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ASSESSMENT DOCUMENT



Assessment Booklet

Designing Learning

from TAE40110 Certificate IV in Training and Assessment

TAEDES401A

Design and develop learning programs

TAEDES402A

Use training packages and accredited courses to meet client needs

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Contents

Assessment Cover Sheet	4
Assessment Results	5
About this assessment	6
Instructions for candidates	7
Contact us	8
Third party authentication	9
Assessment tasks	10
DES Short answer questions	10
DES Task 1 Design and develop a competency-based learning program.....	15
DES Task 2 Name of task.....	17
Assessment Guide	18
Assessment Guide: DES Task 1.....	19
Assessment Guide: DES Task 2.....	22

Rto Name

Assessment Cover Sheet

TAEDES401A Design and develop learning programs
 TAEDES402A Use training packages and accredited courses to meet client needs

CANDIDATE to complete this section			
Name			
USI *			
Address			
Phone	Daytime		Evening
Email			
Company name			
Date submitted			
<p>Candidate declaration—By signing below, I declare that:</p> <ul style="list-style-type: none"> I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time this portfolio contains my own work except where I have made due reference to work by other/s. I am aware that a false declaration may lead to withdrawal of a qualification or statement of attainment. 			
Candidate signature*		Date signed	
<p>* Candidates must provide a REAL signature. If submitting your portfolio electronically, <u>either</u> insert an electronic signature in the space above, <u>or</u> print this page, sign it, then submit a scan of the signed page.</p>			
ASSESSOR to complete this section			
Name of assessor			
Date portfolio received			
Date portfolio review completed			

* USI stands for **Unique Student Identifier**. If you don't yet have a USI go to: <http://www.usi.gov.au/create-your-USI/Pages/default.aspx> Use this USI every time you enrol in nationally recognised training or assessment.

Assessment Results

Assessor to complete after reviewing the candidate's portfolio

Candidate		
Assessor		

Portfolio presentation checklist

	Yes or No
Did the candidate complete and sign the Assessment Cover Sheet ?	
Was the Third Party Authentication page completed by a credible referee?	
Does the portfolio appear to be well-organised ?	

Result for each assessment task

	RESULTS
	S or NYS
DES Short answer questions	
DES Task 1: Design and develop a competency-based learning program	
DES Task 2: Design and develop a learning program	

Result for each unit in this cluster

	RESULTS
	C or NYC
TAEDES401A Design and develop learning programs	
TAEDES402A Use training packages and accredited courses to meet client needs	
Comments	
Assessor sign-off	
Assessor Signature	Date

About this assessment

Information for you the candidate, and for assessors

Dear candidate,

Thank you for undertaking assessment with Rto Name (Rto Code).



Before starting work, please read this entire document

It contains helpful and important information about the assigned assessment tasks and how to present your work.

About this assessment booklet

This assessment booklet has two main sections:

1 Assessment Tasks	This section contains the assessment tasks and record-keeping templates
	<p>These are:</p> <ul style="list-style-type: none"> ● Assessment cover sheet—candidate completes ● Assessment results sheet—assessor completes after reviewing the portfolio ● Third party authentication—third party referee completes ● Assessment task instructions and marking checklists <ul style="list-style-type: none"> – Candidate: organise and present your portfolio by typing your responses to assessment tasks using the space provided in this document – Assessor: document results for each task using the checklists provided
2 Assessment Guide	This section contains help and guidance for both <u>candidates</u> and <u>assessors</u>
	<p>This section contains helpful information about each assessment task, including:</p> <ul style="list-style-type: none"> ● Assessment criteria for all assessment tasks, plus: ● For each task: <ul style="list-style-type: none"> – Answers to frequently-asked questions – Help on how to get started with an assessment task.

Units of competency assessed

This assessment covers the following units of competency:

- TAEDES401A Design and develop learning programs
- TAEDES402A Use training packages and accredited courses to meet client needs

Download these units and their assessment requirements from the National VET Register—training.gov.au.

