

TAADES402A

Unit Descriptor

Design and develop learning programs

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 *TAADES501A 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 *TAADES401A 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.

Unit Sector

Learning Design

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

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

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	writing clearly collaborating with stakeholders effectively	3
Collecting analysing and organising information	gathering information about the plan and participants organising learning in a useful and practical way	3
Planning and organising activities	organising learning resources and learning materials planning sessions in appropriate format and time limits	3
Working with others and in teams	communicating with stakeholders to get clear information and feedback collaborating to generate a range of ideas	3
Using mathematical ideas and techniques	calculating budgets and costs maintaining reasonable expenditures	2
Solving problems	altering the learning program as needed	2
Using technology	incorporating technology into the learning when appropriate using technology to communicate or to develop a program	3

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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
- part of an apprenticeship / traineeship
- a short-term development plan developed by a coach
- a short-term induction

Other relevant specifications may include:

- curriculum specifications
- product specifications
- organisational work requirements/training needs
- induction needs
- language, literacy and numeracy development needs
- regulatory/licensing requirements

Scope and breadth may 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 learners may 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

Characteristics may 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 qualifications in Training Packages
- Training Package endorsed components

Competency/educational profile may include:

- previous qualifications
- highest level of qualification
- existing certified/uncertified competency
- human resource (HR) information
- job/work descriptions

Learning styles may include:

- Auditory
- visual
- kinaesthetic
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective

Learning resources may 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 materials may 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

Design options for the learning program content may 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
- considering the most appropriate delivery and/or assessment methods

Other persons may 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 principles include:

- 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

Costs may 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

Logistics may 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 activities may 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

A learning and assessment pathway involves:

- 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 requirements may 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 segment may refer to:

- the number and duration of training sessions / classes / periods
- suggested learning time
- time for practice / work experience

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
 - 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 methods may 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 tools may 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 requirements may 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

The learning program includes:

- 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 personnel may include:

- program manager
- head of department
- senior teacher
- apprenticeship/traineeship supervisor
- training coordinator/manager
- HR manager

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

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.

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 Requirements and Key Competencies
- 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:
 - TAADES401A Use Training Packages to meet client needs
 - TAADEL401A Plan and organise group-based delivery
 - TAAASS403A Develop assessment tools.