



Australian Government

Department of Education, Employment and Workplace Relations

TAADEL403B Facilitate individual learning

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and facilitator.

Application of the Unit

Learning facilitation relationships may take a number of forms including structured/semi-structured activities and formal/informal agreements. They may be independent of or part of a broad learning and delivery strategy. Identifying which learners and learning contexts may benefit from individual learning facilitation forms part of this competency.

Establishing an appropriate mutual relationship is critical, and the communication and interpersonal skills of the trainer/facilitator are paramount in creating the necessary preconditions for individual learning facilitation to be effective.

Two major techniques to facilitate individual learning are derived from mentoring and coaching methodologies. Other similar instructional techniques may also be appropriate, such as tutoring. The trainer/facilitator may use these techniques with one learner or with individual learners in a small group context.

Individual learning/facilitation relationships may be used to help an individual or individuals meet personal or job goals, learn new skills/knowledge or develop new learning/work behaviours. The role of the trainer/facilitator using these techniques is to advise, guide, support and respond to the needs of the individual learner.

The delivery mode may be face-to-face, online, via telecommunication or using a combination of media.

The competency specified in this unit is typically required by trainers/facilitators, supervisors, managers, leaders, practitioners, teachers, assessors and consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

Element	Performance Criteria
1 Identify individual learning facilitation requirements	1.1 The need for individual learning/facilitation in the learning area is identified
	1.2 The goals for learning for individual learning/facilitation are identified and discussed with relevant persons
	1.3 Appropriate individual learning/facilitation techniques and processes are identified and documented to support individual learning needs and goals
	1.4 Evaluation processes are developed and agreed
	1.5 Organisational support for implementation is obtained, where relevant
2 Establish the learning/facilitation relationship	2.1 The individual's learning style, learner characteristics and the context for learning are identified
	2.2 The appropriate technique/process to facilitate individual learning is selected or organised and the basis of the technique/process is explained and discussed with the individual learner
	2.3 The boundaries and expectations of the learning/facilitation relationship are clarified and agreed using effective communication and interpersonal skills

- 2.4 Any **equity or additional support needs** are clarified
 - 2.5 An **individualised learning plan** is developed, documented and discussed with the learner
- 3 **Maintain and develop the learning/facilitation relationship**
 - 3.1 **Preparation** for each meeting/session is evident
 - 3.2 Effective communication and interpersonal skills are used to grow the relationship and sustain active participation
 - 3.3 **Structured learning activities** are developed to support and reinforce new learning, build on strengths and identify areas for further development
 - 3.4 **Leadership and motivational skills** are demonstrated to enable the learner to take responsibility for learning
 - 3.5 **Learner cues** are observed and **changes in approach** are made, where necessary, to maintain momentum
 - 3.6 **Ethical behaviours** are practised at all times
 - 3.7 Regular meetings are agreed to by both parties and scheduled to monitor the effectiveness of the learning/facilitation relationship
 - 3.8 Appropriate documentation to support the relationship is mutually developed and maintained
- 4 **Close and evaluate the learning/facilitation relationship**
 - 4.1 **Tools and signals** are used to determine readiness for closure of individual learning/facilitation relationship
 - 4.2 The closure is carried out smoothly using appropriate interpersonal and communication skills
 - 4.3 **Feedback** is sought from the learner on the outcomes achieved and the value of the relationship
 - 4.4 The **impact** of the learning/facilitation relationship is reviewed using identified evaluation processes
 - 4.5 **Self-evaluation and reflection** on own performance in managing the relationship is carried

out and areas for improvement are identified

- 4.6 The outcomes of the learning/facilitation relationship and evaluation of the process are documented and filed in accordance with legal, organisational and personal requirements

Required Skills and Knowledge

Not applicable.

Evidence Guide

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

To demonstrate competency against this unit candidates must be able to provide evidence that they can establish and maintain an effective learning/facilitation relationship with an individual learner.

The trainer/facilitator must demonstrate the development of a relationship, in one or more delivery modes which is learner-centred, adaptable to individual needs, and appropriate to the learning area or focus of the relationship. Demonstration of effective techniques, communication, interpersonal skills and problem solving skills are pivotal to demonstrated competency in this unit.

