Australian Government

Department of Education, Employment and Workplace Relations

TAADEL403A Facilitate individual learning

Release: 1

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

TAADEL403A Facilitate individual learning

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and facilitator.

Competency Field

Delivery and Facilitation

Application of the Unit

Learning facilitation relationships may take a number of forms including structured/semi-structured activities and formal/informal agreements.   They may be independent of or part of a broad learning and delivery strategy.   Identifying which learners and learning contexts may benefit from individual learning facilitation forms part of this competency.

Establishing an appropriate mutual relationship is critical, and the communication and interpersonal skills of the trainer/facilitator are paramount in creating the necessary preconditions for individual learning facilitation to be effective.

Two major techniques to facilitate individual learning are derived from mentoring and coaching methodologies.   Other similar instructional techniques may also be appropriate, such as tutoring.   The trainer/facilitator may use these techniques with one learner or with individual learners in a small group context.

Individual learning/facilitation relationships may be used to help an individual or individuals meet personal or job goals, learn new skills/knowledge or develop new learning / work behaviours.   The role of the trainer/facilitator using these techniques is to advise, guide, support and respond to the needs of the individual learner.

The delivery mode may be face-to-face, online, via telecommunication or using a combination of media.

The competency specified in this unit is typically required by trainers/facilitators, supervisors, managers, leaders, practitioners, teachers, assessors and consultants.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Identify individual learning facilitation requirements	1.1 The need for individual learning/facilitation in the learning area is identified
	1.2 The goals for learning for individual learning/ facilitation are identified and discussed with relevant persons
	1.3 Appropriate individual learning/facilitation techniques and processes are identified and documented to support individual learning needs and goals
	1.4 Evaluation processes are developed and agreed

		1.5	Organisational support for implementation is obtained, where relevant
2	Establish the learning/ facilitation relationship	2.1	The individual's learning style, learner characteristics and the context for learning are identified
		2.2	The appropriate technique/process to facilitate individual learning is selected or organised and the basis of the technique/process is explained and discussed with the individual learner
		2.3	The boundaries and expectations of the learning/ facilitation relationship are clarified and agreed using effective communication and interpersonal skills
		2.4	Any equity or additional support needs are clarified
		2.5	An individualised learning plan is developed, documented and discussed with the learner
3	Maintain and develop the learning/facilitation relationship	3.1	Preparation for each meeting/session is evident
		3.2	Effective communication and interpersonal skills are used to grow the relationship and sustain active participation
		3.3	Structured learning activities are developed to support and reinforce new learning, build on strengths and identify areas for further development
		3.4	Leadership and motivational skills are demonstrated to enable the learner to take responsibility for learning
		3.5	Learner cues are observed and changes in approach are made, where necessary, to maintain momentum
		3.6	Ethical behaviours are practised at all times
		3.7	Regular meetings are agreed to by both parties and scheduled to monitor the effectiveness of the learning/facilitation relationship
		3.8	Appropriate documentation to support the relationship is mutually developed and maintained

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4	Close and evaluate the learning/facilitation relationship	4.1	Tools and signals are used to determine readiness for closure of individual learning/facilitation relationship
		4.2	The closure is carried out smoothly using appropriate interpersonal and communication skills
		4.3	Feedback is sought from the learner on the outcomes achieved and the value of the relationship
		4.4	The impact of the learning/facilitation relationship is reviewed using identified evaluation processes
		4.5	Self evaluation and reflection on own performance in managing the relationship is carried out and areas for improvement are identified
		4.6	The outcomes of the learning/facilitation relationship and evaluation of the process are documented and filed in accordance with legal, organisational and personal requirements

Required Skills and Knowledge

Not applicable.

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.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can establish and maintain an effective learning/facilitation relationship with an individual learner.

The trainer/facilitator must demonstrate the development of a relationship, in one or more delivery modes which is learner centred, adaptable to individual needs, and appropriate to the learning area or focus of the relationship. Demonstration of effective techniques, communication, interpersonal skills and problem solving skills are pivotal to demonstrated competency in this unit.

Evidence Requirements

Required knowledge includes:

the effects of verbal and non verbal communication, for example:

- how to interpret behaviours
- how to model behaviours and values

sound knowledge of different learning styles and how to encourage different learners, for example:

- theoretical learners
- pragmatic learners
- activist learners
- reflective learners
- kinaesthetic learners
- audio learners
- visual learners
- tactile learners
- left/right brain learners

the learning cycle, including:

- concrete experience
- observation and reflection
- concept formation
- testing new learning

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 something
- adults need to be respected
- adults prefer learning to be relevant and practical

the needs and characteristics of the individual learner

change processes, for example:

- how people work through change

- behaviours associated with change

the organisational culture, for example:

- how individualised learning is perceived and valued
- workplace arrangements for individualised learning
- industrial relations implications
- regulatory requirements

current techniques to facilitate individual learning

how to create new learning activities

learner cues that may reflect difficulties with individual learning facilitation relationships

sources of external support

measurement or evaluation tool development

other learning options, learning activities and referrals

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

- competency standards
- licensing
- industry/workplace requirements
- duty of care under common law
- recording information and confidentiality requirements
- 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:

use of empathy to:

- build rapport
- communicate the feeling of threat and risk when facilitation begins
- deal appropriately with a range of emotions

interpersonal skills to:

- set up a comfortable environment
- demonstrate awareness of own behaviour
- use appropriate humour to lighten atmosphere
- keep the sessions learner centred

analysis skills to:

- identify suitable learning/facilitation techniques and activities for the individual learner

flexibility to:

- determine and alter a learning plan
- negotiate with the learner to ensure facilitation is suitable
- be patient with individual's learning ability
- interpret information gathered and adapt own style accordingly

communication skills to:

- give positive and negative feedback

- demonstrate awareness of own behaviour
- negotiate and manage conflict
- confirm, clarify or repair understanding
- build constructively on what has been said

learning and facilitation techniques to:
- lead and motivate learners to take responsibility for their own learning
- maintain momentum during the learning process
- facilitate individual learning through a one on one relationship

literacy skills to:
- develop the learning plan
- maintain records and other documentation
- read and interpret relevant documentation

recognising and being sensitive to individual difference and diversity, for example:
- being sensitive to and valuing culture
- acting without bias/discrimination
- responding to individuals with particular needs
- recognising the importance of religion

time management skills to:
- structure sessions
- drive the process to achieve goals

Products that could be used as evidence include:

individual learning plan

facilitation activities

evaluations from participants or organisation

evidence of self evaluation and improvement of skills, for example, a learning journal

audio or video of a facilitation session

Processes that could be used as evidence include:

how communication skills have been used in facilitating/learning, particularly questioning techniques, listening and interpretation, and why

how the individual's learning area, style and context were matched to the learning facilitation methods, process and activities utilised

how learning was structured to build new skills, and why

how reflection and insight into learning was developed in the learner

how the trainer/facilitator relationship was terminated, and why

Resource implications for assessment include:

materials and information for facilitation

permission of organisation for time and resources

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 a learning facilitation relationship being conducted, with different individuals to demonstrate communication skills and flexibility; one or more of the processes/techniques identified must be demonstrated

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:

- TAADEL401A Plan and organise group based delivery
- TAADEL402A Facilitate group based learning
- TAADEL404A Facilitate work based learning
- TAADEL501A Facilitate e learning.

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- TAADEL501A Facilitate e learning.

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.

Need for individual learning/ facilitation may be:

proposed by the learner, a manager/department in the organisation, or the trainer/facilitator

a requirement of management

part of the delivery strategy of a Training Package qualification, course or learning program

a request for additional support to enhance learning

based on observation

Learning area may be:

organisational/individual

a new/changed job role

new or changed work procedures/work skills

technical skills

life skills

generic skills

management skills

units of competency in Training Packages

curriculums

Goals for learning may include:

learning a new skill/area of knowledge or competency

defined through learning outcomes or objectives of a learning program

increasing productivity

career advancement or redirection

changes in life direction

setting personal directions/achievements

relationship development

Relevant persons may include:

the learner

the workplace supervisor/coordinator/manager

other team members

other trainers/facilitators/teachers/lecturers

Individual learning/facilitation techniques and processes may include:

a formal or informal process

an ongoing or one off process

a specific circumstance or an integrated feature of the overall learning process

coaching techniques

mentoring techniques

tutoring techniques

peer relationships

matching experienced workers/learners

single or double loop learning approaches

Evaluation processes may include:

a formal evaluation tool

quantifiable measures such as increased productivity/achievement of new skills

level of attendance

critical feedback from learner and others

Organisational support may include:

agreement by organisation to provide additional assistance to individuals through identified techniques

venue and equipment support

additional time with learner

Individual's learning style may include:

auditory

visual

kinaesthetic

tactile

left/right brain

global/analytical

theoretical

activist

pragmatist

reflective

Learner characteristics may include:

language, literacy and numeracy requirements

specific needs, physical or psychological

preferred learning styles

employment status

past learning experiences

level of maturity

cultural background and needs

level of formal schooling in Australia or overseas

length of time resident in Australia

Context for learning may be:

determined by the area of learning

determined by the trainer/facilitator and the learner

defined by the work/learning activities

in a classroom, tutorial room, meeting room, office, work in situ, any agreed meeting place

in a workplace, training and/or assessment organisation, college, community, university or school

defined by the time requirements for individual facilitation and how these will be built into learning activities

impacted by the health, safety or welfare of the learner

Selected is defined as:

where the trainer/facilitator has the capacity to independently determine which technique/process will be most appropriate

