

## TAADEL404A

### Unit Descriptor

#### Application of the Unit

## Facilitate work-based learning

This unit specifies the outcomes required to use work effectively as a learning process.

Learning through work is an ongoing and everyday reality of being in work. However, the effectiveness of that learning can be shaped by interventions and actions that modify, direct and provide support to the workplace learner. This guided learning ensures a planned approach to learning through work activities, effective strategies to support the learning and appropriate monitoring and safeguards.

- This unit addresses the processes, skills and knowledge involved in using the work process and the work environment as the basis for learning in the workplace.
- Learning through work may contribute to an educational outcome, such as a qualification or Statement of Attainment; and/or a work outcome, such as learning how to use a new piece of equipment; and/or a personal outcome, such as extending an individual's self-esteem.
- Providing a guided approach to work-based learning is an essential component of any apprenticeship or traineeship arrangement and also has application in induction processes, change management processes and ongoing employee development.
- The competency specified in this unit is typically required by trainers/facilitators, teachers, workplace supervisors, team leaders, human resource or industrial relations managers, consultants and any employee responsible for guiding learning through work.

#### Unit Sector

Delivery and Facilitation

#### ELEMENT

#### PERFORMANCE CRITERIA

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| 1. Establish an effective work environment for learning | <p>1.1 The <i>purpose or objectives of the work-based learning</i> are established and agreed with appropriate personnel</p> <p>1.2 The <i>areas of work</i> encompassed by the work-based learning are defined and documented</p> <p>1.3 <i>Work practices and routines</i> are analysed to determine their effectiveness in meeting the work-based learning objectives</p> <p>1.4 Changes are proposed to work practices, routines and the work environment to support more effective learning, where appropriate, and discussed with <i>relevant persons</i></p> <p>1.5 <i>Occupational health and safety (OHS)</i> and <i>industrial relations implications</i> of using work as the basis for learning are identified and addressed</p> |
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| 2. Develop a work-based learning pathway                            | <ul style="list-style-type: none"> <li>2.1 The documented work areas are analysed to determine an <i>effective work-based learning pathway</i></li> <li>2.2 <i>Organisational strategies</i> to support the work-based learning are proposed</li> <li>2.3 <i>Any contractual requirements and responsibilities</i> for learning at work are addressed</li> <li>2.4 Connections are made with the training and/or assessment organisation to integrate and monitor the <i>external learning activities</i> with the work-based learning pathway where relevant</li> <li>2.5 The proposed work-based learning pathway is evaluated against <i>appropriate criteria</i></li> <li>2.6 Agreement is obtained from relevant personnel to implement the work-based learning pathway</li> </ul>                            |
| 3. Implement the work-based learning pathway                        | <ul style="list-style-type: none"> <li>3.1 The <i>learners' profile and characteristics</i> are evaluated to determine <i>possible requirements for support</i></li> <li>3.2 The purposes/objectives for undertaking work-based learning and the processes involved are clearly explained to the learners</li> <li>3.3 The introduction of workplace tasks, activities and processes is sequenced to reflect the agreed work-based learning pathway</li> <li>3.4 Agreed organisational strategies are put into effect</li> <li>3.5 Relations with other work personnel affected by the work-based learning pathway are managed to ensure effective implementation</li> <li>3.6 <i>Appropriate communication and interpersonal skills</i> are used to develop a collaborative relationship with learners</li> </ul> |
| 4. Monitor learning and address barriers to effective participation | <ul style="list-style-type: none"> <li>4.1 <i>Access and equity considerations</i> are addressed, where appropriate</li> <li>4.2 The readiness of the worker to participate in and/or take on new tasks and responsibilities is effectively monitored</li> <li>4.3 Work performances are observed and alternative approaches suggested where needed</li> <li>4.4 Learners are encouraged to take responsibility for learning and to self-reflect</li> <li>4.5 Techniques for learners to demonstrate transferability of skills and knowledge are developed</li> <li>4.6 <i>OHS requirements</i> are monitored to ensure health, safety and welfare</li> <li>4.7 <i>Feedback</i> is provided to learners about work performance and success is communicated and acknowledged</li> </ul>                             |

