



Australian Government

TAEDEL411 Facilitate vocational training

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDEL401 Plan, organise and deliver group-based learning.

Application

This unit describes the skills and knowledge required to plan, prepare for and facilitate the vocational training of both individual learners and groups of learners via a face-to-face, in-person delivery mode. It includes customising and using existing session plans and learning resources, using these plans to facilitate training, and reviewing own practice.

The unit applies to entry-level vocational education and training (VET) teachers and trainers who use training and technical skills to deliver training based on a product that is nationally recognised or aligned with other recognised frameworks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan and prepare for vocational training	1.1 Identify purpose, target group, learning resources and requirements for training from the training and assessment strategy 1.2 Access nationally recognised units of competency or other performance benchmarks and identify required standard of performance 1.3 Arrange and review delivery plan, session plans and learning resources according to legislative and regulatory requirements

ELEMENTS	PERFORMANCE CRITERIA
	<p>1.4 Identify and organise required support for foundation skill and learning needs within scope of own role; and make necessary adjustments and/or access specialist support where required</p> <p>1.5 Identify and assess safety constraints and risks to training in line with work health and safety (WHS) policies and procedures</p>
2. Customise vocational training	<p>2.1 Review information about learner characteristics and needs and their work context to identify customisation needs</p> <p>2.2 Customise session plans and learning resources to suit learners and their context</p> <p>2.3 Record amendments according to organisational procedures</p>
3. Deliver face-to-face vocational training	<p>3.1 Prepare learning environment and check equipment prior to use according to organisational requirements</p> <p>3.2 Facilitate face-to-face training sessions according to session plans</p> <p>3.3 Use training facilitation techniques and activities that support and engage individual learners and groups of learners</p> <p>3.4 Present information to individuals and groups using presentation techniques and aids</p> <p>3.5 Identify and monitor health and safety hazards and risks, and implement and adjust risk controls to address risks during training</p> <p>3.6 Maintain and store training records according to organisational requirements</p>
4. Support individual and group learning	<p>4.1 Monitor and document learner progress according to organisational procedures</p> <p>4.2 Monitor individual and group learning to identify learner difficulties and training challenges</p> <p>4.3 Adapt session plans and adjust training facilitation techniques to respond to diverse learner needs and maintain learner motivation, engagement and commitment</p>
5. Review vocational training practice	<p>5.1 Seek learner feedback according to organisational procedures</p> <p>5.2 Analyse own practice of facilitating training and identify opportunities for improvements</p>

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Digital literacy	<ul style="list-style-type: none"> • Uses main features and functions of digital tools and electronic applications required in own role to access, organise, analyse, exchange and display information
Reading	<ul style="list-style-type: none"> • Accesses, reads and interprets documentation relevant to the learning context, including planning documents, learning materials, policies and procedures relevant to the context
Writing	<ul style="list-style-type: none"> • Develops and maintains documentation in response to required needs
Oral communication	<ul style="list-style-type: none"> • Uses communication techniques to build rapport and explore requirements • Facilitates training in a style appropriate for both individuals and groups
Numeracy	<ul style="list-style-type: none"> • Interprets and uses scheduling and sequencing information, and estimates time and risk
Initiative and enterprise	<ul style="list-style-type: none"> • Proactively uses strategies to maintain safe, productive and engaging learning environment • Is proactive and solutions-focused in responding to learner needs during training delivery
Problem solving	<ul style="list-style-type: none"> • Identifies and responds to problems and opportunities for improvement and considers options for different approaches
Self-management	<ul style="list-style-type: none"> • Recognises and follows organisational procedures relevant to own role • Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes

Unit Mapping Information

Supersedes and is not equivalent to TAEDEL401 Plan, organise and deliver group-based learning.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>