Australian Government

Department of Education, Employment and Workplace Relations

TAADEL502B Facilitate action learning projects

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

TAADEL502B Facilitate action learning projects

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to facilitate a group to engage in action learning projects.

Application of the Unit

Action learning involves a group-based learning model in which the participants contribute their knowledge and expertise to guide the learning experience. The members learn from each other and through their experiences in participating in and directing the action learning process, guided by the trainer/facilitator.

The group may have come together for a number of reasons. They may be an existing work team or group; a class group; a network or community of practice; or a group brought together to work through a specific project, activity, issue or common interest. Action learning can be integrated into work and contribute to improvements at work.

Facilitating an action learning project requires high-level communication, interpersonal and leadership skills to continuously develop, monitor and evaluate the relevance, group interactions, structure and pace, and learning/work outcomes of the process. These skills are simultaneously used with the learners.

This unit is related to a number of training and management work functions. For example, a trainer/facilitator may use action learning facilitation skills as part of a broader training delivery strategy, or as a process for professional development with peers and colleagues, while a manager may facilitate an action learning project to achieve organisational objectives, such as a change process.

The competency specified in this unit is typically required by trainers/facilitators, teachers, coordinators/managers and consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element.   Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element		Performance Criteria	
1	**Prepare for action learning**	1.1	The **needs of the organisation and the learners** are **researched** and confirmed
		1.2	A **facilitation guide** is developed with **stakeholders**
		1.3	**Resources** which engender a work-based action learning approach are researched and collated
		1.4	Information about the **action learning process** is distributed to all learners in the group
2	**Introduce action learning**	2.1	An **environment conducive to collaboration and safety** is set up
		2.2	**Communication and interpersonal skills** are used to welcome and engage the group
		2.3	The expectations, knowledge and expertise of individuals in the group are identified and acknowledged
		2.4	The **principles of action learning** are explained and discussed
		2.5	Anticipated objectives, outputs and outcomes, and evaluation methods are clarified and confirmed
		2.6	Resources are introduced and discussed
3	**Facilitate action learning**	3.1	The group is guided to jointly develop and document an **action plan,** and modify as required
		3.2	Sessions are timetabled and **varied activities** are paced to suit the learning needs and **learning styles**

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of the participants and to maximise participation and engagement

3.3 **Generic skill** development is encouraged through facilitated learning

3.4 The strengths and relationships within the group are observed and extended to drive the learning experience and to maintain group dynamics

3.5 Problem solving, contingency management and time management skills and strategies are used to address issues as they arise

3.6 Information to assist with out of session implementation of action learning is distributed and discussed

4 **Continuously evaluate action learning**

4.1 The effectiveness of communication within the group is discussed and evaluated

4.2 Learners are supported to **self-assess and reflect** on personal and group learning

4.3 A range of **evaluation methods** is used to periodically evaluate and document progress against the objectives/intended outcomes of the facilitation guide

4.4 Ongoing evaluations and reflections are synthesised and used to continuously modify or adapt action learning process and individual/group activities, as required

5 **Identify ongoing group purpose and sustainability**

5.1 Learners are supported and encouraged to determine **agreed directions and future** of the group

5.2 Guidance is provided to address group deliberations

5.3 The agreed directions and outcomes are defined

6 **Facilitate group evaluation**

6.1 The group's overall evaluation of the action learning process is facilitated against the action plan in line with the agreed evaluation process

6.2 The group evaluation is documented and agreed by the group

		6.3	The group is supported to promote and disseminate outcomes and any outputs/products, as appropriate
		6.4	All documentation in relation to the action learning project is filed according to organisational requirements
7	**Reflect on personal facilitation skills**	7.1	Feedback from the action learning group and other stakeholders is gathered and analysed
		7.2	Self-assessment and reflection is carried out to evaluate own performance
		7.3	Feedback on personal facilitation skills is sought from colleagues or other relevant persons
		7.4	Feedback is synthesised to determine improvements for future action learning facilitation

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can apply organisational, communication, interpersonal and group leadership skills to effectively facilitate a group action learning project.

