



**Australian Government**

# **TAEDEL402 Plan, organise and facilitate learning in the workplace**

**Release: 2**

# TAEDEL402 Plan, organise and facilitate learning in the workplace

## Modification History

| Release   | Comments                                                                                                                                |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Release 2 | This was first released with <i>TAE Training and Education Training Package Release 2.1</i> .<br>Minor update to Assessment Conditions. |
| Release 1 | This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .                                       |

## Application

This unit describes skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace, using real work activities as the basis for learning.

It applies to a person working as an entry-level trainer, teacher or facilitator or an employee, team leader or workplace supervisor responsible for guiding learning through work.

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. Establish effective work environment for learning | 1.1 Establish, and agree upon, the objectives and scope of the work-based learning<br>1.2 Analyse work practices and routines to determine their effectiveness in meeting established learning objectives<br>1.3 Identify, and address any workplace health and safety (WHS) implications of using work as the basis for learning |
| 2. Develop a work-based                              | 2.1 Address contractual requirements and responsibilities for                                                                                                                                                                                                                                                                     |

| ELEMENT                                                        | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| learning pathway                                               | learning at work<br>2.2 Arrange for the integration and monitoring of external learning activities with the work-based learning pathway<br>2.3 Obtain agreement from relevant personnel to implement the work-based learning pathway                                                                                                                                                                                                                                                                                                                                                                                         |
| 3. Establish the learning-facilitation relationship            | 3.1 Identify the context for learning and the individual's learning style<br>3.2 Select an appropriate technique or process to facilitate learning, and explain the basis of the technique to the learner<br>3.3 Develop, document and discuss an individualised learning plan with the learner<br>3.4 Access, read and interpret documentation outlining the WHS responsibilities of the various parties in the learning environment<br>3.5 Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety |
| 4. Implement the work-based learning pathway                   | 4.1 Explain the objectives of work-based learning, and the processes involved, to the learner<br>4.2 Sequence the introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway<br>4.3 Encourage learner to take responsibility for learning and to self-reflect<br>4.4 Develop techniques that facilitate the learner's transfer of skills and knowledge                                                                                                                                                                                                                      |
| 5. Maintain and develop the learning-facilitation relationship | 5.1 Prepare for each session<br>5.2 Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development<br>5.3 Observe learner cues, and change approaches where necessary, in order to maintain momentum<br>5.4 Practise ethical behaviour at all times<br>5.5 Monitor the effectiveness of the learning/facilitation relationship through regular meetings between the parties                                                                                                                                                                             |
| 6. Close and evaluate the learning-facilitation relationship   | 6.1 Carry out the closure smoothly, using appropriate interpersonal and communication skills<br>6.2 Seek feedback from the learner on the outcomes achieved, and                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| ELEMENT | PERFORMANCE CRITERIA                                                                                                                                                                                                                           |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>the value of the relationship</p> <p>6.3 Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used</p> <p>6.4 Recommend improvements to work-based practice in light of the review process</p> |

## 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                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading                    | 1.2, 1.3, 2.1, 3.1, 3.4, 3.5, 6.3   | <ul style="list-style-type: none"> <li>Accesses and interprets compliance information, contractual information, WHS information, and documents relevant to learning in the workplace, in the context of consultation and continuous improvement, to apply relevance to requirements</li> </ul>                                                                                   |
| Writing                    | 1.1, 2.3, 3.3, 4.1, 6.3             | <ul style="list-style-type: none"> <li>Develops and maintains documentation relevant to workplace learning, including learning plans and evaluations, in accordance with organisational and workplace requirements</li> </ul>                                                                                                                                                    |
| Oral Communication         | 2.2, 3.3, 4.2, 5.5, 6.1             | <ul style="list-style-type: none"> <li>Uses oral communication techniques to identify needs, build rapport, agree on learning plans, facilitate effective learning and monitor practice</li> <li>Selects appropriate vocabulary adjusting language, tone and pace to maintain effective interactions, and to build and maintain engagement with individuals or groups</li> </ul> |
| Navigate the world of work | 1.3, 2.1, 5.4                       | <ul style="list-style-type: none"> <li>Follows organisational protocols, policies and procedures in the management of records</li> <li>Recognises and responds to contractual and ethical requirements associated with own role</li> </ul>                                                                                                                                       |
| Interact with others       | 1.1, 2.3, 3.5, 4.3, 6.2             | <ul style="list-style-type: none"> <li>Asks questions to clarify understanding, and seeks feedback and further information</li> <li>Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm outcomes meet requirements</li> </ul>                                                                                          |
| Get the work               | 1.1-1.3, 2.1-2.3, 3.1-3.5, 4.1-4.4, | <ul style="list-style-type: none"> <li>Organises and completes work according to defined requirements, taking responsibility for decisions and</li> </ul>                                                                                                                                                                                                                        |

|      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| done | 5.1-5.3, 5.5, 6.1-6.3 | <p>sequencing tasks to achieve efficient outcomes</p> <ul style="list-style-type: none"><li>• Uses systematic, analytical processes in complex, routine and non-routine situations, gathering information, and identifying and evaluating options based on organisational needs</li><li>• Identifies and responds to problems and opportunities for improvement, considering options for different approaches</li><li>• Uses information and communications technology (ICT) based tools to design work processes and to complete work tasks</li></ul> |
|------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Unit Mapping Information

| Code and title<br>current version                                    | Code and title<br>previous version                                    | Comments                                        | Equivalence status |
|----------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------|--------------------|
| TAEDEL402<br>Plan, organise and facilitate learning in the workplace | TAEDEL402A<br>Plan, organise and facilitate learning in the workplace | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>