**Design Workbook**

**inspire** education

**Designing Learning**

TAEDES401A  
Design and develop learning programs

TAEDES402A  
Use training packages and accredited courses   
to meet client needs

from TAE40110   
Certificate IV in Training and Assessment

**This assessment booklet belongs to:**

     Mark Addinall (S26864) 

**Date**

  9/10/2014   

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### Version control & document history

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| Date | Summary of modifications made | Version |
| 19 July 2010 | Version 1 finalised following validation. | v.1 |
| 26 August 2010 | Version 2 Revised and Modified for Distance Learners | v.2 |
| 03 Dec 2010 | Version 2.1 Modified for Blended Delivery | v 2.1 |
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| 13 February 2014 | Minor wording changes to the projects and evidence to submit | V4.5 |

**Contents**

[PRESENTATION 4](#__RefHeading__7139_1982646473)

[CHEATING AND PLAGIARISM 5](#__RefHeading__7141_1982646473)

[SUBMITTING YOUR ASSESSMENT 8](#__RefHeading__7143_1982646473)

[MISPLACED OR LOST ASSESSMENTS 10](#__RefHeading__7145_1982646473)

[Units of Competency Being Assessed 12](#__RefHeading__7147_1982646473)

[Introduction to the Assessment Tasks 13](#__RefHeading__7149_1982646473)

[Feedback 36](#__RefHeading__7151_1982646473)

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| PRESENTATION |
| Things to Consider: |
| 1. Only submit your workbook once all activities are complete. Should you have any questions regarding your assessments, or not understand what is required for you to complete your assessment, please feel free to ask your trainer. 2. Keep your answers succinct and make sure you are answering the question.  Re-read the question after you have drafted up your response just to be sure you have covered all that is needed. 3. Use the checklist at the end of your Learning Guide to self-direct your performance, both during and following the assessment. 4. Your final assessment result will either be competent or not yet competent. |
|  |
| If uploading your assessments please ensure that: |
| 1. **All** assessment tasks have been completed |
| 1. You have proof read your assessment |
| ***Please look for instructions on how to upload your assessment to the Student Portal which can be found later in this document under the heading “Submitting Your Assessment.”*** |
| Answering the Questions: |
| 1. **You will need to click in the grey area of the box to begin typing your answer.** |
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| **Assessments may not be processed if the above guidelines are not adhered to. To ensure your assessment is processed as quickly as possible, please follow these instructions**. |

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| CHEATING AND PLAGIARISM |
| Inspire Education has no tolerance for plagiarism or cheating. We will strictly enforce the penalties outlined below for any student who is found to have engaged in cheating or plagiarism during any of their submitted assessment documents. |
| **What is Cheating?** |
| Cheating within the context of the study environment, means to dishonestly present an assessment task or assessment activity as genuinely representing your own understanding of and/or ability in the subject concerned.  **Some examples of cheating are:**   * Submitting someone else’s work as your own. Whether you have that persons consent or not. * Submitting another author’s work as your own, without proper acknowledgement of the author. * To allow someone else to submit your own work as theirs. * To use any part of someone else’s work without the proper acknowledgement   There are other forms of cheating not contained in this list. These are merely given as some examples. If you are unsure about whether any particular behaviour would constitute plagiarism or cheating, please check with your trainer prior to submitting your assessment work. |
| **What is Plagiarism?** |
| Plagiarism is a form of cheating and includes presenting another person or organisation’s ideas or expressions as your own. This includes, however is not limited to: copying written works such as books or journals, data or images, tables, diagrams, designs, plans, photographs, film, music, formulae, web sites and computer programs. |

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| **What are the Penalties for Plagiarism or Cheating?** |
| If a trainer suspects that you are cheating they will investigate further to establish evidence to support their suspicion. If evidence to support the suspicion is established your trainer will then report their concerns to Inspire Educations Training Manager. From there the following process will be followed:   1. The Training Manager will contact you in writing outlining their concerns with your submitted work. 2. You will then have an opportunity to respond to any allegations of cheating or plagiarism. 3. If the Training Managers investigation confirms that you have engaged in cheating or plagiarism you will be advised of one of the following consequences: 4. If it is determined that your offence committed is minor or unintentional, you will be asked to resubmit your work and be given a formal warning in writing by Inspire Education’s Training Manager.   **OR**   1. If it is determined that your offence committed is of a serious and intentional nature you will be un-enrolled in that unit immediately and have to re enroll if you wish to complete that unit. Your result for that unit will be recorded as Not Competent. A cheating/plagiarism note will also be recorded against your student file. Notification of any such decision will be made in writing by Inspire Education’s Training Manager. 2. If the conduct is repeated or if the initial conduct is of a very serious nature (as determined by the Training Manager), such as knowingly falsifying assessment evidence, the student’s enrolment may be terminated. |
| **What if I don’t agree with the decision?** |
| If you disagree with the decision or the penalty imposed you are entitled to lodge an appeal. This appeal should be addressed to the Training Manager and outline your reasons for appeal and why you feel the decision to be unjust.  The Training Manager will then investigate your appeal further and respond in writing within 7 business days. |