Organised is defined as:

where the trainer/facilitator is operating in circumstances where the technique/process is part of an existing delivery system

Boundaries and expectations may include:

the roles and responsibilities of the trainer/facilitator

the roles and responsibilities of the learner

extent/limits of the relationship

the techniques/processes to be used

confidentiality

the range of expertise of the trainer/facilitator

the involvement of others

organisational expectations

reporting requirements

Communication skills must include:

using icebreakers as appropriate

building rapport with the learner

using effective verbal and body language

demonstrating a capacity to communicate clearly to facilitate the learning

using critical listening and questioning techniques

providing constructive and supportive feedback

accurately interpreting verbal messages

assisting learners to paraphrase advice/instructions 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 the learner

Interpersonal skills must include:

showing respect for the expertise and background of the learner

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

Equity or additional support needs may include:

English language, literacy and numeracy support

disability support

Aboriginal and Torres Straight Islander support

ethnic support services

interpreting services

counselling services

community support

An individualised learning plan includes:

the goals to be achieved

contingency plans

the logistics of the learning relationship, for example:

- period of relationship

- frequency of meetings/length of sessions

- location of meetings/contact

the structure of the learning relationship, for example:

- activities to be undertaken

- monitoring processes

- tools/equipment needed

- shadowing

occupational health and safety (OHS) considerations

Preparation may include:

planning for each meeting/session

being organised for each meeting/session

reflecting on outcomes of previous meeting/session

being punctual

identifying 'where we are' at the start

appearing relaxed and confident

enabling learner to identify his/her perspective

providing a relaxing, non threatening environment

Structured learning activities may include:

direction, guidance and mutual discussion

role-plays

written exercises

demonstrations

practice opportunities e.g. practicum or supervised teaching/facilitation

role modelling

projects

readings

research

video/audio analysis

a learning journal

Leadership and motivational skills may include:

maintaining focus

transferring responsibility

empowering the learner

inspiring the learner

visualising the learner's perspective

using effective communication

Learner cues may include:

level of engagement/disengagement

regular/irregular attendance/absences

evidence of frustration, distraction, stress

level of communication/interaction

level of ease/difficulty in undertaking learning activities

stagnation in learning

level of dependence/independence

evidence of problems/issues which may be personal, employment based or related to the individualised learning

Changes in approach may include:

revision of individualised learning plan

fresh approach/shift in technique

problem solving

shift in level of guidance/level of independence

Ethical behaviours include:

trust

integrity

privacy and confidentiality of the session

following organisational policies

knowing own limitations

having a range of other intervention referrals ready when needed

honesty

fairness to others

Tools and signals may include:

self assessment by the learner

a measure of improvement in a particular area

readiness for formal assessment

level of independence in learning

readiness to maintain learning through other means or modes

severe/fixed blockages in the relationship

agreed time period over

Feedback may be:

interview

formal discussion

informal discussion

written questionnaire

Impact may be:

successful achievement/rate of achievement/lack of achievement of identified goals

achievement of other outcomes as a result of the relationship

development of new goals

increased/new motivation to learn

greater capacity to learn

development of or increase in the self confidence of the learner

Self-evaluation and reflection may include:

asking critical questions about own ability, what worked, what did not work and how the relationship building process could be improved

reviewing records and journals on sessions and critically evaluating own performance

reviewing feedback from learner and identifying critical aspects and areas for improvement

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a request for additional support to enhance learning

based on observation

Learning area may be:

organisational/individual

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Goals for learning may include:

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Relevant persons may include:

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a formal or informal process

an ongoing or one off process

a specific circumstance or an integrated feature of the overall learning process

coaching techniques

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Boundaries and expectations may include:

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extent/limits of the relationship

the techniques/processes to be used

confidentiality

the range of expertise of the trainer/facilitator

the involvement of others

organisational expectations

reporting requirements

Communication skills must include:

using icebreakers as appropriate

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using effective verbal and body language

demonstrating a capacity to communicate clearly to facilitate the learning

using critical listening and questioning techniques

providing constructive and supportive feedback

accurately interpreting verbal messages

assisting learners to paraphrase advice/instructions 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 the learner

Interpersonal skills must include:

showing respect for the expertise and background of the learner

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

Equity or additional support needs may include:

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disability support

Aboriginal and Torres Straight Islander support

ethnic support services

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- shadowing

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Preparation may include:

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being organised for each meeting/session

reflecting on outcomes of previous meeting/session

being punctual

identifying 'where we are' at the start

appearing relaxed and confident

enabling learner to identify his/her perspective

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level of dependence/independence

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shift in level of guidance/level of independence

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integrity

privacy and confidentiality of the session

following organisational policies

knowing own limitations

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honesty

fairness to others

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readiness for formal assessment

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Unit Sector(s)

Not applicable.