Co-funded by the
Erasmus+ Programme
of the European Union

REMOTE

Erasmus+

Fostering trust in Remote Assessment

Strengthening trust in remote and hybrid assessment through transparency, stakeholder co-creation, and integrity-driven quality assurance frameworks

Carme Edo Ros, Noèlia Grifo (AQU Catalunya)
Marilena Maniaci, Emilia Primeri, Simone Via (ANVUR)
Maria João Manatos (A3ES)

Universitat de Girona
uic barcelona
1859 Politecnico di Torino
Universidade do Minho
AQU CATALUNYA
anvur
A3ES Agência de Avaliação e Acreditação do Ensino Superior

DYNAMIC OF THE SESSION

REMOTE
Erasmus+

The REMOTE project

Presentation of the
REMOTE project results

20'

Open Fishbowl

30'

Moderators sit in the inner circle, inviting paticipants to join in. We engage in a live dialogue—asking questions, sharing experiences, and challenging insights from the project.

Wrap-up & synthesis

Summarisation of contributions & “mini-manifesto” consolidating all participants’ recommendations.

10'

REMOTE
Erasmus+

The FISHBOWL METHOD

REMOTE Project presentation

Assessing and evaluating remote learning practices in STEM

REMOTE
Erasmus+

Objectives

Provide an **understanding of current assessment and remote learning and assessment practices** provided by HEIs in southern Europe **in STEM disciplines.**

Provide **user-friendly guidelines and benchmarks**, supported by the EQAAs, to be used by HEIs and the rest of stakeholders (professors, program coordinators, etc.) **for implementing and evaluating successful methodologies in remote assessment**.

Provide a **roadmap and a sustainability** plan that directly addresses how to implement the normative actions.

REMOTE Project presentation
Assessing and evaluating remote learning practices in STEM

REMOTE
Erasmus+

Principles

- ✓ **Validity**. The chosen method must measure what it claims to assess without distortions. For example, teamwork skills should be evaluated through collaborative projects rather than multiple-choice quizzes.
- ✓ **Reliability**. Results should be consistent and reproducible, requiring clear evaluation criteria, detailed rubrics, and Guidelines to minimize subjectivity.
- ✓ **Flexibility**. Assessments should adapt as much as possible to different learning styles and student needs, allowing various formats such as written tests, oral presentations, or practical projects.
- ✓ **Fairness and inclusivity**. All students must have equal opportunities, with accommodations for learning difficulties, disabilities, or technical barriers in online assessments

REMOTE
Erasmus+

Activities

- **Preparatory activities**

- **Structured interviews**

33 global experts

- **Online surveys**

553 students & 176 lecturers; from 4 partner universities

- **Delphi studies**

Student, lecturer, and a synthesis of perspectives

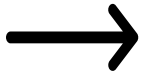
- **Focus group**

Lecturers, students, HE experts

Results: Data Analysis

REMOTE
Erasmus+

Dimension	Aspect
1. Resource availability and accessibility	1.1 Accessibility to materials
	1.2 Accessibility to evaluation resources
	1.3 Access equity
2. Technical responsiveness	2.1 Connection and web platform adequacy
	2.2 Student-lecturer interaction
	2.3 Technical problem solving
3. Training	3.1 Preparation and training for managing lectures
	3.2 Preparation for managing the evaluation
	3.3 Institutional support to lecturers
4. Online assessment	4.1 Adequacy of assessment methods
	4.2 Adequacy of evaluation feedback
	4.3 Quality of education
5. Social dynamics	5.1 Gender diversity
	5.2 Sense of belonging to the community
	5.3 Academic integrity (honesty)



Critical aspects for STUDENTS	Critical aspects for LECTURERS
1. Sense of belonging to the community	1. Student-lecturer interaction
2. Academic integrity	2. Quality of education
3. Adequacy of evaluation feedback	3. Preparation for managing evaluations
4. Quality of education	4. Academic integrity
5. Adequacy of assessment methods	

REMOTE
Erasmus+

Benchmarking exercise: Best Practices in HEIs

FACULTY DEVELOPMENT

Politecnico di Torino's TLab offers incentivised training on digital pedagogy, flipped classrooms, and interactive lecturing, increasing faculty engagement and teaching quality

FLEXIBLE POLICIES

Institutions like Politecnico di Torino allow defined quotas of remote teaching (15%), balancing pedagogical innovation with operational needs while maintaining faculty autonomy

ACADEMIC INTEGRITY

Tools like ACME, SMOWL, and assessment decision guides ensure scalability and reliability in remote assessment while preserving trust in results

COMMUNICATION AND PREPARATION

Guidelines, mock exams, room scans, contingency plans and mechanisms for user feedback ensure that students are only well-informed and supported.

