TAE40110 Certificate IV in Training and Assessment
(Release 4)

Assessment Workbook

Student Name:
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</table>
Subject 6. Final Assessment Introduction

SUBJECT 7. PARTICIPATE IN ASSESSMENT VALIDATION

Subject 7. Assessment 1 Introduction

Subject 7. Assessment 2 Introduction

Subject 7. Assessment 3 Introduction

Subject 7. Final Assessment Introduction

SUBJECT 8. ADDRESS ADULT LANGUAGE, LITERACY AND NUMERACY SKILLS

Assessment Conditions (Important - Please Read)

Subject 8. Assessment 1 Introduction

Subject 8. Assessment 2 Introduction

Subject 8. Assessment 3 Introduction

Subject 8. Assessment 4 Introduction

Subject 8. Final Assessment Introduction
Qualification Information

Description

This qualification reflects the roles of individuals delivering training and assessment services in the vocational education and training (VET) sector.

Achievement of this qualification or an equivalent by trainers and assessors is a requirement of the Australian Quality Training Framework Essential Standards for Registration (Standard 1 as outlined in Appendix 2 of the Users’ Guide to the Essential Standards for Registration).

This qualification, or the skill sets derived from units of competency within it, is also suitable preparation for those engaged in the delivery of training and assessment of competence in a workplace context, as a component of a structured VET program.

Job roles

Job roles associated with this qualification relate to the delivery of training and assessment of competence within the VET sector. Possible job titles and roles relevant to this qualification include:

- enterprise trainer
- enterprise assessor
- registered training organisation (RTO) trainer
- RTO assessor
- training adviser or training needs analyst
- vocational education teacher.

Pathways Information

Qualification pathways

Prerequisite requirements

There are no prerequisite requirements for individual units of competency.

Pathways from the qualification

After achieving TAE40110 Certificate IV in Training and Assessment, candidates may undertake TAE50111 - Diploma of Vocational Education and Training, TAE50211 - Diploma of Training Design and Development or may choose to undertake TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.

Entry Requirements

There are no entry requirements for this qualification.
## Employability Skills Summary

### EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

**TAE40110 Certificate IV in Training and Assessment**

The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

<table>
<thead>
<tr>
<th>Employability skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
</table>
| Communication               | • interpreting client needs and writing to these  
• using a range of communication skills, such as listening, questioning, reading, interpreting and writing documents  
• writing hazard and incident reports  
• using effective facilitation and interpersonal skills, including verbal and non-verbal language that is sensitive to the needs and differences of others  
• mentoring, coaching and tutoring techniques |
| Teamwork                    | • working with colleagues to compare, review, and evaluate assessment processes and outcomes  
• actively participating in assessment validation sessions  
• managing work relationships and seeking feedback from colleagues and clients on professional performance  
• developing and evaluating with others learning programs customised for individual or group needs |
| Problem-solving             | • identifying hazards and assessing risks in the learning environment  
• using time-management skills in designing learning programs  
• calculating costs of programs and logistics of delivery, and accessing appropriate resources  
• generating a range of options to meet client needs |
| Initiative and enterprise   | • interpreting the learning environment and selecting delivery approaches which motivate and engage learners  
• monitoring and improving work practices to enhance inclusivity and learning  
• being creative to meet clients' training needs |
<table>
<thead>
<tr>
<th>Planning and organising</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• applying design skills to develop innovative and flexible cost-effective programs</td>
<td></td>
</tr>
<tr>
<td>• researching, reading, analysing and interpreting workplace specifications</td>
<td></td>
</tr>
<tr>
<td>• planning, prioritising and organising workflow</td>
<td></td>
</tr>
<tr>
<td>• interpreting collected evidence and making judgements of competency</td>
<td></td>
</tr>
<tr>
<td>• documenting action plans and hazard reports</td>
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<tr>
<td>• working with clients in developing personal or group learning programs</td>
<td></td>
</tr>
<tr>
<td>• organising the human, physical and material resources required for learning and assessment</td>
<td></td>
</tr>
<tr>
<td>Self-management</td>
<td></td>
</tr>
<tr>
<td>• working within policy and organisational frameworks</td>
<td></td>
</tr>
<tr>
<td>• managing work and work relationships</td>
<td></td>
</tr>
<tr>
<td>• adhering to ethical and legal responsibilities</td>
<td></td>
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<tr>
<td>• taking personal responsibility in the planning, delivery and review of training</td>
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<tr>
<td>• being a role model for inclusiveness and demonstrating professionalism</td>
<td></td>
</tr>
<tr>
<td>• examining personal perceptions and attitudes</td>
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<tr>
<td>Learning</td>
<td></td>
</tr>
<tr>
<td>• undertaking self-evaluation and reflection practices</td>
<td></td>
</tr>
<tr>
<td>• researching information and accessing policies and frameworks to maintain currency of skills and knowledge</td>
<td></td>
</tr>
<tr>
<td>• promoting a culture of learning in the workplace</td>
<td></td>
</tr>
<tr>
<td>• seeking feedback from colleagues</td>
<td></td>
</tr>
<tr>
<td>• facilitating individual, group-based and work-based learning</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>• using technology to enhance outcomes, including online delivery and research using the internet</td>
<td></td>
</tr>
<tr>
<td>• using student information management systems to record assessments</td>
<td></td>
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<tr>
<td>• identifying and organising technology and equipment needs prior to training</td>
<td></td>
</tr>
<tr>
<td>• using a range of software, including presentation packages</td>
<td></td>
</tr>
</tbody>
</table>
Units of Competency

