



TAEDEL502

Provide advanced
facilitation practice

Assessment Cover Sheet

TAE50116 Diploma of Vocational Education & Training

Units covered (tick)	<input checked="" type="checkbox"/> TAEDEL502 Provide advanced facilitation practice
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Instructions to Candidate:

- Complete the following information and sign below in the declaration area.

Mandatory Candidate Information – please complete

Name of Candidate:	Email:
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(Note: the name you use above will be the name that appears on your Statement of Attainment or qualification parchment)

Address	Hm Phone:
	Mobile:
Company name:	Qualification enrolled in:
	<input type="checkbox"/> TAE50216 Diploma of Training Design and Development <input type="checkbox"/> TAE50116 Diploma of Vocational Education and Training

Date completed Program:

Confidentiality

Your assessment and result will form the basis of your student record at SpecTraining Pty Ltd. We are committed to protecting your privacy. The information provided is not disclosed to third parties, with the exception of your employer on request (if your employer is financing your program) and service and benefit providers (such as your program leader) acting in confidence on your behalf. If you would like SpecTraining to release your assessment results to another party on your behalf, such as another educational provider, we must receive your consent in writing.

Declaration of original authorship

I declare that this assessment evidence is my own work and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a Statement of Attainment or Qualification.

Signature:	Date:
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SpecTraining Internal Use Only - Assessor to complete

Units of Competency being assessed:

TAEDEL501 Provide advanced facilitation practice

1. Knowledge questions:

2. Practical tasks and projects:

Assessment Results – SpecTraining Use Only			
1. Textbook Tasks	Sufficient	<input type="checkbox"/>	Not Yet Sufficient <input type="checkbox"/>
2. Knowledge Questions	Sufficient	<input type="checkbox"/>	Not Yet Sufficient <input type="checkbox"/>
3. Practical tasks and Projects	Sufficient	<input type="checkbox"/>	Not Yet Sufficient <input type="checkbox"/>
Attempt 1.			Not Yet Competent - Resubmit <input type="checkbox"/>
Attempt 2.			Not Yet Competent - Resubmit <input type="checkbox"/>
Overall Result Achieved	Competent	<input type="checkbox"/>	Not Yet Competent <input type="checkbox"/>
Assessor's Name	_____		
Assessor's Signature	_____		
Date:	_____		

Assessment

TAEDEL502 Provide advanced facilitation practice

Instructions for the Candidate

Assessment Details

Version details are to be updated on inclusion of recommended changes/amendments, in line with SpecTraining's document control procedures. Reviews must include associated assessor's marking guides.

This Assessment Version:	3.0	Date Developed:	12 Jul 16
Reviewed:	03 Aug 18	Next Review Due:	06 Nov 19
Reviewed:	7 Jan 21	Next Review Due:	06 Nov 22

Benchmarks for assessment

The assessments are conducted using the following benchmarks:

- Unit of Competency – TAEDEL502 Provide advanced facilitation practice
- TAE50116/TAE50216 RPL Assessors Guide
- TAEDEL502 Assessor's Guide

Additional benchmarks that may apply, in relation to corporate clients:

- Relevant organisational procedures and/or standards
- Applicable industry regulations and/or codes
- Legislative requirements relating to WHS, industry or product/service

Assessment overview

This assessment consists of THREE parts. You must successfully complete all three parts to be assessed as competent in this unit.

Part 1 is the tasks that are embedded in Chapter 4 of your text book. They have been reproduced here for you to provide your answers.

Part 2 consists of a knowledge assessment based on the knowledge evidence required for competency.

Part 3 consists of a workplace project, requiring you to gather evidence in your workplace over time, and includes observations in your workplace. If you are unable to complete this assessment in the workplace for any reason, SpecTraining will arrange a simulated assessment environment in consultation with your organisation.

More information can be provided to you by your SpecTraining Coach.

Instructions

General

This assessment is work-based and self-paced. While your SpecTraining Facilitator/Assessor will be in regular contact with you, you will need to take responsibility for your own learning and actively seek out answers and evidence required in this assessment.

At all times when undertaking this assessment, you will be required to adhere to all appropriate workplace policies and procedures and all state and commonwealth legislation and regulations, plus any applicable codes (workplace, industry or government). Failure to do so may result in an assessment of Not Sufficient or Not Yet Competent.

This assessment must be conducted in a safe environment. While the knowledge assessment may be completed at home, the practical elements and tasks (with a practical or workplace component) must be completed in the candidate's workplace, or a safe simulated environment that replicates a vocational training environment.

At the Diploma level of qualification, a candidate is expected to provide thoughtful, in-depth answers and insights to written questions. This means that the expectation of your assessors is that your answers will be around 2-4 paragraphs in length, depending upon the question. While you are not expected to 'waffle', one paragraph answers will generally not be sufficient to demonstrate understanding of the complexities of the processes and concepts discussed.

Resources

This assessment is completed your workplace, and you will therefore have access to all tools and equipment generally available to perform your tasks as an assessor. In general, you will need access to:

- A computer/Internet
- Relevant assessment tools and resources when undertaking validation processes
- Your organisation's workplace records (with the permission of your employer)
- Workplace policies and procedures

Where copies of assessments or other student work is presented in evidence, be conscientious of the applicable Privacy Act and organisational policies.

Collaboration

Many of the assessment items in this tool require that you discuss, interact and engage with members of your workplace. While you are encouraged to collaborate and work with your training/assessing colleagues in your assessment role, you are to ensure that the answers you provide in this assessment are the result of your own work and efforts. You must remember to sign the declaration of original authorship on the cover page prior to submission. If this is not signed, your assessment will be returned to you unassessed.

Workplace Health and Safety

No specific WHS implications arise from this assessment beyond those currently in your workplace. SpecTraining promotes a positive WHS culture amongst its students, and reminds you to ensure you have a current risk assessment for your training and assessing environment(s), that you and your participants always wear appropriate PPE for the task, and you and your candidates are familiar with the any WHS considerations of their assessment, including (but not limited to), emergency responses, including evacuation procedures.

Assessors are reminded that in the event in the event of the candidate's actions causing an unsafe (hazardous) condition, that the assessment is to be immediately halted and to address the hazard. It is then at the assessor's discretion, whether the hazard has been adequately addressed/controlled, to continue or discontinue the assessment.

Reasonable adjustment

In the event that you have difficulty understanding or completing the assessment tasks, your assessor will attempt to make reasonable adjustments to the assessment format in order to afford you every opportunity to achieve competency. You may discuss this prior to, or at any time during, this assessment.

Completing this assessment

Part 1

Please read each question and task carefully and provide answers in the space provided. Some tasks will require you to discuss the question with others in your workplace.

Remember to save your progress regularly to avoid losing your answers should you experience any software, computer problems or a power failure!

Part 2

Please read each question carefully answer the questions thoroughly by providing full explanations and workplace examples where relevant. Note that the key action words are *italicised* for emphasis. General information to answer the underpinning knowledge questions may be found in other chapters of this book or in the further readings at the end of Chapter 4. You will have research some of your answers.

Note that the space provided does not indicate the volume or size of answer expected, and can be expanded/reduced by the candidate.

Part 3

The workplace project requires that you gather evidence of your advanced facilitation practice and professionalism. While you will have access to the SpecTraining coach for guidance at all times, you are expected to manage your own time and resources to gather a large portion of the required evidence. The SpecTraining coach will undertake several workplace visits with you and, at times, act as your assessor to observe your progress. They may also be able to assist in arranging alternative assessment options, such as simulated environments, for you to demonstrate the required skills and knowledge, should the need arise.

When all parts of this assessment are complete, submit this file with your completed cover sheet and feedback sheet to your coach via email, or upload to your nominated Student folder.

Assessor intervention

There is no requirement for assessor intervention with this project, however, assistance in clarifying assessment tasks is permitted.

Competency

When all of your assessment parts and any accompanying evidence or materials have been submitted, SpecTraining assessor will review it and make the assessment decision. You will be advised in due course – generally within 7-10 working days – of the outcome of your assessments. A SpecTraining assessor will contact you by phone or email with your result, and discuss any follow-up actions that may be required.

Appeals

Should you be unhappy about the assessment result, or feel that you were not treated in an appropriate manner during any part of the assessment process, you may appeal the decision. More information on how to progress an appeal is available on the SpecTraining website, or directly from SpecTraining by phone.

PART 1

Textbook Task 4.1

Make a list of sources you could access to assist you to maintain your professional vocational currency. Include any professional associations, clubs, or institutes you belong to or journals you subscribe to, plus any local training groups or organisational PD sessions you attend. Indicate which of these associations also offer professional development or industry information & news.

Source	Offer professional development

Textbook Task 4.2

Recall an occasion where you had to think 'outside the box' in your facilitation practice. Describing in no more than three paragraphs:

1. what the situation was that led to this need,
2. what you did to allow the session to continue,
3. explain whether you have done the same since.
4. If it was not successful, explain what you would do differently next time.

Textbook Task 4.3

You have been asked to help to prepare recently approved immigrants from Indonesia to enter the workforce. You have been told that your group will be males who have mechanical trade training behind them, and you are to provide them with an overview of how to work with customers in an Australian context. All of the men have limited English language skills (ACSF level 2 to 3). Research and identify the cultural differences and barriers to learning that you may find when dealing with this cohort. How might you overcome these?

Textbook Task 4.4

Reflection: Describe a difficult learning environment that you have facilitated within. What exactly made the environment difficult and what factors, if any, did you identify before you began?

Textbook Task 4.5

Research, identify and list three resources you could access to provide you with information on how to build and maintain engagement with disengaged learners.

1	
2	
3	

Textbook Task 4.6

The government provides websites & portals to assist teachers, trainers and facilitators with learners who have disabilities and learning difficulties. Using an online search, identify, list and briefly describe in one or two paragraphs, how two of these national or local (to your area or state) organisations may be of benefit in helping you identify potential barriers for learners with disabilities or learning difficulties.

1	
2	

Textbook Task 4.7

Identify one of the activities or training aids/resources you currently use in your training. Is it suitable to be presented in its current form for learners with vision impairment? If it is, write a paragraph describing how it would meet the learners' needs. If it is not, briefly describe what changes you can make to meet their needs.

SpecTraining Assessor Only

Reasonable adjustment		
Was an adjustment required/applied in this assessment?	<input type="checkbox"/> NO	<input type="checkbox"/> YES (Provide details below)
Details of any reasonable adjustments		
Assessment decision		
The student completed all required parts of this assessment and has been assessed as:		
<input type="checkbox"/> SUFFICIENT <input type="checkbox"/> NOT SUFFICIENT		
Assessor:	Signature:	Date: / /
Feedback to student		
Candidate Name:	Candidate Signature:	Date: / /

This completes PART 1 of this assessment

PART 2

Knowledge Questions

1. Research and briefly explain (in one or two paragraphs):
 - a. Spaced repetition
 - b. Cognitive learning theory
 - c. Instructional scaffolding (for learning)
 - d. Behavioural learning theory
 - e. Experiential learning theory
 - f. Information processing theory

THEORY	EXPLANATION
Spaced repetition	
Cognitive learning theory	
Instructional scaffolding	
Behavioural learning theory	

Experiential learning theory	
Information processing theory	

2. Identify and briefly outline one current area of research relating to adult learning. Record your source.

3. Identify and describe how you maintain professional currency. If you have not undertaken any professional currency activities in the past six months, describe two actions or activities you could undertake in the next three months to ensure currency of vocational knowledge.

4. List the entities (persons/organisations) you could consult with when delivering training to an external organisation for the first time (e.g. Child Care Centre, Government agency, Manufacturer etc) and describe what you would discuss with them.

External organisation to which you are referring	

5. Research, list and describe three delivery methods, or modifications to existing methods, you might use for learners with low literacy levels undertaking a program you are familiar with.

1	
2	
3	

6. What new technology or technological tool have you used in the last 12 months to assist your training delivery? Explain how it improved the delivery of your session.

