



Australian Government

Department of Education, Employment and Workplace Relations

TAADEL404B Facilitate work-based learning

Release: 1

TAADEL404B Facilitate work-based learning

Modification History

Not applicable.

Unit Descriptor

This unit specifies the outcomes required to use work effectively as a learning process.

Application of the Unit

Learning through work is an ongoing and everyday reality of being in work. However, the effectiveness of that learning can be shaped by interventions and actions that modify, direct and provide support to the workplace learner. This guided learning ensures a planned approach to learning through work activities, effective strategies to support the learning and appropriate monitoring and safeguards.

This unit addresses the processes, skills and knowledge involved in using the work process and the work environment as the basis for learning in the workplace.

Learning through work may contribute to an educational outcome, such as a qualification or Statement of Attainment; and/or a work outcome, such as learning how to use a new piece of equipment; and/or a personal outcome, such as extending an individual's self-esteem.

Providing a guided approach to work-based learning is an essential component of any apprenticeship or traineeship arrangement and also has application in induction processes, change management processes and ongoing employee development.

The competency specified in this unit is typically required by trainers/facilitators, teachers, workplace supervisors, team leaders, human resource or industrial relations managers, consultants and any employee responsible for guiding learning through work.

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 Establish an effective work environment for learning	1.1 The purpose or objectives of the work-based learning are established and agreed with appropriate personnel 1.2 The areas of work encompassed by the work-based learning are defined and documented 1.3 Work practices and routines are analysed to determine their effectiveness in meeting the work-based learning objectives 1.4 Changes are proposed to work practices, routines and the work environment to support more effective learning, where appropriate, and discussed with relevant persons 1.5 Occupational health and safety (OHS) and industrial relations implications of using work as the basis for learning are identified and addressed
2 Develop a work-based learning pathway	2.1 The documented work areas are analysed to determine an effective work-based learning pathway 2.2 Organisational strategies to support the work-based learning are proposed 2.3 Any contractual requirements and responsibilities for learning at work are addressed 2.4 Connections are made with the training and/or assessment organisation to integrate and monitor the external learning activities with the work-based learning pathway where relevant

- 2.5 The proposed work-based learning pathway is evaluated against **appropriate criteria**
 - 2.6 Agreement is obtained from relevant personnel to implement the work-based learning pathway
- 3 **Implement the work-based learning pathway**
 - 3.1 The **learners' profile and characteristics** are evaluated to determine **possible requirements for support**
 - 3.2 The purposes/objectives for undertaking work-based learning and the processes involved are clearly explained to the learners
 - 3.3 The introduction of workplace tasks, activities and processes is sequenced to reflect the agreed work-based learning pathway
 - 3.4 Agreed organisational strategies are put into effect
 - 3.5 Relations with other work personnel affected by the work-based learning pathway are managed to ensure effective implementation
 - 3.6 **Appropriate communication and interpersonal skills** are used to develop a collaborative relationship with learners
- 4 **Monitor learning and address barriers to effective participation**
 - 4.1 **Access and equity considerations** are addressed, where appropriate
 - 4.2 The readiness of the worker to participate in and/or take on new tasks and responsibilities is effectively monitored
 - 4.3 Work performances are observed and alternative approaches suggested where needed
 - 4.4 Learners are encouraged to take responsibility for learning and to self-reflect
 - 4.5 **Techniques for learners to demonstrate transferability** of skills and knowledge are developed
 - 4.6 **OHS requirements** are monitored to ensure health, safety and welfare
 - 4.7 **Feedback** is provided to learners about work performance and success is communicated and

acknowledged

- | | |
|--|--|
| 5 Review the effectiveness of the work-based learning pathway | <ul style="list-style-type: none">5.1 Work performance and learning achievement are documented and recorded in accordance with legal/organisational requirements5.2 Learners are encouraged to provide critical feedback on their learning experiences5.3 The effectiveness of the work-based pathway is evaluated against the objectives, processes and models used5.4 The effectiveness of any integration of work-based learning and external learning activities is assessed5.5 Improvements and changes to work-based practice are recommended in light of the review process |
|--|--|

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 have developed work-based learning pathways that integrate learning through work.

This includes identifying learning needs, analysing work practices, the environment and work tasks; organising and allocating work in a way that reflects the learning needs and provides effective learning opportunities, and monitoring the effectiveness of the selection of work-based learning pathway.

Evidence Requirements

Required knowledge includes:

work organisation systems, processes, practices within the organisation where work-based learning is taking place

operational demands of the work and impact of changes on work roles

organisational work culture including industrial relations environment

systems for identifying skill needs, for example:

- performance reviews
- training needs analysis
- identifying additional training needs of learners

learning principles, for example:

