



Australian Government

TAEDEL415 Complete a practicum in a vocational education and training environment

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. Newly created unit.

Application

This unit describes the skills and knowledge required to implement effective teaching and training practice during practicum sessions in a vocational education and training (VET) environment, delivering training based on a nationally recognised training product. It includes observing the teaching and training practice of other VET teachers and trainers, and obtaining feedback on own performance with the view to strengthening one's own facilitation techniques.

The unit applies to entry-level VET teachers and trainers who use a range of facilitation techniques in their teaching and training practice in a range of contexts and deliver training based on nationally recognised training products. For the purposes of this unit, the practicum must be carried out during co-delivery with, or direct observation by, a qualified VET teacher or trainer.

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 to address the learning needs of learners as part of practicum	1.1 Identify individual and learner cohort characteristics 1.2 Use identified learner characteristics to identify potential barriers to, and required support for, learning 1.3 Seek feedback on identified barriers and support needs from

ELEMENTS	PERFORMANCE CRITERIA
	qualified and experienced personnel and integrate into planning 1.4 Identify and organise required support for learners' foundation skill and other learning needs within scope of own role 1.5 Recommend referral to specialist support as required
2. Address the learning needs of learners as part of training delivery in a practicum	2.1 Develop and customise session and delivery plans and resources to meet learner needs and reflect learner needs 2.2 Deliver training sessions that reflect the context, support learner characteristics and their learning needs, and use suitable facilitation techniques 2.3 Adjust facilitation techniques in response to feedback to meet individual learner and learner cohort needs 2.4 Establish and maintain a safe and inclusive learning environment
3. Seek feedback on own teaching and training practices as part of practicum	3.1 Seek feedback and advice from qualified VET teachers and/or trainers on own teaching and training practices according to organisational protocols and procedures 3.2 Seek feedback from learners regarding own teaching and training practices 3.3 Analyse obtained feedback and apply to own teaching and training practice during practicum
4. Seek and undertake learning opportunities during practicum that improve own teaching and training practice	4.1 Observe the teaching and training practice of other qualified VET teachers and/or trainers facilitating training 4.2 Gather information from other qualified VET teachers and/or trainers about their teaching and training practice and proactively identify learnings applicable to own teaching and training practice 4.3 Participate in professional development opportunities relevant to teaching to develop and improve own teaching and training practice
5. Review own teaching and training practice during practicum	5.1 Evaluate planning strategies used to address the learning needs of learners 5.2 Evaluate own facilitation techniques based on observations, review and feedback obtained from others 5.3 Identify and document opportunities to improve own planning strategies, facilitation techniques, and learning resource development and customisation skills

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 to: • access and exchange information required in own role • develop and customise session and delivery plans and resources
Oral communication	• Uses communication techniques to build rapport, explore requirements, and facilitate training using language suited to individual and group contexts • Interacts effectively with teachers and/or trainers to learn about their teaching and training practices and to seek feedback on own performance
Reading	• Identifies and interprets documentation relevant to the learning context, including planning documents, learning materials, and policies and procedures
Writing	• Develops and maintains documentation in response to required needs
Planning and organising	• Organises and completes work according to defined requirements and timeframes, taking responsibility for decisions and sequencing tasks to achieve efficient training outcomes
Problem solving	• Identifies and responds to problems and opportunities for improvement, building on strengths and considering options for different approaches
Self-management	• Follows organisational protocols, policies, and procedures relevant to own role
Teamwork	• Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm that training outcomes meet requirements

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide is found on VETNet -

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

