


TAE50111 Diploma of Vocational Education and Training

Clustered Unit Outline (Delivery & Facilitation)

National Code	Internal Code	Unit Name
TAEPDD501A	BEEPDD501A	Maintain and enhance professional practice
TAEDEL502A	BEEDEL502A	Provide advanced facilitation practice
TAEASS501A	BEEASS501A	Provide advanced assessment practice

Teacher Name	Graham Dobb
Teacher Contact	Email: graham-cs@nmit.edu.au Phone: 9269 1489 Room/Office: PA115
Class Time	5-8pm
Semester & Year	Semester 1, 2013

Program Coordinator / Curriculum Advisor

Name	Graham Dobb
Signature	
Date	24 January, 2013

Unit Summary

Faculty: Earth Sciences

Department: Business Enterprise Centre

Campus: Preston

Qualification

TAE50111 Diploma in Vocational Education and Training

Unit Names

Maintain and enhance professional practice

Provide advanced facilitation practice

Provide advanced assessment practice

Unit Codes

TAEPDD501A

TAEDEL502A

TAEASS501A

Prerequisites

Nil

Nominal Hours

145 hrs

Actual Delivery

145 hour: 5 hours workshop
plus 140 hours for reading, research, private study, group
activities, peer workplace support, mentoring, completing
class activities and working on assessment items

Assessment Tasks

Two

Author/Prepared by

Graham Dobb

email: grahamd-cs@nmit.vic.edu.au

Telephone: (03) 9269 1481

Acknowledgements

Graham Dobb (Project Manager, NMIT)

Copyright

© Northern Melbourne Institute of TAFE (NMIT)

First published 2013.

All requests and enquiries regarding use and availability
should be directed to:

Head of Department: Clare O'Neill

Northern Melbourne Institute of TAFE

77-91 St. Georges Road,

Preston VIC 3072

(03) 9269 1478

NMIT is licensed to reproduce; copy and communicate
the training package/s included in this publication under
the AShareNet Free for Education licence,
Commonwealth of Australia 2008.



Conditions for the licence can be found at

<http://www.aesharenet.com.au/FfE2/>

Any third party material in this publication is reproduced
on behalf of Northern Melbourne Institute of TAFE
(NMIT) for the purposes of private study by students
enrolled in this unit.

Any third party copyright material included in this
publication is attributed.

Clustered Unit Information

Purpose of units

These units describes the performance outcomes, skills and knowledge required to provide high level facilitation practices in a vocational education and training context. It also focuses on achieving continuous improvement through reflective practice.

Attendance policy

Attendance at all workshops is mandatory. It is the participant's responsibility to contact the facilitator when unable to attend a workshop and to complete all missed class activities or work.

Personal study commitment

The TAE50111 Diploma in Vocational Education and Training is delivered through face to face training sessions plus out of hours activities and assessments.

It is difficult to predict the exact time commitment, however we recommend that participants are expected to spend approximately 140 hours outside of scheduled class time typically spent is on reading, research, private study, group activities, peer workplace support, mentoring, completing class activities, working on assessment items, and is in addition to the scheduled class hours.

Resources

All resources for this course will be provided by NMIT in the Student Portal. Additional reading material will be suggested by your trainer for individual units.

Clustered Unit Details

Unit title: TAEPPD501A Maintain and enhance professional practice

Unit description: This unit describes the performance outcomes, skills and knowledge required to manage personal professional performance and to take responsibility for professional development in relation to the provision of training and/or assessment services.

Elements of Competence	Performance Criteria
1. Model high standards of performance	1.1 Incorporate individual responsibilities and accountabilities into personal work plans in accordance with organisational and legal requirements 1.2 Model appropriate professional techniques and strategies 1.3 Apply ethical and inclusive practices in professional practice
2. Determine personal development needs	2.1 Assess own knowledge and skills against relevant benchmarks to determine development needs and priorities 2.2 Seek input from other relevant personnel about own development needs and priorities 2.3 Identify ways to update and maintain currency of vocational competency and prepare a vocational currency plan 2.4 Identify ways to update and maintain Vocational Education and Training (VET) knowledge and skills as well as trainer and assessor competence and prepare a VET currency plan 2.5 Combine vocational currency plan and VET currency plan into an overall professional development plan
3. Collaborate with peers in professional development	3.1 Observe facilitators in facilitation practice and provide them constructive feedback 3.2 Invite peers to observe and provide constructive feedback on own facilitation practices 3.3 Interview assessors in relation to the judgements they make in their assessment practices and provide them constructive feedback 3.4 Invite peers to question own judgements in assessment practices and provide constructive feedback
4. Participate in professional development activities	4.1 Select and implement development opportunities to support continuous learning and maintain currency of professional practice 4.2 Participate in professional networks to support continuous learning and maintain currency of professional practice 4.3 Engage in processes which include observing peers in training and assessment practices and providing them feedback 4.4 Invite peers and others to observe and provide feedback on own training and assessment practices 4.5 Use technology to maintain regular communication with relevant networks, organisations and individuals
5. Reflect on and evaluate professional practice	5.1 Research developments and trends impacting on professional practice and integrate information into work performance 5.2 Use feedback from colleagues and clients to identify and introduce improvements in work performance 5.3 Document professional development activities, learning and planned changes in behaviours in accordance with the organisation's systems and processes

Unit title: TAEDEL502A Provide advanced facilitation practice

Unit description: This unit describes the performance outcomes, skills and knowledge required to provide high level facilitation practices in a vocational education and training context. It also focuses on achieving continuous improvement through reflective practice.

Elements of Competence	Performance Criteria
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 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 practice 2.2 Manage the 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 about 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

Unit title: TAEASS501A Provide advanced assessment practice

Unit description: This unit describes the performance outcomes, skills and knowledge required to lead assessment processes among a group or team of assessors within a Registered Training Organisation (RTO). It also focuses on continuously improving processes used by the assessor and the assessment team.

Elements of Competence	Performance Criteria
1. Develop and extend assessment expertise	1.1 Access, read and analyse current research on assessment and incorporate into own practice 1.2 Source and access opportunities to extend assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice
2. Practise assessment	2.1 Demonstrate a range of assessment methods in assessment practice in order to meet the requirements of the related unit or units of competency 2.2 Demonstrate the use of a range of assessment tools to meet the context requirements of a range of candidates
3. Lead and influence other assessors	3.1 Influence fellow assessors through modeling high standards of ethical and compliance practices 3.2 Establish professional development needs of the assessor group and implement approaches to build the skills and experience of the group
4. Evaluate and improve assessment approaches	4.1 Systematically monitor the assessment processes and activities of the assessor group 4.2 Propose and implement improvements to assessment approaches 4.3 Participate in and reflect upon assessment moderation process

Occupational Health and Safety

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

Employability Skills

Communication

- Applying high level language and literacy skills
- Establishing and maintaining strategies for communication and networking
- Using advanced facilitation techniques with learners and trainers/assessors
- Determining training needs and preparing proposals and written reports to meet client needs
- Consulting via interviews, meetings, focus groups and surveys

Teamwork

- Providing leadership in training and assessment practices
- Providing coaching and mentoring to trainers and assessors
- Applying collaborative facilitation models and providing feedback to assist others to improve their performance
- Maintaining effective relationships with staff and stakeholders

Problem solving

- Designing programs and learning strategies based on characteristics of target groups
- Resolving issues of quality and consistency across training and assessment practices

Initiative and enterprise

- Developing innovative and responsive approaches to improving professional practice
- Developing innovative skills to lead a team into new and creative ways of approaching training and assessment
- Continually explore options and evaluate processes to ensure continuous improvement

Planning and organising

- Researching and analysing information for a range of purposes, including ensuring quality improvement

Self management

- Ensuring ethical, legal and organisational requirements underpin all work
- Creating a conceptual and experiential framework of professional practice
- Reflecting on and evaluating own professional performance
- Modelling high standards of performance and participating in professional development activities

Learning

- Developing and extending one's own expertise in facilitation
- Sourcing opportunities to increase one's own knowledge and skills
- Identifying professional development activities for self and others
- Developing learner independence, extending their learning styles and readiness to learn
- Reflecting on own learning

Technology

- Using business equipment and software programs to monitor assessment processes and practices
- Developing feedback tools and collating feedback using technology
- Preparing reports and other documentation using a wide range of software packages
- Using the web to conduct research

Required Skills

TAEPPDD501A: Maintain and enhance professional practice

- communication skills to:
 - obtain feedback from colleagues and clients
 - participate in professional networks
 - consult with colleagues and clients
- interpersonal skills to:
 - participate in industry events and activities
 - build professional relationships and networks
 - engage with peers professionally to give and receive feedback constructively
- leadership skills to:
 - influence and motivate others
 - guide and support others
 - make informed decisions and recommendations
- literacy skills to:
 - read and interpret vocational education and training information such as legal and organisational policy documents
 - complete and maintain records related to professional development
 - reflection skills to systematically evaluate personal work practices to improve performance or understanding
- research skills to:
 - keep up with trends in vocational education and training
 - identify relevant industry affiliations
 - keep up with trends, changes and developments in own vocational area of competency
- self-evaluation skills to:
 - identify gaps in skills or knowledge
 - obtain competencies to meet current and future organisational objectives
 - analyse and identify opportunities to improve training and assessment practices
- time management skills to:
 - organise professional development activities

TAEDEL502A: Provide advanced facilitation practice

- communication and interpersonal skills to:
 - apply active and reflective listening
 - adapt language to meet learner requirements
 - apply effective questioning techniques
 - maintain appropriate relationships
 - use appropriate body language
 - interpret resistance, reluctance, uncertainty, enthusiasm and confusion
 - monitor group and individual interactions
 - manage conflict/behavioural difficulties
 - monitor learner readiness for assessment/new areas of learning
- literacy skills to:
 - select, read and interpret Training Package/accredited course information
 - read and interpret information from a range of sources to identify and respond to learner needs, goals, skills and learning styles
 - skills in delivery for a range of learning methods

- evaluation skills to:
 - identify gaps in skills or knowledge
 - systematically evaluate own or others' practice to improve performance or understanding
- problem solving skills to:
 - adjust strategies and address learning barriers
 - reliably evaluate alternative solutions

TAEASS501A: Provide advanced assessment practice

- analysis and interpretation skills to:
 - evaluate assessment methods and tools
 - access and interpret organisation's standards and values
 - analyse the effectiveness of the organisation's assessment process
- communication skills to:
 - to influence others
 - promote and implement quality standards
 - guide and support assessors one on one
 - communicate appropriately with people from diverse backgrounds
- conflict resolution skills to:
 - manage difficulties with and between assessors and between assessors, candidate or others
 - address appeals situations and processes
- evaluation skills to:
 - evaluate validation process and determine and implement improvements
 - systematically evaluate own or others' practice to improve performance or understanding
- literacy skills to:
 - read, interpret and evaluate policies and procedures to monitor assessment and recognition processes
 - prepare required documentation and information for those involved in the assessment process
- leadership skills to:
 - influence and motivate others
 - guide and support others
 - manage conflict
 - make informed decisions and recommendations
- problem solving skills to:
 - anticipate future implications for own and others' decisions
 - reliably evaluate alternative solutions
- research skills to:
 - determine sampling methods to be used to access information
 - access and analyse relevant documents
- team and group skills to:
 - build relationships and networks with colleagues
 - encourage, accept and utilise feedback

Required Knowledge

TAEPDD501A: Maintain and enhance professional practice

- organisational goals and objectives
- organisational processes, procedures and opportunities relating to professional development
- continuous improvement techniques and processes and their application
- social and education trends and changes impacting on the vocational education and training environment, such as:
 - policy changes
 - technological changes
 - cultural changes
 - economic changes
- networks relevant to professional practice
- ethical and inclusive principles and practices associated with assessment of competence
- types and availability of development activities and opportunities

TAEDEL502A: Provide advanced facilitation practice

- 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
- code of practice and/or ethics relevant to the vocational education and training sector
- ways in which Training Packages, accredited curricula and learning resources can be contextualised to meet the needs of individual learners without compromising standards

TAEASS501A: Provide advanced assessment practice

- competency-based assessment, including:
 - vocational education and training as a competency based system
 - competency standards as the basis of qualifications
 - the principles of competency based assessment
 - assessment which is criterion referenced as distinct from norm-referenced assessment
 - reporting of competency based assessment
- how to interpret units of competency and other related assessment information to determine the evidence needed to demonstrate competency, including:
 - the components of competency
 - assessment of Employability Skills, dimensions of competency
 - all components of a national Training Package
- Australian Quality Training Framework (AQTF) requirements for assessment
- the organisation's assessment system policies and procedures
- different assessment methods, purposes and applications
- appeals mechanisms within the organisation
- different types of assessment tools, what tools work for what types of evidence, what are the characteristics of well constructed assessment tools
- principles of assessment and how they guide assessment, validation, appeals processes
- assessment strategies and assessment plans and their components
- applications of technology to improve or assist in quality assessment
- roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process

- strategies which ensure the assessment process is transparent and credible
- legal, organisational and ethical responsibilities associated with the assessment system, including:
 - maintaining client privacy and confidentiality
 - providing accurate information
 - duty of care under common law
 - compliance with AQTF requirements
 - copyright and privacy laws, including the use of electronic technology

Critical Aspects of Assessment

TAEPDD501A: Maintain and enhance professional practice

Evidence of the ability to:

- model appropriate professional techniques and strategies
- contribute to own professional development plan
- network and use technology to gain information and other support
- participate in professional development activities and maintain currency of skills and knowledge in VET sector as well as vocational area
- document, reflect and discuss with peers evidence of feedback from at least 10 hours of facilitation practice and interviews with assessors covering at least the assessment of 10 candidates

TAEDEL502A: Provide advanced facilitation practice

Evidence of the ability to:

- facilitate groups of learners demonstrating:
 - the selection and use of different teaching and delivery methods applied in different delivery modes which 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
- collect feedback from observers such as supervising teachers/trainers, peers, colleagues, learners or clients
- analyse feedback from a range of sources and reflect on the success of the training delivery as well as own performance

TAEASS501A: Provide advanced assessment practice

Evidence of the ability to:

- undertake the assessment of at least 20 individual candidates against a total of at least 50 units of competency from training packages or accredited courses
- document accurately the outcomes of all of the assessments undertaken
- lead assessment among a group or team of assessors, consisting of at least five (5) individuals and demonstrate how that leadership has led to improved processes and outcomes
- critically review the assessment processes and approaches taken in these assessments and propose changes to improve both processes and outcomes

Delivery Plan (this is a guide only and may alter.)

Workshops	Learning Activity Elements and Performance Criteria	Resources Required
1	<p>TAEPDD501A: Maintain and enhance professional practice (1.1 to 1.3, 2.1 to 2.5, 3.1 to 3.4, 4.1 to 4.5, 5.1 to 5.3)</p> <p>TAEDEL502A: Provide advanced facilitation practice (1.1 to 1.4, 2.1 to 2.3, 3.1 to 3.2, 4.1 to 4.3, 5.1 to 5.3)</p> <p>TAEASS501A: Provide advanced assessment practice (1.1 to 1.2, 2.1 to 2.2, 3.1 to 3.2, 4.1 to 4.3)</p> <p>Workshop covers the skills and knowledge required to provide high level facilitation practices and personal professional performance. Additional time is required out of workshop on reading, research, private study, group activities, peer workplace support, mentoring, completing class activities and working on assessment items.</p>	Access to NMIT data drive from class rooms and Student portal to download files.
2	A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).assessment items.	Access to NMIT data drive from class rooms and Student portal to download files.
3	A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).	Access to NMIT data drive from class rooms and Student portal to download files.
4	A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).	Access to NMIT data drive from class rooms and Student portal to download files.
5	A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).	Access to NMIT data drive from class rooms and Student portal to download files.
6	A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each	Access to NMIT data drive from class rooms and Student portal to download files.

Workshops	Learning Activity Elements and Performance Criteria	Resources Required
	participant working towards the completion of the required tasks (Approximately 10-15 mins).	
7	A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).	Access to NMIT data drive from class rooms and Student portal to download files.
8	A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).	Access to NMIT data drive from class rooms and Student portal to download files.
9	A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).	Access to NMIT data drive from class rooms and Student portal to download files.
10	A review and discussion of assessment items, class activities and peer networks from previous workshops and personal study commitments. The purpose of the review is to ensure that each participant working towards the completion of the required tasks (Approximately 10-15 mins).	Access to NMIT data drive from class rooms and Student portal to download files.

Assessment Plan

There are two (2) items of assessment for these units. All assessment tasks must be successfully completed for you to demonstrate competency. Unless stated otherwise, the due date for an assessment is the date when the assessment item must be received by the teacher. For details on extensions and late submission of assessment, Recognition of Prior Learning (RPL), credit transfer and reassessment, see TAE50111 Diploma of Vocational Education and Training Course Information book.

Assessment (Assessment Method)	Unit Code / Element / Performance Criteria	Due Date (on or before)
1. Teaching Practicum (J, TPR, D/P, A)	TAEPPD501A: Maintain and enhance professional practice(1.1 to 1.3, 2.1 to 2.5, 3.1 to 3.4, 4.1 to 4.5, 5.2 to 5.3) TAEDEL502A: Provide advanced facilitation practice (1.2 to 1.4, 2.1 to 2.3, 3.1 to 3.2, 4.1 to 4.3, 5.1 to 5.3) TAEASS501A: Provide advanced assessment practice (1.2, 2.1 to 2.2, 3.1 to 3.2, 4.1 to 4.3)	21 days prior to end of the course
2. Value of Contributions towards the learning process by leading educator (A)	TAEPPD501A: Maintain and enhance professional practice (5.1) TAEDEL502A: Provide advanced facilitation practice (1.1)	21 days prior to end of the course

Assessment Methods

D/P	P Direct Observation, Demonstration, Simulation or Product
Q	Questioning
A	Assignment
OL	Online, Distance
F	Folio
TPR	Third Party Report
T	Test
J	Journal
O	Other

Assessment Table

Table 2 - Competency Based Completions

Grade	Symbol
Satisfactorily Completed	SC
Withdrawn Assessment Incomplete	WAI