**TAE40122 Full Program – Design Cluster – Knowledge Questions**

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| **Name of Candidate** |  |

**Knowledge Questions:**

This is a research project - to answer the questions, you must access a range of creditable and current sites including ASQA, NCVER, Training.gov.au, Federal and State departments responsible for Skills and Training, Training Package developers, Jobs and Skills Australia and Peak bodies.

You are required to answer the knowledge questions clearly and concisely demonstrating that you have a good understanding of what's required to work effectively in the VET sector and work within a compliance framework.

Don't forget when you do your research, you can search the Internet, locate information in the Blueprint Training Manuals and use other sources of information.

Ensure that your sources of information are current - there are many websites that refer to VET, however, haven't been updated for many years. It's a good idea to cross check the facts when you find your answers on the Internet.

Your responses must be your own work. Don't copy or plagiarise from other students, as this will result in your work being marked as incorrect and may result in cancellation of enrolment.

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| 1 | **Stakeholders**  Stakeholders play an important role both in industry engagement and in the design of effective training programs.  Select four (4) stakeholders from the list below that you might consult with during the development and review of your training programs. Briefly explain why their input is important.   |  |  | | --- | --- | | 1. Local employers 2. Other trainers and assessors 3. Industry groups 4. Unions 5. Government departments | 1. Job agencies 2. Future learners 3. Past learners 4. LLN Specialists | | | | | | | | | | | |
|  | **Stakeholder** | | | | | | **Why is the input from this stakeholder important?** | | | |
| **1** |  | | | | | |  | | | |
| **2** |  | | | | | |  | | | |
| **3** |  | | | | | |  | | | |
| **4** |  | | | | | |  | | | |
| 2 | **Structure and purpose of AQF**  Thinking about the structure of the Australian Qualifications Framework (AQF) - **select the four (4) correct statements from the list below.** | | | | | | | | | | |
| a) The AQF is one of the approved Foundation Skills Frameworks  b) There are Ten (10) levels in the AQF  c) The AQF website is http://asqa.gov.au  d) There are Five (5) levels to the AQF  e) The AQF is the national policy for regulated qualifications in Australian education and training.  f) The AQF ensures Australian qualifications are recognised Internationally  g) The AQF supports lifelong learning by providing flexible qualification linkages and student pathways through Australia’s three education sectors  h) AQF qualifications are regulated, quality assured and nationally recognised  i) There are 14 qualifications types within the AQF | | | | | | | | | | |
| 3 | **VET regulatory requirements**  Training packages and accredited courses, often referred to as training products, are key features of Australia’s vocational education and training (VET) system. They are used as the basis for most programs delivered by registered training organisations (RTOs), and they are developed and reviewed in accordance with national standards  Thinking about the **VET regulatory requirements** for using nationally recognised training products and RTO policies and procedures **briefly explain the following**: | | | | | | | | | | |
| a) Relevance of Industry Engagement | | | | | | |  | | | |
| b) Scope of Registration for an RTO | | | | | | |  | | | |
| c) Training and Assessment Strategy (TAS) | | | | | | |  | | | |
| d) training.gov.au | | | | | | |  | | | |
| e) Packaging rules | | | | | | |  | | | |
| f) Entry requirements for a qualification | | | | | | |  | | | |
| g) Pre-requisite requirements for a unit | | | | | | |  | | | |
| h) Foundation Skills | | | | | | |  | | | |
| i) Specialist Support | | | | | | |  | | | |
| j) The role of nationally recognised training products in a competency-based VET system | | | | | | |  | | | |
| k) Steps to ensure you are using the latest version of a training product | | | | | | |  | | | |
| l) Session Plans and Delivery Plans | | | | | | |  | | | |
| m) Mapping matrix for learning resources | | | | | | |  | | | |
| n) Strategies to review your session plans and ensure required skill and knowledge requirements have been addressed | | | | | | |  | | | |
| o) Superseded qualifications or units | | | | | | |  | | | |
| p) Superseded and not equivalent unit of competency | | | | | | |  | | | |
| q) Superseded and equivalent unit of competency | | | | | | |  | | | |
| r) Steps to identify changes to nationally recognised training products | | | | | | |  | | | |
| s) Transition arrangements | | | | | | |  | | | |
| t) The purpose of a Skillset | | | | | | |  | | | |
| 4 | **Training packages and Accredited Courses**  **Nationally recognised training** (NRT) leads to vocational qualifications and credentials that are recognised across Australia, these can be from completion of an accredited course, or Training Package qualification, unit or skillset.  **Select eight (8) correct statements that describe the differences between an accredited course/qualification and a nationally recognised qualification from a Training Package.** | | | | | | | | | | |
| a) Accredited courses are developed by anyone to fill an identified skills gap within the Training Packages  b) Accredited courses are endorsed by the Skills Ministers  c) Non-endorsed components of a Training Package include companion guides, leaner and assessment resources  d) Accredited courses are not listed on Training.gov.au  e) Accredited courses are freely available for use by any RTO  f) Training Packages are endorsed by the Skills Ministers  g) Accredited courses are not nationally recognised  h) Training Packages are accessible on Training.gov.au, an RTO does not need to purchase a copy of the Training Package  i) An RTO will need to enter into a licencing arrangement from the owner of an accredited course  j) To deliver accredited courses or qualifications from Training Packages, an RTO must add this to their scope of registration  k) Accredited courses are accredited by the regulator  l) You can tell if a course is accredited by the code of the course  m) When developing an accredited course, you can’t include any units from a Training Package | | | | | | | | | | |
| 5 | **Endorsed and non-endorsed components**  What is the difference between **endorsed** and **non-endorsed components** of a Training Package?  **Select the three (3) correct statements below.** | | | | | | | | | | |
| a) Endorsed components of a Training Package include qualifications, units of competency and assessment requirements  b) Endorsed components of a Training Package include qualifications, units of competency and skill sets  c) Endorsed components of a Training Package are developed by the RTO  d) Non-endorsed components of a Training Package include companion guides, learning and assessment materials and skillsets  e) Non-endorsed components include documents developed by the RTO  f) Non-endorsed components include accredited courses | | | | | | | | | | |
| 6 | **Assessment requirements**  Thinking about the structure and content of accredited courses and endorsed training package qualifications select the one (1) statement that best describes where the assessment requirements can be found.  Assessment requirements can be found in .........  **Select one (1)…** | | | | | | | | | | |
| a) The implementation guides and companion volumes found on training.gov.au  b) The unit of competency  c) The packaging rules of the qualification  d) The assessment conditions | | | | | | | | | | |
| 7 | **Companion Volume Implementation Guides**  When a training package is revised, the relevant developers will publish an accompanying **Companion Volume Implementation Guide** to help providers implement the new or updated products.  **Select four (4) key pieces of information you can find in the Companion Volume and implementation guides of any Training Packages.** | | | | | | | | | | |
| a) Qualification status, endorsement date and release date  b) Qualification packaging rules  c) Overview of the Industry Sector, history of industry development and amendments to the Training Package  d) Assessor requirements for qualifications  e) Mapping to previous versions of the Training Package  f) Sample resources including learner guides and classroom activities  g) Mapping to accredited courses  h) Regulation and licensing implications for implementation | | | | | | | | | | |
| 8 | **Authorised Australian Foundation Skills Frameworks**  Currently, there are a number of authorised Australian Foundation Skills frameworks.  **From the list below, select the current authorised Australian Foundation Skills frameworks** | | | | | | | | | | |
| a) AQF, ACSF, CSFW and ESF  b) ACSF, ESF, CSFW, DLSF  c) ACSF, ESF, DLSF, ASQA | | | | | | | | | | |
| 9 | **ACSF core skills**  Select the five (5) core skills from the **ACSF**  **Select five (5)…** | | | | | | | | | | |
| a) Communication skills  b) Digital technology  c) Learning  d) LLN  e) Reading  f) Initiative and Enterprise  g) Oral Communication  h) Writing  i) Planning and Organising  j) Self-management  k) Numeracy | | | | | | | | | | |