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| **How do I avoid Plagiarism or Cheating?** |
| Students are advised to note the following advice to avoid claims of plagiarism or cheating:   * **Always reference other people’s work.** You may quote from someone else's work (for example from websites, textbooks, journals or other published materials) but you must always indicate the author and source of the material. * **Always Reference your sources.** You should name sources for any graphs, tables or specific data, which you include in your assignment. * **You must not copy someone else's work and present it as your own.** * **You must not falsify assessment evidence.** |

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| SUBMITTING YOUR ASSESSMENT |

Uploading

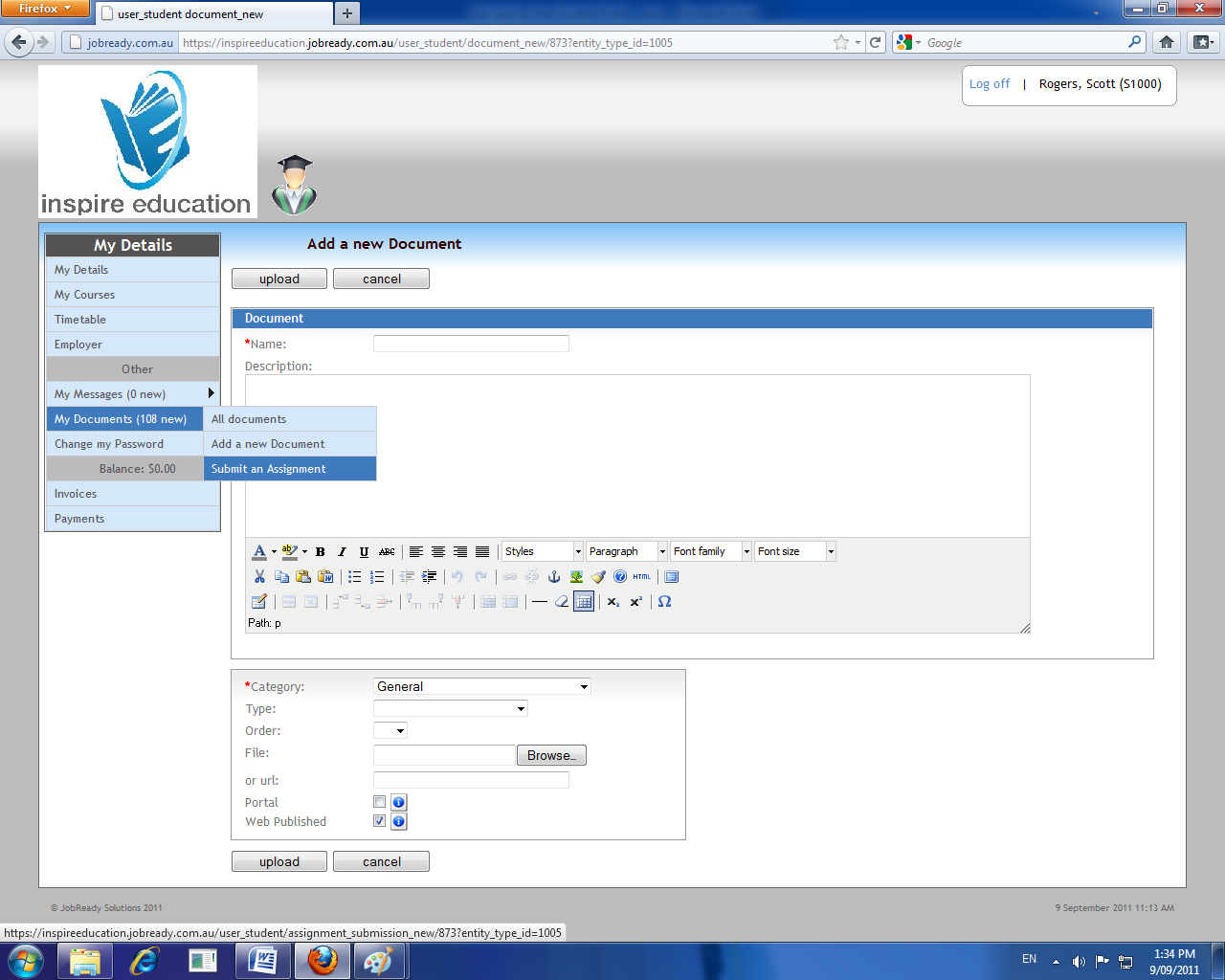
Once you are satisfied with your assessment and are ready to upload your work to the Student Portal, please ensure that you:

1. Have completed **ALL** required work in your Assessment Workbook

2. Log in to the Student Portal via [https://inspireeducation.jobready.com.au](https://inspireeducation.jobready.com.au/)

**NEXT**

3. On the left hand side bar, hover over “**My Documents”** and select **“Submit an Assignment”**

****

This will display the following screen.

