Australian Government

Department of Education, Employment and Workplace Relations

TAADES402B Design and develop learning programs

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

TAADES402B Design and develop learning programs

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to conceptualise, design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria.
Criteria may include endorsed competency standards and other specifications such as organisational performance standards, product equipment specifications and workplace procedures.

Application of the Unit

Learning programs document a cohesive and integrated learning process for the learner. They include the learning outcomes or the learning objectives (derived from the competency standards or other criteria) and outline the content, sequence and structure of learning and the delivery and assessment method/s to be used.

This 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.

The trainer/facilitator uses learning programs to develop more specific and detailed delivery plans which contextualise and individualise the learning for particular groups.

A learning program can be discrete, providing a planned learning approach, relating to specific learning/training needs, or it may form part of the learning design for a qualification. In the latter context, the learning program represents a subset of a learning strategy, adding detail to specified content areas outlined within the learning strategy. For each learning strategy a number of learning programs would need to be developed to guide implementation. The competency requirements to develop a learning strategy are separately identified in **TAADES501B Design and develop learning strategies.**

Competency standards must be used as the basis for determining the learning program content in a learning and assessment pathway which leads to a recognised vocational qualification or Statement/s of Attainment under the Australian Qualifications Framework (AQF).

The competency of unpacking and interpreting Training Packages is addressed separately in **TAADES401B Use Training Packages to meet client needs.**

Where the learning program is designed to meet a general education need within vocational education and training or to meet specific organisational or business needs that do not lead to AQF certification, other criteria may form the basis for the learning outcomes.

Throughout this unit the learner refers to the individual in the group being trained in any vocational area, not the person undertaking this unit.

The competency specified in this unit is typically required by trainers/facilitators, training coordinators, training consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Define the parameters of the learning program in consultation with the client/s**	1.1 The **purpose** and **focus** of the learning program is clarified
	1.2 Competency standards or **other relevant specifications** on which to base the learning program are identified, accessed and confirmed
	1.3 Competency standards/other relevant specifications are read, analysed and interpreted to determine specific learning objectives/outcomes/goals, and language, literacy and numeracy requirements
	1.4 The **scope and breadth** of the learning program is discussed and interpreted
	1.5 The **target group learners** and their **characteristics** are identified and considered
	1.6 Other **sources of information** to support the learning program are identified and accessed

		1.7	The **learning environment, operational resource requirements** and safety implications are identified
2	**Generate options for designing the learning program**	2.1	Relevant **learning strategy documentation** is accessed and used to guide the learning program development, where appropriate
		2.2	The **competency/educational profile** and **learning styles** of the target group learners are investigated to inform the learning program design
		2.3	Research is conducted to identify existing learning programs and/or **learning resources** and **learning materials** which could be used and/or customised
		2.4	A range of **options for the learning program content** is generated in collaboration with **other persons** and based on research findings and application of **learning principles**
		2.5	Broad time frames, possible **costs** and **logistics** of the learning program are considered
		2.6	The information and ideas are evaluated and the most appropriate option/s selected
3	**Develop the learning program content**	3.1	The specific subject matter content is researched, developed and documented in accordance with agreed design option/s and based on application of learning principles
		3.2	Existing learning resources, learning materials are accessed and evaluated for content relevance and quality
		3.3	Selected learning resources, learning materials are customised, where appropriate, to suit the learning purposes and audience
		3.4	New, relevant and engaging **learning activities** and related learning materials are developed and documented, based on application of learning principles
		3.5	In a **learning and assessment pathway, assessment requirements** for the learning program are specified

4	**Design the structure of the learning program**	4.1	The learning content is broken into manageable chunks/segments of learning and sequenced appropriately to enhance and support effective learning and to enable achievement of identified criteria
		4.2	The **time frame for each segment** is determined and the overall time frame is finalised
		4.3	The **delivery strategies** and **assessment methods and tools** are determined/confirmed
		4.4	**Organisational requirements** to implement the learning program are identified and documented
		4.5	The **learning program** is finalised and documented, outlining each part of the program
5	**Review the learning program**	5.1	The learning program draft is **reviewed** in collaboration with key **stakeholders** using an appropriate **evaluation tool**
		5.2	The evaluation feedback is gathered, summarised and analysed to enhance the quality of the content
		5.3	The draft learning program is adjusted to reflect the review outcomes, where appropriate
		5.4	Final approval is obtained from **appropriate personnel**
		5.5	The learning program documentation is held in an accessible form and updated on a regular basis following implementation and feedback

Required Skills and Knowledge

Not applicable.

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Evidence Guide

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

To demonstrate competency against this unit candidates must be able to provide evidence that they can design a range of learning programs to meet different learner needs/learning contexts.

