



Australian Government

TAEDES501 Design and develop learning strategies

Release: 2

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Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

This unit describes the skills and knowledge required to design, develop and review learning strategies.

It applies to those who work under limited supervision and use a range of specialised technical or managerial skills to develop learning strategies relevant to both Training Package qualifications and course-based qualifications.

The learning strategy provides an overview or outline only. Detailed guidance is provided in the content of specific learning programs.

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

Unit Sector

Learning design

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. Determine the parameters of the learning strategy	1.1 Clarify the purpose of the learning strategy, likely target groups and their learning needs 1.2 Research qualification or other benchmark options for meeting the likely target group needs and select an appropriate option 1.3 Consult with relevant people to confirm the parameters of the

ELEMENT	PERFORMANCE CRITERIA
	learning strategy
2. Develop the framework for the learning strategy	2.1 Develop a learning strategy design that reflects the requirements of the selected qualification or other benchmark 2.2 Analyse industry or organisation documentation to determine additional and supporting requirements 2.3 Research and analyse options for design, based on likely target groups, their learning needs and contexts for delivery 2.4 Use appropriate learning theories and instructional design principles to support the learning strategy design 2.5 Identify and document learning outcomes 2.6 Consult to modify and confirm the framework 2.7 Develop the review process for the learning strategy
3. Devise the content and structure of the learning strategy	3.1 Construct content headings from learning outcomes to form an overview of content to be addressed 3.2 Sequence the content to support learning and determine overall timelines within operating constraints 3.3 Express learning strategy outcomes to reflect both generic and specific learning outcomes to be achieved 3.4 Identify and document appropriate delivery and assessment strategies, taking account of the learning parameters, design framework and learning context 3.5 Identify and document operational requirements
4. Review the learning strategy	4.1 Review the learning strategy in collaboration with relevant people against specified criteria prior to and post implementation 4.2 Document a post-implementation review process that includes measures for identifying the effectiveness and quality of the learning strategy 4.3 Make recommendations based on outcomes of the review processes, where appropriate, and document these 4.4 Make modifications and document as part of a continuous improvement strategy

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
Reading	1.1, 1.2, 2.2, 2.3, 2.5, 3.4, 3.5, 4.1	Sources, analyses and interprets written information, including training standards, organisational policies and procedures and review data to identify relevance for learning strategy and continuous improvement
Writing	1.1, 2.1, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4	Produces documents, including a learning strategy, that incorporates the analysis of information, and is presented in clear and format and style appropriate to audience and context
Numeracy	3.2	Structures timeframes to represent a sequence of events
Interact with others	1.1, 1.3, 2.6, 4.1	Recognises the importance of consultation and collaboration to clarify strategy and receive and incorporate feedback
Get the work done	1.1-1.3, 2.1-2.7, 3.1-3.5, 4.1-4.4	- Plans, organises and completes work according to defined requirements taking responsibility for decisions - Identifies and responds to problems and opportunities for improvement and considers options for different approaches - Sequences tasks to achieve efficient outcomes and identifies appropriate process milestones and performance indicators to monitor progress

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDES501 Design and develop learning strategies	TAEDES501A Design and develop learning strategies	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for TAEDES501 Design and develop learning strategies

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- preparation and presentation of a minimum of two examples of learning strategies designed by the candidate, with differentiated design structures in each that:
 - reflect the specific requirements of the qualification or skill set, and
 - reflect client needs and the contexts of application
- documentation of a review that provides outcomes and evidence of continuous improvement.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- Training Packages, including the content of Training Packages relevant to the learning strategy
- accredited courses and the similarities and differences between them and the skill sets, or qualifications, within training packages
- NVR/AQTF requirements for Registered Training Organisations (RTOs) in terms of their effect on the design, and development, of learning strategies
- The Australian Qualifications Framework (AQF) including:
 - key features of each qualification type
 - AQF pathways policy including credit transfer
- industry and enterprise requirements, including:
 - those relevant to the learning strategy

- industry licensing arrangements, where relevant
- the main branches of learning theory incorporating behavioural learning theory, cognitive learning theory, experiential learning theory, information processing theory and current research on learning, as it relates to teaching in an adult environment
- assessment approaches, including:
 - the basis and rationale for different assessment methods appropriate to the learning strategy.
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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to NVR/AQTF requirements for RTOs.

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

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