Units of competency included in this qualification are:

Core:

- TAEASS401B Plan assessment activities and processes
- TAEASS402B Assess competence
- TAEASS403B Participate in assessment validation
- TAEDEL401A Plan, organise and deliver group-based learning
- TAEDEL402A Plan, organise and facilitate learning in the workplace
- TAEDES401A Design and develop learning programs
- TAEDES402A Use training packages and accredited courses to meet client needs

Elective:

- TAEDEL301A Provide work skill instruction
- TAEASS301B Contribute to assessment
- TAELLN411 Address adult language, literacy and numeracy skills
Assessment Workbook Instructions

Assessment Workbooks must be submitted as a Microsoft Word Document and all answers to questions and assignments are to be typed into the spaces provided. All questions and assignments for all units of competency in this Assessment Workbook are required to be completed to the required standard in order to achieve a grade of ‘Competent’. You must submit your whole completed Assessment Workbook (all 10 Subjects) for assessment. We do not assess unit by unit unless it is your intention not to complete the whole qualification. In this case you need to inform Advantage Training Australia of this at the time of assessment submission and you will be required to submit the units that you are completing in one group submission.

You must save all supporting documentation into the relevant folder within the Certificate IV TAE40110 Learner Resource File\Assessment Evidence folder. E.g. All supporting evidence for Subject 1 needs to be saved in: Certificate IV TAE40110 Learner Resource File\Assessment Evidence\Subject 1

On satisfactory completion of all assessments in this workbook and providing that this workbook is submitted in accordance with our ‘Assessment Workbook Submission Terms and Conditions’ you will receive a certificate of competency for the following qualification:

- TAE40110 Certificate IV in Training and Assessment

The size or amount of space provided for your answers is not an indication of the size of answer required, as you type your answers, the workbook content will move to accommodate the text you enter. This may mean that pages and page numbers will move. Please do not alter or reformat any section of your Assessment Workbook other than areas reserved specifically for your responses to questions and activities. If you are experiencing difficulties with your Assessment Workbook you should contact Advantage Training via the contact details listed on our website www.advantagetraining.com.au

Assessment

Methods of assessments for this qualification include:

- Written questions and assessments
- Short individual and group activities including responses to scenarios and case study examples
- Observation by Advantage Training Australia via submitted recordings

Should you receive a grade of ‘Not Yet Competent’ (NYC) your Assessment Workbook will be returned to you with written feedback relating to areas requiring further work. Any additional work required must be completed and your Assessment Workbook submitted within your enrolment period.
Resources

You will be supplied with all the information and resources necessary to complete this Assessment Workbook by Advantage Training prior to commencement of your course. The necessary information will be included in the Learner Guide - TAE40110 Certificate IV in Training and Assessment and Learner Resource File in files indicated by the subject number e.g. Subject 1.