Instructions for candidates

What to do

Compile and submit a portfolio of evidence that contains all assessment tasks described in this assessment booklet.




How to do it

1. **Complete all assessment tasks** listed in this assessment booklet:
 - Use information in the **Assessment Guide** to guide you
 - Use the space provided in this assessment booklet to present your evidence.
2. **Organise your portfolio** for submission. Before submitting:

1	<p>Check that you have completed all sections of this assessment booklet, including:</p> <ul style="list-style-type: none"> • Assessment Cover Sheet • Responses to all assessment tasks, including clear reference to separate attachments (e.g. documents, videos, etc. that form part of your portfolio) 	<input type="checkbox"/>
2	Have a suitable referee complete and sign the Third Party Authentication page	<input type="checkbox"/>
3	<p>Organise your portfolio as follows:</p> <ul style="list-style-type: none"> • Position this assessment booklet (completed) at the front/top of your portfolio <div style="background-color: #333; color: white; padding: 5px; margin: 5px 0;"> <p>! Submit this assessment booklet in <u>soft</u> copy (Word) format</p> </div> <ul style="list-style-type: none"> • Position all supporting documents and other evidence so they appear below this assessment booklet, in the same order that you refer to them in this booklet • Make it easy for your assessor to find supporting documents you refer to—e.g. <ul style="list-style-type: none"> – In this booklet, type, “see Attachment 01_Task 2 Learning Plan”, and then – Clearly label the document as, “Attachment 01 Task 2 Learning Plan.” <p>If your portfolio is disorganised, we will return it without marking and ask you to re-organise, then re-submit.</p>	<input type="checkbox"/>


Continued

3. Submit your portfolio

	Mail to	Blah—RTO to replace this text with mailing address, or delete this row if not applicable
	Upload a Zip folder with your portfolio to	Blah—RTO to replace this text with URL, or delete this row if not applicable
	Email a Zip folder with your portfolio to	Blah—RTO to replace this text with email address, or delete this row if not applicable

Contact us

Contact us any time with questions or for support. Reach us on:

	Phone	Blah
	Email	Blah

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Third party authentication

Instructions for the candidate

1. **Identify someone (a 'referee')** who can verify that the evidence you submit for this portfolio is your own work. Your referee:
 - must not be related to you
 - must be credible—i.e. they are a supervisor or equivalent in your workplace (preferred) or hold a responsible position in the community
 - must be willing to be contacted if your assessor has queries about your portfolio. Most likely, we will not contact your referee.
2. **Give your referee a copy of this page** (hard or electronic copy) and ask them to complete the questionnaire below.
3. **Explain** to the referee that in the questionnaire, you are the 'candidate'.

* **The referee must provide a REAL signature.** If submitting your portfolio electronically, either ask the referee to insert an electronic signature below, or print this page, ask the referee to sign below, then submit a scan of the signed page.

Instructions for the third party referee

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Assessment tasks



DES

Short answer questions

Instructions

1. Read requirements for satisfactory completion below, then
2. Answer the following questions. Type your responses into the space provided below each question.

Requirements for satisfactory completion of each question

- You submit typed (not hand-written) responses
- You respond using complete sentences, making direct reference to the question
- You address all parts of each question
- You use your own words—when occasionally quoting information from another source, you must acknowledge that source
- Each response is about **200-250 words** long—this is an average only; some questions will require longer responses, some shorter.

Terminology used in the questions—how to respond

If you are asked to ▼	You should ▼
List	In bulleted, numbered or paragraph form, provide a number of consecutive items —if paragraph form, use commas (,) to separate items
Describe	In paragraph form, give a full account of an event, idea or concept —include all relevant circumstances and details.
Explain	In paragraph form, describe—in enough detail to clarify —an idea, concept, situation, insight or challenge.
Define	In paragraph form, explain the meaning of a term or concept
Summarise	In paragraph or list form, explain the key points or insights derived from a text, event or situation.
Compare	List, describe or explain the similarities and differences between two (or more) ideas, concepts, events, situations, challenges or insights.

