E-assessment guidelines for the VET sector: Case study 4

Western Sydney Institute - ePortfolios for hairdressing apprentices

6 June 2011
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:

- Jenny Cunningham, Teacher of Hairdressing at TAFE NSW Western Sydney Institute, Nepean College, Kingswood.
- Nayomie Baihn, Project Officer with the Workforce Capability Unit at TAFE NSW Western Sydney Institute (temporary contract). Her (permanent) position is Teacher of Hairdressing at TAFE NSW Western Sydney Institute, Nepean College, Kingswood.

Thanks to Jenny and Nayomie for their support in developing this case study.

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Summary

Institute
NSW TAFE Western Sydney Institute (Nepean College)

Qualification
WRH06 Hairdressing

Cohort
On and off campus apprentices

E-assessment technologies
Mahara – ePortfolio tool.
Foliospaces – the external service on which WSI ePortfolio is hosted and support services are provided.
CLAMS - Classroom Management System.
SIS - TAFENSW Student Information System - recording and reporting of assessment.

Description
- The e-portfolio (Mahara) is assigned to individual learners to access and use for their learning and assessment.
- The assessment is conducted using the system where images are provided to learners to evaluate against a set of industry validated assessment questions, and where learners use it to record their work in practical contexts demonstrating their skills.
- The evidence is assessed and feedback/results communicated through Mahara.
- The results are stored on the Institute SIS for transcript and certification purposes.

Case study highlights
This is an effective example of the use of ePortfolios in assessment of hairdressing apprentices.

ePortfolios are being used increasingly in learning and assessment. They have the capacity to be portable (used across RTOs) and long-life (as a life-long record of an individual's training). They therefore raise many important assessment issues in regards to interoperability, security and trusted systems.

In this case, the ePortfolio is used both as an on-campus and off-campus assessment tool, to collect evidence and record it in a secure system.

Authenticity is an issue in any portfolio assessment, and this case study shows how practitioners deal with this is using ePortfolios. As photographs are also used to collect assessment evidence, procedures are in place to ensure privacy and confidentiality in the workplace is respected.
Case Study

Twelve hairdressing apprentices sit at benches in a TAFE college training room. They are concentrating on their individual computer notebooks provided by the institute. Their trainer/assessor Jenny Cunningham, is also focused on her computer screen.

The apprentices come in to the Nepean College of TAFE NSW Western Sydney one day a week. On the other days they are practicing the craft of hairdressing in the workplace.

Today they are building their ePortfolios, in particular, addressing the knowledge component of design elements and principles. This unit explores the styles of hairdressing, or more formally, it involves the ‘communication, analysis, planning and then selecting and applying tools and equipment, to create finished classic and current hair designs on short to medium-length hair’.

In this assessment the apprentices need to ‘interpret’ hair designs. There are five main assessments for this unit. These are an ePortfolio component (10% classroom and 10% on-the-job portfolio) and four practical assignments (two worth 15% each, and two worth 20% each).

All assessment activities for this unit are available electronically and in hard copy. The latter is outlined the ‘Skills Passport’, which is provided to the learners in their first class. For this ePortfolio assessment, the hairdressing apprentices login to the WSI ePortfolio system, Mahara.

Mahara is an Open Source ePortfolio system that the learner manages and controls: it is not, in this sense, the trainer’s or institute’s resource. The learner gives permission to the practitioner to access their content.

In 2009, Western Sydney Institute experimented with a number of ePortfolio systems including Mahara, PebblePad, SkillsBook and Careers Connect.

Based on the results of this trial, the Institute opted for Mahara because it was easy to use, had a robust graphics display and suited the requirements of hairdressing training and assessment (which was the Institute section most committed to the ePortfolio concept). At this stage, the learner login is not linked to the TAFE College’s Student Management System, CLAMS.

To create a learner space in Mahara, the trainer requests that a ‘user account’ is created for learners on WSI ePortfolio. The account is created by the WSI ePortfolio Administrator and the trainer then assigns learners to ‘unit group/s’ as required, and a login is generated for each learner.

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1 Case study documents, page 11, figure 2.
3 Formal unit of competency WRHHD303A: Design and apply short to medium-length hair design finishes.
5 This means that the LADP data (student contact details, etc) is not transferred across to Mahara.
When the College practitioners were first experimenting with Mahara, they created a group of learners around an individual class. However, this was changed to a unit of competency to allow learners doing the same unit to communicate with learners from other classes: thus they call it a ‘unit group’.

Once logged in, the hairdressing apprentices work through a series of questions that have been framed in Mahara.

