



Australian Government

Assessment Requirements for TAEDEL416 Facilitate learning for young vocational learners

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. Newly created unit.

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:

- identify and agree on learning needs and goals with a group of at least 4 young vocational learners
- document learning plans for each of the above young vocational learners
- establish and develop a positive learning relationship with each of the above 4 young vocational learners using interpersonal and communication techniques
- over a minimum of 2 sessions of a minimum duration of 30 minute each, facilitate the learning of the above group based on a product that is nationally recognised or aligned with other recognised frameworks
- evaluate effectiveness of the above learning experiences and relationships in meeting learning needs and goals.

In the course of the above, the individual must:

- implement engagement and facilitation techniques to engage and motivate each learner and support effective learning
- use structured processes for identifying and responding to learning needs
- use delivery modes suited to learner needs, including face-to-face, online and blended.

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 regulatory requirements relating to developing and sustaining a learning relationship with young vocational learners, and how those requirements are applied in own organisation and individual facilitation practice

- organisational requirements and procedures relating to facilitating learning for young vocational learners, including those for documenting:
 - evaluation of learning activities and outcomes
 - effectiveness of the learning relationships
- practices and methods that promote safe and inclusive learning environments for young vocational learners, including:
 - those reflected in applicable state, territory and commonwealth legislation on Child Safety Standards
 - establishing strategies and protocols for inclusive and respectful peer interaction and support
 - using appropriate and inclusive language
 - actions that support learner welfare
- facilitation practices, including:
 - those reflecting delivery modes suited to learner needs, including face-to-face, online and blended
 - indicators of:
 - engagement, motivation and interaction of young vocational learners
 - safe and inclusive learning environments
 - behaviour management strategies to manage challenging situations
- learning theories and principles that apply to young vocational learners, including principles of learner-centred practice
- needs and characteristics of young vocational learners and how they may be impacted by:
 - cultural background
 - foundation skills requirements, including language, literacy, numeracy, digital literacy and employability requirements
 - past learning experiences
 - specific physical and psychological needs
- necessary inclusions in learning plans, including:
 - contingency plans
 - goals to be achieved
 - logistics of the learning relationship
- structure of the learning relationship, including:
 - activities to be undertaken
 - monitoring processes
 - tools and equipment needed
- cues that may reflect difficulties that young vocational learners are having difficulty with learning and learning relationships, and strategies used to support learners with these difficulties
- techniques for creating and adapting learning activities, other learning options and referrals
- types of structured learning activities and how they are used
- sources and nature of external support services.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence must be gathered in conditions that are safe and, in the case of simulation, replicate the workplace. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- facilities, equipment and resources required for facilitating learning for young vocational learners
- organisational procedures for facilitating learning for young vocational learners.

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>