TAADEL301A   Provide training through instruction and demonstration of work skills

Unit Descriptor

This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills.

Application of the Unit

Demonstration of work skills is typically provided by experienced workers or supervisors in the workplace. The focus of this instruction is usually on specific learner and organisation requirements, including workplace induction, learning how to operate new equipment and processes, developing new skills at work, improving efficiency and effectiveness, and meeting safety procedures.

- This unit covers the skills required to provide instruction and demonstration of work skills using existing learning resources, in a safe and comfortable learning environment, and to determine the success of both the training provided and personal training performance.
- The unit addresses the skills and knowledge required to organise and conduct the instruction and demonstration through a planned approach. It emphasises the training as being driven by the work process and context.
- This competency is performed in the context that all documents needed to carry out this function have been provided, including delivery plans, learning materials, learning programs and learning resources.
- The training may be delivered to achieve competency standards/ units of competency prescribed by a Training Package, or may be delivered to meet organisational requirements.
- Skills and knowledge relating to assessment are not covered in this unit. This is addressed in relevant units from the Assessment field of the TAA04 Training and Assessment Training Package.
- This unit is not equivalent to *TAADEL401A Plan and organise group-based delivery* and/or *TAADEL402A Facilitate group-based learning* and cannot be assessed in place of either of these units.
- This unit has been developed to support a wide range of applications across any workplace setting and therefore can be used by any organisation.

Unit Sector

Delivery and Facilitation

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1 *Information about learner characteristics* and their learning needs is gathered 1.2 *A safe learning environment* is confirmed 1.3 Learners are notified of the training *details* 1.4 *Instruction and demonstration* objectives are gathered and checked and assistance is sought if required 1.5 Relevant *learning resources and learning materials* are obtained and checked for relevance and assistance is sought if required in interpreting the contextual application 1.6 Any equipment or physical resources required for the demonstration are organised
2. Conduct instruction and demonstration	2.1 *Interpersonal skills* are used to establish a safe and comfortable learning environment 2.2 The *learning program* and/or *delivery plan* is followed to ensure all learning objectives are covered 2.3 Learners are briefed on any *occupational health and safety (OHS) procedures* and requirements prior to and during training 2.4 *Techniques* are used to structure, pace and enhance learning 2.5 *Communication skills* are used to provide information, instruct learners and demonstrate relevant work skills 2.6 Opportunities for practice are provided during instruction and through work activities 2.7 Feedback on learner performance is provided and discussed to support learning
3. Check training performance	3.1 *Measures* are used to ensure learners are acquiring and can use new technical/generic skills and knowledge 3.2 Personal delivery style and performance in providing instruction and demonstration is *reviewed* and strategies for improvement are *reflected* upon 3.3 Learner records are maintained, stored and secured in accordance with legal/organisational requirements

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	questioning listening discussing information providing clear directions	2
Collecting analysing and organising information	gathering resources and information for training organising learning sequence and pace	2
Planning and organising activities	organising opportunities for practice planning learning activities	2
Working with others and in teams	working with others involved in the training working with learners to achieve outcomes	1
Using mathematical ideas and techniques	ensuring correct numbers of resources and materials are available	1
Solving problems	dealing with group conflict working with unreliable resources	1
Using technology	using computers to source information or store records using equipment for demonstration	1

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Information about learner characteristics may include:	• learning styles • specific needs • language, literacy and numeracy levels • past learning and work experiences • workplace culture
Safe learning environment may include:	• safe access • exit requirements • use of equipment • personal protective equipment, if needed

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Details may include:	• time of instruction/demonstration • location • who will be attending • reason for instruction/demonstration • outcomes of instruction/demonstration
Instruction and demonstration objectives may relate to:	• competencies to be achieved • learning outcomes • individual/group objectives • generic and/or technical skills • and may be: • provided by the organisation • developed by a colleague

