

Learner Engagement with e-Assessment Practices (LEeAP) framework

Theme	Issues	Recommended actions
<p>1. Socialisation of learners <i>Orientation of learners to assessment methods</i></p>	<ul style="list-style-type: none"> (i) Prior exposure to e-assessment / familiarisation (ii) Timing within study programme (iii) Rationale for e-assessment: perceived fit with curriculum & teaching methods and perceived benefits (iv) Perceived fairness and equity in assessment methods 	<p>Offer comprehensive induction procedure addressing:</p> <ul style="list-style-type: none"> - rationale for e-assessment - suitability of the methods; their fit within the study programme and complementarity to discipline and teaching methods. <p>Reassurance to students on exam procedure and equity of methods</p>
<p>2. Preparation of students for assessment <i>Guidance and preparation to students for e-assessment</i></p> <p>(a) Digital skills</p>	<ul style="list-style-type: none"> (i) Keyboard proficiency under exam conditions (ii) Reading from screen (iii) Familiarisation with exam environment & controls for navigation / question selection / writing 	<p>Prior exposure to exam hardware or BYOD approach, based on students using their own devices (locked down).</p> <p>Authentic practice opportunities under timed conditions: frequent opportunities for students new to e-assessment</p>

<p>(b) Exam technique: test-taking strategies for online exams</p>	<p>(i) Familiarisation with exam format and question types</p> <p>(ii) 'Online exam craft': addressing organisational (question selection; time management) and cognitive strategies (reviewing & editing answers)</p>	<p>Video tutorials and class-based guidance and feedback on formative tests.</p> <p>Provision of multiple practice opportunities, enabling students to review and adjust paper-based test taking strategies</p>
<p>(c) Revision strategy</p>	<p>(i) Alignment of formative and summative test formats</p> <p>(ii) Study skills support</p>	<p>Provision of authentic practice opportunities – replicating question format for summative test (question type / level of difficulty)</p> <p>Guidance on revision strategies</p>
<p>3. Assessment design & interface <i>Organisation and presentation of question-set, preparation of user interface and assessment venue</i></p> <p>(a) Assessment design</p>	<p>(i) Balance (open/closed items) and volume of questions per allotted time</p> <p>(ii) Sequencing and order of questions</p>	<p>Perform iterative question review (difficulty & discrimination analyses)</p> <p>Ensure consistency in ordering of questions (question value) to individual work stations when randomised question selection methods are employed.</p>
<p>(b) Design of assessment interface</p>	<p>(i) Item presentation</p> <p>(ii) Intuitive controls (e.g. flagging & navigation)</p>	<p>Comprehensive induction and guidance on exam environment and controls</p>
<p>(c) Preparation and management of assessment centre(s)</p>	<p>(i) Consistency in presentation of assessment venues (set-up and invigilation procedures)</p> <p>(ii) Noise management: keyboards</p> <p>(iii) Specialist support & contingency measures (technical failures)</p>	<p>Exam management ensuring consistency in presentation and management of exam venues.</p> <p>Review of supported hardware</p> <p>Contingency policy & procedures in place</p>