

TAADEL503A

Provide advanced facilitation to support learning

Unit Descriptor

This unit specifies the competency required to integrate and extend delivery and facilitation practices to support learning of a diverse client base operating in a range of contexts within the vocational education and training sector.

Application of the Unit

Advanced facilitation involves the trainer/facilitator creating a conceptual and experiential framework of professional practice that synthesises applied knowledge of learning theories and practical demonstration in a variety of teaching methodologies and delivery practices to suit different learner needs and learning contexts.

- Increasing diversity in the vocational education and training sector client base requires high levels of flexibility in teaching/delivery practices that can support both generic and vocationally specific learner and client competency needs, often independent of time and place. This unit of competency draws on the trainer/ facilitator's existing competency in delivery and facilitation to develop advanced facilitation skills, knowledge and practice.
- Successful achievement of this unit will depend on the trainer/ facilitator having acquired competency across a number of delivery and facilitation methods and modes to support individual and group learning. These competencies are addressed separately in other units in the Delivery and Facilitation field.
- Where this unit is undertaken as a single unit outside of the TAA50104A Diploma of Training and Assessment, learners must demonstrate competency in the following two pre-requisite units:
 - TAADEL402A Facilitate group-based learning
 - TAADEL403A Facilitate individual learning
 - Plus at least one of these units:
 - TAADEL404A Facilitate work-based learning
 - TAADEL501A Facilitate e-learning
 - TAADEL405A Coordinate and facilitate distance-based learning
 - TAADEL502A Facilitate action learning projects.
- This unit is applied in the context of documented learning frameworks, that is, learning strategies/courses/learning programs.
- The competency specified in this unit is typically required by trainers/facilitators in environments requiring higher levels of knowledge and skill in practice. Such trainers/facilitators will often have a role supervising/mentoring other trainers/facilitators.

Unit Sector

Delivery and Facilitation

ELEMENT	PERFORMANCE CRITERIA
1. Develop and extend teaching, facilitation and learning practices	<p>1.1 Knowledge of <i>teaching methodologies, facilitation approaches and learning theories</i> is regularly updated to inform, guide and extend delivery and facilitation practices</p> <p>1.2 This knowledge is synthesised with experiences in teaching and facilitation to support flexibility, innovation and adaptations in differing circumstances</p> <p>1.3 Current vocational competency/subject matter expertise frames the content of teaching, facilitation and learning practices</p> <p>1.4 <i>Ethical standards</i> underpin teaching, facilitation and learning practices</p> <p>1.5 Own practice as a trainer/facilitator is continually evaluated and reflected upon to determine appropriateness of delivery methods</p> <p>1.6 Existing <i>delivery strategies</i> and delivery plans are reviewed for quality and appropriateness and recommendations to revise are made as necessary</p> <p>1.7 <i>Collaborative facilitation</i> models are used to broaden teaching, facilitation and learning skills and knowledge</p>
2. Develop learner independence	<p>2.1 <i>Effective learning experiences</i> are created using appropriate learning theories, principles <i>and inclusive practices</i></p> <p>2.2 <i>Potential barriers to learning</i> are acknowledged and addressed, where possible, <i>through learner support and adjustment strategies</i></p> <p>2.3 <i>Communication and interpersonal skills</i> are used effectively to motivate learners</p> <p>2.4 Facilitation practices extend learners' repertoire of preferred learning styles and enhance learner readiness for new learning</p> <p>2.5 Facilitation practices progressively transfer responsibility for learning in accordance with learners' readiness</p>
3. Manage learning	<p>3.1 <i>Learner cues</i> and feedback are observed and facilitation skills are reviewed, and revised where necessary, to maintain learning momentum</p> <p>3.2 Activities to develop <i>meta-cognition skills</i> and generic skills are integrated into facilitation and learning practices</p> <p>3.3 Sensitivity related to diversity of culture, learning styles, abilities and experience is modelled</p> <p>3.4 Explanations of theoretical ideas and principles are linked to learners' existing knowledge and experience using comprehensible language</p>

- 4. Reflect on teaching, facilitation and learning practices
 - 4.1 Teaching, facilitation and learning practices are examined to explore, test and develop ideas and theories of learning, and the implications of this for ongoing development of trainer/facilitator competency
 - 4.2 *Formal and informal monitoring* is used to collect evidence for reflections on practice
 - 4.3 Feedback from learners, other clients, colleagues and relevant personnel is sought and used to reflect on performance
 - 4.4 *Reflection* is used to explore and extend expertise in delivery and facilitation practices

