



Australian Government

TAEDES515 Evaluate training

Release: 1

TAEDES515 Evaluate 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 TAEDES505 Evaluate a training program.

Application

This unit describes the skills and knowledge required to evaluate vocational training based on products that are nationally recognised or aligned with other recognised frameworks by measuring its effectiveness in meeting industry needs and capability requirements.

It applies to those responsible for evaluating training. In a vocational education and training (VET) context the evaluation can contribute to the continuous improvement cycle within a registered training organisation (RTO).

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 and prepare evaluation	1.1 Document purpose and scope of the training evaluation 1.2 Identify and access data and information required for training evaluation 1.3 Identify tasks, timelines, personnel and stakeholders required for training evaluation process and document in a plan 1.4 Select and brief staff to be involved in the training evaluation 1.5 Notify stakeholders identified in evaluation plan of their roles and responsibilities

ELEMENTS	PERFORMANCE CRITERIA
2. Collect and collate evaluation data and information relating to training	2.1 Identify techniques for gathering quantitative and qualitative evaluation data and information 2.2 Develop and document evaluation instruments to gather data and information 2.3 Plan stakeholder engagement and access to data and information 2.4 Collect, collate and store data and information according to organisational procedures 2.5 Identify and record potentially useful information not identified in the evaluation plan 2.6 Collate and process data relevant to the evaluation according to organisational requirements
3. Analyse evaluation data and information	3.1 Analyse the data and information to identify the outcomes of training, and the impact on industry capability 3.2 Cross-check findings where possible by comparing with the results from different evaluation instruments 3.3 Develop conclusions about effectiveness and efficiency of training, as per the evaluation purpose and scope 3.4 Document outcomes of evaluation and opportunities for improvement 3.5 Identify factors affecting performance and suggest possible enhancements and alternatives to the training
4. Report on the conclusions and recommendations of the evaluation	4.1 Document issues and conclusions arising from the analysis conducted 4.2 Make recommendations to stakeholders on areas of possible improvement 4.3 Discuss preliminary findings with stakeholders 4.4 Produce an evaluation report and distribute to stakeholders
5. Review training evaluation	5.1 Review the training evaluation process and identify areas for improving the process 5.2 Review own training evaluation practice and identify areas for improving own practice

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
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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 access and exchange information
Learning	Anticipates potential barriers to managing the evaluation, accessing records and collating feedback
Numeracy	Uses statistics to collate, interpret, summarise, analyse and communicate qualitative and quantitative data, draw conclusions and inform decision making
Oral communication	Uses appropriate communication techniques to provide and elicit information, confirm understanding, explore requirements and discuss findings
Reading	- Sources and analyses text-based information to identify relevance to requirements - Interprets written information to draw conclusions and to inform decision making
Writing	Produces documentation in a logical and concise manner that incorporates the analysis of information and the development of conclusions and recommendations, using language, format and style appropriate to a specific audience and context
Self-management	Recognises the importance of consultation and collaboration to build rapport, clarify and confirm evaluation strategy, and receive and incorporate feedback
Planning and organising	- Plans, organises and completes work according to defined requirements taking responsibility for decisions - Sequences tasks to achieve efficient outcomes and identifies appropriate process milestones and evaluation processes to assess training effectiveness
Problem solving	Seeks feedback, identifies and responds to problems and opportunities for improvement, and considers options for different or improved approaches

Unit Mapping Information

Supersedes and is not equivalent to TAEDES505 Evaluate a training program.

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 TAEDES515 Evaluate 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:

- plan and implement a training evaluation of an entire course that includes full coverage of at least 1 nationally recognised unit of competency.

In the course of the above, the candidate must:

- evaluate at least 3 sequential training sessions to be delivered in above course
- conduct the evaluation against industry performance needs and capability requirements
- collect and analyse qualitative and quantitative data
- produce an evaluation report that addresses all phases of the evaluation process, including recommendations on areas for improvement.

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:

- organisational procedures relating to training evaluation described in performance evidence
- key components and requirements of nationally recognised training products, what comprises quality training and assessment services, and the dimensions of competency
- terminology and key components of quality evaluation processes
- at least 3 different evaluation models or methods, including the Kirkpatrick Model
- evaluation methodology suited to training described in performance evidence
- when qualitative and quantitative measures are most useful
- security of information and confidentiality requirements in relation to evaluation.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- full details of the training to be evaluated, and industry needs and capability requirements
- organisational procedures for training evaluation.

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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