5. Review the effectiveness of the work-based learning pathway
- 5.1 Work performance and learning achievement are documented and recorded in accordance with legal/organisational requirements
  - 5.2 Learners are encouraged to provide critical feedback on their learning experiences
  - 5.3 The effectiveness of the work-based pathway is evaluated against the objectives, processes and models used
  - 5.4 The effectiveness of any integration of work-based learning and external learning activities is assessed
  - 5.5 Improvements and changes to work-based practice are recommended in light of the review process

## KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	reporting issues that require attention providing feedback	3
Collecting analysing and organising information	monitoring individual needs analysing work for learning opportunities	3
Planning and organising activities	planning learning around work organising opportunities for learning around work processes	3
Working with others and in teams	redefining individual and/or team requirements around work-based learning briefing and monitoring the team	3
Using mathematical ideas and techniques	not applicable	-
Solving problems	matching work tasks to learning needs addressing workplace issues as appropriate	2
Using technology	using appropriate technology to communicate and to provide feedback	1

**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.

The purpose or objectives of the work-based learning may include:

- introduction of new technology
- new product / service
- new organisational direction/workplace change
- new position or job roles
- addressing identified skills gap/deficit
- OHS requirements
- quality improvements
- competency achievement
- part of traineeship/apprenticeship

Appropriate personnel may include:

- workplace supervisor/frontline manager
- training/human resources/industrial relations manager
- trainer/facilitator/assessor
- learner
- training and/or assessment organisation personnel
- group training company personnel

Areas of work may include:

- work or job tasks
- work activities
- processes to carry out work
- use/operation of equipment to carry out work
- projects
- team-based or individual work

Work practices and routines may include:

- work schedules
- work timelines
- work performance expectations
- work organisation/organisational change
- work models/multi-skilling
- work structures and systems
- operational/organisational guidelines
- OHS guidelines, systems and safeguards
- work demarcations and industrial relations concerns
- English language, literacy and numeracy (LLN) requirements

Relevant persons may include:

- workplace supervisor/frontline manager
- training/human resources/industrial relations manager
- union representatives/delegates
- workers whose own jobs may be affected by the proposed changes

OHS implications may include:

- OHS legal obligations
- workplace OHS policies and procedures
- ensuring work practices, routines and proposed changes do not pose a risk to the learner and others

Industrial relations implications may include:

- work demarcations created through changes to work practices
- ensuring compliance with an award or enterprise bargaining agreement
- licensing requirements

An effective work-based learning pathway may include:

- identifying specific goals for work-based learning
- identifying job tasks or activities to be included in the learning process
- appropriate sequencing of job tasks/activities to reflect learner incremental development
- direct guidance and modelling from experienced co-workers and experts
- opportunities for practice

Organisational strategies may include:

- appropriate supervision during learning
- appropriate time to observe and talk to others in work
- use of co-workers to model or demonstrate tasks and activities or to teach technical terminology and language of the workplace
- use of internal work experts/mentors/coaches with whom the learner is comfortable
- sufficient time for practice
- job rotation

Contractual requirements and responsibilities may include:

- training plans under apprenticeships/traineeships
- Workplace English Language and Literacy (WELL) or other government funded training program requirements

External learning activities may include:

- external courses e.g. institution-based
- off-the-job components of apprenticeship/traineeship
- equipment supplier training
- online learning
- conferences/seminars/workshops
- self-directed learning

Appropriate criteria may include:

- breadth and depth
- inclusion of a range of routine and non-routine work tasks/activities
- appropriate sequencing of work tasks/activities
- sufficient learning and practice time
- capacity to address learning that underpins knowledge within the work tasks/activities
- identified relationship/synthesis with learning provided by other sources

Learners' profiles and characteristics may include:

- language, literacy and numeracy needs
- specific needs
- employment status
- past learning experiences
- work roles
- level of maturity
- culture

Possible requirements for support may include:

- referral to an external agency for assistance with language, literacy and numeracy
- use of interpreters
- mentor/coach
- peer support
- physical support needs
- other support mechanisms

Appropriate communication skills may include:

- using icebreakers as appropriate
- building rapport with the learner/s
- using effective verbal and body language
- demonstrating a capacity to communicate clearly to facilitate the individual/s learning
- using critical listening and questioning techniques
- giving constructive and supportive feedback
- accurately interpreting verbal messages
- assisting learners to paraphrase advice/instructions back to the trainer/facilitator
- providing clear and concrete options/advice
- using appropriate terminology and language of the industry/profession
- ensuring language, literacy and numeracy (LLN) used is appropriate to learner/s

Interpersonal skills may include:

- showing respect for the expertise and background of learner/s
- 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

Access and equity considerations may include:

- minimising physical barriers
- identifying and addressing direct and indirect barriers to learning
- building on learner strengths
- providing access to a range of resources and/or equipment
- making referrals to a range of relevant agencies

Techniques for learner/s to demonstrate transferability may include:

- problem solving
- situated learning
- hypothetical questioning
- opportunities for learner/s to demonstrate autonomy in learning
- opportunities for learner/s to apply the knowledge and skills in different contexts

OHS requirements may include:

- reporting procedures
- emergency procedures

Feedback may include:

- performance reviews
- formal or informal group or individual discussions

## 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 have developed work-based learning pathways that integrate learning through work.

This includes identifying learning needs, analysing work practices, the environment and work tasks; organising and allocating work in a way that reflects the learning needs and provides effective learning opportunities, and monitoring the effectiveness of the selection of work-based learning pathway.

### Required knowledge includes:

- work organisation systems, processes, practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture including industrial relations environment
- systems for identifying skill needs, for example:
  - performance reviews
  - training needs analysis
  - identifying additional training needs of learners
- learning principles, for example:
  - learning and experience are connected for meaning
  - adults need to know why they are learning
  - adults can self-evaluate
  - adults learn in different ways
- individual facilitation techniques to support and guide learning
- change processes, for example:
  - how people work through change
  - behaviours associated with change
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
  - visual learners
  - audio learners
  - kinaesthetic learners
  - theoretical learners
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
  - industrial awards
  - enterprise bargaining agreements
  - licensing requirements
  - industry/workplace requirements
  - duty of care under common law
  - information and confidentiality requirements
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination



- workplace relations
- National Reporting System
- OHS relating to the work role, including:
  - hazards relating to the industry and specific workplace
  - reporting requirements for hazards and incidents
  - specific procedures for work tasks
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information
- organisational strategies that provide support to the workplace learning

**Required skills and attributes include:**

- communication skills to:
  - identify needs
  - communicate suggestions
  - give feedback constructively
  - ask open-ended questions to tease out required knowledge and information
  - evaluate learner profiles and characteristics
  - coach learners
- literacy skills to:
  - read and interpret organisational documents, legal documents and contracts
  - complete and maintain documentation
- monitor and manage work environment and individual dynamics, for example:
  - assess the climate of the group
  - facilitate employee acceptance
  - ensure each individual feels valued
- organisational skills to:
  - allocate and reorganise work
  - organise changes with relevant persons
  - provide guidance and feedback to individuals
- cognitive skills to:
  - set learning outcomes through work
  - interpret and analyse competency standards and/or other performance specifications to actual work processes
  - design a learning process through work

**Products that could be used as evidence include:**

- redesigned individual/group work plans
- documented individual work-based learning pathways
- training gap identification materials
- documented reviews of work-based learning pathways
- performance management feedback

**Processes that could be used as evidence include:**

- how learning needs were identified and why
- how learning opportunities were matched to work
- how work was organised/reorganised to reflect learning needs
- how learning was promoted

**Resource implications for assessment include:**

- work opportunities
- learning opportunities in work
- time to support learner needs e.g. organised time for learner to watch work and talk with work colleagues and trainer/facilitator and reflect on learning

**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:**

- a minimum of two examples of developing work-based learning pathways, that includes:
  - identifying needs for learning
  - analysing work practices, work environment and work activities
  - organising and allocating work in a way that reflects the learning needs and which provides effective learning opportunities through work processes

**Integrated assessment means that:**

- this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
  - TAADEL403A Facilitate individual learning
  - TAADES401A Use Training Packages to meet client needs.