

## 6. The Level 3 Award in delivering e-testing

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## 6.1 Introduction

The award is intended to recognise the skills and knowledge of people involved in the delivery of e-testing, leading to the award of credits or qualifications within the QCF (for England, Wales and Northern Ireland). The award has been developed in collaboration with the Federation of Awarding Bodies and has been approved by LLUK, the sector skills council for the lifelong learning sector. In Scotland the units and award will be considered with a view to identifying links to existing e-assessment qualifications already recognised within the Scottish Credit and Qualifications Framework (SCQF).

The award offers the opportunity to achieve credit through a range of units. Each unit is linked to one of the key e-testing roles identified in the guide. The award is intended to encourage people to develop skills and knowledge in e-testing that go beyond a single job role. However, the award is not prescriptive in requiring that a particular combination of credits is achieved. People may achieve the award through any combination of three of the five units offered within the qualification.

The units within the award form part of the set of optional units within the Level 3 and Level 4 Certificates in teaching in the lifelong learning sector, which in turn form part of LLUK's Teacher Qualifications Framework for England. Up to six credits from these e-testing units may therefore be counted towards the achievement of one of these larger qualifications in the QCF. SQA will liaise with the Scottish Government and agencies in Scotland involved in accrediting and delivering lifelong learning and teaching qualifications to establish the relationships between the LLUK units and award, existing qualifications, and the SCQF.

The rules of combination for the award are that a minimum of seven credits must be achieved from any three units.

The following units are available within the award:

Unit title	Level	Credits
Co-ordinating e-testing	3	3
Administering e-testing	3	3
Technical support for e-testing	3	3
Preparing learners for e-testing	3	3
Invigilating e-tests	3	1

Details of each of these units follow. For further information on the award, and for additional units as they are developed, please refer to the efutures website: [www.efutures.org](http://www.efutures.org).

## 6.2 Units in the award

<b>Unit title:</b> <b>Level:</b> <b>Credit value:</b>	<b>Co-ordinating e-testing</b> <b>3</b> <b>3</b>
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>Understand the operational running requirements for the e-testing process within the designated centre(s)</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 Explain the operational implications of the organisation's e-testing strategy, and how these are met at an operational level</li> <li>1.2 Explain the centre's e-testing processes and demonstrate how they meet specified quality standards and the requirements of the awarding body, using documented evidence</li> <li>1.3 Explain how these processes are set up and maintained, including any checks that are used to ensure that they are followed by staff and learners</li> <li>1.4 Explain the process for resolving and escalating problems related to the e-testing process</li> <li>1.5 Explain the general criteria required for a valid, appropriate and secure e-testing environment</li> <li>1.6 Liaise with senior management, awarding bodies, technical and non-technical staff as appropriate to ensure that the centre continues to meet requirements for e-testing</li> </ol>

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<p>2. Understand the facilities and resources required for effective e-testing, and how to manage them effectively</p>	<p>2.1 Explain the roles, facilities and equipment required to run an effective e-testing centre, and the processes required to ensure that these are available when required</p> <p>2.2 Explain how she/he works with senior management to ensure that sufficient and appropriate resources are available to the centre</p> <p>2.3 Identify staff as appropriate for specific roles and responsibilities in the following areas, and ensure that these roles and responsibilities are understood by individuals and the team:</p> <ul style="list-style-type: none"><li>◆ e-test administration</li><li>◆ technical support (whether provided by centre staff or through liaison with other departments)</li><li>◆ learner support (whether through centre or other staff)</li></ul> <p>2.4 Ensure that appropriate equipment is identified, resourced, set up and maintained as necessary, including relevant assistive technology, and that these processes are documented and followed</p> <p>2.5 Ensure that appropriate facilities are available and the e-testing environment is set up to meet agreed quality criteria, and that appropriate processes are set up and followed</p>
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<p>3. Understand the critical success factors for running e-test sessions consistently and effectively</p>	<p>3.1 Identify factors that may impact on the consistent and effective running of e-test sessions, explaining their importance and potential impact. These factors to include:</p> <ul style="list-style-type: none"><li>◆ awarding body requirements for conducting e-testing</li><li>◆ security and integrity of the e-testing process</li><li>◆ availability of trained technical staff (whether in person or remotely)</li><li>◆ trained invigilators</li><li>◆ trained administrative staff</li></ul> <p>3.2 Explain the importance and purpose of having documented processes for all aspects of the e-testing process, and the potential impact if these are not in place and followed</p> <p>3.3 Explain the measures that need to be taken related to emergencies, technical failures and irregularities, and the processes in place to ensure that they are dealt with, logged and reported appropriately</p> <p>3.4 Explain the role of invigilators and how they can be supported by other staff, including provision of appropriate support to candidates</p>
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<p>4. Be able to monitor and manage the performance of staff involved in the e-testing process</p>	<p>4.1 Explain the processes for monitoring and assessing staff associated with e-testing against their defined roles and responsibilities, whether as part of the e-testing centre, or as members of other teams</p> <p>4.2 Use anonymised reports to identify and describe problems and shortfalls in relation to staff performance, and explain what steps were put in place for their resolution and improvement</p> <p>4.3 Provide or arrange for staff development as appropriate, to ensure continued capability to support consistent, reliable and effective e-testing</p>
<p>5. Evaluate own role and performance in the e-testing process activities</p>	<p>5.1 Review the success of planned e-testing</p> <p>5.2 Review the effectiveness of own contributions to the e-testing process, both individually and as the manager of a team</p> <p>5.3 Produce a report recommending potential improvements to the processes for managing e-testing in a centre</p>

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<p><b>Unit title:</b> <b>Level:</b> <b>Credit value:</b></p>	<p><b>Administering e-testing</b> <b>3</b> <b>3</b></p>
<p><b>Learning outcomes</b></p>	<p><b>Assessment criteria</b></p>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. Set up and maintain operational processes and procedures for e-testing</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 Demonstrate how the centre's e-testing processes meet specified quality standards and the requirements of the awarding body</li> <li>1.2 Demonstrate sample processes for conducting e-testing, to include: <ul style="list-style-type: none"> <li>◆ managing registration and identification of learners</li> <li>◆ starting and ending e-tests</li> <li>◆ procedures for emergencies and technical failures</li> <li>◆ printing out learner reports</li> </ul> </li> <li>1.3 Explain how these processes are set up and maintained, including any checks that are used to ensure that they are followed by other staff and learners</li> <li>1.4 Explain the checks and procedures for resolving and escalating problems related to the e-testing process</li> </ol>
<ol style="list-style-type: none"> <li>2. Be able to set up an e-testing environment</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Explain the general criteria required for a valid, appropriate and secure e-testing environment</li> <li>2.2 Set up a designated e-testing area to meet the criteria for a specific e-test and learners</li> <li>2.3 Explain the equipment required for a specific e-test and learners</li> <li>2.4 Ensure that the appropriate equipment is in place and working prior to the start of an e-test session</li> </ol>

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<p>3. Understand how to set up additional facilities and e-test areas to meet the needs of learners and non-standard e-testing situations</p>	<p>3.1 Describe the criteria to be used to decide when additional facilities and e-test areas are required</p> <p>3.2 Describe the process and equipment for situations setting up an e-test at a remote location</p> <p>3.3 Describe the type of equipment, facilities and support that can be offered to assist learners with accessibility requirements</p> <p>3.4 Agree the specific facilities and equipment required for a given situation</p> <p>3.5 Ensure that the appropriate equipment and additional facilities can be in place and working prior to the start of an e-test session</p>
<p>4. Understand the administrative steps involved in preparing a learner to participate in an e-test session</p>	<p>4.1 Support the identification of appropriate e-testing opportunities for a learner</p> <p>4.2 Register a designated learner with an awarding body</p> <p>4.3 Explain what support for learners is available at each stage of the e-testing process</p> <p>4.4 Identify any additional needs for a designated learner</p> <p>4.5 Set up and run a practice e-test session and explain its purpose and importance to the learner</p>

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<p>5. Be able to run an e-test session</p>	<p>5.1 Liaise with the awarding body, technical and other staff as appropriate to ensure that specific facilities and equipment are approved and available for a given situation</p> <p>5.2 Make the final checks to ensure that the e-test location, equipment (including assistive technology) and materials are set up correctly</p> <p>5.3 Make the final readiness checks with candidates prior to the start of the e-test, using a recognised process</p> <p>5.4 Explain the measures that need to be taken regarding planned and unplanned breaks to ensure that security is not breached</p> <p>5.5 Explain the processes in place related to emergencies, technical failures and irregularities, and how they are logged</p> <p>5.6 Explain the role of invigilators and how they can be supported by other staff, including provision of appropriate support to candidates</p> <p>5.7 Check that the session is closed in accordance with approved procedures</p>
<p>6. Understand the administrative steps involved after the conclusion of an e-test</p>	<p>6.1 Ensure candidate details and responses are transmitted in line with awarding body requirements</p> <p>6.2 Explain the process for obtaining session awarding body certification</p>
<p>7. Evaluate own role and performance in the e-testing process</p>	<p>7.1 Review the success of e-testing activities</p> <p>7.2 Review effectiveness of own contributions to the e-testing process (individually and as a member of a team where relevant)</p> <p>7.3 Produce a report suggesting possible improvements to e-testing arrangements in a centre</p>

