



**Australian Government**

# **TAEDES401 Design and develop learning programs**

**Release: 2**

## TAEDES401 Design and develop learning programs

### Modification History

Release	Comments
Release 2	This version first released with <i>TAE Training and Education Training Package Release 2.1</i> .  Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

### Application

This unit describes the 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 its design, outline the content, and review its effectiveness.

It applies to trainers or facilitators who work under limited supervision to design, or develop, learning programs that are discrete, and provide a planned learning approach that relates to specific learning and training needs, or part of the learning design for a qualification.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Learning design

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Define the parameters of the learning program	1.1 Clarify the 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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	<p>1.3 Identify language, literacy and numeracy requirements of the program</p> <p>1.4 Identify and consider characteristics of the target learner group</p>
2. Work within the VET policy framework	<p>2.1 Access relevant vocational education and training (VET) policies and frameworks, and apply to work practices</p> <p>2.2 Identify changes to training packages and accredited courses, and apply these to program development</p> <p>2.3 Conduct work according to organisational quality assurance policies and procedures</p>
3. Develop program content	<p>3.1 Research, develop and document specific subject matter content, according to agreed design options</p> <p>3.2 Evaluate existing learning resources for content relevance and quality</p> <p>3.3 Specify assessment requirements of the learning program</p>
4. Design the structure of the learning program	<p>4.1 Break the learning content into manageable segments, and document the timeframe for each segment</p> <p>4.2 Determine and confirm delivery strategies, required assessment methods and tools</p> <p>4.3 Document the complete learning program in line with organisational requirements</p> <p>4.4 Review the complete program with key stakeholders, and adjust as required</p> <p>4.5 Ensure a safe learning progression by analysing risks in the learning environment, and including a risk control plan</p>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<b>Skill</b>	<b>Performance Criteria</b>	<b>Description</b>
Reading	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 4.4, 4.5	<ul style="list-style-type: none"> <li>Interprets specific information and instructions from a range of sources, to identify relevance to requirements</li> </ul>

Writing	1.1, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5	<ul style="list-style-type: none"> <li>Develops documents and content using the required format, accurate spelling, and grammar and terminology specific to the purpose and audience</li> </ul>
Oral Communication	1.4	<ul style="list-style-type: none"> <li>Uses appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding and explore others' views.</li> </ul>
Numeracy	4.1	<ul style="list-style-type: none"> <li>Interprets familiar measurements relating to timeframes and compares against requirements</li> </ul>
Navigate the world of work	4.3	<ul style="list-style-type: none"> <li>Follows organisational protocols, policies and procedures regarding program documentation</li> </ul>
Interact with others	1.1, 1.2, 4.2, 4.4	<ul style="list-style-type: none"> <li>Recognises the importance of consultation and negotiation while collaborating to confirm strategy and achieve required outcomes</li> </ul>
Get the work done	1.1-1.4, 2.1-2.3, 3.1-3.3, 4.1-4.5	<ul style="list-style-type: none"> <li>Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes</li> <li>Identifies and responds to potential risks, considering options for different approaches</li> <li>Uses information and communications technology (ICT) based tools to conduct research, design work processes, and to complete work tasks</li> </ul>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDES401 Design and develop learning programs	TAEDES401A Design and develop learning programs	Updated to meet Standards for Training Packages	Equivalent unit

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>