E-assessment guidelines for the VET sector: Case study 2

Taree Community College - Video for RPL assessment

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Acknowledgement

This report was produced for the Australian Flexible Learning Framework and National Quality Council by Rob Stowell (Learning Australia Pty Ltd) and Reece Lamshed (Binary Blue).

The case study is based on interviews with:

- Wendy Clarke, trainer, Taree Community College
- Val Evans, Val Evans Consulting
- Geoff Lubich, Director, Streamfolio

Thanks to Wendy, Val and Geoff for their support in developing this case study.
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Summary

Institute
Community College (Taree, New South Wales)

Qualification
Certificate IV in Aged Care CHC40108

Cohort
Aged care and home and community care industry. There are 19 learners undertaking the assessment process.

E-assessment technologies

Moodle – self assessment checklist, assessment materials and storing the RPL documentary evidence and final results

Camcorders – Bloggie, webcams or personal mobile phones

Streamfolio – video repository

Elluminate – virtual classroom

Description

- Videos, recorded by Bloggies or mobile phones, are used in the workplace for learners to capture evidence for RPL. These are uploaded to a secure video repository, Streamfolio, and hosted externally to the college.
- Moodle is the learning management system that contains the assessment tasks, checklists and marking matrix, and also stores the learner documentary evidence.
- Elluminate is used to conduct virtual classroom sessions with learners to capture their skills knowledge.

Features

This case study is an example of the way video recording is used in the context of recognition of prior learning (RPL).

Video has increasing appeal for assessment purposes, to capture demonstrations of workplace competency for evidence gathering purposes without the need for a practitioner to be present. This substantially reduces the need to travel, particularly in rural and remote areas.

The use of the virtual classroom (Elluminate) as a knowledge-capturing tool is also effective as it means both practitioners and learners do not need to travel.

Video capture raises concerns of confidentiality and privacy in workplaces, particularly in aged care, and this case study shows the way in which practitioners deal with this issue by careful practices and loading recordings into a secure video hosting service, Streamfolio.
Case study details

Wendy prepares coffee as she waits for her client Stephanie, a 45-year-old aged care worker, to arrive at the Taree Community College.¹

Last week, she arranged to meet with Stephanie at the college for an interview. Stephanie has been working in the aged care industry for 25 years, but wants to upgrade to a formal qualification. A Certificate III in Aged Care is the entry level into this industry,² but Stephanie completed her equivalent Certificate III training many years ago and wants now to achieve a Certificate IV in Aged Care.³

Wendy has been a trainer with the college for the past five years. She is a registered nurse and has spent time working in the aged care industry. She lives in Foster, some 40 minutes by car away from college.

In this area, which extends from Foster in the south to Port Macquarie in the north, there are 11 aged care facilities, each employing about 150 staff including part-time and casual workers. The two types of residential aged care facilities are hostels (low care) and nursing homes (high care). There’s a high turnover of casual and part-time staff in the industry, but it’s people like Stephanie, either upgrading their qualifications or shifting from community (home) care to aged care, who mostly seek out assistance from the community college.

Wendy is already managing eight candidates (learners)⁴ who are in different phases of their recognition of prior learning (RPL) process. They are spread throughout the area, which requires Wendy to do a lot of travel, so she is always looking to find ways to make her work more time-efficient.

In order to service the industry skills qualification demand, the college runs a robust RPL process.

Stephanie has arrived, and Wendy makes her feel comfortable and offers a coffee. The main purpose of the interview is for Wendy to meet and get to know Stephanie, to talk to her about her work experience and training to date, in order to determine what areas she might need to provide evidence proving her competence, and what areas she may require further formal training.

Wendy shows Stephanie the self-assessment checklist⁵. This is accessed from the college’s Learning Management System, Moodle ⁶ All of the college assessment materials and guides are stored here. When the learners enrol at the college, they are provided with a secure login to the CareSkills site – their Moodle site. The learners usually work through the self-assessment form

¹ http://www.tareecc.nsw.edu.au Map provided in Case Study documents, page 10, figure 1.
² Certificate III in Aged Care CHC30208 is the entry level qualification in NSW. Some aged care facilities engage staff who have a background in community services without a Certificate so long as they are currently undertaking an Certificate III in Aged Care.
³ Certificate IV in Aged Care CHC40108
⁴ They use this term for people undertaking RPL rather than 'students' or 'learners'. For the purpose of this case study, the term 'learners' is used.
⁵ See case study documents, page 10, figure 2.
⁶ www.moodle.com.au
online. The responses to the questions are captured and this is processed by the digital system. The assessor checks the responses. If necessary, they modify the determination regarding what evidence is needed for the learner to complete a qualification.