Jenny has structured the assessment, so each question is on a new ‘view’ page. On the first screen, learners are asked to describe the characteristics of seven face shapes, shown in the images provided. On the second, they are asked to discuss the range of hairstyles that would suit each face shape. The third asks them to describe the suitable styling techniques they would use to complete the hairstyle, based on the hairstyle image they have chosen. They are also to specify this for each of the seven face shapes, which are featured on the next screen. The apprentices work systematically through the set of thirteen questions provided; it is expected that learners will complete eleven.

Jenny and her team previously constructed this assessment task in Mahara. She transferred the assessments (in Word document format) into her own Mahara account, by creating the pages and uploading the images. When these are made available for learners, they copy assessments into their own ePortfolios.

Jenny ensures the pages are well laid out, with minimal text and good quality images of models (featuring face shapes and hair styles). Now that she is adept at using Mahara now, it only takes about three or four minutes to create a page such as the ones in this assessment task.

Learners are given revision notes to assist in answering the activity questions. These are downloaded from Mahara, saved and printed if required. Alternatively, learners can display them directly from the ‘unit group view page’, or copy them across to their own ePortfolio.

For each assessment question, the learner types their answers in the text fields on the relevant Mahara ‘view’ page. There is another text field on the page where the assessor writes in their assessment mark and comments/feedback.

Most learners in our sample class are now confident using Mahara. While some took to Mahara easily, others with less computer experience, found the system more difficult to manage.

With the advent of social networking tools such as Facebook, the trainers are finding that there has been an increase in the typical learner’s computer abilities, and Mahara is not so far removed from the tools commonly used on Facebook.

As support, the learners access a comprehensive set of instruction sheets (QuickGuides) and manuals from a WSI ePortfolio Institution ‘view’ page, which contains Student Support Resources that are automatically accessible on initial account creation. These include instructions: to login, create a

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6 Case study documents, Page 12, figure 3.
7 Providing formative assessment.
person profile and a resume, create views, collections, files, blog, plans (Mahara has its own terminology) and how to use the communications tools (groups, chat, forum).

While the apprentices are completing their work in their ePortfolio, Jenny is able to access their 'views' in Mahara, to provide ongoing feedback and /or assess completed work. The learner has given her permission to view and comment on the Mahara page that she needs to assess.

In the portfolio, the apprentices use photographs to show the work they are doing on the job, or in one of the three hairdressing salons on campus. The on-campus salon takes on actual clients, so the assessment activity is the same as the off-campus one.\(^8\)

To take the photos, the apprentices use their own cameras, mostly mobile phones, or if they need to, they use the Institute cameras when documenting their skills at the campus salon. They use software to resize, crop or manipulate the photos to upload them into their Mahara space. Photos are loaded in .jpeg format.

Jenny is impressed by the learners' adeptness in taking photographs, even though the trainers do not specifically provide instruction on taking quality photos. The learners need to take shots of their client's hair that they have styled from different angles: back, sides and front views. There are questions on Mahara to guide them for each of the tasks (activity sheets)\(^9\) and they annotate the photos (how, why, when) by writing in the text space provided on their Mahara 'view' page.

Jenny considers that their photographic approach is partly modelled on the demonstrations she gives in the campus salon, in which she takes similar photographs of the apprentice’s hair cutting techniques. Previously, she would have kept these photos on her hard-drive as assessment evidence, but she is now giving these to the learners to upload to their Mahara space.

This is partly to train the learners in using Mahara, so that when it comes to their portfolio task, they will be better able to use the system on their own when they use the ePortfolio in the second semester.

Jenny has also made it easier for learners working in Mahara for their portfolio project by providing Mahara ‘templates’. The templates are pages that have been laid out and created, which the learners copy. This provides consistency in format and style across all learner’s ePortfolios.

When taking photos in the workplace, apprentices need permission to do so, so they have consent forms for the clients who they are photographing to sign. Without consent, these cannot be published on the ePortfolio. Clients coming to the on-campus salon for a hairstyle also sign a photographic release form.

Jenny would like learners to add evidence in other forms, such as video and audio, but at this stage, it would mean another skill they would need to learn;

\(^8\) See case study documents, page 12, figure 4.
\(^9\) See case study documents, page 14, figure 7.
possibly over-burdening them, so she has chosen not to proceed with this at this time. However, there is scope to do this in the future.

Amanda\(^\text{10}\) has handed in a hardcopy portfolio. She is not confident with computers, and refuses to use Mahara for her portfolio, even though she has tried.

