


## TAE50111 Diploma of Vocational Education and Training

### Clustered Unit Outline (Design and Development)

National Code	Internal Code	Unit Name
TAEDES501A	BEEDES501A	Design and Develop Learning Strategies
TAEDES502A	BEEDES502A	Design and Develop learning Resources
TAEASS502B	BEEASS502B	Design and Develop Assessment Tools
TAEDES505A	BEEDES505A	Evaluate a Training Program

Teacher Name	Graham Dobb
Teacher Contact	Email: graham-cs@nmit.edu.au  Phone: 9269 1489  Room/Office: PA115
Class Time	5-8pm
Semester & Year	Semester 1, 2013

#### Program Coordinator / Curriculum Advisor

Name	Graham Dobb
Signature	
Date	24 January 2013

## Unit Summary

**Faculty:** Earth Sciences

**Department:** Business Enterprise Centre

**Campus:** Preston

### Qualification

TAE50111 Diploma in Vocational Education and Training

### Unit Names

Design and Develop Learning Strategies

Design and Develop learning Resources

Design and Develop Assessment Tools

Evaluate a Training Program

### Unit Codes

TAEDS501A

TAEDS502A

TAEAS502B

TAEDS505A

### Prerequisites

Nil

### Nominal Hours

170 hours

### Actual Delivery

170 hours: 24 hours workshop plus 146 hours for reading, research, private study, group activities, peer workplace support, mentoring, completing class activities and working on assessment items

### Assessment Tasks

Four

### Author/Prepared by

Graham Dobb

**email:** grahamd-cs@nmit.vic.edu.au

**Telephone:** 9269 1481

### Acknowledgements

Jenny Anthony (Training, NMIT)

Jeff Prentice (Training, NMIT)

© Northern Melbourne Institute of TAFE (NMIT)

First published 2013.

All requests and enquiries regarding use and availability should be directed to:

**Head of Department:** Clare O'Neill

**Northern Melbourne Institute of TAFE**

**77-91 St. Georges Road,**

**Preston VIC 3072**

**(03) 9269 1478**

NMIT is licensed to reproduce; copy and communicate the training package/s included in this publication under the AShareNet Free for Education licence, Commonwealth of Australia 2008.



**Conditions for the licence can be found at**

**<http://www.aesharenet.com.au/FfE2/>**.

Any third party material in this publication is reproduced on behalf of Northern Melbourne Institute of TAFE (NMIT) for the purposes of private study by students enrolled in this unit.

Any third party copyright material included in this publication is attributed.

## Copyright

## Clustered Unit Information

### Purpose of units

These units typically applies to those who develop and who have responsibility for the delivery and assessment of learning strategies and resource relevant to both Training Package qualifications and course-based qualifications.

### Attendance policy

Attendance at all workshops is mandatory. It is the participant's responsibility to contact the facilitator when unable to attend a workshop and to complete all missed class activities or work.

### Personal study commitment

The TAE50111 Diploma in Vocational Education and Training is delivered through face to face training sessions plus out of hours activities and assessments.

It is difficult to predict the exact time commitment, however we recommend that participants are expected to spend approximately 146 hours outside of scheduled class time typically spent is on reading, research, private study, group activities, peer workplace support, mentoring, completing class activities, working on assessment items, and is in addition to the scheduled class hours.

### Resources

All resources for this course will be provided by NMIT in the Student Portal. Additional reading material will be suggested by your trainer for individual units.

## Clustered Unit Details

### Unit title: TAEDES501A Design and Develop Learning Strategies

**Unit description:** This unit describes the performance outcomes, skills and knowledge required to design, develop and review learning strategies.

