CALCULATING TEACHER DELIVERY AND ASSESSMENT TIME

Updated April 2021

USERGUIDE

VICTORIAN TAFE ASSOCIATION

USER

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Version 5

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Background and Context

In 2018, TAFE teachers across Victoria voted overwhelmingly for the Multi Enterprise Agreement – *Victorian TAFE Teaching Staff Agreement 2018* (the MEA). The MEA provides the intent of the sector to commit to genuine reforms in teaching and learning practice, service delivery and flexibility which will ensure the long-term sustainability of the public TAFE system in Victoria.

The *Victorian TAFE Teaching Staff Agreement 2018* (clause 32) gives provision for the allocation of duties and associated hours to be categorised and allocated within an annual workplans. The MEA outlines that teaching staff (employees) are accountable for 1748 hours of teaching and other duties.

Teaching duties, at an annual maximum of 1200 hours, are further categorised as follows:

(i)   Teaching delivery face to face, online or by other means; and supervision of students to a maximum of 800 hours annually;

(ii)   Preparation, planning, curriculum development and assessment undertaken prior to, during and at the completion of a student's course of study.

On 26 March 2021 the Fair Work Commission determined that –

Assessment (whether in or out of class) should be allocated under clause 32.5(a)(ii) (for agreed work plans) or clause 32.10(a)(ii) (for default work plans). It should not count towards the 800 hour cap on teaching delivery.

The Victorian TAFE Association has prepared this tool kit to assist in distinguishing between teaching delivery, preparation, planning, curriculum development and assessment. The outcome of these calculation tools will assist in the development of an annual workplan.

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Annual Workplans

Introduction

Annual workplans are an important part of the planning and preparation for TAFE institutes, teachers and managers.

With the implementation of the MEA, teachers are required to account for '*Preparation, planning, curriculum development and assessment undertaken prior to, during and at the completion of a student's course of study*' in their annual workplans as a separate teaching duty to the '*Teaching delivery face to face, online or by other means*' (refer to clause 32 (i) & (ii)).

Traditionally, the preparation of annual workplans has not required this separation of teacher delivery and assessment and has created an imbalance between the different types of assessments conducted by teachers in differing vocational areas.

Competency based training and assessment requires a variety of different assessment methods and evidence gathering tools to assist teachers in determining the competency of each learner. Teachers undertake assessment activities in a variety of different ways depending on the context and conditions of the assessment, the tasks to be administered in the assessment and the types of evidence which are to be gathered either from the student or third parties.

Due to the nature of the differing assessment methods, some assessment activities require judgements of performance through direct observation or during allocated time with the learner, whilst other assessment activities require the judgement of skills and knowledge through projects, written responses, and/or the collation of third-party reports and/or evidence gathered by the learners.

Accordingly, annual workplans, previously, did not need to allow for this differentiation of assessment time. Where teachers were allocated an amount of time for delivery of teaching, it did not take into account the time it took the teacher to review and assess student evidence submitted outside of the direct teaching time. Likewise, where assessment was predominantly conducted during class time (for example by observation), this was not accurately reflected in the workplans.

The lack of differentiation resulted in an imbalance between teachers who assessed student work predominantly outside of direct class time to those teachers who assessed students predominantly within the direct class time.

This user guide and associated tools seek to address this imbalance and provide guidance to teachers and managers in calculating and differentiating time between direct teaching and assessment for the purpose of preparing annual workplans.

Purpose of the calculation tools

The calculation tools have been developed to assist in the differentiation between the direct teacher delivery time and the planning, preparation, curriculum development and assessment time to assist in the preparation of the annual workplans.

These tools provide guidance in calculating assessment time and gives an estimate of time based on a number of factors which may affect the time teachers take to assess students. The tool is designed to calculate the delivery and assessment time for each *training program*. This can then be used for multiple teachers who deliver the same program or can be adapted for each learner cohort and different programs.

The purpose of these tools is to:

- Provide guidance and assistance to teachers and managers in differentiating between teacher delivery and preparation, planning, curriculum development and assessment;
- Provide an estimate of assessment time for each program; and
- Assist in the development of fair and equitable workplans for all TAFE teachers.

By using these tools, teachers and managers will be able to calculate estimates of assessment and delivery time for each program and refer back to these to inform any changes to program delivery or other input factors such as student numbers.