**6**

**7**

**5**

**4**

**4**. **IMPORTANT**

* **Please ensure that you select the course unit that your assignment belongs to from the drop down menu.**

(An example of the drop down unit list is shown below)

* **Please type in the full name of your assessment in the “Name” field which includes the unit number and which subject this assessment relates to.  
  –** *You can copy and paste the name of the original document you downloaded to do the assessment if this is applicable.*  
  eg. “**Design Cluster (TAEDES)**”

5. Click on ‘**Browse**’ - This will take you to your folder directory. Locate the Completed Assessment file that you wish to upload.

|  |  |
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| Once you have found your document file, select it, | and click on **“Open”**  uploading a document.jpg |
|  |  |

The “File” field will populate with the location and name of the document you have selected to upload. If several documents need to be submitted to complete the unit or subject you will need to submit them at the same time by using the + button to add each extra document. **Please be aware that there is a limit to the number of submissions for each unit/subject that will be accepted so it is important that you have all required files ready and upload them in the one submission.**

6. Read the Candidate Declaration under the terms and conditions. If you understand and agree to the terms and conditions tick the check box ‘**I agree to the terms stated above**’

7. Click on ‘**Upload**’

8. The following should appear at the top of your screen:

|  |
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| Assignment was successfully submitted. |

9. You have now successfully uploaded your Assessment to be marked!

**Please do not email your assessments. Any emailed assessments will not be accepted or marked. Assessments will only be accepted as submitted when you upload them to the Student Portal, fax them to 1800 008 128 or post them to GPO Box 1180, Brisbane, QLD 4001**

Via Post

An alternative to submitting you assessment through the portal is to post it to us.

Once you are satisfied with your assessment and are ready to submit your work, please ensure that:

* **All** assessment tasks have been completed
* You have proof read your assessment
* You have read and completed the entire Cover Sheet (on the following page)
* Assessment submissions are no larger than A4 in size
* Assessment has **NOT** been presented in a folder or binder
* Assessment is **NOT** stapled. (Please use paperclips or plastic sleeves)
* If writing on this workbook use **BLACK** pen only

**Mail to:**

Assessments

Inspire Education

GPO Box 1180

Brisbane

QLD, 4001

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| MISPLACED OR LOST ASSESSMENTS |
| No responsibility can be taken by us for lost or missing assessment submissions. Please take copies prior to posting in your work should you wish to keep a copy for your own records as your assignments will not be returned once marked. |

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| **Inspire Education** | | | | |
| **Assessment Cover Sheet**  **(only required when submitting assessment by post)** | | | | |
| **TAEDES401A** | **Design and develop learning programs** | | | |
| **TAEDES402A** | **Use training packages and accredited courses to meet client needs** | | | |
| Candidates: Submit this entire document (do not separate or remove pages) – with this page completed as required and place at the top of your portfolio | | | | |
| **CANDIDATE to complete this section** | | | | |
| Name: | | Mark Addinall | | |
| Address: | | 225 Vulture Street. West End. 4101 | | |
| Phone: | | Daytime:     0414838097 | Evening:    0414838097 | |
| Email address: | | addinall@addinall.net | | |
| Company name: | | That's IT | | |
| Trainer name: | |  | | |
| Date submitted: | |  | | |
| Candidate declaration**— By signing below, I declare that:**   * 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 workplace project is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a qualification or statement of attainment. | | | | |
| Signature: | | | | Date: |

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| Units of Competency Being Assessed |
| This assessment addresses the following units of competency from TAE40110 Certificate IV in Training and Assessment: |
| TAEDES401A Design and develop learning programs 1. Define parameters of the learning program.  2. Work within the vocational education and training (VET) policy framework.  3. Develop program content.  4. Design the structure of the learning program. |
| TAEDES402A Use training packages and accredited courses to meet client needs 1. Select appropriate training package or accredited course.  2. Analyse and interpret the qualifications framework.  3. Analyse and interpret units of competency and accredited modules.  4. Contextualise units and modules for client applications.  5. Analyse and interpret assessment guidance. |

For complete copies of the above units of competency:

Download them from the TGA website: [www.training.gov.au](http://www.training.gov.au/)

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| Introduction to the Assessment Tasks | | |
| **Overview** | | |
| The assessment tasks for this module are divided into three sections: | | |
|  | | |
| Competency matrix | | |
|  | Competency standards | |
| Name and summary of task | TAEDES401A | TAEDES402A |
| **Written Assessment - Design** | **** | **** |
| **Project 1 - Design and develop a learning program 1**  The learning program must fully address competency requirements of one or two units of competency from a nationally recognised Training Package. | **** | **** |
| **Project 2 - Design and develop a learning program 2**  May be based on competency standards or an accredited course, but does not need to be. | **** |  |

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| Page Icon | Written Assessment - Design |
|  | |
| **Instructions** | |
| 1. You are provided with a set of questions. | |
| 1. You are required to research your answer to these questions and provide a response. | |
| 1. Where practical, you should use a word processer to complete your responses by clicking in the grey field. | |
|  | |
| **Requirements for satisfactory completion** | |
| For a ‘satisfactory’ result in this task, all questions must be answered to a ‘satisfactory’ standard. At Certificate IV level this means that: | |
| * you answer using complete sentences, making direct reference to the question | |
| * you specifically address all parts of the question | |
| * your answers include a mix of theory backed up with specific workplace examples (real or hypothetical) where appropriate. | |
| * **you use your own words—if quoting directly from another source of information, acknowledge that source** | |

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| 1. **In your own words, answer the following:**    1. **What is Vocational Education and Training (VET)?**    2. **Explain the three (3) key features of VET.** | | |
| 1. **Answer:**   **a)** | | |
| **b)**  (i)        (ii)        (iii) | | |
| 1. **In your own words, describe five (5) key characteristics of competency-based training and assessment (CBTA).** | | |
| 1. **Answer:** | | |
| 1. **Explain the relationship between a training and assessment strategy document and a learning program.** | | |
| 1. **Answer:** | | |
| 1. **In your own words, provide a detailed definition of each of the following including their role in the VET system:**    1. **Training Packages (include how and by whom they are developed and endorsed and where you can obtain copies of them)**    2. **Accredited Courses**    3. **Qualification**    4. **Skill Sets** | | |
| 1. **Answer:**   **a)** | | |
| **b)** | | |
| **c)** | | |
| **d)** | | |
| 1. **VET language consists of a number of acronyms. Complete the following table providing what each acronym stands for and (in your own words) what its main function in VET is.** | | |
| ***Acronym*** | ***Stands For*** | ***Main function in VET*** |
| 1. **AQF** | (i) | (ii) |
| 1. **SNR** | (i) | (ii) |
| 1. **AQTF** | (i) | (ii) |
| **d. Department of Industry** | (i) Department of Industry | (ii) |
| 1. **ASQA** | (i) | (ii) |
| 1. **STA** | (i) | (ii) |
| 1. **NSSC** | (i) | (ii) |
| 1. **ISC** | (i) | (ii) |
| 1. **RTO** | (i) | (ii) |

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| 1. **Describe how the AQF levels relate to AQF qualifications and how they apply to the development of learning programs and assessment tools.** | |
| 1. **Answer:** | |
| 1. **Name the three endorsed components of a training package and explain what information each contains.** | |
| ***Training Package Component*** | ***Information the component contains*** |
| a. |  |
| b. |  |
| c. |  |

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| **Explain in your own words**   * + 1. **What is plagiarism ?**     2. **List three ways in which plagiarism can be avoided.**   *Guidance: There is reference to plagiarism in the introduction to this workbook.* |
| **8.Answer**  **a)**  **b)** |

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| 1. **Define contextualisation and explain how it applies to**     1. **qualifications and**    2. **units of competency (ensure you cover what can and can’t be contextualised)** |
| **9.Answer:**  **a)** |
| **b)** |

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| 1. **Define reasonable adjustment and provide an example of how you would apply it.**   *Guidance: You may need to refer to the Assessment Guidelines of a Training Package* |
| **10.Answer:** |

1. **Explain the dimensions of competency and how they relate to assessment.**
2. **Answer:**

1. **Locate the training package that someone within the Health Industry would use and complete the following table.**
2. Name of package (include code and title)

1. What is the current release (version) of this package?

1. Identify and name the entry level qualification for a Pathology assistant (include qualification code and title)

1. What is the AQF level of the above qualification?

1. What are the work roles relevant to this qualification?

1. What are the packaging rules for this qualification?

1. Of the core units, identify and name the unit of
2. competency relating to WHS (include code and title).

1. What AQF level is this unit?

1. Identify and name the two core units that have been imported from another training package.

1. A client wants to employ a trainee pathology assistant. The client has also stated that they have a large Aboriginal and/or Torres Strait Islander customer base. Use the above information and the packaging rules for the qualification to select a suitable combination of units for this trainee.

1. If the trainee in the scenario above has a Statement of Attainment issued by an RTO that includes the unit HLTPAT4A Collect pathology specimens other than blood, can they include that as part of the qualification? Explain your answer.

*Guidance: You will need to check the mapping of units of competency in the ‘Preliminary Information’ section of the Training Package. Use the ‘find’ feature of the document to look for the unit ‘HLTPAT4A’ and it will take you to the mapping matrix which will tell you if it is equivalent or not to any current units.*

1. What licencing /registration requirements pertain to the unit of competency relating to first aid?

*Guidance: You will need to check the ‘Assessment Guidelines’ section of the Training Package*

|  |  |  |
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| 1. **Complete the following table regarding the components of a unit of competency.**   *Guidance: A description of the components of the unit of competency can be found in the ‘Competency Standards’ section of a training package* | | |
| ***Unit component*** | ***Information found in this component*** | ***How does this assist you in the development of your learning program?*** |
| a. Unit code | (i) | (ii) |
| b. Unit title | (i) | (ii) |
| c. Unit descriptor | (i) | (ii) |
| d. Elements | (i) | (ii) |
| e. Performance criteria | (i) | (ii) |
| f. Range statement | (i) | (ii) |
| g. Required skills and knowledge | (i) | (ii) |
| h. Evidence guide | (i) | (ii) |

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| 1. **In your own words, define ‘Employability skills’.** |
| 1. **Answer:** |