| 10 | **Domains of Communication**  Select the three (3) **domains of communicaton** in the ACSF  **Select three (3)…** | | | | | | | | | | |
| a) Personal and Private  b) Personal and Community  c) Workplace and Employment  d) Self Management  e) Initiative and Enterprise  f) Education and Training | | | | | | | | | | |
| 11 | **ESF and CSFW**  Select three (3) core skills common to both the **ESF** and the **CSFW** development Frameworks.  **Select three (3)…** | | | | | | | | | | |
| a) Communication skills  b) Self-management  c) Technology Skills  d) Initiative and Enterprise  e) Problem Solving  f) Managing career and work life  g) Learning skills | | | | | | | | | | |
| 12 | **Digital Literacy**  Digital Literacy is found in a number of authorised frameworks.  Select the three (3) appropriate **frameworks** which include Digital Literacy Skills.  **Select three (3)…** | | | | | | | | | | |
| a) Australian Core Skills Framework  b) Core Skills for Work Developmental Framework  c) Foundation Skills  d) Employability Skills Framework  e) Australian Qualifications Framework  f) Digital Literacy Skills Framework | | | | | | | | | | |
| 13 | **Key components of a Unit**  **Units of Competency** are made up of a number of key components.  **Provide a brief description of each component of the unit of competency.** | | | | | | | | | | |
| a) Status | | |  | | | | | | | |
| b) Application | | |  | | | | | | | |
| c) Elements | | |  | | | | | | | |
| d) Performance Criteria | | |  | | | | | | | |
| e) Foundation Skills | | |  | | | | | | | |
| f) Performance Evidence | | |  | | | | | | | |
| g) Knowledge Evidence | | |  | | | | | | | |
| h) Assessment Conditions | | |  | | | | | | | |
| 14 | **Clustering**  Units of competency can be **clustered** for delivery and/or assessment.  **Select three (3) advantages of clustering units.** | | | | | | | | | | |
| a) You can alter the packaging rules and add more units to the qualification  b) Clustering can save time and money  c) Clustering removes the duplication of assessing the common knowledge and skills  d) Clustering ensures you have sufficient time to repeat the content over and over again  e) Clustering units helps to reduce boredom from being over assessed | | | | | | | | | | |
| 15 | **Disadvantages of clustering units**  When you cluster units together, you are delivering or assessing two or more units.  **Select two (2) disadvantage of clustering units.** | | | | | | | | | | |
| a) The assessor must meet the assessor requirements for all units within the cluster  b) Clustering can be more expensive and take more time  c) A student will not receive their final result until all assessments in the cluster have been completed  d) It is more time consuming to link common units together  e) Clustering results in the students having to complete more assessments overall | | | | | | | | | | |
| 16 | **Changes to Training Packages**  Changes to **training packages** can and do occur.  Select three (3) relevant sources you would use to research any changes that have been made to a training package.  **Select three (3)…** | | | | | | | | | | |
| a) Training and Assessment Strategy  b) Training.gov.au  c) Regulator website  d) RTO website  e) Training Package developer Website  f) State Training Authority Website  g) Union websites  h) Employer and Industry Peak body Websites | | | | | | | | | | |
| 17 | **Foundation Skills support**  As a trainer and assessor you won’t have all the strategies for **foundation skill support needs**. Within your training organisation, there will be procedures to be followed to ensure all staff are aware of the actions to take when a student needs additional support. Foundation skills support may include language literacy and numeracy support and also employability skills support.  If you do not have access to a procedure within your RTO - then go to BrainstormRTO, enter the co-worker hub, and download the policy for access and equity. This will provide guidelnes that can be followed.  **Provide three (3) examples of how you will follow the organisational procedures to access resources and gain strategies and advice from experienced colleagues or LLN specialists within your RTO.** | | | | | | | | | | |
| **Organisational procedure/s** | | | | | | | | **Example of resources, strategies and advice** | | |
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| 18 | **Foundation Skills websites**  **Foundation skills** are either explicit or listed in every unit of competency.  List three (3) **websites** you could use to access foundation skills resources, strategies and advice  One example of an excellent resource is the ADCET website - you might like to visit this website as part of your research, and then list the variety of resources, strategies and advice you have found. | | | | | | | | | | |