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<b>Unit title:</b> <b>Level:</b> <b>Credit value:</b>	<b>Technical support for e-testing</b> <b>3</b> <b>3</b>
<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:  1. Understand the technical aspects of the e-testing environment and processes	The learner can:  1.1 Explain the technical processes and equipment required for running e-testing sessions both at a centre and remotely, including security arrangements and procedures  1.2 Demonstrate the e-testing equipment the centre has, including assistive technology, and explain the processes for ensuring that it is available when required and kept in working order  1.3 Explain the procedures for dealing with emergencies and technical failures

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<p>2. Be able to provide technical support to set up an e-testing environment (whether at the centre or remotely)</p>	<p>2.1 Liaise with other staff, awarding bodies and technical suppliers as appropriate to identify the appropriate equipment and/or applications required to meet the requirements of different learners, such as assistive technology, specific locations and tests</p> <p>2.2 Provide timely technical assistance and/or advice to set up a designated e-testing area (whether remote or at the centre) to meet the criteria for a specific awarding body, e-test and learners</p> <p>2.3 Ensure that all appropriate equipment is in place and working prior to the start of an e-test session</p> <p>2.4 Set up the e-test equipment to meet designated conditions, e-test and learner requirements, to include:</p> <ul style="list-style-type: none"><li>◆ technical checks on hardware, software and communications equipment</li><li>◆ security features of a specific e-test</li><li>◆ links to assistive technology, additional equipment and facilities</li></ul>
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<p>3. Support the running of e-test sessions</p>	<p>3.1 Make final checks to ensure that the e-test location, equipment (including any assistive technology) and materials are set up correctly</p> <p>3.2 Explain the technical support that can be provided to candidates during an e-test session, and assist staff in technical aspects of running the e-test session as required</p> <p>3.3 Deliver timely first line technical problem resolution, both in person and remotely from the test location</p> <p>3.4 Explain when and how to report and/or escalate issues, liaising with awarding bodies and/or technical suppliers as required</p> <p>3.5 Assist the closing of the session as appropriate, in accordance with safety and security procedures</p>
<p>4. Evaluate own role and performance in the e-testing process</p>	<p>4.1 Review and report on the success/issues of the centre's e-testing activities from a technical perspective</p> <p>4.2 Review effectiveness of own contributions to the e-testing process, both individually and as a member of a team where relevant</p> <p>4.3 Describe current developments in e-testing and explain how she/he keeps up to date with technical and general criteria and processes related to e-testing</p>

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<p><b>Unit title:</b> <b>Level:</b> <b>Credit value:</b></p>	<p><b>Preparing learners for e-testing</b> <b>3</b> <b>3</b></p>
<p><b>Learning outcomes</b></p>	<p><b>Assessment criteria</b></p>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. Understand the processes that are in place to prepare learners for e-testing</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 Explain procedures for performing e-test activities related to the learner, for example printing out learner reports</li> <li>1.2 Explain the processes for ensuring that the needs of learners are met, including: <ul style="list-style-type: none"> <li>◆ identifying appropriate e-tests</li> <li>◆ identifying and providing assistive technology needs</li> <li>◆ arranging practice e-test sessions</li> <li>◆ supporting learners before, during and after e-test sessions</li> </ul> </li> <li>1.3 Explain the documentation and/or process used to log the support provided to learners, and any issues that arise from the application of this process/documentation</li> <li>1.4 Explain the checks and procedures for resolving and escalating problems related to the e-testing process</li> </ol>
<ol style="list-style-type: none"> <li>2. Understand the e-testing environment in relation to learner requirements</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Explain the general criteria required for an appropriate, valid and secure e-testing environment</li> <li>2.2 Describe the criteria to be used to decide when additional facilities and e-test areas may be required</li> <li>2.3 Describe and demonstrate the use of common assistive technology available for learners</li> <li>2.4 Explain what additional equipment and facilities may be required for a specific e-test and specific learners</li> </ol>

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<p>3. Understand the opportunities and support available to learners participating in e-testing</p>	<p>3.1 Explain the process for identifying appropriate e-testing opportunities for a learner</p> <p>3.2 Explain the support for learners that must be available at each stage of the e-testing process</p> <p>3.3 Explain the role of invigilators and how they can be supported by other staff, including provision of appropriate support to candidates</p> <p>3.4 Identify and describe any additional support needs for a designated learner</p> <p>3.5 Liaise with technical, admin and other staff as appropriate to ensure that the relevant equipment and/or facilities are in place to meet the needs of specific learners, and are working prior to the start of an e-test session</p>
<p>4. Understand how to use practice e-tests effectively to help prepare learners for e-testing</p>	<p>4.1 Explain the process for ensuring that the learner knows how to use any additional equipment and/or assistive technology</p> <p>4.2 Explain the purpose and importance of practice e-tests and provide appropriate explanation and support to learners on the following aspects:</p> <ul style="list-style-type: none"><li>◆ navigation through the test and types and level of question</li><li>◆ help features</li><li>◆ features of the specific e-test</li><li>◆ a sample of results and/or feedback</li><li>◆ best practice in relation to completing tests</li></ul> <p>4.3 Give constructive feedback to a candidate on the results of a practice e-test, together with advice and guidance on readiness to go on to formal assessment</p>

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<p>5. Ensure that the learner has sufficient knowledge of the e-testing process</p>	<p>5.1 Give learners relevant information and guidance in advance of the e-test, to include:</p> <ul style="list-style-type: none"> <li>◆ any requirements related to proof of identity</li> <li>◆ general centre procedures related to the e-test session that may affect the learner</li> <li>◆ support available to the learner throughout the process</li> <li>◆ specific security features of the assessment that the learner needs to know</li> </ul> <p>5.2 Ensure that learners understand the relevant procedures for the conduct of e-tests, to include:</p> <ul style="list-style-type: none"> <li>◆ how the assessment will be conducted</li> <li>◆ any invigilation rules and regulations they need to understand, including the procedure for supervising any breaks</li> <li>◆ when and how to ask for assistance during an e-test</li> </ul> <p>5.3 Explain the process for obtaining awarding body certification</p>
<p>6. Evaluate own role and performance in the e-testing process</p>	<p>6.1 Review the success of planned e-testing activities</p> <p>6.2 Review the effectiveness of own contribution to the e-testing process, both individually and as a member of a team where relevant</p> <p>6.3 Produce a report recommending improvements to the process for preparing learners for e-testing in a centre</p>

## E-assessment: Guide to effective practice

<b>Unit title:</b> <b>Level:</b> <b>Credit value:</b>	<b>Invigilating e-tests</b> <b>3</b> <b>1</b>
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>Understand the quality standards and the requirements of the awarding body for an e-testing environment</li> </ol>	<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 Explain/demonstrate the checks that an invigilator needs to make to ensure that the e-test location, equipment (including assistive technology) and materials have been set up correctly</li> </ol>
<ol style="list-style-type: none"> <li>Understand the support that should be available for e-testing candidates</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Explain what assistive technology is generally approved by awarding bodies</li> <li>2.2 Explain what support for candidates is and is not allowed during an e-test session</li> </ol>
<ol style="list-style-type: none"> <li>Understand the role of the invigilator, its boundaries and how it integrates with other roles</li> </ol>	<ol style="list-style-type: none"> <li>3.1 Explain the awarding body regulations relating to the conduct of e-test sessions</li> <li>3.2 Explain how candidates are authenticated to take the e-test</li> <li>3.3 Explain the processes required related to emergencies, technical failures and irregularities, and how these are logged</li> <li>3.4 Explain the measures that need to be taken to ensure that security is not breached</li> <li>3.5 Explain the checks and procedures for resolving and escalating problems related to the e-testing process and environment, including notification of the awarding body</li> </ol>

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<p>4. Be able to invigilate an e-test session according to the requirements of the awarding body</p>	<p>4.1 Explain to candidates the procedures and regulations related to the e-test that they need to be familiar with</p> <p>4.2 Explain to candidates what support is and is not allowed during an e-test session</p> <p>4.3 Log on candidates and unlock the e-test as appropriate</p> <p>4.4 Supervise the e-test session according to the requirements of the awarding body, and resolve any issues that arise, liaising with other staff and the awarding body as appropriate</p> <p>4.5 Provide support to candidates as appropriate</p> <p>4.6 Supervise the logging-off/closing of the session as appropriate, in accordance with approved safety and security procedures</p>
<p>5. Evaluate own role and performance in the e-testing process</p>	<p>5.1 Review the effectiveness of own contributions to the e-testing process (individually and as a member of a team where relevant)</p>