The trainer/facilitator must demonstrate the ability to engage and motivate the group using a variety of activities, processes or techniques to maintain the interest of all individuals. The trainer/facilitator must also demonstrate the ability to ensure all group members feel able to contribute equally and are able to mutually determine their own direction and outcomes within the parameters set by the work objectives.

The trainer/facilitator must maintain relevance of the group discussion and learning to the purpose of the action learning, and assist the group members to learn from each other and their experiences.

Evidence Requirements

Required knowledge includes:	learning principles, for example:
	adults have a need to be self-directing and decide for themselves what they want to learn
	adults have a range of life experience and connecting learning to experience is meaningful
	adults have a need to know why they are learning
	adults need to be respected
	adults prefer learning to be relevant and practical
	action learning principles, for example:
	a learning cycle based on planning, action, reflection and evaluation
	work-focused
	learner-directed
	based on mutual expertise, support and

stimulation

open ended solutions

using learning to act differently

challenging established models and approaches

thinking critically

current and emerging workplace action learning approaches, for example:

communities of practice

action research

structured networks

knowledge management theory and practices

group learning dynamics, for example:

degrees of structure and formality

forming, storming, norming, performing and terminating

stages of development - potential, coalescing, active, dispersed, memorable

different learning styles and how to encourage and cater for them, for example:

theoretical learners

pragmatic learners

active learners

reflective learners

kinaesthetic learners

audio learners

visual learners

different learning modes or devices, for example:

audio-visual technology

written information

demonstrations

practice opportunities

group work

context in which the action learning is taking place, for example:

the organisation/industry

the site

relevant resources, organisational documents, internal/external policies/strategies/reports

change management models

evaluation and reflection methods for groups and individuals and their different purposes/outcomes

relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

ensuring fairness of learning opportunities

industrial relations award and other possible barriers to learning competency standards

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

OHS 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:

competent use of required technology, for example:

computers

audio-visual equipment

electronic whiteboard

literacy skills to:

write legibly and clearly

develop a facilitation plan

language skills to:

effectively hypothesise, plan and influence others

interpret the verbal and non-verbal communication of learners, for example, resistance/reluctance, uncertainty, enthusiasm, confusion and body language

communication and interpersonal skills to:

demonstrate an open, respectful, friendly, welcoming attitude

demonstrate empathy

make people feel safe and at ease

encourage learners to succeed at their tasks

provide positive and negative feedback

explore ideas in discussion by building on others' ideas to advance discussion, and questioning others to clarify

acknowledge contribution of each group member

anticipate the direction of conversation and guide it to maintain relevance

listen effectively to identify emerging themes/issues/ideas; reiterate and paraphrase information; check for meaning and attitude

group management skills to:

guide group dynamics and ensure fair

distribution of comment and participation

remain non-judgemental

work with conflict

remain objective

set up boundaries

respect physical space

maintain enthusiasm and energy

manage time

keep sessions learner-centred

manage inappropriate behaviour

problem solving skills to:

address individual and group difficulties and issues relating to the action learning process

maintain group cohesion and direction

address contingencies in sessions

modify scope/direction/outcomes of the action learning process

Products that could be used as evidence include:

documentation developed during facilitation

evaluation information from participants

activities or resources developed for a range of sessions

facilitation plans

action plans

peer assessment documents

audio/video of session

self-reflection diary/journal

journals and notes of learners, within confidentiality requirements

Processes that could be used as evidence include:

how group dynamics were maintained and why

how the learners directed the process

how communication skills were used effectively in the session

how learning principles were applied

Resource implications for assessment include:	relevant workplace project or activity
	sufficient time with the group for completion of action learning process and cycle
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 Guide, Employability Skills
	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:	a minimum of two action learning cycles with different briefs or project outcomes that enable the outcomes, Performance Criteria, knowledge and skills to be demonstrated
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:
	TAADEL401B Plan and organise group-based delivery
	TAADEL402B Facilitate group-based learning
	TAADEL403B Facilitate individual learning