For SpecTraining Use Only

Reasonable adjustment		
Was an adjustment required/applied in this assessment?	<input type="checkbox"/> NO	<input type="checkbox"/> YES (Provide details below)
Details of any reasonable adjustments		
Assessment decision The student completed all required parts of this assessment and has been assessed as:		
<input type="checkbox"/> SUFFICIENT <input type="checkbox"/> NOT SUFFICIENT		
Assessor:	Signature:	Date: / /
Feedback to student		
Candidate Name:	Candidate Signature:	Date: / /

This completes PART 2 of this assessment

PART 3

Workplace Project

Develop and gather the products you produce here for below for “How you may achieve this”, in a portfolio for your assessor.

Item	Evidence required	How you may achieve this
1	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	<ul style="list-style-type: none"> This evidence will be gathered when providing proof for items 7 and 8
2	integration of theory and practice in own performance and in supporting learners to develop competency	<ul style="list-style-type: none"> This evidence will be gathered when providing proof for items 7 and 8
3	a variety of strategies to support increased learner independence	<ul style="list-style-type: none"> This evidence will be gathered when providing proof for items 7 and 8, plus answers to tasks and knowledge questions
4	documentation of reflective practice and proposed changes to practice	<ul style="list-style-type: none"> Provide documentation of professional development activities attended in the last 12 months, such as certificates of attendance, emails, photographs at conferences etc. Reflection will be gathered in item 6.
5	collecting feedback from observers such as supervising teachers/trainers, peers, colleagues, learners or clients	<ul style="list-style-type: none"> This evidence will be gathered when providing proof for item 8
6	analysing feedback from a range of sources, and reflecting on the success of the training delivery, as well as own performance. Applying ethical practices	<ul style="list-style-type: none"> Provide a one-page summary of the feedback from items 7 and 8 and provide a statement of things you will continue to do/improve upon/ and stop doing as a result of the feedback. Explain in your summary, exactly how you monitor and apply ethical practices in training such as fairness and anti-discrimination, integrity and honesty. (A template is provided below)
7	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.	<ul style="list-style-type: none"> Participant sign on sheets identifying training days/topics/locations Triaining schedule/s clearly identifying when and where your training was to be delivered (ideally, these would match with the sign-on sheets) Professional diary entries/excerpts highlighting learning contexts and so on (optional)
8	evidence of feedback from at least two peers and 10 learners, and evidence of reflection on this feedback.	<ul style="list-style-type: none"> View and print out the attached templates or provide completed feedback of your own, ensuring contact details of learners and peers is available for verification purposes

This completes the requirements for PART 3 of this assessment

Item 6 Template:

Provide a one-page summary of the feedback from items 7 and 8 and provide a statement of things you will continue to do/improve upon/ and stop doing as a result of the feedback.

Explain in your summary, exactly how you monitor and apply ethical practices in training such as fairness and anti-discrimination, integrity and honesty.

Peer Feedback Sheet

Print this twice and ask 2 peers or supervisors to complete this form and return as your evidence

Name	<i>All areas must be completed</i>	Length of training observed	minutes
Email Address		Day Time Phone Number	
Trainer's name		Date of observation	
Program Name			

The Trainer...

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
Used a selection of different teaching and delivery methods, applied in a variety of delivery modes that were relevant and appropriate to the learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What methods and modes were used?							
Integrated learning theories into their practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What were the obvious theories you observed? e.g. primacy and recency, action learning, activity-based learning, spaced repetition, other.							
Used a variety of strategies to maintain engagement and deliver learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment on how the trainer maintained engagement.							

Other comments regarding the trainer's facilitation skills and practice

Signed _____

Learner Feedback Sheet

Print 10 copies and ask 10 students to complete this form and return as your evidence

Student's Name	<i>All areas must be completed</i>	Organisation	
Email Address		Day Time Phone Number	
Trainer		Date of Program	
Program Name			

Your Facilitator / Trainer

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
Had a thorough knowledge of program material / ability to answer questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintained my interest throughout the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debriefed assessments and tasks and made links to the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged ongoing participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allowed me to contribute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you recommend this program taught by this facilitator to others? Yes No

Other comments on the facilitator:

The Learning Environment

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
The environment met my expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of the education materials met my expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other comments