



TAEDES501

**Design and Develop
Learning Strategies**

|SPECTRAINING

Assessment 2021



Assessment Cover Sheet

TAE50116 Diploma of Vocational Education & Training

Units covered (tick)	<input checked="" type="checkbox"/> TAEDES501	Design and Develop Learning Strategies
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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: TAE50216 Diploma of Training Design and Development

Date completed Program:	
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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:
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SpecTraining Internal Use Only - Assessor to complete

Units of Competency being assessed:

- TAEDES501 Design and Develop Learning Strategies

Feedback to Candidate:

1. Knowledge questions:

2. Practical tasks and projects:

Assessment Results – SpecTraining Use Only

1. Textbook Tasks	Sufficient	<input type="checkbox"/>	Not Yet Sufficient	<input type="checkbox"/>
2. Knowledge Questions	Sufficient	<input type="checkbox"/>	Not Yet Sufficient	<input type="checkbox"/>
3. Practical tasks and Projects	Sufficient	<input 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 _____

Assessor's Signature _____

Date:

Assessment

TAEDES501 Design and develop learning strategies

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:	3.0	Date Developed:	12 Jul 16
Reviewed:	03 Dec 18	Next Review Due:	06 Nov 19
Reviewed:	6 Jan 21	Next Review Due:	06 Nov 22

Benchmarks for assessment

The assessments are conducted using the following benchmarks:

- Unit of Competency – TAEDES501 Design and develop learning strategies
- RPL Assessors Guide TAE50216
- TAEDES501 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. 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.

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.

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 nominated 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 1.1

You have been asked to design a learning strategy for your organisation in the development of a short, specific skill set (of your own choosing). Discuss:

1. How will you determine and define the purpose of the strategy?
2. How will you determine and define the purpose of the strategy?
3. What outcomes will you set for the success of the strategy?
4. Which stakeholders will be involved in the development of the strategy and what roles will they play?

How will you determine and define the purpose of the strategy?	
How will you determine and define the purpose of the strategy?	
What outcomes will you set for the success of the strategy?	
Which stakeholders will be involved in the development of the strategy and what roles will they play?	

Textbook Task 1.2

Using the work you have done in Task 1.1, consider the documents you will need to analyse to ensure that your learning program satisfies all stakeholder needs.

- a) List and examine the benchmarks and standards outlined in these documents and discuss if they are being met by workers, and the consequences of this.
- b) Discuss how a learning strategy might assist in assuring compliance with workplace standards.

a

b

Textbook Task 1.3

Learning Theories: Watch this [short video](#) and provide a short report on your understanding of the various learning theories discussed there and in what circumstances they could best be used. Your report should be no less than 500 words.

Textbook Task 1.4

Reflect on learning programs that you have participated in over the years. Select two that you recall well and discuss:

1. the pros and cons of each program
2. methods of delivery used in each program
3. how you would (or have) adjusted the delivery methods used to accommodate different learning styles.

	Program 1	Program 2
Pros and cons		
Methods of delivery used		
How you would adjust the delivery methods used to accommodate different learning styles.		

Textbook Task 1.5

Looking at your own organisation, discuss what training needs it might have in terms of purpose, context and content. This Task should address a different set of needs from those outlined in Tasks 1.1 to 1.3 and should be based on a formal qualification and units of competency.

