Assessment matrix for TAEDES401

Competency standard	TAEDES401 Design and develop learning programs (Release 2)
Outline of assessment tasks	There are three (3) assessment tasks covering the **TAEDES401 Design and develop learning programs** competency standard: • DES Assessment Task 1: Knowledge evidence • DES Assessment Task 2: Design and develop a training program • DES Assessment Task 3: Design and develop a training program The DES Assessment Task 1 consist of questions that have been designed to gather the specified knowledge evidence. The DES Assessment Tasks 2 and 3 consist of nine (9) parts that have been designed to gather the specified performance evidence: • Part 1 Define the purpose and parameters of the training program • Part 2 Read, interpret, and contextualise the competency standard • Part 3 Research and evaluate existing resources • Part 4 Break the learning content into manageable segments • Part 5 Check that the entire competency standard is covered • Part 6 Document the training program plan • Part 7 Analyse risks in the learning environment • Part 8 Review the draft training program plan • Part 9 Adjust and finalise the training program plan Notes: • Refer to the 9-part process outline to design a training program for the connection between each part of the design process and TAEDES401 performance criteria. • Use the provided templates to ensure specified performance evidence is gathered.

Competency standard		DES Assessment task			Evidence item
TAEDES401 Design and develop learning programs (Release 2)		**1**	**2**	**3**	
Elements and performance criteria					
1	**Define the parameters of the learning program**				
1.1	Clarify the purpose and type of learning program with key stakeholders	☐	☑	☑	Training program parameters (template requires the purpose and type of learning program to be described)

Competency standard		DES Assessment task			Evidence item
TAEDES401 Design and develop learning programs (Release 2)		1	2	3	
1.2	Access and confirm the competency standards, and other training specifications, on which to base the learning program	☐	☑	☑	Competency standard with annotations (includes contextualisation)
1.3	Identify language, literacy and numeracy requirements of the program	☐	☑	☑	Competency standard with annotations (includes foundation skills)
1.4	Identify and consider characteristics of the target learner group	☐	☑	☑	Training program parameters (template requires a description of the characteristics of target learner group)
2	**Work within the VET policy framework**				
2.1	Access relevant vocational education and training (VET) policies and frameworks, and apply to work practices	☑	☐	☐	Answer to Knowledge evidence questions 1 and 2
2.2	Identify changes to training packages and accredited courses, and apply these to program development	☐	☑	☑	Competency standard used are the latest release
2.3	Conduct work according to organisational quality assurance policies and procedures	☐	☑	☑	Completed work using given templates (includes grammar and spell check)
3	**Develop program content**				
3.1	Research, develop and document specific subject matter content, according to agreed design options	☐	☑	☑	Training program agenda (template)
3.2	Evaluate existing learning resources for content relevance and quality	☐	☑	☑	Training program resources report (template)
3.3	Specify assessment requirements of the learning program	☐	☑	☑	Training program parameters (template requires the assessment requirements to be specified)
4	**Design the structure of the learning program**				
4.1	Break the learning content into manageable segments, and document the timeframe for each segment	☐	☑	☑	Training program agenda (template)
4.2	Determine and confirm delivery strategies, required assessment methods and tools	☐	☑	☑	Training program parameters (template)
4.3	Document the complete learning program in line with organisational requirements	☐	☑	☑	Training matrix (template) Training program plan (template) (DRAFT and Version 1)

Competency standard			DES Assessment task			Evidence item
TAEDES401 Design and develop learning programs (Release 2)			1	2	3	
4.4	Review the complete program with key stakeholders, and adjust as required		☐	☑	☑	Training program review report (template) (includes review findings and recommendations for adjustments)
4.5	Ensure a safe learning progression by analysing risks in the learning environment, and including a risk control plan		☐	☑	☑	Risk control plan (template)
Foundation Skills						
Reading	•	Interprets specific information and instructions from a range of sources, to identify relevance to requirements	☐	☑	☑	Information gathered from: • Training and assessment strategy (TAS), if available • Competency standard • Range statement from superseded unit of competency, if available • Other relevant documents.
Writing	•	Develops documents and content using the required format, accurate spelling, and grammar and terminology specific to the purpose and audience	☐	☑	☑	Completed work using given templates. Documents completed without typos, spelling and grammatical errors.
Oral communication	•	Uses appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding and explore others' views.	☐	☑	☑	Outline, discuss and confirm requirements with stakeholders, TAE Trainer and colleagues. Review program with stakeholder or colleagues. Work with colleagues; in particular, throughout DES Assessment Task 2.
Numeracy	•	Interprets familiar measurements relating to timeframes and compares against requirements	☐	☑	☑	Timeframes within learning program plans.
Navigate the world of work	•	Follows organisational protocols, policies and procedures regarding program documentation	☐	☑	☑	Complete work using provided templates.