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	explaining a new concept to a learner by providing examples and building on previous knowledge of the learner consciously varying own language style to make meaning more accessible for learners	3
Collecting analysing and organising information	maintaining a log of observations of learner performance for reflection on own practice collecting a wide range of learning resources, matching them to requirements of learners, and organising them into a sequence for facilitation purposes	3
Planning and organising activities	sequencing and adjusting activities to meet learner developmental and learning styles evaluating the appropriateness of particular learning strategies for the learning context and refining activities to enhance learning opportunities	3
Working with others and in teams	working with colleagues to identify resources and place learners in groups to facilitate learning reviewing learning program in the light of feedback, clarifying intended outcomes for program and revising goals and objectives	3
Using mathematical ideas and techniques	identifying and explaining mathematical concepts embedded in learning activities	2
Solving problems	accessing new information, experimenting with new facilitation methodologies and/or locating resources anticipating possible areas of difficulty when introducing learners to a new skill area, and developing strategies to support learning	3
Using technology	using technology-based educational software to support learning where possible using computer equipment, audio-visual equipment and overhead projectors	3

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Teaching methodologies, facilitation approaches and learning theories may include:

- learner-centred/teacher-centred
- learner-directed/teacher-guided
- situated learning
- constructivist
- problem-based
- experiential
- information processing
- behaviourist
- cognitive apprenticeship

Ethical standards include:

- following organisational policies and Australian Quality Training Framework (AQTF) requirements
- duty of care under common law
- security of information
- confidentiality and privacy requirements

Delivery strategies may include:

- the focus of delivery, for example:
 - groups of varying sizes
 - groups from single context/from multiple contexts
 - groups of similar educational/competency levels
 - groups with divergent educational/competency backgrounds
 - on individuals
- the context of delivery, for example:
 - in the workplace - work in situ
 - in a simulated work environment
 - in the training room/classroom
 - in specialist environments - e.g. laboratory, computer room
 - through the World Wide Web
 - at home
 - in a community setting
- the mode of delivery, for example:
 - face-to-face
 - technology-based - electronic/computer-based/online/audiovisual
 - experiential
 - distance resource-based
 - blended
- delivery methods, for example:
 - lock step/learner-paced/mixed
 - interactive/participative/collaborative
 - trainer/facilitator-centred, learner-centred
 - time and place dependent/independent
 - demonstration
 - instruction
 - presentations
 - guided facilitation
 - learning-activity-based
 - guided work-based activities/applications/experiences
 - tutoring
 - project-based
 - individual facilitation techniques - coaching/mentoring
 - blended delivery methods

Collaborative facilitation may include:

- other trainers/facilitators, teachers
- supervisors
- colleagues
- specialist staff
- associations/bodies representing learner group with specific support needs
- professional associations
- government agencies
- consultants
- networks

Effective learning experiences may be:

- authentic experiences
- contextualised to the learner
- modelled to support transferability of learning
- built on previous experiences or learning
- based on actual or simulated work tasks and activities
- relevant to the learning objectives
- sequenced in complexity
- inclusive of generic skills
- appropriate to learners' styles
- appropriate to learners' profiles/characteristics
- modelled on inclusive practice

Inclusive practices may include:

- demonstrating probity in all areas of responsibility
- modelling organisational/professional codes of conduct
- reinforcing ethical conduct in interactions with and between other people
- showing respect for individual diversity, culture and religion
- recognising and utilising difference to develop both the individual and organisation
- demonstrating sensitivity to the circumstances and background of others
- fostering a culture of inclusiveness
- new/revised policy directions in vocational education and training

Potential barriers to learning may include:

- physical or intellectual disabilities
- linguistic, cultural or ethnic differences
- language or communication issues
- age
- employment status
- prior experience in an adult learning environment
- poor educational experiences
- health issues
- issues arising from gender
- psychiatric disabilities
- learning problems
- English language, literacy and numeracy needs
- workplace culture
- location
- access to resources

Learner support strategies may include:

- providing referrals to internal services such as language, literacy and numeracy support unit, individual learning unit
- providing referrals to external services such as community language, literacy and numeracy program, disability support service, counselling support
- incorporating techniques such as modelling/demonstrating, chunking, visual/diagrammatic, opportunities to practise, peer support, and repetition
- drawing on range of resources from first language, including peer support
- ensuring appropriate physical and communication supports are available
- listening to problems and helping within own area of responsibilities and experience
- building underpinning knowledge and skills using learning resources
- providing access to resources, e.g. computers to access the Internet

Adjustment strategies may include:

- engaging most five senses
- structuring reflective activities
- providing opportunities for practice and feedback
- arranging for physical aids for learners with disabilities

Communication skills must include:

- providing an open, warm communication style where effective verbal and body language is used
- demonstrating a capacity to communicate clearly to facilitate learning within the group and for each individual
- using critical listening and questioning techniques
- providing constructive and supportive feedback
- accurately interpreting verbal messages
- assisting participants to paraphrase advice/instructions to the trainer/facilitator
- providing clear and concrete options/advice

Interpersonal skills must include:

- showing respect for learners' expertise/backgrounds
- demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- engaging in two-way interaction
- encouraging the expression of diverse views and opinions
- negotiating complex discussions by establishing a supportive environment
- using language and concepts appropriate to cultural differences
- accurately interpreting non-verbal messages

Learner cues may include:

- level of participation
- level of interest
- capacity to meet outcomes
- disengagement

Meta-cognition skills include:

- reflection
- interpreting
- problem solving
- analysing
- hypothesising

Formal and informal monitoring may include:

- observations
- performance-based measures
- portfolios
- demonstrations
- projects
- journals

Reflection may include:

- asking critical questions about own ability, for example:
 - what worked
 - what did not work
 - how the delivery session could be improved
- reviewing records and journals
- critically evaluating personal performance

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they can meet the facilitation and learning requirements of a diverse client base in a range of contexts within the vocational education and training sector.

This will require developing a conceptual and experiential framework of practice based on applied learning theories and involving the selection and use of appropriate delivery methods and delivery modes to facilitate effective learning experiences and increase learner independence. Competency also requires reflecting on experience to improve practice.

Required knowledge includes:

- a sound knowledge of learning theories, for example:
 - learner-centred
 - theory of instruction
 - information processing
 - cognitive learning theory
 - andragogy
 - vocational education and training pedagogy
 - behavioural learning theory
 - experiential learning theory
- different delivery modes and delivery methods and their appropriateness for different learners/learning situations
- code of practice and/or ethics relevant to the vocational education and training sector
- ways in which Training Packages, accredited curricula and learning resources can be contextualised to meet the needs of individual learners without compromising standards
- range of ways in which professional practice can be adapted to meet the needs and expectations of individual learners in different learning contexts
- research methodologies, for example:
 - action research
 - analysis of learner feedback
 - interviews
- learning needs of a range of vocational education and training learners
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - ensuring fairness of learning opportunities
 - industrial relation awards and other possible barriers to learning
 - developing competency
 - licensing
 - industry/workplace requirements
 - duty of care

- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- workplace relations
- industrial awards/enterprise agreements
- National Reporting System
- occupational health and safety (OHS) knowledge relating to the work role, including:
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information

Required skills and attributes include:

- skills in a range of delivery methodologies to meet the needs of diverse learners, for example:
 - group facilitation
 - individual facilitation, including coaching/mentoring
 - work-based learning
 - e-learning
 - action learning
 - flexible delivery
 - distance-based learning
- reflection skills to:
 - systematically evaluate personal work practices to improve performance
 - identify gaps in skills or knowledge
 - ask critical questions about performance, problems, methods used and learner success
- communication and interpersonal skills to:
 - apply active and reflective listening
 - adapt language to meet learner requirements
 - listen perceptively to learners/clients/colleagues
 - present information and explain concepts clearly
 - provide sequenced, structured instructions
 - apply effective questioning techniques and initiate/response
 - maintain appropriate relationships
 - establish trust
 - build rapport
 - be open to others' opinions
 - use appropriate body language
 - interpret the verbal and non-verbal communication of the learners, e.g. resistance/reluctance, uncertainty, enthusiasm, confusion and body language
- observation skills to:
 - monitor learner progress
 - monitor group and individual interactions
 - manage conflict/behavioural difficulties
 - monitor learner cues re concerns/difficulties in learning
 - monitor learner readiness for assessment/new areas of learning
- language skills to hypothesise, plan and influence others
- literacy skills to:
 - select, read and interpret Training Package/accredited course information
 - read and interpret information from a range of sources to identify and respond to learner needs, goals, skills and learning styles
 - research current issues

Products that could be used as evidence include:

- course delivery documentation
- feedback documentation
- statements of participation in relevant professional development activities
- notes of professional reading
- reports and recommendations regarding delivery strategies or approaches
- self-assessment journals or reflections

Processes that could be used as evidence include:

- performance-based assessment by supervisor
- observation by peers

Resource implications for assessment include:

- access to learning environments in which mixed mode delivery takes place
- access to multiple groups
- sufficient time to use a wide range of learning theories
- access to documented learning frameworks

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- demonstration of the outcomes, performance requirements, skills and knowledge set out in this unit including:
 - application of learning theories to different practices in different contexts
 - the selection and use of different teaching and delivery methods applied in different delivery modes which are relevant and appropriate to different learners and their needs
 - integration of theory and practice in own performance and in supporting the learner's developing competency
 - strategies to support increasing learner independence
 - documentation of reflection processes and outcomes
- documentary evidence of direct observations of advanced facilitation practice by third parties such as supervising teachers/trainers, peers, colleagues, learners, other clients
- analysis of feedback from a range of sources and reflection on the success of the training delivery

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
 - TAADEL405A Coordinate and facilitate distance-based learning
 - TAADEL501A Facilitate e-learning
 - TAADEL502A Facilitate action learning projects.