



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **TAEDEL401A Plan, organise and deliver group-based learning**

**Revision Number: 1**

## TAEDEL401A Plan, organise and deliver group-based learning

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.
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### Application of the Unit

<b>Application of the unit</b>	This unit typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning program developed by someone else, and structuring the learning around that program.
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret learning environment and delivery requirements	1.1. Access, read and interpret <i>learning program documentation</i> to determine delivery requirements 1.2. Use available information and documentation to identify group and individual learner needs and learner characteristics 1.3. Identify and assess constraints and risks to delivery 1.4. Confirm personal role and responsibilities in planning and delivering training with relevant personnel
2. Prepare session plans	2.1. Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2. Develop <i>session plans</i> and document these for each segment of the learning program 2.3. Use knowledge of learning principles and theories to generate ideas for managing session delivery
3. Prepare resources for delivery	3.1. Contextualise existing learning materials to meet the needs of the specific learner group 3.2. Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3. Confirm overall delivery arrangements with relevant personnel
4. Deliver and facilitate training sessions	4.1. Conduct each session according to session plan, modified where appropriate to meet learner needs 4.2. Use the diversity of the group as another resource to support learning 4.3. Employ a range of delivery methods as training aids to optimise learner experiences 4.4. Demonstrate effective facilitation skills to ensure effective participation and group management
5. Support and monitor learning	5.1. Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met 5.2. Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3. Manage <i>inappropriate behaviour</i> to ensure learning can take place 5.4. Maintain and store learner records according to

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	organisational requirements

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- presentation skills to ensure delivery is engaging and relevant, including:
  - synthesising information and ideas
  - preparing equipment, such as data projectors and computer presentation applications
  - speaking with appropriate tone and pitch
  - using language appropriate to audience
  - encouraging and dealing appropriately with questions
- group facilitation skills to ensure that:
  - every individual has an opportunity for participation and input
  - group cohesion is maintained
  - behaviour that puts others at risk is observed, interpreted and addressed
  - discussion and group interaction are enhanced
- conflict resolution and negotiation skills to:
  - identify critical points, issues, concerns and problems
  - identify options for changing behaviours
- oral communication and language skills to:
  - motivate learners to transfer skills and knowledge
  - engage with the learner
- interpersonal skills to maintain appropriate relationships and ensure inclusivity
- observation skills to monitor individual and group progress

#### Required knowledge

- introductory knowledge of learning theories
- sound knowledge of learning principles
- sound knowledge of learner styles
- industry area and subject matter of the delivery
- learner group profile, including characteristics and needs of individual learners in the group
- content and requirements of the learning program and/or delivery plan
- different delivery methods and techniques appropriate to face-to-face group delivery
- techniques for the recognition and resolution of inappropriate behaviours
- behaviours in learners that may indicate learner difficulties
- organisational record-management systems and reporting requirements
- evaluation and revision techniques

**REQUIRED SKILLS AND KNOWLEDGE**

- specific resources, equipment and support services available for learners with special needs
- relevant policy, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
- OHS relating to the facilitation of group-based learning, including:
  - assessment and risk control measures
  - reporting requirements for hazards
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information
  - role of key workplace persons
- policies and procedures relevant to the learning environment

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p><b>Overview of assessment</b></p>	<p>Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.</p>
<p><b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b></p>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• facilitate group-based learning by preparing and delivering a series of training sessions, including: <ul style="list-style-type: none"> <li>• at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs</li> <li>• at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed</li> </ul> </li> <li>• identify and respond to diversity and individual needs</li> <li>• access and use documented resources and support personnel to guide inclusive practices.</li> </ul>
<p><b>Context of and specific resources for assessment</b></p>	<p>Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• training products, such as training packages and accredited course documentation.</li> </ul>
<p><b>Method of assessment</b></p>	
<p><b>Guidance information for assessment</b></p>	<p>For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (<a href="http://www.ibsa.org.au">www.ibsa.org.au</a>).</p>

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><b><i>Learning program documentation</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• competencies or other benchmarks to be achieved</li> <li>• for each chunk or segment of the learning program:             <ul style="list-style-type: none"> <li>• specific learning outcomes derived from the benchmarks</li> <li>• overview of content to be covered</li> <li>• learning resources, learning materials and activities</li> <li>• delivery methods</li> </ul> </li> <li>• number and duration of training sessions or classes required, and overall timelines</li> <li>• OHS issues to be addressed in delivery</li> <li>• identification of assessment points to measure learner progress</li> <li>• assessment methods and tools to be used to collect evidence of competency, where assessment is required.</li> </ul>
<p><b><i>Session plans</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• outline of objectives and content to be addressed</li> <li>• plan of delivery methods and learning activities to be used within the session</li> <li>• timelines and duration for each learning activity</li> <li>• formative assessment points and opportunities</li> <li>• learning materials required.</li> </ul>
<p><b><i>Inappropriate behaviour</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• violent or inappropriate language</li> <li>• verbal or physical abuse or bullying</li> <li>• insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities</li> <li>• dominant or overbearing behaviour</li> <li>• disruptive behaviour</li> <li>• non-compliance with safety instructions.</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	Delivery and facilitation
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## Competency field

<b>Competency field</b>	
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## Co-requisite units

<b>Co-requisite units</b>		