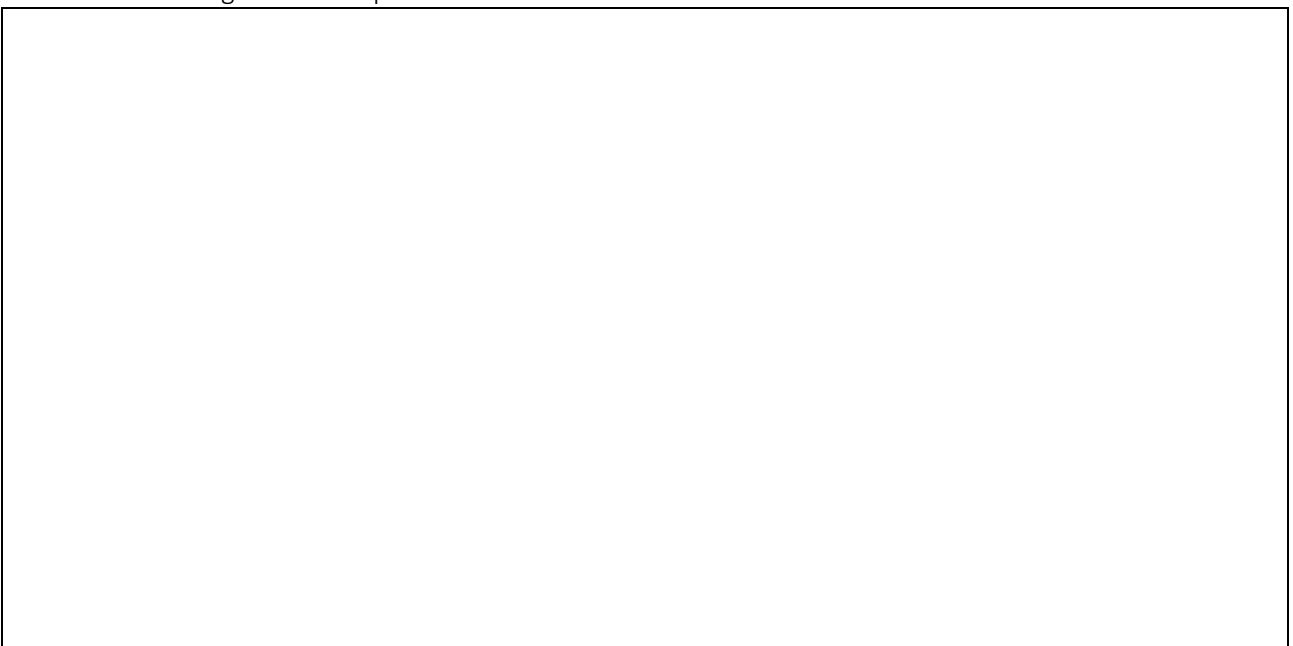
Textbook Task 1.7

Continuing from Task 1.6, discuss what methods you would choose to determine the learners' competence. Describe what pathways they might be able to follow as a result of participating in the learning program you have identified.



Textbook Task 1.8

Using the two programs you have worked on so far, identify and describe a range of feedback processes that can be used for continuous improvement. Ensure that you include information about interaction with stakeholders during the review process.



For SpecTraining Assessor Only

Reasonable adjustment		
Was an adjustment required/applied in this assessment?	<input type="checkbox"/> NO	<input type="checkbox"/> 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:		
<input type="checkbox"/> SUFFICIENT <input type="checkbox"/> NOT SUFFICIENT		
Assessor:	Signature:	Date: / /
Feedback to student		
Candidate Name:	Candidate Signature:	Date: / /