Elements of Competence	Performance Criteria
1. Determine the parameters of the learning strategy	1.1 Clarify the purpose of the learning strategy, likely target groups and their learning needs 1.2 Research qualification or other benchmark options for meeting the likely target group needs and select an appropriate option 1.3 Consult with relevant people to confirm the parameters of the learning strategy
2. Develop the framework for the learning strategy	2.1 Develop a learning strategy design that reflects the requirements of the selected qualification or other benchmark 2.2 Analyse <b>industry or organisation documentation</b> to determine additional and supporting requirements 2.3 Research and analyse <b>options for design</b> , based on likely target groups, their learning needs and contexts for delivery 2.4 Use appropriate learning theories and instructional design principles to support the learning strategy design 2.5 Identify and document broad content headings 2.6 Consult to modify and confirm the framework 2.7 Develop the review process for the learning strategy
3. Devise the content and structure of the learning strategy	3.1 Elaborate on and document each content heading to form an overview of content to be addressed 3.2 Sequence the content to support learning and determine overall timelines within operating constraints 3.3 Express learning strategy outcomes to reflect both generic and specific learning outcomes to be achieved 3.4 Identify and document appropriate delivery and assessment strategies, taking account of the learning parameters, design framework and learning context 3.5 Identify and document operational requirements
4. Review the learning strategy	4.1 Review the learning strategy in collaboration with relevant people against specified criteria prior to and post implementation 4.2 Document a post-implementation review process that includes <b>measures</b> for identifying the effectiveness and quality of the learning strategy 4.3 Make recommendations and changes based on outcomes of the review processes, where appropriate, and document these 4.4 Make modifications and document as part of a continuous improvement strategy

**Unit title: TAEDES502A Design and Develop Learning Resources**

**Unit description:** This unit describes the performance outcomes, skills and knowledge required to design and develop resources to support the learning process.

Elements of Competence	Performance Criteria
1. Research the learning resource requirements	1.1 Clarify with the client the brief, focus and type of learning resource 1.2 Research the target audience, their learning needs and the learning environment for the resource 1.3 Gather, collate and analyse relevant existing information 1.4 Identify any ethical and legal considerations and act on them 1.5 Write a development work plan
2. Design the learning resource and plan the content	2.1 Generate a range of design options using a variety of techniques 2.2 Develop and confirm with the client an outline or prototype for the learning resource 2.3 Analyse content specifications of the learning product and map out proposed content
3. Develop the learning resource content	3.1 Develop content and content specifications in accordance with the agreed design 3.2 Establish mechanisms for reviewing work in progress 3.3 Ensure any text is clear, concise, grammatically correct and appropriate for the intended audience 3.4 Ensure any visuals are relevant, instructive and appropriate for the intended audience
4. Review learning resource prior to implementation	4.1 Check resource content to ensure the accuracy and relevance of information against specifications 4.2 Check text, format and visual design for clarity and focus 4.3 Conduct an external review using appropriate review methods and incorporate feedback 4.4 Review final draft against the brief and other relevant criteria to ensure it meets all requirements prior to delivery to the client
5. Evaluate the design and development process	5.1 Review the design and development process against appropriate evaluation criteria 5.2 Reflect on the development process and methods and identify areas for improvement 5.3 Document identified improvements for future projects

### Unit title: TAEASS502B Design and Develop Assessment Tools

**Unit description:** This unit describes the performance outcomes, skills and knowledge required to design and develop assessment tools, including tools used in formative, summative and recognition of prior learning (RPL) assessment.

Elements of Competence	Performance Criteria
1. Determine focus of the assessment tool	<p>1.1 Identify target group of candidates, purposes of assessment tool, and contexts in which the tool will be used</p> <p>1.2 Access relevant benchmarks for assessment and interpret them to establish evidence required to demonstrate competence</p> <p>1.3 Identify, access and interpret organisational, legal and ethical requirements and relevant contextualisation guidelines</p> <p>1.4 Identify other related documentation to inform assessment tool development</p>
2. Design assessment tool	<p>2.1 Select assessment methods that support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the principles of assessment</p> <p>2.2 Enable candidates to show or support their claim for recognition of current competency through selected assessment methods</p> <p>2.3 Consider different assessment instruments for the selected assessment methods to generate options for collection of evidence</p> <p>2.4 Consider how the assessment instruments will be administered</p>
3. Develop assessment tool	<p>3.1 Develop specific assessment instruments that address the evidence to be collected</p> <p>3.2 Define and document clear and specific procedures instructing assessor and candidate on the administration and use of the instruments</p> <p>3.3 Consider requirements of assessment system policies and procedures and address storage and retrieval needs, and review, evaluation and version control procedures as part of this process</p>
4. Review and trial assessment tool	<p>4.1 Check draft assessment tools against evaluation criteria and amend as required</p> <p>4.2 Trial assessment tools to validate content and applicability</p> <p>4.3 Collect and document feedback from relevant people involved in trialling</p> <p>4.4 Make amendments to final tool based on analysis of feedback</p> <p>4.5 Appropriately format and file finalised assessment tool according to assessment system policies and procedures and organisational, legal and ethical requirements</p>

