TAEDES401A Design and develop learning programs

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

Employability Skills
This unit contains employability skills.

Application of the Unit
This unit typically applies to a trainer or facilitator who designs or develops learning programs. A learning program can be discrete, providing a planned learning approach that relates to specific learning and training needs, or it may form part of the learning design for a qualification.

Unit Sector
Learning design

ELEMENT PERFORMANCE CRITERIA

1. Define parameters of the learning program
   1.1 Clarify purpose and type of learning program with key stakeholders
   1.2 Access and confirm the competency standards and other training specifications on which to base the learning program
   1.3 Identify language, literacy and numeracy requirements of the program
   1.4 Identify and consider characteristics of the target learner group

2. Work within the vocational education and training (VET) policy framework
   2.1 Access relevant VET policies and frameworks, and apply to work practices
   2.2 Identify changes to training packages and accredited courses and apply these to program development
   2.3 Conduct work according to organisational quality assurance policies and procedures

3. Develop program content
   3.1 Research, develop and document specific subject matter content according to agreed design options
   3.2 Evaluate existing learning resources for content relevance and quality
   3.3 Specify assessment requirements of the learning program

4. Design structure of the learning program
   4.1 Break the learning content into manageable segments and document timeframe for each segment
   4.2 Determine and confirm delivery strategies and required assessment methods and tools
   4.3 Document complete learning program in line with organisational requirements
   4.4 Review complete program with key stakeholders and adjust as required
   4.5 Ensure a safe learning progression by analysing risks in the learning environment and including a risk control plan
REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

• organisational skills to ensure resources are available and suitable
• evaluation skills to determine the time required for each learning segment and the overall timelines of the learning program
• cognitive skills to develop the learning program content and design its structure
• language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts

Required knowledge

• information about training package developers and course accreditation agencies responsible for specific learning program parameters
• training packages and relevant competency standards to be used as the basis of the learning program
• other performance standards and criteria to be used as the basis of the learning program, where relevant
• distinction and relationship between a training package/accredited course, learning strategy and learning program, where linked
• different purposes and focus of learning programs
• sound knowledge of learning principles
• instructional design principles relating to different design options for learning program design and structure
• availability and types of different relevant learning resources, learning materials and pre-developed learning activities
• methodology relating to developing and documenting new learning activities and related learning materials
• different delivery modes and methods
• relevant policies, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the VET sector
• relevant OHS knowledge relating to the work role, and OHS considerations that need to be included in the learning program

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Purpose may include:

• developing vocational competency or vocational skills
• developing language, literacy and numeracy skills
• developing general education
• meeting legislative, licensing and registration requirements, such as OHS requirements.
**Other training specifications** may include:
- curriculum specifications
- product specifications
- organisational work requirements and training needs
- induction needs
- language, literacy and numeracy development needs
- regulatory and licensing requirements.

**Vocational education and training policies** may include:
- policies and procedures set by national organisations, such as the National Quality Council
- Australian Quality Training Framework
- other relevant policies.

**Delivery strategies** may include:
- focus of delivery in terms of size and type of group
- context of delivery, for example:
  - in the workplace
  - in a training room
  - in a community setting
- mode of delivery, for example:
  - face-to-face
  - online
  - blended delivery mode
- delivery methods, for example:
  - lock-step, learner-paced and mixed
  - interactive, participative and collaborative
  - blended delivery methods.

**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment**

Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.
**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:
- design, develop and review learning programs within the VET context
- prepare and develop a minimum of two learning programs:
  - that contain differentiated learning program designs to reflect particular needs, contexts and timelines
  - at least one of which must be based on competency standards or accredited courses and must cover at least one entire unit of competency or accredited course module.

**Context of and specific resources for assessment**

Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.

**Method of assessment**

**Guidance information for assessment**

For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).