How to Submit Your Assessment Workbook

All Assessment Workbooks and Assessment Evidence folder are to be submitted to the following email address:

assessments@advantagetraining.com.au

Where it is not possible to submit your Assessment Workbooks and Assessment Evidence folder via email due to the file size you can choose one of the following methods:

- File sharing software such as Dropbox, OneDrive or similar. If you choose this option please share the link to the folder in which your Assessment Workbooks and Assessment Evidence folder are located and email the link to assessments@advantagetraining.com.au

- USB / Thumb Drive. Save your Assessment Workbooks and Assessment Evidence folder to the USB / Thumb Drive and post it to:
  
  Advantage Training Australia
  24 Holleton Terrace
  Padbury
  WA. 6025

  Ensure that you have made a copy for your records and please write your full name clearly onto the USB / Thumb Drive.

- You also upload videos of practical sessions and presentation to YouTube. In this case you must provide the URL link to the video within an attached MS Word or text document within the relevant Subject file.

If you are experiencing difficulties submitting your Assessment Workbook you should contact Advantage Training via the contact details listed on our website www.advantagetraining.com.au
Terms and Conditions of Assessment

All assessments are subject to sampling to confirm the authenticity of the evidence provided within this Assessment Workbook. This means that you may be contacted by telephone by Advantage Training Australia to confirm knowledge of the requirements this qualification. If it is found that you cannot provide sufficient evidence at that time you will be assessed as Not Yet Competent (NYC) and you will forfeit all fees paid.

You have 12 Months from the commencement date of your course in which to complete and submit your Assessment Workbook. This 12 month period is referred to as your ‘enrolment period’. Extensions to your enrolment period must be applied for by contacting Advantage Training via www.advantage-training.com.au before the end of your 12 month enrolment period and are subject to an additional fee. Extension fees are calculated as 1/12 total course cost at the time of requesting an extension multiplied by the number of months extension required.

If your enrolment period expires prior to your having submitted your Assessment Workbook or applying for an extension you will be required to re-enroll in which case you will be liable for the full course fee. Please see our website for a list of current course fees.
Assessment Cover Sheet

Qualification: TAE40110 Certificate IV in Training and Assessment

<table>
<thead>
<tr>
<th>Learner To Complete This Section</th>
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<tbody>
<tr>
<td>Name</td>
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<td>Address</td>
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<td>Phone</td>
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<tr>
<td>Email</td>
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<tr>
<td>Company Name (where applicable)</td>
</tr>
<tr>
<td>Trainer Name</td>
</tr>
</tbody>
</table>
# Assessment Results

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>First Attempt</th>
<th>Second Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAEDES401A</td>
<td>Design and develop learning programs</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>TAEDES402A</td>
<td>Use training packages and accredited courses to meet client needs</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>TAEDEL301A</td>
<td>Provide work skill instruction</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
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<td>Plan, organise and deliver group-based learning</td>
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</tr>
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<td>Plan, organise and facilitate learning in the workplace</td>
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<td>☐</td>
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<tr>
<td>TAEASS301B</td>
<td>Contribute to assessment</td>
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<td>☐</td>
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<tr>
<td>TAEASS401B</td>
<td>Plan assessment activities and processes</td>
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<td>☐</td>
</tr>
<tr>
<td>TAEASS402B</td>
<td>Assess competence</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>TAEASS403B</td>
<td>Participate in assessment validation</td>
<td>☐</td>
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<tr>
<td>TAELLN411</td>
<td>Address adult language, literacy and numeracy skills</td>
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</tbody>
</table>
# Assessor Comments

<table>
<thead>
<tr>
<th>Comments</th>
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<tbody>
<tr>
<td>First Attempt</td>
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<tr>
<td>Second Attempt</td>
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</tbody>
</table>

## Assessor Sign Off

| First Attempt | Assessor Signature: | Date: |
| Second Attempt | Assessor Signature: | Date: |

## Feedback to candidate

Feedback emailed along with assessed Assessment Workbook to candidate. ☐ Date:
Important Note

There are many references to assessments and projects that should be completed within ‘the workplace’ throughout this assessment workbook. Please note the following:

If you do not have an actual workplace in which to conduct projects and assessments you can simulate a work environment using friends, colleagues or associates fulfilling the required roles.
SUBJECT 1. DESIGN AND DEVELOP LEARNING PROGRAMS

Units Covered in This Section: TAEDES401A Design and develop learning programs

Subject / Unit Description and Objectives

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

Objectives

On completion of this subject learners will be able to:

1. Define parameters of the learning program
2. Work within the vocational education and training (VET) policy framework
3. Develop program content
4. Design structure of the learning program

For successful completion of this subject learners will have to demonstrate the following skills and knowledge:

Required Skills

- organisational skills to ensure resources are available and suitable evaluation skills to determine the time required for each learning segment and the overall timelines of the learning program
- cognitive skills to develop the learning program content and design its structure
- language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts
Required Knowledge

- information about training package developers and course accreditation agencies responsible for specific learning program parameters
- training packages and relevant competency standards to be used as the basis of the learning program
- other performance standards and criteria to be used as the basis of the learning program, where relevant
- distinction and relationship between a training package/accredited course, learning strategy and learning program, where linked
- different purposes and focus of learning programs
- sound knowledge of learning principles
- instructional design principles relating to different design options for learning program design and structure
- availability and types of different relevant learning resources, learning materials and pre-developed learning activities
- methodology relating to developing and documenting new learning activities and related learning materials
- different delivery modes and methods
- 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
- relevant OHS knowledge relating to the work role, and OHS considerations that need to be included in the learning program

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- design, develop and review learning programs within the VET context
- prepare and develop a minimum of two learning programs that contain differentiated learning program designs to reflect particular needs, contexts and timelines
- at least one of which must be based on competency standards or accredited courses and must cover at least one entire unit of competency or accredited course module.
Subject 1. Assessment 1 Introduction

This assessment examines how to define the parameters of a learning program and relates to the section of the Learner Guide you have just read.

Assessment instructions

Please read through this sections’ of the Learner Guide content before attempting this assessment. Familiarising yourself with the content of this section will make completing this assessment easier. This assessment comprises the following:

**Written Questions:**

This is a series of questions based on the information which is covered in this section of the Learner Guide. Your responses must be contextualised (made relevant) to your own workplace where possible.

Contextualising your answers to reflect your own workplace means if a question is posed in the following format...

*How can you gather information relating to your client’s training needs?*

...your answers are not merely based on the information contained in this section of the Learner Guide, they are also based on what you do in your workplace. For example your answer may be...

*At our workplace, we gather information relating to our client’s training needs by completing a training needs analysis and a review of their overall business goals. From this we identify their key learning needs to develop a learning program.*
Subject 1. Assessment 1

Written Questions

1. Provide three examples of the purposes of a learning program.
   -
   -
   -

2. What is the difference between a learning program and a Delivery and Assessment Strategy and how are they interlinked?

3. List which Industry Skills Councils (ISC) have developed the following training packages. (Write your answer next to the empty bullet point):
   - BSB: Business Services training package
   - MEA11: Aeroskills training package
   - NWP: Water training package
   - SIH11: Hairdressing training package

4. List a further three current training packages the Innovation and Business Industry Skills Council has developed. (You can find this information on the TGA website or by visiting https://www.ibsa.org.au/training-packages)
   -
   -
   -
5. What is the difference between a training package and an accredited course and how are they interlinked?

6. What types of competency standards and training could a learning program be based on?

7. How do you identify the LLN requirements of a learning program?

8. Describe what learner characteristics mean and how you identify them.

END OF ASSESSMENT 1.
Subject 1. Assessment 2 Introduction

This assessment examines how to work within the VET policy framework and relates to the section of the Learner Guide you have just read.

Assessment instructions

Please read through this section of the Learner Guide's content before attempting this assessment. Familiarising yourself with the content of this section will make completing this assessment easier. This assessment comprises the following:

**Written Questions:**

This is a series of questions based on the information which is covered in this section. Your responses must be contextualised (made relevant) to your own workplace where possible.

Contextualising your answers to reflect your own workplace means if a question is posed in the following format...

*How can you gather information relating to your client’s training needs?*

...your answers are not merely based on the information contained in this section of the Learner Guide, they are also based on what you do in your workplace. For example your answer may be...

*At our workplace, we gather information relating to our client’s training needs by completing a training needs analysis and a review of their overall business goals. From this we identify their key learning needs to develop a learning program.*
Subject 1. Assessment 2

Written Questions

1. There are two different sets of VET standards that promote quality and national consistency; RTOs will be regulated by one or the other. What are the two sets of standards called?

2. Referring to your answer to question one, where can you access information on the standards and what are key similarities between both?
   
   Accessed From:

   Accessed From:

   Key Similarities (Write a brief paragraph):

3. What changes can occur to training packages and accredited courses?

4. How can you identify a change to a training package?

5. How do you ensure that you are always working with the latest version of a training package or accredited course?

6. How do you conduct your work so it is in accordance with your organisation's training quality assurance policies and procedures? List what these policies and procedures do or could contain.
END OF ASSESSMENT 2.
Subject 1. Assessment 3 Introduction

This assessment examines how to develop program content and relates to the section of the Learner Guide you have just read.

Assessment instructions

Please read through this section's of the Learner Guide content before attempting this assessment. Familiarising yourself with the content of this section will make completing this assessment easier. This assessment comprises the following:

<table>
<thead>
<tr>
<th>Written Questions:</th>
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</thead>
<tbody>
<tr>
<td>This is a series of questions based on the information which is covered in this section. Your responses must be contextualised (made relevant) to your own workplace where possible.</td>
</tr>
</tbody>
</table>

Contextualising your answers to reflect your own workplace means if a question is posed in the following format...

*How can you gather information relating to your client’s training needs?*

...your answers are not merely based on the information contained in this section, they are also based on what you do in your workplace. For example your answer may be...

*At our workplace, we gather information relating to our client’s training needs by completing a training needs analysis and a review of their overall business goals. From this we identify their key learning needs to develop a learning program.*

<table>
<thead>
<tr>
<th>Case Study:</th>
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<tbody>
<tr>
<td>A scenario has been presented which you must read. Questions have been asked in relation to that scenario. Your responses must be in relation to that scenario.</td>
</tr>
</tbody>
</table>
Subject 1. Assessment 3

Written Questions

1. What three components of a unit of competency must the content of your learning program cover and why?

   Explanation:

2. What four steps could assist you to locate and gather learning resources and materials to develop the content of your learning program?

3. What do the resources to be included in your learning program contain?

4. How do you evaluate your existing learning resources to ensure they are valid (suitable) to use?

5. Where would you record or document your program content and what will need to be recorded?

6. Provide a detailed response on how you determine the assessment requirements of a learning program?
Case Study

Xavier, Yolanda and Zach all work for Busy Business Busters (3B) and are about to start training in BSB30115: Certificate III in Business. All three students will be completing their training under a traineeship.

Your manager has asked you to investigate the impact this will have on your learning program.

7. What policies, legislation or guidelines do you need to consider when developing a learning program for students on a traineeship?

8. What is the benefit to an employer for having their staff complete training via a traineeship?

9. Where can you access further information relating to delivering VET, funded by your own state or territory?

10. What other industry based legislation can affect training and assessment in the VET sector?

END OF ASSESSMENT 3.
Subject 1. Assessment 4 Introduction

This assessment examines how to design the structure of the learning program and relates to the section of the Learner Guide you have just read.

Assessment instructions

Please read through this section's of the Learner Guide content before attempting this assessment. Familiarising yourself with the content of this section will make completing this assessment easier. This assessment comprises the following:

**Written Questions:**

This is a series of questions based on the information which is covered in this section. Your responses must be contextualised (made relevant) to your own workplace where possible.

Contextualising your answers to reflect your own workplace means if a question is posed in the following format...

*How can you gather information relating to your client's training needs?*

...your answers are not merely based on the information contained in this section, they are also based on what you do in your workplace. For example your answer may be...

*At our workplace, we gather information relating to our client's training needs by completing a training needs analysis and a review of their overall business goals. From this we identify their key learning needs to develop a learning program.*
Subject 1. Assessment 4

Written Questions

1. Why is information ‘chunked’ in learning content?

2. How do you chunk information in a learning program and how do you determine the timeframes for each section?

3. What should your delivery strategies for your learning program include?

4. Describe in your own words adult learning principles and why you need to be aware of them when designing your learning program.

5. What assessment methods could you use in your learning programs?

6. Where do you record or document your completed learning program and why?

7. Why should you review your completed learning program with your client? Include the methods you could use.
8. How do you ensure a safe learning environment exists for your learners?
Subject 1. Final Assessment Introduction

This assessment examines how to design and develop learning programs to support your client’s needs and relates to all the sections covered in this guide.

Assessment instructions

Please read through the sections of the Learner Guide and complete the previous assessments before attempting this final assessment. Familiarising yourself with the content in this guide, along with completing the previous assessments, will make completion of this assessment easier. This assessment comprises the following:

**Workplace Project:**

This project is to be completed within your workplace. If you do not have an actual workplace in which to conduct this project you can simulate a work environment using friends, colleagues or associates fulfilling the required roles.

You are required to design and develop two learning programs for either one client or two separate clients. Both must be designed to reflect the particular needs of your clients.

Your learning programs must address each point detailed in the first two sections of this project. The third section contains workplace evidence required to support this project.
Subject 1. Final Assessment

Workplace project
You are required to design and develop two learning programs for your client(s) within a VET context. This means you must use training packages, units of competency, accredited courses or modules as part of your learning content.

1. You must prepare and develop two learning programs.

   These learning programs must be designed to reflect the needs of your client(s). This will include the context in which the program is to be developed, the timelines for delivery of the resources and delivery strategies to be used.

   At least one of the learning programs must be based on competency standards or accredited courses and must cover at least one entire unit of competency or an accredited course module.

2. Your learning programs must contain:
   - Purpose of the learning program
   - Details of the competency standards to be used
   - LLN requirements of the program
   - The target learner’s characteristics
   - Documented program content and where it will be sourced or how it will be created
   - Specified assessment requirements
   - Documented timeframes for each segment of the learning content
   - Delivery strategies, including resources to be used
   - Assessment methods and tools to be used
   - How your delivery strategies and assessment methods meet the needs of your learners
   - WHS considerations of the learning environment, including a risk control plan.

3. Evidence to support the above process must include:
   - Your two learning programs
   - Minutes of meeting with key stakeholders when discussing the learning program development
   - Copies of competency benchmarks including TGA units of competency or accredited modules
   - Minutes of meeting with key stakeholders when discussing the review of your completed program and what changes were made
   - WHS risk control plan or equivalent.

Please save all supporting evidence into Subject 1 of the Assessment Evidence folder located within your Learner Resource File. You must submit the Assessment Evidence folder along with
your completed Assessment Workbook. See ‘How To Submit Your Assessment Workbook’ on Page 13 of this Workbook.

Copies of blank templates are available in your Learner Resource File – Subject 1.

END OF SUBJECT 1