This completes PART 1 of this assessment

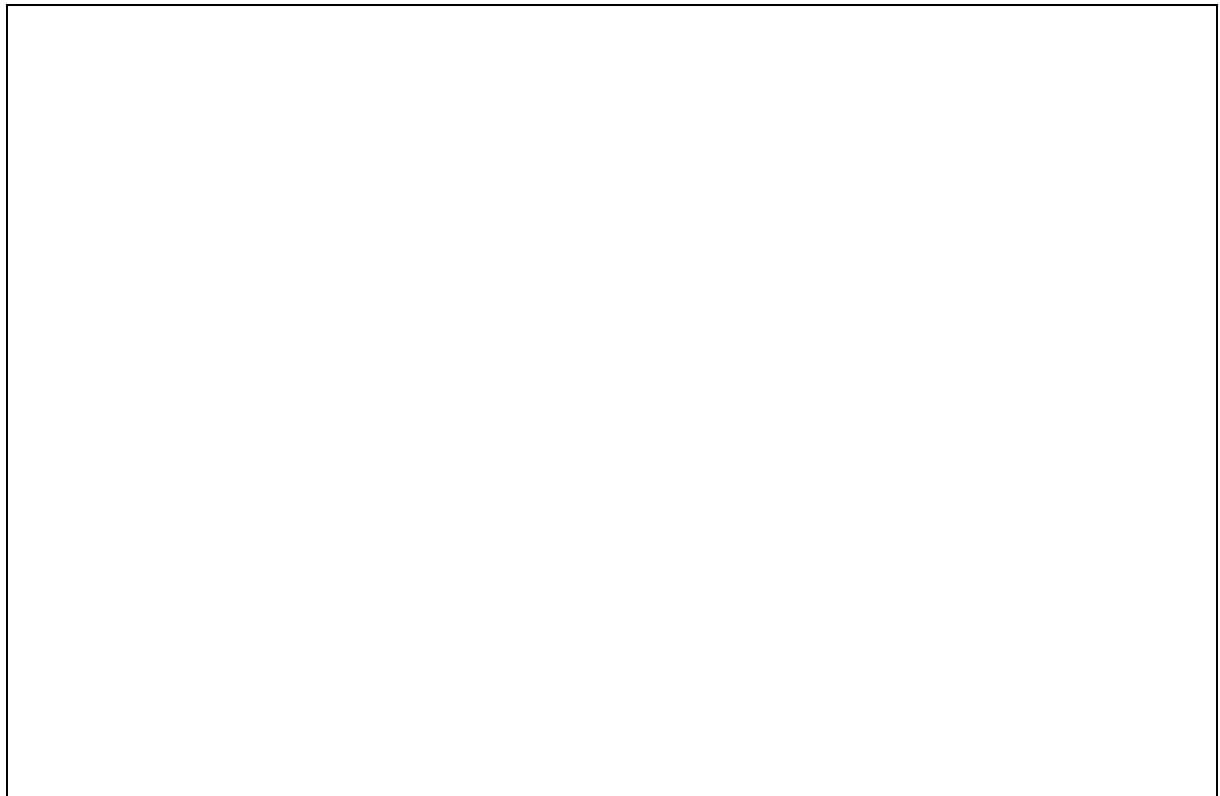
PART 2

Knowledge Questions

1. Not all learning programs will result in a full qualification being achieved. How can units of competency from a qualification or accredited course be used to provide effective short skill sets. Use an example to explain your answer.



2. Discuss how different AQF levels can, and do, impact on the design and development of learning strategies and assessment requirements. Again, use examples where appropriate.



3. Describe how industry-based policies, licensing and registration requirements impact on training within an organisation?

A large, empty rectangular box with a thin black border, intended for the student to write their answer to the question above. The box is currently blank.

4. Explain the circumstances you might apply behaviourist, cognitive and constructionist learning theories to a training program. Use examples where appropriate.

Behaviourist	
Cognitive	
Constructionist	

5. No two learning environments are exactly the same. Discuss the reasons why different delivery and assessment methods need to be used for different learners and learning environments.

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6. Describe the components of a Training Package that are relevant to the development of a learning strategy.

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7. List the AQF level and the key features of each of the following qualification types:

Qualification	AQF Level	Key features
Certificate I:		
Certificate II:		
Certificate III:		

Certificate IV:		
Diploma:		
Advanced Diploma:		

8. The AQF has a [clear policy](#) for pathways (including Credit Transfer).
- a. Provide an outline of the purpose of the policy, and
 - b. Describe how the policy addresses Credit Transfer

For SpecTraining Assessor Use Only

Reasonable adjustment		
Was an adjustment required/applied in this assessment?	<input type="checkbox"/> NO	<input type="checkbox"/> 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:		
<input type="checkbox"/> SUFFICIENT <input type="checkbox"/> NOT SUFFICIENT		
Assessor:	Signature:	Date: / /
Feedback to student		
Candidate Name:	Candidate Signature:	Date: / /