The learning programs provided as evidence must establish the learning context; identify learner and client needs; identify the competency standards or other relevant criteria which best reflect these needs; and be structured and sequenced to maximise learning.

The program must also be logical and innovative enough to engage the learner group; identify the delivery methods which enhance flexibility; and identify the resources needed for delivery.

The ability to map the learning program to the competency standards or other relevant criteria used must also be demonstrated to ensure all content and specifications of the standards or criteria are addressed in the learning program.

Evidence Requirements

Required knowledge includes:	Training Package/s and/or relevant competency standards to be used as the basis of the learning program
	other performance standards/criteria to be used as the basis of the learning program, where relevant
	the distinction and relationship between a Training Package/accredited courses, learning strategy and learning program, where linked
	different purposes and focus of learning programs
	a sound knowledge of learning principles, including:
	training needs to be learner-centred
	adults have a need to be self-directing and decide for themselves what they want to learn
	adults have a range of life experience, so

connecting learning to experience is meaningful

adults have a need to know why they are learning something

an introductory knowledge of adult learning theory, including:

behavioural learning theory

cognitive learning theory

information processing theory

andragogy

industry content/subject matter knowledge specific to the area/s of the learning program

learners profile, learner target group characteristics

learning styles that best suit the learner profile/target group, for example:

theorist

pragmatist

activist

reflector

kinaesthetic

auditory

visual

instructional design principles relating to different design options for learning program design/structure

availability and types of different relevant learning resources, learning materials and pre-developed learning activities

how to develop and document new learning activities and related learning materials

different delivery modes and delivery methods for example:

face-to-face

work-based

online

distance-resource-based

individual facilitation techniques

blended delivery

different assessment methods

how to prepare costings related to the development of the learning program

relevant policies, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

copyright and privacy laws in terms of electronic technology

record keeping and security of information

plagiarism

competency standards

licensing requirements

OHS

industry/workplace requirements

duty of care under common law

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

relevant OHS knowledge relating to the work role, and OHS considerations which need to be included in the learning program, including:

internal policies and procedures to meet OHS requirements

hazards commonly found in the work environment to which learning is related

evaluation and feedback methods

Required skills and attributes include:

communication skills, for example:

negotiation skills

ability to elicit information

questioning skills

listening skills

collaboration skills

design skills to:

define the learning program structure and content

develop learning activities

design learning materials

analysis skills to:

interpret information about learners' needs from enrolment forms and other documentation

interpret requirements of competency standards and workplaces, including language, literacy and numeracy

develop the learning program content

organisational skills to:

ensure resources are available

manage other work

time management skills to:

pace learning

structure learning

determine the time required for each learning segment and the overall timelines of the learning program

design and develop the learning program in an appropriate timeframe

problem solving skills, to:

organise information and content so that it is

meaningful, accurate and logical

negotiate with others for resources or budget

cognitive skills to:

develop the learning program content

design the structure of the learning program

review the learning program

literacy and language skills to:

use widely understood language and vocational education and training terminology

write clearly and in plain English

read and interpret a range of documentation including:

Training Packages

accredited courses

legislation

codes of practice

guidelines and regulations

organisational documentation

technical and subject matter documents

references and texts

Products that could be used as evidence include:	documented learning program/s
	evaluations of learning program/s
	materials and processes used to develop learning program/s
Processes that could be used as evidence include:	how competency standards and other documents were analysed
	why learning content was included
	how learning content was developed
	how learning was sequenced
	how activities were developed and what was their purpose
	how learning resources/learning materials

	were identified and gathered and why they were selected
Resource implications for assessment may include:	access to relevant learning strategy/ies
	access to relevant Training Packages/competency standards
	access to content information/documentation and learning resources/learning materials needed to develop the learning program
	time to achieve the unit and meet the evidence requirements
	access to relevant persons
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills
	a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
	evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
	the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
	assessment meets the rules of evidence
	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
Specific evidence requirements must include:	the preparation and development of a minimum of two learning programs. These must contain:
	differentiated learning program designs to reflect particular needs, contexts and timelines
	at least one learning program must be based

on competency standards or accredited courses

Integrated assessment means that: this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include:

TAADES401B Use Training Packages to meet client needs

TAADEL401B Plan and organise group-based delivery

TAAASS403B Develop assessment tools.

