Australian Government

Department of Education, Employment and Workplace Relations

TAEDEL502A Provide advanced facilitation practice

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

TAEDEL502A Provide advanced facilitation practice

Modification History

Version   **Comments**

TAEDEL502A Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide high level facilitation practices in a vocational education and training context. It also focuses on achieving continuous improvement through reflective practice.

Application of the Unit

This unit typically applies to those utilising a range of techniques across a range of contexts to create the best learning outcomes for participants within a vocational education context, such as a Registered Training Organisation (RTO).

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

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 practice
	2.2 Manage the 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 about 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

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
    - apply active and reflective listening
    - adapt language to meet learner requirements
    - apply effective questioning techniques
    - maintain appropriate relationships
    - use appropriate body language
    - interpret resistance, reluctance, uncertainty, enthusiasm and confusion
    - monitor group and individual interactions
    - manage conflict/behavioural difficulties
    - monitor learner readiness for assessment/new areas of learning
- literacy skills to:
    - select, read and interpret Training Package/accredited course information
    - read and interpret information from a range of sources to identify and respond to learner needs, goals, skills and learning styles
- skills in delivery for a range of learning methods
- evaluation skills to:
    - identify gaps in skills or knowledge
    - systematically evaluate own or others' practice to improve performance or understanding
- problem solving skills to:
    - adjust strategies and address learning barriers
    - reliably evaluate alternative solutions.

Required knowledge

- 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
- code of practice and/or ethics relevant to the vocational education and training sector
- ways in which Training Packages, accredited curricula and learning resources can be contextualised to meet the needs of individual learners without compromising standards.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	
	• facilitate groups of learners demonstrating:
	
	    • the selection and use of different teaching and delivery methods applied in different delivery modes which 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
	
	• collect feedback from observers such as supervising teachers/trainers, peers, colleagues, learners or clients
	
	• analyse feedback from a range of sources and reflect 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.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided which will enable all the critical aspects for evidence outlined above to be assessed in a manner equivalent to a workplace.
Method of assessment	Critical aspects of evidence for the 3 units: • TAEDEL502A Provide advanced facilitation practice, • TAEASS501A Provide advanced assessment practice, and • TAEPDD501A Maintain and enhance

	professional practice
	are intended to be assessed in the context of a 'practicum'. A holistic assessment covering these three units can be accessed on the IBSA website to support such assessment.
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Complex environments may include:	• workplaces undergoing change or conflict • situations where the cultural context is different from that to which the learner is accustomed • correctional institutions • noisy or uncomfortable training rooms.
Learners with complex needs may include:	• disengaged or reluctant learners • people with a disability • people with learning difficulties.

Unit Sector(s)

Delivery and facilitation

Custom Content Section

Not applicable.

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