Jenny works through the large folder provided. It’s full of drawings, colourful borders, large and fancy headings, some hand-written text (not all that clear) and a few photographs. There is very little structure to the document and not a lot of content. It’s difficult to determine whether Amanda has demonstrated the task. Jenny has contacted Amanda a number of times over the past month, asking to see the progress of her portfolio, but Amanda never obliges the request.

This was sometimes how hard copy portfolios were created before Mahara.

For Jenny, one benefit of Mahara is that it offers a structured environment for the learners to display their work. It also means that, with learner permission, Jenny can access their work online at anytime, from anywhere, and comment on their progress, explain what extra things they need to do, so by the time they submit their ‘final’ portfolio, it is already in a form that meets the assessment requirements. However, the Institute allows learners who do not wish to use Mahara (about 5% of them) to continue to use a hard copy format.\(^\text{11}\)

Jenny writes her assessment comments on Amanda’s portfolio, records this on her marking sheet, and recommends what she will need to do to bring it to a competent standard. She invites her to re-submit for further assessment.

Five years ago, the portfolio was introduced into the hairdressing course as part of the assessment. With the paper-based formats, it took longer to mark the portfolios. With Mahara, because the assessors are getting precise information in a format that they have chosen and where formative assessment is now part of the process, the final assessment is taking much less time, and it supports the learner in their learning at the same time.

Jenny observes the apprentices at work. They are nearing the end of this session. She encourages collaboration in this assessment and notes that some of them are talking and discussing the set activities. Although there’s a lot of informal conversation happening in the classroom, providing comment and support, at this stage, it’s not happening through Mahara. While the system has communications functions\(^\text{12}\) and means of sharing pages between learners, these functionalities are not being used.

Jenny finishes off the eportfolio assessments by writing on the Mahara ‘wall’, where she tells each learner that she has assessed and marked their work and made comments on it. She invites them to have a look and see what was said. This message is also linked to their email address informing them that a message has been received on their Mahara space.

\(^{10}\) Not a real name.
\(^{11}\) An example of assessment flexibility and personalised assessment.
\(^{12}\) Including a blog, chat and forum.
In this face-to-face environment, the trainers get to know the learners, and have a sense of their capability and language, and so they can pick up quickly if there is a problem. Even with the paper-based portfolios, Jenny remembers, there was always an issue of learner authentication. In one case Jenny is concerned that a photograph may not have been the apprentice’s work. She is able to identify this through her knowledge of the apprentice and her work. She has not had an issue with authenticity to date, but if she needed to press this further, she would ask the apprentice to create a ‘secret URL’ for the problematic ‘view’ page in Mahara, and send this link to her employer of the salon where the activity took place. The employer can then confirm by writing a comment on the appropriate ‘view’ page that this was indeed a photo of the apprentice undertaking the activity.

Jenny makes a note to call the employer by phone at a later date just to ensure the apprentice’s work is her own.

Jenny now enters the results of the learner’s work into the TAFE NSW Student Management System, CLAMS. CLAMS is an electronic results and roll book system that enables trainers to organise their learners into classes, enrol them in the units of competency, monitor learner attendances and record their results. At the end of each semester, the trainer locks the results entered in CLAMS. These results form part of each learner’s permanent record on the Student Information System (SIS), which in turn generates their transcripts, certificates and diplomas. If the learner is an apprentice, their employers receive notification of their results as well.

CLAMS is not connected to the WSI ePortfolio platform, so Jenny manually inputs the data for each learner, providing a mark for each assessment event and a final result for the unit of competency.

Jenny now prepares for the next session. This final component of the assessment is the practical demonstration of their skills. In this assessment, she will observe them in a salon undertaking the specified tasks, and will use a paper-based checklist to guide the assessment and the questions to instruct the learner whilst they are demonstrating their skills.

In a ‘validation day’ in 2010 the hairdressing teaching staff formally met and endorsed Mahara as the portfolio tool. The Institute has a formal validation procedure, checklist and form, and the staff used the checklist to validate the use of the ePortfolio and the way the assessment is set up in it.

Nayomie Baihn is Project Officer with the Workforce Capability Unit at Western Sydney Institute. Her role until recently was as a trainer, mentor and champion of the Institute ePortfoio. It’s part of her job to train Institute staff to use Mahara. This has been a major focus because Nayomie believes that the learners are better equipped to use Mahara when their trainers are comfortable with it; it’s in the early stages when learners need the most help and support. In the past, Jenny or Nayomie trained the learners directly. Now the trainers are trained and they in turn train and support the learners.