### Unit title: TAEDES505A Evaluate a Training Program

**Unit description:** This unit describes the performance outcomes, skills and knowledge required to evaluate a training program to measure the effectiveness of training in meeting workforce performance needs and capability requirements. In an AQTF context it can contribute to the continuous improvement cycle within a registered training organisation (RTO).

Elements of Competence	Performance Criteria
1. Plan and prepare evaluation	1.1 Document the aim and scope of the evaluation study 1.2 Identify the data and information required and access sources of information 1.3 Establish a project plan and timelines which identify tasks and stakeholders in the evaluation process 1.4 Select and brief staff to be involved 1.5 Establish constructive relationships with the stakeholders identified in the evaluation plan
2. Collect and collate evaluation data and information for a training program	2.1 Identify the most appropriate technique(s) for gathering quantitative and qualitative data and information 2.2 Develop evaluation instruments to gather data and information 2.3 Arrange workplace visits and meetings, and access to data and information 2.4 Collect data and information and store in compliance with the record keeping and privacy policies and procedures of the organization 2.5 Identify and record potentially useful information which is not identified in the evaluation plan 2.6 Collate and process data relevant to the evaluation
3. Analyse evaluation data and information and make conclusions	3.1 Analyse the data and information to identify the outcomes of training and their impact on workforce capability 3.2 Cross-check findings where possible by comparing with the results from different evaluation instruments 3.3 Develop conclusions about the effectiveness and efficiency of the training program, as per the evaluation aim and scope 3.4 Document areas of training that are satisfactory and those requiring improvement 3.5 Identify factors affecting performance and suggest possible enhancements or alternatives to the training program
4. Report on the conclusions and recommendations of the evaluation	4.1 Document issues and conclusions arising from the analysis conducted 4.2 Make recommendations to stakeholders on areas of possible improvement 4.3 Discuss preliminary findings with stakeholders 4.4

	Produce an evaluation report and distribute to all stakeholders
--	---

## Occupational Health and Safety

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

## Employability Skills

### Communication

- Applying high level language and literacy skills
- Establishing and maintaining strategies for communication and networking
- Using advanced facilitation techniques with learners and trainers/assessors
- Determining training needs and preparing proposals and written reports to meet client needs
- Consulting via interviews, meetings, focus groups and surveys

### Teamwork

- Providing leadership in training and assessment practices
- Providing coaching and mentoring to trainers and assessors
- Applying collaborative facilitation models and providing feedback to assist others to improve their performance
- Maintaining effective relationships with staff and stakeholders

### Problem solving

- Designing programs and learning strategies based on characteristics of target groups
- Resolving issues of quality and consistency across training and assessment practices

### Initiative and enterprise

- Developing innovative and responsive approaches to improving professional practice
- Developing innovative skills to lead a team into new and creative ways of approaching training and assessment
- Continually explore options and evaluate processes to ensure continuous improvement

### Planning and organising

- Researching and analysing information for a range of purposes, including ensuring quality improvement

### Self management

- Ensuring ethical, legal and organisational requirements underpin all work
- Creating a conceptual and experiential framework of professional practice
- Reflecting on and evaluating own professional performance
- Modelling high standards of performance and participating in professional development activities

### Learning

- Developing and extending one's own expertise in facilitation
- Sourcing opportunities to increase one's own knowledge and skills
- Identifying professional development activities for self and others
- Developing learner independence, extending their learning styles and readiness to learn
- Reflecting on own learning

