

## **Research Space**

Lecture

**Electronic assessment of the PCDA: from Covid contingency to best practice**

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# Electronic Assessment of the PCDA:

## From Covid Contingency to Best Practice

Richard Honess – CCPR Conference 14<sup>th</sup> September 2022

**POLICE EDUCATION CONSORTIUM**



# Background

- CCCU is a member of the PEC
- Providing the PCDA to Surrey, Sussex and Hampshire Police
- Our first ever intake was with Sussex Police in March 2020
- Guess what happened halfway through the Induction Week...?



# What to do? - Considerations

- Our PCDA was designed to be delivered using a blended learning solution
- Lectures could be transferred to Zoom
- Written assessments are already submitted electronically via Turnitin
- However, the first two assessments were due to be examinations...
- Could we transfer these to an electronic format too?

Honess *et al.*, 2022

# E-Exam - Advantages

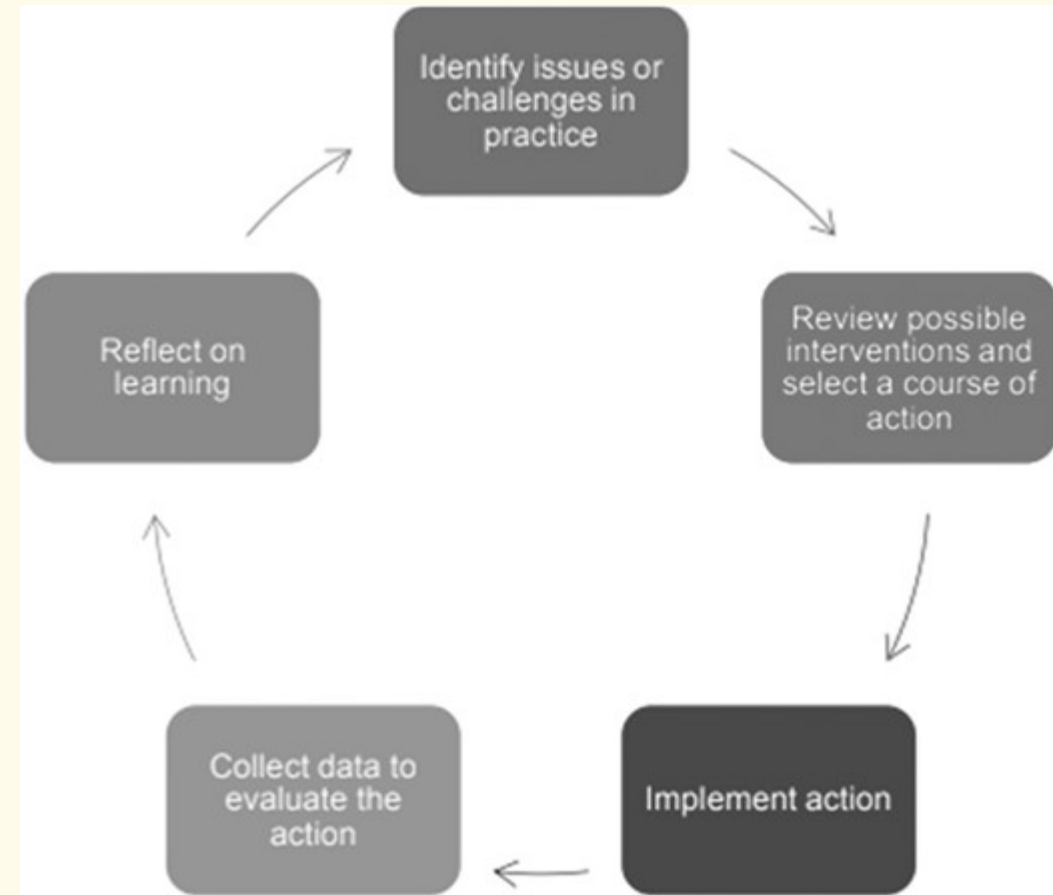
- Social Distancing
- Own Environment
  - Reduces stress
- MCQs and Short (one word) answers can be marked instantly by the computer.
- Makes 2<sup>nd</sup> marking very easy.
- Results can be released within hours instead of usual 3 weeks.

# E-Exam Created

- Exam created and posted to Blackboard (CCCU's VLE)
- Exam to be completed within a 2-hour window within a 24-hour period of exam day.
- Familiarity with technology to give confidence boost to students, and staff. (Jaligama and Liarokapis, 2011).

# The Study

- Built into the evaluation / feedback processes of the programme.
- 2 Cycles of Action Research covering the feedback from two exams.



The action research cycle ([Arnold and Norton, 2018](#) adapted from [Arnold, 2016](#))



# Methodology

- A Concurrent Quantitative + Qualitative Mixed Methods Action Research (MMAR) design (Ivankova, 2015)
- A Questionnaire was devised to be distributed to Level 4 student officers on the PCDA following the first examination.
- 5 point Likert Scale Questions & Open questions
- Open feedback from Tri-Partite Reviews

# Cycle 1 – Likert Questions

**Table 1:**

Results of Likert questions from examination feedback questionnaire

Question 3	Highly effective, <i>n</i> (%)	Effective, <i>n</i> (%)	Undecided, <i>n</i> (%)	Ineffective, <i>n</i> (%)	Not effective at all, <i>n</i> (%)
In regards to the information disseminated to you prior to the Week 10, online assessment, how effectively did this support your preparation?	8 (23.5)	21 (61.8)	0	3 (8.8)	2 (5.9)
Question 7	Very well tested	Well tested	Undecided	Not very well tested	Not well tested at all
How well do you think the Introduction to Policing exam tested your knowledge?	9 (26.5)	24 (70.6)	1 (2.9)	0	0
Question 8	Very easy to navigate	Reasonably easy to navigate	Undecided	Not very easy to navigate	Not easy to navigate at all.
How easy was to navigate the Introduction to Policing exam?	24 (70.6)	9 (26.5)	1 (2.9)	0	0
Question 10	Very well prepared	Reasonably well prepared	Undecided	Not very well prepared	Not prepared at all
How well did the Introduction to Policing exam prepare you for Coached Patrol?	2 (5.9)	16 (47.1)	14 (41.2)	2 (5.9)	0

# Cycle 1 – Open Feedback

- Easy to access
- Easy to navigate
- Good preparation materials
- Could not return to questions once answered
- Item on the exam they did not recall on the workbook
- Felt ‘weird’ taking an exam from home
- Concerns re invigilation and learning needs

# Changes made

- Moved exam to HQ and used computer rooms
- Clear pre-briefing to follow all links in the workbooks
- Enabled the ability to return to answered questions

# Cycle 2 Feedback

- Harder exam
- Students liked using the HQ computers as they were more reliable than home Wi-Fi
  - Sadly, 2<sup>nd</sup> lockdown prevented us from continuing with this.
- Students liked being able to return to questions
- Students would have liked better feedback on their performance
- Students requested more mock questions on the subject matter.
- Continued to appreciate the quick turnaround of results.

# Concluding remarks

- Effective assessment essential to the student experience (Jarvis, 2010)
- Evaluation essential to this process (De Wit, 1992)
- Action Research built into evaluation process
- Democratic process of involving students (McNiff, 2002)
- Use of electronic format a success with high staff and student satisfaction (Honest *et al.*, 2022)
- All PCDA exams to continue as electronic exams permanently
- Extend to the DHEP programmers' long form question exam
- Considered efficient in staff time with rolling cohorts
- Feedback seeking to continue

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