



Australian Government

Department of Education, Employment and Workplace Relations

TAADES501B Design and develop learning strategies

Release: 1

TAADES501B Design and develop learning strategies

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to design, develop and evaluate learning strategies.

Application of the Unit

Learning strategies document a framework for the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification. The learning strategy is the umbrella document that outlines the requirements for designing the learning and assessment process at the qualification level.

These requirements include: determining the specific criteria or learning outcomes to be achieved; any recognition and entry requirements (if appropriate); an outline of the areas of learning/content to be addressed; the assessment requirements, the broad sequence of learning, the delivery and assessment methods to be used, the resources required and any other additional information to support a learning and assessment pathway to a qualification. The criteria may already exist if the qualification is part of a Training Package. In this instance the endorsed competency standards packaged within the Training Package qualification constitute the relevant criteria. Alternatively, if the learning strategy takes the form of a course for accreditation, the learning outcomes may need to be developed to reflect an identified industry, enterprise or community need.

This unit addresses the competency requirements for developing a learning strategy relevant to both Training Package qualifications and course-based qualifications.

The learning strategy provides an overview or outline only. Detailed guidance is fleshed out through the content of specific learning programs. Each learning strategy would require development of a number of learning programs, depending on the design approach of the learning strategy.

The competency of developing learning programs is addressed separately in **TAADES402B Design and develop learning programs**.

In a traineeship or apprenticeship context, this unit should be linked directly to **TAAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/ traineeships**, which more closely establishes the learning strategy requirements for that model of training delivery.

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

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 Determine the parameters of the learning strategy	1.1 The purpose of the learning strategy is clarified
	1.2 The likely target groups and their needs for learning are clarified
	1.3 The characteristics of the likely target groups are researched and identified
	1.4 Qualification options for meeting the likely target group needs are researched, and the appropriate option is selected
	1.5 Consultations are carried out to confirm the parameters of the learning strategy with relevant people
2 Develop the framework for the learning strategy	2.1 The learning strategy design reflects the qualification requirements of the selected qualification
	2.2 Industry or organisation documentation is analysed to determine additional and supporting requirements
	2.3 Options for design are researched and analysed, based on likely target groups, their learning needs

- and contexts for delivery
- 2.4 The learning strategy design reflects and is supported by **appropriate learning theories** and **instructional design principles**
 - 2.5 The design approach is determined and broad **content headings** are identified and documented
 - 2.6 Consultations are carried out to confirm the framework
 - 2.7 The review process for the learning strategy is developed
- 3 **Devise the content and structure of the learning strategy**
- 3.1 Each content heading is elaborated and documented to form an overview of content to be addressed
 - 3.2 The content is sequenced to support learning, and overall timelines are determined within **operating constraints**
 - 3.3 Learning strategy outcomes are expressed to reflect both **generic** and specific learning outcomes to be achieved
 - 3.4 **Pathways** are addressed and documented
 - 3.5 **Appropriate delivery** and **assessment strategies** are identified and documented, taking account of the learning parameters, design framework and learning context
 - 3.6 **Operational requirements** are identified and documented
 - 3.7 The completed learning strategy is checked for completeness
- 4 **Review the learning strategy**
- 4.1 The learning strategy is reviewed in collaboration with relevant people against **relevant criteria** prior to and post implementation
 - 4.2 A post-implementation review process is documented which includes **measures** for identifying the effectiveness and quality of the learning strategy
 - 4.3 Recommendations/changes based on outcomes of

the review processes are made, where appropriate, and documented

- 4.4 Modifications are further confirmed with relevant people, where appropriate

Required Skills and Knowledge

Not applicable.

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 have designed at least two learning strategies.

The learning strategies provided as evidence must: establish the learning context; identify learner and client needs; identify the units or other criteria which best reflect these needs; outline the learning framework which has been designed and sequenced to maximise learning; be logical, innovative and engaging to the learner group; identify the delivery and assessment arrangements; indicate pathways to, from and within the qualification; identify the operational resources needed to deliver the strategy; and provide a review process both before and after implementation.

Evidence Requirements

Required knowledge includes:

Training Packages, including:

range of current and relevant Training Packages

structure and definition of the endorsable components of Training Packages

content of Training Package/s relevant to learning strategy

availability of relevant noted support materials

relevant accredited courses

relationship to the National Reporting System (NRS)

AQTF including:

standards for Registered Training Organisations (RTOs)

standards for State and Territory Registering/Course Accrediting Bodies

AQF including:

key features of each qualification
guidelines for each qualification title
national guidelines on cross-sector links
issuing a qualification guideline for
qualification title of the learning strategy
guidelines on cross-sector qualification
linkages

industry and enterprise knowledge, for
example:

the names of relevant industry associations
and trade unions

the relevant ISC or state/territory authorities

particular industry or enterprise requirements
relevant to the learning strategy

industry licensing arrangements (where
relevant)

particular regulations and guidelines relevant
to the learning strategy, e.g. immigration,
labour market

a general knowledge of the main branches of
adult learning theory, for example:

behavioural learning theory

information processing theory

cognitive learning theory

andragogy

vocational education and training pedagogy

learning principles, for example:

adults have a need to be self-directing

adults have a range of life experience which
they can connect to learning

adults have a need to know why they are
learning something and its benefits

training needs to be learner-centred to
motivate adults

the learning environment encourages

interaction

instructional learning design, including:

presenting material in a logical order and sequence

presenting material in order of increasing difficulty

opportunities for review of material and repetition

the need for learner activity and interactivity

inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning

structure of the information is clear, logical

assessment, including:

Training Package Assessment Guidelines requirements

AQTF requirements

the basis and rationale for different assessment methods appropriate to the learning strategy

assessment tool design

appropriate cultural sensitivity, for example:

organisation diversity policies

cultural learning styles, preferences and communication of the indigenous community

cultural learning styles, preferences and communication of other potential target groups

reasonable adjustment principles and practice

sources of information, for example:

National Training Information Service (NTIS)

vocational education and training national bodies - DEST; ISCs; National Centre for

Vocational Education Research (NCVER);
and Australian Qualifications Framework
Advisory Board (AQFAB)

State and Territory Training Authorities
(STAs) and agencies

regulatory agencies

professional associations

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

security of information

plagiarism

competency standards

licensing

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 strategy,
including:

internal policies and procedures to meet OHS
requirements

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

Required skills and attributes:

literacy skills to:

read, interpret and analyse information

develop and revise the content

write the learning strategy in accordance with design requirements

document and record the strategy using appropriate computer software

planning skills to:

set timelines to develop the learning strategy

organise and structure the development process

identify the tasks to be undertaken

identify measures to monitor progress

research skills and techniques to gather and interpret information relevant to the content and development of the learning strategy, for example:

literature and web-based research

interviews

focus groups

communication skills to:

clearly articulate information

collaborate with others on the strategy development

get feedback on the strategy

interpersonal skills to:

manage conflict and problems

negotiate the strategy development

solve problems

Products that could be used as evidence include:

documented learning strategies

documented reviews of learning strategies

	evidence of collaboration that took place during the strategy development
	documentation analysing industry or organisational documentation
	documentation outlining content research
Processes that could be used as evidence include:	how learner characteristics were researched, the methods used and why
	how others were consulted to plan the strategy and why those people were selected
	how Training Package qualification rules were interpreted or how learning outcomes were defined
	how the learning framework was designed and the reasons for the approach adopted
	why the content was sequenced in the proposed order
	how reflection has been built into the learning design process and why it is important
Resource implications for assessment include:	access to industry/organisation documentation
	access to relevant learner information
	access to materials/information to support content outline of learning framework
	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:

a minimum of two examples of a learning strategy designed by the candidate with differentiated design structures in each that reflect the specific qualification requirements, client needs and contexts of application

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 but are not limited to:

TAADES401B Use Training Packages to meet client needs.

TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/ traineeships

TAAASS501B Lead and coordinate assessment systems and services.

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 be to:

implement a Training Package qualification

meet an identified client, industry or community need

provide learning pathways/career development

provide for apprenticeship/traineeship qualifications

settle in Australia

develop of English language, literacy and numeracy skills

meet regulatory requirements

A learning strategy may apply to:	<ul style="list-style-type: none"> a nationally endorsed qualification from a Training Package or accredited course a traineeship or apprenticeship a course to be accredited with an AQF qualification outcome
Likely target groups and their needs may include:	<ul style="list-style-type: none"> 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 individuals and groups learners who have a disability, or are members of target groups such as Aboriginal and Torres Strait Islander communities recent migrants individuals/groups meeting licensing or other regulatory requirements particular class of visa holder
Characteristics of target groups may include:	<ul style="list-style-type: none"> level and breadth of work experience level and previous experiences of formal education skill/competency profile socio-economic background cultural background and needs age specific physical or psychological needs motivation for learning language, literacy and numeracy needs learning styles and preferences as determined by funding body, e.g. residence and length of time in Australia, length of time unemployed specific levels of English language, literacy

and numeracy skill as determined by initial assessment process

Qualification options may include:

selecting a relevant qualification from an endorsed Training Packages

using the packaging guidelines of the Training Package to determine the final mix of units which form the qualification

selecting appropriate existing accredited courses

developing a new accredited course based on combining endorsed units from different Training Packages or developing new competency standards to meet the identified need