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| 1. **Consider the following scenario and contextualise the components of units of competency listed below.**   *Jane is a school-based trainee working for ABC Accounting. Her traineeship will lead to the completion of BSB20107 Certificate II in Business. As part of her studies, she is undertaking the unit BSBWOR202A Organise and complete daily work activities.*  *The Office Manager is Jane’s immediate supervisor.*  *When reports are to be prepared for clients, ABC Accounting uses:*  *Microsoft Word to produce reports for clients*  *a printer to print the client reports*  *a photocopier to make copies of reports for clients*  *a binder to prepare the reports for presentation to the clients*  *ABC Accounting also communicates with clients via email (Microsoft Outlook) and views client’s accounting information using MYOB accounting software.*  *Jane has her own workstation (desk, computer, chair).* | |
| ***Component*** | ***Contextualisation*** |
| Performance criteria  1.1. Negotiate and agree upon work goals and plans with assistance from appropriate persons | a. |
| Range statement  Business technology may include:  • computer applications  • computers  • electronic diaries  • facsimile machines  • photocopiers  • printers  • scanners | b. |
| End of Written Assessment - Design | |

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| ***Link to other Assessments in the TAE course***  In this project, you will design a learning program based on one or two units of competency. During your ‘Delivering Training’ module, you may refer your learning program to plan your facilitation of group-based learning. Therefore, it is important that you select unit/s of competency from a qualification and training package that is of interest to you, or that forms part of a training package in your current vocation or workplace. | |
| Page Icon | Project 1 - Design and develop a learning program 1 |
| **Instructions for Project 1 (Please read all instructions before commencement).** | |
| You are to develop a competency based learning program that meets the needs of your organisation or client (real or simulated). The learning program is to address the requirements of one or two full units of competency and is based on group-based delivery.  There is no specified ‘length’ of the learning program that you design for this project, but it must be comprehensive enough to allow your assessor to see your ability to ‘chunk’ program content and sequence these ‘chunks’ to ensure a safe, effective learning progression. The duration of the learning program should reflect the nominal hours of the units used.  You are to review the processes you used to design and develop the learning program and write a report detailing the processes. | |
| **Steps to take**   1. Gather background information needed, identify the target group, and determine training needs (or establish the scenario if simulating the workplace). 2. Clarify learning program benchmarks (e.g. competency standards as well other organisational performance measures, job description, etc as required) and determine program outcomes. 3. Investigate if there are any existing learning programs, resources or materials in your workplace that you can access to assist you in creation of this learning program 4. Collaborate with others as needed to design, develop and review the learning program. 5. Document the learning program. (It is not mandatory for you to utilise the provided template however you must include all components as indicated in the Evidence to Submit section.) 6. Write a report detailing the processes that you followed (guidance for producing the report is found in the Evidence to Submit section) | |

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| **Learning Program One**  *Guidance:*  *Refer to the case study in the Learner Guide for a completed example of the learning program.* | |
| **Program Name** | |
|  | |
| **Client** | |
|  | |
| **Purpose of the learning program** | |
| *Guidance:*   * *Here you should write around one paragraph on the need for this training and some brief background information.* * *Also, detail pathways that may lead into and out of this program (Hint: the training package will contain information about this).* * *Provide details of any award to be gained upon successful completion of the program (eg. Statement of Attainment to be awarded)* | |
|  | |
| **Learning outcomes** | |
| *Guidance:*  *In this section provide the units of competency that the program is based on.*   * *Firstly, you need to search for these at* [*www.training.gov.au*](http://www.training.gov.au/) * *Save a copy of the unit/s and attach with your project* * *Include the units covered in this section (both the code and title of the unit/s of competency)* | |
| Unit code | Title |
|  |  |
|  |  |
| **Target Learner Group** | |
| *Guidance:*  *Here you need to discuss the characteristics of the learners.*  *For example; are all learners from the same organisation or different organisations?*   * *key characteristics of the learners, such as:* * *job positions and key duties* * *current level of skills and knowledge as relevant to the program content* * *language literacy and numeracy (LL&N) levels* * *any other characteristics that may affect the design of the learning program.*   *Include any details of access and equity issues in this section.*  *Also make note of the ideal number of learners for the program.* | |
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| **Delivery Strategy** | | | | | | |
| *Guidance:*   * *Here, you are required to outline the strategy, or the way in the program is going to be delivered.* * *Specifically, what adult learning principles are employed as part of the learning strategy? Visual presentation, practical demos, oral instruction etc…* * *How are your delivery strategies relevant and engaging to your learners?* | | | | | | |
|  | | | | | | |
| **Venue / logistics** | | | | | | |
| *Guidance:*   * *In this section, provide details of the venue and any logistical considerations that need to be made.* | | | | | | |
|  | | | | | | |
| **Assessment Strategy** | | | | | | |
| *Guidance:*   * *Here, you are required to outline the strategy, that is, the methodology of the assessment for the* one or two *units of competency.* | | | | | | |
|  |  | **Assessment Strategy** | | | | |
| Qualification |  | Written  Question | Observation | Third  Party | Project |  |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |

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| **Resources** | | | | | | | | | | |
| *Guidance:*   * *Investigate if there are any* ***existing learning resources or materials*** *in your workplace that you can utilize for content relevance and quality.* * *Here you need to list all of the resources that will be required to deliver the learning program.* * *This may include items such as specific technology equipment, work books, learner guides or any resource that you require to deliver and assess students undertaking these units of competency.* | | | | | | | | | | |
|  | | | | | | | | | | |
| **Budget** | | | | | | | | | | |
| *Guidance:*   * *Include any costing details relating to the learning program if this responsibility has been included in the development of the program.* | | | | | | | | | | |
|  | | | | | | | | | | |
| **OH&S Considerations** | | | | | | | | | | |
| *Guidance:*   * *This specifically relates to the training environment where the training will be conducted.* * *Are there any safety considerations that may impact on the training or the learners?* * *If so, discuss them here and detail how you will address these issues.* * *Alternatively you may attach a completed risk assessment (matrix) of the environment.* | | | | | | | | | | |
|  | | | | | | | | | | |
| **Recording and Reporting Strategy** | | | | | | | | | | |
| *Guidance:*   * *Discuss what records need to be maintained as part of the program. This should include how the results are to be recorded.* * *Provide details of any reporting that needs to occur on completion of the program. This may include reporting back to the client and may include reporting to any government body.* | | | | | | | | | | |
| Recording | | | | | | | | | | |
| Reporting | | | | | | | | | | |
| **Program Evaluation and Review Strategy** | | | | | | | | | | |
| *Guidance:*   * *Discuss how you will evaluate, review, amend and improve this learning program.* * *When, where and how often will this learning program be reviewed.* * *How will you gather and act on student feedback to analyse and improve your learning program?* | | | | | | | | | | |
| Evaluation | | | | | | | | | | |
| Review | | | | | | | | | | |
|  | | | | | | | | | | |
| **Training and Assessment Staff details** | | | | | | | | | | |
| *Guidance: List here the details and qualifications of the staff who will be delivering this learning program within your organisation.* | | | | | | | | | | |
| **Name:** | | | **Role:** | | | | | **Qualification/s:** | | |
|  | | | Trainer  Assessor  Support Staff | | | | |  | | |
|  | | | Trainer  Assessor  Support Staff | | | | |  | | |
| **Document Created by** | | | | | | | | | | |
| **Name:** | **Position:** | | | **Organisation:** | | **Date** | | | | **Version** |
|  |  | | |  | |  | | | |  |
| **Approving Authority** | | | | | | | | | | |
| **Approved by:** | | **Position:** | | | **Organisation:** | | **Signature:** | | **Date:** | |
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***Program overview/agenda***

*Guidance:*

* *Here, you need to detail how the various elements, performance criteria etc… of the* one or more *units are to be delivered.*
* *It is important to nominate when and how each topic (element, learning outcome etc…) will be delivered and assessed.*
* *Refer to the Learner Guide for a completed example.*
* *Add or delete rows as required to suit the number of sessions your program requires*

| ***Session no. & title*** | | ***Time*** | ***Content (learning objectives)*** | ***Delivery/Assessment method*** | ***Resources*** |
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| **Competency mapping** | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session |
| *Element or learning outcome* | | | | | | | | | | | | | | | | | | | | | | |
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| **Written Report – Design and develop a learning program 1** |
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| 1. Describe the steps you took to determine program parameters, then design, develop and review the program content and structure.   ***Guidance:*** *Information provided in your report must include (but isn’t limited to):*   * *Whether your learning program was developed using a real or simulated scenario* * *Who you collaborated with to design and develop the learning program and at what points during the development this occurred* * *How you determined the training need and how the unit/s of competency used as the basis of the learning program met the client’s needs* * *How the units of competency you have used lead to pathways for further training* * *How you developed the profile of the target learner group and determined their training/learning needs* * *How and with whom you reviewed and finalised the learning program* |
| 1. Give examples of how your learning program is client-focused, safe, addresses the dimensions of competence and reflects the principals of adult learning.   ***Guidance:***  *Information provided in your report must include (but isn’t limited to):*   * *is client-focussed—i.e. reflects the needs of the target learner group* * *is safe—addresses OHS issues so that a safe learning experience is ensured* * *addresses the dimensions of competence (i.e. prepares learners to perform the concepts/tasks learned in realistic working conditions)* * *reflects the principles of adult learning and instructional design* |
| 1. How you worked within the VET policy framework   ***Guidance:***  *Information provided in your report must include (but isn’t limited to):*   * *How you applied the AQF framework to the delivery and assessment strategies* * *How your recording and reporting strategy and review and evaluation strategy is in line with your organisational quality assurance processes* * *How access and equity was addressed* |

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| **Evidence to submit**  The following evidence is required for this project: | | |
|  | Check box once complete  | |
| 1. **Learning program** Submit a typed the final (approved) version of a learning program that you have developed based on one or more units of competency. (This may be the template provided or you may use your own template). | |  |
| 1. **Competency standards**   Submit copies of the one or more units of competency (modules from accredited course) covered in the learning program | |  |
| 1. **Competency mapping**   Submit the completed competency mapping that clearly demonstrates how the learning outcomes of the competency have been addressed. | |  |
| 1. **Written Report**   Provide a written report on your review of the processes followed to design and develop the learning program | |  |
| End of Project 1 – Design and develop a learning program 1 | | |

