Blended Learning room.

### ***Resources and Tools Required***

- students require access to computers with Moodle and Mahara software. Word

processing skills and presentation skills would benefit the students.

### ***What the Tutor Does (and ICT skills required)***

- Mahara and Moodle experience to be able to manage and maintain the e-portfolios. Familiarity with Turnitin application.

### ***What the Students Do (and ICT skills required)***

- Ability to access and use Moodle.
- Able to upload assessments on to Turnitin.
- Able to load information on to Mahara.
- Able to use a word-processing package.
- Able to use presentation software.

## **Outcomes**

### ***Implementation and effectiveness***

#### ePortfolio

Good for Instant feedback with email to student for each page of their collection. But, they need to wait on collection being released by Assessor before they can remediate their work. Students also need to remember to release the collection back to the Assessor once they have carried out their remediation. Students need to be adequately trained on the functional areas of e-portfolio to avoid some of the issues that we encountered. For instance one issue was with students not using the correct copy of the collection, Rather than editing their own personal copy of the collection, some have been editing this group version resulting in losing work and overwriting others work

Extremely time-consuming to mark and resulted in spending over 25 hours marking one outcome (of a 4 outcome 2 credit unit). You need to keep your own track record of what pages in the students' collections need to be remediated as this does not allow for any signposting. This is a problem when students need to remediate only certain pages of their collection. Needed to use a grid table (paper-based copy) to keep track of what student had submitted work and which pages were of pass standard and other pages that still required remediation.

Difficult to track the changes a student has made to a page in the collection, resulting in the Assessor having to mark the whole page again, unless student has made changes in italics, but not always able to do this. Also when you viewed all the portfolios on screen they were just in one long list and again tracking of the status of students' work was difficult from this view. Text runs across the screen and is difficult to read as too wide. Dependent on access to a computer and internet access to mark. Not always convenient.

With the increased use of PC's to mark work the lecturer suffered from RSI

#### Turnitin - positive

- Rubrics allow for more standardised, consistent feedback.
- Liked using the rubrics to assess each criteria element and they kept the Assessor focussed on the assessment criteria.
- Need to spend a good deal of time planning the rubrics to ensure that they are not

too wide in their scope – student may meet some of the criteria but not all.

#### Turnitin – negative

- Time-consuming to mark the work – from login to finding Turnitin submissions on Moodle page.
- Lack of signposting on Turnitin submission inbox.
- SQA does not give grades for assessments – qualitative feedback given and this does not show on submission inbox screen.
- SQA allows for resubmission – Turnitin does not cater for this. Need to create 2 parts to a submission to ensure the first submission is not overwritten.
- Problem with marking the second submission, need to record on paper areas of remediation as the second submission has none of the grademarks from the first marked submission.
- Assessor still needs to keep paper checklists to track student progress. Clunky.
- Dependent on computer access and internet access to mark the work – not always convenient.
- Email system could be used to inform Assessor when a resubmission has been made for both Mahara and Turnitin.

#### ***Student feedback***

##### e-portfolio - positive

- Liked seeing the presentation of the work like this.
- Easy to change the layout in Mahara.

##### e-portfolio – negative

Mahara not user-friendly, needs to have a clearer interface. In comparison to other e-portfolio software, Mahara is clunky and counter-intuitive. Felt this was a longer process than it had to be compared to a paper-based submission. Felt it was harder to upload the material rather than just prepare it on Word.

Time consuming and fiddly putting the material into the pages. Lost the layout when copying a word document into Mahara. (e.g. flowchart layout lost). Sometimes the screen froze when editing a page on Mahara and the student lost their work that they had typed on to the page. Some students felt that they lost the freedom to present the work in their own format and style.

When receiving the feedback, students got an email for each page and they would have preferred one email with all the comments together. They then received an email to say that the collection had been released. Again one email, with subheadings for each page along with indication that the collection had been released would have been better. Students prefer to get face-to-face feedback rather than an email.

##### Turnitin - positive

- Quick and easy to upload unlike Mahara.
- Liked being able to re-submit before assessment deadlines to see originality reports.
- Liked the originality percentage reports.
- Liked the rubrics, these opened in a new window and could relate this to their work.
- No issues with layout of their work as they were uploading their original file through

Turnitin.

- To remediate their first submissions some students used the split screen with the marked first submission on one half and their original unmarked submission on the other half then made the changes

Turnitin – negative

- Grouping of assessments – would like all the assessments for their courses to be in the one place

### **Reflections & Changes**

- Minor changes to design of assessments but in general these remain as per the original plan.
- IV process not required for these assessments, as it has only been the method used to gather the evidence that has changed.
- Future use – would not use Mahara some outcomes but would use it some now that we know the limitations.