| **Website hyperlink (URL)** | | | | | | | | **Example of resources, strategies and advice** | | |
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| 19 | **Collaboration for Foundation Skills support**  From the list below select three (3) techniques you could use to **collaborate** with sources of foundation skill support  **Select three (3)** | | | | | | | | | | |
| a) Unpack the foundation skills in the unit of competency  b) Subscribe to the blog <https://llnandvetmeetingplace.wordpress.com/>  c) Join Adult Learning Australia <https://ala.asn.au/lln-network/>  d) Subscribe to ASQA newsletters  e) Subscribe to training.gov.au  f) Join a local community of practice or focus group that collaborates on foundation skills support. | | | | | | | | | | |
| 20 | **Good practice - Foundation Skills support**  Thinking about the resources you have selected to support the **foundation skill support needs of learners** – select three (3) features that **reflect good practice**.  **Select three (3)…** | | | | | | | | | | |
| a) Creating interactive activities such as quizzes, games or simulations  b) Incorporate visual aids such as diagrams, images or videos  c) Focus only on the theory  d) Don’t provide feedback as this will frustrate the learner  e) Keep your language simple and straightforward, avoiding complex terminology or jargon  f) Don’t provide complete information, this can lead to confusion or misunderstanding | | | | | | | | | | |
| 21 | **TAS - Reflecting good practice**  Thinking about the **Training and Assessment Strategy** and the learner foundation skill support needs– select three (3) features that **reflect good practice**.  **Select three (3)** | | | | | | | | | | |
| a) The RTO reviews the Training Package to see what information is available to assist in appropriately targeting the learner cohort's foundation skills requirements  b) The RTO does not need to review the foundation skills as these are explicit in the units  c) The TAS outlines strategies to support the development of foundation skills of learners  d) The TAS does not need to outline the ACSF levels required for units of competency  e) The TAS outlines the educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment | | | | | | | | | | |
| 22 | **Providing foundation skills support - challenges**  In the design cluster, you have been working as a trainer within BrainstormRTO.  **Briefly outline three (3) of your responsibilities in relation to providing foundation skills support in training and assessment, then consider any limitations – what challenges have you experienced.** | | | | | | | | | | |
| **Responsibilities in relation to providing Foundation Skills support in training and assessment.** | | | | | | | | **Challenges you have experienced** | | |
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| 23 | **Reviewing the effectiveness**  It is important to review the **effectiveness** of the foundation skills resources, strategies and advice that you have provided to learners.  **Select three (3) examples of how you can effectively review these processes from the list below.** | | | | | | | | | | |
| a) Ask the students for their feedback on the resources, and advice  b) Ask the LLN specialist to do the review for you  c) Review the annual survey data from NCVER on VET outcomes and student satisfaction  d) Monitor student attendance, progression and results  e) Wait for others to review the program  f) Monitor student outcomes and pathways to further learning or employment | | | | | | | | | | |
| 24 | **Amount of Training**  The **Training and Assessment** strategies and **practices** need to ensure the **Amount of Training** provided to a student is sufficient.  **Select four (4) factors to consider in determining the amount of training.** | | | | | | | | | | |
| a) characteristics and needs of your student cohort  b) training product being delivered  c) assessment activities  d) mode(s) of delivery you have selected  e) formative assessment  f) the formal learning activities you might provide to students | | | | | | | | | | |
| 25 | **Tailoring your session plans**  Provide examples of how you can tailor your **session plans** to meet the **needs of target learners.**  Considering each of these **key points.** | | | | | | | | | | |
| a) Engaging and progressing learners | | | | |  | | | | | |
| b) Providing a safe and inclusive learning environment | | | | |  | | | | | |
| c) Covering the required skills and knowledge | | | | |  | | | | | |
| d) Using resources that support and engage learners | | | | |  | | | | | |
