



Australian Government

Department of Education, Employment and Workplace Relations

TAEASS801A Analyse, implement and evaluate e-assessment

Release 1

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Modification History

| Release | Comments |
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| Release 1 | This Unit first released with <i>TAE10 Training and Education Training Package version 3.0</i> . |

Unit Descriptor

This unit describes the performance outcomes, 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 in that work group to ensure that they are fair, flexible, valid and reliable.

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

Application of the Unit

This unit applies to teachers, trainers, educators and facilitators wanting to develop the advanced theoretical and technical skills and knowledge to make use of e-assessment options in training.

They can use the skills and knowledge to 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.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

| ELEMENT | PERFORMANCE CRITERIA |
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| <i>Elements describe the essential outcomes of a unit of competency.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i> |

Elements and Performance Criteria

| Element | Performance Criteria |
|---|--|
| 1. Analyse the learning context | 1.1 Develop an <i>understanding of the learners, their needs</i> and the learning context 1.2 Review current assessment practice 1.3 Identify existing assessment resources |
| 2. Plan to deliver e-assessment | 2.1 Research types and suitability of e-assessment technologies for the required assessment 2.2 Identify the requirements for <i>e-assessment</i> 2.3 Plan online support for e-assessment 2.4 Ensure staff have the <i>required skills and knowledge</i> for 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 e-assessment |
| 3. Design e-assessment tasks and processes | 3.1 Select 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 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 <i>authenticity</i> of the e-assessment tasks |
| 5. Deliver e-assessment for learners | 5.1 Clearly inform learners of assessment criteria 5.2 Manage the tasks associated with e-assessment |
| 6. Evaluate the e-assessment process | 6.1 <i>Validate</i> 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 |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- cognitive skills related to effective e-assessment to:
 - assess the impact of e-assessment
 - develop differentiated e-assessment programs
 - initiate self-directed learning and self-assessment
- communication skills to:
 - coach and mentor members of work group
 - conduct project-based activities
 - demonstrate effectiveness of e-assessment options
 - initiate and facilitate group discussions
 - seek feedback on e-assessment designs and processes
 - share ideas and information
- planning and organising skills to:
 - assess and develop risk-management strategies
 - develop e-assessment strategies for individuals, groups and organisations
 - provide diverse and relevant e-assessment options
- research skills to review a variety of e-assessment methods and their alignment to pedagogical theory and practice, learner interests and changing learning styles
- teamwork skills to:
 - collect and respond to feedback on e-assessment initiatives
 - develop solutions and resources to support e-assessment
 - monitor individual, group and organisation interactions in assessment process
- technology skills to:
 - ensure technology infrastructure will support e-assessment initiatives
 - identify and use appropriate e-assessment designs and software
 - undertake web-based e-assessment research
 - use online collaborative tools to support e-assessment initiatives.

Required knowledge

- contemporary policy and approaches to e-learning and e-assessment
- content and requirements of the relevant delivery and e-assessment strategies
- content of online learning resources and learning materials
- contexts where e-assessment can be used
- design and management of e-assessment resources
- e-assessment options that enhance learning and when to use them
- effective learning and assessment principles
- range of appropriate teaching, learning and assessment strategies, and an understanding of e-assessment methods
- range of learning styles suitable for e-assessment

- situations and contexts where e-assessment can be used
- sources and availability of relevant e-assessment resources and materials.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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| Overview of assessment | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • knowledge of effective assessment principles • construction of pedagogically sound contextually relevant e-assessment strategies and practices • research on theory and practice in relation to e-assessment, especially where these are enabled by new content solutions; and vocational education and training approaches or technologies. |
| Context of and specific resources for assessment | <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • competence is consistently demonstrated over time, and over a range and variety of complex situations • access to required e-assessment facilities and resources. |
| Method of assessment | <p>A range of e-assessment methods should be used to assess practical skills and knowledge. Effective e-assessment methods should achieve one of more of the following criteria:</p> <ul style="list-style-type: none"> • e-journal entries • direct questioning • review of a portfolio • blog. |
| Guidance information for assessment | <p>Holistic assessment with other units in this qualification:</p> <ul style="list-style-type: none"> • TAEDEL801A Evaluate, implement and use ICT-based educational platforms • TAEDEL802A Use e-learning with social media • TAELED703A Implement improved learning practice • TAELED802A Investigate the application of ICT content knowledge. |

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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| <p><i>Understanding learners and their needs</i> may include:</p> | <ul style="list-style-type: none"> • ensuring authentic learner engagement • familiarity with e-assessment processes • understanding different learning styles, including: <ul style="list-style-type: none"> • activist learners • audio learners • kinaesthetic learners • pragmatic learners • reflective learners • self-directed learners • tactile learners • theoretical learners • visual learners. |
| <p><i>E-assessment</i> may include:</p> | <ul style="list-style-type: none"> • all online – no face-to-face assessment • blended – combination of online and face-to-face assessments • asynchronous e-assessment • synchronous e-assessment • automated electronic marking and recording of results • cloud-based e-assessment • computer-aided assessment • computer-based e-assessment • computerised adaptive testing • computerised classification testing • digital stories • electronic marking • e-portfolios, including video and audio files • instructor-led group e-assessment • online communication tools • online discussion forums • online peer assessment • online quizzes |

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| | <ul style="list-style-type: none"> • on-screen testing • recorded interviews and discussions • self-directed e-assessment • simulations and demonstrations • social networks • video conference based assessment • web or virtual room based assessment • web-based e-assessment • web-based questions. |
| Required skills and knowledge may include: | <ul style="list-style-type: none"> • ability to ensure adequate technical support for e-assessment processes • ability to understand and manage security measures required for authentic e-assessment • awareness of workplace and regulatory requirements • familiarity with and skilled use of e-assessment systems and delivery platforms • understanding of the principles of fair, flexible, valid and reliable assessment. |
| Authenticity may involve: | <ul style="list-style-type: none"> • developing e-assessment tasks that are fair, flexible, valid and reliable • ensuring candidates understand and are able to participate fully in e-assessment processes • ensuring e-assessment evidence is appropriate for the given context • informing candidates of relevant e-assessment learning criteria • providing a range of e-assessments that support continuous competency development • allowing candidates to question e-assessment results and, if necessary, be reassessed. |
| Validating may include: | <ul style="list-style-type: none"> • checking that e-assessment tools have produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether course requirements have been met • making recommendations for future improvement to e-assessment tools and processes • setting up and conducting quality review processes. |

Unit Sector(s)

Assessment