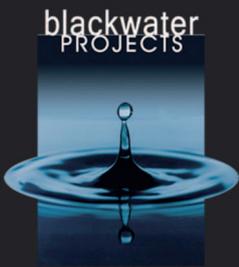


RTO logo here

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Assessment Marking guide

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

For TAE trainers and assessors
Do not distribute to TAE participants

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About this marking guide— Information for trainers & assessors

Dear TAE trainers and assessors,

Thanks for using this marking guide. By using it every time you mark this assessment, you promote reliable assessment practice.

Why do TAE trainers need this guide? Isn't it just for assessors?

Both TAE trainers and assessors should use this guide. Some assessment tasks are designed to be completed during TAE training (regardless of the delivery mode—face to face, online, blended, or other). This marking guide contains information that will help TAE trainers guide participants through these tasks.

Is this your first time marking an assessment presented in this format?

If so, before going any further, we recommend that you read the document: [*Assessment Tools: Instructions for Use*](#). Ask your RTO for a copy.

This guide contains:

- Assessment tasks assigned for this unit or cluster. These include:
 - Short answer questions
 - Practical tasks (numbered as Task 1, Task 2, etc)
- Assessment guide.

To the assessment tasks, we have added information for TAE trainers/assessors using this purple font. This information is for you—the TAE trainer/assessor—only. It is not part of the assessment booklet that TAE participants receive.

Using this guide

- **Please be consistent—**
Use this guide to assess all participant portfolios.
- **Use your discretion—**
We know you are a TAE industry expert. This guide isn't intended to limit or restrain you. Use your discretion when marking participant portfolios, and be flexible when appropriate.

In this guide we use the term 'participant' to refer to the assessment candidate.

We trust that you find this guide useful.

Assessment tasks & marking guide



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.

Additional information for assessors

You'll find suggested responses for all questions below each question.

When assessing participant responses, follow these guidelines:

- Participant responses must clearly show that the participant:
 - **understands** the concepts asked about and
 - **can apply** the concepts to their training and assessment practice.
- **Be flexible when reviewing the length of responses.** Participants more skilled at writing may be able to say 'more' with fewer words, and vice-versa. Furthermore, some questions may be satisfactorily answered with fewer (or more) words than the suggested guideline of 200-250 words per question.
- **Use your discretion when reviewing responses**
 In this guide we have given examples of key information that participants may include in their responses. Participants may offer responses not listed in this guide, but which may also be accurate and valid.

Questions

		RESULTS	
		S	NYS
Assessor to complete shaded areas			
Questions relevant to all TAE40110 design field units			
1	Explain the vocational education and training (VET) system. To do this: <ol style="list-style-type: none"> a. Explain what VET is and describe its key features b. Explain what competency-based training (CBT) is and describe its key characteristics. 	<input type="checkbox"/>	<input type="checkbox"/>
Here we are looking for... (remaining guidance about this question removed from this sample document)			
2	Some key VET 'documents' are listed below. For each one: <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. <ol style="list-style-type: none"> a. Australian Qualifications Framework (AQF) b. Standards for Registered Training Organisations (RTOs) 2015 c. Training packages. 	<input type="checkbox"/>	<input type="checkbox"/>
For each 'document' named in parts a-c of this question, participants must: <ul style="list-style-type: none"> ● explain what the 'document' is, and ● accurately describe how trainers and assessors may use it. Some ideas and guidelines for suitable responses are below.			

Questions

RESULTS	
S	NYS

Assessor to complete shaded areas

	<p>a. Australian Qualifications Framework Removed</p> <p>b. Standards for Registered Training Organisations (RTOs) 2015 Removed</p> <p>c. Training packages Training packages are written by Industry Reference Committees (IRCs) with support from Skills Service Organisations (SSOs). Remaining guidance for this question removed</p>
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End of task

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DES Task 1

Name of task

Instructions

Complete the task described below:

- See the **Assessment Guide** for more information
- 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 about this task
 - **Reference** to supporting evidence—e.g. “See Attachment 01: Document name”

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 submit

		RESULTS	
		S	NYS
1	Background information about the learning program	<input type="checkbox"/>	<input type="checkbox"/>
	See the Assessment Guide for information and assessment criteria.		
2	Learning program plan , including risk control plan	<input type="checkbox"/>	<input type="checkbox"/>
	See the Assessment Guide for information and assessment criteria.		
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"/>
	See the Assessment Guide for information and assessment criteria.		

Guidance for remaining parts of this task removed.

End 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	<p>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> <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	<p>How long must the learning program be?</p> <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	<p>Must my learning program cover the entire unit and its assessment requirements? Can it cover part of the unit?</p> <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

<p>Not sure how get started? Follow this step-by-step guide:</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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
2	<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
2	<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			
3	<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. 		
3	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e67e22; color: white; padding: 5px;">Template/s available ▶</td> <td style="padding: 5px;">Nil</td> </tr> </table> <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>	Template/s available ▶	Nil
Template/s available ▶	Nil		

Remainder of this marking guide removed from this sample document