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Interact with others	• Recognises the importance of consultation and negotiation while collaborating to confirm strategy and achieve required outcomes	☐	☑	☑	Outlines, discusses and confirms requirements with stakeholder and TAE Trainer. Work with colleagues; in particular, throughout DES Assessment Task 2.
Get the work done	• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes	☐	☑	☑	Completes DES Assessment Tasks 2 and 3 within a specified timeframe
	• Identifies and responds to potential risks, considering options for different approaches	☐	☑	☑	Conducts a risk assessment and completes risk control plan
	• Uses information and communications technology (ICT) based tools to conduct research, design work processes, and to complete work tasks	☐	☑	☑	Uses Microsoft Word to complete documents Submits completed work using specified technology
Performance evidence					
• designing, developing and reviewing learning programs within the vocational education and training (VET) context		☐	☑	☑	DES Assessment Tasks 2 and 3 require learning programs for units of competency to ensure the learning program is within the vocational education and training (VET) context.
• preparing and developing a **minimum of two learning programs** that contain differentiated learning program designs to reflect particular needs, contexts and timelines		☐	☑	☑	DES Assessment Tasks 2 and 3 ensures two learning programs are prepared and developed. DES Assessment Tasks 2 and 3 are designed for different units and scenarios to ensure each learning program designs reflect different needs, contexts and timelines.

Competency standard	DES Assessment task			Evidence item
TAEDES401 Design and develop learning programs (Release 2)	**1**	**2**	**3**	
● at least one of which must be based on competency standards or accredited courses, and must cover at least one entire unit of competency or accredited course module	☐	☑	☑	DES Assessment Tasks 2 and 3 requires both learning programs to cover an entire unit of competency or accredited course module.
Knowledge evidence				
● information about training package developers and course accreditation agencies responsible for specific learning program parameters	☑	☐	☐	Answer to Knowledge evidence question 5
● training packages and relevant competency standards to be used as the basis of the learning program	☑	☐	☐	Answer to Knowledge evidence question 5
● other performance standards and criteria to be used as the basis of the learning program, where relevant	☑	☐	☐	Answer to Knowledge evidence question 6
● the distinction and relationship between a training package/accredited course, learning strategy and learning program	☑	☐	☐	Answer to Knowledge evidence question 7
● the different purposes and focus of learning programs	☑	☐	☐	Answer to Knowledge evidence question 8
● instructional design principles relating to different design options for learning program design and structure	☑	☐	☐	Answer to Knowledge evidence questions 11 and 12
● availability and types of different relevant learning resources, learning materials, and pre-developed learning activities	☑	☐	☐	Answer to Knowledge evidence question 13
● methodologies relating to developing and documenting new learning activities, and related learning materials	☑	☐	☐	Answer to Knowledge evidence question 14
● different delivery modes and methods	☑	☐	☐	Answer to Knowledge evidence questions 9 and 10
● relevant policies, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation, that may affect training and assessment in the VET sector	☑	☐	☐	Answer to Knowledge evidence questions 1 and 2
● describe relevant workplace health and safety (WHS) knowledge relating to the work role, and WHS	☑	☐	☐	Answer to Knowledge evidence questions 3 and 4

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considerations that need to be included in the learning program				
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, and include access to competency standards or accredited courses relevant to the learning programs	☐	☑	☑	Assessment tasks conducted in an environment that is safe and replicate working for an RTO, includes using a computer with access to internet Scenarios and templates used for DES Assessment Tasks 2 and 3 replicates working for an RTO. Due date for submitting evidence for DES Assessment Tasks 2 and 3 replicates RTO deadlines for getting work done.

End of Assessment matrix for TAEDES401

Outline of a 9-part process to design a training program

The following is an outline of a 9-part process to design a training program. It shows the connection between each part of the process and the TAEDES401 Performance criteria.

Process	TAEDES401 Performance criteria	Product (evidence item)
Part 1 Define the purpose and parameters of the training program	1.1 Clarify the purpose and type of learning program with key stakeholders	Training program parameters
	1.4 Identify and consider characteristics of the target learner group	
	3.3 Specify assessment requirements of the learning program	
	4.2 Determine and confirm delivery strategies, required assessment methods and tools	
Part 2 Read, interpret, and contextualise the competency standard	1.2 Access and confirm the competency standards, and other training specifications, on which to base the learning program	Competency standard with annotations: • Unit of competency • Assessment requirements
	1.3 Identify language, literacy and numeracy requirements of the program	
Part 3 Research and evaluate existing resources	3.2 Evaluate existing learning resources for content relevance and quality	Training program resources report
Part 4 Break the learning content into manageable segments	3.1 Research, develop and document specific subject matter content, according to agreed design options	Training program agenda
	4.1 Break the learning content into manageable segments, and document the timeframe for each segment	
Part 5 Check that the entire competency standard is covered	4.3 Document the complete learning program in line with organisational requirements	Training matrix
Part 6 Document the training program plan	4.3 Document the complete learning program in line with organisational requirements	Training program plan (DRAFT)
Part 7 Analyse risks in the learning environment	4.5 Ensure a safe learning progression by analysing risks in the learning environment, and including a risk control plan	Risk control plan (DRAFT)
Part 8 Review the draft training program plan	4.4 Review the complete program with key stakeholders, and adjust as required	Training program review report
Part 9 Adjust and finalise the training program plan	4.3 Document the complete learning program in line with organisational requirements	Training program plan (Version 1) Risk control plan (Version 1)

End of 9-part process to design a training program