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| ***Link to other Assessments in the TAE course***  In this project, you will design a learning program that is based on a workplace need. During your ‘Delivering Training’ module, you may refer your learning program to plan your facilitation of group-based learning. Therefore, it is important that you base your program on subject matter that you are able to deliver. | |
| Page Icon | Project 2– Design and develop a learning program 2 |
| **Instructions for Project 2 (Please read all instructions before commencement).** | |
| You are to develop a learning program that meets the needs of your organisation or client (real or simulated) based on a workplace need. The learning program may address the requirements a unit or units of competency, but does not need to. It is to be designed for group-based delivery.  There is no specified ‘length’ of the learning program that you design for this project, but it must be comprehensive enough to allow your assessor to see your ability to ‘chunk’ program content and sequence these ‘chunks’ to ensure a safe, effective learning progression. The duration of the program should be adequate to address the learning outcomes and be no shorter than half a day (ideally it is longer).  You are to review the processes you used to design and develop the learning program and write a report detailing the processes. | |
| **Steps to take**   1. Gather background information needed, identify the target group, and determine training needs (or establish the scenario if simulating the workplace). 2. Clarify learning program benchmarks (e.g. competency standards, other organisational performance measures, job description, etc as required) and determine program outcomes. 3. Investigate if there are any existing learning programs, resources or materials in your workplace that you can access to assist you in creation of this learning program. 4. Collaborate with others as needed to design, develop and review the learning program. 5. Document the learning program. (It is not mandatory for you to utilise the provided template however you must include all components as indicated in the Evidence to Submit section.) 6. Write a report detailing the processes that you followed (guidance for producing the report is found in the Evidence to Submit section) | |

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| **Learning Program Two**  *Guidance:*  *Refer to the case study in the Learner Guide for a completed example of the learning program.* |
| **Program Name** |
|  |
| **Client** |
|  |
| **Purpose of the learning program** |
| *Guidance:*   * *Here you should write around one paragraph on the need for this training and some brief background information.* * *Also, detail pathways that may lead into and out of this program.* * *Provide details of any award to be gained upon successful completion of the program (eg. Statement of Attainment to be awarded)* |
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| **Learning Outcomes** |
| *Guidance:*  *List the Learning outcomes or unit(s) of competency. If the program is based on unit(s) of competency.* |
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| **Target Learner Group** |
| *Guidance:*  *Here you need to discuss the characteristics of the learners.*  *For example; are all learners from the same organisation or different organisations?*   * *key characteristics of the learners, such as:* * *job positions and key duties* * *current level of skills and knowledge as relevant to the program content* * *language literacy and numeracy (LL&N) levels* * *any other characteristics that may affect the design of the learning program.*   *Include any details of access and equity issues in this section.*  *Also make note of the ideal number of learners for the program.* |
|  |
| **Delivery Strategy** |
| *Guidance:*   * *Here, you are required to outline the strategy, or the way in the program is going to be delivered.* * *Specifically, what adult learning principles are employed as part of the learning strategy? Visual presentation, practical demos, oral instruction etc…* * *How are your delivery strategies relevant and engaging to your learners?* |
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| **Venue / logistics** |
| *Guidance:*   * *In this section, provide details of the venue and any logistical considerations that need to be made.* |
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| **Assessment Strategy** | | | | | | |
| *Guidance:*   * *Here, you are required to outline the strategy, that is, the methodology of the assessment of the learning outcomes (insert more rows if required).* | | | | | | |
|  |  | **Assessment Strategy** | | | | |
| Qualification |  | Written  Question | Observation | Third  Party | Project |  |
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| **Resources** | | | | | | |
| *Guidance:*   * *Investigate if there are any* ***existing learning resources or materials*** *in your workplace that you can utilize for content relevance and quality.* * *Here you need to list all of the resources that will be required to deliver the learning program.* * *This may include items such as specific technology equipment, work books, learner guides or any resource that you require to deliver and assess students undertaking these units of competency.* | | | | | | |
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| **Budget** | | | | | | |
| *Guidance:*   * *Include any costing details relating to the learning program if this responsibility has been included in the development of the program.* | | | | | | |
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| **OH&S Considerations** | | | | | | | | | | |
| *Guidance:*   * *This specifically relates to the training environment where the training will be conducted.* * *Are there any safety considerations that may impact on the training or the learners?* * *If so, discuss them here and detail how you will address these issues.* * *Alternatively you may attach a completed risk assessment (matrix) of the environment.* | | | | | | | | | | |
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| **Recording and Reporting Strategy** | | | | | | | | | | |
| *Guidance:*   * *Discuss what records need to be maintained as part of the program. This should include how the results are to be recorded.* * *Provide details of any reporting that needs to occur on completion of the program. This may include reporting back to the client and may include reporting to any government body.* | | | | | | | | | | |
| Recording | | | | | | | | | | |
| Reporting | | | | | | | | | | |
| **Program Evaluation and Review Strategy** | | | | | | | | | | |
| *Guidance:*   * *Discuss how you will evaluate, review, amend and improve this learning program.* * *When, where and how often will this learning program be reviewed.* * *How will you gather and act on student feedback to analyse and improve your learning program?* | | | | | | | | | | |
| Evaluation | | | | | | | | | | |
| Review | | | | | | | | | | |
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| **Training and Assessment Staff details** | | | | | | | | | | |
| *Guidance: List here the details and qualifications of the staff who will be delivering this learning program within your organisation.* | | | | | | | | | | |
| **Name:** | | | **Role:** | | | | | **Qualification/s:** | | |
|  | | | Trainer  Assessor  Support Staff | | | | |  | | |
|  | | | Trainer  Assessor  Support Staff | | | | |  | | |
| **Document Created by** | | | | | | | | | | |
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***Program overview/agenda***