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13 See case study documents, page 13, figure 5.  
14 See case study documents, page 13, figure 6.
The training of trainers was initially conducted as formal four-hour sessions with Institute sections. There are also support materials for staff available on a WSI ePortfolio Institution ‘view’ page containing teacher support resources. They access this through a ‘WSI Staff group’ that has been setup within the ePortfolio system to allow collaboration and networking between staff using the system. These are also available via the eLearning toolkit, which is accessible to staff from within the WSI staff intranet.\(^\text{15}\)

Across Western Sydney Institute, there are about forty staff regularly using Mahara, this involves about 240 learners. In hairdressing, six or seven trainers out of ten are active users.

Nayomie says training is not just about the technology. The use of Mahara requires a different approach to training and assessment, particularly when it’s the learner who controls their own space and content.

Although the portfolio assessment process has been endorsed by industry, Mahara as a specific e-assessment tool has not yet been demonstrated to the Industry Action Group. Nayomie believes it is too early for this as they are still in the process of refining the system and encouraging staff to use it adequately to teach, instruct and assess.

TAFE NSW will be implementing a state-wide ePortfolio solution as part of the Virtual Learning Environment (VLE) initiative, which is commencing its rollout. In the meantime, Western Sydney TAFE contracted Foliospaces to host Mahara externally.\(^\text{16}\)

According to Nayomie, this has been a very effective move. The service provider, Foliospaces, systematically loads the latest versions of Mahara (version 1.4, whereas the Institute was trialling V1.1). Staying with the old version would have meant not being able to export data out (which newer versions could do). External hosting has other advantages, it’s not blocked behind Institute firewalls and there is complete transportability for a learner who leaves the institute, they can still access their ePortfolio at any time in the future.

On enrolling, the institute section surveys the learners about their computer access at home, the reliability and speed of network and their computer literacy skills. They found that there is great variation here.

Nayomie sees the benefit of face-to-face training and assessment because the learners can use the TAFE computers in the classroom, and outside of class, the TAFE Campus libraries, thus improving learner access to the digital systems. The trainers also structure time into their classroom training sessions so that the learners can work on their ePortfolios, and if they focus here, there is little need for them to work on a computer at home.

Mahara has the capacity to export the whole portfolio. It is LEAP2A compliant\(^\text{17}\), which means that all or part of the content can be exported to

\(^{15}\) They are now looking at Captivate recordings to better explain the use of the technology, and a live demonstrations using Adobe Connect.

\(^{16}\) www.foliospaces.com

another ePortfolio system. Whilst the system is not compliant with the WAI Accessibility Guidelines, Jenny provides MS Word documents and paper based materials for learners who can’t access Mahara.

Nayomie is aware of improvements that could be made to their e-assessment process. One is having a learning management system where learning resources could be uploaded. For example, Moodle could sit with Mahara\(^\text{18}\). The other improvement is to have a better, more seamless relationship between Mahara and the LDAP (learner contact details and logins) on one hand and the Student Management System (assessment and results data) on the other.

This level of integration, however, will be realised across TAFE NSW once the Virtual Learning Environment and new TAFE NSW student management system are implemented.

The College has not conducted a cost effectiveness analysis, because it is too early in the uptake of Mahara to do this. The cost of hosting Mahara on Foliospaces is not significant. The trainers are becoming self-supporting in using it, and the first wave of section staff training is nearing completion.

On the other side of the ledger, it has simplified and significantly reduced the portfolio assessment time, and provides learning and assessment opportunities previously unavailable.

\(^{18}\) According to the Mahara website, ‘The Mahara team has also been heavily involved in the Moodle community, with recent work mostly focused on Moodle Networks. Similarly, Mahara systems can be networked together as well having single sign-on from Moodle 1.9 upwards. In a sense, we see Mahara as a ‘sister’ application although the two systems are not required to go together’.
Case Study assessment documents

Figure 1: Location of the Kingswood campus, Western Sydney Institute, Nepean College

Figure 2: Photo of apprentices and practitioner in classroom using computers.
Copy of WRHHC306A Womens Haircut Part A 1

WRHHC306A - Part A 1
You are required to look at this photo, upload a structure graphic that best suits it, as well as describe how you would cut and style this hair.

Cutting Techniques
Describe step by step how you would complete this haircut.

Womens Haircut A1

Styling Techniques
Describe the styling techniques that would be suitable for this style.

Tools and Equipment
List the tools and equipment you will require.

Styling and Finishing Products
What styling and finishing products would you use?

Structure Graphic
Upload a structure graphic in the block below. Some (not all) haircuts may need more than one structure graphic.