PART 3

Workplace Project

PART 3 is designed to assess the skills and application of knowledge you've developed in designing and developing learning programs. 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	Two learning strategies, with differentiated design structures in each, reflecting the specific skill set or qualification requirements, and the client's needs and context (of application)	<p>To achieve competency in this unit, you are required to design and develop AT LEAST two complete learning strategies for two different qualifications or skill sets, modified to suit the clients' needs and contexts of application.</p> <p>Each strategy will need to be implemented (not necessarily by you), and you will then need to conduct and document a review of the effectiveness of the program (see item 2 below).</p> <p>To complete the entire task from researching design and learning strategies to review may take several days or even weeks, and your assessor will not be able to observe the entire development of each strategy. Your assessor may ask you to explain or demonstrate a process that you have completed in order to satisfy their judgment.</p> <p>There is no time limit on this assessment (PART 3) other than your applicable workplace requirement for completing the work, unless advised by your assessor.</p> <p>You may read through the attached Assessor Observation sheets prior to undertaking the assessment for a better understanding of the process and what the assessor will be looking for as you're completing the tasks.</p> <p>Prepare and provide your assessor with:</p> <ul style="list-style-type: none">▪ Copies of at least two Learning and Assessment Strategies (LAS/TAS) that you have created for two different qualifications and/or skill sets, preferably (but not essentially) for different client cohorts.▪ Evidence that the learning strategy has been implemented for at least one course, such as:<ul style="list-style-type: none">○ Signed attendance sheets○ Client enrolments○ Completed assessments and/or Completion reports○ Client/participant feedback <p>This may be supported by a third-party report from your manager if you are applying for RPL/RCC.</p>

2	A documented review of both strategies' implementation that provides outcomes and evidence of continuous improvement	<ul style="list-style-type: none"> ▪ A review report, that specifically includes statistics on the outcomes of the implementation, and includes: <ul style="list-style-type: none"> ○ An analysis of how/whether the expected outcomes were achieved from the program ○ Incorporating feedback from participants, assessors and facilitator ○ Detailed observations on points for improvement ○ Recommendations based on the above points ○ Evidence of implementing these recommendations (e.g. updated/revised TAS/LAS) <p>This should also be supported by a third-party report from your training/general manager.</p>
3	Observation of your performance*	Observation by the SpecTraining Coach/assessor of your workplace performance. This may be in the workplace or in a simulated environment <u>if required</u> .

*The portfolio of evidence as may suffice without direct observation.

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:	

	<i>"The candidate..."</i>	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:	<input type="checkbox"/>	<input type="checkbox"/>
	Q: Who did you discuss this with? <i>Assessor to record answer:</i>		
	<i>Assessor to record:</i> <i>Identified purpose -</i> <i>Target Group(s) -</i> <i>What learning is required -</i>		
2.	Researched all benchmarks, including qualifications, to develop options for meeting the learning requirement	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Assessor to note benchmark/requirement:</i>		
3.	Consulted with stakeholders to confirm the parameters (e.g. potential number of participants, constraints etc)	<input type="checkbox"/>	<input type="checkbox"/>

	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	<input type="checkbox"/>	<input type="checkbox"/>
	Assessor notes:		
5.	Determines requirement for any additional/support requirements through organisational and industry documents	<input type="checkbox"/>	<input type="checkbox"/>
	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	<input type="checkbox"/>	<input type="checkbox"/>
	Assessor notes:		
7.	Direct question for candidate: Q: What learning theory or theories did you base your LAS/TAS on?	<input type="checkbox"/>	<input type="checkbox"/>
	Assessor to note answer:		
8.	Direct question for candidate: Q: What instructional design principles you applied in your development of the LAS/TAS	<input type="checkbox"/>	<input type="checkbox"/>
	Assessor note (what principles, e.g. ADDIE, Tells-show-do-review, Chunk/sequences, etc):		
9.	Documents the identified learning outcomes in the strategy	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence provided/observed:		
10.	Consults with stakeholders to confirm framework, and modifies if required	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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