Best practices demonstrate a shared commitment to quality, inclusion, and innovation in remote teaching and assessment approaches

Benchmarking exercise: Best Practices in EQAAS

REMOTE
Erasmus+

DEDICATED EVALUATION CRITERIA

Agencies like A3ES, ANVUR, ANECA, QQI, and AQU Catalunya have developed specific guidelines for remote learning modalities, increasing transparency and comparability.

ENHANCED EVALUATION METRICS

Several agencies have moved beyond traditional indicators to include pedagogical soundness, digital infrastructure, and learner support in their evaluation rubrics.

STAKEHOLDER CO-DEVELOPMENT

Tools are co-developed with HEIs and stakeholders, alongside targeted training for institutional QA teams, evaluators, and academic staff.

EXPECTATIONS FOR SECURE, FAIR, ACCESSIBLE ASSESSMENT

Guidelines, mock exams, room scans, contingency plans and mechanisms for user feedback ensure that students are only well-informed and supported.

INTERNATIONAL COOPERATION AND SHARED QA PRINCIPLES IN TRANSNATIONAL EDUCATION

Frameworks such as APEC's Toolkit and NSQOL promote international cooperation and shared QA principles across jurisdictions, enabling stronger international, shared and standards and alignment with global initiatives

REMOTE
Erasmus+

Summing up ...

HEIs have invested in faculty training, flexible policies, and robust digital platforms that **promote active learning and academic integrity** and addressed **challenges of equitable access and workload management** in remote environments.

EQAAs are increasingly embedding e-learning within their **review mechanisms**, involving reviewers with digital expertise, and promoting **transparency in reporting**.

HEIs and EQAAs demonstrate **moderate to strong alignment with quality standards** by integrating digital assessment into strategic frameworks.

Guidelines for Remote Assessment in STEM

REMOTE
Erasmus+

Purpose and Goals

Produce Guidelines intended to serve both HEIs and EQAAs in the implementation of robust practices in remote assessment, aimed at the following goals:

- ✓ **Assessment and evaluation**: develop tools and methods to measure student progress in remote and hybrid learning
- ✓ **Continuous improvement:** equip HEIs and EQAAs with methodologies and tools to adapt, monitor, and enhance remote learning and assessment practices
- ✓ **Equity and fairness:** ensure assessment methods promote equal access to quality education and assessment for all students, independently of gender and including those with special needs
- ✓ **Long-term implementation:** Develop a roadmap to help EQAAs implement the Guidelines over time, supporting HEIs' governance, staff, and researchers in maintaining effective and up-to-date online assessment practices

Standards for the Evaluation of Remote Assessment

REMOTE
Erasmus+

1. Institutional policies on online teaching, learning and assessment
2. Assessment objectives and methods (fitness for purpose)
3. Transparency and integrity
4. System requirements, technical responsiveness, tools and resources
5. Scientific disciplines tailored and adaptable tools
6. Information and support for learners
7. Teaching staff training and technical support
8. Methods to support peer interaction (students) and networking opportunities (learners)
9. Accessibility and equitable access to technologies and resources
10. Information management and storage
11. Student-lecturer interaction and students' evaluation feedback adequacy
12. Public information

REMOTE
Erasmus+

Example I

Standard 1. Institutional policies on online teaching, learning and assessment

*The institution adopts **appropriate policies** to ensure that online teaching, learning, and assessment conforms to ethical standards and is embedded in the organisational culture and values. Online educational offer and e-assessment should also be **aligned with the institution's pedagogical model**, as well as academic and legal regulations. Achievement of objectives is verified on a regular basis.*

