



**Australian Government**

# **Assessment Requirements for TAEDEL502 Provide advanced facilitation practice**

**Release: 2**

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## Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- facilitating groups of learners and demonstrating:
  - the selection and use of different teaching and delivery methods, applied in different delivery modes that are relevant and appropriate to different learners and their needs
  - integration of theory and practice in own performance and in supporting learners to develop competency
  - a variety of strategies to support increased learner independence
  - documentation of reflective practice and proposed changes to practice
- collecting feedback from observers such as supervising teachers/trainers, peers, colleagues, learners or clients
- analysing feedback from a range of sources, and reflecting on the success of the training delivery, as well as own performance.

The candidate must be able to show evidence of having conducted a minimum of 100 hours of group facilitation, in addition to any evidence provided of work with individual learners, or in a different learning context.

The candidate must show evidence of feedback from at least two peers and 10 learners, and evidence of reflection on this feedback.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the main branches of learning theory incorporating behavioural learning theory, cognitive learning theory, experiential learning theory, information processing theory, and current research on learning as it relates to teaching in an adult environment
- different delivery modes and facilitation techniques, and their appropriateness for different learners and learning situations
- the code of practice and/or ethics relevant to the vocational education and training (VET) sector
- ways in which components of Training Packages, accredited curricula and learning resources can be contextualised to meet the needs of individual learners, without compromising standards.
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## Assessment Conditions

Assessment must take place within a VET workplace, and include access to the full range of physical resources usually provided to a facilitator of a training program, in a registered training organisation (RTO).

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

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>