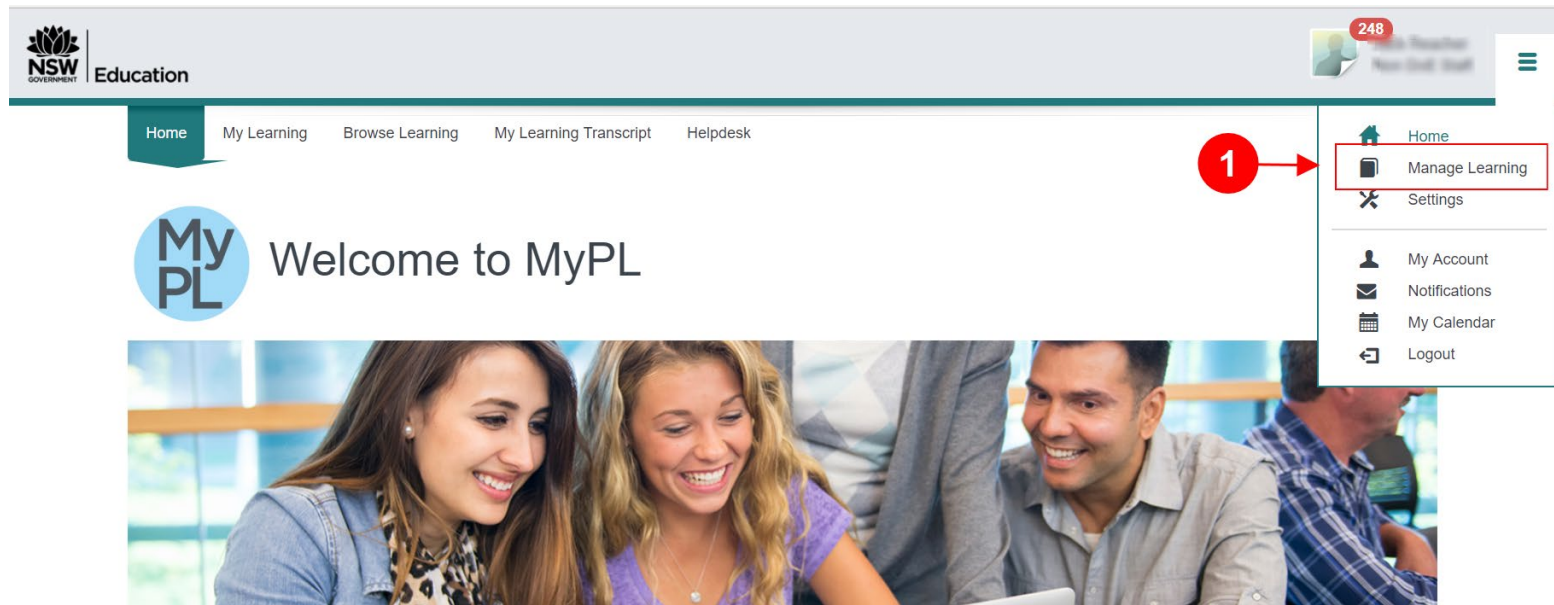# Submit a Registered Course

This reference guide describes in detail how to submit a Registered course in the MyPL system.
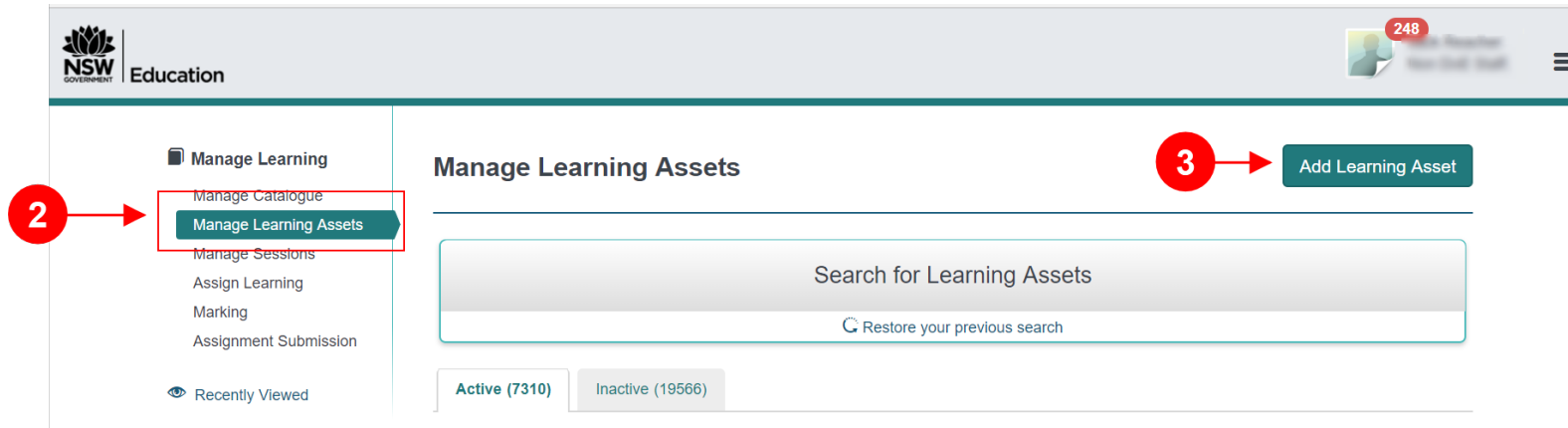
Step 1: Go to the hamburger menu (top right hand corner of screen) and select **Manage Learning**.

Step 2: Select **Manage Learning Assets**.

Step 3: Select **Add Learning Asset** button.

Step 4: Select **New Learning Event**. This is for a face to face course and will be the container to hold individual sessions. If you would like to create a course that has more than one component e.g. the participants are required to attend a session-based training, as well as submit a task for verification, please contact MyPL for assistance: mypl@det.nsw.edu.au.

Step 5: Type the course name in the Name dialogue box. Copy and paste this name as you will need it again as you progress through the course creation process.

Step 6: Give a brief description and outline of this Learning Event in the Description text field. Copy and paste this description as you will need it again as you progress through the course creation process.

Step 7: Expand Learning Event Settings.

Step 8: Make a selection from the **Event Type** drop down list. The **Event Type** will most often be **Face to Face**. Select the **Event Type** you require.

Step 9: Tick the checkbox for **Require Administrative Centre for sessions** for reporting purposes.

