



TRAINING DESIGN



Assessment Cover Sheet

TAE40116 Certificate IV in Training and Assessment

Units covered:	TAEDES401 – Design and Develop Learning Programs TAEDES402 - Use training packages and accredited courses to meet client needs
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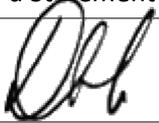
Instructions to Candidate:

- Complete the following information and sign below in the declaration area.

Mandatory Candidate Information – please complete

Name of Candidate:	Email:
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(Note: the name you use above will be the name that appears on your Statement of Attainment or qualification parchment)

Address	Hm Phone:
	Mobile:
Company name:	Qualification enrolled in: TAE40116 Certificate IV in Training and Assessment
Date completed Program:	
Confidentiality Your assessment and result will form the basis of your student record at SpecTraining Pty Ltd. We are committed to protecting your privacy. The information provided is not disclosed to third parties, with the exception of your employer on request (if your employer is financing your program) and service and benefit providers (such as your program leader) acting in confidence on your behalf. If you would like SpecTraining to release your assessment results to another party on your behalf, such as another educational provider, we must receive your consent in writing.	
Declaration of original authorship I declare that this assessment evidence is my own work 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 Statement of Attainment or Qualification.	
Signature: 	Date:

SpecTraining Internal Use Only - Assessor to complete

Units of Competency being assessed:

TAEDES401 – Design and Develop Learning Programs

TAEDES402 – Use training packages and accredited courses to meet client needs

Feedback to Candidate:

1. Knowledge questions:

aefaf

2. Practical tasks and projects:

qefaf

Assesment Results – Spectraining Use Only

1. Knowledge Questions	Sufficient	<input type="checkbox"/>	Not Yet Sufficient	<input type="checkbox"/>
2. Practical tasks and Projects	Sufficient	<input checked="" type="checkbox"/>	Not Yet Sufficient	<input type="checkbox"/>
Attempt 1.			Not Yet Competent - Resubmit	<input type="checkbox"/>
Attempt 2.			Not Yet Competent - Resubmit	<input type="checkbox"/>
Overall Result Achieved	Competent	<input type="checkbox"/>	Not Yet Competent	<input type="checkbox"/>

Assessor's Name

Dan Hill

I declare that I possess the qualifications and existing competence to assess this TAE training package qualification.

Assessor's Signature



Date: 12/12/21

5. Identifies and evaluates existing learning resources suitable for the learning program

Assessment

TAEDES401 Design and develop learning programs

Instructions for the Candidate

Assessment Details

Version details are to be updated on inclusion of recommended changes/amendments, in line with SpecTraining's document control procedures. Reviews must include associated assessor's marking guides.

This Assessment Version:	4.0	Date Developed:	24 Jan 2020
Reviewed	22 Jan 2020	Next Review Due	22 Jan 2021
Reviewed	2 Jan 2020	Next Review Due	2 Jan 2022

Benchmarks for assessment

The assessments are conducted using the following benchmarks:

- **Unit of Competency - TAEDES401 Design and develop learning programs, TAEDES402 Use training packages and accredited courses to meet client needs**
- Assessor's Guide Training Design cluster

Additional benchmarks that may apply, in relation to corporate clients:

- Relevant organisational procedures and/or standards
- Applicable industry regulations and/or codes
- Legislative requirements relating to WHS, industry or product/service

Assessment overview

This assessment consists of TWO parts. You must successfully complete both parts to be assessed as competent in this unit.

Part 1 consists of a knowledge assessment based on the knowledge evidence required for competency.

Part 2 consists of workplace projects, requiring you to gather evidence in your workplace over time, and includes observations in your workplace.

More information can be provided to you by your SpecTraining assessor.

General information

Resources

This assessment is completed your workplace, and you will therefore have access to all tools and equipment generally available to perform your tasks as an assessor. To undertake this assessment, candidates will need access to the following:

In general, you will need access to:

- A computer/Internet
- Relevant learning materials, tools and resources
- Relevant learning/training and assessment strategies and delivery plans
- Your organisation's workplace records (with the permission of your employer)
- Workplace policies and procedures

Where copies of assessments or other student work is presented in evidence, be conscientious of the applicable Privacy Act and organisational policies.

Collaboration

Many of the assessment items in this tool require that you discuss, interact and engage with members of your workplace. While you are encouraged to collaborate and work with your training/assessing colleagues in your facilitator/trainer role, you are to ensure that the answers you provide in this assessment are the result of your own work and efforts. You must remember to sign the declaration of original authorship on the cover page prior to submission. If this is not signed, your assessment will be returned to you unassessed.

Workplace Health and Safety

No specific WHS implications arise from this assessment beyond those currently in your workplace. SpecTraining promotes a positive WHS culture amongst its students, and reminds you to ensure you have a current risk assessment for your training and assessing environment(s), that you and your participants always wear appropriate PPE for the task, and you and your learners are familiar with the any WHS considerations of their assessment, including (but not limited to), emergency responses, including evacuation procedures.

Reasonable adjustment

In the event that you have difficulty understanding or completing the assessment tasks, your assessor will attempt to make reasonable adjustments to the assessment format in order to afford you every opportunity to achieve competency. You may discuss this prior to, or at any time during, this assessment.

Competency

When all your assessment parts and any accompanying evidence or materials have been submitted, SpecTraining assessor will review it and make the assessment decision. You will be advised in due course – generally within 7-10 working days – of the outcome of your assessments. A SpecTraining assessor will contact you by phone or email with your result and discuss any follow-up actions that may be required.

Appeals

Should you be unhappy about the assessment result or feel that you were not treated in an appropriate manner during any part of the assessment process, you may appeal the decision. More information on how to progress an appeal is available on the SpecTraining website, or directly from SpecTraining by phone.

Learning design

Completing this assessment

This assessment is work-based and self-paced. While your Facilitator/Assessor will be in regular contact with you, you will need to take responsibility for your own learning and actively seek out answers and evidence required in this assessment.

At the Certificate IV level of qualification, a candidate is expected to provide thoughtful, in-depth answers to written questions. **The expectation of your assessors is that they will be approximately one paragraph (2-4 sentences) in length, depending upon the question.** While you are not expected to 'waffle', one sentence answers will not be sufficient to demonstrate understanding.

Part 1

Please read each question carefully answer the questions thoroughly by providing full explanations and workplace examples where relevant. Note that the key action words are *italicised* for emphasis. General information to answer the underpinning knowledge questions may be found in other chapters of this book or in the further readings at the end of Chapter 1. You will have research some of your answers using internet access to view applicable government websites. Note that the space provided does not indicate the volume or size of answer expected and can be expanded/reduced by the candidate.

Part 2

The workplace projects require that you gather evidence of your ability to design and develop training programs. It is important to note that as there is no specified requirement to design the program *from scratch*, you are able to re-design an existing program to meet current requirements and still fulfil the evidence requirements of this competency. While you will have access to the SpecTraining Facilitator/Assessor for guidance at all times, you are expected to manage your own time and resources to gather a large portion of the required evidence. The SpecTraining Facilitator/Assessor may undertake workplace visits with you and, at times, act as your assessor to observe your progress. They may also be able to assist in arranging alternative assessment options, such as simulated environments, for you to demonstrate the required skills and knowledge, should the need arise.

When all parts of this assessment are complete, submit this file with your completed cover sheet and feedback sheet to your Facilitator/Assessor via email, or upload as instructed by your facilitator.

Assessor intervention

The assessor will only intervene if there is, or if it appears there may be, a potential risk or hazard in the session deliveries of the candidate. The assessor may also prompt you if at any time should they feel it appropriate to do so.

PART 1 KNOWLEDGE QUESTIONS

1. Training programs may be run for a variety of purposes. List and describe at least five of these purposes.

1	
2	sdfbfb
3	
4	
5	

2. Give a brief overview of some of the areas of responsibility of the following organisations:

Australian Industry Skills Committee (AISC)	
Industry Reference Committees (IRCs)	
Service Skills Organisations (SSOs)	
Australian Skills Quality Authority (ASQA)	

3. List and describe the key functions of five relevant policies, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the VET sector.