### Technology

- Using business equipment and software programs to monitor assessment processes and practices
- Developing feedback tools and collating feedback using technology
- Preparing reports and other documentation using a wide range of software packages
- Using the web to conduct research



## Required Skills

### **TAEDES501A: Design and Develop Learning Strategies**

- communication skills to collaborate with others on the strategy development
- literacy skills to write the learning strategy in accordance with design requirements
- planning skills to:
  - organise and structure the development process
  - identify measures to monitor progress
- research skills and techniques to gather and interpret information relevant to the content and development of the learning strategy

### **TAEDES502A: Design and Develop Learning Resources**

- analytical skills to:
  - identify critical learning points
  - structure and weight the contents appropriately
  - determine appropriateness of feedback
- communication and interpersonal skills to:
  - establish and confirm requirements
  - collaborate with a range of people
  - seek feedback from others
- literacy and writing skills, including:
  - writing for different audiences
  - writing to the appropriate level
  - using an appropriate style
- planning skills to:
  - develop and schedule work plans
  - monitor and manage outcomes
- problem solving skills to:
  - analyse, identify and develop strategies to meet identified challenges
  - identify difficulties of those participating in provision
  - select and use a variety of problem-solving strategies
- review and analysis skills to:
  - identify areas for improvement
  - recognise personal limitations
  - research skills to find content and relevant information

### **TAEASS502B: Design and Develop Assessment Tools**

- analysis and interpretation skills to review and evaluate assessment tools
- critical thinking skills to translate the interpreted competency standards and other relevant assessment information into meaningful assessment instruments
- design skills to develop different assessment tool designs
- research and evaluation skills to evaluate assessment tools on the basis of trials and feedback

### **TAEDES505A: Evaluate a Training Program**

- analysis and interpretation skills to:
  - evaluate information management systems, policies and procedures of an organisation
  - select relevant evaluation information and documentation
  - access and interpret the organisation's standards and values
  - analyse records/notes of the evaluation process
- communication skills to:
  - explain the evaluation process
  - give clear and precise instructions and advice
  - discuss the evaluation process with other relevant people
  - seek information relevant to the evaluation
  - discuss the evaluation outcome with the stakeholders
- language and literacy skills to:
  - interpret training program requirements (including, where appropriate AQTF requirements)
  - develop resources to support the evaluation process
  - communicate with key stakeholders
  - produce and maintain documentation
- planning and organising skills to:
  - plan projects
  - plan and sequence work programs
  - coordinate the work of self and others
- research and evaluation skills to investigate training and workforce data, and determine and implement appropriate improvement

## **Required Knowledge**

### **TAEDES501A: Design and Develop Learning Strategies**

- Training Packages, including content of Training Packages relevant to learning strategy
- relevant accredited courses
- Australian Quality Training Framework (AQTF) for registered training organisations (RTOs)
- Australian Qualifications Framework (AQF) including:
  - key features of each qualification level
  - guidelines on cross-sector qualification linkages
- industry and enterprise knowledge, such as:
  - industry or enterprise requirements relevant to the learning strategy
  - industry licensing arrangements, where relevant
- the main branches of learning theory incorporating behavioural learning theory; cognitive learning theory; experiential learning theory; information processing theory and current research on learning as it relates to teaching in an adult environment
- instructional learning design
- assessment approaches, including:
  - the basis and rationale for different assessment methods appropriate to the learning strategy

### **TAEDES502A: Design and Develop Learning Resources**

- principles, theories and contemporary practices of instructional design,
- the main branches of learning theory incorporating behavioural learning theory; cognitive learning theory; experiential learning theory; information processing theory and current research on learning as it relates to teaching in an adult environment
- language, literacy and numeracy (LLN) issues, such as:
  - requirements of target audience
  - using the Australian Core Skills Framework (ASCF) as a framework to aid instructional design
- legal, organisational and ethical responsibilities associated with the assessment system, including:
  - maintaining client privacy and confidentiality
  - providing accurate information
  - duty of care under common law
  - compliance with AQTF requirements
- copyright and privacy laws, including the use of electronic technology