Step 10: Tick **Force session selection on enrolment**. If left unticked, your attendees will not be forced to select a session (start date, end date, venue). They will be able to enrol in the course but will not receive the relevant session information (attendees will be in the course Wait List).

The **Event Type** drop down list has the following options:
- Face to Face
- Conference
- Informal Session
- Lecture
- Mentoring
- Webinar
- Workshop
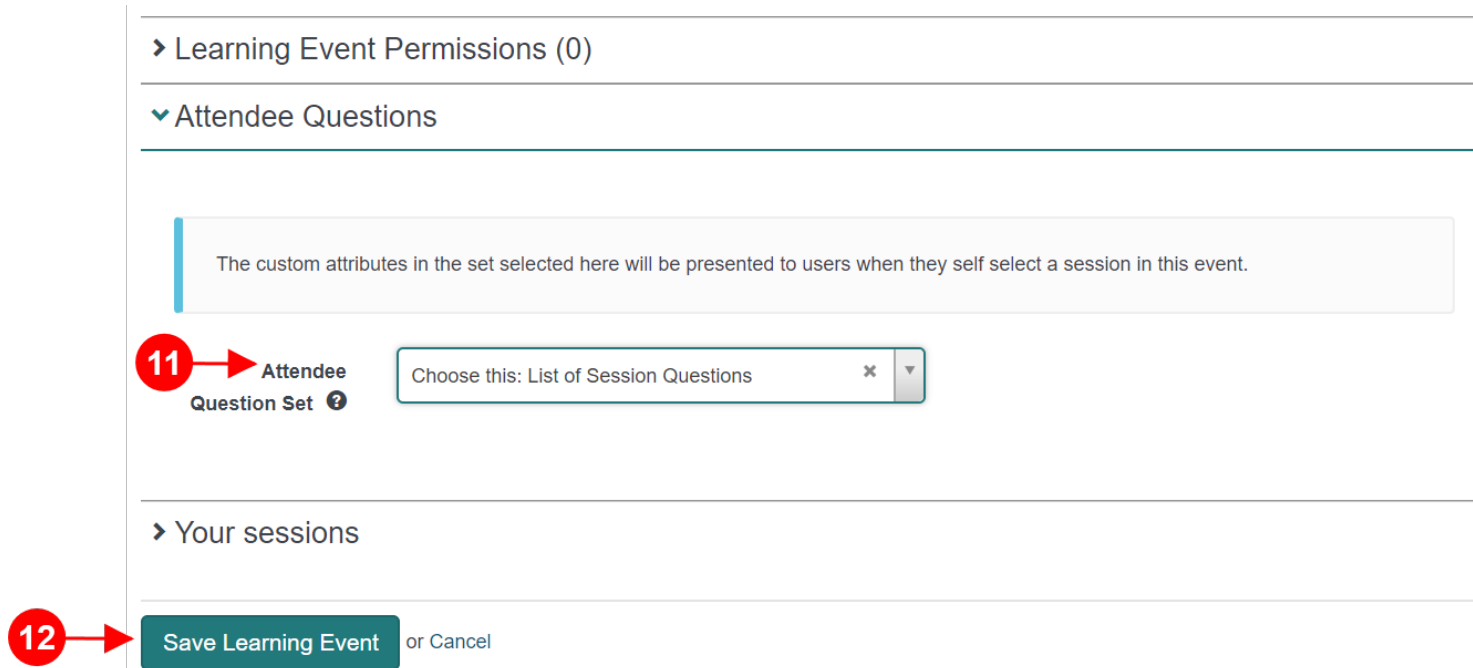
If ticked a user can withdraw from the session up until the start time. Recommendation: disable this setting for paid courses.

Step 11: Select only **Choose this: List of Session Questions**. This setting forces the user to confirm they have permission from their principal/manager to apply for enrolment. It also gives the user the opportunity to advise if they have any special requirements e.g. dietary requirements, accessibility requirements.

Step 12: Select **Save Learning Event**. This will save the asset/component that will make up your course.

Step 13: Scroll to the top of the page, and select **Add it now** to add the Learning Event asset to a Course (Catalogue Item).

Step 14: Select the relevant registered **Course type**: **Registered** or **School Based Registered**

Step 15: Select **Confirm** button. The RG or SR Identifier will be assigned to your course e.g. RG04971 for Registered, and SR00119 for School Based Registered.

Registered (Course code RG05259)
Registered courses are available for all teachers. They are usually developed at a State Office or Directorate level, designed to meet the department's priorities.