Structure Graphic Upload

Figure 3: Mahara ‘view’ page showing sample of assessment question.

Copy of WRHHC306A Womens Haircut B1

Your own work
Upload photos of a womens haircut that you have completed.

Cutting Techniques Description
Describe step by step how you have created this haircut.

Photo of haircut

Styling Techniques
What styling techniques have been used to finish the hair design?

Photo of haircut

Tools and Equipment
Describe the tools and equipment you have used to achieve this haircut.

Photo of haircut

Styling and Finishing Products
What styling and finishing products have been used?

Structure Graphic
Upload a structure graphic that best suite this haircut into the image block below.

Structure Graphic

Structure Graphic Upload

Structure Graphic Upload

Figure 4: Sample of apprentice Mahara ‘view’ template page where the learner uploads portfolio information.
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Figure 5: This is an example of the CLAMS entries for the Unit WRHHD303A – Design and Apply Short to Medium Length Hair Design Finishes.

Figure 6: Assessment validation form
**Copy of WRHHC306A Women's Haircut Assignment**

**WRHHC306A - Part A1 and A2**

You are required to analyse two pages of women's haircuts that you have been given.

**WRHHC306A - Part B1, B2, B3**

You are now required to supply photographic evidence of 3 women's haircuts that you have completed at work or at TAFE.

**The photos need to be of your own work.**

You will need to ensure that you show an example of current style interpretations.

### Descriptions

#### Cutting Techniques

Describe step by step how you would complete this haircut.

Remember to include the following points in your description as a minimum:

- **Type of haircut:** eg. solid form, graduation, uniform or increased layer or short, med or high over comb, or a combination
- **Sectioning Patterns:**
- **Design Line Direction:** Horizontal, Diagonal Forward, Diagonal Back, Concave, Convex etc.
- **The sequence in which you would do the hair cut:** eg. start at nape, complete back of head and sides then finish at the front hairline.
- **Head position:** eg. upright or forward

#### Styling Techniques

Describe the styling techniques that would be suitable for this style, eg. Blow drying, finger drying, scrunching, straightening, tonging.

Discuss projection angles, sequencing etc.

Use enough information so that we could reproduce the profile.

#### Styling and Finishing Products

What styling and finishing products would you use? How and when would you apply these products.

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**Figure 7:** Activity sheet, describing what the learner needs to do for the assessment task.
## Guidelines

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<th>Guideline</th>
<th>Case study approach</th>
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<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>System not compliant, but practitioners provide workarounds with accessible documents and personalised support.</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 (photographs) 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>Not applicable.</td>
</tr>
<tr>
<td></td>
<td>2.5 Metadata</td>
<td>To support</td>
<td>Not relevant to system</td>
</tr>
<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>
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<tr>
<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>
<td></td>
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<tr>
<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>
<td></td>
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<tr>
<td>3.4 Validation</td>
<td>E-assessment resources and materials must be systematically validated.</td>
<td>The practitioner team work together and with industry to ensure the requirements are met.</td>
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<tr>
<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>3.6 Candidate authentication and security</td>
<td>E-assessment resources and materials must provide for candidate authentication and the security of both the assessment</td>
<td>Candidate authentication and security is met by class supervision and procedures with employers.</td>
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discovery and re-use of e-assessment resources and materials across the VET system, assessment content should be described using the Vetdata standard.
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<th>E-assessment practices</th>
<th>3.7 Maintenance</th>
<th>The practitioner team work together to ensure the requirements are met.</th>
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<tbody>
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<td></td>
<td>E-assessment resources and materials must be maintained.</td>
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<tr>
<td>4.1 Collaboration</td>
<td>E-assessment must be developed in consultation with industry and other stakeholders.</td>
<td>Formal industry committee to validate technologies and e-assessment processes.</td>
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<tr>
<td>4.2 Evidence collection</td>
<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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<tr>
<td>4.3 Feedback</td>
<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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<tr>
<td>4.4 Assessment judgements</td>
<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>
<td>E-assessment processes must provide for complaints and appeals from candidates.</td>
<td>This is addressed in Institute policy and practice.</td>
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<tr>
<td>E-assessment context</td>
<td>5.1 E-assessment support services</td>
<td>Institute provides support structure with assessor training and manuals showing how to use assessment tools.</td>
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<td>E-assessment providers must have appropriate support services for assessors and candidates.</td>
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<td>Access to technologies</td>
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<tr>
<td>deployment strategy</td>
<td>providers should have an e-assessment deployment strategy.</td>
<td>provided by Institute and enabled by classroom facilities.</td>
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