		RESULTS	
Assessor to complete shaded areas		S	NYS
Questions relevant to all TAE40110 design field units			
1	Explain the vocational education and training (VET) system. To do this:	<input type="checkbox"/>	<input type="checkbox"/>
	a. Explain what VET is and describe its key features b. Explain what competency-based training (CBT) is and describe its key characteristics.		
To the candidate: replace this text with your response			
2	Some key VET 'documents' are listed below. For each one:	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • explain what it is and describe its purpose in the VET system • describe how trainers and assessors use it. a. Australian Qualifications Framework (AQF) b. Standards for Registered Training Organisations (RTOs) 2015 c. Training packages.		
To the candidate: replace this text with your response			

Remaining questions removed from this sample document

End of task



DES Task 1

Design and develop a competency-based learning program

Task overview

Design and develop a competency-based learning program that fully covers the requirements of one unit of competency (and its assessment requirements) from a nationally recognised training package qualification

What to do

Complete the task described above. Submit the items listed below as evidence of having completed the task.

- See the **Assessment Guide** for more information and assessment criteria
- Items marked with **orange font** mean that a template or selection of templates are available—see the **templates** document for this cluster
- Using the space provided below, type:
 - **Information** and responses to questions posed
 - **Reference** to supporting evidence—e.g. “See Attachment 01: Document name”

What to submit

		RESULTS	
		S	NYS
1	Background information about the learning program	<input type="checkbox"/>	<input type="checkbox"/>
	To the candidate: replace this text with your response		
2	Learning program plan , including risk control plan	<input type="checkbox"/>	<input type="checkbox"/>
	To the candidate: replace this text with your response		
3	Copies of the program benchmark (specification), including: <ul style="list-style-type: none"> a. The unit b. Assessment requirements for the unit c. Packaging rules for one nationally recognised qualification that includes this unit. 	<input type="checkbox"/>	<input type="checkbox"/>

What to submit

RESULTS	
S	NYS

Assessor to complete shaded areas

	To the candidate: replace this text with your response
--	--

Remaining evidence requirements removed from this sample

End of task

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DES Task 2

Name of task

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Assessment Guide

Designing Learning

This guide is for both candidates and assessors

To the candidate

This guide is directed at you—the candidate. Assessors use a separate *Marking Guide* document to review your portfolio. The assessor's *Marking Guide* contains the same criteria you'll find here.

To the assessor

Contact Rto Code for a copy of the *Marking Guide* for this cluster.

What's in this Assessment Guide?

This guide contains the following information about each practical assessment task:

1. **Frequently-asked questions (FAQs)**
Answers to the questions we most often hear about the task
2. **Help—how to get started**
Step-by-step guide to help you get started and completed the task
3. **Assessment criteria**
This section lists:
 - **Templates** available to help you complete each part of the task (see more information about templates below)
 - Assessment criteria your assessor will use when they review your work.

Templates available

To help you complete these tasks, we offer a variety of templates in Word format.

You'll find all templates for this cluster listed in one Word document called **DES_Templates**.

This Assessment Guide names the template/s available for part of each task, and highlights these using **orange shading**.

You choose: use the templates we offer, or use templates from your workplace that also meet the assessment criteria.

Assessment Guide: DES Task 1

DES Task 1 – Design and develop a competency-based learning program

Frequently-asked questions

1	During my training for this program, I worked with others to and develop a competency-based learning program. May I use this program as the basis for DES Task 1?
	<p>Yes you may, but you don't have to. You have two options for completing DES Task 1:</p> <ul style="list-style-type: none"> ● Option 1—Submit what you and your team designed and developed during training Either work on your own or continue to work with your team of TAE participants to finish designing and developing the learning program you started during your TAE training. ● Option 2—Start from scratch: design a new learning program Design and develop a new learning program that covers in full at least one unit (and its assessment requirements) from a nationally recognised qualification for your industry.
2	How long must the learning program be?
	<p>There is no specified duration of the learning program that you design for this task, but it must be comprehensive enough to:</p> <ul style="list-style-type: none"> ● address all learning and assessment requirements of the unit and its assessment requirements ● allow your assessor to see your ability to 'chunk' program content and sequence these 'chunks' to ensure a safe and effective learning progression.
3	Must my learning program cover the entire unit and its assessment requirements? Can it cover part of the unit?
	<p>Your learning program must cover the entire unit and its assessment requirements. You may not cover just one part of a unit.</p>

How to get started on this task

Not sure how get started? Follow this step-by-step guide:

1. Establish the scenario. Identify the target learner group and their training needs.
2. Research and identify a unit of competency from a nationally-recognised qualification that address the training needs. To do this, visit the training.gov.au website.
3. Design and develop the learning program. As part of this process:
 - Create a competency matrix to check that program content covers all requirements of the unit and its assessment requirements
 - Consider risks of delivery and create a simple risk control plan, showing how risks will be managed to ensure that safe and effective learning can occur.
 - Review the learning program content and structure, and adjust as needed.
4. Finalise the learning program plan.

Assessment criteria

- | | |
|----------|--|
| 1 | Background information about the learning program |
|----------|--|

DES Task 1 – Design and develop a competency-based learning program

	Template/s available ▶	Nil
	<p>Submit a paragraph of introductory information about the learning program you have designed and developed. The purpose of this information is to help your assessor understand the context of your learning program. Examples of helpful information include (but aren't limited to):</p> <ul style="list-style-type: none"> • context—e.g. Did you design this program because you really need to deliver this program in your workplace, or is your learning program based on a simulated, realistic, scenario? • who you worked with—e.g. Did you collaborate with anyone when you designed and developed this program? If so, who? • why this program is needed • target learner group—e.g. Is this a real learner group or a fictitious one? What industry/ies do they work in? Are they currently working? What defining characteristics do the target learners have, that influenced the design of the program (e.g. LLN levels, age, gender, culture, education level, other). 	
2	Learning program plan, including risk control plan	
	Template/s available ▶	<ul style="list-style-type: none"> • Learning program plan (parts 1 and 2) • Risk control plan
	<p>This is a critical piece of evidence for this task. Your assessor will look for the following:</p> <ul style="list-style-type: none"> • The plan is typed, professionally-formatted and easy to interpret • Learning outcomes are relevant to the units and are phrased using specific and measureable terms • The delivery mode (strategy) is appropriate for the content and the target learners • The learning content is divided into manageable segments (sessions) • Time frames for each segment are documented and realistic • Suitable assessment requirements are specified • All requirements of the unit, and its assessment requirements, are covered • The dimensions of competence are covered (i.e. the program will effectively prepare learners for work in realistic working conditions) • The program is client-focussed (i.e. is suitable for the learners' context/s and needs) • Language, literacy and numeracy (LLN) demands of the training match the LLN demands of the workplace • Where applicable, learning design includes opportunities to build LLN and other foundation skills needed to achieve program outcomes and meet assessment requirements • Program content and structure reflects principles of adult learning and instructional design • Venue and equipment needed for the program are clearly listed and are appropriate for this program • Learning and assessment materials needed for the program are listed and are appropriate for this program • The plan reflects a physically and emotionally safe learning progression 	

DES Task 1 – Design and develop a competency-based learning program	
	<ul style="list-style-type: none"> A simple risk control plan is provided, listing risks associated with delivery of the learning program and documenting strategies taken to control these risks—the risk control plan may be part of the learning program plan document, or it may be presented as a stand-alone document that accompanies the learning program plan.
3	<p>Copies of the program benchmark (specification), including:</p> <ol style="list-style-type: none"> The unit Assessment requirements for the unit Packaging rules for one nationally recognised qualification that includes this unit.
Template/s available ▶	Nil
	<p>You must submit all three items listed for this part of the task. We recommend that you download these items from training.gov.au and submit.</p> <p>If your program is based on a unit of competence that is not yet formatted according to the Standards for Training Packages (i.e. the 'new' format), items a and b above will be covered with one 'unit' document.</p>

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Remainder of this assessment guide removed from this sample document