



Australian Government

TAEDEL412 Facilitate workplace-based learning

Release: 1

TAEDEL412 Facilitate workplace-based learning

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEDEL402 Plan, organise and facilitate learning in the workplace.

Application

This unit describes the skills and knowledge required to prepare for, plan and facilitate workplace-based learning for learners in the workplace. It includes customising and implementing existing learning plans and resources based on products that are nationally recognised or aligned with other recognised frameworks, and reviewing own practice.

The unit applies to entry-level vocational education and training (VET) teachers and trainers who use facilitation and technical skills to facilitate learning in the workplace based on products that are 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. Prepare to facilitate workplace-based learning	1.1 Clarify and confirm workplace-based learning objectives and scope 1.2 Analyse position descriptions and work routines to determine that learning objectives can safely be met in the workplace-based learning 1.3 Establish workplace environment for learning 1.4 Identify personnel to be involved in the workplace-based learning and their job roles and responsibilities.

ELEMENTS	PERFORMANCE CRITERIA
2. Develop plan for workplace-based learning	2.1 Arrange for integration and monitoring of workplace-based learning activities 2.2 Identify phases and duration for learners' work-based learning 2.3 Identify need for support personnel within work-based learning 2.4 Draft plan for workplace-based learning that meets learning objectives, uses a range of learning opportunities, and outlines required safety arrangements 2.5 Obtain agreement from required personnel to finalise and implement the plan for workplace-based learning
3. Establish the learning relationship	3.1 Conduct initial meeting with learner to commence work-based learning and explain learning objectives and processes 3.2 Discuss and agree planned learning opportunities and activities according to any regulatory requirements 3.3 Select techniques for facilitating learning in the workplace to meet learners' needs and explain intended approach to learners 3.4 Discuss and organise required support for foundation skill and learning needs within scope of own job role; and access specialist support where required 3.5 Monitor supervisory arrangements appropriate to learners' levels of knowledge, skill and experience, provide support and encouragement, and ensure learners' health and safety
4. Implement workplace-based learning	4.1 Prepare learning environment and check equipment prior to use 4.2 Monitor and address work health and safety (WHS) hazards and risks before and during training 4.3 Oversee learning activities in workplace following the sequence of the workplace-based learning plan 4.4 Implement techniques that facilitate learners' application of skills and knowledge to workplace activities
5. Develop the learning relationship	5.1 Observe learner cues and change approaches where necessary to engage learners and maintain momentum 5.2 Encourage learners to take responsibility for learning and to use self-reflection 5.3 Monitor effectiveness of learning relationship through regular interaction
6. Close and evaluate the workplace-based	6.1 Use interpersonal and communication techniques to close the learning relationship

ELEMENTS	PERFORMANCE CRITERIA
learning	6.2 Seek feedback from learners and workplace stakeholders on outcomes achieved and value of the learning relationship 6.3 Evaluate effectiveness of workplace-based learning against objectives, and the processes and techniques used 6.4 Review and reflect on own facilitation of workplace-based learning and identify areas for improvement 6.5 Recommend improvements to own workplace-based learning practice based on review process

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 and exchange information
Reading	• Accesses and interprets compliance information, contractual information, WHS information, and documents relevant to learning in the workplace
Writing	• Maintains documentation relevant to workplace-based learning according to organisational and workplace requirements
Oral communication	• Uses oral communication techniques to identify needs, build rapport, agree on learning, facilitate learning and monitor practice • Selects appropriate vocabulary adjusting language, tone and pace to promote effective interactions, and to build learner engagement • Asks questions to clarify understanding, and seeks feedback and further information
Numeracy	• Interprets and uses scheduling and sequencing information, and estimates time and risk
Planning and organising	• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes
Problem solving	• Identifies and responds to problems and opportunities for improvement, considering options for different approaches • Uses systematic, analytical processes in complex, routine and non-routine situations, gathering information, and identifying and evaluating options based on organisational needs

Skill	Description
Self-management	- Follows organisational protocols, policies and procedures in the management of records - Recognises and responds to contractual and ethical requirements associated with own role
Teamwork	Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm outcomes meet requirements

Unit Mapping Information

Supersedes and is equivalent to TAEDEL402 Plan, organise and facilitate learning in the workplace.

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 TAEDEL412 Facilitate workplace-based learning

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEDEL402 Plan, organise and facilitate learning in the workplace.

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:

- develop a workplace-based learning plan for at least 3 different learners, with each plan incorporating activities sequenced to ensure safe and effective learning that leads to the required standard of work performance
- facilitate workplace-based learning for at least 1 of the above learners using products that are nationally recognised or aligned with other recognised frameworks on at least 3 different occasions, where each occasion must:
 - be of at least 30 minutes' duration
 - address a different performance outcome from the workplace-based learning plan.

In the course of the above, the individual must:

- demonstrate communication skills to build rapport with the learners
- liaise with required workplace personnel.

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:

- regulatory requirements relating to facilitating learning in the workplace
- organisational procedures relating to facilitating learning in the workplace
- systems for identifying skill development needs in the workplace
- key components of a workplace learning plan, including:
 - learning activities and objectives
 - required safety arrangements
- dimensions of competency and how they guide workplace-based learning 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
- facilitation techniques appropriate to facilitating learning in the workplace, and strategies for encouraging, including and engaging those who learn in different ways, including:
 - demonstration
 - instruction
 - questioning
 - coaching
 - supervised practice
- strategies and techniques for engaging and liaising with other workplace stakeholders
- types of workplace constraints and distractions and how to manage them
- learning theories and adult learning principles and their application to facilitating learning in the workplace
- strategies and techniques for identifying and supporting workplace-based learners with additional learning needs, including:
 - reasons that some learners may require additional support
 - support strategies for different types of need
- evaluation, review and reflection techniques
- workplace training pathways, including apprenticeships and traineeships
- work health and safety (WHS) responsibilities relating to workplace-based learning, including supervision and support.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated workplace environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- learners requiring workplace-based learning
- organisational procedures for facilitating workplace-based learning of nationally recognised training products.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet -

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