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 of the learning program may include:	developing vocational competency/vocational skills
	developing generic skills
	developing language, literacy, numeracy
	developing general education
	fleshing out and adding content to part of a learning strategy
	achieving organisational change
	supporting organisational skill development
	for professional development purposes
	developing teams
	meeting new legislation, licensing or registration requirements
	meeting regulatory and occupational health and safety (OHS) requirements
	meeting funding body requirements
Focus of the learning program may be:	a subset of a learning strategy
	a short course/vocational program
	a professional development program
	a community education program
	a workplace learning program
	part of a VET in Schools program
	part of an apprenticeship/traineeship
	a short-term development plan developed by a coach
	a short-term induction program

Other relevant specificationsmay include:	curriculum specifications
	product specifications
	organisational work requirements/training needs
	induction needs
	language, literacy and numeracy development needs
	regulatory/licensing requirements
Scope and breadthmay include:	the number of competencies to be achieved
	the vocational or generic skills to be developed
	the subject or technical knowledge and/or theory to be learned
	the work activities to be encompassed
	the specific organisational learning needs to be addressed
Target group learnersmay include:	existing industry/enterprise employees
	school leavers
	new entrants to the workforce
	apprentices/trainees
	individuals learning new skills/knowledge
	individuals seeking to upgrade skills/knowledge
	individuals changing careers
	unemployed
	learners who have a disability
	members of target groups such as Aboriginal and Torres Strait Islander communities
	overseas learners
	recent migrants
	individuals/groups meeting licensing or other regulatory requirements
Characteristicsmay include:	level and breadth of work experience
	level and previous experiences of formal education

	skill/competency profile
	socio-economic background, age, gender, range of abilities (disabilities)
	cultural background and needs
	specific needs - physical or psychological
	motivation for learning
	language, literacy and numeracy needs of learners
	learning style and preferences
Sources of information may include:	job descriptions
	employee records
	performance appraisals
	registration or enrolment information
	surveys
	publications from government agencies including OHS and regulatory authorities' supervisor reports
	industry bodies
	employment records
	company brochures and promotional materials
Learning environment may include:	operational workplace
	simulated workplace
	meeting room/tutorial room
	college/school classroom
	online
	community setting
	home
Operational resource requirements may include:	staffing needs
	guest speakers
	technical and support staff
	learning materials and learning resources
	equipment and technology
Learning strategy documentation includes:	learning strategies developed for

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	qualifications in Training Packages
	Training Package endorsed components
Competency/educational profilemay include:	previous qualifications
	highest level of qualification
	existing certified/uncertified competency
	human resource (HR) information
	job/work descriptions
Learning stylesmay include:	auditory
	visual
	kinaesthetic
	left/right brain
	global/analytical
	theoretical
	activist
	pragmatist
	reflective
Learning resourcesmay include:	Training Package noted support materials such as:
	learner/user guides
	trainer/facilitator guides
	how to organise training guides
	example training programs
	specific case studies
	professional development materials
	assessment materials
	other published, commercially available support materials for Training Packages/courses
	organisational learning resources
	competency standards as a learning resource
	videos
	CDs and audio tapes

	references and texts
	manuals
	record/log books
	learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
	learning resources produced in languages other than English as appropriate to target group learners and workplace
Learning materialsmay include:	handouts for learners
	worksheets
	workbooks
	prepared case studies
	prepared task sheets
	prepared activity sheets
	prepared topic/unit/subject information sheets
	prepared role-plays
	prepared presentations and overheads
	prepared scenarios, projects, assignments
	materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
	prepared research tasks
Designoptions for the learning program contentmay include:	following the design approach of the learning strategy
	organising the learning program around discrete unit/criteria requirements
	integrating units/criteria within the learning program
	focusing the content on knowledge and/or skill acquisition
	focusing the content on activities/experiences as the focus of learning
	listing existing learning activities, learning materials, learning resources that could be used in developing content

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	considering the most appropriate delivery and/or assessment methods
Other personsmay include:	colleagues
	trainers/facilitators
	industry contacts
	vendors
	HR personnel
	marketing personnel
	end users
	subject or technical specialists, including OHS
	language, literacy and numeracy specialists
Learning principlesinclude:	adults have a need to be self-directing
	adults have a range of life experience, so connecting learning to experience is meaningful
	adults have a need to know why they are learning something
	training needs to be learner-centred to engage learners
	the learning process needs to support increasing learner independence
	emphasis on experimental and participative learning
	use of modelling
	the learning process should reflect individual circumstances
Costsmay include:	venue hire
	technology and equipment
	purchase of Training Packages
	purchase of learning resources/learning materials and related costs
	photocopying of materials/documents
	use of training and/or assessment personnel
	use of consultants and other support personnel

	cost benefit analysis of learning program to the client
Logisticsmay include:	when learning program is required/when to implement
	where learning program will be undertaken
	accessibility/availability of appropriate learning resources, learning materials and equipment needs to support the learning program
	communication/marketing needs
	availability of appropriate staff
Learning activitiesmay include:	discussions
	role-plays
	written activities
	case studies
	simulation
	audio or visual activities
	demonstrations
	practice, e.g. practicum or supervised teaching/ facilitation
	individual activities/projects/assignments
	group activities/projects/assignments
	workplace practice
	research
	problem-based tasks
	'thinking skills' exercises
	question and answer
	self-paced learning materials
	games
Alearning and assessment pathwayinvolves:	a combination of planned and sequenced learning experiences and assessment opportunities which enable an individual to develop and achieve the defined criteria/learning outcomes
Assessment requirementsmay include:	meeting the rules of evidence

	physical resource requirements
	specialist support (if required)
	reasonable adjustments to the assessment process
	assessment tools and methods
	formative assessment processes
	legislative requirements
Time frame for each segmentmay refer to:	the number and duration of training sessions/classes/periods
	suggested learning time
	time for practice/work experience
Delivery strategiesmay include:	the focus of delivery, for example:
	groups of varying sizes
	groups from single context/from multiple contexts
	groups of similar educational/competency levels/groups with divergent educational/competency backgrounds
	on individuals
	the context of delivery, for example:
	in the workplace - work in situ
	in a simulated work environments
	in the training room/classroom
	in specialist environments - e.g. laboratory/ computer room
	through the world wide web
	at home
	in a community setting
	the mode of delivery, for example:
	face-to-face
	technology-based electronic/computer-based/ online/audiovisual
	experiential

distance resource-based

blended

delivery methods, for example:

lock step/learner-paced/mixed

interactive/participative/collaborative

trainer/facilitator-centred/learner-centred

time and place dependent/independent

demonstration

instruction

presentations

guided facilitation

guided activities/applications/experiences

tutoring

project-based

individual facilitation techniques - coaching/ mentoring

blended delivery methods

Assessment methodsmay include:

direct observation of real work/real time activities or work activities in a simulated work environment

structured activities (e.g. simulation exercises, projects, demonstration, activity sheets)

questioning (e.g. computer, oral, written questions)

portfolios (collections of evidence compiled by the candidate)

product review

third party feedback

Assessment toolsmay include:

templates/proformas

a profile of acceptable performance and the decision making rules for the assessor

oral or written questioning, including confirming, probing, reflective - interview, test, exam

	information and instructions to the candidate and/or assessor
	evidence/observation checklists
	checklists for the evaluation of work samples
	candidate self-assessment materials
	project-based activities
	workplace documents
	integrated competency assessment tool
Organisational requirementsmay include:	specific location/s for delivery
	ensuring learning program reflects industry/workplace/organisational culture
	coordinating locations
	special equipment or technology needs
	scheduling requirements
	providing for specific needs of the learners
	investigating the learning environment to identify, assess and control OHS risks allowable time for training
	management expectations
	people to be involved
	reporting requirements
	access issues, e.g. to the work practice environment
Thelearning programincludes:	the competencies or other criteria to be achieved
	the specific learning outcomes derived from the criteria for each chunk or segment of the learning program
	an overview of the content to be covered in each chunk/segment of the learning program
	learning resources, learning materials and activities for each segment of the learning program
	number and duration of training sessions/classes required and overall timelines
	delivery methods for each chunk/segment of

	the learning program
	OHS issues to be addressed in delivery
	identification of assessment points to measure learner progress
	assessment modes and methods and tools to be used to collect evidence of competency, where assessment is required
Learning program draft is reviewed to ensure that:	the focus and purpose of the learning program is clear and appropriate
	content and structure address all aspects of required competencies/other relevant criteria
	learning sequence provides effective and manageable blocks of learning
	activities are interesting, relevant and appropriate to outcomes and learner characteristics
	assessment points, methods and tools are appropriate and effective, where assessment is required
	equity needs are effectively addressed
	risk areas and contingencies are identified
Stakeholders may include:	team leaders/supervisors/managers/employers
	participant/employee/learner
	technical and subject experts including language, literacy, numeracy and OHS specialists
	government regulatory bodies
	industry, union, employee representatives
	employer bodies
	training providers, human resource departments
	assessment and/or training partners
	trainers/facilitators/assessors
An evaluation tool may include:	an open- or closed-ended questionnaire
	a mapping tool
	a checklist

	a focus group
	a structured interview
Appropriate personnelmay include:	program manager
	head of department
	senior teacher
	apprenticeship/traineeship supervisor
	training coordinator/manager
	HR manager

Unit Sector(s)

Not applicable.

Competency Field

Learning Design