

TAEDES505

Evaluate a training program



Assessment

TAEDES505 Evaluate a training program

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:	04 Dec 18	Next Review Due:	06 Nov 19
Reviewed:	19 Jan 21	Next Review Due:	06 Jun 22

Benchmarks for assessment

The assessments are conducted using the following benchmarks:

- Unit of Competency – TAEDES505 Evaluate a training program
- TAE50216 RPL Assessors Guide
- TAEDES505 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

Instructions

This assessment is work-based and self-paced. While your SpecTraining 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. 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
- Relevant assessment tools and resources when undertaking assessment of others
- 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.

Reasonable adjustment

If 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.

SpecTraining Internal Use Only - Assessor to complete

Units of Competency being assessed:

TAEDES505 Evaluate a training program

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

I declare that I hold to appropriate qualifications and industry currency to assess the TAE50216 and TAE50116

Assessor's Signature

Date:

Competency Maps

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

Performance Evidence	Textbook Tasks	Knowledge Test	Project
<ul style="list-style-type: none"> evaluating one training program against workforce performance needs and capability requirements 	3.1, 3.2, 3.3		1 - 4
<ul style="list-style-type: none"> producing an evaluation report that addresses all phases of the evaluation process including recommendations on areas for improvement 	3.5		2,3, 4
<ul style="list-style-type: none"> critically reviewing the evaluation process and approaches taken and propose changes to improve the process. 	3.4, 3.5		4
Knowledge Evidence			
<ul style="list-style-type: none"> Training Packages and accredited courses, and what comprises quality training and assessment services 			
<ul style="list-style-type: none"> the terminology relating to quality evaluation processes 	3.3		2, 4
<ul style="list-style-type: none"> a range of evaluation models/methods, including the Kirkpatrick Model 	3.1, 3.3, 3.4		3
<ul style="list-style-type: none"> security of information and confidentiality requirements in relation to evaluation 			3
<ul style="list-style-type: none"> different methodologies for evaluation, and when qualitative and quantitative measures are most useful. 	3.1, 3.3, 3.4		1

PART 1

Textbook Task 3.1

Open and review the self-assessment audit tool from the [Australian Skills Quality Authority \(ASQA\)](#). This document will give you an excellent base for conducting an internal audit of a Registered Training Organisation (RTO). Answer the following questions:

1. How might such a checklist assist in an evaluation of RTO processes and procedures?
2. Explain what changes you would make to this checklist to contextualise it for your purposes.
3. Identify a small area within your organisation, or one you are familiar with, to evaluate and develop evaluation criteria for this project. (e.g. induction training, a particular qualification you deliver, current assessment practices, etc.) Record your selection below (3). You may edit and save the ASQA checklist or create your own to suit the particular area you wish to audit.

1	
2	
3	

Task 3.2

1. Using the work you did in task 3.1, develop a project plan to actually carry out the evaluation. Prepare an evaluation project plan outlining:
 - a. The scope of the evaluation (what you intend to audit as well as what will not be included see p.77-78).
 - b. The resources and information requirements (what you will need access to in order to complete the audit)
 - c. Timeframes (when you will start and end the evaluation).
 - d. Roles and responsibilities of team members.

Completing the plan:

The template overleaf provides you with the layout of a typical evaluation project plan. The **scope** simply states what program you are evaluating and any specific inclusions and exclusions. For example, if you are evaluating the Courseware and Assessments, you might exclude the trainer's qualifications and training delivery methods but include the mapping documentation and assessment samples.

The **information required** lists the various documents, feedback or verbal information you will need to effectively audit the program. The resources may include copies of specific documents, reports, data from the organisations management systems, interviews with specific stakeholders and so on.

Times frames – The milestones are those specific points in the project where you are going to complete a specific part of the project. For example, Milestone 1 may be the completion of the content review, or the completion of the review of training staff qualifications and so on. If you have more than four milestones, combine two or more of them. If you have fewer than four, just leave the remaining rows blank. The evaluation completion will include the drafting of the final report and recommendations.

Roles and responsibilities of those involved in your audit. This includes key staff or stakeholders who will be providing information and who you will be reporting to. In this instance, limit your answer to a maximum of four people.

Evaluation Project Plan

Scope		
Information required		Resources required to gather information
Timeframes	Date	Details
Evaluation start		
Milestone 1		
Milestone 2		
Milestone 3		
Milestone 4		
Evaluation completion		
Roles and Responsibilities		
Who		Role/Responsibility

Task 3.3

Using the project plan from task 3.2:

1. Collect any information you will need to carry out your review.
2. Describe what techniques, methods and evaluation instrument/s you will use to conduct the review. Provide a copy of your evaluation instrument.
3. Organise a workplace visit or online meeting to access workplace information and data (provide an email or meeting request as evidence).
4. Following the collection of this information, describe other potentially useful sources of information that you may not have identified in your initial project plan, such as a copy of the national training package
5. Explain how your evaluation instrument conforms to and makes use of [Kirkpatrick's Evaluation Model](#)
6. Explain how you would ensure that the information and data that you used is securely used and stored?

1	I've collected the required information
2	I will be using the following methods and evaluation instrument/s
3	I've attached a copy of the email/meeting request
4	Other useful information includes:
5	
6	

Task 3.4

Review and make any last amendments to the checklist you began in task 3.1 in line with the project plan you've created.

1. Carry out your evaluation (save the final copy of your checklist and attach it to your submission)
2. Cross check your information against a variety of evaluation instruments or methods to ensure its accuracy (include a summary at the end of your submitted checklist).

Task 3.4 completed

Task 3.5

1. Based on the work you have done in task 3.4, produce a report on the results detailing the compliant and non-compliant areas you identified.

Audit Report			
Summary			
Compliant areas			
Non-compliant areas			
Conclusion and Recommendations			
Date		Signature	

PART 2

Workplace Project

Develop and gather the products you produce here for below for “How you may achieve this”, in a portfolio for your assessor.

Item	Evidence required	How you may achieve this
1	<p>Having completed a small evaluation project in Tasks 3.1 to 3.5, it is now time to undertake a major review. Using the knowledge you have gained: Choose another of your organisation’s training programs and conduct an internal audit. The training must cover nationally recognised or accredited units of competency:</p> <p>a. Choose a team to assist in this process b. Allocate tasks according to individual strengths and expertise c. Hold at least one meeting and keep minutes</p>	<p>Copies of:</p> <ul style="list-style-type: none">• Minutes of team meetings (or recorded video or email conversations)• Project plan (as per Task 3.2)• Audit report (as per task 3.4)• Evaluation instruments used to gather feedback (as per task 3.4)• List of documents you reviewed.• A half page review of the evaluation process
2	<p>Prepare an audit project plan outlining:</p> <p>a. The aim and scope of the audit b. The resource and information requirements c. Timeframes d. Roles and responsibilities of team members.</p>	
3	<p>Conduct the audit:</p> <p>a. List the documents and processes you will examine and the standards against which they are being evaluated b. Produce evaluation instruments and checklists to be used during the audit.</p>	
4	<p>Document your findings:</p> <p>a. Detail any non-compliances you identified b. Develop conclusions on the RTO’s ability to conduct business in line with legislative and organisational requirements c. Produce an audit report making recommendations for improvement and rectifications. d. Review the evaluation process you undertook and recommend improvements</p>	

This completes the requirements for PART 2 of this assessment