Bedford College

TAE50116 **Diploma of Vocational Education and Training**	**10 Units**
You will complete the assessments for each unit in the Learner Workbook Provided	

CORE UNITS – 6 Units		
		REQUIREMENTS FOR THIS UNIT
TAEASS501	Provide advanced assessment practice	• Assessing 20 individual enrolled vocational learners against 50 units of competency.
TAEASS502	Design and develop assessment tools	• Develop three assessment tools to assess at least three units of competency, review these to ensure that they meet the Principles of Assessment and Rules of Evidence.
TAEDEL502	Provide advanced facilitation practice	• Minimum 100 hours group facilitation – feedback from two peers (assessors) 10 learners in a VET workplace.
TAEDES501	Design and develop learning strategies	• Develop two learning programs and explain how they reflect the needs of your client and the training package. • Review a learning strategy that you or someone else has implemented to show improvements.
TAELLN501	Support the development of adult language, literacy and numeracy skills	• Use various sources to gather information on the current LLN skills using tools based on the ACSF, for at least five learners. • Planning training and assessment that incorporates LLN. • Support strategies relevant to at least two difference learners, or groups of learners. • Reviewing own strategy, and those of others, used to support LLN.
TAEPDD501	Maintain and enhance professional practice	• Feedback from 10 hours of facilitation – interviews/reviews with peers and candidates. • Maintain your own professional currency in your chosen field.

ELECTIVE UNITS - 4 Units		
TAEDES502	Design and develop learning resources	• Research, design and develop two print resources to meet client needs, and explain how they reflect learner and industry needs.
TAEDES505	Evaluate a training program	• Evaluate a training program against workplace performance needs.
TAELLN411	Address adult language, literacy and numeracy skills	• Using real vocational learners. • Use various sources to gather information on the current LLN skills of a learner group. • Customise and use at least two learning resources to address LLN requirements. • Select, use and review at least two instructional strategies that directly address the identified LLN needs of the learner group. • Select, use and review at least two assessment strategies that cater for the identified LLN needs of the learner group.
TAETAS501	Undertake organisational training needs analysis	• Conduct at least two organizational training needs analyses.

TAE50216 Diploma of Training Design and Development			

CORE UNITS — 5 Units

TAEASS502	Design and develop assessment tools	• Develop three assessment tools to assess at least three units of competency, review these to ensure that they meet the Principles of Assessment and Rules of Evidence.
TAEDES501	Design and develop learning strategies	• Develop two learning programs and explain how they reflect the needs of your client and the training package. • Review a learning strategy that you or someone else has implemented to show improvements.
TAEDES502	Design and develop learning resources	• Research, design and develop two print resources to meet client needs, and explain how they reflect learner and industry needs.
TAEDES505	Evaluate a training program	• Evaluate a training program against workplace performance needs.
TAETAS501	Undertake organisational training needs analysis	• Conduct at least two organizational training needs analyses.

ELECTIVE UNITS — 5 Units

TAEASS501	Provide advanced assessment practice	• Assessing 20 individual enrolled vocational learners against 50 units of competency.
TAEDEL502	Provide advanced facilitation practice	• Minimum 100 hours group facilitation – feedback from two peers (assessors) 10 learners in a VET workplace.
TAEPDD501	Maintain and enhance professional practice	• Feedback from 10 hours of facilitation – interviews/reviews with peers and candidates. • Maintain your own professional currency in your chosen field.
TAELLN501	Support the development of adult language, literacy and numeracy skills	• Use various sources to gather information on the current LLN skills using tools based on the ACSF, for at least five learners. • Planning training and assessment that incorporates LLN. • Support strategies relevant to at least two difference learners, or groups of learners. • Reviewing own strategy, and those of others, used to support LLN.
TAELLN411	Address adult language, literacy and numeracy skills	• Using real vocational learners. • Use various sources to gather information on the current LLN skills of a learner group. • Customise and use at least two learning resources to address LLN requirements. • Select, use and review at least two instructional strategies that directly address the identified LLN needs of the learner group. • Select, use and review at least two assessment strategies that cater for the identified LLN needs of the learner group.

Glossary

Enrolled vocational learner
A learner currently enrolled in an RTO for the purposes of receiving a statement of attainment by completing an endorsed or accredited unit of competency.
A real student currently enrolled in an RTO for the purpose of completing a unit/qualification

Real Vocational Learners
Learners undertaking training required for their employment and directly related to the specific skills needed for that employment

Real assessment environment
Any environment with real candidates in which a valid assessment can take place**.**
Simulated, online, remote and delayed are still real and valid

VET workplace
Is any workplace where whole or parts of units of competency are delivered or assessed

LLN
Language Literacy and Numeracy

VET
Vocational educational training

UOC
Unit of competency