Evidence Requirements

Required knowledge includes:

the effects of verbal and non-verbal communication, for example:

how to interpret behaviours

how to model behaviours and values

sound knowledge of different learning styles and how to encourage different learners, for example:

theoretical learners

pragmatic learners

activist learners

reflective learners

kinaesthetic learners

audio learners

visual learners

tactile learners

left/right brain learners

the learning cycle, including:

concrete experience

observation and reflection

concept formation

testing new learning

learning principles, for example:

adults have a need to be self-directing and decide for themselves what they want to learn

adults have a range of life experience, and connecting learning to experience is meaningful

adults have a need to know why they are learning something

adults need to be respected

adults prefer learning to be relevant and practical

the needs and characteristics of the individual learner

change processes, for example:

how people work through change

behaviours associated with change

the organisational culture, for example:

how individualised learning is perceived and valued

workplace arrangements for individualised

learning

industrial relations implications

regulatory requirements

current techniques to facilitate individual learning

how to create new learning activities

learner cues that may reflect difficulties with individual learning facilitation relationships

sources of external support

measurement or evaluation tool development

other learning options, learning activities and referrals

relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

competency standards

licensing

industry/workplace requirements

duty of care under common law

recording information and confidentiality requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

National Reporting System

OHS relating to the work role, including:

reporting requirements for hazards

safe use and maintenance of relevant equipment

emergency procedures

sources of OHS information

Required skills and attributes include:

use of empathy to:
build rapport
communicate the feeling of threat and risk
when facilitation begins
deal appropriately with a range of emotions

interpersonal skills to:
set up a comfortable environment
demonstrate awareness of own behaviour
use appropriate humour to lighten
atmosphere
keep the sessions learner-centred

analysis skills to:
identify suitable learning/facilitation
techniques and activities for the individual
learner

flexibility to:
determine and alter a learning plan
negotiate with the learner to ensure
facilitation is suitable
be patient with individual's learning ability
interpret information gathered and adapt own
style accordingly

communication skills to:
give positive and negative feedback
demonstrate awareness of own behaviour
negotiate and manage conflict
confirm, clarify or repair understanding
build constructively on what has been said

learning and facilitation techniques to:
lead and motivate learners to take
responsibility for their own learning

maintain momentum during the learning process

facilitate individual learning through a one-on one relationship

literacy skills to:

develop the learning plan

maintain records and other documentation

read and interpret relevant documentation

recognising and being sensitive to individual difference and diversity, for example:

being sensitive to and valuing culture

acting without bias/discrimination

responding to individuals with particular needs

recognising the importance of religion

time management skills to:

structure sessions

drive the process to achieve goals

Products that could be used as evidence include:

individual learning plan

facilitation activities

evaluations from participants or organisation

evidence of self-evaluation and improvement of skills, for example, a learning journal

audio or video of a facilitation session

Processes that could be used as evidence include:

how communication skills have been used in facilitating/learning, particularly questioning techniques, listening and interpretation, and why

how the individual's learning area, style and context were matched to the learning facilitation methods, process and activities utilised

how learning was structured to build new

	skills, and why
	how reflection and insight into learning was developed in the learner
	how the trainer/facilitator relationship was terminated, and why
Resource implications for assessment include:	materials and information for facilitation permission of organisation for time and resources
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills a range of appropriate assessment methods/evidence gathering techniques is used to determine competency evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice assessment meets the rules of evidence a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	a minimum of two examples of a learning facilitation relationship being conducted, with different individuals to demonstrate communication skills and flexibility; one or more of the processes/techniques identified must be demonstrated
Integrated assessment means that:	this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in the TAA04 Training and Assessment Training Package .

Suggested units include but are not limited to:

TAADEL401B Plan and organise group-based delivery

TAADEL402B Facilitate group-based learning

TAADEL404B Facilitate work-based learning

TAADEL501B Facilitate e-learning.

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.

**Need for individual learning/
facilitation may be:**

proposed by the learner, a manager/department in the organisation, or the trainer/facilitator

a requirement of management

part of the delivery strategy of a Training Package qualification, course or learning program

a request for additional support to enhance learning

based on observation

Learning areamay be:	organisational/individual a new/changed job role new or changed work procedures/work skills technical skills life skills generic skills management skills units of competency in Training Packages curriculums
Goals for learningmay include:	learning a new skill/area of knowledge or competency defined through learning outcomes or objectives of a learning program increasing productivity career advancement or redirection changes in life direction setting personal directions/achievements relationship development
Relevant personsmay include:	the learner the workplace supervisor/coordinator/manager other team members other trainers/facilitators/teachers/lecturers
Individual learning/ facilitation techniques and processesmay include:	a formal or informal process an ongoing or one-off process a specific circumstance or an integrated feature of the overall learning process coaching techniques mentoring techniques tutoring techniques peer relationships matching experienced workers/learners single or double loop learning approaches