### **TAEASS502B: Design and Develop Assessment Tools**

- principles of assessment and how they are applied when developing assessment tools
- different types and rules of evidence
- different assessment contexts and relationship to developing assessment tools
- components of competency and dimensions of competency
- contextualisation of competency standards and contextualisation guidelines
- Assessment Guidelines of training packages as relevant to developing assessment tools
- different assessment methods, their purposes and uses
- evaluation methodologies appropriate to the trial and review of assessment tools
- principles of reasonable adjustment
- relevant workplace information, including:
  - organisational policies and procedures
  - workplace tasks and activities
  - standard operating procedures
  - procedures for use of relevant personal protective equipment

### **TAEDES505A: Evaluate a Training Program**

- Commonwealth and state/territory legislation, codes of practice and standards, for example:
  - Training Packages and accredited courses, and what comprises quality training and assessment services
  - how training and/or assessment organisations operate
  - terminology relating to quality evaluation processes
  - evaluation models/methods, including the Kirkpatrick Model
  - records management systems of the organisation
- other relevant policy, legislation, codes of practice and national standards, including Commonwealth and state/territory legislation, for example:
  - plagiarism
  - copyright and privacy laws
  - security of information and confidentiality requirements
  - duty of care, as it relates to coordinating personnel and learning

- the industrial relations system, industry/workplace relations and industrial awards/enterprise agreements
- anti-discrimination legislation, including equal opportunity, racial vilification and disability discrimination
- vocational education and training systems
- OHS relating to planning and conducting an evaluation

## **Critical Aspects of Assessment**

### **TAEDES501A: Design and Develop Learning Strategies**

Evidence of the ability to:

- present a minimum of two examples of learning strategies designed by the candidate with differentiated design structures in each that:
  - reflect the specific requirements of the qualification or skill set, and
  - reflect client needs and contexts of application
- implement at least one learning strategy
- document a review which provides outcomes and evidence of continuous improvement

### **TAEDES502A: Design and Develop Learning Resources**

Evidence of the ability to:

- Research, design and develop print based resources that reflect client needs and the contexts of application, including:
- the research and design of two print based resources, with documented evidence of:
  - consultation, research and findings
  - completed designs for the two resources
- complete development of one resource with documented evidence of:
  - a review and trial of the resource, including user feedback and how this impacted on the development of the resource
  - the final print based resource, either complete or in part or sample
  - the candidate's specific role in the development process

### **TAEASS502B: Design and Develop Assessment Tools**

Evidence of the ability to:

- develop assessment tools that support different assessment methods and address at least three units of competency packaged at different Australian Qualifications Framework (AQF) levels
- develop assessment tools that:
  - include the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and the related instructions to assessor/s and candidates
  - show how the contextual needs of different environments are addressed
- report on the trial and review of the assessment tools, including proposed changes

### **TAEDES505A: Evaluate a Training Program**

Evidence of the ability to:

- evaluate a training program against workforce performance needs and capability requirements
- produce an evaluation report that addresses all phases of the evaluation process including recommendations on areas for improvement
- critically review the evaluation process and approaches taken and propose changes to improve the process

