



Australian Government

TAEDEL412 Facilitate workplace-based learning

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 equivalent to TAEDEL402 Plan, organise and facilitate learning in the workplace.

Application

This unit describes the skills and knowledge required to prepare for, plan and facilitate workplace-based learning for learners in the workplace. It includes customising and implementing existing learning plans and resources based on products that are nationally recognised or aligned with other recognised frameworks, and reviewing own practice.

The unit applies to entry-level vocational education and training (VET) teachers and trainers who use facilitation and technical skills to facilitate learning in the workplace based on products that are 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. Prepare to facilitate workplace-based learning	1.1 Clarify and confirm workplace-based learning objectives and scope 1.2 Analyse position descriptions and work routines to determine that learning objectives can safely be met in the workplace-based learning 1.3 Establish workplace environment for learning 1.4 Identify personnel to be involved in the workplace-based learning and their job roles and responsibilities.

ELEMENTS	PERFORMANCE CRITERIA
2. Develop plan for workplace-based learning	2.1 Arrange for integration and monitoring of workplace-based learning activities 2.2 Identify phases and duration for learners' work-based learning 2.3 Identify need for support personnel within work-based learning 2.4 Draft plan for workplace-based learning that meets learning objectives, uses a range of learning opportunities, and outlines required safety arrangements 2.5 Obtain agreement from required personnel to finalise and implement the plan for workplace-based learning
3. Establish the learning relationship	3.1 Conduct initial meeting with learner to commence work-based learning and explain learning objectives and processes 3.2 Discuss and agree planned learning opportunities and activities according to any regulatory requirements 3.3 Select techniques for facilitating learning in the workplace to meet learners' needs and explain intended approach to learners 3.4 Discuss and organise required support for foundation skill and learning needs within scope of own job role; and access specialist support where required 3.5 Monitor supervisory arrangements appropriate to learners' levels of knowledge, skill and experience, provide support and encouragement, and ensure learners' health and safety
4. Implement workplace-based learning	4.1 Prepare learning environment and check equipment prior to use 4.2 Monitor and address work health and safety (WHS) hazards and risks before and during training 4.3 Oversee learning activities in workplace following the sequence of the workplace-based learning plan 4.4 Implement techniques that facilitate learners' application of skills and knowledge to workplace activities
5. Develop the learning relationship	5.1 Observe learner cues and change approaches where necessary to engage learners and maintain momentum 5.2 Encourage learners to take responsibility for learning and to use self-reflection 5.3 Monitor effectiveness of learning relationship through regular interaction
6. Close and evaluate the workplace-based	6.1 Use interpersonal and communication techniques to close the learning relationship

ELEMENTS	PERFORMANCE CRITERIA
learning	6.2 Seek feedback from learners and workplace stakeholders on outcomes achieved and value of the learning relationship 6.3 Evaluate effectiveness of workplace-based learning against objectives, and the processes and techniques used 6.4 Review and reflect on own facilitation of workplace-based learning and identify areas for improvement 6.5 Recommend improvements to own workplace-based learning practice based on review process

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	• Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information
Reading	• Accesses and interprets compliance information, contractual information, WHS information, and documents relevant to learning in the workplace
Writing	• Maintains documentation relevant to workplace-based learning according to organisational and workplace requirements
Oral communication	• Uses oral communication techniques to identify needs, build rapport, agree on learning, facilitate learning and monitor practice • Selects appropriate vocabulary adjusting language, tone and pace to promote effective interactions, and to build learner engagement • Asks questions to clarify understanding, and seeks feedback and further information
Numeracy	• Interprets and uses scheduling and sequencing information, and estimates time and risk
Planning and organising	• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes
Problem solving	• Identifies and responds to problems and opportunities for improvement, considering options for different approaches • Uses systematic, analytical processes in complex, routine and non-routine situations, gathering information, and identifying and evaluating options based on organisational needs

Skill	Description
Self-management	- Follows organisational protocols, policies and procedures in the management of records - Recognises and responds to contractual and ethical requirements associated with own role
Teamwork	Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm outcomes meet requirements

Unit Mapping Information

Supersedes and is equivalent to TAEDEL402 Plan, organise and facilitate learning in the workplace.

Links

Companion Volume Implementation Guide is found on VETNet -

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