INDICATORS	MINIMUM EVIDENCE REQUIREMENTS
1.Through appropriate policies, the institution provides guidance on: – e-Assessment organization and administration. – Protection against academic fraud, including plagiarism detection and identity verification. – Accessibility for learners with disability, limited technology, or low-tech educational environments. – Adequate and timely technical support for both learners and teaching staff. – Training for students and staff on ethical conduct, responsible AI use, and academic integrity in e-assessment. 2.The institution's policy framework governs the introduction and responsible use of new technologies, including AI and adaptive learning tools, to maintain the expected quality, fairness, and reliability of e-assessment. 3. A policy and a code of practice is provided for electronic security measures to govern electronic security measures, data privacy, and ethical use of learner data. These policies cover: – Privacy, security, and consent in data collection and processing. – Purpose and scope of learning analytics and AI-driven assessment decisions. – Cybersecurity measures to protect sensitive learners and institutional data. – Ensuring transparency and fairness in AI-based grading and automated feedback. 4.The institution has a development plan which includes an e-assessment strategy detailing responsibilities, roles, and procedures, as well as mechanisms for regular review and quality assurance of e-assessment practices.	✓ Evidence of a quality assurance policy outlining mechanisms, instruments, and responsibilities to monitor system functionality, user feedback, performance evaluations, and compliance with quality standards. ✓ Evidence of institutional assessment regulations, covering a) accessibility policies for learners with disabilities and equity considerations (e.g., low-tech environments, connectivity challenges); b) regulations on alternative digital assessment methods and pedagogical models, ensuring alignment with quality standards and academic integrity. ✓ Evidence of a policy for regular e-assessment reviews and updates, ensuring a cyclical approach based on: a) stakeholder feedback (students, faculty, QA bodies); b) performance data and technological advancements; c) compliance with pedagogical and academic standards. ✓ Evidence of policy for the sustainable provision of the technological system including a) regulations for data security and privacy protection (aligned with European and national regulations); b) cybersecurity policies and risk management frameworks; c) long-term financial planning to ensure the system's continued functionality. ✓ Evidence of policy and Guidelines for external sourcing of the technological system and vendor agreements, including a) compliance with data protection and security standards (GDPR, ISO certifications); b) contractual agreements defining service levels, data ownership, and institutional control over assessment technologies; c) performance evaluation mechanisms for external providers.

Example II
Standard 5. Scientific disciplines tailored and adaptable tools

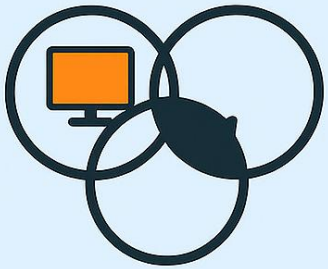
REMOTE
Erasmus+

*The institution ensures that digital tools and assessment methodologies employed in scientific disciplines are **adaptable, discipline-specific, and capable of addressing diverse learning and evaluation needs**. These tools must align with pedagogical objectives, technological advancements, and principles of academic integrity, fostering an inclusive and effective learning environment.*

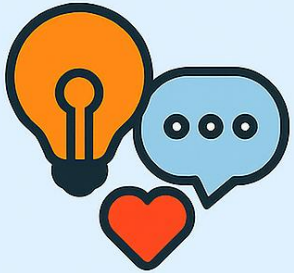
INDICATORS	MINIMUM EVIDENCE REQUIREMENTS
1. The institution provides a range of adaptable digital tools tailored to different scientific disciplines, ensuring that assessments align with the specific nature of each subject (e.g., virtual laboratories, coding environments, computational simulations). 2. The selection and implementation of digital tools are guided by discipline-specific requirements, ensuring they support practical applications, immersive simulations, and collaborative research. 3. Digital tools are regularly updated and assessed for their effectiveness in achieving pedagogical objectives, maintaining academic integrity, and ensuring accessibility. Updates align with technological advancements and best practices in higher education. 4. Provisions are in place to ensure equitable access to digital tools, particularly for students with disabilities or those requiring additional support, through assistive technologies and adaptive learning strategies. 5. Systematic training and technical support are provided for faculty and students to maximize the effective use of digital tools in scientific learning and assessment. This includes learning analytics and feedback mechanisms. 6. Mechanisms for data-driven evaluation and continuous refinement of digital tool integration are established, leveraging learning analytics, student engagement tracking, and automated feedback loops.	✓ Institutional policy documents detailing the selection criteria, alignment with educational objectives, and integration process for discipline-specific digital tools used in e-assessment. ✓ Reports from periodic reviews evaluating the effectiveness, academic integrity, and adaptability of digital tools used in scientific assessment, ensuring they meet pedagogical and technological standards. ✓ Documentation of faculty development programs, student training sessions, and technical support services, demonstrating efforts to enhance digital tool usage in scientific disciplines. ✓ Feedback reports from students and instructors, assessing the impact of digital tools on learning outcomes, student engagement, and usability, with recommendations for improvements. ✓ Examples of discipline-specific implementations of adaptable tools, such as AI-driven assessment platforms, virtual labs, coding environments, and interactive simulations, showcasing their role in scientific learning and evaluation.

