



Australian Government

TAEDES514 Research and develop nationally recognised training products

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 TAEDES504 Research and develop units of competency.

Application

This unit describes the skills and knowledge required to research and develop nationally recognised training products to address work functions and processes, job roles and vocational outcomes; and reflect the features of quality products.

It applies to those who work under limited supervision and use a range of specialised analytical or managerial skills, in researching and developing training products, which may be either nationally recognised or aligned with other recognised frameworks. The products developed in this unit are not those that vocational education and training (VET) teachers, trainers and assessors use to deliver training and assessment.

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. Determine requirements of nationally recognised training product	1.1 Clarify purpose and scope for developing product 1.2 Identify and confirm with relevant people, systems and processes necessary to manage development of the product 1.3 Conduct initial research according to identified purpose and scope to identify information and stakeholders relevant to the

ELEMENTS	PERFORMANCE CRITERIA
	product 1.4 Use research methods to analyse the industry context, job role, job tasks, skills and knowledge associated with product 1.5 Establish overview of standard of competent work performance to be specified 1.6 Document research outcomes and confirm with required stakeholders
2. Develop nationally recognised training product	2.1 Access and interpret standards and guidelines relevant to product content, format and structure 2.2 Develop and draft product according to research outcomes, applicable standards and guidelines, and features of quality nationally recognised training products 2.3 Review draft content and check that its language is clear and unambiguous and its structure logical 2.4 Confirm content of draft product with required people
3. Conduct consultation for the nationally recognised product	3.1 Plan and document consultation process for the review and validation of product 3.2 Review and confirm the consultation process with relevant people 3.3 Conduct the consultation process with relevant stakeholders 3.4 Collate, analyse and summarise consultation feedback and document consultation outcomes 3.5 Modify draft product to address consultation findings and issues raised 3.6 Validate modified product with relevant stakeholders
4. Finalise nationally recognised training product	4.1 Check product to ensure standards and guidelines are met 4.2 Evaluate development process and output, and identify opportunities for improvements

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 in a range of contexts to develop products and access and exchange information

Skill	Description
Learning	Reflects, seeks feedback and undertakes review activities to improve own practice
Reading	Sources, analyses and interprets research material, job role specifications, standards and organisational policies and procedures, to identify information relevant to developing nationally recognised training products
Oral communication	Uses suitable techniques to provide and elicit information, confirm understanding, explore stakeholder requirements, propose and negotiate solutions, make recommendations and suggest improvements
Writing	- Structures content in a precise and logical manner that incorporates the interpretation, analysis and synthesis of information from various sources - Uses language, format and style appropriate to audience, purpose and context
Self-management	- Recognises the importance of consultation and collaboration to clarify and confirm strategy and receive and incorporate feedback - Seeks feedback, reflects and identifies and responds to problems and opportunities for improvement, and considers options for different and improved approaches
Planning and organising	Plans, organises and completes work according to defined requirements, taking responsibility for decisions

Unit Mapping Information

Supersedes and is not equivalent to TAEDES504 Research and develop units of competency.

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 TAEDES514 Research and develop nationally recognised training products

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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:

- research and develop training products that comply with the Standards for Training Packages or the Standards for VET Accredited Courses (or their successors), including:
 - at least 2 new draft units of competency and their associated assessment requirements
 - at least 2 new draft qualifications.

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:

- nationally endorsed training product development and implementation processes
- key requirements of current standards and guidelines relating to developing nationally recognised training products, including the Standards for Training Packages and the Standards for VET Accredited Courses (or their successors)
- purpose and use of the national register of VET (Training.gov.au, or its successor), including to:
 - ensure version control
 - identify changes to nationally recognised training products
- structure, levels and overarching content of the Australian Qualifications Framework (AQF) (or its successor)
- purpose, structure and contents of products that are nationally recognised or aligned with other recognised frameworks
- purpose and key content of training package Companion Volume Implementation Guides
- role of developers and approving bodies in relation to the development and endorsement of Training Packages

- role of developers and approving bodies in relation to the development and accreditation of accredited courses
- roles and functions of key stakeholders in the development of nationally recognised training products, including:
 - federal government
 - State and Territory Training Authorities
 - vocational education and training (VET) regulators
 - industry regulators
 - developers of products that are nationally recognised or aligned with other recognised frameworks
 - employer organisations and unions
 - professional and peak bodies
 - bodies responsible for quality assurance
 - registered training organisations (RTO)
 - VET teachers, trainers and assessors
- features of quality nationally recognised training products, including:
 - use of plain English and technical language appropriate to audience and purpose
 - absence of spelling, grammatical and typographical mistakes
 - consistency of language and formatting
 - logical structure and presentation
 - compliance with required policy, guidelines and templates
 - explicit specification of foundation skills
 - explicit reference to applicable work health and safety (WHS) requirements
- key information in job role specifications, standards, and organisational policies and procedures relevant to nationally recognised training products described in performance evidence
- research and consultation methodologies used in VET to develop nationally recognised training products
- criteria and methods to evaluate development process and output.

Assessment Conditions

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

This includes access to:

- the Standards for Training Packages or the Standards for VET Accredited Courses (or their successors).

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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