



Australian Government

TAEDEL416 Facilitate learning for young vocational learners

Release: 1

TAEDEL416 Facilitate learning for young vocational learners

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 identify and support the learning needs of young vocational learners by developing and facilitating collaborative learning environments.

The unit applies to vocational education and training (VET) teachers and trainers who facilitate learning for young vocational learners based on products that are nationally recognised or aligned with other recognised frameworks. Work may be undertaken under the supervision of qualified and more experienced VET teachers and trainers.

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 learning for young vocational learners	1.1 Identify learning needs and goals according to any regulatory requirements, and discuss with required colleagues 1.2 Identify learner characteristics and abilities, and context for learning 1.3 Select activities, techniques and processes to facilitate learning and explain and discuss with learners 1.4 Develop and document learning plans to reflect learning theories and principles and to suit learning needs 1.5 Seek feedback and assistance from colleagues according to

ELEMENTS	PERFORMANCE CRITERIA
	specific learning needs 1.6 Prepare for each session according to learning plan requirements 1.7 Obtain support from qualified or experienced colleagues to implement learning plans according to context for learning
2. Address learning needs of young vocational learners	2.1 Clarify with learners and reach agreement on the boundaries and expectations of the learning relationship according to legislative requirements 2.3 Develop a safe and inclusive learning relationship and sustain active learner participation using effective communication and interpersonal techniques 2.3 Explain, discuss and facilitate structured learning activities as planned, and behaviour management strategies and delivery modes to support and reinforce new learning, build on learner strengths and identify areas for further development 2.4 Use motivational techniques to support learners to take responsibility for their own learning, meeting ethical requirements and monitoring learner interaction 2.5 Observe learner cues and change approach as required to maintain momentum and engagement 2.6 Acknowledge and support individual differences and learners with additional learning needs 2.7 Monitor effectiveness of learning outcomes
3. Evaluate learning of young vocational learners	3.1 Seek feedback from learners on outcomes and value of learning achieved and learners' perception of value of the learning process 3.2 Evaluate effectiveness of learning activities in addressing learning needs and goals 3.3 Evaluate effectiveness of own performance in managing learner engagement and learning relationships, and identify opportunities for improvements 3.4 Document evaluation outcomes as required by organisational requirements and relevant stakeholders

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
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Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required to access and exchange information required in own role and to facilitate learning and learning relationships
Learning	Makes explicit connections between new information and ideas on engaging and motivating young vocational learners, and own practice
Oral communication	- Elicits the view and opinions of others by listening and questioning - Clearly articulates requirements using language appropriate to learners, and participates in verbal exchanges of ideas and solutions
Reading	Accesses and interprets information from suitable sources to safeguard young vocational learner needs and strengthen learner engagement
Writing	Uses clear and specific terminology to complete workplace documentation
Initiative and enterprise	- Selects and uses appropriate conventions and protocols to build rapport with learners and elicit and provide relevant information - Adapts personal communication style to show respect for the values, beliefs and cultural expectations of young vocational learners
Planning and organising	Uses organisational techniques to assess key information that informs critical and non-critical decisions about learner needs and the potential need for input from others
Self-management	- Takes responsibility for providing effective learning support that complies with legislative, regulatory, and organisational requirements - Takes responsibility for the sequence and priority of tasks to achieve learning needs and goals

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 TAEDEL416 Facilitate learning for young vocational learners

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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:

- 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

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