



**Australian Government**

# **Assessment Requirements for TAEDEL413 Facilitate distance-based training**

**Release: 1**

# Assessment Requirements for TAEDEL413 Facilitate distance-based training

## 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 TAEDEL403 Coordinate and facilitate distance-based learning.

## Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- facilitate at least 3 distance-based training sessions of at least 30 minutes each.

In the course of the above, the individual must:

- identify and respond to the diverse needs of at least 3 learners, including foundation skill needs
- deliver vocational training using at least 1 training product that is nationally recognised or aligned with other recognised frameworks.

## Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relevant to facilitating distance-based training, including:
  - trainer requirements, including qualifications and currency
  - use of industry experts
  - learner support
- organisational procedures relating to facilitating distance-based training, including requirements for:
  - identifying contents of training and assessment strategies relevant to the training
  - accessing and customising session plans and learning resources
  - using required technologies and tools
  - record keeping

- learner support
- escalating learner support needs beyond scope of own role
- work health and safety (WHS) responsibilities relating to facilitating distance-based training
- processes for interpreting nationally recognised training products to identify the standard of performance required, including to identify:
  - structure, content and application of products relevant to learning, and how they are addressed in training
  - requirements of foundation skills: language, literacy, numeracy, digital literacy and employability skills
- dimensions of competency and how they guide facilitation practices
- strategies and processes for identifying and organising required specialist support for learners, including support relating to technical needs, including software and hardware, including use of current authorised Australian foundation skills frameworks
- learning theories and adult learning principles and their application to distance-based training
- paper-based and online resources suited to facilitating the distance-based training described in performance evidence, and their key features
- techniques for customising session plans and learning resources to suit learner characteristics and needs in distance-based training
- training practices, methods and techniques for facilitating distance-based training and supporting effective learning, including those that:
  - promote learner engagement
  - build safe and inclusive learning environments for individuals and groups, including:
    - providing learners with information
    - using appropriate and inclusive language
  - support the management during training delivery of learner characteristics and needs
  - identify and support learners with diverse and additional learning needs, including:
    - behaviours that learners with learner difficulties may exhibit
    - reasons that some learners may require additional support
    - support strategies for different types of need
  - provide opportunities to review and reflect on own practice
  - build skills in presenting and applying presentation aids
- resources available to support identifying training facilitation techniques that suit different learners.

## Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- learners requiring distance-based vocational training
- organisational procedures for facilitating distance-based training
- session plans and learning resources that fully cover the requirements of product that is nationally recognised or aligned with other recognised frameworks, and are suitable for distance-based training
- infrastructure that supports training delivery where access to reliable internet is not available.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

Companion Volume Implementation Guide is found on VETNet -

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