



Australian Government

TAEDEL411 Facilitate vocational training

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 TAEDEL401 Plan, organise and deliver group-based learning.

Application

This unit describes the skills and knowledge required to plan, prepare for and facilitate the vocational training of both individual learners and groups of learners via a face-to-face, in-person delivery mode. It includes customising and using existing session plans and learning resources, using these plans to facilitate training, and reviewing own practice.

The unit applies to entry-level vocational education and training (VET) teachers and trainers who use training and technical skills to deliver training based on a product that is nationally recognised or aligned with other recognised frameworks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan and prepare for vocational training	1.1 Identify purpose, target group, learning resources and requirements for training from the training and assessment strategy 1.2 Access nationally recognised units of competency or other performance benchmarks and identify required standard of performance 1.3 Arrange and review delivery plan, session plans and learning resources according to legislative and regulatory requirements

ELEMENTS	PERFORMANCE CRITERIA
	1.4 Identify and organise required support for foundation skill and learning needs within scope of own role; and make necessary adjustments and/or access specialist support where required 1.5 Identify and assess safety constraints and risks to training in line with work health and safety (WHS) policies and procedures
2. Customise vocational training	2.1 Review information about learner characteristics and needs and their work context to identify customisation needs 2.2 Customise session plans and learning resources to suit learners and their context 2.3 Record amendments according to organisational procedures
3. Deliver face-to-face vocational training	3.1 Prepare learning environment and check equipment prior to use according to organisational requirements 3.2 Facilitate face-to-face training sessions according to session plans 3.3 Use training facilitation techniques and activities that support and engage individual learners and groups of learners 3.4 Present information to individuals and groups using presentation techniques and aids 3.5 Identify and monitor health and safety hazards and risks, and implement and adjust risk controls to address risks during training 3.6 Maintain and store training records according to organisational requirements
4. Support individual and group learning	4.1 Monitor and document learner progress according to organisational procedures 4.2 Monitor individual and group learning to identify learner difficulties and training challenges 4.3 Adapt session plans and adjust training facilitation techniques to respond to diverse learner needs and maintain learner motivation, engagement and commitment
5. Review vocational training practice	5.1 Seek learner feedback according to organisational procedures 5.2 Analyse own practice of facilitating training and identify opportunities for improvements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role to access, organise, analyse, exchange and display information
Reading	• Accesses, reads and interprets documentation relevant to the learning context, including planning documents, learning materials, policies and procedures relevant to the context
Writing	• Develops and maintains documentation in response to required needs
Oral communication	• Uses communication techniques to build rapport and explore requirements • Facilitates training in a style appropriate for both individuals and groups
Numeracy	• Interprets and uses scheduling and sequencing information, and estimates time and risk
Initiative and enterprise	• Proactively uses strategies to maintain safe, productive and engaging learning environment • Is proactive and solutions-focused in responding to learner needs during training delivery
Problem solving	• Identifies and responds to problems and opportunities for improvement and considers options for different approaches
Self-management	• Recognises and follows organisational procedures relevant to own role • Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes

Unit Mapping Information

Supersedes and is not equivalent to TAEDEL401 Plan, organise and deliver group-based learning.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEDEL411 Facilitate vocational training

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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:

- facilitate the following face-to-face, in-person, training sessions based on a training product that is nationally recognised or aligned with other recognised frameworks:
 - a series of 3 sequential group training sessions of at least 30 minutes duration each to 1 group of learners, where the group must consist of at least 4 learners
 - 2 different individual training sessions of at least 30 minutes duration each to a learner who is not part of the above group.

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

- deliver all sessions in their entirety, from start to finish
- facilitate learner acquisition of skills and knowledge and learner independence
- monitor learner engagement and participation
- identify and respond to foundation skill needs.

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 the facilitation of individual and group-based vocational training based on products that are nationally recognised or aligned with other recognised frameworks
- organisational requirements and procedures for facilitating individual and group-based vocational training, including requirements for:
 - using training and assessment strategies
 - behaviour management

- record keeping
- risk identification, assessment and control
- learner support
- professional development
- processes for interpreting nationally recognised training products to identify the standard of performance required and:
 - structure, content and application of products relevant to assessing competence, and how they are addressed in assessment tasks and processes
 - 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 language, literacy, numeracy, digital literacy and employability skills, including use of current authorised Australian foundation skills frameworks
- learning theories and adult learning principles relevant to the learning cohort, and their application to the facilitation of individual and group-based vocational training
- training practices, methods and techniques for facilitating individual and group-based vocational training and supporting effective learning, including those that are within scope of own role and that:
 - promote learner engagement
 - build safe and inclusive learning environments, including:
 - providing learners with information
 - using appropriate and inclusive language
 - using diverse resources and methods
 - addressing cultural sensitivity, safety and equity
 - reflect learner characteristics, needs and behaviours, including:
 - cultural and social practices
 - mental health and wellness considerations
 - neurodiversity
 - identify and support learners with diverse and additional learning needs, including:
 - behaviours that learners with learner difficulties may exhibit
 - reasons that some learners may require additional support
 - support strategies for different types of difficulty or need
 - provide opportunities to review and reflect on own practice
 - build skills in presenting and in applying presentation aids
- techniques for customising session plans and learning resources to suit learner characteristics and needs
- work health and safety (WHS) responsibilities relating to training, including:
 - common hazards and risks
 - risk controls.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated face-to-face vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording that demonstrates both delivery and learner engagement.

This includes access to:

- learners requiring face-to-face, in-person vocational training
- organisational procedures for facilitating individual and group-based vocational training
- training and assessment strategies for the required training
- session plans and learning resources that address the requirements of a training product that is 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

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