Australian Government

Department of Education, Employment and Workplace Relations

TAELED703A Implement improved learning practice

Revision Number: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

TAELED703A Implement improved learning practice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to initiate and implement advanced learning practice that supports the improvement of learning strategies in an organisational context.
	The unit also covers evaluating ways to improve learning practice, managing and monitoring means to improve learning, and analysing and advancing adoption of improved learning practice.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to leaders or managers using learning to build organisational capabilities. It focuses on using research, theoretical analysis and professional investigation to identify ways of improving learning practice and implementing appropriate pedagogy.
	Methods for improving learning practice include developing individual staff members from the perspective of the organisation's needs and imperatives, and enhancing outcomes for learners and candidates.
	The unit may relate to learning activities within a small to medium sized organisation, or to a significant unit of activity in a large organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate ways to improve learning practice	1.1. Review advances in *learning practice* within a given vocational, training, educational or content area
	1.2. Review and challenge existing learning practice to develop and test improved approaches
	1.3. Analyse interests, abilities, relationships and contextual needs of *relevant individuals* when promoting improved learning practice
	1.4. Research how a range of *appropriate learning theories* and *instructional design principles* can improve learning practice
	1.5. Ensure learning practice reflects *qualification requirements* for nominated qualification/s
2. Manage and monitor means to improve learning	2.1. Observe and assess *learner styles* with respect to appropriateness of current vocational, training and educational *learning strategies*
	2.2. Evaluate the role and impact of new technologies on learners and *training techniques*
	2.3. Plan improved learning practice based on how learners currently learn
	2.4. Plan improved learning practice based on experience and personal interests of the learner
3. Analyse and advance adoption of improved learning practice	3.1. Develop improved vocational, training and educational learning practice appropriate to *learner characteristics*
	3.2. Advocate for improved vocational, training and educational learning practice
	3.3. Initiate *research* into improved learning practice
	3.4. Design and test improved learning practice in real-world situations
	3.5. Mentor colleagues to promote improved learning practice

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - demonstrate and model varied delivery and facilitation methods and techniques
  - give instruction, presentations and lectures
  - guide facilitation of individual and group learning activities, group work and case studies
  - initiate and facilitate group discussions
  - brainstorm activities
  - provide and guide practice opportunities
  - enable and support effective learner participation
  - tutor
  - conduct project-based activities
  - coach and mentor
  - undertake blended delivery
- learning-related skills to monitor learner progress, difficulties and readiness for assessment or new areas of learning
- planning and organising skills to evaluate effectiveness of learning practice, and to analyse and identify suitable learning practice and learning strategies for groups and individual learners
- teamwork skills to monitor group and individual interactions
- technology skills to complete electronic research, and to review and discuss learning modes and practice that involves information and communication technology.

Required knowledge

- contemporary policy and approaches to vocational learning and assessment
- content and requirements of the relevant delivery and assessment strategies
- content of learning resources and learning materials
- design and management of learning objects and content
- different learning styles and how to encourage learners, for example:
  - theoretical learners
  - pragmatic learners
  - activist learners
  - reflective learners
  - kinaesthetic learners
  - audio learners

REQUIRED SKILLS AND KNOWLEDGE

- - visual learners
  - tactile learners
  - left and right brain learners
- learners and context of learning
- learning principles, for example connections of learning and experience, and adult learning principles
- range of appropriate learning strategies, and teaching and assessment methods
- research skills relating to pedagogical theory and practice, learner interests and changing learning styles, and application of information and communication technology to learning and teaching
- sources and availability of relevant learning resources and learning materials
- theory and practice relating to adult learning
- training techniques which enhance learning and when to use them, for example using:
  - instruction and explanation
  - questioning
  - practice
  - written information
  - group, pair and team activities
  - individual activities
  - demonstration.

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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of adult learning practice • construction of pedagogically sound contextually relevant learning strategies and improved learning practice • research on theory and practice in relation to advanced learning practice, especially where these are enabled by new content solutions, vocational, training and educational approaches, or technologies.
Context of and specific resources for assessment	Assessment must ensure: • competence is consistently demonstrated over time, and over a range and variety of complex situations • access to required assessment facilities and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of applied projects or learning activities, relating to the research, construction and testing of advanced learning practice for a specific target audience and learning content in a given vocational, training and educational context • direct observation of contextual application of skills • oral or written questioning to assess knowledge of constructing and implementing advanced vocational, training and educational learning practice.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN801A Lead innovative thinking and practice • BSBLED701A Lead personal and strategic transformation

EVIDENCE GUIDE	
	• BSBLED702A Lead learning strategy implementation.

Range Statement

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.	
Learning practice may be:	• applicable pedagogy or learning theories and their relationship to the vocational, training and educational strategies, techniques and approaches that can be used to improve learning
Relevant individuals may include:	• employers • employees, staff • government agencies and departments • industry associations, employer bodies • industry representatives • learners/students • national Industry Skills Councils • professional associations • regulatory, licensing, compliance authorities • research agencies • state and territory industry training advisory bodies • subject or technical specialists and experts • unions • universities
Appropriate learning theories may include:	• action science • applied learning models • behavioural learning theory • cognitive learning theory • constructivist • discovery learning • humanistic • information processing theory • problem-based • situational • social learning
Instructional design principles	• application of adult learning principles • inclusion of a variety of approaches and

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may include:	techniques for presenting information and activities and for encouraging participation by learning • need for learner activity and interactivity • opportunities for review of material and repetition • presenting material in a logical order and sequence • presenting material in order of increasing difficulty • structuring information effectively

Qualification requirements may include:	• relevant Training Package qualification packaging rules
	• Australian Qualifications Framework (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 and Territory Registering/Course Accrediting Bodies
	• levels and aspects of communication as described in the National Reporting System (NRS)

Learner styles may include:	• activist • auditory • global, analytical • kinaesthetic • left and right brain • pragmatist • theoretical • reflective • visual
Learning strategies would include:	• being logical, innovative and engaging to the learner group • establishing the learning context • identifying learner and client needs • identifying the delivery and assessment arrangements • identifying units of competency or other

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	criteria which best reflect these needs • indicating pathways to, from and within the qualification; identifying the operational resources needed to deliver the strategy • outlining the learning framework which has been designed and sequenced to maximise learning • providing a review process both before and after implementation
Training techniques may include:	• demonstration • group, pair and team activities • individual activities • instruction and explanation • practice • questioning • written information
Learner characteristics may include:	• cultural background and needs • employment status • language, literacy and numeracy requirements • level of formal schooling in Australia or overseas • level of maturity • past learning experiences • preferred learning styles • specific needs, physical or psychological
Research may be compiled through:	• evaluations of existing products • focus groups • informal discussions • internet • interviews • literature reviews • questionnaires • workshops

Unit Sector(s)

Unit sector	Learning and Development

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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