Australian Government

TAE50211 Diploma of Training Design and Development

Release 2

INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

TAE50211 Diploma of Training Design and Development

Modification History

Version	Comments
Release 2	Released with *TAE10 Training and Education Training Package* version 3.3
	TAELLN411 Address adult language, literacy and numeracy skills added to elective bank.
Release 1	Released with *TAE10 Training and Education Training Package version 2.0*

| Innovation and Business Skills Australia

Description

This qualification reflects the roles of training developers and instructional designers who are responsible for analysing training needs and designing training solutions and products to meet workplace capability requirements, and evaluating the effectiveness of training programs. They may have a role in providing guidance and advice to trainers and assessors, promoting innovative practices, e.g. e-learning, and in researching and incorporating best practice in training and assessment into training programs and products.

Pathways Information

Prerequisite requirements
There are no prerequisite requirements for individual units of competency.

Pathways into the qualification
Preferred pathways for candidates considering this qualification include:

- After achieving the TAE40110 Certificate IV in Training and Assessment and vocational experience in training and assessment roles within a Registered Training Organisation (RTO)   or similar organisation where the focus has been on competency based training,

or

- after achieving another relevant qualification and vocational experience in training and assessment roles within an RTO or similar organisation where the focus has been on competency based training and assessment,

or

- after demonstrating extensive vocational experience in training and assessment roles within am RTO or similar organisation where the focus has been on competency based training and assessment.

Refer to the User Guide for more information concerning pathways.

Pathways from the qualification
Those completing this qualification could consider higher qualifications in this Training Package, the Training Package area of their vocational competence, or in the higher education sector.

Licensing/Regulatory Information

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.

Entry Requirements

Not applicable.

Employability Skills Summary

The following table contains a summary of the employability skills required by industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	• Applying high level language and literacy skills • Establishing and maintaining strategies for communication and networking • Using advanced facilitation techniques with learners and trainers/assessors • Determining training needs and preparing proposals and written reports to meet client needs • Consulting via interviews, meetings, focus groups and surveys
Teamwork	• Providing leadership in training and assessment practices • Providing coaching and mentoring to trainers and assessors • Applying collaborative facilitation models and providing feedback to assist others to improve their performance • Maintaining effective relationships with staff and stakeholders
Problem-solving	• Designing programs and learning strategies based on characteristics of target groups • Resolving issues of quality and consistency across training and assessment practices
Initiative and enterprise	• Developing innovative and responsive approaches to improving professional practice • Developing innovative skills to lead a team into new and creative ways of approaching training and assessment • Continually explore options and evaluate processes to ensure continuous improvement
Planning and organising	• Researching and analysing information for a range of purposes, including ensuring quality improvement
Self-management	• Ensuring ethical, legal and organisational requirements underpin all work • Creating a conceptual and experiential framework of professional practice • Reflecting on and evaluating own professional performance • Modelling high standards of performance and participating in professional development activities
Learning	• Developing and extending one's own expertise in facilitation • Sourcing opportunities to increase one's own knowledge and skills • Identifying professional development activities for self and others

	• Developing learner independence, extending their learning styles and readiness to learn • Reflecting on own learning
Technology	• Using business equipment and software programs to monitor assessment processes and practices • Developing feedback tools and collating feedback using technology • Preparing reports and other documentation using a wide range of software packages • Using the web to conduct research

Packaging Rules

Total number of units = 10
5 core units plus
5 elective units
3 elective units must be selected from the elective units listed below.

The remaining **2 elective units** may be selected from any currently endorsed Training Package or accredited course.

Where a unit is chosen from another currently endorsed Training Package or accredited course, it must be from a qualification or course at Diploma level or above.

Elective units must be relevant to the work outcome, local industry requirements and the qualification level.

Core units
TAEASS502B Design and develop assessment tools
TAEDES501A Design and develop learning strategies
TAEDES502A Design and develop learning resources
TAEDES505A Evaluate a training program
TAETAS501B Undertake organisational training needs analysis

Elective units
Assessment
TAEASS501A Provide advanced assessment practice
TAEASS503A Lead assessment validation processes
TAEASS504A Develop and implement recognition strategies

Delivery and facilitation
TAEDEL501A Facilitate e-learning
TAEDEL502A Provide advanced facilitation practice

Design
TAEDES503A Design and develop e-learning resources
TAEDES504A Research and develop units of competency

Language, literacy and numeracy
TAELLN411 Address adult language, literacy and numeracy skills

Professional development
TAEPDD501A Maintain and enhance professional practice

Industry and community relations
TAEICR501A Work in partnership with industry, enterprises and community groups

Language, literacy and numeracy
TAELLN401A Address adult language, literacy and numeracy skills

TAELLN501B Support the development of adult language literacy and numeracy skills

Research
TAERES501A Apply research to training and assessment practice

Sustainability
TAESUS501A Analyse and apply sustainability skills to learning programs
TAESUS502A Identify and apply current sustainability education principles and practice to learning programs