Because at this stage, Stephanie is not very adept at using computers, Wendy is helping her through the self-assessment process. She begins, following the self-assessment checklist as a guide, with some questions: What formal qualifications do you have? What are you doing on the job now, and what have you done? Do you perform these particular tasks (and lists them) in the workplace?

If the learner has recent and relevant formal qualifications, Wendy can simply check the units of competency off the competency checklist. As Stephanie has an old qualification (pre-training package), but has a significant work experience, Wendy will need to observe her in the workplace undertaking some work tasks, to demonstrate her competency. Stephanie may also need to attend formal classes at the college. (If a learner is not performing the tasks currently or has not in the past, then it may be necessary for them to attend formal gap training.)

The RPL process used at four northern NSW Community Colleges was introduced as a result of a project funded by the Council of Australian Government (COAG) National Reform Initiative (NRI), called ‘Skills Track’. Val Evans was engaged as the consultant for this project, and she researched and evaluated what other providers were doing in Australia. In the end, she drew on RPL systems used in Western Australia and Queensland.

For the evidence that needs to be gathered to demonstrate competence, the Taree Community College learner provides a range of evidence types:

- video recordings of the learner performing tasks on the job
- evidence documents (an ‘Evidence Portfolio’).
- ‘SkillsChat’ - underpinning knowledge conversations via phone, VoIP (Skype) or Elluminate
- practical tests (practitioner observations of practical tasks in the workplace).

After the self-assessment process is completed, Wendy suggests Stephanie may like to use a video camera to collect workplace evidence. A benefit of this is that Stephanie collects the evidence and Wendy doesn’t have to travel to the workplace to make the observations.

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7 This self-assessment form is provided as a hardcopy version if required.
8 Taree, Singleton, Barraba and Coffs Harbour.
9 As part of the NSW DET (COAG) RPL Promotion Projects - Assessor Networks.
10 Val is contracted to the Cooperative Learning Limited, which connects 16 northern NSW Community Colleges.
The college has experimented with video technology for the past year or so.\textsuperscript{12} They began using point of view (POV) glasses,\textsuperscript{13} which are glasses with a video camera installed in them. The learner wears the glasses and the camera records the view where the learner’s head is facing. However, for their purposes, this was not appropriate, as the learner’s head view was not always looking in the right direction for an assessor to view. Also, the learner’s hands were often doing something different to where the head is ‘looking’ and so not being captured.\textsuperscript{14}

So, they opted for a camcorder - Bloggie.\textsuperscript{15} This is a very small and lightweight video camera, which provides reasonably high quality video, and panoramic view in low light situations. The recorded file is downloaded to a computer, and uploaded to an online video repository. There is a wide range of Bloggies available and the recording is exported as .mp4.\textsuperscript{16}

Wendy asks Stephanie whether she has her own camcorder. Many smartphones have excellent video recording functions and the college would prefer that learners use their own. However, as Stephanie doesn't have a camcorder, Wendy offers the college's camcorder.\textsuperscript{17} Depending on the evidence that is needed, it could take a learner a day or a month to film the evidence. In fact, it’s easier for a learner to have the camera with them all the time, rather than filming a task when it comes up in the actual work context.

They now discuss the circumstances in which Wendy would like Stephanie to take the videos. It’s really ‘a day in her work life’. She advises Stephanie that she place the camcorder on a bedside table or chair where it has the best view, and then undertake the task in front of it. Depending on the competency, tasks could include: interacting and talking with the residents, behaviour management, particularly of residents with dementia, personal care, feeding routines, games, walking and other activities.

Wendy briefly shows her how to use the camera. The explanation is simple; “you turn it on, swivel the lens, make sure everything is in shot, click the record button, do what you have to do, and click the ‘stop’ button”.

They discuss for a while the issues with recording videos in aged care facilities. Wendy explains that they have had some difficulty convincing the resident managers, aged care residents and their guardians the purpose of the video and how it will be used in assessment. They are understandably worried about privacy and confidentiality if residents are filmed. Many think that the video will be put into a public space, like YouTube, and therefore viewed by anyone.

\textsuperscript{12} CareSkills - NSW E-learning Innovations project seed funding from the Australian Flexible Learning Framework.
\textsuperscript{13} \url{http://www.edutechstock.com/products/camera-glasses}
\textsuperscript{14} In building trades, these have been used to great effect. See video example at: \url{http://www.edutechstock.com/products/-912-pov-dvr}. This was using a P-912 DVR mounted on a safety helmet.
\textsuperscript{15} \url{http://www.sony.com.au/productcategory/msc-bloggie}
\textsuperscript{16} Interoperable format.
\textsuperscript{17} Providing access and equity to the technology.
Wendy explains that not all tasks need to be filmed, especially personal care tasks such as undressing residents. These can be conducted by third-party reports, where supervisors confirm that the person does the tasks indicated by the competency. This eases resident and guardian concerns about privacy and confidentiality. But residents, guardians and managers must agree and feel comfortable with the security of the process. Along with verbal assurances, anyone appearing in the video is asked to sign a release form, which states that the video will not be used for any other purpose other than for assessment, and it is only viewable by the learner and assessor. It’s important, Wendy tells her, that once she has uploaded the video, she must delete the file from the camcorder, in case it is misplaced or stolen.

Wendy has also experimented with filming role-plays for assessment evidence. This is recording a learner simulate what they would do in an aged care facility and having another person act as the resident. This is another alternative to on-the-job demonstrations.

Video has also been used by the college in collecting evidence in third party reports. These are where the supervisor records a testimonial of learner competency.

For Wendy, workplace video evidence has significant advantages. It means she does not need to travel and be in the facility to make the observation; she does not need to synchronise time with the learner and employer to be there; she does not have to be there at the precise time when they are doing a particular task, and there can have a number of learners all collecting video evidence at the same time without all relying on Wendy to be there. On top of this, Wendy feels that having an assessor physically there and watching the learner perform the task can be sometimes very off-putting for them, whereas a camera is very unobtrusive. The advantage for the learner is that they can work and earn money while their competency is being recorded and don’t have to travel to the college.

In rural areas, travel is very time consuming. Some learners, who need to be observed demonstrating a task, may work an hour and a half away from the college. The task may be simply to watch the learner feed a resident; this may only take 20 minutes. Then the assessor needs to drive back to the college again. It’s not, according to Wendy, time or cost effective.

Wendy now shows Stephanie Streamfolio, an online space where she will upload the videos when she has finished each of the recordings.

Wendy shows Stephanie how to log in to the system (she has been provided with an account when she enrolled) and navigate her personal space.

The college selected Streamfolio because the learner videos are stored in one place, hosted externally (so they did not need to worry about college server space) and most importantly, stored very securely: only the learner and the assessor has access to the video repository.

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18 Attending to privacy and confidentiality concerns.
19 www.Streamfolio.com/features
The learner uploads the initial .mp4 video recordings into Streamfolio, which converts to .flv file format by the Streamfolio compression technology. This compresses the video without losing quality and in a format that can be viewed on the web: Flash or .mp4 file. After the video is uploaded and compressed, the learner selects to ‘share’ this with the assessor. The assessor is alerted to this by email. The assessor can choose to view the video online, or download it. Downloading the file allows the assessor to retain the file, if necessary, and store it in Moodle for auditing purposes.

Privacy is default position in Streamfolio. According to Streamfolio director Geoff Lubich, Streamfolio guarantees the security and safety of the data for seven years.

The college purchases a Streamfolio account for the learner. The fee is $10.00/month, which can be absorbed into the RPL fee. They only pay for the ‘active use’ of the account, which could be for a few months.\(^2\)\(^0\)

Most learners have very few problems using Streamfolio. The college recently conducted entry surveys with learners regarding their digital literacy levels, and in particular, whether they had used video and what experience they had at uploading files onto a computer. Staff were very surprised to learn that all learners had that experience, which was even the case with mature age people. Streamfolio also offers online help support.

The interview with Stephanie is complete and she leaves, armed with her Bloggie.

Wendy now decides on what Stephanie will need to accomplish to achieve her qualification. To do this, Wendy follows a standard assessment document, which she modifies for Stephanie, listing the evidence that she will need to provide (including the video), suggestions on how that evidence is to be collected and any formal training she will need to attend. She creates this as a ‘Handbook’\(^2\)\(^1\) that Stephanie can download from the Moodle.

Stephanie will follow this plan, and label each piece of evidence according to the plan. This is particularly important when Wendy comes to assess her video evidence.

Having finished Stephanie’s handbook, she logs in to Streamfolio to view a learner’s videos: she has been alerted to its arrival by an email. The learner has shared a video of a work task; admitting a new resident.

Wendy finds the learner’s name, opens the Streamfolio page and scrolls to look for the correct video.\(^2\)\(^2\) The learner has named the file correctly associated with a particular competency, so Wendy uses the appropriate assessment criteria to ‘tick off the boxes’. She plays the video and then

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\(^2\)\(^0\) Irrespective of the period that the account is active, it can be ‘re-activated’ at any stage. All files will be stored for seven years irrespective of the period of activation.

\(^2\)\(^1\) The handbook contains the portfolio plan, third party reports and practical tasks. See sample of portfolio plan, case study documents, page 11, figure 3.

\(^2\)\(^2\) Streamfolio has a limited metadata structure and no search function at this stage. Learners do not have many files to make this necessary. See Streamfolio screens, case study documents, Pages 11 and 12, figures 4, 5, 6.
replays various segments - which she can’t do in a real observation. (One piece of video evidence may in fact cover more than one unit of competency.)

Using the Streamfolio messaging system, Wendy writes a comment or feedback note saying what she thought of the learner’s demonstration and marks her as ‘competent’ for that particular assessment task. The learner will receive this as an email.

The video quality is not at a broadcast standard, but sufficient for Wendy to clearly see and hear the candidate interacting with the resident. According to Wendy, the sound quality is ‘brilliant’.

This afternoon, Wendy has an Elluminate session with the other learners. Elluminate is a virtual learning environment or online classroom, which can be recorded and played back or saved for future reference. Wendy runs two sessions every fortnight or three weeks for her learners. These are conducted either in the morning or evening. This is combined with one face-to-face class every month, where learners are expected to take the day off work to attend.

The Elluminate session is normally one and a half hours long. Wendy creates a small PowerPoint presentation for each session, structured around a set of questions. For the session today, she plans to pose the question: What are the ethical dilemmas that can arise when personal values clash with the rights of other individuals? Some follow up questions will be; What rights do residents have? What rights do you and co-workers have? What does the term ‘ethics’ mean? What are some ethical dilemmas you have experienced at work?

The ‘SkillsChat’ (or competency conversation), as it is called, is an assessable activity, which is designed to test the learner’s underpinning knowledge in an open, friendly manner. The sessions are recorded and used as evidence. Learners either use the Elluminate whiteboard to type their answers on or they use their audio function. It’s a ‘group recognition process, where both the group and individual learners are assessed.

Wendy gradually eases the learners into using Elluminate. In the first session, they play around on the whiteboard, then they use the chat facility, and so on. It might take a session or two for them to become really familiar with it. Most learners have broadband at home. In remote areas, this is often via satellite. But, there are problems with the reliability of the system, as the audio drops out frequently (the audio requires additional bandwidth), particularly if it’s raining. If their audio drops out, the learners revert to writing using the chat facility or the whiteboard.

Despite the technical issues, Wendy is enthusiastic about using Elluminate because it means that the learners do not have to travel great distances and take days off work to attend classes. It needs, however, to be planned out ahead of time, so Wendy prepares a schedule in a wiki. The wiki is also used as a collaboration tool, where learners post questions to Wendy, and she, or other learners, answers them. While this is not being used as an

23 [www.elluminate.com](http://www.elluminate.com)

24 A wiki is an editable web page that the learners can access. Wendy uses Google’s wikispaces.
assessment tool, it is an example of how online technologies can be used to support the assessment process, thus making it a form of e-assessment.

Wendy records all the assessment data into Moodle. There is a mapping table where the assessor records what they have assessed and a record of outcome for each learner. All the learner’s non-video documentary evidence is also stored here, with the video evidence stored in Streamfolio. This mapping table is used for auditing purposes. These documents are uploaded and available to the learner and the college can download them if they want to keep the record in a hardcopy form.

Val Evans developed the whole ‘backbone’ to the RPL and technology process at 16 Northern NSW Community Colleges.25 This included setting up Moodle and all the process documentation required by the assessor to conduct an RPL assessment and for the learners to collect evidence for their RPL.

Val has trained the four assessors to use the system. Val observes that the training was more about understanding an RPL process, than it was about the technology. She had to reinforce with them that this is about the learner collecting evidence; not the assessor teaching them and then assessing them.

Because the notion of ‘collecting evidence’ is not an easy one for trainers and learners to grasp, it has been important for Val to provide examples of evidence. Val has done this by creating manuals and videos, and in the learner assessment portfolio, to suggest types of evidence that may be collected.

Ongoing professional development is important to ensure the RPL system and evidence-capturing technologies continue to be used beyond Val’s contract.

In terms of the technology, Val believes this is easy for the trainer: they need to know how to access Streamfolio and view/feedback on a video, and how to access documents that have been uploaded to Moodle for assessment. They also need to be able to input the mapping table and record of outcome (which is the same as any record keeping process).

Unfortunately, the college has not been able to achieve a single sign-on for Moodle and Streamfolio so, in effect, they have two different processes for evidence gathering. Val wishes it were otherwise. They experimented with one system, the e-portfolio system Mahara,26 but this did not suit their purposes, so they decided to stay with the two separate systems for the time being.

The community colleges do not have standing industry committees to validate assessment processes, but Val believes that in adapting the Western Australian and Queensland RPL models, these would have gone through an extensive quality assurance and validation process. The project steering committees were set up for the two projects, which included industry stakeholders who were involved in discussing the use of video in the workplace. The critical issue for them was privacy and confidentiality.

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25 Members of the Cooperative Learning Limited.
26 http://mahara.org
All RPL learners sign a declaration that all of the evidence they provide is their own.

Val is excited about the potential of Streamfolio. It has a real time video recording function which could be useful for distance education: learners could sit in front of their computer webcam, describe tasks, record them and save them in Streamfolio. The assessor can then come in and view it, and assess them. Streamfolio is also developing an iPhone application that would enable the iPhone to record video and seamlessly upload it in real-time to the repository.

The college has not conducted a cost effectiveness analysis; Val believes this is premature. She knows that in rural areas, the combination of RPL with video evidence capture reduces travel and teaching time for both learner and assessor, and the use of Moodle, Streamfolio and Elluminate has streamlined assessment processes. Overall, the RPL model means that the college is consistently meeting the AQTF requirements and provides great flexibility for assessment.
Case study assessment documents

Figure 1: Taree and surrounding districts

Figure 2: Self-assessment checklist: Screen 1. Learner chooses unit of competency.
Figure 3: Self-assessment checklist: Screen 2. Questions relating to the unit of competency that learners answer (Yes/No).

Figure 4: At end of self-assessment process, depending on learner answers, a suggested evidence list.
Figure 5: Example of a Portfolio Planner.

Figure 6: Streamfolio interface showing where learner’s videos are listed. Note metadata: title, description, creator and time/date of upload. Options on lower screen to play or download video.
Figure 7: Streamfolio interface showing learner video upload function.

Figure 8: Video of third party report, using computer camrecorder / Streamfolio.

Figure 9: Streamfolio messaging field where assessors provide feedback to learner on their video assessment.
### Guidelines