Recommendations for QA Agencies

REMOTE
Erasmus+



1) Integration of QA for e-learning and e-assessment into existing QA

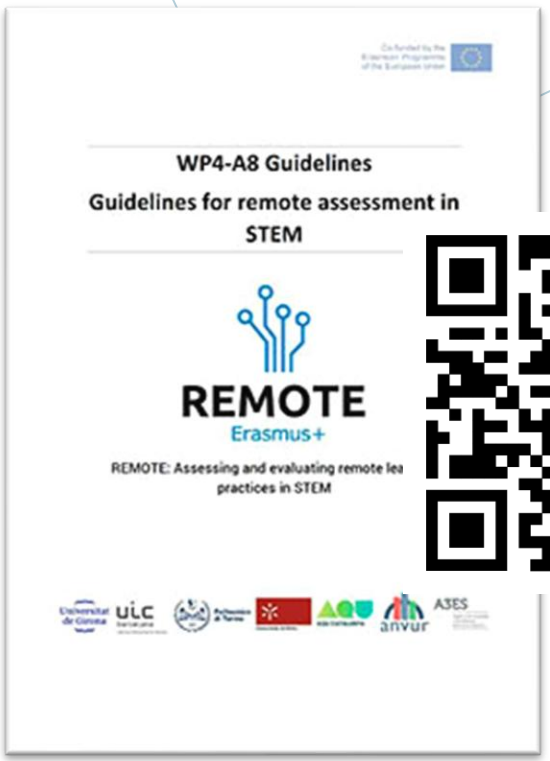


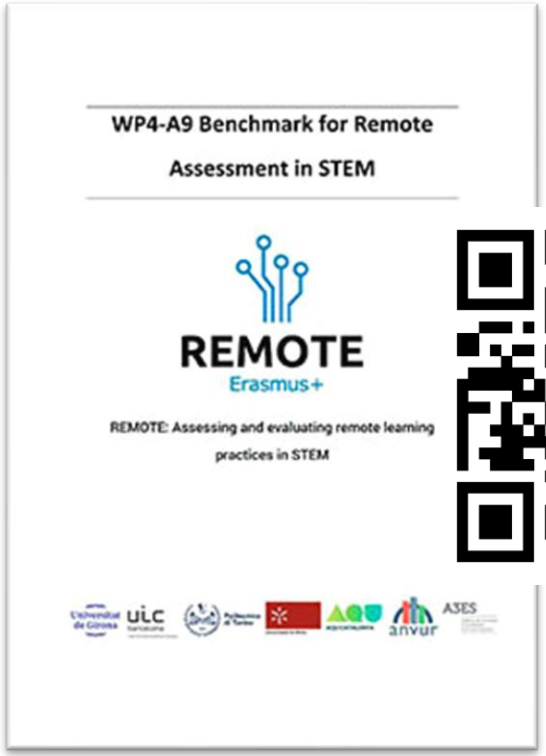
2) Motivations for blended assessment approaches

3) Clear criteria for assessing learning outcomes

REMOTE
Erasmus+

For more information...





The FISHBOWL

Let’s hear the voice of the audience!

Goal: Foster inclusive dialogue, share concerns, and co-create solutions.

