



Australian Government

TAEDES412 Design and develop plans for vocational training

Release: 1

TAEDES412 Design and develop plans for vocational training

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.

Application

This unit describes the skills and knowledge required to design, develop and document plans for vocational training to be delivered by vocational education and training (VET) teachers and trainers. It involves identifying the objectives and intended outcomes of the training and the characteristics of the target learners, selecting nationally recognised training products, developing the plan for training and individual session plans.

The unit applies to individuals who design training for group learning in face-to-face, online and blended vocational training contexts using nationally recognised products.

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

Unit Sector

Design

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan vocational training	1.1 Identify and collaborate with required stakeholders 1.2 Identify objectives and intended outcomes of the training, intended mode of delivery, and suitable learning environment 1.3 Identify target learners and their characteristics, including foundation skill and learning needs within scope of own job role 1.4 Access specialist support where required according to organisational procedures

ELEMENTS	PERFORMANCE CRITERIA
2. Design a plan for vocational training	2.1 Access and interpret nationally recognised training products and identify training and assessment requirements 2.2 Analyse a unit of competency or skill set, and identify learning components to scaffold 2.3 Determine a training sequence for delivery of skills and knowledge to support learner progression 2.4 Determine learning activities to support and engage learners in each component 2.5 Identify and evaluate suitability of existing learning resources 2.6 Estimate duration of training required for each learning component tailored to learner group characteristics 2.7 Document overall plan and structure according to legislative and regulatory requirements, organisational procedures and sustainability considerations
3. Develop session plans for vocational training	3.1 Develop session plans that include a range of facilitation techniques to engage learners 3.2 Review session plans and ensure required skill and knowledge requirements have been addressed 3.3 Document session plans according to organisational policies and procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role to conduct research, and develop and document session plans
Reading	• Interprets information, including nationally recognised training products, organisational procedures and learning resources
Writing	• Uses required format, accurate spelling and grammar, and terminology specific to purpose and audience when documenting session plans
Initiative and enterprise	• Designs session plans to support a safe, inclusive and supportive learning experience
Planning and	• Organises work according to specific requirements taking responsibility within scope of own role for decisions regarding

Skill	Description
organising	design of session plans
Self-management	Identifies and responds to different design and development options

Unit Mapping Information

Supersedes and is not equivalent to TAEDES401 Design and develop learning programs.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEDES412 Design and develop plans for vocational training

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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>