Resources to support implementation

The Victorian TAFE Association has developed a number of resources to assist TAFE institutes, teachers and managers to implement the changes to the calculating and preparation of workplans.

The resources available include:

- The Victorian TAFE Association – Calculating Teacher Delivery and Assessment Time User Guide (this guide)
- Calculating Teacher Delivery and Assessment Time Tool
- Facilitator Guide – for instructing teachers and managers on using the tool
- Facilitator Presentation – for instructing teachers and managers on using the tool
- Online instruction tutorial on using the tool

Other resources such as the workplan template and user guides may also be used to provide guidance on how to calculate delivery and assessment time.

Guiding Principles

The development of the annual workplans and calculation of delivery and assessment time should be conducted in accordance with the following guiding principles:

Accountability

- Teachers and their supervisors are accountable for planning the programs and justifying the assessment time; and
- Teachers and their supervisors are accountable for the planning and implementation of their workplans.

Evidence Based

- Calculating time for assessment is based on evidence and supported by documented processes; and
- Teaching and Assessment time is calculated against benchmarks.

Fairness and Equity

- Estimates of time are based on a fair and reasonable grounds and are equitable to ensure all teachers' times are calculated fairly; and
- Calculations of time use comparable inputs and ensure equitable measures across similar programs.

Collaboration

- Calculation of assessment time is conducted with collaboration from teachers, their peers, their supervisors and managers; and
- Assessment time and metrics are moderated prior to implementation.

Preparing to use the Tool

Purpose of this user guide

This guide is part of a suite of documents to provide assistance on using and interpreting the VTA Calculation of teaching and Assessment Time Tool. It has been developed to assist teachers and trainers who are undertaking planning and preparation of annual workplans which conform to the MEA.

It is important to note that these are guidelines for use, and the tool can be changed, modified and contextualised for use in your institute, faculty or department.

This guide includes:

- Instructions on how to use the tool;
- Guidance on what input metrics and data may be used when calculating time; and
- Case studies on common teacher delivery and assessment methods and how the tool could be used.

Before using the calculation tool, it is recommended that a copy of this user guide be available for teachers and managers to assist in collecting input data and provide guidance on how to use the tool effectively.

Other resources

Other facilitator resources and online instructional materials have been developed to assist with the effective use of the tools and assist in the development of the annual workplans.

Prior to working on the tools and annual workplans, it is recommended that these resources be used and made available to all relevant teachers and managers who are involved in preparing annual workplans.

Objectives

By using this guide and associated resources, teachers and managers should be able to:

- Prepare for calculating delivery and assessment time;
- Calculate estimates of delivery and assessment for each program; and
- Use the information in the tools to assist in the development of the annual workplans.

Collecting and using data

There may be a range of data and resources that could be used to inform the use and input metrics for each program. These should be negotiated prior to using the tool to guide calculation of teaching and assessment time.

Some of the types of resources and data that may be used to inform the use of the tools include, but are not limited to:

- Training and Assessment Strategies (TAS);
- Session plans;
- Assessment systems (including the assessment tools and instruments);
- Timetables and schedules;
- Current and previous program enrolment numbers; and/or
- Student number projections.

The data that may be used may already be in existence and there may be no need to create new resources or data for this purpose.

Supporting data should be applied consistently in line with guiding principles above.

Using the tool

Introduction

The tool for calculating teacher delivery and assessment time has been created to allow for maximum flexibility and allow for the different delivery and assessment methods common to competency based training and assessment.

The tool allows teachers, their supervisors and managers to calculate the assessment time at a level of detail that is relevant and appropriate to the program they are delivering.

It is important to remember that the calculation of time for delivery and assessment is to be calculated from the *teacher's* perspective not the student's perspective. The annual workplan captures teacher work, not student work.

When using the tool, it is important to note that there are a number of key fields which are automated throughout the document, these are controlled by updating the master fields on the coversheet.

Using Excel

The calculation tool was built with and uses Microsoft Excel, but can also be used with other compatible spreadsheet software. It is expected that those responsible for using this tool will have at least an entry level of operational skills and knowledge with the use of Microsoft Excel. If you require any training or support with Microsoft Excel, please refer to the following support page which contains a number of useful instructional videos:
https://support.office.com/en-us/article/excel-for-windows-training-9bc05390-e94c-46af-a5b3-d7c22f6990bb

When opening the tool with Excel, it's important to '*Enable Macros*' as choosing this option will ensure that all the functions and calculations work.