| 26 | **Basic instructional design principles**  Provide five (5) **basic instructional design principles** to follow when you are designing training programs and resources for your learners. | | | | | | | | | | |
| 1 |  | | | | | | | | | |
| 2 |  | | | | | | | | | |
| 3 |  | | | | | | | | | |
| 4 |  | | | | | | | | | |
| 5 |  | | | | | | | | | |
| 27 | **Key components of the TAS**  You have recently joined an RTO as a beginner trainer and assessor, and you have been provided with the TAS (Training and Assessment Strategy) for the course you are delivering.  **From the list below select 4 key components of the TAS explain how you would use this information**.   |  |  | | --- | --- | | 1. Qualification details 2. Units selected 3. Target Learners 4. Special needs of learners 5. Evidence gathering techniques | 1. Outlines of assessment activities 2. Vocational place and work experience requirements 3. Industry consultation 4. Validation and moderation table | | | | | | | | | | | |
| **Component** | | | | | | | **How will you use this information?** | | | |
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| 28 | **Facilitation techniques**  When planning and designing training, you need to consider facilitation techniques that will support and engage learners and check on their understanding.  **Briefly describe facilitation techniques you will use for each of these:** | | | | | | | | | | |
| **Facilitation** | | | | **Facilitation techniques you will use** | | | | | | |
| a) Presentation methods | | | |  | | | | | | |
| b) Learning activities | | | |  | | | | | | |
| c) Formative assessment activities | | | |  | | | | | | |
| 29 | **Features of delivery modes**  For each of the following **delivery modes** outline the **features** and how these may be represented in plans for vocational training | | | | | | | | | | |
|  | | **Face-to-Face** | | | | | | **Online** | **Blended** | |
| a) Features of this mode | |  | | | | | |  |  | |
| b) Types of activities in this mode | |  | | | | | |  |  | |
| c) Strategies to engage the learners in this mode | |  | | | | | |  |  | |
| d) Strategies to encourage interaction in this mode | |  | | | | | |  |  | |
| e) Strategies to monitor progress in this mode | |  | | | | | |  |  | |
| f) Perceived advantages of this mode | |  | | | | | |  |  | |
| g) Perceived disadvantages of this mode | |  | | | | | |  |  | |
| 30 | **Relationship between training and assessment**  Thinking about the **session plans** and **delivery plans** you have developed for vocational training – what is the **relationship** between **training** and **assessment**, and what did you need to **consider** in your design process? | | | | | | | | | | |
| The **relationship** between **training** and **assessment** | | | | |  | | | | | |
| Considerations for the **design process** | | | | |  | | | | | |
| 31 | **Learner characteristics**  Why do you need to consider learner characteristics when designing session plans?  **Select the one (1) correct answer** | | | | | | | | | | |
| a) To ensure all students gain competency  b) To ensure students are more receptive to their learning.  c) To ensure the sessions are trainer focused | | | | | | | | | | |
| 32 | **Learning styles**  **Most people have a preferred way of learning.** Some learn best by listening, some have to observe every step, while others have to do it to learn it.  A **learning style** refers to the preferred method in which an individual likes to engage with, assimilate, understand, or remember information.  **Learning styles** influence our instructional design for training programs.  **Audial, visual, read/write** and **kinaesthetic** learning styles influence instructional design for training programs  **Match the learning activities best suited to the learning style. Select the letter of the learning style corresponding to that activity.** | | | | | | | | | | |
| **Learning styles** | | | | **Learning activity** | | | | | | **Letter** |
| 1. Multimodal learning is when you incorporate..... 2. Visual learners are easily engaged in activities such as: 3. Read/write learners find these learning activities suit them best: 4. Auditory learners find these learning activities appealing: 5. Activities that are well suited to Kinaesthetic learners include: | | | | Drawing maps, watching videos and watching demonstrations | | | | | |  |
| Hands on and practical training including puzzles, games, problem solving and building and creating things. | | | | | |  |
| Reading instructions, manuals, text books, re-reading notes, writing lists, and re-writing study notes | | | | | |  |
| Visual, auditory, read/write and kinaesthetic methods with a goal to improve teaching quality by matching content delivery with the best mode of learning from the student. | | | | | |  |
