



Australian Government

Assessment Requirements for TAEDEL512 Lead training facilitation

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 not equivalent to TAEDEL502 Provide advanced facilitation practice.

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:

- apply research and own professional development to improve own training facilitation practice, including facilitating at least 100 hours of vocational training with groups of learners based on a product that is nationally recognised or aligned with other recognised frameworks.

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In the course of each of the above, the individual must:

- select and use training facilitation techniques appropriate to learner needs and work context
- use strategies suited to each learner and facilitation context to support learners to develop competency and develop increased learner independence
- support the development of the training facilitation practice of at least 4 trainers
- identify and respond to learner foundation skill needs
- collect feedback from at least 4 peers and 10 learners.

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 relating to leading training facilitation, including:
 - trainer requirements, including qualifications and currency
 - use of industry experts
 - training supervision
 - contextualisation

- organisational procedures relating to leading training facilitation, including organisational requirements for:
 - initiating and participating in professional development
 - code of ethics
 - reviewing training facilitation practice
 - gathering feedback
 - maintaining privacy and confidentiality
 - duty of care
 - copyright
 - identifying and addressing own work health and safety (WHS) responsibilities
- competency-based training, including:
 - vocational education and training as a competency-based system
 - competency standards as the basis of qualifications
 - principles of competency-based training
- reputable sources of current research on vocational training relevant to own practice, including on learning theories and adult learning principles and their application to vocational training facilitation
- processes for interpreting nationally recognised units of competency 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 training practices
- strategies and processes for identifying and organising foundation skills support for learners, including use of current authorised Australian foundation skills frameworks
- use of reflective practice in the improvement of own leadership and training practice
- delivery modes and training facilitation techniques
- features and contents of training and assessment strategies
- applications of technology to improve and assist in quality training facilitation
- roles and responsibilities of lead trainers, trainers, vocational experts, workplace supervisors and support persons in the training facilitation process
- target group characteristics and the implications for training, including:
 - foundation skill levels
 - previous learning and work experience
 - advanced and other complex learning needs
- training practices, methods and techniques for facilitating individual and group-based vocational training, promote safe and inclusive learning environments, and support effective learning, including those that:
 - promote learner engagement
 - support effective delivery with diverse learner cohorts
 - build safe and inclusive learning environments, including:

- providing learners with information
- using appropriate and inclusive language
- addressing cultural sensitivity, safety and equity.

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:

- organisational procedures relating to leading training facilitation
- learners for training
- qualified VET teachers and trainers
- learning resources based on products that are nationally recognised or aligned with other recognised frameworks.

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>