TAEDES502
Design and Develop Learning Resources

Assessment 2021

Assessment Cover Sheet

TAE50116 Diploma of Vocational Education & Training

Units covered (tick)	☑	TAEDES502	Design and Develop Learning Resources

Instructions to Candidate:

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

Mandatory Candidate Information – please complete

Name of Candidate:	Email:

(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: **TAE50216 Diploma of Training Design and Development**

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:

☑   TAEDES502   Design and Develop Learning Resources

Feedback to Candidate:

1. Knowledge questions:

2. Practical tasks and projects:

Assessment Results – SpecTraining Use Only

1. Textbook Tasks	**Sufficient**		**Not Yet Sufficient**	
2. Knowledge Questions	**Sufficient**		**Not Yet Sufficient**	
3. Practical tasks and Projects	**Sufficient**		**Not Yet Sufficient**	
Attempt 1.			**Not Yet Competent - Resubmit**	
Attempt 2.			**Not Yet Competent - Resubmit**	
Overall Result Achieved	**Competent**		**Not Yet Competent**	

Assessor's Name _____

Assessor's Signature _____

             Date:

Assessment
TAEDES502 Design and develop learning resources
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:	2.1	Date Developed:	12 Jul 16
Reviewed:	12 Feb 2020	Next Review Due:	12 Feb 2021
Reviewed:	7 Jan 2021	Next Review Due:	12 Feb 2022

Benchmarks for assessment

The assessments are conducted using the following benchmarks:
- Unit of Competency – TAEDES502 Design and develop learning resources
- RPL Assessors Guide TAE50216
- TAEDES502 Assessor's Guide

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 THREE parts. You must successfully complete all three parts to be assessed as competent in this unit.

Part 1 is the tasks that are embedded in your text book, Chapter 2. They have been reproduced here for you to provide your answers.

Part 2 consists of a knowledge assessment based on the knowledge evidence required for competency.

Part 3 consists of a workplace project, requiring you to gather evidence in your workplace over time, and includes observations in your workplace. If you are unable to complete this assessment in the workplace for any reason, SpecTraining will arrange a simulated environment in consultation with your organisation.

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

Instructions

General

This assessment is work-based and self-paced. While your SpecTraining 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 all times when undertaking this assessment, you will be required to adhere to all appropriate workplace policies and procedures and all state and commonwealth legislation and regulations, plus any applicable codes (workplace, industry or government). Failure to do so may result in an assessment of Not Sufficient or Not Yet Competent.

This assessment must be conducted in a safe environment. While the knowledge assessment may be completed at home, the practical elements and tasks (with a practical or workplace component) must be completed in the candidate's workplace, or a safe simulated environment that replicates a vocational training environment.

At the Diploma level of qualification, a candidate is expected to provide thoughtful, in-depth answers and insights to written questions. This means that the expectation of your assessors is that your answers will be around 2-4 paragraphs in length, depending upon the question. While you are not expected to 'waffle', one paragraph answers will generally not be sufficient to demonstrate understanding of the complexities of the processes and concepts discussed.

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. In general, you will need access to:

▪ A computer/Internet access for research and accessing relevant legislation/guidance materials
▪ 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 assessment 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 candidates are familiar with the any WHS considerations of their assessment, including (but not limited to), emergency responses, including evacuation procedures.

Assessors are reminded that in the event in the event of the candidate's actions causing an unsafe (hazardous) condition, that the assessment is to be immediately halted and to address the hazard. It is then at the assessor's discretion, whether the hazard has been adequately addressed/controlled, to continue or discontinue the assessment.

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.

Completing this assessment

Part 1

Please read each question and task carefully and provide answers in the space provided. Some tasks will require you to discuss the question with others in your workplace.

Remember to save your progress regularly to avoid losing your answers should you experience any software, computer problems or a power failure.

Part 2

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.

Note that the space provided does not indicate the volume or size of answer expected and can be expanded/reduced by the candidate.

Part 3

The workplace project requires that you gather evidence of your assessment practice and professionalism. While you will have access to the SpecTraining coach 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 coach will undertake several 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 coach via email, or upload to your OneDrive Student folder.

