



Australian Government

TAEDEL502 Provide advanced facilitation practice

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 2.0.

Application

This unit describes the skills and knowledge required to provide high-level facilitation, including reflective and continuous improvement practices, in a vocational education and training (VET) context.

It applies to experienced teachers, trainers and assessors utilising a range of techniques, across a range of contexts, to create the best learning outcomes for learners within a vocational education context such as a Registered Training Organisation (RTO).

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Extend facilitation practices	1.1 Update knowledge of learning methods, facilitation techniques and learning theories, to improve delivery and facilitation practices 1.2 Maintain currency of vocational competencies and related subject matter expertise 1.3 Practise flexibility, innovation and responsiveness in facilitation practice 1.4 Reflect on own practice and experiences as a facilitator, to determine and document potential improvements to delivery approaches
2. Prepare for complex environments	2.1 Identify environmental conditions and their potential impact on teaching 2.2 Manage constraints to delivery with relevant personnel 2.3 Review, and adjust, training and assessment strategies to address the constraints of complex environments
3. Prepare for learners with complex needs	3.1 Research the characteristics of learners with complex needs, and identify potential barriers to learning 3.2 Develop, and adjust, training and assessment strategies, and customise learning materials to meet needs
4. Develop learner independence	4.1 Enhance learner experiences using a range of learning methods and inclusive practices 4.2 Acknowledge and address potential barriers to learning 4.3 Encourage learners towards self-directed learning by establishing enabling processes
5. Reflect on, and improve practice	5.1 Seek input from other relevant personnel regarding teaching, facilitation and learning practices 5.2 Review teaching, facilitation and learning practices to identify and document opportunities for improvement 5.3 Implement the documented improvement plan, review, and adjust as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 1.2, 1.4	<ul style="list-style-type: none"> Undertakes research activities and reflects on performance to identify opportunities for own learning, development and extension of practice and experience
Reading	1.1, 1.2, 2.3, 3.1, 5.2	<ul style="list-style-type: none"> Sources, analyses and interprets text-based information to learn, develop and continuously improve
Writing	1.4, 2.3, 3.2, 5.2, 5.3	<ul style="list-style-type: none"> Appropriately documents potential improvements
Oral Communication	1.3, 5.1	<ul style="list-style-type: none"> Uses appropriate communication techniques to interact effectively with learners and staff, to respond to barriers, ensure engagement and facilitate effective learning.
Navigate the world of work	1.3	<ul style="list-style-type: none"> Takes steps to practise skills relevant to facilitation role
Interact with others	2.2, 4.1-4.3	<ul style="list-style-type: none"> Cooperates and consults with others to build rapport, understanding and an enhanced learning environment
Get the work done	1.1-1.4, 2.1-2.3, 3.1, 3.2, 4.1-4.3, 5.1-5.3	<ul style="list-style-type: none"> Plans, organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes Identifies and responds to problems, and opportunities for improvement, considering options for different approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL502 Provide advanced facilitation practice	TAEDEL502A Provide advanced facilitation practice	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion volumes are available from the VETNet website - <http://vetnet.education.gov.au>