| Hands on and practical training including puzzles, games, problem solving and building and creating things. | | | | | |  |
| 33 | **Characteristics of learners**  When designing and developing plans for Vocational Training you must take into consideration the characteristics of learners  **Complete the table below.** | | | | | | | | | | |
| **Characteristics of learners** | | | | | | **Implications and considerations for designing and developing plans for vocational training** | | | | |
| a) Self directed | | | | | |  | | | | |
| b) Practical and results-oriented | | | | | |  | | | | |
| c) Less open-minded | | | | | |  | | | | |
| d) Reluctant learner - unmotivated | | | | | |  | | | | |
| e) Has previous experiences and life skills | | | | | |  | | | | |
| f) Has high expectations | | | | | |  | | | | |
| g) Is hands-on but doesn't like the books | | | | | |  | | | | |
| h) Is only in the class because they have been sent by their employer or job agency | | | | | |  | | | | |
| 34 | **Scaffolding**  Scaffolding learning components is a strategy used to support learners.  **Select the four (4) appropriate scaffolding techniques from the list below:** | | | | | | | | | | |
| a) Break the task into smaller more manageable parts.  b) Providing the answers at the bottom of the test  c) Allowing the students to use the text book  d) Using mind maps and brain storming templates  e) Using sentence starters  f) Use concrete prompts, questioning, coaching, cue cards, or modeling. | | | | | | | | | | |
| 35 | **Dimensions of Competency**  There are four (4) **Dimensions of Competency.**  Each dimension is outlined in the table below.  Thinking about your own vocational area - you need to briefly outline an activity that the student could participate in, where you could observe the particular dimension being demonstrated.  e.g. - **Task Skills** - The Assessors needs to collect evidence that the candidate can do the individual actions as well as the whole task - an example could be ***Making a cup of coffee***  **Complete the table below.** | | | | | | | | | | |
| **Dimension of Competency** | | | | | | **Dimensions guide your training practices and planning.**  **From your vocational area - What activities could you plan to meet each of dimension of competency** | | | | |
| a) **Task skills**  Performing the task/job to the required standard | | | | | |  | | | | |
| b) **Task management skills**  Able to do more than one thing at a time and managing the tasks correctly | | | | | |  | | | | |
| c) **Contingency management skills**  Responding appropriately to irregularities and breakdowns in routine within a job or workplace | | | | | |  | | | | |
| d) **Job/role environment skills**  Able to deal with the responsibilities and expectations of the work environment | | | | | |  | | | | |
| 36 | **Learning theories and principles**  **Learning theories** explain how people learn and help us better understand the complex processes of learning. It is important to consider a variety of **Learning theories and adult learner principles** when designing and developing plans for vocational training.  **Briefly outline the key takeaways for each of these theories and principles.** | | | | | | | | | | |
| **Learning theory/Principle** | | | | | | **Key takeaways to help with your planning** | | | | |
| a) Behaviourism | | | | | |  | | | | |
| b) Cognitivism | | | | | |  | | | | |
| c) Constructivism | | | | | |  | | | | |
| d) Workplace learning | | | | | |  | | | | |
| e) Andragogy (adult learning) | | | | | |  | | | | |
| f) Pedagogy (children's learning) | | | | | |  | | | | |
| g) Heutagogy (self-directed learning) | | | | | |  | | | | |
| 37 | **Sustainability matters**  When designing and developing plans for vocational training we must consider the sustainability of the program.  Sustainability is not just about the environment, you also need to consider the sustainability of your training programs - what contributes to ensuring the ongoing sustainability of the training program and also adds to enviromental sustainability?  **Select four (4) sustainability matters that should be considered when designing your training programs.** | | | | | | | | | | |
| a) Where the local Climate Change protests are happening  b) Ongoing funding of the training  c) Resources used within the training (including recycling and end waste)  d) PPE required for training  e) Energy efficient measures - e.g. LED lighting, temp controls, energy smart appliances  f) How to respond to course enquiries  g) Opportunities for employment or pathways to future learning | | | | | | | | | | |