Assessor intervention

There is no requirement for assessor intervention with this project, however, assistance in clarifying assessment tasks is permitted.

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.
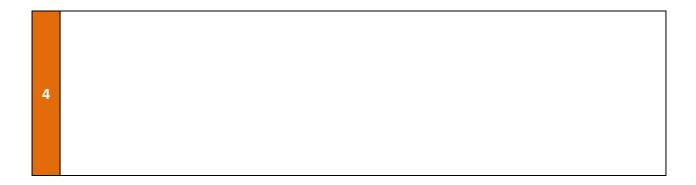
PART 1
Textbook Task 2.1

Using the learning strategy you produced in your assessment project for TAEDES501 'design and develop a learning strategy':
1. Describe the audience at which the program is aimed
2. Discussed the focus and type of learning resource that would most suit that audience and program
3. Research existing resources for that chosen topic and discuss:
   a. how well do these existing resources address your needs (if at all)?
   b. are these resources suitable for your target audience?
   c. are they suitable for your specific environment?
   d. how might developing your own resources benefit your organisation and its training programs?
4. Provide a list of the existing resources you chose.

1	
2	

	Learning Program Topic:	
3	Do these existing resources address your needs (if at all)?	
	Are these resources suitable for your target audience?	
	Are they suitable for your specific environment?	
	how might developing your own resources benefit your organisation and its training programs?	

4	

Textbook Task 2.2

1. Research the correct forms of Harvard referencing for 'academic journal articles' and for 'digital articles' (such as those published on news sites or government pages). Provide an example of each to demonstrate how they are to be written in the 'References' section of a report.
2. What other forms of referencing and generally accepted? Provide examples of these.
3. In preparing resources for your training program what sources will you use any and how would you need to acknowledge the sources?

1	
2	
3	

Textbook Task 2.3

Using the learning program developed for TAEDES501 and the work you did in task 2.1 above, produce a development plan for your resource.

Client details		
Contact	Company	Phone
Email		
Resource description		
Audience description		
Language, literacy and numeracy (LLN) issues		
Resource requirements		
Budget		
Identified risks		

Resource details
Purpose
Units of competency or other information to be included
Type/format to be produced

Resource details
Development schedule
Expert advisors needed

Schedule:		
Initial draft	Trial document	Implement/Hand over
/ /	/ /	/ /

Task 2.4

1. Refer to unit [BSBOPS304 - Deliver and monitor a service to customers](#). Develop a **learning resource framework** for this unit. (See example on page 58-60 of the textbook)
2. Now, using the work you have done in tasks 2.1 and 2.3, develop a framework for a learning resource you could use for your program following the same layout as you used for part 1 of this task.
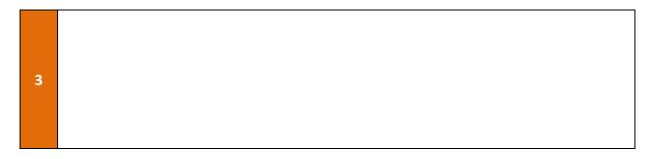
Task 2.5

1. Referring to learning theory and instructional design principles (see Chapter 1, Using Learning Theories and Instructional Design), explain how you will use this information to develop a resource for online learning.
2. Using the work you did in task 2.4(1) develop a resource to cover only **Element 1 of BSBOPS304**. Assume that this resource will be used by International as well as domestic students. Attach this separately as a WORD or PDF document
3. Discuss the measures you took to ensure that the resource is appropriate for international students and different styles of learners.

1. Explain how you will use this information to develop a resource for **online learning.**	

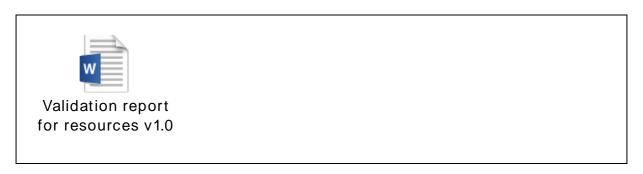| 3. Discuss the measures you took to ensure that the resource is appropriate for international students and different styles of learners.	

Task 2.6

1. Using the work you did in task 2.5, if you haven't already, build upon the resource you created by adding visual aids to help illustrate your subject. These visual aids can be any of the options outlined in chapter 2 or others of your own (remember referencing!).
2. Reflect upon training programs that you have attended. Discuss what visual aids were used and how written materials were presented. Think about the ones that were most memorable to you: what appealed to you? How are they laid out? What visual elements were used?
3. Where could you source templates, visual aids (photographs, illustrations and more). Make a short list of these (two or three sources)

1	ATTACH SEPERATELY AND LABEL CLEARLY 'TASK 2.6"
2	

3	

Task 2.7

1. Using the resources you have created so far, conduct a moderation and validation exercise with trainers from your organisation and/or employers that you deal with. Complete the attached report.

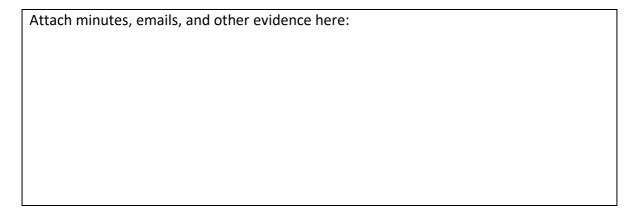
Validation report
for resources v1.0

Task 2.8

Having completed a short learning resource, conduct a final meeting with stakeholders to review the process you undertook to develop it. The meeting should answer the questions below (you may make some alterations to the table to suit your specific needs).

Stakeholder meeting outline				
Meeting held at:			Time/Date	
Next review date:	/ /			
Attendees Name		Position		
Did the resource fulfill its purpose?	*Discussion notes*			
Did the resource provide sufficient information?				
Was the resource provided in the best possible format for the program, environment and learner cohort?				

How long did it take to produce the resource? Was the resource supplied in a timely manner? If the process was too lengthy, what could be done to improve the timeframes for resource delivery—without sacrificing quality?	
Was the process of developing the resource efficient? Was the development process overly complicated? Did you have or use the most effective tools and resources at your disposal? Have there been any changes in technology that could make the process of developing the resources more effective?	
Did you consult the right stakeholders? Did you receive the most effective input and feedback possible from others involved in the project? Were they as committed to the project as was necessary?	
Was the process cost effective?	

Attach minutes, emails, and other evidence here:

This completes PART 1 of this assessment

PART 2

Knowledge Questions

1. Discuss how learning theories and instructional design principles were incorporated into your completed learning resource and how this helped to ensure that the resource is aimed at the right audience.

2. Discuss how you determined the language, literacy and numeracy requirements of the learning resource. Describe what existing resources you may have used to assist in the incorporation of LL&N requirements.

3. Discuss the value of communicating with stakeholders in the development, implementation and review process, and how their input was instrumental (or not) in putting the resource together.

4. Discuss the legal aspects of using existing resources in the development of your own materials. Describe the issues that must be taken into consideration when using external materials.

PART 3
Workplace Project

In order to complete this assessment, you will be required to research, design and develop print-based resources that reflect your organisation's current learning resource needs and the contexts of application, as follows:

   research and design of two print-based resources, with documented evidence of:
- your consultation and research processes, outlining your findings in each case
- completed designs for both of these resources

  complete development of one of these resources with documented evidence of:
- a review and trial of the resource, including user feedback and how this impacted on the development of the resource
- how any identified problems or issues were resolved.
- the final print-based resource, either complete or in part or sample.

Item	Evidence required	How you may achieve this

1	research and design of two print-based resources, with documented evidence of:
	• your consultation and research processes, outlining your findings in each case
	• completed designs for both of these resources
		• Design for two print-based resources such as:
		  • a learner guide,
		  • detailed student handout,
		  • power point slide deck (this may be printed), etc.

2	complete development of one of these resources with documented evidence of: • a review and trial of the resource, including user feedback and how this impacted on the development of the resource • description or explanation of how identified problems or issues were resolved • the final print-based resource	• Completed (i.e. fully-fleshed-out) document for one of these resources you have designed — including a development plan (refer to the plan developed in task 2,3) • Minutes and/or email-trails of meetings held with stakeholders • Evidence of trial undertaken for the completed resource: feedback from learners; moderation forms completed by trainers • Continuous improvement log outlining any amendments that were made.

This completes the requirements for PART 3 of this assessment

Part 3 - Assessor Observation 1 (if required)

This instrument is for the SpecTraining assessor to record their observations of your performance and knowledge application in developing (at least one of) the three assessment tools.

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. This observation may be completed over a number of 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
TASKS OBSERVED			
1.	Reviewed documentation and discussed with relevant people to clarify the purpose of the program, and likely target groups and their learning needs. Direct question for candidate:	☐	☐
	Q: Who did you discuss this with? *Assessor to record answer:*		
	Assessor to record: *Identified purpose -* *Target Group(s) -* *What learning is required –*		
2.	Researched all benchmarks, including qualifications, to develop options for meeting the learning requirement	☐	☐
	Assessor to note benchmark/requirement:		
3.	Consulted with stakeholders to confirm the parameters (e.g. potential number of participants, constraints etc)	☐	☐

	Assessor to records stakeholders here, or highlight if recorded in developed TAS/LAS:	☐	☐
4.	Develops a learning strategy design (outline) that reflects requirements of the chosen benchmarks	☐	☐
	Assessor notes:		
5.	Determines requirement for any additional/support requirements through organisational and industry documents	☐	☐
	Assessor to note if any additional/support requirements were identified, what were they and what documentation they were identified in:		
6.	Based on findings in 1.(target groups/needs) and 3. (context/s), researches and develops design options	☐	☐
	Assessor notes:		
7.	Direct question for candidate: **Q: What learning theory or theories did you base your LAS/TAS on?**	☐	☐
	Assessor to note answer:		
8.	Direct question for candidate: **Q: What instructional design principles you applied in your development of the LAS/TAS**	☐	☐
	Assessor note (what principles, e.g. ADDIE, Tells-show-do-review, Chunk/sequences, etc):		
9.	Documents the identified learning outcomes in the strategy	☐	☐
	Evidence provided/observed:		
10.	Consults with stakeholders to confirm framework, and modifies if required	☐	☐

	Assessor notes:		
11.	Develops a review process for the LAS/TAS	☐	☐
	Assessor notes:		
12.	Uses learning outcomes to develop content headings	☐	☐
	Assessor notes:		
13.	Content is sequenced to support learning and develop timelines (within identified constraints)	☐	☐
	Assessor notes :		
14.	Direct question to candidate: *Q: What time constraints did you identify to the learning program?* *Q: How does this sequence support learning?*	☐	☐
	Assessor to note answers:		
15.	Expresses outcomes that reflects achievement of both specific and generic outcomes	☐	☐
	Assessor notes – (examples of expressing learning outcomes in text p.21):		
16.	Develops and documents a delivery and assessment strategy that is appropriate to the learning parameters, design framework and learning context	☐	☐
	Assessor to collect examples in Part 3 (3.1). Notes:		

17.	Identifies operational requirements of the client organisation and RTO and documents these in the LAS/TAS	☐	☐
	Assessor notes:		
18.	Conducts a review of the learning strategy with stakeholders before and after implementation, against the criteria developed and specified in 11.	☐	☐
	Assessor notes:		
19.	Documents the post-implementation review process, including measures for:	☐	☐
	a. Measures for identifying effectiveness	☐	☐
	b. Measures for identifying quality	☐	☐
	Assessor notes:		
20.	Prepares the post-implementation report, documenting recommendations	☐	☐
	Assessor to gather as per Part 3 (3.2):		
21.	As part of the continuous improvement process, implements and documents modifications to the LAS/TAS.	☐	☐
	Assessor to record observed modifications, or gather copies of different versions pre/post modification:		

Reasonable adjustment		
Was an adjustment required/applied in this assessment?	☐ **NO**	☐ **YES** *(Provide details below)*
Details of any reasonable adjustments		

Assessment decision
The student completed all required parts of this assessment and has been assessed as:

☐ **SUFFICIENT**   ☐ **NOT SUFFICIENT**

Assessor:	Signature:	Date: / /
Feedback to student		

Candidate Name:	Candidate Signature:	Date: / /