1		
2		
3		
4		
5		

4. Research and provide a brief overview of the training package developer and accreditation agency (if different) for one qualification or nationally accredited unit you would present within your vocational industry training package.

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5. Describe the purpose of the AQF.

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6. The AQF Handbook describes the types of skills and knowledge expected for each level of the framework. In the spaces below, describe the tasks that might apply to an office administration role for each level indicated.

AQF Level 1	
AQF Level 3	
AQF Level 5	

7. Explain the purpose of the following and explain how they relate to each other:

- a. Training package
- b. Training and assessment strategy / learning and assessment strategy (TAS/LAS)
- c. Learning program plan.

Training document	Purpose	How it relates
Training package		
TAS/LAS		
Learning Program		

8. Changes to training packages can and do occur. List the sources you would use to research any changes that have been made to a training package.

9. Explain why you would use National Training Packages (NTP) and accredited courses for delivering training and assessment in Australia. Ensure that you mention the roles of the Units of Competency and the Assessment Requirements described in these standards.

sdfg

10. Describe the format and structure of Accredited Courses. Why would you select an Accredited Course instead of a Qualification or Skill Set from a National Training Package?

Accredited Course format and structure rthrrth	
Why you would select one?	sdgsdfsdf

11. Training packages include a range of endorsed and non-endorsed components. What are they and describe their purpose?

Endorsed:	Purpose
	erg
	we
	wef
	wdf
	sdfs
Non-endorsed;	Purpose

12. Describe the purpose of a training package's:
- a. packaging rules
 - b. performance and knowledge evidence
 - c. explain how and why you would select particular electives

Packaging rules	
Performance and knowledge evidence	
Explain how and why you would select particular electives	

13. In order to contextualise a unit of competency for a client, you may change whatever you wish to suit their needs.

TRUE FALSE

Why?

14. In which section of a unit of competency you would find information about any unit/s that must be completed or will be needed prior to commencement of training.

15. Explain how an understanding of [instructional design principles](#) can help you develop your training program. Consider learning preferences such as '[VARK](#)' in your answer.

16. List 5 performance standards, in addition to training package requirements, you could include in a learning program

1	
2	
3	
4	
5	

17. Learning resources can be produced in a range of formats. With your own training program in mind, describe the type of resources you might use, where you will source these materials, and how you might evaluate these materials to suit the training program.

Type of resource	Source	Evaluation method

18. Training is delivered using different methods, depending on the purpose and circumstances. Explain what methods you would use for the following scenarios and give reasons for your choices.

Training situation	Method of delivery	Assessment Method	Reason for your choice
Workplace Site			
Classroom groups			
Student in another state			

20. **SCENARIO** - Contextualise the following parts of a unit of competency to meet the client's needs below:

Graham runs a private security firm in Moranbah, Central QLD. His ten staff hold the [CPP31318 Cert III in security operations](#) and require training in First Aid to maintain their employability – specifically [HLTAID014 - Provide advanced first aid](#).

When you consult with Graham, he tells you that he doesn't have any first aid training resources on site. He also says that he doesn't have a training room, but you could conduct the training on the grassed area behind his building (it's summer in Central QLD – but there is some shade!). The area is grassed and has trees and benches available.

Step 1. Access the relevant unit of competency on TGA and paste the performance criteria **2.1 to 2.7 ONLY** in the space provided below.

Step 2. In the right-hand column, make notes of what you will need to research, what equipment you may need to organise, the assessment methods you would use, and how you would contextualise the criteria to meet Graham's situation.

Step 3. In the box provided, re-write **one** performance criterion to suit Graham's situation.

Step 4: What advice is available on contextualisation from the training package developer to help you meet client needs?

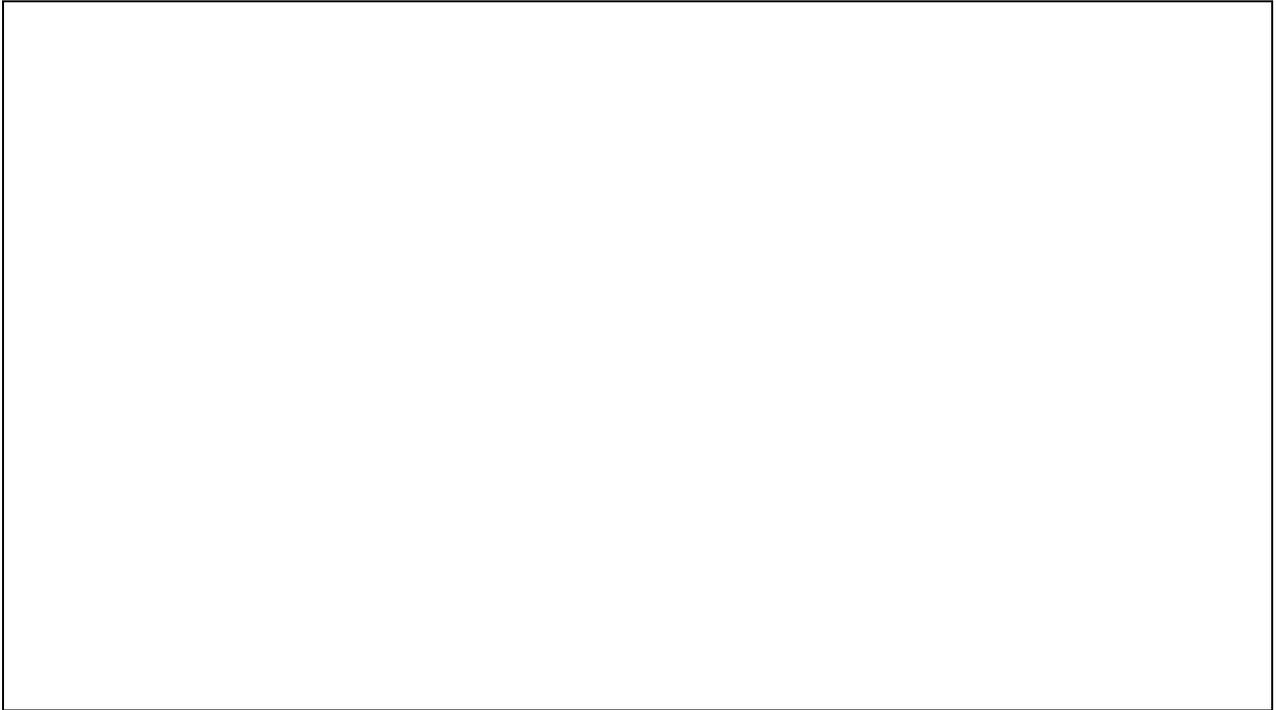
<i>Step 1</i>	<i>Step 2</i>
<i>Step 3</i>	
<i>Step 4</i>	

21. For each '**dimension of competency**', give an example of how you would apply it to *Performance Criteria 2.1* of the HLTAID014 unit for the scenario in question 20.

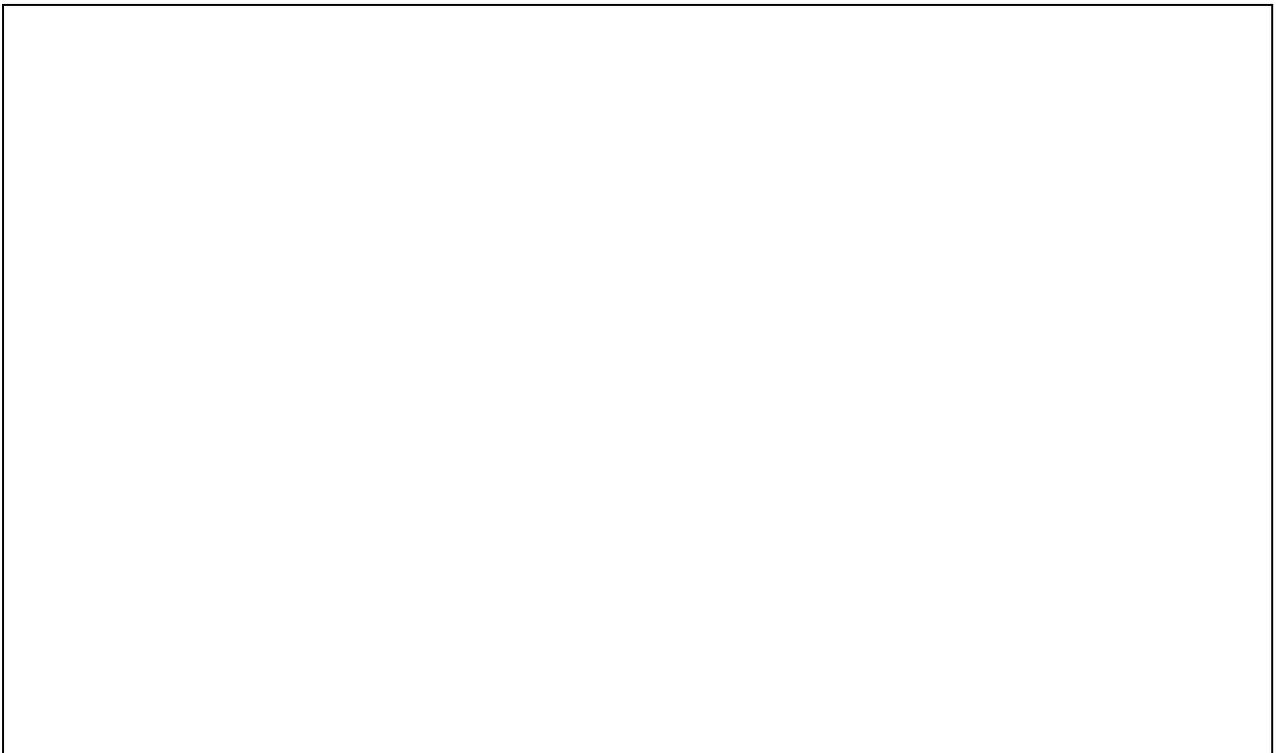
<i>PC 2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines</i>	
<i>Task Skills</i>	
<i>Task Management Skills</i>	
<i>Contingency Management Skills</i>	
<i>Job/Role Environment Skills</i>	

22. Explain how a **Learning Program Plan** assists in the development of learning activities and materials.

23. Describe the steps you would take when developing a learning program.



24. Explain the methods and sources you would use to access and confirm the competency standards you intend to use in your learning program. Remember, your training will also need to align with your organisation's or client organisation's standards.



25. Using your own industry, describe any general and specific WHS issues that need to be included in any training conducted.

FOR USE BY SPECTRAINING ASSESSOR ONLY

Reasonable adjustment		
Was an adjustment required/applied in this assessment? <input checked="" type="checkbox"/> X <input type="checkbox"/> NO <input type="checkbox"/> YES (<i>Provide details below</i>)		
<i>Details of any reasonable adjustments</i> sdfsdf		
Assessment decision		
<i>The student completed all required parts of this assessment and their submitted work has been assessed as:</i>		
<input checked="" type="checkbox"/> SUFFICIENT <input type="checkbox"/> NOT SUFFICIENT		
Assessor Name: asdfasdf	Assessor Signature: 	Date:
<i>Feedback to student</i>		
Candidate Name: adf	Candidate Signature:	Date:

PART 2

Workplace Project

Develop and gather the products you produce below for “How you may achieve this”, in a portfolio for your assessor.

