

Plan	Analyse	Design	Develop	Deliver	Evaluate
<p><b>A2 Plan online support arrangements – quality</b></p> <ul style="list-style-type: none"> <li>• help desk</li> <li>• website management</li> <li>• technical infrastructure</li> <li>• complaints, grievances</li> <li>• backup and recovery procedures</li> <li>• feedback and communication</li> <li>• support information</li> </ul> <p>AQTF 1 AQTF 6</p>	<p><b>B2 Describe assessment context</b></p> <p>AQTF 8.1 (v)</p> <ul style="list-style-type: none"> <li>• content area</li> <li>• theoretical/practical</li> </ul>	<p><b>C2 Draft assessment tasks</b></p> <p>AQTF 8.1 (vi)</p> <ul style="list-style-type: none"> <li>• seven characteristics of authentic tasks</li> <li>• create learner-centred tasks</li> <li>• opportunities for peer and self-assessment</li> <li>• provide models of appropriate tasks</li> <li>• develop key competencies (communication, problem solving, teamwork, collaboration)</li> <li>• legal issues</li> <li>• information for learners regarding assessment requirements</li> <li>• validate tasks</li> </ul> <p>AQTF 8.1</p>	<p><b>D2 Write assessor Guides</b></p> <p>AQTF 9.1</p>	<p><b>E2 Conduct and manage the assessment process</b></p> <p>AQTF 8.1 (i)(iii)(v)(vi) AQTF 9.3 (i)</p> <ul style="list-style-type: none"> <li>• select/offer appropriate mode/s of assessment</li> <li>• access and equity issues</li> <li>• strategies for electronic management</li> <li>• recording assessment</li> <li>• where to store? plagiarism/security</li> <li>• assess competency</li> </ul> <p>AQTF 6.1 AQTF 2.1 AQTF 4.1 AQTF 4.2 AQTF 6.3</p>	<p><b>F2 Evaluate assessment process</b></p> <ul style="list-style-type: none"> <li>• was the information about assessment task sufficient?</li> <li>• clarity of task: did students need further information?</li> <li>• feedback from tutor</li> </ul> <p>AQTF 8 AQTF 9</p>

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<p><b>A3 Ensure staff have appropriate skills</b></p> <ul style="list-style-type: none"> <li>• identify and schedule professional development for staff developing and delivering (as required)</li> <li>• generic underpinning ICT skills AQTF 7</li> </ul>	<p><b>B3 Review current practice</b></p> <ul style="list-style-type: none"> <li>• What works well?</li> <li>• identify opportunities for improvement</li> <li>• identify opportunities for innovation (online) AQTF N/A</li> </ul>	<p><b>C3 Identify tasks suitable for RPL</b></p> <p>AQTF 8.2</p>	<p><b>D3 Professional development for teachers (as required)</b></p> <p>AQTF 7.1</p> <ul style="list-style-type: none"> <li>• (Just In Time)</li> </ul>	<p><b>E3 Support learners</b></p> <p>AQTF 9.3 (ix)</p> <ul style="list-style-type: none"> <li>• provide support in accessing and submitting assessments AQTF 6.1</li> <li>• provide feedback to learners AQTF 8.1(vii)</li> <li>• provide opportunities for learners to clarify task</li> <li>• inform learners of feedback/satisfaction procedures AQTF 1.9 (a)</li> </ul>	<p><b>F3 Evaluate assessment tools (software etc)</b></p> <p>AQTF 8 AQTF 9</p> <ul style="list-style-type: none"> <li>• evaluation of tools (ease of use, technical hitches etc)</li> </ul>