Customising the tool

The tool can be customised to reflect the institutes' colours, logos and style. To change these, unlock the sheets and ensure the tool's formulas are not altered.

The tool will then need to be customised for each program, depending on the number of units of competency (or clusters) being delivered/assessed. By default, the tool has provision to include up to 10 units. You can customise the tool by increasing the number of units (rows) to accommodate the program that is being calculated. This can be done in two ways:

1. By clicking the button '*Add Extra Units'* at the bottom of the '*Calculations'* sheet, or
2. By unprotecting the sheets and manually inserting extra rows in the tables.

If you decide to use the second option, *'drag-down'* the formulas in each of the rows to ensure the sheets are calculating correctly. If adding extra rows for each unit manually, be sure to do this for both the *'Calculations'* sheet and the *'Program Summary Sheet'*.

Coversheet

When completing the coversheet there are a number of key fields that must be completed. These fields are master fields and will automatically update other sections throughout the tool. The fields to be completed on the coversheet are:

1	Program Name	Insert the unique name of the program or training product, e.g.: CIII Individual Support_Part Time
2	Cohort Name	Insert the unique name or code for the specific student cohort, e.g.: 2018_Sem 2 Intake_CIII Individual Support_Part Time
3	Logo	List the course code and title as it appears on the National Register.
4	Course Code & Title	Insert the training organisations logo or brand.
5	TAFE Name	TAFE's name, e.g.: New World TAFE

Program Assessment Time

Victorian TAFE Teaching Staff Agreement 2018

Program Name	Program Name
Cohort Name	Cohort Name
Course Code & Title	Course Code/Title

ADD LOGO/BRAND HERE

TAFE

DATE

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Program Name/Cohort Name: This allows for each program to be identified uniquely. For example, an institute may deliver the same qualification to different cohorts or in different locations and refer to each of these programs differently.

Course Code & Title: Ensure the full course code and title is used as it appears on the National Register.

All fields and corresponding data can be changed to reflect the nomenclature of the institute.

Step 1: Customising the calculations sheet

The tool allows for the calculation of hours at a unit of competency/subject/cluster level. Before entering data into the cells, it is important to first customise the *Calculations* sheet to accommodate the number of units/clusters being calculated.

Important:

Prior to entering any data into the sheet, first calculate how many rows you will need. Adding/removing rows after entering data may result in some of the data moving or being deleted.

To add extra rows to accommodate more units, click the 'Add Extra Rows' button which will automatically add another row in the Calculations and Program Summary sheets. This button will only work if you have 'Enabled Macros' when opening the document.

To add extra rows, click this button.

Image: Calculations sheet, adding extra rows.

Troubleshooting:

If the 'Add Extra Rows' button is not working and does not add rows, then close the file and re-open to select 'Enable Macros'. If this still does not work, you can add extra rows manually.

Deleting rows

This process must be done manually.

To delete excess rows, first unlock both the *Calculations* and the *Program Summary* sheets. This is achieved by 'right-clicking' the tabs on the bottom of the worksheet and selecting 'Unprotect sheet'.

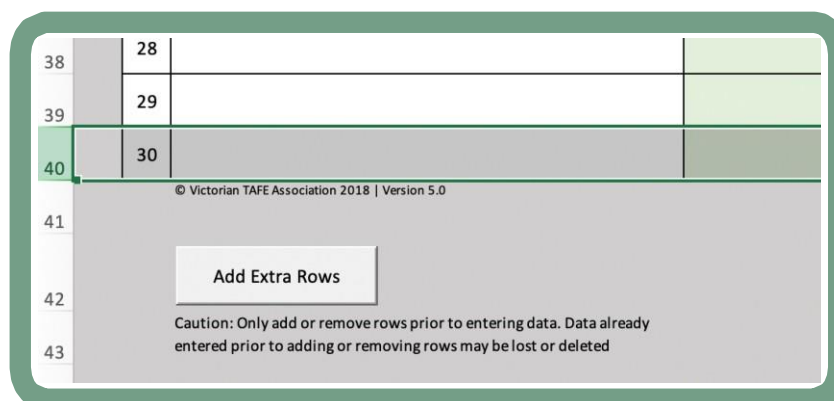Highlight the entire last row(s) you wish to delete on the Calculations sheet:

Image: Selecting entire row in Calculations sheet

Once highlighted, 'right-click' and select delete, then proceed to do the same for the Program Summary sheet.
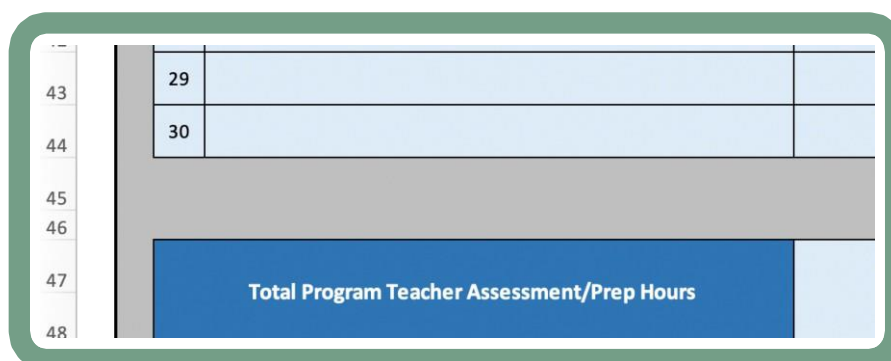

Image: Selecting entire row in Program Summary sheet

Step 2: Unit of competency/cluster/subject listing

The next section that should be populated on this tab is the details of each Unit of Competency (or cluster). This section should be populated depending on how the program is delivered and assessed. For instance, if the program is being delivered and assessed unit-by-unit, then you should list the units of competency as they appear on the Training and Assessment Strategy (TAS) for this particular course.

If the program will be delivered and assessed by subjects or clustering arrangements, whereby a number of units are delivered and assessed together using the same assessment tools, this section should be populated using the subject or cluster titles.

Step 3: Delivery hours

When populating this section, list down the amount of time, per unit or cluster/subject (in hours), that a *teacher* will spend directly teaching using the following methods:

- Timetabled classes (comprises teaching delivery and assessment)
- Online Delivery Time
- Workplace Delivery Time (supervised)
- Work Placement (Teacher time)

The gross amount of teaching time should be included for each delivery type (do not exclude the time for assessment).

The information (and input metrics) that may be used to assist in calculating this section could be the timetables or session plans. This will provide guidance on the time teachers are required to be supervising students, teaching and potentially conducting direct assessment.

Other input metrics for this section may include data from the Training and Assessment Strategy such as the PUSH calculated for each unit. Note: Program Unique Supervised Hours (PUSH) are a metric required to be calculated and reported to the Victorian Department of Education, Higher Education and Skills group, for the VET Funding Contract, and are usually expressed as a single figure for the entire program. It may be the case, in some instances, that institutes have calculated the PUSH for each unit of competency/cluster and may be able to use this to guide how they will calculate the total delivery hours (which may also include direct assessment time).

Step 4: Assessment hours

To complete the *Assessment Hours* section accurately, it is important to understand the different types of assessment tasks that must be completed for each unit/cluster.

In order to provide a clear distinction between the different methods of assessment and the time taken to undertake 'assessment activities' from the teacher's perspective, the following table provides a guide on which type of assessment tasks and corresponding column to use.

Table 1 – Assessment Types

Category	Sub-Category	Assessment Activity
Direct	In-class assessment time	Direct observation of the learner by the teacher either in the classroom, workplace or simulated environment. Structured assessment activities such as role plays, simulated activities, projects, presentations. Verbal questioning, interviews. Written questions or assessment marked during class time. Auditions, performances and real-time activities.
	Assessment in the workplace	
Delayed	Out of class marking/reviewing	Judgements of satisfactory skills and knowledge through: Written questions (marked after class time), assessment of activity sheets, questionnaires or exams. Review of products, samples or projects. Marking/grading portfolios, work samples, assignments, journals, logbooks or essays.
	Moderation of assessment	
Third party	Supervisor reports/Review of 3rd Party evidence	Reviewing the evidence of training through testimonials or reports from supervisors/employers, interviews with employers/supervisors. Peer evaluations. Supervisor reports. Online assessments automatically marked (such as multiple choice). Recognition of prior learning.

It should be noted that in a competency based training and assessment system, a variety of different methods of assessment may be used to determine competency for each unit. This tool allows for all types of assessment methods for each unit of competency.

In some instances the amount of time for assessment may depend on the number of students in the program. For example, if conducting direct observation of students, the amount of time spent on assessment may vary as assessment can only take place sequentially for each

respective student. Likewise, if a teacher is supervising students undertaking assessment (perhaps in exam conditions) the time for assessment would be the same irrespective of the number of students present.

The information (and input metrics) that may be used to assist in calculating the assessment time could include, the Training and Assessment Strategy, unit outlines, assessment tools, current and past student numbers and projected student numbers.

Direct
Where teachers engage in 'Direct' assessment and provide estimates in these columns, the total amount of direct hours is subtracted from the class time. In this case it is important to indicate the gross amount of direct student time in the *Class time.*

There may be instances where teachers provide assessment only for particular units (for example when the delivery and training is conducted by one teacher and the assessment is conducted by a different teacher). In these circumstances, all the time the teacher is assessing would be considered *Assessment Time* and the tool may not need to be used to separate delivery time.

Delayed & third party
In instances where hours have been included for assessment which takes place away from the student, then these hours are added to the delayed Delivery Hours.

Case study 1: Direct Observation

Alex teaches and assesses Commercial Cookery to a group of 15 students in an on-campus teaching kitchen. Each of the students commenced at the same time and have progressed through the program at the same time. During class time, Alex teaches the students and conducts one-on-one assessment through observation. There are no assessment tasks in the course that requires Alex to review or assess student work outside of the direct observations conducted during the timetabled classes.

Each unit is taught and assessed individually, and the classes are timetabled four days a week, for six hours each day. Each unit is taught and assessed over a two week period.

In this case, Alex will list down the timetabled teaching Hours for each unit listed as 'Class timetabled Time' (calculated for each unit as six hours each day for eight days = 48 hours).

Unit of Competency/Cluster/Subject	Timetabled Teaching Duties				
	Timetabled Classes				Total Timetabled Classes Hours
	Face to Face Class	Online Class	Workplace Class	Work Placement (Teacher Time)	
1 SITHCCC019 Produce ckaes, pastries and breads	48				48

Image: teaching hours example, Case study 1

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Alex now has to determine and estimate how much time in class is used for assessment. For the Unit of Competency they are calculating, there is one summative assessment conducted in class and students undertake this assessment individually. Students are given (according to the TAS and instructions on the assessment tool) four hours to complete the assessment task, however Alex observes each and all of the students individually over a three hour period. Alex estimates that for this Unit of Competency, the assessment time (from the *teacher's* perspective) is three hours. Alex will list the *Assessment Hours* for this unit as '*In-Class Assessment Time*' for the three hours they estimated for assessment.

Total Timetabled Classes Hours	Assessment Hours (including Preparation/Planning & Curriculum Development)						
	Direct		Delayed		3rd Party	Prep/Planning	Total Assessment Time
	In-Class Assessment Time	Assessment in the workplace	Out of class marking/reviewing	Moderation of Assessment	Supervisor Reports/Review of 3rd Party evidecne	Preparation Planning Curriculum Development	
48	3						3

Image: Assessment Time hours example, Case Study 1

The tool has now calculated and separated the teaching and Assessment time and provided a summary.

Total Teaching	45
Total Teacher Assessment/Planning	3
Total Teacher Program Time	48

Total Timetabled Classes Hours	Assessment Hours (including Preparation/Planning & Curriculum Development)						
	Direct		Delayed		3rd Party	Prep/Planning	Total Assessment Time
	In-Class Assessment Time	Assessment in the workplace	Out of class marking/reviewing	Moderation of Assessment	Supervisor Reports/Review of 3rd Party evidecne	Preparation Planning Curriculum Development	
48	3						3

In this example, Alex has listed the entire direct class time they have with students and estimated the time for assessment based on the time the teacher undertakes assessment in the class. The tool has separated the teaching and Teacher Assessment Time.

This case study is for illustrating an example as to how to calculate delivery and assessment time. The assessment methods and any indication of a volume of learning are not accurate and should not be relied upon to exemplify quality training, assessment or amount of training. Each program should be developed in accordance with the Standards for RTOs 2015 and the relevant Training Package.

Case Study 2: Direct and Delayed Assessments

Peta delivers a course in Individual Support (Aged Care). There are 12 students in their program. The course delivery consists of a combination of classroom based learning, simulation and work placement.

The units are taught and assessed in a cluster and each cluster consists of assessments which include: i. written task (which consists of multiple choice and short answer questions) ii. a project (which consists of students undertaking research and developing care plans) and iii. a workplace observation. The written task and the project are submitted to Peta via an online portal and assessment of these tasks are conducted outside of direct class time.

For the first cluster, Peta has timetabled classes three days per week for five weeks. Each class runs for five hours. For this cluster, Peta is also required to be onsite at the workplace to visit the students for a minimum of two hours to conduct the observation assessment (or simulation where this may be required).

For the class time, Peta uses the timetabled direct student time to input the data for the *class time*. This is calculated as:

Class Time
5 hours/day X 3 days/week X 5 weeks = 75 hours
Plus workplace teacher time;
2 hours x 12 students = 24
For the assessment time, Peta estimates that each written assessment takes approximately 10 minutes to assess, and each project takes approximately 15 minutes each to assess. Peta collaborates with peers and supervisors to benchmark these times to ensure that the estimates are not grossly overstated/understated. The calculation of *Assessment Time* would be:

Assessment Time – (Delayed) Out of class marking/reviewing
12 students x 10 minutes/written assessment = 2 hours
12 students x 15 minutes/project assessment = 3 hours

Plus

Assessment Time – (Direct) Assessment in the workplace
12 students x 2 hours/student = 24 hours

Total Assessment Time = 29 Hours

Unit of Competency/Cluster/Subject	Timetabled Teaching Duties					Assessment Hours (including Preparation/Planning & Curriculum Development)						
	Timetabled Classes				Total Timetabled Classes Hours	Direct		Delayed		3rd Party	Prep/Planning	Total Assessment Time
	Face to Face Class	Online Class	Workplace Class	Work Placement (Teacher Time)		In-Class Assessment Time	Assessment in the workplace	Out of class marking/reviewing	Moderation of Assessment	Supervisor Reports/Review of 3rd Party evidecne	Preparation Planning Curriculum Development	
1 Indivudual support (Cluster 1)	75		24		99		24	5				29
2						0						0

Image: Delivery and Assessment Time, Case study 2

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In this example, Peta indicated for this cluster the total student time was 99 hours, which included 24 hours of direct observation, and an additional five hours of assessment outside the direct time with students.

This case study is for illustrating an example as to how to calculate delivery and assessment time. The assessment methods and any indication of a volume of learning are not accurate and should not be relied upon to exemplify quality training, assessment or amount of training. Each program should be developed in accordance with the Standards for RTOs 2015 and the relevant Training Package.

Case Study 3: Direct, delayed and averaged calculations

Jez delivers a program in Hairdressing. There are 20 students in the program who have all started at different times, as the program allows for 'rolling-enrolments'. Delivery of this program is conducted on campus in a purpose built salon that also serves members of the public.

Delivery and assessment of this course is difficult to determine as some students may be undertaking one unit while other students are being assessed for different units on the same day. Jez moves from delivering in one student pod to assessing a student in another pod and back again, throughout the day.

As the Assessment Time is difficult to accurately determine on any given day (as it depends on which students are at class and if assessment is to take place on any given day), Jez, after benchmarking with peers and supervisors, has decided to calculate the Delivery and Assessment Time on a usual delivery model.

Jez and their supervisor have agreed to use common input metrics of the Training and Assessment Strategy, proposed timetables, the assessment tools and projected student numbers for the coming year.

The Training and Assessment Strategy indicates that the Program Unique Supervised Hours for the program have been broken down to a unit level. Jez uses these and cross checks the accuracy with the proposed timetables.

The delivery of the course in the TAS and timetables indicates that classes for a typical student are 4 days per week for 6 hours each day for 42 weeks. Review of the assessment tools found that each unit requires a written assessment and a practical demonstration in the salon with a number of real customers over a period of time.

There are 10 units of competency for this program and all are delivered/assessed separately. Each unit has a similar strategy for assessment.

Jez calculates the teaching time according to the TAS and timetable as follows:

6 hours/day x 4 days/week x 42 weeks = 1,008 hours

The assessments are conducted ad-hoc when students have the opportunity to undertake the task with a client or when they're ready for assessment, so this could happen any day or week.

Jez benchmarks with peers and supervisors and establishes that a usual student written assessment normally takes about 5-10 minutes to assess and the practical observation, on average, takes about 65 minutes per student, per unit. The calculation of assessment time is as follows:

Written Assessment (Delayed)
20 students x 10minutes/unit x 10 units = 2000 mins = 33 hours

Plus

Practical Demonstration (Direct)

20 students x 65 minutes x 10 units = 13,000 mins = 217 hours

For the purpose of using the tool, Jez could divide each of the figures by the 10 units, or aggregate the entire program into one line item.

Calculations by Unit of Competency/Subject/Cluster										
Program Name		Hairdressing Program				Total Teaching		791		
Cohort Name		General Program				Total Teacher Assessment/Planning		250		
Course Code & Title		CODE Title				Total Teacher Program Time		1041		

	Unit of Competency/Cluster/Subject	**Timetabled Teaching Duties**					**Assessment Hours (including Preparation/Planning & Curriculum Development)**						
		Timetabled Classes					**Direct**		**Delayed**		**3rd Party**	**Prep/Planning**	
		Face to Face Class	Online Class	Workplace Class	Work Placement (Teacher Time)	Total Timetabled Classes Hours	In-Class Assessment Time	Assessment in the workplace	Out of class marking/reviewing	Moderation of Assessment	Supervisor Reports/Review of 3rd Party evidecne	Preparation Planning Curriculum Development	Total Assessment Time
1	Hairdressing Program (aggregated estimate)	1008				1008	217		33				250

Image: Delivery & Assessment Time Example, Case Study 3

In this example, Jez used averages and relied on input metrics that were moderated and agreed upon prior to using the tool and calculations. Instead of breaking down the entire course by unit, Jez aggregated the results which reflected the delivery and assessment time for 20 'usual' students.

This case study is for illustrating an example as to how to calculate delivery and assessment time. The assessment methods and any indication of a volume of learning are not accurate and should not be relied upon to exemplify quality training, assessment or amount of training. Each program should be developed in accordance with the Standards for RTOs 2015 and the relevant Training Package.

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Step 5: Planning, preparation and curriculum development

The tool gives provision to indicate the Planning, Preparation and Curriculum Development time for each unit/cluster. This time is aggregated with the assessment time.

Where planning, preparation and curriculum development is done on a program basis (as opposed to each unit) this time can either be divided between all units or aggregated into its own line item.

Step 6: Program summary

Once all data has been input into the *Calculations* sheet, the final sheet provides a summary of the program. This can then provide the basis for the information to be used in the annual workplans.

Validating the Outcomes

The outcomes from using this tool and estimates may produce results that vary from teacher to teacher. To ensure that the outcomes and input metrics are as accurate as possible, the results and outcomes should be validated to substantiate and confirm the accuracy.

To validate the outcomes, teachers, supervisors and managers should ensure there is collaboration among those who are responsible for the planning and implementation of each program, and benchmarks are agreed upon to ensure reliable and consistent outcomes from the tool.

As the assessment times may vary depending on student numbers, the student cohort, program changes, requirements to undertake re-assessment and other factors, the results should be re-visited regularly and validated with actual student numbers when these are available. Regular review and validation of the outcomes could also include calculating and reflecting the average assessment times for particular cohorts (especially where there is a requirement to undertake re-assessment).

Where to use the Outcomes

Once the estimates of delivery, assessment and preparation/planning have been identified for each program and agreed upon, these figures can then be used to inform the development of each teacher's annual workplans.

The annual workplans gives provision to identify the program delivery time for each course or program.

Image: Annual workplan, delivery time.

The annual workplans also give provision for documenting the preparation, planning, curriculum development and assessment time. This section gives provision for detailing the tasks:

Image: Annual workplans, preparation, planning, curriculum development and assessment time

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