Item	Evidence required	How you may achieve this
1	Create a learning program to suit a specific client’s needs	<p>This project assesses the skills and application of knowledge you’ve developed for developing learning programs, and modifying the learning program to suit your client’s specific needs. To achieve competence, you are required to prepare a learning program. Full competency requires you complete TWO learning programs; this will be achieved in conjunction with item 2 (below).</p> <p>The first learning program is to be developed based on nationally accredited units of competency.</p> <p>You are required to:</p> <p>Complete a Learning Program using the template provided, or a template from an RTO that you are working with, for a client where a training need has been identified.</p> <ul style="list-style-type: none"> • Identify a client within your vocational industry – or use the Ocean World Case Study from your textbook – where a training need has been identified. • Determine the characteristics of the cohort who will undertake the training and decide upon the AQF level of the training program. • Access training.gov.au and select a relevant qualification or accredited course that will meet the training requirements identified by the client. • Follow the packaging rules, and advice from the training package developer, to select the electives and contextualise the program to meet the training needs of the client • Determine the duration of the program – think about the volume of learning requirements of the qualification, you may also apply the nominal hours for the units of competency. • Determine how the program will be delivered and assessed – what methods will you use, how will these methods be administered, and who will be delivering and assessing • Identify learning aids and resources that are available and how these will need to be contextualised to meet the needs of the client, and what you will need to develop. • Identify safety hazards and complete a risk control table • Document any LLN requirements of your cohort • Review the learning program with key stakeholders <p>Completing the entire task may take several days, depending on a range of factors, and your assessor may not be able to observe the entire process (of your preparation). You are therefore required to complete all the parts of the provided template thoroughly. Use the Learning Program template provided for guidance on the type of information that is required in your document.</p> <p>To complete Part 2, Item 1, you are required to have prepared and provided your assessor with:</p> <p>A completed Learning Program Plan that has been designed to meet the needs identified either in your workplace or the workplace of a simulated client.</p>

2	Create a second learning programs to suit a different client's needs	<p>You may use the Learning Program template 2 provided for HLTAID014 - Provide advanced first aid for guidance on the type of information that is required in your document.</p> <p>To complete Part 2, Item 2, you are required to have prepared and provided your assessor with:</p> <ul style="list-style-type: none"> ▪ A completed learning program that has been designed to meet the needs identified either in your workplace or the workplace of a simulated client. <p>This template must contain differentiated training designs to reflect particular needs, contexts and timelines from that which you completed in task 1.</p>
3	Observation	Where appropriate, your assessor will observe you during the process of developing a learning program. Your assessor may ask questions and record your answers during the observation as per the observation checklist below.

This completes the requirements for PART 2 of this assessment

Item 3 - Assessor Observation

This instrument is for the SpecTraining assessor to record their observations of your performance in developing at least one training plan and instrument on each occasion.

Notes to the assessor

The assessor is to observe the performance of the candidate and record notes for each observation (cues supplied) to clarify observations. The observations may be completed over several visits, as all tasks may not be observable in a single session.

Complete the following prior to each assessment:

Location:		Date of assessment:	
Candidate Name:		Assessor Name:	
Candidate Signature:		Assessor Signature:	

	"The candidate..."	Yes	No
Preparing for assessment			
1.	Identifies the client's needs for both learning programs	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Assessor to record how the candidate researched or communicated with the client in each instance.</i>		
2.	Accesses relevant training packages or accredited courses from training.gov.au	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Assessor: Observed candidate accessing and reading applicable documentation</i>		
	<i>Assessor to record benchmarks and special requirements here:</i>		
3.	Analyses, interprets and contextualises units of competency to meets client needs	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Assessor: Examples must include contextualising parts of a unit of competency to meet client needs such as timing, learning styles, location, integration of workplace tasks etc. Note how the candidate met this requirement</i>		
4.	Conducts themselves in accordance with organisational quality assurance policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Assessor: This can include working in line with the organisation's values, quality systems such as RTO compliance standards, and</i>		

	<i>"The candidate..."</i>	Yes	No
5.	Identifies and evaluates existing learning resources suitable for the learning program		
	<i>Assessor notes:</i>		
6	Identifies appropriate assessment requirements for the learning program	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Assessor notes:</i>		
7	Identifies hazards and risks and completed the risk assessment	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Assessor notes:</i>		
8	Documents the Learning Program accurately to meet the identified training need	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Assessor notes:</i>		
9	Participates in the review of the Learning Program	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Assessor notes:</i>		

Sufficient

Not Yet Sufficient

Candidate Name:		Assessor Name:	
Candidate Signature:		Assessor Signature:	