

CERTIFICATE IV IN TRAINING AND ASSESSMENT TAA40104

Workshop 3 TAADEL403B - TAADEL404B - (Your title)

	Assessment Activities	TAADEL403B FACILITATE INDIVIDUAL LEARNING				TAADEL404B FACILITATE WORK-BASED LEARNING					TAAENV402B FOSTER AND PROMOTE AN INCLUSIVE LEARNING ENVIRONMENT					Required knowledge	Required skills	Employability skills
		TAADEL403B/01	TAADEL403B/02	TAADEL403B/03	TAADEL403B/04	TAADEL404B/01	TAADEL404B/02	TAADEL404B/03	TAADEL404B/04	TAADEL404B/05	TAAENV402B/01	TAAENV402B/02	TAAENV402B/03	TAAENV402B/04	TAAENV402B/05			
DEL1	Demonstrate interpersonal communication, team building, feedback and coaching skills		✓	✓				3.6	4.7	5.2			3.6	✓		✓	✓	
DEL2	Personality-type inventories, leadership styles and supervision skills, Six Hats exercise		✓	✓		✓								✓		✓	✓	
DEL3	Workbased learning scenarios Role plays and review of facilitation simulations		✓			1.1 1.2	2.1 2.2 2.3	3.1 3.2 3.3						✓	✓	✓	✓	
DEL4	Workbased Learning Plan - The "Retail Customer Service" scenario	✓	✓	✓	✓	✓	✓	✓	✓	✓			3.6	✓	✓	✓	✓	
DEL5	Coaching Project - Develop Individuals through Coaching	✓	✓	✓	✓	All elements if in the workplace					All elements if in the workplace or EI 1, 2, 4					✓	✓	✓
DEL5	Coaching Third Party Report					Verification										Verification		
Q_TAA	TAA Journal			✓	✓											✓	✓	✓
TAA_Major Proj 1	Workbased Learning Project - 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Validation of Assessment Tools

TADEL403B FACILITATE INDIVIDUAL LEARNING

TADEL 403B/01 Identify individual learning facilitation requirements				
1.1	The need for individual learning/facilitation in the learning area is identified			
1.2	The goals for learning for individual learning/ facilitation are identified and discussed with relevant persons			
1.3	Appropriate individual learning/facilitation techniques and processes are identified and documented to support individual learning needs and goals			
1.4	Evaluation processes are developed and agreed			
1.5	Organisational support for implementation is obtained, where relevant			
TADEL 403B/02 Establish the learning/ facilitation relationship				
2.1	The individual's learning style, learner characteristics and the context for learning are identified			
2.2	The appropriate technique/process to facilitate individual learning is selected or organised and the basis of the technique/process is explained and discussed with the individual learner			
2.3	The boundaries and expectations of the learning/ facilitation relationship are clarified and agreed using effective communication and interpersonal skills			
2.4	Any equity or additional support needs are clarified			
2.5	An individualised learning plan is developed, documented and discussed with the learner			
TADEL 403B/03 Maintain and develop the learning/facilitation relationship				
3.1	Preparation for each meeting/session is evident			
3.2	Effective communication and interpersonal skills are used to grow the relationship and sustain active participation			
3.3	Structured learning activities are developed to support and reinforce new learning, build on strengths and identify areas for further development			
3.4	Leadership and motivational skills are demonstrated to enable the learner to take responsibility for learning			
3.5	Learner cues are observed and changes in approach are made, where necessary, to maintain momentum			
3.6	Ethical behaviours are practised at all times			
3.7	Regular meetings are agreed to by both parties and scheduled to monitor the effectiveness of the learning/facilitation relationship			
3.8	Appropriate documentation to support the relationship is mutually developed and maintained			
TADEL 403B/04 Close and evaluate the learning/facilitation relationship				
4.1	Tools and signals are used to determine readiness for closure of individual learning/facilitation relationship			
4.2	The closure is carried out smoothly using appropriate interpersonal and communication skills			
4.3	Feedback is sought from the learner on the outcomes achieved and the value of the relationship			
4.4	The impact of the learning/facilitation relationship is reviewed using identified evaluation processes			
4.5	Self evaluation and reflection on own performance in managing the relationship is carried out and areas for improvement are identified			
4.6	The outcomes of the learning/facilitation relationship and evaluation of the process are documented and filed in accordance with legal, organisational and personal requirements			

Validation of Assessment Tools

TAADEL404A FACILITATE WORK-BASED LEARNING

TAADEL404A/01 Establish an effective work environment for learning				
1.1	learning are established and agreed with appropriate personnel			
1.2	The areas of work encompassed by the work based learning are defined and documented			
1.3	Work practices and routines are analysed to determine their effectiveness in meeting the work based learning objectives			
1.4	Changes are proposed to work practices, routines and the work environment to support more effective learning. where appropriate. and discussed with relevant persons			
1.5	Occupational health and safety (OHS) and industrial relations implications of using work as the basis for learning are identified and addressed			
TAADEL404A/02 Develop a work-based learning pathway				
2.1	determine an effective work based learning pathway			
2.2	Organisational strategies to support the work based learning are proposed			
2.3	Any contractual requirements and responsibilities for learning at work are addressed			
2.4	Connections are made with the training and/or assessment organisation to integrate and monitor the external learning activities with the work based learning pathway where relevant			
2.5	The proposed work based learning pathway is evaluated against appropriate criteria			
2.6	Agreement is obtained from relevant personnel to implement the work based learning pathway			
TAADEL404A/03 Implement the work based learning pathway				
3.1	evaluated to determine possible requirements for support			
3.2	The purposes/objectives for undertaking work based learning and the processes involved are clearly explained to the learners			
3.3	The introduction of workplace tasks, activities and processes is sequenced to reflect the agreed work based learning pathway			
3.4	Agreed organisational strategies are put into effect			
3.5	Relations with other work personnel affected by the work based learning pathway are managed to ensure effective implementation			

3.6	Appropriate communication and interpersonal skills are used to develop a collaborative relationship with learners			
TAADEL404A/04 Monitor learning and address barriers to effective participation				
4.1	Access and equity considerations are addressed, where appropriate			
4.2	The readiness of the worker to participate in and/or take on new tasks and responsibilities is effectively monitored			
4.3	Work performances are observed and alternative approaches suggested where needed			
4.4	Learners are encouraged to take responsibility for learning and to self reflect			
4.5	transferability of skills and knowledge are developed			
4.6	OHS requirements are monitored to ensure health, safety and welfare			
4.7	Feedback is provided to learners about work performance and success is communicated and acknowledged			
TAADEL404A/05 Review the effectiveness of the work based learning pathway				
5.1	Work performance and learning achievement are documented and recorded in accordance with legal/organisational requirements			
5.2	Learners are encouraged to provide critical feedback on their learning experiences			
5.3	The effectiveness of the work based pathway is evaluated against the objectives, processes and models used			
5.4	The effectiveness of any integration of work based learning and external learning activities is assessed			
5.5	Improvements and changes to work based practice are recommended in light of the review process			