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<th>Theme</th>
<th>Guideline</th>
<th>Case study approach</th>
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</thead>
<tbody>
<tr>
<td>Infrastructure provision</td>
<td>1.1 Web based functionality</td>
<td>E-assessment providers must meet minimum web based functionality requirements to support e-assessment</td>
<td>Those interviewed in the case study didn’t indicate any issues meeting these standards.</td>
</tr>
<tr>
<td></td>
<td>1.2 Desktop functionality</td>
<td>E-assessment providers must meet minimum desktop functionality requirements to support e-assessment</td>
<td>Those interviewed in the case study didn’t indicate any issues meeting these standards.</td>
</tr>
<tr>
<td>Technical guidelines</td>
<td>2.1 Accessibility</td>
<td>E-assessment providers must confirm that e-assessment resources and materials are accessible to people with disabilities.</td>
<td>Accessibility of developed content wasn’t explicitly identified. However, there is support for students if required.</td>
</tr>
<tr>
<td></td>
<td>2.2 Portability</td>
<td>E-assessment materials must be transportable between different repositories and learning management systems.</td>
<td>All evidence is stored in formats and in systems that make content easily transferable.</td>
</tr>
<tr>
<td></td>
<td>2.3 Desk top content formats</td>
<td>E-assessment materials must meet the standard for desk top content formats.</td>
<td>All file formats used in the evidence gathering tool are in common and transferable formats.</td>
</tr>
<tr>
<td></td>
<td>2.4 Mobile content formats</td>
<td>E-assessment materials must meet the standards for mobile content formats.</td>
<td>Evidence is gathered in content formats that meet standards.</td>
</tr>
<tr>
<td>E-assessment development and maintenance</td>
<td>2.5 Metadata</td>
<td>To support discovery and re-use of e-assessment resources and materials across the VET system, assessment content should be described using the Vetdata standard.</td>
<td>Limited metadata in video storage at this stage.</td>
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<tr>
<td>E-assessment development and maintenance</td>
<td>3.1 Benchmarks</td>
<td>E-assessment resources and materials must meet the requirements of the relevant Training Package or accredited course.</td>
<td>The practitioner team work together to ensure the requirements are met.</td>
</tr>
<tr>
<td>E-assessment development and maintenance</td>
<td>3.2 Assessment principles</td>
<td>E-assessment resources and materials must provide for valid, reliable, fair and flexible assessment</td>
<td>The practitioner team work together to ensure the requirements are met.</td>
</tr>
<tr>
<td>E-assessment development and maintenance</td>
<td>3.3 Personalisation</td>
<td>E-assessment resources and materials must provide for personalisation of assessment.</td>
<td>E-assessment is highly personalised with individualised feedback to each learner at many points in the process.</td>
</tr>
<tr>
<td>E-assessment development and maintenance</td>
<td>3.4 Validation</td>
<td>E-assessment resources and materials must be systematically validated.</td>
<td>The practitioner team work together to ensure the requirements are met. Formal industry validation yet to be finalised.</td>
</tr>
<tr>
<td>E-assessment development and maintenance</td>
<td>3.5 Workplace and regulatory requirements</td>
<td>E-assessment resources and materials must address workplace and regulatory requirements</td>
<td>The practitioner team work together to ensure the requirements are met.</td>
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<tr>
<td>E-assessment development and maintenance</td>
<td>3.6 Candidate authentication and security</td>
<td>E-assessment resources and materials must provide for candidate authentication and</td>
<td>Procedures in place to ensure authentication and security of data is protected.</td>
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<td>E-assessment guidelines for the VET sector: Case study 2</td>
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<td>E-assessment practices</td>
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<td>3.7 Maintenance</td>
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<td>E-assessment resources and materials must be maintained.</td>
<td>The practitioner team work together to ensure the requirements are met.</td>
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<td>E-assessment practices</td>
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<tr>
<td>4.1 Collaboration</td>
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<td>E-assessment must be developed in consultation with industry and other stakeholders.</td>
<td>Industry stakeholders included in project development.</td>
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<td>4.2 Evidence collection</td>
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<td>E-assessment involves collecting quality evidence for use in assessment decision making.</td>
<td>The practitioner team work together to ensure the requirements are met.</td>
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<td>4.3 Feedback</td>
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<td>E-assessment feedback must identify candidate strengths, areas for improvement and ways in which performance may be improved.</td>
<td>Practitioner feedback to each learner is provided at many points in the process.</td>
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<td>4.4 Assessment judgements</td>
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<td>E-assessment involves assessors in evaluating evidence and making assessment judgments.</td>
<td>The practitioner team work together to ensure the requirements are met.</td>
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<tr>
<td>4.5 Recording and reporting e-assessment outcomes</td>
<td>E-assessment outcomes must be accurately recorded, reported and stored.</td>
<td>The practitioner team work together to ensure the requirements are met.</td>
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<td>4.6 Complaints and appeals</td>
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<tr>
<td>E-assessment processes must provide for complaints and appeals from candidates.</td>
<td>This is addressed in college policy and practice.</td>
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<td>E-assessment context</td>
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<tr>
<td>5.1 E-assessment support services</td>
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<tr>
<td>E-assessment providers must have appropriate support services for assessors and</td>
<td>College provides support structure with assessor training and manuals showing how to use assessment tools.</td>
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<tr>
<td>5.2 E-assessment deployment strategy</td>
<td>E-assessment providers should have an e-assessment deployment strategy.</td>
<td>Institute provides the cameras if required, and systems are openly accessible to learners.</td>
<td></td>
</tr>
</tbody>
</table>
For more information:

Benchmarking and Research business activity
Phone: (08) 8463 6509
Email: melanie.worrall@sa.gov.au
Website: flexiblelearning.net.au/research

Australian Flexible Learning Framework
Phone: (07) 3307 4700
Email: enquiries@flexiblelearning.net.au
Website: flexiblelearning.net.au