



Australian Government

Assessment Requirements for TAEDES511 Design and develop strategies for training and assessment

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 TAEDES501 Design and develop learning strategies.

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, document and evaluate at least 2 strategies for training and assessment:
 - at least 1 for a nationally recognised qualification
 - at least 1 for a different nationally recognised qualification or for an accredited course.

The above strategies should be tailored to meet foundation skill and learning needs.

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 for the design and development of strategies for training and assessment, including those relating to:
 - registered training organisation (RTO) scope of registration
 - industry engagement and relevance to the design of the training and assessment strategy
 - transition and teach out
 - contextualisation
 - meeting the requirements of nationally recognised training products
 - amount of training required to provide to each learner
 - appropriately qualified and skilled trainers and assessors
 - resource allocation
- key components of strategies for training and assessment:

- nationally recognised training products and packaging rules
- target group characteristics
- entry requirements
- clustering units of competency to address a job function or role in training or assessment
- mode of delivery
- sequencing of training
- learner support requirements
- volume of learning and formative assessment points in scheduling and sequencing units of competency
- assessment resources, timing, and methods
- learning, human and physical resources
- organisational requirements relating to designing and developing strategies for training and assessment, including for:
 - engaging with industry to inform requirements for training and assessment
 - ensuring safe and inclusive learning environments
 - using training and assessment templates
 - collaborating with required stakeholders when evaluating strategies for training and assessment
 - controlling documents and managing records, including version control
 - gaining required approvals
- implications for design and development of training and assessment strategy of target group's characteristics, including:
 - foundation skill levels
 - previous learning and work experience
 - advanced and other complex learning needs
- design approaches, including clustering and standalone units of competency
- assessment approaches, including the basis and rationale for selecting summative and formative assessment methods
- processes for interpreting nationally recognised units of competency to identify the standard of performance required, including for identifying:
 - requirements in the products relating to foundation skills: language, literacy, numeracy, digital literacy and employability skills
 - structure, content and application of products relevant to learning, and how they are addressed in training
- dimensions of competency and how they guide training practice
- structure, levels and overarching content of the Australian Qualifications Framework (AQF) (or its successor), including volume of learning.

Assessment Conditions

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

This includes access to:

- organisational procedures relating to designing and developing the strategy for training and assessment described in 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>