



Australian Government

TAEDEL415 Complete a practicum in a vocational education and training environment

Release: 1

TAEDEL415 Complete a practicum in a vocational education and training environment

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Newly created unit.

Application

This unit describes the skills and knowledge required to implement effective teaching and training practice during practicum sessions in a vocational education and training (VET) environment, delivering training based on a nationally recognised training product. It includes observing the teaching and training practice of other VET teachers and trainers, and obtaining feedback on own performance with the view to strengthening one's own facilitation techniques.

The unit applies to entry-level VET teachers and trainers who use a range of facilitation techniques in their teaching and training practice in a range of contexts and deliver training based on nationally recognised training products. For the purposes of this unit, the practicum must be carried out during co-delivery with, or direct observation by, a qualified VET teacher or trainer.

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 to address the learning needs of learners as part of practicum	1.1 Identify individual and learner cohort characteristics 1.2 Use identified learner characteristics to identify potential barriers to, and required support for, learning 1.3 Seek feedback on identified barriers and support needs from

ELEMENTS	PERFORMANCE CRITERIA
	qualified and experienced personnel and integrate into planning 1.4 Identify and organise required support for learners' foundation skill and other learning needs within scope of own role 1.5 Recommend referral to specialist support as required
2. Address the learning needs of learners as part of training delivery in a practicum	2.1 Develop and customise session and delivery plans and resources to meet learner needs and reflect learner needs 2.2 Deliver training sessions that reflect the context, support learner characteristics and their learning needs, and use suitable facilitation techniques 2.3 Adjust facilitation techniques in response to feedback to meet individual learner and learner cohort needs 2.4 Establish and maintain a safe and inclusive learning environment
3. Seek feedback on own teaching and training practices as part of practicum	3.1 Seek feedback and advice from qualified VET teachers and/or trainers on own teaching and training practices according to organisational protocols and procedures 3.2 Seek feedback from learners regarding own teaching and training practices 3.3 Analyse obtained feedback and apply to own teaching and training practice during practicum
4. Seek and undertake learning opportunities during practicum that improve own teaching and training practice	4.1 Observe the teaching and training practice of other qualified VET teachers and/or trainers facilitating training 4.2 Gather information from other qualified VET teachers and/or trainers about their teaching and training practice and proactively identify learnings applicable to own teaching and training practice 4.3 Participate in professional development opportunities relevant to teaching to develop and improve own teaching and training practice
5. Review own teaching and training practice during practicum	5.1 Evaluate planning strategies used to address the learning needs of learners 5.2 Evaluate own facilitation techniques based on observations, review and feedback obtained from others 5.3 Identify and document opportunities to improve own planning strategies, facilitation techniques, and learning resource development and customisation skills

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 to: • access and exchange information required in own role • develop and customise session and delivery plans and resources
Oral communication	• Uses communication techniques to build rapport, explore requirements, and facilitate training using language suited to individual and group contexts • Interacts effectively with teachers and/or trainers to learn about their teaching and training practices and to seek feedback on own performance
Reading	• Identifies and interprets documentation relevant to the learning context, including planning documents, learning materials, and policies and procedures
Writing	• Develops and maintains documentation in response to required needs
Planning and organising	• Organises and completes work according to defined requirements and timeframes, taking responsibility for decisions and sequencing tasks to achieve efficient training outcomes
Problem solving	• Identifies and responds to problems and opportunities for improvement, building on strengths and considering options for different approaches
Self-management	• Follows organisational protocols, policies, and procedures relevant to own role
Teamwork	• Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm that training outcomes meet requirements

Unit Mapping Information

No equivalent unit.

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 TAEDEL415 Complete a practicum in a vocational education and training environment

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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:

- participate in a minimum of 30 hours of practicum in a vocational education and training (VET) environment.

The above 30 hours must consist of:

- 15 hours of either face-to-face or online facilitation, or a combination of both, based on nationally recognised products, either co-delivering with, or being directly observed by, a qualified VET teacher and/or trainer, including:
 - a minimum of 10 hours with groups of at least 4 learners
 - at least 1 training session of a minimum of 30 minutes observed by the assessor of this unit
- 15 hours completing the following tasks, with a minimum of 2 hours spent on each:
 - seeking feedback from learners and other qualified VET teachers and/or trainers
 - observing other qualified VET teachers and/or trainers facilitating training
 - undertaking professional development to inform own facilitation techniques.

In the course of the above, the individual must:

- document their learning from other qualified VET teachers and/or trainers, via observations and conversations
- gather feedback from:
 - at least 1 supervising VET teacher and/or trainer
 - 2 learners
- review the success of own training delivery and performance and propose changes to own teaching and training practice.

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:

- learning theories and methods suitable for entry-level VET teachers and trainers
- VET contexts, delivery modes, and facilitation techniques relating to own role and appropriate to support diverse learning needs
- training and learning resources required for delivery
- practices and methods that promote safe and inclusive learning environments, including:
 - providing learners with information that gives a clear and accessible introduction to the learning environment
 - establishing strategies and protocols for inclusive and respectful peer interaction and support
 - using appropriate and inclusive language
 - identifying and addressing own work health and safety (WHS) responsibilities
- strategies and processes for identifying learner characteristics and needs
- strategies and processes for identifying and referring to learner support services within and external to the registered training organisation (RTO), including support relating to:
 - foundation skills, including language, literacy, numeracy, digital literacy and employment skills
 - learning needs, including needs that prevent or hinder learners from making use of provided delivery and/or facilities
- procedures and techniques to ensure own teaching and training practice reflects units of competency and their assessment requirements
- sources of professional development within and external to an RTO
- organisational policies, procedures and practices relating to own role, including for seeking feedback on own facilitation techniques from learners
- reflective practice techniques
- methods of receiving constructive feedback and integrating feedback into own teaching and training practice.

Assessment Conditions

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

A real vocational education and training environment includes access to:

- real and not simulated vocational learners
- opportunities for either co-delivery with, or direct observation by, a qualified and experienced VET teacher and/or trainer in accordance with VET regulatory requirements
- full range of physical and human resources provided to VET teachers and/or trainers to facilitate training
- organisational procedures for facilitating individual and group-based training

- session plans and learning resources that cover the requirements of a training product that is nationally recognised.

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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