



Australian Government

TAEDEL502 Provide advanced facilitation practice

Release: 2

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Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to provide high-level facilitation, including reflective and continuous improvement practices, in a vocational education and training (VET) context.

It applies to experienced teachers, trainers and assessors utilising a range of techniques, across a range of contexts, to create the best learning outcomes for learners within a vocational education context such as a Registered Training Organisation (RTO).

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Extend facilitation practices	1.1 Update knowledge of learning methods, facilitation techniques and learning theories, to improve delivery and facilitation practices 1.2 Maintain currency of vocational competencies and related subject matter expertise 1.3 Practise flexibility, innovation and responsiveness in facilitation practice

ELEMENT	PERFORMANCE CRITERIA
	1.4 Reflect on own practice and experiences as a facilitator, to determine and document potential improvements to delivery approaches
2. Prepare for complex environments	2.1 Identify environmental conditions and their potential impact on teaching 2.2 Manage constraints to delivery with relevant personnel 2.3 Review, and adjust, training and assessment strategies to address the constraints of complex environments
3. Prepare for learners with complex needs	3.1 Research the characteristics of learners with complex needs, and identify potential barriers to learning 3.2 Develop, and adjust, training and assessment strategies, and customise learning materials to meet needs
4. Develop learner independence	4.1 Enhance learner experiences using a range of learning methods and inclusive practices 4.2 Acknowledge and address potential barriers to learning 4.3 Encourage learners towards self-directed learning by establishing enabling processes
5. Reflect on, and improve practice	5.1 Seek input from other relevant personnel regarding teaching, facilitation and learning practices 5.2 Review teaching, facilitation and learning practices to identify and document opportunities for improvement 5.3 Implement the documented improvement plan, review, and adjust as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 1.2, 1.4	Undertakes research activities and reflects on performance to identify opportunities for own learning, development and extension of practice and experience
Reading	1.1, 1.2, 2.3, 3.1, 5.2	Sources, analyses and interprets text-based information to learn, develop and continuously improve

Writing	1.4, 2.3, 3.2, 5.2, 5.3	Appropriately documents potential improvements
Oral Communication	1.3, 5.1	Uses appropriate communication techniques to interact effectively with learners and staff, to respond to barriers, ensure engagement and facilitate effective learning.
Navigate the world of work	1.3	Takes steps to practise skills relevant to facilitation role
Interact with others	2.2, 4.1-4.3	Cooperates and consults with others to build rapport, understanding and an enhanced learning environment
Get the work done	1.1-1.4, 2.1-2.3, 3.1, 3.2, 4.1-4.3, 5.1-5.3	- Plans, organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes - Identifies and responds to problems, and opportunities for improvement, considering options for different approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL502 Provide advanced facilitation practice	TAEDEL502A Provide advanced facilitation practice	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for TAEDEL502 Provide advanced facilitation practice

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- facilitating groups of learners and demonstrating:
 - the selection and use of different teaching and delivery methods, applied in different delivery modes that are relevant and appropriate to different learners and their needs
 - integration of theory and practice in own performance and in supporting learners to develop competency
 - a variety of strategies to support increased learner independence
 - documentation of reflective practice and proposed changes to practice
- collecting feedback from observers such as supervising teachers/trainers, peers, colleagues, learners or clients
- analysing feedback from a range of sources, and reflecting on the success of the training delivery, as well as own performance.

The candidate must be able to show evidence of having conducted a minimum of 100 hours of group facilitation, in addition to any evidence provided of work with individual learners, or in a different learning context.

The candidate must show evidence of feedback from at least two peers and 10 learners, and evidence of reflection on this feedback.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the main branches of learning theory incorporating behavioural learning theory, cognitive learning theory, experiential learning theory, information processing theory, and current research on learning as it relates to teaching in an adult environment
- different delivery modes and facilitation techniques, and their appropriateness for different learners and learning situations
- the code of practice and/or ethics relevant to the vocational education and training (VET) sector
- ways in which components of Training Packages, accredited curricula and learning resources can be contextualised to meet the needs of individual learners, without compromising standards.
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Assessment Conditions

Assessment must take place within a VET workplace, and include access to the full range of physical resources usually provided to a facilitator of a training program, in a registered training organisation (RTO).

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

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