



Australian Government

TAEDEL512 Lead training facilitation

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. Supersedes and is not equivalent to TAEDEL502 Provide advanced facilitation practice.

Application

This unit describes the skills and knowledge required to lead training facilitation. It includes extending own professional practice, and supporting the development of the training facilitation practice of other VET teachers and trainers, based on products that are nationally recognised or aligned with other recognised frameworks.

The unit applies to experienced vocational education and training (VET) teachers and trainers who provide leadership to others in training facilitation.

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

Pre-requisite Unit

TAEDEL411 Facilitate vocational training (or its previous version TAEDEL401 Plan, organise and deliver group-based learning)

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. Extend own training facilitation practice	1.1 Source and interpret current research on vocational training relevant to own vocational training facilitation practice 1.2 Seek and participate in professional development opportunities to develop own vocational training facilitation practice

ELEMENTS	PERFORMANCE CRITERIA
	1.3 Apply research findings and professional development to own vocational training facilitation practice
2. Support the development of other VET teachers and trainers	2.1 Implement opportunities to address the professional development needs of other VET teachers and trainers 2.2 Share vocational training facilitation practice advice and information with others 2.3 Model effective and ethical vocational training facilitation practices
3. Provide support in complex training facilitation contexts	3.1 Assess complex environmental conditions and identify potential impact on training facilitation 3.2 Identify and develop strategies that support learners with complex needs to overcome barriers to learning 3.3 Develop, use, review and adjust training facilitation strategies to develop learner independence according to legislative and regulatory requirements 3.4 Develop, use, review and adjust training facilitation strategies and resources to address complex training contexts
4. Review leadership of training facilitation	4.1 Seek trainer feedback on own leadership and training facilitation practices 4.2 Analyse collected feedback and own performance, and identify and document opportunities for improvement

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 in a range of contexts to access and exchange information
Reading	Sources, analyses and interprets text-based information to learn, develop and continuously improve
Oral communication	- Uses appropriate communication techniques to interact effectively with learners and staff, to respond to barriers, ensure engagement and facilitate effective learning - Interact with VET teachers and trainers to build rapport and enable 2-way communication that supports vocational training facilitation practice development

Skill	Description
Initiative and enterprise	• Takes steps to practise skills relevant to training facilitation role
Planning and organising	• Plans, 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
Teamwork	• Collaborates, cooperates and consults with others to build rapport, understanding and an enhanced learning environment

Unit Mapping Information

Supersedes and is not equivalent to TAEDEL502 Provide advanced facilitation practice.

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 TAEDEL512 Lead training facilitation

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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:

- apply research and own professional development to improve own training facilitation practice, including facilitating at least 100 hours of vocational training with groups of learners based on a product that is nationally recognised or aligned with other recognised frameworks.
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In the course of each of the above, the individual must:

- select and use training facilitation techniques appropriate to learner needs and work context
- use strategies suited to each learner and facilitation context to support learners to develop competency and develop increased learner independence
- support the development of the training facilitation practice of at least 4 trainers
- identify and respond to learner foundation skill needs
- collect feedback from at least 4 peers and 10 learners.

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 vocational education and training (VET) regulatory requirements relating to leading training facilitation, including:
 - trainer requirements, including qualifications and currency
 - use of industry experts
 - training supervision
 - contextualisation

- organisational procedures relating to leading training facilitation, including organisational requirements for:
 - initiating and participating in professional development
 - code of ethics
 - reviewing training facilitation practice
 - gathering feedback
 - maintaining privacy and confidentiality
 - duty of care
 - copyright
 - identifying and addressing own work health and safety (WHS) responsibilities
- competency-based training, including:
 - vocational education and training as a competency-based system
 - competency standards as the basis of qualifications
 - principles of competency-based training
- reputable sources of current research on vocational training relevant to own practice, including on learning theories and adult learning principles and their application to vocational training facilitation
- processes for interpreting nationally recognised units of competency to identify the standard of performance required, including to identify:
 - structure, content and application of products relevant to learning, and how they are addressed in training
 - requirements of foundation skills: language, literacy, numeracy, digital literacy and employability skills
- dimensions of competency and how they guide training practices
- strategies and processes for identifying and organising foundation skills support for learners, including use of current authorised Australian foundation skills frameworks
- use of reflective practice in the improvement of own leadership and training practice
- delivery modes and training facilitation techniques
- features and contents of training and assessment strategies
- applications of technology to improve and assist in quality training facilitation
- roles and responsibilities of lead trainers, trainers, vocational experts, workplace supervisors and support persons in the training facilitation process
- target group characteristics and the implications for training, including:
 - foundation skill levels
 - previous learning and work experience
 - advanced and other complex learning needs
- training practices, methods and techniques for facilitating individual and group-based vocational training, promote safe and inclusive learning environments, and support effective learning, including those that:
 - promote learner engagement
 - support effective delivery with diverse learner cohorts
 - build safe and inclusive learning environments, including:

- providing learners with information
- using appropriate and inclusive language
- addressing cultural sensitivity, safety and equity.

Assessment Conditions

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

This includes access to:

- organisational procedures relating to leading training facilitation
- learners for training
- qualified VET teachers and trainers
- learning resources based on products that are nationally recognised or aligned with other recognised frameworks.

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