- learning and experience are connected for meaning
- adults need to know why they are learning
- adults can self-evaluate
- adults learn in different ways

individual facilitation techniques to support

and guide learning

change processes, for example:

how people work through change

behaviours associated with change

introductory knowledge of different learning styles and how to encourage learning in each, for example:

visual learners

audio learners

kinaesthetic learners

theoretical learners

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

industrial awards

enterprise bargaining agreements

licensing requirements

industry/workplace requirements

duty of care under common law

information and confidentiality requirements

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

workplace relations

National Reporting System

OHS relating to the work role, including:

hazards relating to the industry and specific workplace

reporting requirements for hazards and incidents

specific procedures for work tasks

safe use and maintenance of relevant equipment

Required skills and attributes include:

emergency procedures

sources of OHS information

organisational strategies that provide support to the workplace learning

communication skills to:

identify needs

communicate suggestions

give feedback constructively

ask open-ended questions to tease out required knowledge and information

evaluate learner profiles and characteristics

coach learners

literacy skills to:

read and interpret organisational documents, legal documents and contracts

complete and maintain documentation

monitor and manage work environment and individual dynamics, for example:

assess the climate of the group

facilitate employee acceptance

ensure each individual feels valued

organisational skills to:

allocate and reorganise work

organise changes with relevant persons

provide guidance and feedback to individuals

cognitive skills to:

set learning outcomes through work

interpret and analyse competency standards and/or other performance specifications to actual work processes

Products that could be used as evidence include:

design a learning process through work

redesigned individual/group work plans

documented individual work-based learning pathways

training gap identification materials

documented reviews of work-based learning pathways

performance management feedback

Processes that could be used as evidence include:

how learning needs were identified and why

how learning opportunities were matched to work

how work was organised/reorganised to reflect learning needs

how learning was promoted

Resource implications for assessment include:

work opportunities

learning opportunities in work

time to support learner needs e.g. organised time for learner to watch work and talk with work colleagues and trainer/facilitator and reflect on learning

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

Specific evidence requirements must include:

made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

a minimum of two examples of developing work-based learning pathways, that includes:
identifying needs for learning

analysing work practices, work environment and work activities

organising and allocating work in a way that reflects the learning needs and which provides effective learning opportunities through work processes

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:

TAADEL403B Facilitate individual learning

TAADES401B Use Training Packages to meet client needs.

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.

The **purpose or objectives of the work-based learning** may include:

- introduction of new technology
- new product/service
- new organisational direction/workplace change
- new position or job roles
- addressing identified skills gap/deficit
- OHS requirements
- quality improvements
- competency achievement
- part of traineeship/apprenticeship

Appropriate personnel may include:	workplace supervisor/frontline manager training/human resources/industrial relations manager trainer/facilitator/assessor learner training and/or assessment organisation personnel group training company personnel
Areas of work may include:	work or job tasks work activities processes to carry out work use/operation of equipment to carry out work projects team-based or individual work
Work practices and routines may include:	work schedules work timelines work performance expectations work organisation/organisational change work models/multi-skilling work structures and systems operational/organisational guidelines OHS guidelines, systems and safeguards work demarcations and industrial relations concerns English language, literacy and numeracy (LLN) requirements
Relevant persons may include:	workplace supervisor/frontline manager training/human resources/industrial relations manager union representatives/delegates workers whose own jobs may be affected by the proposed changes
OHS implications may include:	OHS legal obligations workplace OHS policies and procedures

	ensuring work practices, routines and proposed changes do not pose a risk to the learner and others
Industrial relations implications may include:	work demarcations created through changes to work practices ensuring compliance with an award or enterprise bargaining agreement licensing requirements
An effective work-based learning pathway may include:	identifying specific goals for work-based learning identifying job tasks or activities to be included in the learning process appropriate sequencing of job tasks/activities to reflect learner incremental development direct guidance and modelling from experienced co-workers and experts opportunities for practice
Organisational strategies may include:	appropriate supervision during learning appropriate time to observe and talk to others in work use of co-workers to model or demonstrate tasks and activities or to teach technical terminology and language of the workplace use of internal work experts/mentors/coaches with whom the learner is comfortable sufficient time for practice job rotation
Contractual requirements and responsibilities may include:	training plans under apprenticeships/traineeships Workplace English Language and Literacy (WELL) or other government funded training program requirements
External learning activities may include:	external courses e.g. institution-based off-the-job components of apprenticeship/traineeship equipment supplier training online learning

Appropriate criteria may include:

conferences/seminars/workshops

self-directed learning

breadth and depth

inclusion of a range of routine and
non-routine work tasks/activities

appropriate sequencing of work
tasks/activities

sufficient learning and practice time

capacity to address learning that underpins
knowledge within the work tasks/activities

identified relationship/synthesis with
learning provided by other sources

Learners' profiles and characteristics may include:	language, literacy and numeracy needs specific needs employment status past learning experiences work roles level of maturity culture
Possible requirements for support may include:	referral to an external agency for assistance with language, literacy and numeracy use of interpreters mentor/coach peer support physical support needs other support mechanisms
Appropriate communication skills may include:	using icebreakers as appropriate building rapport with the learner/s using effective verbal and body language demonstrating a capacity to communicate clearly to facilitate the individual/s learning using critical listening and questioning techniques giving constructive and supportive feedback accurately interpreting verbal messages assisting learners to paraphrase advice/instructions back 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 learner/s
Interpersonal skills may include:	showing respect for the expertise and background of learner/s 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
Access and equity considerations may include:	minimising physical barriers
	identifying and addressing direct and indirect barriers to learning
	building on learner strengths
	providing access to a range of resources and/or equipment
	making referrals to a range of relevant agencies
Techniques for learner/s to demonstrate transferability may include:	problem solving
	situated learning
	hypothetical questioning
	opportunities for learner/s to demonstrate autonomy in learning
	opportunities for learner/s to apply the knowledge and skills in different contexts
OHS requirements may include:	reporting procedures
	emergency procedures
Feedback may include:	performance reviews
	formal or informal group or individual discussions

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation