

Your RTO

**Certificate IV in
Training and Assessment TAA40104**

Module 2

TITLE

ASSESSOR GUIDE

Module 2

Description

In this module the focus is the design, organisation and facilitation of learning programs to groups. The programs can address the requirements of different standards. These standards will include endorsed competency standards from a training package plus other standards such as a curriculum, industry benchmarks, organisational performance standards, products and equipment specifications or workplace procedures.

The module moves from design into practical implementation and then facilitation of learning in a formal group setting.

Learners will explore training program models, session planning and resource development. They will learn class-based group facilitation techniques then design, implement, facilitate and evaluate group-based training.

In summary the learner completes the following :

- ✓ Learn and apply knowledge of learning styles, adult learning principles and learning theory
- ✓ Design two learning programs to meet different learner needs and contexts. At least one program must be based on competency standards. A simulated case study has been prepared in an RTO called Business Training Plus!
- ✓ Develop two delivery plans and a series of session plans that link to the delivery plan.
- ✓ Prepare or customise a range of learning resources to suit different contexts and learners
- ✓ Organise the learning environment including risk and hazard assessment and monitoring
- ✓ Learn group facilitation methodologies
- ✓ Facilitate a simulated class based training session to a group in this course and receive detailed feedback
- ✓ Facilitate at least two consecutive group training sessions that run for a minimum of one hour.
- ✓ Evaluate the learning program and the effectiveness of the delivery and reflect on this knowledge and the experiences in the Journal.

This module includes three complete units of competency and elements from three “scaffolding” units of competency:

- TAADES402B Design and develop learning programs
- TAADEL401B Plan and organise group-based delivery
- TAADEL402B Facilitate group-based learning
- TAAENV401B Work effectively in vocational education and training (Elements)
- TAAENV402B Foster and promote an inclusive learning culture (Elements)
- TAAENV403B Ensure a healthy and safe learning environment (Elements)

Notes on assessment design and project integration

Evidence gathering for the ENV units

The Environment units are described as scaffolding units in the TAA04 Training Package. Evidence can be collected across the modules. This can be seen in the BTP! simulation in particular, where the learner is working in a simulated RTO (TAAENV401B), designing a learning program, organising delivery of a session to groups and facilitating the session that provides further evidence of practising inclusivity (TAAENV402B).

The Integrated Major Project 2 supported by third party reports also gathers evidence against the Environment units.

Evidence gathering for the DES units (links to module 1)

TAADES402B Design and develop learning programs is included in this module. TAADES401B Use Training Packages to meet client needs has been placed in module 1. This clustering decision is based on the need to teach “fundamentals” in module 1 and also because Module 1 will be needed by people upgrading from BSZ40198.

Integration of assessment activities across the integrate Major Project 2 (links to module 1)

It is strongly recommended that the assessor look at the Module 1 workplace project for TAADES401B and TAAENV401B. It is a straightforward exercise to combine this or replace it with the Major Project 2 where people are enrolled in the full qualification. This will reduce the amount of work asked of the student.

The simulated assessment activities in Business Training Plus! are based on Training Package units of competency. (links to module 1)

This simulation sets up a model for the design of a learning program in an RTO using competency standards from the Certificate III in Business. It is designed to flow on from the module 1 Business Training Plus! simulation in which the students consult with clients and present a training solution recommending customisation from the Certificate III in Business.

Integration of assessment activities across the Major Project 2 (links to module 4)

If the major project uses competency standards and includes an assessment component to the learning program design, it is possible for candidates to integrate this project across the qualification.

Module 2

Here are the assessment activities :

Assessment activities	Assessment method	F/S
DESDEL1 Adult learning principles quiz Journal entry	Written knowledge quiz Reflective writing	Formative
DESDEL2 Learning styles activities	Reading, writing and practical tasks, questioning Reflective writing	Formative
DESDEL3 Communication skills for trainers	Activities, role play, observation, questioning	Formative
DESDEL4 Business Training Plus! Design a learning program, delivery plan, session plans and customised resources from a learning strategy “brief” -Certificate III in Business	Simulated class based project	Formative Summative
DESDEL5 BTP! Business Training Plus ! Facilitate a simulated group delivery- in class. Observation report and feedback provided	Simulated facilitation to a group in this course	Formative
TAA Journal	Journal writing (reflection)	Formative Summative
TAA Integrated Major Project 2	Work based project – negotiated	Summative

Instructions to the Assessor and the Marking Guide

DESDEL1 Adult learning principles quiz and Journal entry

A session will cover adult learning and learning theory.

Learners can reflect and read in their own time and complete the first page in the Journal.

The Quiz is a second or alternate assessment activity.

It will be marked in class or handed in to the trainer to mark before the end of the day.

Resources: Journal and quiz provided

LLN: Additional time can be allocated.

Marking guide- Satisfactory : Pass mark is 70%

Further evidence of the application of this knowledge will be seen in the Projects and Journal.

DESDEL2 Learners and learning styles exercise and Journal entry

Explanation

DESDEL3 Communication and interpersonal skills for trainers

Explanation

DESDEL4 The Business Training Plus! simulated case study – simulated design of a learning program, delivery plan and session plans. Links to the simulated group facilitation

Explanation

DESDEL5 Facilitate a simulated class- based training session. Building on the BTP! case study

Group facilitation methodologies will be introduced during the module.

Learners will work through the BTP! case study and practice group facilitation techniques in class. They will work to the brief of the “client” BTP! and, based on the Learning Program for *BSBWOR301A Organise Personal Work Priorities and Development*, they will prepare a 15 minute mini-session. This will run on the last day of the module.

Equipment : Props from Business Training Plus!

Students can book equipment required for their min-session within RTO’s booking procedures. Access to a classroom and time to set up required. Items may include whiteboards, video and DVD players, power point data projectors and laptops, overhead projectors.

OH&S: Each student has responsibility to check the space as part of the simulation. The trainer will check to ensure that there are no hazardous demonstrations or activities.

Resources: Session plans from each person and props organised by students.

LLN: No adjustments should be required.

Marking guide- Satisfactory :

All components of the client “brief” and instructions to the learner will be addressed in the documentation of the delivery, session plan, learning resources and facilitation.

The Assessor can use the Facilitation Observation Checklist and learners must rate a 1 to 3 in each area.

The mini-session feedback form will also provide information to the candidate which they must write up in a Journal entry based on the mini-session facilitation. If the exercise does not meet these requirements, the assessor will provide feedback to the learner and negotiate more facilitation to groups – using competency standards -as part of the independent workplace project.

Further evidence of the understanding and application of group facilitation will be seen in the completed Journal.

Integrated Workplace Project 2

Marking guide - Satisfactory :

This is the summative integrated assessment activity across the qualification for ENV, DES, DEL(402B) and ASS fields.

The assessor will mark the project against the detailed project guidelines and checklists that are included in the project resources.

All areas must be addressed in the project. It must be supported by the third party report, and letters of authentication and if necessary a statutory declaration from the learner.

A cover page must be submitted to show the organisation of the evidence.

This project is the final piece of work to be submitted and if satisfactory, the assessor will sign off the results and provide final feedback. Please note that this cannot occur until all specific evidence requirements have been satisfied across the 3 primary TAA units of competency addressed in this module. Evidence against the 3 scaffolding ENV – Environment units is supplementary and should be marked using assessment tools from Module 1.

If the learner has not provided enough evidence or designed and facilitated a group delivery using a training package or accredited course, then a second project and/or facilitation with a different group must be negotiated.

TAA Journal

Explanation

QUALITY ASSURANCE IN THE RTOHELP TAA ASSESSMENT TOOLS

There are a number of tables to demonstrate that the assessment activities, assessment tools and instruments in combination adequately address the units of competency in this module and employability skills.

Module 2 Assessment Matrix

The Module 2 Assessment Matrix maps assessment activities to the units /elements.

Unit Assessment Plan

Each unit has a “plan” – there is an extract of the unit / elements and specific evidence requirements followed by a table listing the assessment activities that address the unit requirements.

Dimensions of competency

Assessment Activities are aligned to dimensions of competency in a table

Employability Skills

Assessment Activities are aligned to the qualification employability skills in a table

Rules of evidence

The Assessment Matrix, Assessment Plan, Dimensions of competency table and Employability Skills table combined with the Instructions to the Assessor for each activity demonstrate that the rules of evidence have been met - validity, currency, authenticity and sufficiency.

The combination of activities collects evidence in a range of ways, a variety of conditions and over a period of time in simulated and real workplace conditions which is sufficient evidence and addresses the specific evidence requirements for the TAA40104.

RTOhelp TAA Assessment Activities – Module 2 Alignment to dimensions of competency

The table below demonstrates how the assessment tools gather evidence of all dimensions of competency.

Assessment activity & tool	Dimension of competency
DESDEL1 Adult learning principles quiz, Journal entry	Task skills Task management skill Required knowledge Required skills
DESDEL2 Learners and learning styles activities	Required knowledge Task skills Task management skill
DESDEL3 Communication and interpersonal skills for trainers	Task skills Task management skills Required knowledge Required skills
DESDEL4 Business Training Plus! Design a learning program, delivery plan, session plans and customised resources from a learning strategy “brief” -Certificate III in Business	Integrated holistic All dimensions of competency
DESDEL5 BTP! Facilitate a simulated group delivery	Integrated holistic All dimensions of competency
TAA Integrated Major Project 2	Integrated holistic All dimensions of competency
Journal	All dimensions of competency

RTOhelp TAA Assessment Activities – Module 2

Alignment to Employability Skills

The following table is a summary of the Employability Skills required for a person whose primary function is plan, deliver and conduct training and assessment in a workplace environment. This summary is from the TAA04 Training Package rules for TAA40104. The Assessment activities in this Module 2 – gathering evidence for 4 units of competency have been aligned as follows. Further evidence of employability skills will be demonstrated across later units / modules.

Employability Skill Module 2	Industry requirements for this qualification include:
Communication DESDEL1 Adult learning quiz Journal DESDEL3 Communicate for trainers DESDEL4 &5 Business Training Plus! simulation Journal and Major Project 2	<ul style="list-style-type: none"> • interpreting the needs of the client and writing to these • utilising 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 body language which is sensitive to the needs of others • mentoring, coaching and tutoring techniques
Teamwork DESDEL2 Learning styles activities DESDEL4 &5 Business Training Plus! simulation Major Project 2	<ul style="list-style-type: none"> • working with colleagues to compare, review, compare and evaluate assessment processes and outcomes • actively participate 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 DESDEL1 Adult learning quiz Journal DESDEL4 &5 Business Training Plus! simulation Journal and Major Project 2	<ul style="list-style-type: none"> • identifying hazards and assessing risks in the learning environment • using time management skills in designing learning programs • calculating cost of programs, logistics of delivery and accessing appropriate resources • generating a range of options to meet client needs

More follows