Relevant people may include:

enterprise/industry clients

Industry Skills Councils

state/territory industry training advisory bodies

industry associations/employer bodies

trade unions

professional associations

universities

research agencies

regulatory/licensing authorities

subject or technical specialists/experts

previous clients

people working in the roles targeted by training

government agencies and departments, including:

OHS authorities

Department of Education, Science and Training (DEST)

Department of Immigration and Multicultural and Indigenous Affairs (DIMIA)

Qualification requirements may include:

relevant Training Package qualification or

**Industry or organisation
documentation may include:**

packaging rules

AQF guidelines for qualifications, including:

- key features of each qualification
- guidelines for each qualification title
- national guidelines on cross-sector linkages
- issuing a qualification

Australian Quality Training Framework (AQTF) Standards for State/Territory Registering/Course Accrediting Bodies

levels and aspects of communication of the National Reporting System (NRS)

workplace policies and procedures

internal competency specifications

existing training or learner support materials

existing course information/curriculum

industry codes of practice, guidance notes and other industry information on hazard and risk control

business and risk management strategies

job descriptions

case studies

regulatory requirements related to the job, including licensing

outcomes of organisational training needs analyses

documented research relating to potential content

contextualisation rules of relevant endorsed industry Training Package/s

relevant Training Package noted support materials

Options for design may include:

a learning framework that addresses each unit of competency separately unit by unit within the qualification

a learning framework that is based on clustering units into meaningful combinations to create an integrated learning

framework for the qualification

a learning framework-based on building
from less complex to more complex
tasks/skills/knowledge learning
objectives/outcomes

a learning framework designed around work
structures, work organisation and work
activities

project-based learning models

a learning framework built around
synthesising knowledge and skill
requirements across the qualification

an articulated approach

combinations of the above

**Appropriate learning theories may
include:**

behaviourist

social learning

discovery learning

cognitive learning theory

constructivist

situational

humanistic

action science

applied learning models

Instructional design principles may include:

presenting material in a logical order and sequence

presenting material in order of increasing difficulty

opportunities for review of material and repetition

the need for learner activity and interactivity

inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning

structuring the information effectively

application of adult learning principles

Content headings may separate learning into:

topics

subjects

modules

units

knowledge components

technical skill sets

work activities

the development of specific English language, literacy and numeracy skills

generic skills

Operating constraints may include:

budget

timelines

availability of support materials

nominal hours

human and physical resourcing requirements

occupational health and safety (OHS) requirements

Generic outcomes may include:

spoken and written communication

team work

numeracy

problem solving

planning and organising work

use of technology
self-management
initiative and enterprise
how to learn
OHS

Pathways may include:

entry and exit
prerequisites/co-requisites
access and equity
RPL/RCC arrangements
credit transfer arrangements
articulation with other qualifications

Appropriate delivery strategies may 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
individuals

the context of delivery, for example:
in the workplace
in a simulated work environments
in the training room/classroom
in specialist environments - e.g. laboratory, computer room
through the Internet
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, including:
lock step/learner-paced/mixed
interactive/participative/collaborative
trainer/facilitator-centred/learner-centred
time and place dependent/independent
demonstration
instruction
presentations
guided facilitation
learning activity-based
guided work-based
activities/applications/experiences
tutoring
project-based
individual facilitation techniques - coaching/
mentoring
blended delivery methods

Appropriate assessment strategies may include:

the identification and interpretation of competency standards/other criteria for assessment and for validation

application of Training Packages Assessment Guidelines

arrangements for recognition of existing competency (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating evidence

determination of assessment methods for identified competency standards

selection of assessment tools for identified competency standards

organisational arrangements for assessment, including physical and human resources, roles and responsibilities and partnership

	arrangements, where relevant
	nominated quality assurance mechanisms
	identified risk management strategies
Operational requirements may include:	infrastructure including facilities, plant/equipment
	staffing requirements including number of full-time, part-time and sessional trainers/facilitators
	other staffing needs including technical support, specialist and administrative personnel
	copy/ies of relevant Training Package/s
	learning resources
	reference lists
Relevant criteria may include:	Training Package requirements
	accreditation requirements
	curriculum design
	OHS implications for delivering the learning strategy
Measures may include:	learner/participant feedback
	feedback from clients and industry bodies
	enrolments
	completion rates
	Statements of Attainment, competencies achieved, qualifications awarded
	return business
	development of language, literacy and numeracy skills as measured by the National Reporting System (NRS)

Unit Sector(s)

Not applicable.

Competency Field

Learning Design