



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **TAADEL503B Provide advanced facilitation to support learning**

**Release: 1**

## **TAADEL503B Provide advanced facilitation to support learning**

### **Modification History**

Not applicable.

### **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/ facilitators 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 TAA50104B Diploma of Training and Assessment, learners must

demonstrate competency in the following two pre-requisite units:

TAADEL402B Facilitate group-based learning

TAADEL403B Facilitate individual learning

Plus at least one of these units:

TAADEL404B Facilitate work-based learning

TAADEL501B Facilitate e-learning

TAADEL405B Coordinate and facilitate distance-based learning

TAADEL502B 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.

## **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 <b>Develop and extend teaching, facilitation and learning practices</b>	<p>1.1 Knowledge of <b>teaching methodologies, facilitation approaches and learning theories</b> 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 <b>Ethical standards</b> 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 <b>delivery strategies</b> and delivery plans are reviewed for quality and appropriateness and recommendations to revise are made as necessary</p> <p>1.7 <b>Collaborative facilitation</b> models are used to broaden teaching, facilitation and learning skills and knowledge</p>
2 <b>Develop learner independence</b>	<p>2.1 <b>Effective learning experiences</b> are created using appropriate learning theories, principles and <b>inclusive practices</b></p> <p>2.2 <b>Potential barriers to learning</b> are acknowledged and addressed, where possible, through <b>learner</b></p>

**support and adjustment strategies**

- 2.3 **Communication and interpersonal skills** are used effectively to motivate learners
  - 2.4 Facilitation practices extend learners' repertoire of preferred learning styles and enhance learner readiness for new learning
  - 2.5 Facilitation practices progressively transfer responsibility for learning in accordance with learners' readiness
- 3 **Manage learning**
- 3.1 **Learner cues** and feedback are observed and facilitation skills are reviewed, and revised where necessary, to maintain learning momentum
  - 3.2 Activities to develop **meta-cognition skills** and generic skills are integrated into facilitation and learning practices
  - 3.3 Sensitivity related to diversity of culture, learning styles, abilities and experience is modelled
  - 3.4 Explanations of theoretical ideas and principles are linked to learners' existing knowledge and experience using comprehensible language
- 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

## 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 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.

## Evidence Requirements

### 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** assessment must address the scope of this

**that:**

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:**

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:

**TAADEL405B Coordinate and facilitate distance-based learning**

**TAADEL501B Facilitate e-learning**

**TAADEL502B Facilitate action learning projects.**

## 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.

**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



**Learner cues may include:**

cultural differences  
accurately interpreting non-verbal messages  
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

**Unit Sector(s)**

Not applicable.

## **Competency Field**

### **Delivery and Facilitation**