



Australian Government

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.

Application

This unit describes the skills and knowledge required to design, develop, document and evaluate strategies for training and assessment that meet the requirements of nationally recognised products.

It applies to individuals who work under limited supervision and use specialised technical competencies to design strategies for the delivery of training and assessment using nationally recognised products.

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

Pre-requisite Unit

TAEDES411 Use nationally recognised training products to meet vocational training needs (or its previous version TAEDES402 Use training packages and accredited courses to meet client needs)

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. Prepare to design	1.1 Clarify purpose of training and assessment with required

ELEMENTS	PERFORMANCE CRITERIA
strategy for training and assessment	stakeholders 1.2 Identify and document characteristics of target group, including foundation skills and learning needs 1.3 Engage with stakeholders and identify and document industry requirements 1.4 Access, analyse, select and document nationally recognised training products to meet purpose and target group 1.5 Consult and confirm that selected nationally recognised training products meet purpose and target group
2. Design and develop training strategy	2.1 Analyse selected nationally recognised training products to identify skills and knowledge requirements 2.2 Analyse options for training strategy design relevant to purpose, target group, industry requirements, learning environment, nationally recognised training products and training provider 2.3 Identify and document training mode of delivery 2.4 Identify and document mandatory entry requirements of nationally recognised training products and additional selection requirements set by training provider 2.5 Estimate training duration and time needed to develop skills and knowledge of target group prior to being assessed 2.6 Document amount and duration of training and schedule of training sessions 2.7 Identify and document learning resources ensuring full coverage of unit of competency requirements 2.8 Identify and document human resources required to deliver the training and confirm their availability 2.9 Identify and document physical resources required for training and confirm their availability
3. Design and develop assessment strategy	3.1 Analyse selected nationally recognised training products to identify assessment requirements relevant to assessment strategy design 3.2 Analyse and document options for assessment strategy design relevant to the nationally recognised training products, target group, industry requirements, assessment environment and training provider 3.3 Identify and document assessment methods 3.4 Estimate time needed for assessment tasks and review and update schedule of training to include timing of assessment 3.5 Identify and document adjustments to assessment based on characteristics of target group 3.6 Identify and document assessment tools needed to fully cover

ELEMENTS	PERFORMANCE CRITERIA
	unit of competency requirements 3.7 Identify and document human resources required to conduct the assessment and confirm their availability 3.8 Identify and document physical resources required for assessment and confirm their availability
4. Finalise strategy for training and assessment	4.1 Evaluate strategy for training and assessment in collaboration with required stakeholders 4.2 Act on evaluation outcomes and record modifications made to strategy for training and assessment 4.3 Confirm finalised strategy according to legislative, regulatory and organisational requirements

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 when researching and preparing training and assessment strategies
Reading	- Interprets written information, including nationally recognised training products and organisational procedures - Reviews information to identify relevance for training and assessment strategy
Writing	Documents training and assessment strategy in clear format and style appropriate to audience and context
Numeracy	- Estimates training and assessment timing tailored to target group - Sequences training and assessment activities - Uses estimation of cost to inform training and assessment strategy development
Self-management	Takes responsibility for consulting and collaborating to clarify requirements and receive feedback
Planning and organising	Plans, organises and completes work according to defined requirements taking responsibility for decisions
Problem solving	Identifies and responds to problems and opportunities for improvement and considers options for different approaches

Unit Mapping Information

Supersedes and is not equivalent to TAEDES501 Design and develop learning strategies.

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 TAEDES511 Design and develop strategies for training and assessment

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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

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