



Australian Government

TAEASS801 Analyse, implement and evaluate e-assessment

Release: 1

TAEASS801 Analyse, implement and evaluate e-assessment

Modification History

| Release | Comments |
|-----------|---|
| Release 1 | This version first released with <i>TAE Training and Education Training Package Version 2.0</i> . |

Application

This unit describes the skills and knowledge required to analyse a range of technology-enabled assessment (e-assessment) options that are available for the design, delivery and administration of required assessment activities in an educational work group. It develops the advanced theoretical and technical knowledge required to evaluate e-assessment processes that they are fair, flexible, valid and reliable.

The unit provides guidelines for generating e-assessment strategies for diagnostic, formative and summative assessments.

It applies to teachers, trainers, educators and facilitators who analyse, implement, manage and evaluate the application of e-assessment processes that are fair, flexible, valid and reliable.

The unit is relevant to a range of assessment activities in small, medium or large organisations, and for individuals, groups and organisations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> |
| 1. Analyse the learning context | 1.1. Develop an understanding of learners and their needs, and the learning context 1.2. Review current assessment practice 1.3. Identify existing assessment resources |

| ELEMENT | PERFORMANCE CRITERIA |
|---|--|
| 2. Plan to deliver the e-assessment | 2.1. Research the types and suitability of e-assessment technologies for the assessment 2.2. Identify the requirements for the e-assessment 2.3. Plan online support for the e-assessment 2.4. Ensure staff have the required skills and knowledge for the e-assessment 2.5. Plan the scope of an e-assessment testing schedule 2.6. Source resources required to deliver the planned e-assessment 2.7. Assess and develop risk-management strategies for delivery of the e-assessment |
| 3. Design e-assessment tasks and processes | 3.1. Select the e-assessment appropriate for the learning context 3.2. Draft e-assessment resources 3.3. Design learner support materials for the planned tasks and resources 3.4. Identify tasks suitable for recognition of prior learning (RPL) options |
| 4. Develop the e-assessment tasks and processes | 4.1. Prepare e-assessment tasks and processes 4.2. Prepare assessor resources for delivery 4.3. Trial e-assessment tasks and processes 4.4. Revise e-assessment resources, based on trial feedback 4.5. Ensure the authenticity of the e-assessment tasks |
| 5. Deliver the e-assessment for learners | 5.1. Clearly inform learners of the assessment criteria 5.2. Manage the tasks associated with e-assessment |
| 6. Evaluate the e-assessment process | 6.1. Validate e-assessment tasks and processes 6.2. Evaluate e-assessment software and associated tools 6.3. Modify e-assessment processes, as required to reflect evaluation |

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

| Skill | Performance Criteria | Description |
|----------------------|---|---|
| Learning | 2.4 | Develops an understanding of learner needs, staff skills and knowledge that underpins e-assessment strategy |
| Reading | 1.2, 1.3, 2.1, 2.2, 2.6, 3.1, 3.4, 4.4, 6.1, 6.2 | Sources, analyses and interprets information to apply relevance to requirements and review, define and implement e-assessment practice |
| Writing | 2.3, 2.5, 2.7, 3.2, 3.3, 4.1, 4.2, 4.4, 5.1, 6.1, 6.3 | Documents e-assessment processes as required, in an appropriate language in a format and style |
| Oral communication | 1.1, 5.1 | Leads communication to clarify needs, elicit learner and staff requirements, conduct e-assessments and provide feedback |
| Interact with others | 2.4 | Collaborates with others sharing information to build skills and knowledge required to achieve agreed outcomes Cooperates with others to clarify understanding and seek feedback |
| Get the work done | 1.1-1.3, 2.1-2.7, 3.1-3.4, 4.1-4.5, 5.1, 5.2, 6.1-6.3 | Uses systematic, analytical processes in complex, routine and non-routine situations gathering information and identifying, and evaluating options based on organisational needs Plans, organises and completes work according to strategy, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Evaluates effectiveness of products and processes to inform strategic decisions Uses information and communications technology (ICT) based tools to design and develop products ,and processes and to manage data and records |

Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---------------------------------------|--|-----------------|---------------------------|
| TAEASS801 | TAEASS801 | Updated to | Equivalent |

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|-------------------------------|
| Analyse, implement and evaluate e-assessment | Analyse, implement and evaluate e-assessment | meet Standards for Training Packages | unit |

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>