*Guidance:*

* *Here, you need to detail how the various elements, performance criteria etc… of the two units are to be delivered.*
* *It is important to nominate when and how each topic (element, learning outcome etc…) will be delivered and assessed.*
* *Refer to your Learner Guide for a completed example*
* *Add or delete rows as required to suit the number of sessions your program requires*

| ***Session no. & title*** | | ***Time*** | ***Content (learning objectives)*** | ***Delivery/Assessment method*** | ***Resources*** |
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| **Competency mapping** | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | Session  1 | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session | Session |
| *Element or learning outcome* | | | | | | | | | | | | | | | | | | | | | | |
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| **Written Report – Design and develop a learning program 2** |
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| 1. Describe the steps you took to determine program parameters, then design, develop and review the program content and structure.   ***Guidance:*** *Information provided in your report must include (but isn’t limited to):*   * *Whether your learning program was developed using a real or simulated scenario* * *Who you collaborated with to design and develop the learning program and at what points during the development this occurred* * *How you determined the training need and how the units of competency/learning outcomes used as the basis of the learning program met the client’s needs* * *What pathways for further training this program could lead to* * *How you developed the profile of the target learner group and determined their training/learning needs* * *How and with whom you reviewed and finalised the learning program* |
| 1. Give examples of how your learning program is client-focused, safe, addresses the dimensions of competence and reflects the principals of adult learning.   ***Guidance:***  *Information provided in your report must include (but isn’t limited to):*   * *is client-focussed—i.e. reflects the needs of the target learner group* * *is safe—addresses OHS issues so that a safe learning experience is ensured* * *addresses the dimensions of competence (i.e. prepares learners to perform the concepts/tasks learned in realistic working conditions)* * *reflects the principles of adult learning and instructional design* |
| 1. How you worked within the VET policy framework   ***Guidance:***  *Information provided in your report must include (but isn’t limited to):*   * *How you applied the AQF framework to the delivery and assessment strategies* * *How your recording and reporting strategy and review and evaluation strategy is in line with your organisational quality assurance processes* * *How access and equity was addressed* |

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| **Evidence to submit**  The following evidence is required for this project: | | |
|  | Check box once complete  | |
| 1. **Learning program** Submit a typed the final (approved) version of a learning program that you have developed. (This may be the template provided or you may use your own template). | |  |
| 1. **Competency standards**   Submit one of the following:  *EITHER*   * A description of how the learning outcomes were identified   *OR*   * The unit(s) of competency (modules from accredited course) covered in the learning program | |  |
| 1. **Competency mapping**   Submit the completed competency mapping that clearly demonstrates how the learning outcomes have been addressed. | |  |
| 1. **Written Report**   Provide a written report on your review of the processes followed to design and develop the learning program. | |  |
| End of Project 2 – Design and develop a learning program 2 | | |

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| Page Icon | Summarising: What to Do: A Checklist | | | | |
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| **Summary of evidence required** | | | | | |
| Use the checklist below to make sure you have included all the required evidence in your portfolio (refer to the ‘Evidence to Submit’ section for each assessment task for specific requirements). All sections must be complete prior to submission of this module. | | | | | |
| **Assessment Task** | | **Evidence Required** | | Tick when complete  | |
| **Written Assessment - Design** | | Responses to all questions | | |  |
| **Project 1 – Design and develop a learning program 1** | | 1. Learning program | | |  |
| 2. Competency standards | | |  |
| 1. Competency matrix | | |  |
| 1. Written report | | |  |
| **Project 2 -Design and develop a learning program 2** | | 1. Learning program | | |  |
| 2. Competency standards | | |  |
| 3. Competency matrix | | |  |
| 4. Written report | | |  |
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| **Organising your portfolio** | | | | | |
| Use this checklist to make sure you have done everything you need to do before submitting your portfolio to Inspire Education. | | | | | |
| **Have you…** | | | Check when complete  | | |
| 1. Organised your portfolio to make it easy for your assessor to work through? Ensure each document is named corresponding to the project or written assessment cluster. | | | | |  |
| 2. Made a back-up copy of your portfolio in case it gets lost or damaged in transit? *Inspire Education cannot take responsibility for portfolios lost or damaged in transit.* | | | | |  |
| 3. Placed this workbook—all pages together—at the front of your portfolio? | | | | |  |
| [**Now is the time to submit your assessment through the student portal (Click on this link for instructions)**](#Assessment) | | | | | |

## Feedback

Well done for finishing another unit and we hope that what you learn with us will open up new path ways of success in your life. At Inspire we continually strive to improve our courses and heighten the learning experience for you. One way we do this is by seeking feedback. Your experience is important to us and we are very keen to hear any suggestions or complaints you may have. Click on the button below to let us know what you think of us and our course.

**CLICK HERE**

###### End of document