School Based Registered (Course code SR00453)
These courses are designed or commissioned by the school and are tailored to meet the learning needs of teachers and students in that context.
The application process is the same for all NESA Registered courses.
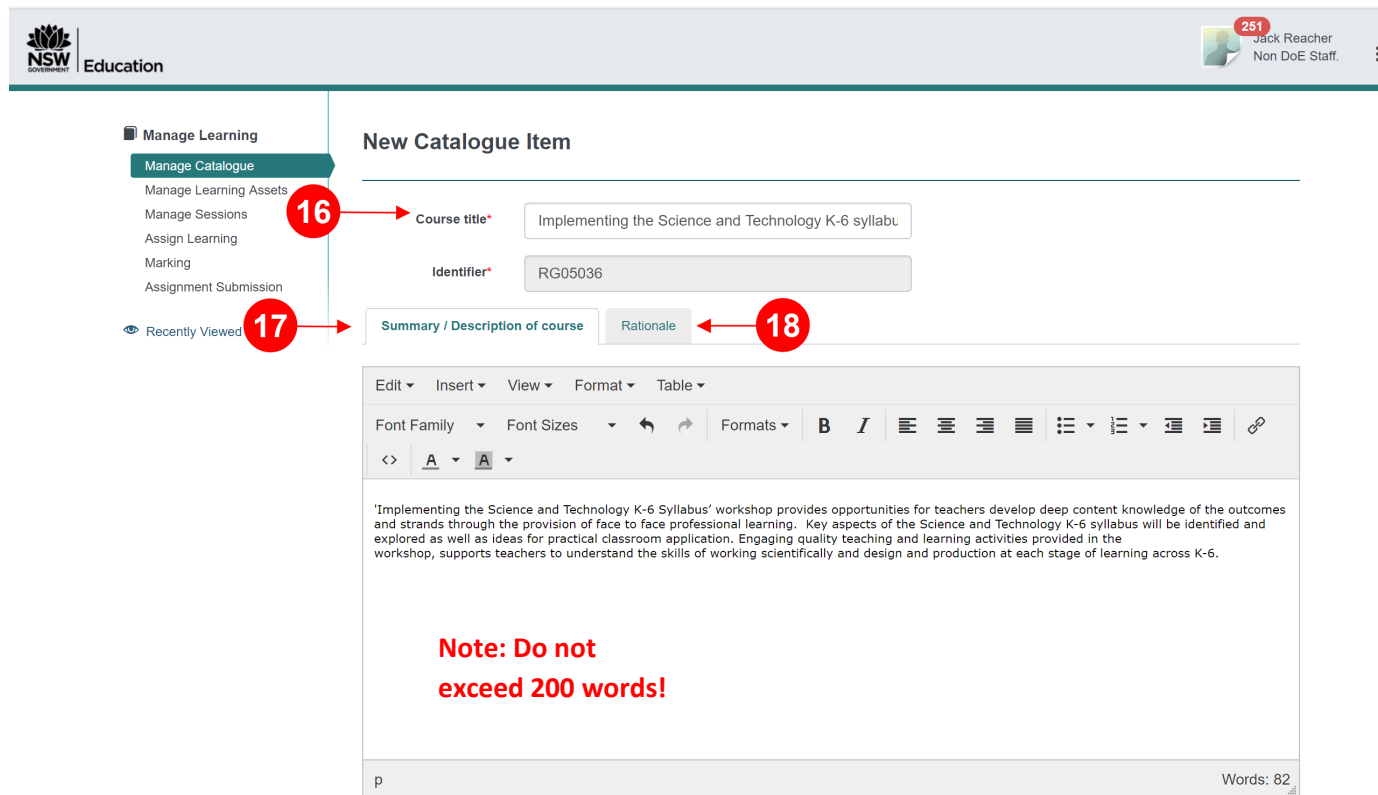
Step 16: Copy the name of the **Learning Event Asset** created earlier, paste into the **Course title** field.

Step 17: Summary / Description of course describes the content to be delivered. This needs to be descriptive enough so that any user browsing the catalogue can determine if they wish to attend. It should also include the recommended cost for a course if there is one. Please do not exceed 200 words. This can be copied from the Learning Asset description created earlier.

Step 18: Provide the reason/s why you developed this course in the **Rationale** text field.

Step 19: Choose the centre you belong to from the **Administrative centre** drop down list. This will be the directorate where you are employed e.g. School Services Ultimo, Metropolitan North, Secondary Education Directorate, Specialist Programs.

Contact the MyPL team if your Administrative centre is not listed.

Step 20: Assign the relevant **Author**. TIP: Select the drop down list and start typing the contact person's email address to ensure the correct person is selected.

Step 21: Enter the course duration in hours e.g. 2h 30m for a course running for 2 hours and 30 minutes. Break time/s should not be included in the course duration.

Step 22: Assign the relevant **Contact person**. Select the drop down list and start typing the contact person's email address to ensure the correct person is selected.

⌄ Basic Settings

Course type	TIPD [Change]
19 → Administrative centre*	Learning and Business Systems Directorate ✕ ▾
20 → Author *	Evelyn Enriquez ✕ ▾
21 → Duration* ❓	3h
22 → Contact person*	Evelyn Enriquez ✕ ▾
Archive Date	📅
Price	
(i) → Due Date ❓	(None) ▾
(i) → ☐ Has Certificate	

ⓘ

Author: person logged in to create the application

Contact person: person responsible for course management when the course has been delegated to them by the author

The **Due Date** field can be left blank. This field can be useful if you wish to apply a time limit e.g. the learner has 5 weeks from enrolment date to complete the course.
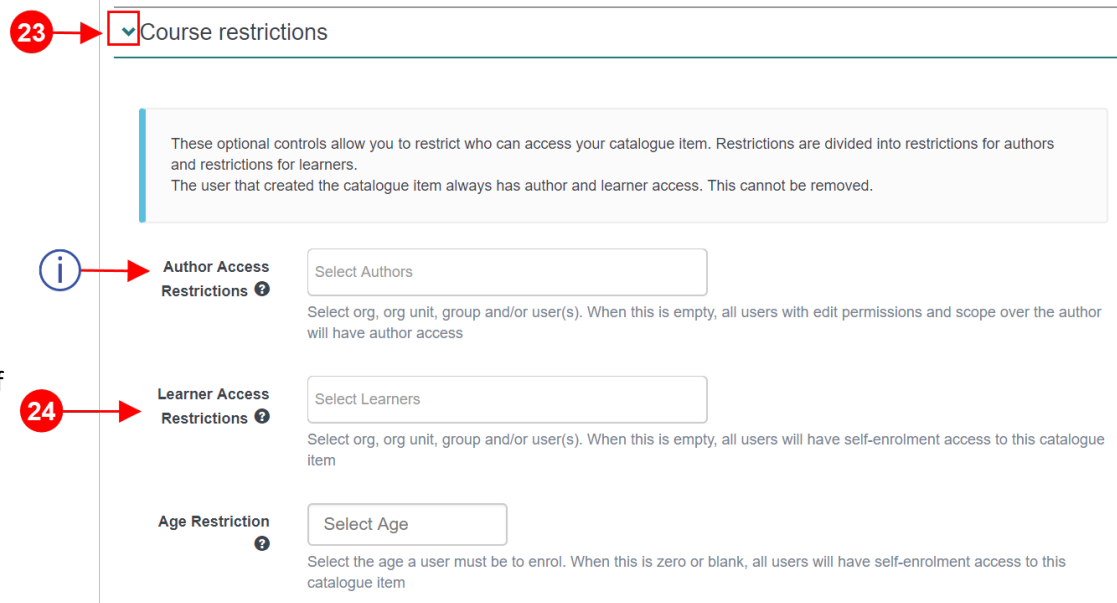
Tick **Has Certificate** checkbox if you wish to use the generic certificate available. This can be left blank if no certificate is required.

23 **Step 23:** Expand **Course Restrictions**.

24 **Step 24:** Learner Access Restrictions field allows you to limit who can enrol in your course. This may be useful if you want to limit enrolments to your own school or directorate. Type in your school name and select it from the list. You choose DoE if you want to restrict your course to Department of Education staff only.

Author Access Restrictions allows you to select users or groups outside your school or directorate who can be given author access to your course. If you are collaborating with Learning Authors outside your school or directorate, please contact the MyPL team for assistance to use this functionality.

23 Course restrictions

These optional controls allow you to restrict who can access your catalogue item. Restrictions are divided into restrictions for authors and restrictions for learners.
The user that created the catalogue item always has author and learner access. This cannot be removed.

Author Access Restrictions ❓
Select Authors

Select org, org unit, group and/or user(s). When this is empty, all users with edit permissions and scope over the author will have author access

24 **Learner Access Restrictions** ❓
Select Learners

Select org, org unit, group and/or user(s). When this is empty, all users will have self-enrolment access to this catalogue item

Age Restriction ❓
Select Age

Select the age a user must be to enrol. When this is zero or blank, all users will have self-enrolment access to this catalogue item

(i)

> Course restrictions

(i) → ∨ Course graphic / logo

For best results, always use images of the same aspect ratio. Double the resolution for high pixel density devices. For large thumbnails use 292px by 70px. For small thumbnails use 47px by 22px.

Large Thumbnail URL	Select file...

Small Thumbnail URL	Select file...

Course graphic / logo allows you to add a thumbnail image that will appear in the Catalogue.

Registered courses are automatically labelled with the NESA logo.

Step 25: Expand **Self-enrolment Settings**.

Step 26: Select **Default (Self-enrolment (Free).**

Step 27: The **Re-enrolment option** section allows you to define whether learners can re-enrol in your course and at what times. Recommended to leave the default setting.

Users with extra roles over this item is used in the process of quality assuring a QTC Registered course. Leave this field blank.

> Course graphic / logo

⚠ → > Users with extra roles over this item (0)

25 → ∨ Self-enrolment Settings

This section controls whether learners are allowed to enrol or request enrolment at their own initiative.

26 → Enrolment Method | Default (Self-enrolment (Free)) ▾

Enrolment Question Set ❓ | None ▾

Re-enrolment option

○ Never allow re-enrolment (a user can only complete this item once) ❓

⦿ Allow re-enrolment at any time ❓

27 → ○ Allow re-enrolment after a period ❓

(None) ▾

My PL
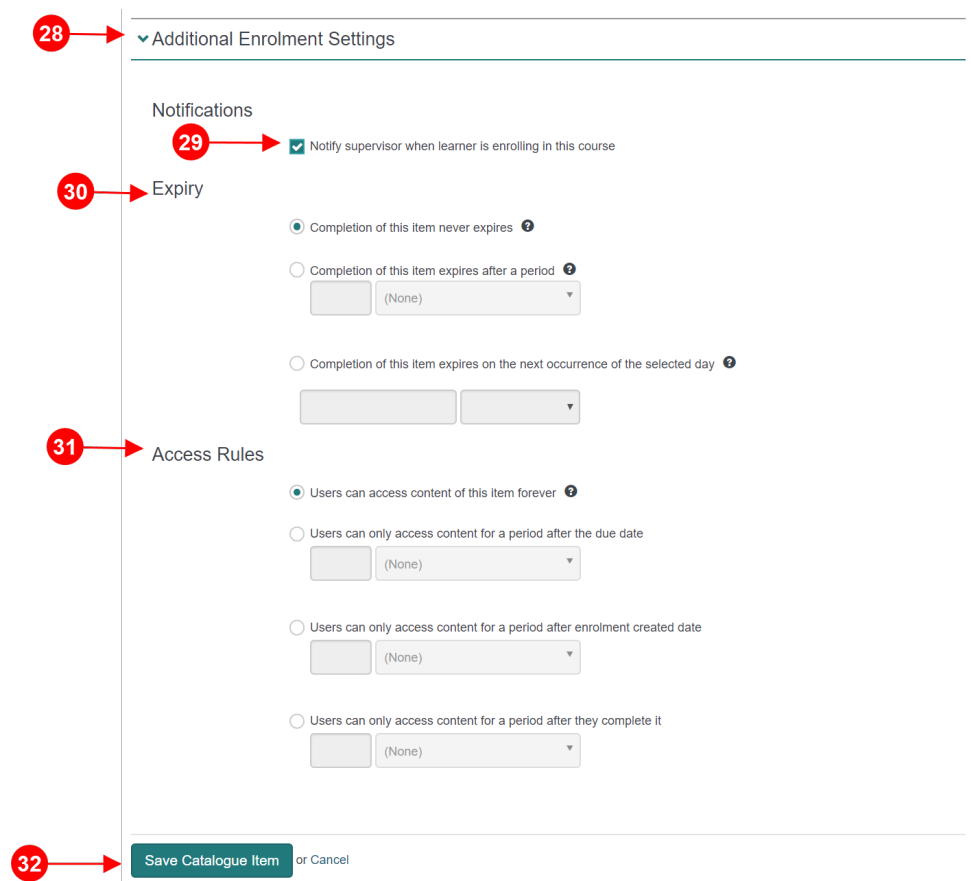
Step 28: Expand **Additional Enrolment Settings**.

Step 29: Tick the checkbox for **Notify supervisor when learner is enrolling in this course**.

Step 30: The **Expiry** section allows you to set a timeframe for how long your course is valid. This may be used for compliance courses that need to be re-done periodically.

Step 31: The **Access Rules** section allows you to determine how long a learner has access to the course material after completion.

Step 32: Select **Save Catalogue Item**.

28 → ˅ Additional Enrolment Settings

Notifications

29 → ☑ Notify supervisor when learner is enrolling in this course

30 → Expiry

⦿ Completion of this item never expires ❓

◯ Completion of this item expires after a period ❓

[   ] (None) ▾

◯ Completion of this item expires on the next occurrence of the selected day ❓

[   ] [▾]

31 → Access Rules

⦿ Users can access content of this item forever ❓

◯ Users can only access content for a period after the due date

[   ] (None) ▾

◯ Users can only access content for a period after enrolment created date

[   ] (None) ▾

◯ Users can only access content for a period after they complete it

[   ] (None) ▾

32 → **Save Catalogue Item** or Cancel

Step 33: Select the pencil / edit icon for Search criteria and tags.

Summary of course	'Implementing the Science and Technology K-6 Syllabus' workshop provides opportunities for teachers develop deep content knowledge of the outcomes and strands through the provision of face to face professional learning. Key aspects of the Science and Technology K-6 syllabus will be identified and explored as well as ideas for practical classroom application. Engaging quality teaching and learning activities provided in the workshop, supports teachers to understand the skills of working scientifically and design and production at each stage of learning across K-6.
Rationale	The Science and Technology K-6 syllabus is required to be taught in all NSW primary schools from 2019. The skills and knowledge promoted by this workshop supports teachers with successful implementation of the Science and Technology K-6 syllabus.

