



Australian Government

TAELED803 Implement improved learning practice

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to initiate, and implement, practices that support the improvement of learning strategies in an organisational context. It includes:

- evaluating ways to improve learning practice, managing and monitoring the means by which to improve learning, analysing, and advancing adoption of improved learning practice
- methods for improving learning practice, including developing individual staff members from the perspective of the organisation's needs and imperatives, and enhancing outcomes for learners and candidates.

It applies to leaders or managers who use research, theoretical analysis and professional investigation, to identify ways in which to implement learning practices that build organisational capabilities within a small to medium-sized organisation, or to a significant unit of activity in a large organisation.

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

Unit Sector

Learning and development

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. Evaluate ways to improve learning practice	1.1 Review advances in learning practice within a given vocational, training, educational or content area 1.2 Review and challenge existing learning practice to develop,

ELEMENT	PERFORMANCE CRITERIA
	and test, improved approaches 1.3 Analyse interests, abilities, relationships and the contextual needs of relevant individuals, when promoting improved learning practice 1.4 Research how a range of appropriate learning theories and instructional design principles can improve learning practice 1.5 Ensure learning practice reflects the qualification requirements for nominated qualification/s
2. Manage and monitor the means to improve learning	2.1 Observe and assess learner styles with respect to the appropriateness of current vocational, training and educational learning strategies 2.2 Evaluate the role, and impact of, new technologies on learners and training techniques 2.3 Plan improved learning practice based on how learners currently learn 2.4 Plan improved learning practice based on the experience and personal interests of the learner
3. Analyse and advance the adoption of improved learning practice	3.1 Develop improved vocational, training and educational (VET) learning practice, appropriate to learner characteristics 3.2 Advocate for improved VET learning practice 3.3 Initiate research into improved learning practice 3.4 Design and test improved learning practice in real-world situations 3.5 Mentor colleagues to promote improved learning practice

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, 1.3, 1.4, 1.5, 2.2	Sources, analyses and interprets written information relevant to learning theories, learning development and continuous improvement, to develop practice
Writing	1.2, 2.3, 2.4, 3.1,	Produce relevant documentation using appropriate

	3.2, 3.4	language, style and format, appropriate for the audience
Oral Communication	2.1, 3.2	Leads verbal exchanges to elicit information, explore requirements and to make recommendations to improve practice
Navigate the world of work	1.4, 3.1	Develops skills and knowledge of self, and others, related to the role by researching and analysing learning practice
Interact with others	1.3, 3.5	Collaborates and shares knowledge, and experience with others to develop improved practice
Get the work done	1.1-1.5, 2.1-2.4, 3.1-3.5	- Uses systematic, analytical processes in complex, non-routine situations, gathering information, and identifying and evaluating options based on learner needs - Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes - Reviews and evaluates effectiveness of practice and products to inform strategic decisions - Uses information and communications technology (ICT) based tools to conduct research, and to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL803 Implement improved learning practice	TAELED703 A Implement improved learning practice	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 TAELED803 Implement improved learning practice

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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:

- implementing improved practice in at least one learning environment, including documentation to show:
 - an evaluation of ways in which to improve learning practice
 - how the process was managed and monitored
 - how learning was improved
 - how improved learning practice was advocated for
 - how colleagues were mentored in order to promote learning practice.

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:

- adult learning practice
- contemporary policy and approaches to vocational learning and assessment
- the content and requirements of the relevant delivery and assessment strategies
- the content of learning resources and learning materials
- the design and management of learning objects and content
- different learning styles, and how to encourage learners, including:
 - theoretical learners
 - pragmatic learners
 - activist learners
 - reflective learners
 - kinaesthetic learners
 - audio learners
 - visual learners

- tactile learners
- left and right brain learners
- learning strategies, teaching, and assessment methods
- research relating to pedagogical theory and practice, learner interests and changing learning styles, and the application of information and communications technology (ICT) to learning and teaching
- the sources and availability of relevant learning resources, and learning materials
- the theory and practice relating to adult learning
- training techniques that enhance learning and when to use them, including:
 - instruction and explanation
 - questioning
 - practice
 - written information
 - group, pair and team activities
 - individual activities
 - demonstration.

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.

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

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