TAADEL404B Facilitate work-based learning

TAATAS504B Facilitate group processes.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below.   Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Needs of the organisation and the learnersmay include:	implementing relevant aspects of the organisation's strategic or business plans
	developing/implementing/embedding new ways of working/improved work practices
	addressing change/developing change management approaches
	increasing team capacity and empowerment
	developing a learning organisation
	educational background and experience in learning
	preferred learning styles
	specific needs for learning
Researchmay be undertaken through gathering/ reviewing/ investigating:	employment records/performance reviews/supervisors' reports
	organisational goals, reports and plans
	client feedback
	external reports on policies, changing nature of work and new technologies that impact on work
	learner records and information
	issues/areas of need, as discussed with internal/external peers, colleagues and work personnel
Afacilitation guide:	must outline the action learning methodology to be used
	must outline intended objective outcomes, outputs, time lines, budget, and evaluation and promotional strategies
	must identify the needs, interests and expectations of potential learners/group members
	must include proposed evaluation methods

	may require modification following research, feedback and implementation by the group members
	may include assessment criteria
	may be developed by the trainer/facilitator
	may be developed in collaboration with others, e.g. stakeholders/peers/mentors
Stakeholders include:	persons, other than the learners in the group, influenced by the action learning process, such as:
	management
	other employees/workers
	colleagues
	other learners
	clients
	enterprise/industry partners
Resources may include:	identified experts, internal/external
	publications/reports
	organisational documents
	communication tools
	flip chart, white board or overhead projector
	location/facility requirements
	travel/accommodation/meeting needs
Action learning process may involve:	work-based learning
	action research
	communities of practice
	structure or formal networks
	situated learning
	self-defined or self-managed groups
An environment conducive to collaboration and safety includes one where:	equipment works correctly
	occupational health and safety (OHS) requirements are met
	the venue is welcoming and comfortable
	organisational support is obtained

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	behavioural norms are established
Communication skillsmust include:	providing an open, warm communication style where effective verbal and body language is used
	demonstrating a capacity to communicate clearly to facilitate the group and 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 skillsmust include:	showing respect for learners' expertise/background
	demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
	modelling facilitation and learning behaviours
	engaging in two-way interaction
	using language and concepts appropriate to cultural differences
	accurately interpreting non-verbal messages
Principles of action learninginclude:	a learning cycle based on planning, action, reflection and evaluation
	work-focused
	learning by doing and through action
	learner-directed
	based on mutual expertise, support and stimulation
	open ended solutions
	using learning to act differently
	challenging established models and approaches
	thinking critically
Theaction planmay include:	the organisational context and objectives
	the action learning methodology being used
	expected outcomes/outputs
	formal learning and work activities
	time lines and number of meetings/sessions
	resources
	agreed evaluation methods
Varied activitiesmay include:	guiding learners to share their knowledge and expertise
	encouraging critical analyses of practices
	developing common resources/responses/strategies
	using group engagement activities, e.g.

problem solving, scenario setting and questioning

trialling ideas or processes

reporting on tasks/activities undertaken in the workplace or out of sessions

using a range of different activities, for example:

written activities

role-plays

audio or visual activities

practice or demonstration

visits to other organisations, training and/or assessment organisations, worksites

Learning styles **include**:	theorist
	pragmatist
	activist
	reflector
	kinaesthetic
	auditory
	visual
Generic skills **may include**:	Employability Skills, including:
	communication
	teamwork
	problem solving
	initiative and enterprise
	planning and organising
	self-management
	learning
	technology
	innovation
	language, literacy and numeracy skills
Self-assess and reflect **may include**:	asking critical questions about personal performance and answering them objectively and honestly
	analysing what worked and what did not work, and why
	thinking about and planning for improvement in the future
Evaluation methods may include:	formal methods such as surveys and questionnaires
	informal methods such as observations, individual and group questioning and discussions
	journal/diary
	feedback loops
Agreed directions and future may include:	identifying areas of further group work

bringing project or group to a close

developing new directions

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation

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