Assessment Requirements for TAEDEL411 Facilitate vocational training

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 TAEDEL401 Plan, organise and deliver group-based learning.

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:

- facilitate the following face-to-face, in-person, training sessions based on a training product that is nationally recognised or aligned with other recognised frameworks:
  - a series of 3 sequential group training sessions of at least 30 minutes duration each to 1 group of learners, where the group must consist of at least 4 learners
  - 2 different individual training sessions of at least 30 minutes duration each to a learner who is not part of the above group.

In the course of each of the above, the individual must:

- deliver all sessions in their entirety, from start to finish
- facilitate learner acquisition of skills and knowledge and learner independence
- monitor learner engagement and participation
- identify and respond to foundation skill needs.

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 the facilitation of individual and group-based vocational training based on products that are nationally recognised or aligned with other recognised frameworks
- organisational requirements and procedures for facilitating individual and group-based vocational training, including requirements for:
  - using training and assessment strategies
  - behaviour management

- record keeping

- risk identification, assessment and control

- learner support

- professional development

- processes for interpreting nationally recognised training products to identify the standard of performance required and:

  - structure, content and application of products relevant to assessing competence, and how they are addressed in assessment tasks and processes

  - 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 language, literacy, numeracy, digital literacy and employability skills, including use of current authorised Australian foundation skills frameworks

- learning theories and adult learning principles relevant to the learning cohort, and their application to the facilitation of individual and group-based vocational training

- training practices, methods and techniques for facilitating individual and group-based vocational training and supporting effective learning, including those that are within scope of own role and that:

  - promote learner engagement

  - build safe and inclusive learning environments, including:

    - providing learners with information

    - using appropriate and inclusive language

    - using diverse resources and methods

    - addressing cultural sensitivity, safety and equity

  - reflect learner characteristics, needs and behaviours, including:

    - cultural and social practices

    - mental health and wellness considerations

    - neurodiversity

  - identify and support learners with diverse and additional learning needs, including:

    - behaviours that learners with learner difficulties may exhibit

    - reasons that some learners may require additional support

    - support strategies for different types of difficulty or need

  - provide opportunities to review and reflect on own practice

  - build skills in presenting and in applying presentation aids

- techniques for customising session plans and learning resources to suit learner characteristics and needs

- work health and safety (WHS) responsibilities relating to training, including:

  - common hazards and risks

  - risk controls.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated face-to-face vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording that demonstrates both delivery and learner engagement.

This includes access to:

- learners requiring face-to-face, in-person vocational training
- organisational procedures for facilitating individual and group-based vocational training
- training and assessment strategies for the required training
- session plans and learning resources that address the requirements of a training product that is 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

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3