



Australian Government

TAERES501 Apply research to training and assessment practice

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to undertake research into educational theory, and apply this research to improve current training and assessment practice.

It applies to those who need to develop skills in research in order to apply educational theory to improve current and future training, and assessment practice.

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

Unit Sector

Research

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. Prepare a research brief relating to training and assessment practice	1.1 Identify the purpose of research to be conducted, according to the current and future needs of the organisation around training and assessment practice 1.2 Identify and report on rationale for research and proposed research procedures and the methodology to be used 1.3 Define activities to be undertaken in conducting the research, timeframe, resource required, and expected outcomes in line with organisational practice 1.4 Develop process and criteria to evaluate achievement of the outcomes 1.5 Prepare budget and timelines for the research, in line with organisational requirements and constraints 1.6 Present research proposal to relevant personnel for approval, in line with organisational procedures
2. Conduct research in training and assessment practice	2.1 Manage and conduct research activities using effective techniques for project management, implementation and data collection 2.2 Collect data, and record appropriate project activities, in line with the research proposal 2.3 Analyse data obtained from the research in relation to its application, improving current and future training, and assessment practice
3. Investigate and apply educational theory to the research	3.1 Identify appropriate sources of information to identify relevant educational theory 3.2 Apply appropriate educational theories to the outcomes of the training and assessment research 3.3 Make recommendations for training and assessment development, and improvement, in line with the identified current and future needs of the organisation
4. Report on the application of educational theory to training and assessment practice	4.1 Prepare relevant documentation on research findings using academic referencing and citation protocols, for presentation to key personnel 4.2 Make recommendations for action to improve current, and future, training and assessment practice, based on the research

ELEMENT	PERFORMANCE CRITERIA
	findings, and present to relevant personnel for approval 4.3 Establish criteria to monitor and evaluate new practices, based on the research recommendations, and recommend monitoring and evaluation processes
5. Review entire process	5.1 Design a process to review the research procedures, methodologies, data collection, analysis and reporting 5.2 Conduct the review in consultation with key personnel 5.3 Make recommendations for further research based on the review

Foundation Skills

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

Skill	Performance Criteria	Description
Learning	1.2	<ul style="list-style-type: none"> Analyses information to determine the rationale and methodology supporting the research project
Reading	1.1, 1.2, 1.6, 2.1, 2.3, 3.1, 3.2, 5.2	<ul style="list-style-type: none"> Critically sources, comprehends, analyses and applies information from a range of sources, to inform research processes
Writing	1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3	<ul style="list-style-type: none"> Documents relationships between information and ideas, and conveys specific and structured information, and analysis, in a style appropriate to the purpose and audience
Oral Communication	1.1, 1.2, 1.6, 2.1, 3.3, 4.1, 4.2, 5.3	<ul style="list-style-type: none"> Participates in verbal exchanges of information, articulating ideas and conclusions using language suitable to audiences
Numeracy	1.3, 1.5, 2.1, 2.2, 2.3	<ul style="list-style-type: none"> Structures timeframes to represent a sequence of events Collates, interprets and records data as required
Navigate the world of work	1.6, 4.1	<ul style="list-style-type: none"> Identifies and takes responsibility for adherence to organisational procedures and protocols
Interact with others	5.2	<ul style="list-style-type: none"> Routinely consults to seek broad input into problem solving and decision making, and develops strategies to elicit ideas and views
Get the work done	1.1-1.6, 2.1-2.3, 3.1-3.3, 4.1-4.3, 5.1-5.3	<ul style="list-style-type: none"> Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve effective and efficient outcomes Researches, identifies and responds to problems and opportunities for improvement, using systematic, analytical processes Uses information and communications technology (ICT) based tools to conduct research and complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAERES501 Apply research to training and assessment practice	TAERES501A Apply research to training and assessment practice	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>