## Delivery Plan (this is a guide only and may alter.)

Workshop	Learning Activity Elements and Performance Criteria	Resources Required
1	<p>TAEDS501A: Design and Develop Learning Strategies (1.1 to 1.3, 2.1 to 2.7, 3.1 to 3.5, 4.1 to 4.4)</p> <p>TAEDS502A: Design and Develop Learning Resources (1.1 to 1.5, 2.1 to 2.3, 3.1 to 3.4, 4.1 to 4.4, 5.1 to 5.3)</p> <p>TAEASS502B: Design and Develop Assessment Tools (1.1 to 1.4, 2.1 to 2.4, 3.1 to 3.3, 4.1 to 4.5)</p> <p>TAEDS505A: Evaluate a Training Program (1.1 to 1.5, 2.1 to 2.6, 3.1 to 3.5, 4.1 to 4.4)</p> <p>Workshop covers the skills and knowledge required for the delivery and assessment of learning strategies and resource relevant to both Training Package qualifications and course-based qualifications. Additional time is required out of workshop on reading, research, private study, group activities, peer workplace support, mentoring, completing class activities and working on assessment items.</p>	Access to NMIT data drive from class rooms and Student portal to download files.
2	<p>TAEDS501A: Design and Develop Learning Strategies (1.1 to 1.3, 2.1 to 2.7, 3.1 to 3.5, 4.1 to 4.4)</p> <p>TAEDS502A: Design and Develop Learning Resources (1.1 to 1.5, 2.1 to 2.3, 3.1 to 3.4, 4.1 to 4.4, 5.1 to 5.3)</p> <p>TAEASS502B: Design and Develop Assessment Tools (1.1 to 1.4, 2.1 to 2.4, 3.1 to 3.3, 4.1 to 4.5)</p> <p>TAEDS505A: Evaluate a Training Program (1.1 to 1.5, 2.1 to 2.6, 3.1 to 3.5, 4.1 to 4.4)</p> <p>Workshop covers the skills and knowledge required for the delivery and assessment of learning strategies and resource relevant to both Training Package qualifications and course-based qualifications. Additional time is required out of workshop on reading, research, private study, group activities, peer workplace support, mentoring, completing class activities and working on assessment items.</p> <p>A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).</p>	Access to NMIT data drive from class rooms and Student portal to download files.
3	<p>TAEDS501A: Design and Develop Learning Strategies (1.1 to 1.3, 2.1 to 2.7, 3.1 to 3.5, 4.1 to 4.4)</p> <p>TAEDS502A: Design and Develop Learning Resources (1.1 to 1.5, 2.1 to 2.3, 3.1 to 3.4, 4.1 to 4.4, 5.1 to 5.3)</p> <p>TAEASS502B: Design and Develop Assessment Tools (1.1 to 1.4, 2.1 to 2.4, 3.1 to 3.3, 4.1 to 4.5)</p>	Access to NMIT data drive from class rooms and Student portal to download files.

Workshop	Learning Activity Elements and Performance Criteria	Resources Required
	<p>TAEDES505A: Evaluate a Training Program (1.1 to 1.5, 2.1 to 2.6, 3.1 to 3.5, 4.1 to 4.4)</p> <p>Workshop covers the skills and knowledge required for the delivery and assessment of learning strategies and resource relevant to both Training Package qualifications and course-based qualifications. Additional time is required out of workshop on reading, research, private study, group activities, peer workplace support, mentoring, completing class activities and working on assessment items.</p> <p>A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).</p>	
4	<p>TAEDES501A: Design and Develop Learning Strategies (1.1 to 1.3, 2.1 to 2.7, 3.1 to 3.5, 4.1 to 4.4)</p> <p>TAEDES502A: Design and Develop Learning Resources (1.1 to 1.5, 2.1 to 2.3, 3.1 to 3.4, 4.1 to 4.4, 5.1 to 5.3)</p> <p>TAEASS502B: Design and Develop Assessment Tools (1.1 to 1.4, 2.1 to 2.4, 3.1 to 3.3, 4.1 to 4.5)</p> <p>TAEDES505A: Evaluate a Training Program (1.1 to 1.5, 2.1 to 2.6, 3.1 to 3.5, 4.1 to 4.4)</p> <p>Workshop covers the skills and knowledge required for the delivery and assessment of learning strategies and resource relevant to both Training Package qualifications and course-based qualifications. Additional time is required out of workshop on reading, research, private study, group activities, peer workplace support, mentoring, completing class activities and working on assessment items.</p> <p>A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).</p>	Access to NMIT data drive from class rooms and Student portal to download files.
5	<p>TAEDES501A: Design and Develop Learning Strategies (1.1 to 1.3, 2.1 to 2.7, 3.1 to 3.5, 4.1 to 4.4)</p> <p>TAEDES502A: Design and Develop Learning Resources (1.1 to 1.5, 2.1 to 2.3, 3.1 to 3.4, 4.1 to 4.4, 5.1 to 5.3)</p> <p>TAEASS502B: Design and Develop Assessment Tools (1.1 to 1.4, 2.1 to 2.4, 3.1 to 3.3, 4.1 to 4.5)</p> <p>TAEDES505A: Evaluate a Training Program (1.1 to 1.5, 2.1 to 2.6, 3.1 to 3.5, 4.1 to 4.4)</p> <p>Workshop covers the skills and knowledge required for the delivery and assessment of learning strategies and resource relevant to both Training Package qualifications and course-based qualifications. Additional time is required out of workshop on reading, research, private study, group</p>	Access to NMIT data drive from class rooms and Student portal to download files.