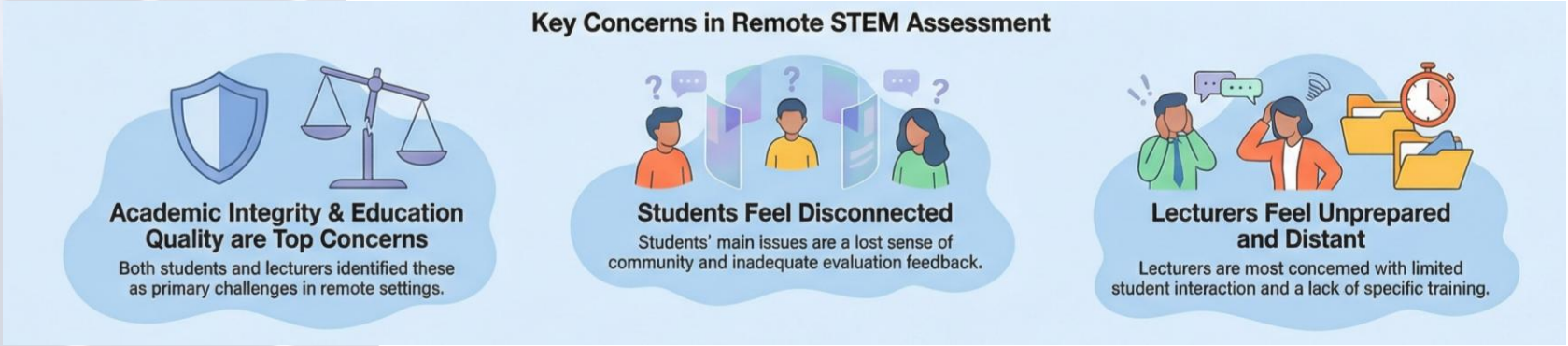
How it works: Moderators initiate the conversation in the inner circle.

Participants are invited to join and respond to questions or share ideas.

The FISHBOWL
Stakeholder's main concerns

REMOTE
Erasmus+

Students and teaching staff:



What about higher education managers and quality assurance agencies representatives?

Please, share your concerns!

The FISHBOWL
Questions for Higher Education Institutions

- ✓ **Policy:** Has your institution defined a clear policy to ensure academic integrity?
- ✓ **Academic Integrity:** What concrete measures are being taken to ensure that online exams are honest and that student identity is securely verified?
- ✓ **Teacher Training:** Do lecturers receive specific training and continuous technical support to design digital assessments that go beyond simple memorization?
- ✓ **Equity and Access:** How does the university ensure that students with limited resources or disabilities have equal access to technology and study materials?
- ✓ **Feedback Quality:** Since students consider feedback to be insufficient, what mechanisms exist to ensure that lecturers provide useful and timely comments?

The FISHBOWL
Questions for Quality Assurance Agencies

- ✓ **Guidelines:** What criteria are used to ensure that a remotely or hybridly obtained degree has the same rigor and value as an on-campus degree?
- ✓ **Pedagogical Justification:** Are institutions asked to justify why they choose a hybrid model and how it improves (rather than merely replaces) practical training?
- ✓ **Expert Reviewers:** Do review panels include specialists in digital pedagogy and new technologies (such as AI or virtual reality) to properly evaluate programs?
- ✓ **Transparency:** Are universities required to openly publish their quality reports and assessment protocols so that the public can trust them?

The Manifesto

We, as experts in QA consider that higher education institutions and quality assurance agencies, should work closely and considering all stakeholder needs.

We believe that:

- **Online assessment** must be flexible, hybrid and multifaceted.
- **Formative evaluation** is essential.
- Assessment must always be aligned with **learning outcomes** and the curriculum, regardless of the modality in place.
- Coordination and monitoring of assessment practices improve quality.
- High-quality online assessment requires **training and institutional** support for staff. **Teacher's engagement** is essential.

The Manifesto

- **Interaction and meaningful feedback** are central to learning quality, student engagement and motivation.
- **Academic integrity** has to be ensured through assessment design, personalization and continuous evaluation.
- **Equity and inclusion** are core indicators of quality, including access to technology: robust technological infrastructure is essential for fair and reliable assessment.
- **Evaluation should promote continuous improvement**, not only compliance.

REMOTE

Erasmus+

THANK YOU!

Co-funded by the Erasmus+ Programme of the European Union

For more information: https://epsapps.udg.edu/Remote/