Evaluation processes may include:	- a formal evaluation tool - quantifiable measures such as increased productivity/achievement of new skills - level of attendance - critical feedback from learner and others
Organisational support may include:	- agreement by organisation to provide additional assistance to individuals through identified techniques - venue and equipment support - additional time with learner
Individual's learning style may include:	- auditory - visual - kinaesthetic - tactile - left/right brain - global/analytical - theoretical - activist - pragmatist - reflective
Learner characteristics may include:	- language, literacy and numeracy requirements - specific needs, physical or psychological - preferred learning styles - employment status - past learning experiences - level of maturity - cultural background and needs - level of formal schooling in Australia or overseas - length of time resident in Australia
Context for learning may be:	- determined by the area of learning - determined by the trainer/facilitator and the learner

	defined by the work/learning activities in a classroom, tutorial room, meeting room, office, work in situ, any agreed meeting place in a workplace, training and/or assessment organisation, college, community, university or school defined by the time requirements for individual facilitation and how these will be built into learning activities impacted by the health, safety or welfare of the learner
Selected is defined as:	where the trainer/facilitator has the capacity to independently determine which technique/process will be most appropriate
Organised is defined as:	where the trainer/facilitator is operating in circumstances where the technique/process is part of an existing delivery system
Boundaries and expectations may include:	the roles and responsibilities of the trainer/facilitator the roles and responsibilities of the learner extent/limits of the relationship the techniques/processes to be used confidentiality the range of expertise of the trainer/facilitator the involvement of others organisational expectations reporting requirements
Communication skills must include:	using icebreakers as appropriate building rapport with the learner using effective verbal and body language demonstrating a capacity to communicate clearly to facilitate the learning using critical listening and questioning techniques providing constructive and supportive feedback

accurately interpreting verbal messages
 assisting learners to paraphrase
 advice/instructions to the trainer/facilitator
 providing clear and concrete options/advice
 using appropriate terminology and language
 of the industry/profession
 ensuring language, literacy and numeracy
 (LLN) used is appropriate to the learner

Interpersonal skills must include:

showing respect for the expertise and
 background of the learner
 demonstrating sensitivity to diversity,
 disability, culture, gender and ethnic
 backgrounds
 modelling facilitation and learning
 behaviours
 engaging in two-way interaction
 encouraging the expression of diverse views
 and opinions
 negotiating complex discussions by
 establishing a supportive environment
 using language and concepts appropriate to
 cultural differences
 accurately interpreting non-verbal messages

Equity or additional support needs may include:

English language, literacy and numeracy
 support
 disability support
 Aboriginal and Torres Strait Islander
 support
 ethnic support services
 interpreting services
 counselling services
 community support

An individualised learning plan includes:

the goals to be achieved
 contingency plans
 the logistics of the learning relationship, for
 example:

- period of relationship
- frequency of meetings/length of sessions
- location of meetings/contact

the structure of the learning relationship, for example:

- activities to be undertaken
- monitoring processes
- tools/equipment needed
- shadowing

occupational health and safety (OHS) considerations

Preparation may include:

- planning for each meeting/session
- being organised for each meeting/session
- reflecting on outcomes of previous meeting/session
- being punctual
- identifying 'where we are' at the start
- appearing relaxed and confident
- enabling learner to identify his/her perspective
- providing a relaxing, non-threatening environment

Structured learning activities may include:

- direction, guidance and mutual discussion
- role-plays
- written exercises
- demonstrations
- practice opportunities e.g. practicum or supervised teaching/facilitation
- role modelling
- projects
- readings
- research

Leadership and motivational skills may include:

video/audio analysis
a learning journal
maintaining focus
transferring responsibility
empowering the learner
inspiring the learner
visualising the learner's perspective
using effective communication

Learner cues may include:

level of engagement/disengagement
regular/irregular attendance/absences
evidence of frustration, distraction, stress
level of communication/interaction
level of ease/difficulty in undertaking learning activities
stagnation in learning
level of dependence/independence
evidence of problems/issues which may be personal, employment-based or related to the individualised learning

Changes in approach may include:

revision of individualised learning plan
fresh approach/shift in technique
problem solving
shift in level of guidance/level of independence

Ethical behaviours include:

trust
integrity
privacy and confidentiality of the session
following organisational policies
knowing own limitations
having a range of other intervention referrals ready when needed
honesty
fairness to others

Tools and signals may include:

- self-assessment by the learner
- a measure of improvement in a particular area
- readiness for formal assessment
- level of independence in learning
- readiness to maintain learning through other means or modes
- severe/fixed blockages in the relationship
- agreed time period over

Feedback may be:

- interview
- formal discussion
- informal discussion
- written questionnaire

Impact may be:

- successful achievement/rate of achievement/lack of achievement of identified goals
- achievement of other outcomes as a result of the relationship
- development of new goals
- increased/new motivation to learn
- greater capacity to learn
- development of or increase in the self-confidence of the learner

Self-evaluation and reflection may include:

- asking critical questions about own ability, what worked, what did not work and how the relationship building process could be improved
- reviewing records and journals on sessions and critically evaluating own performance
- reviewing feedback from learner and identifying critical aspects and areas for improvement

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation