



Australian Government

Assessment Requirements for TAEDES412 Design and develop plans for vocational training

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES401 Design and develop learning programs.

Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- design, develop and document plans for group learning that:
 - cover at least 2 entire units of competency from a nationally recognised training package or accredited course
 - detail at least 3 consecutive sessions for each different unit of competency
 - are tailored to target learner group characteristics and identified learner needs, including foundation skills
 - include a range of facilitation techniques and checks for learner understanding, including presentation methods, learning activities, and formative assessment activities.

In the course of the above, the individual must:

- document an overall plan for the group learning for each unit of competency
- document the following in the session plans:
 - learning objectives or outcomes
 - presentation methods
 - learning activities
 - formative assessment activities
 - sequence and timing of activities within a session
 - required resources
 - total duration of sessions
- confirm that requirements of units of competency and their assessment requirements have been fully addressed in the overall plan.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relating to designing and developing plans for vocational training, including:
 - meeting the requirements of nationally recognised training products
 - amount of training to provide to each learner and learner group
 - tailoring the plans to target learner group
- organisational policies and procedures for designing, developing and finalising plans for vocational training, including for consulting with required stakeholders
- purpose and use of National Register of VET (Training.gov.au, or its successor), including to identify changes to nationally recognised training products
- basic instructional design principles relating to designing and developing plans for vocational training
- purposes and key content of plans for vocational training, including logically sequenced learning content that:
 - engages and progresses learners
 - provides a safe and inclusive learning environment
 - covers required skills and knowledge
 - uses resources and that support and engage learners
- key components of training and assessment strategies and how to use them when designing and developing plans for vocational training
- facilitation techniques that support and engage learners and check for learner understanding, including presentation methods, learning activities, and formative assessment activities
- features of different modes of delivery, including face-to-face, online and blended delivery; and how those features are represented in plans for vocational training
- relationship between training and assessment, and implications for designing and developing plans for vocational training
- types of learner characteristics and implications for designing and developing plans for vocational training
- processes for interpreting nationally recognised units of competency to identify the standard of performance required, including for identifying:
 - skill and knowledge requirements in the products, including requirements relating to foundation skills: language, literacy, numeracy, digital literacy and employability skills
 - dimensions of competency and how they guide training practices and planning
- contents of Companion Volume Implementation Guides relating to designing and developing plans for vocational training
- learning theories and adult learning principles relating to designing and developing plans for vocational training
- sustainability matters to consider when designing and developing plans for vocational training.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- nationally recognised training products
- organisational procedures and templates for designing and developing plans for vocational training based on nationally recognised products and described in the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet -

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