Learning Event implementing-the-science-and-technology with Learning Event Sessions (0)TEST Implementing the Science and Technology K-6 syllabus

❯Search criteria and tags (3)   33 ➡️ ✏️
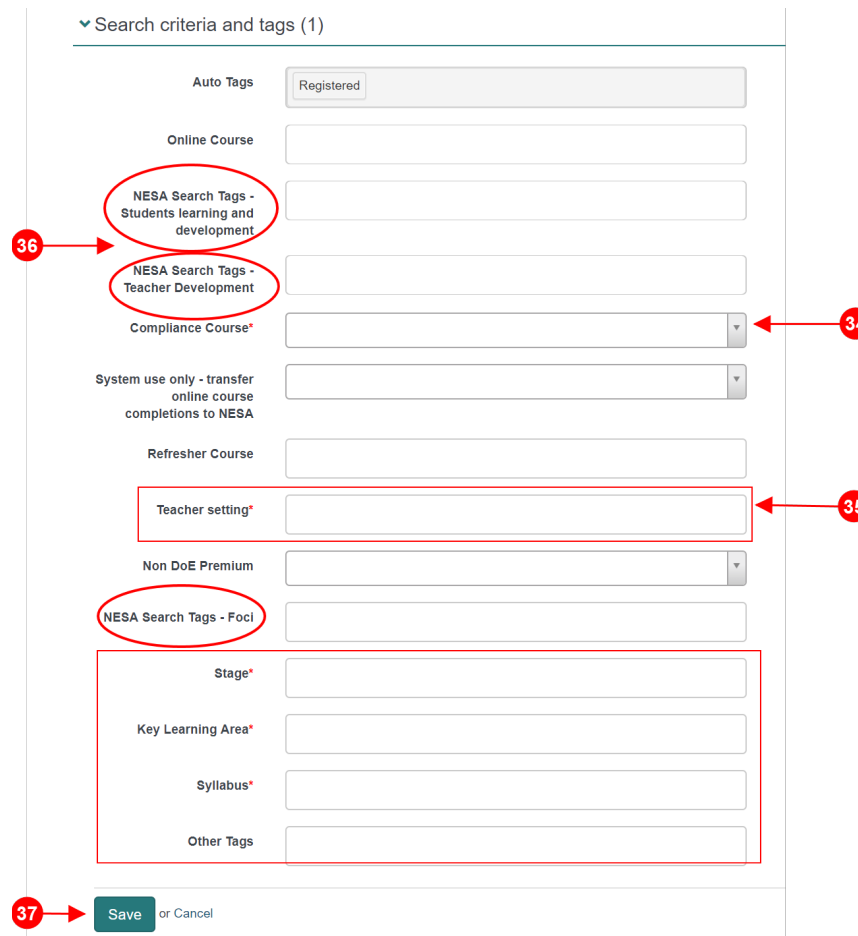
Step 34: From the **Compliance Course** drop down list, choose Yes or No. Examples of Compliance Courses are: Mandatory Child Protection Training 2019, Code of Conduct Training.

Step 35: Select inside the remaining mandatory fields (*) to choose the most appropriate value from the list provided.

Step 36: Complete only one of the three NESA Search Tags fields.

Step 37: Select the **Save** button.
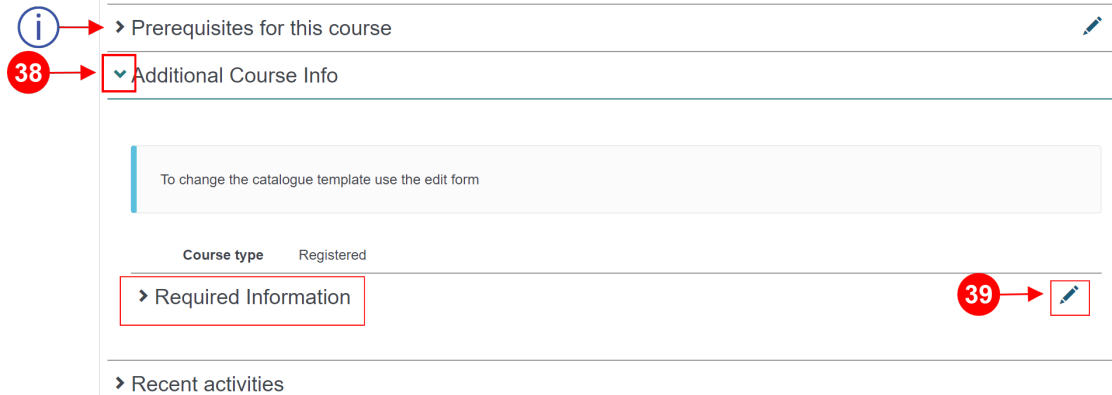
Step 38: Expand Additional Course Info.

Step 39: Select the pencil / edit icon for Required Information.

ⓘ

Prerequisites for this course is where you can see pre-requisite courses that must be completed before a learner can enrol in your course e.g. a learner must complete "Basic First Aid" before they can enrol in "Advanced First Aid".

ⓘ → ❯ Prerequisites for this course ✎

38 → ⌄ Additional Course Info

> To change the catalogue template use the edit form

Course type   Registered

❯ Required Information   **39** → ✎

❯ Recent activities
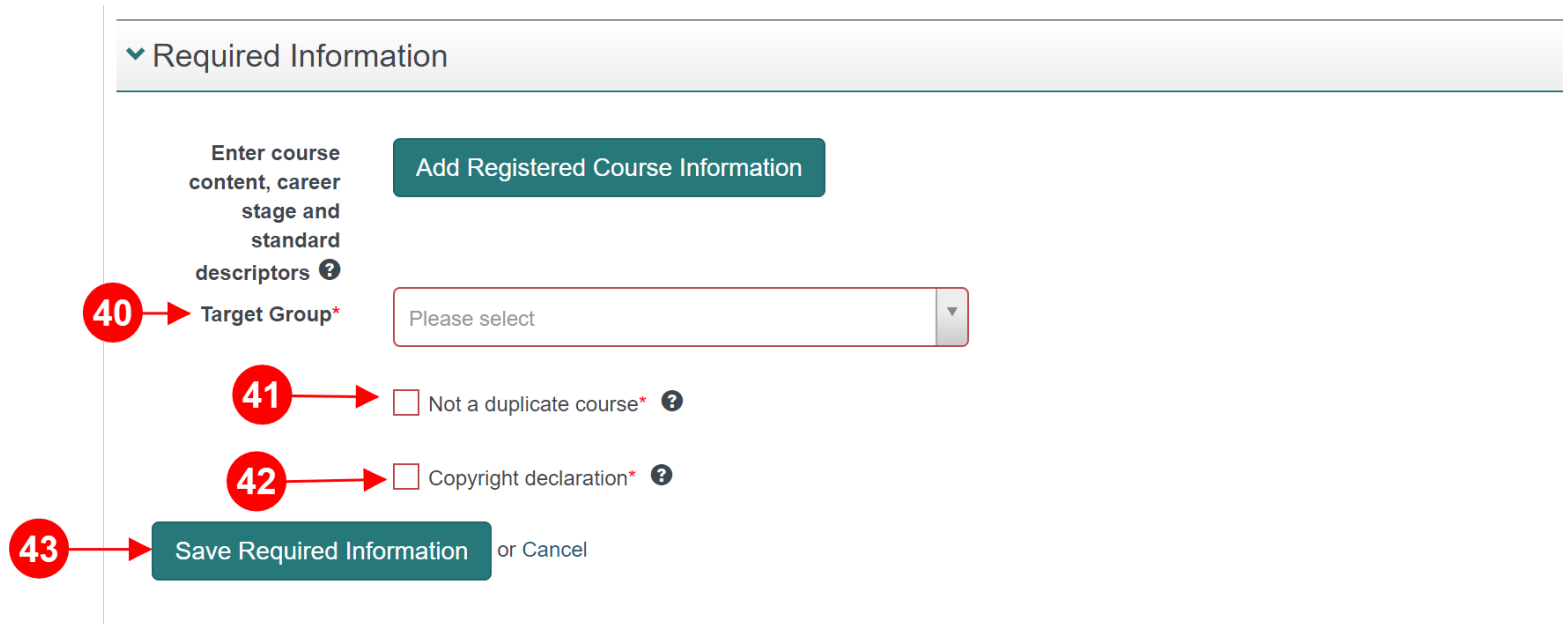
Step 40: Make a selection from the Target Group drop down list.

Step 41: S Select the checkbox for **Not a duplicate course** to advise you have checked and confirm this course does not replicate an existing course.

Step 42: Select the checkbox for **Copyright declaration** to confirm you developed the content or have permission of the content owner to use the content.

Step 43: Select Save Required Information.

Step 44: To add the course content, career stage and standard descriptors, re-select the pencil / edit icon for Required Information.

Step 45: Select **Add Registered Course Information** button.

Required Information

Enter course content, career stage and standard descriptors ❓

Add Registered Course Information ← 45

Target Group* | All Teachers ▼

☑ Not a duplicate course* ❓

☑ Copyright declaration* ❓

Step 46: Choose the relevant **Career stage**. You can choose from the following settings: Proficient, Highly Accomplished, and Lead.

Step 47: Add the **Session Duration** hours. Session Duration is the length of time of each session. Divide your course into sequential sessions. If your course has only one session, describe it in the first row below. For a longer course describe each session on a new row. For each session enter the length of the session in hours and minutes e.g 2h 30m.

Step 48: Populate the **Description Content and Activities** text box.

Step 49: Select the **Add Standard Descriptors** button.

Step 50: Select the relevant **Standard Descriptor/s.**

Step 51: Select the **Select** button.

Standard Descriptors

Standard	1	2	3	4	5	6	7
	1.1.2 - Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	2.1.2 - Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	3.1.2 - Set explicit, challenging and achievable learning goals for all students.	4.1.2 - Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	5.1.2 - Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	6.1.2 - Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	7.1.2 - Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
	1.2.2 - Structure teaching programs using research and collegial advice about how students learn.	2.2.2 - Organise content into coherent, well-sequenced learning and teaching programs.	3.2.2 - Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	4.2.2 - Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	5.2.2 - Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	6.2.2 - Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	7.2.2 - Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
	1.3.2 - Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.	2.3.2 - Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	3.3.2 - Select and use relevant teaching strategies to develop knowledge, skills, problem-solving and critical and creative thinking.	4.3.2 - Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	5.3.2 - Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	6.3.2 - Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	7.3.2 - Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.
	1.4.2 - Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.	2.4.2 - Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	3.4.2 - Select and/or create and use a range of resources, including ICT, to engage students in their learning.	4.4.2 - Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.	5.4.2 - Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	6.4.2 - Undertake professional learning programs designed to address identified student learning needs.	7.4.2 - Participate in professional and community networks and forums to broaden knowledge and improve practice.
	1.5.2 - Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	2.5.2 - Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	3.5.2 - Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	4.5.2 - Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	5.5.2 - Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.		
	1.6.2 - Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	2.6.2 - Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	3.6.2 - Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.				
			3.7.2 - Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.				

50

51

Cancel   Select

Step 52: Select the **Confirm Session** button.

Session	Session Duration ❓	Description of Content and Activities Read More	Standard Descriptors		
	2h	Edit ▾ Insert ▾ View ▾ Format ▾ Table ▾ ↶ ↷ Formats ▾ **B** *I* ≡ ≡ ≡ ≡ ≔ ▾ ≔ ▾ ⇤ ⇥ 🔗 ⟨⟩ Through a power point presentation the slides of an introduction and explanation of the day's agenda is discussed. Using the PowerPoint slides 9-14, an explanation of the rationale, why we have a new syllabus, the similarities and differences, unpacking the new syllabus, why there are 5 strands and the heart of the syllabus working scientifically and design and production are discussed. Participants will be asked to turn to page 12 or a handout of the Science and Technology K-6 syllabus. Participants will be involved in a think, pair share activity. Participants will read the rationale and highlight key ideas that resonate with them as teachers. The facilitator to move around to each group/table and discuss what the participants noticed? Participants to share their views with their partner or a person sitting next to them. The whole table to discuss their views with each other.	2.1.2 - Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	Add Standard Descriptors	**+ Confirm Session**

52

Step 53: Select the **Return to main page button to save added Course content, career stage and Standard Descriptors.**
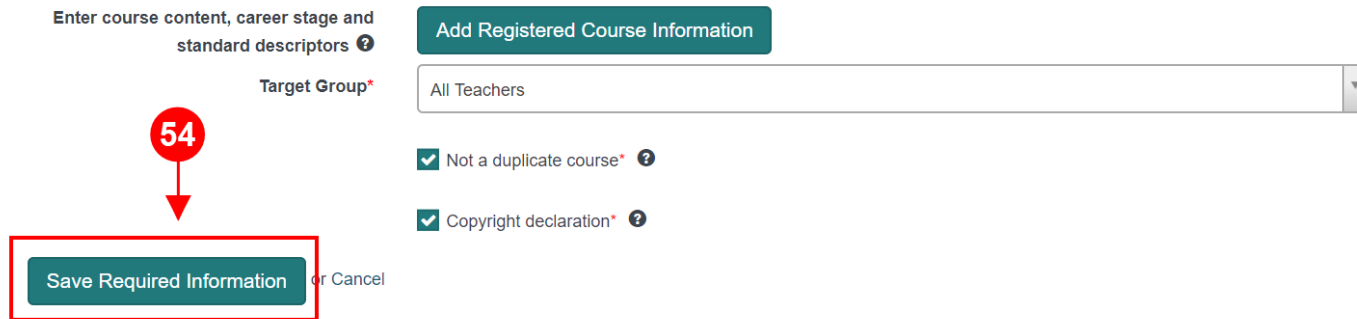
Session	Session Duration ❓	Description of Content and Activities Read More	Standard Descriptors	
1	2h	Through a power point presentation the slides of an introduction and explanation of the day's agenda is discussed. Using the PowerPoint slides 9-14, an explanation of the rationale, why we have a new syllabus, the similarities and differences, unpacking the new syllabus, why there are 5 strands and the heart of the syllabus working scientifically and design and production are discussed. Participants will be asked to turn to page 12 or a handout of the Science and Technology K-6 syllabus. Participants will be involved in a think, pair share activity. Participants will read the rationale and highlight key ideas that resonate with them as teachers. The facilitator to move around to each group/table and discuss what the participants noticed? Participants to share their views with their partner or a person sitting next to them. The whole table to discuss their views with each other.	2.1.2 - Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	✏️ ⊖
		Please enter course times before entering a description	Add Standard Descriptors + Confirm Session	

Select the **Add Standard Descriptors** button if you need to add more Standard Descriptors. Complete a new row for every session in your course.

53 → Return to main page to save Course content, career stage and Standard Descriptors

Step 54: Select **Save Required Information** button.

Enter course content, career stage and standard descriptors ❓

[Add Registered Course Information]

Target Group*

All Teachers ▾

54

☑ Not a duplicate course* ❓

☑ Copyright declaration* ❓

[Save Required Information] or Cancel

While the course is in Draft status it is possible to edit the course details. See the **How to edit** section of this guide if you would like to make changes.

If you are ready to submit your Draft course, see **Step 55** – this will progress the course to your supervisor for further revision or progressed in the workflow. Please note: the supervisor will receive an email notification with a link to the course submission.

Step 55: Select **Submit draft** from the **Change** drop down menu.

Course title	Implementing the Science and Technology K-6 syllabus
Identifier	RG05036
Provider	Learning and Business Systems Directorate
Author ⓘ	Evelyn Enriquez
Duration ❓	3h
Contact Person ⓘ	Evelyn Enriquez
Details link ❓	https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/c552b9b6-f679-e911-abc2-0003ff15340d 📋
Status	🔴 Draft Change ▾
	Abandon ⓘ
	Submit draft ⓘ ← **55**
Evaluation ❓	31/05/

Step 56: You can add a message in the text box for the course endorser, or simply select the **Yes** button to submit your draft course.

Status 🔴 Draft Change ▾

Catalogue Item: Implementing the Science and Technology K-6 syllabus - MyPL ✖

Are you sure you want to submit draft this Catalogue Item: Implementing the Science and Technology K-6 syllabus?

- Changes state to: PendingEndorsement

Please specify a reason

56 → Yes   No

How to edit:

The **Edit Catalogue Item** button will be available while your course status is in Draft.

Catalogue Item: Extending Mathematical Understanding Days 5 and 6

Edit Catalogue Item

| ✔ Tasks | 🗎 Notes | 🔗 Attachments |

Enrolled Users (0): Not Attempted (0), Incomplete (0), Completed (0).

Course title	Extending Mathematical Understanding Days 5 and 6
Identifier	RG05409
Administrative Centre	Early Learning & Primary Education Directorate
Author ⓘ	Yvonne Hughes
Duration ❓	12m
Contact Person ⓘ	Yvonne Hughes
Archive Date	Friday, 29 November 2019
Details link ❓	https://mypls90.education.nsw.gov.au/mylearning/catalogue/details/f33874e3-adb1-e911-bcce-0003ff1568fb 🗐
Status	● Draft Change ▾
Evaluation ❓	2/08/2009 📅 Download

To edit the **Search criteria and tags**:

Rationale

Extending Mathematical Understanding (EMU) is a research-based intervention program developed by Dr Ann Gervasoni of Monash University. It has been shown to improve children's knowledge and confidence with mathematics. The program offers intensive learning opportunities for students who are experiencing difficulty in learning mathematics in the early years and beyond. The professional learning offers individual or groups of teachers to develop expertise and leadership in mathematical learning.

Learning Event extending-mathematical-understanding-days-5-and-6 with Learning Event Sessions (0)Extending Mathematical Understanding Days 5 and 6

⌄ Search criteria and tags (9)   ✏️ **Select the edit/pencil icon.**

Mathematics - Key Learning Area   Mathematics K-6 - Syllabus   N/A - Refresher Course   No - Compliance Course   Primary - Teacher setting   Registered - Course Type   Stage 1 - Stage   Stage 2 - Stage   Yes - System use only - transfer online course completions to NESA

› Prerequisites for this course   ✏️

› Additional course info

› Recent activities

To edit the **Add Registered Course Information** details:

Learning Event extending-mathematical-understanding-days-5-and-6 with Learning Event Sessions (0)Extending Mathematical Understanding Days 5 and 6

> Search criteria and tags (9)

1

> Prerequisites for this course   ✏️

Expand Addtional course info   ⌄ Additional course info

> To change the catalogue template use the edit form

2

Course type   Registered

⌄ Required Information   ✏️

3

Enter course content, career stage and standard descriptors ❓   **Add Registered Course Information**   **Select the Add Registered Course Information** button

Select the edit/pencil icon

Target Group*   Primary Teachers ▼

☑ Not a duplicate course* ❓

☑ Copyright declaration* ❓

ⓘ

My PL

Course content

Divide your course into sequential sessions. If your course has only one session, describe it in the first row below. For a longer course describe each session on a new row. Confirm the course content described in each session by clicking on the "+ Confirm Session".

For each session:

1. Enter the length of the session.
2. Describe the content that will be covered and the activities that will be undertaken by course participants during that session.
3. Choose the relevant Standard Descriptors that are addressed in the session.

Session	Session Duration ❓	Description of Content and Activities Read More	Standard Descriptors	
1	2 hours	**Welcome, Acknowledgement of Country, introductions, introduction to mentoring and collaboration** Participants will be introduced to mentoring, collaboration and networking techniques. The session will commence with introductions around the room where participants will state the reasons they joined the VLMN and what they expect to get out of it. It will continue with an introduction to what is mentoring, why it is necessary for beginning, isolated language teachers and how it can be successfully achieved in the virtual space.	6.3.2 - Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. 7.4.2 - Participate in professional and community networks and forums to broaden knowledge and improve practice.	✏️ ⊖

The edit/pencil icon will allow you to edit the following:

- **Session Duration**
- **Description of Content Activities**
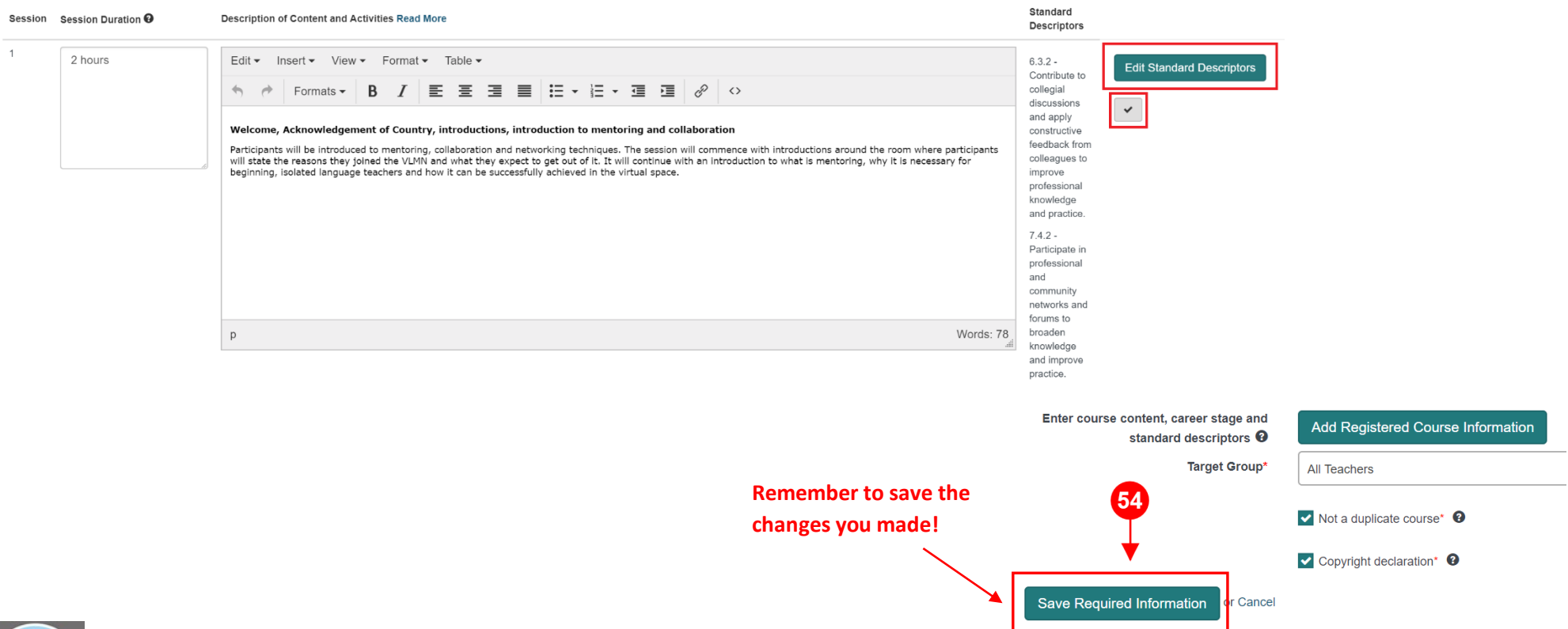- **Edit Standard Descriptors**

The minus icon will allow you to delete the entire row of Session details.

To edit the Standard Descriptors:

Select the **Edit Standard Descriptors** button.

Select the relevant Standard Descriptors. Even if there are no changes to the Standard Descriptors select this button to re-confirm the Standard Descriptors you have already selected.

Select the tick icon button.

Session	Session Duration ❓	Description of Content and Activities Read More	Standard Descriptors
1	2 hours		6.3.2 - Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

Edit ▾ Insert ▾ View ▾ Format ▾ Table ▾

Formats ▾ **B** *I* ≡ ≡ ≡ ≡ ≔ ▾ ≔ ▾ ⇤ ⇥ 🔗 <>

Welcome, Acknowledgement of Country, introductions, introduction to mentoring and collaboration

Participants will be introduced to mentoring, collaboration and networking techniques. The session will commence with introductions around the room where participants will state the reasons they joined the VLMN and what they expect to get out of it. It will continue with an introduction to what is mentoring, why it is necessary for beginning, isolated language teachers and how it can be successfully achieved in the virtual space.

p   Words: 78

Edit Standard Descriptors

7.4.2 - Participate in professional and community networks and forums to broaden knowledge and improve practice.

Enter course content, career stage and standard descriptors ❓   Add Registered Course Information

Target Group*   All Teachers

Remember to save the changes you made!

54

☑ Not a duplicate course* ❓

☑ Copyright declaration* ❓

Save Required Information   or Cancel

Select the hamburger menu and choose **Manage Learning**, then **Manage Catalogue**. You can track your course through the following tabs:

Draft tab is where your course submission will be if you have not progressed it in the workflow.

Pending Approval tab displays course submissions that have **Pending Endorsement** status (awaiting endorsement from your supervisor), and **Pending Final Approval** status (awaiting final approval from MyPL / Network.

Schedule a session (start date, end date, venue) for attendees to enrol in once the course is **Available in Catalogue**.