Workshop	Learning Activity Elements and Performance Criteria	Resources Required
	<p>activities, peer workplace support, mentoring, completing class activities and working on assessment items.</p> <p>A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).</p>	
6	<p>TAEDS501A: Design and Develop Learning Strategies (1.1 to 1.3, 2.1 to 2.7, 3.1 to 3.5, 4.1 to 4.4)</p> <p>TAEDS502A: Design and Develop Learning Resources (1.1 to 1.5, 2.1 to 2.3, 3.1 to 3.4, 4.1 to 4.4, 5.1 to 5.3)</p> <p>TAEASS502B: Design and Develop Assessment Tools (1.1 to 1.4, 2.1 to 2.4, 3.1 to 3.3, 4.1 to 4.5)</p> <p>TAEDS505A: Evaluate a Training Program (1.1 to 1.5, 2.1 to 2.6, 3.1 to 3.5, 4.1 to 4.4)</p> <p>Workshop covers the skills and knowledge required for the delivery and assessment of learning strategies and resource relevant to both Training Package qualifications and course-based qualifications. Additional time is required out of workshop on reading, research, private study, group activities, peer workplace support, mentoring, completing class activities and working on assessment items.</p> <p>A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).</p>	<p>Access to NMIT data drive from class rooms and Student portal to download files.</p>

## Assessment Plan

There are four (4) items of assessment for these units. All tasks must be successfully completed for you to demonstrate competency. Unless stated otherwise, the due date for an assessment is the date when the assessment item must be received by the teacher. For details on extensions and late submission of assessment, Recognition of Prior Learning (RPL), credit transfer and reassessment, see TAE50111 Diploma of Vocational Education and Training Course Information book.

Assessment (Assessment Method)	Unit Code / Element / Performance Criteria	Due Date (on or before)
1. Learning Strategies Assessment Task (TPR, D/P, A)	TAEDS501A: Design and Develop Learning Strategies (1.1 to 1.3, 2.1 to 2.7, 3.1 to 3.5, 4.1 to 4.4)	21 days prior to end of the course
2. Learning Resources Assessment Task (TPR, D/P, A)	TAEDS502A: Design and Develop Learning Resources (1.1 to 1.5, 2.1 to 2.3, 3.1 to 3.4, 4.1 to 4.4, 5.1 to 5.3)	21 days prior to end of the course
3. Design and Develop Assessment Tools Assessment Task (TPR, D/P, A)	TAEASS502B: Design and Develop Assessment Tools (1.1 to 1.4, 2.1 to 2.4, 3.1 to 3.3, 4.1 to 4.5)	21 days prior to end of the course
4. Evaluation of a Training Program Assessment Task (TPR, D/P, A)	TAEDS505A: Evaluate a Training Program (1.1 to 1.5, 2.1 to 2.6, 3.1 to 3.5, 4.1 to 4.4)	21 days prior to end of the course

## Assessment Methods

D/P	P Direct Observation, Demonstration, Simulation or Product
Q	Questioning
A	Assignment
OL	Online, Distance
F	Folio
TPR	Third Party Report
T	Test
J	Journal
O	Other

## Assessment Table

Table 2 - Competency Based Completions

Grade	Symbol
Satisfactorily Completed	SC
Withdrawn Assessment Incomplete	WAI