Learning resources may be:	• Training Packages noted support materials, such as:
	  • learner/user guides
	  • trainer/facilitator guides
	  • how to organise training guides
	  • example training programs
	  • specific case studies
	  • professional development materials
	  • assessment materials
	• commercially available support materials for Training Packages/courses
	• organisational learning resources
	• competency standards as a learning resource
	• videos
	• CDs and audio tapes
	• references and texts
	• manuals
	• record/log books
	• learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
	• learning resources produced in languages other than English as appropriate to learner group and workplace

Learning materials may include:	• handouts for learners • worksheets • workbooks • prepared case studies • prepared task sheets • prepared activity sheets • prepared topic/unit/subject information sheets • prepared role-plays • prepared presentations and overheads • prepared scenarios, projects, assignments • materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications • prepared research tasks

Interpersonal skills may include:	• engaging and motivating learners • responding to learners appropriately and individually • maintaining appropriate body language • communicating clearly and effectively • actively listening • adjusting personal language to suit others' requirements
The learning program includes:	• competencies or other criteria to be achieved • specific learning outcomes derived from the criteria for each chunk or segment of the learning program • an overview of the content to be covered in each chunk/segment of the learning program • learning resources, learning materials and activities for each chunk/segment of the learning program • number and duration of training sessions/classes required and overall timelines • delivery methods for each segment of the learning program • OHS issues to be addressed in delivery • identification of assessment points to measure learner progress • assessment methods and tools to be used to collect evidence of competency, where assessment is required

The delivery plan is used by the trainer/facilitator to guide and manage delivery to a group and may include:	• individual/group learning objectives or outcomes for the segment of the learning program to be addressed
	• number of learners and their specific support requirements
	• content of sessions as specified in the session plans
	• timelines/duration of activities within sessions
	• learning resources, learning materials and learning activities to be used in sessions
	• other resource requirements
	• OHS considerations, including:
	  • incident or hazard reporting
	  • emergency procedures

Occupational health and safety (OHS) procedures may include:	• hazards and their means of control • safety briefing • incident reporting • use of personal protective equipment • safe working practices • emergency procedures • site-specific safety rules

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Techniques to structure, pace and enhance learning may include:	• demonstrations • explanations • question and answer • group/pair work • case studies • discovery activities • problem solving • providing opportunities to practise skills
Communication skills may include:	• providing explanations • asking clear and probing questions • using legible writing • providing constructive feedback • providing information coherently and clearly • communicating with learners in the learning environment and training context
Measures to ensure learners are acquiring new skills and knowledge may include:	• questioning • informal review or discussion • learner surveys • on-the-job observation • peer coaching systems
Reviewing and reflecting on personal performance may include:	• peer assessment or feedback • learner evaluations • video recording of session • critical questioning of personal performance • discussions with other trainers/facilitators

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they can provide instruction and demonstration of work skills using resources and materials provided for training purposes.

The instruction/demonstration should be conducted using appropriate communication and interpersonal skills to enhance learning and build rapport and trust. The learning must be logically sequenced and paced in such a way as to ensure new skills/knowledge/competencies are achieved. The instruction/demonstration should engage the learner/s and a range of delivery techniques should be used.

Required knowledge includes:	- learner characteristics and needs - content and requirements of the relevant learning program and/or delivery plan - sources and availability of relevant learning resources and learning materials - content of learning resources/learning materials - training techniques which enhance learning and when to use them, e.g. using: - instruction and explanation - questioning - practice - written information - group/pair/team activities - individual activities - demonstration - learning principles (introductory), for example: - learning and experience are connected for meaning - adults need to know why they are learning - adults can self-evaluate - adults learn in different ways - different learning styles, (introductory), for example: - visual - audio - theoretical - activist - reflective - OHS, for example: - roles and responsibilities of key personnel in learning environment - responsibilities of learners learning environment - relevant policies and procedures including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures - hazard identification and risk controls for the specific learning environment

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- organisational policies, systems of operation relevant to specific area of training, e.g. job roles, industrial relations requirements

Required skills and attributes include:

- verbal and non-verbal communication techniques, for example:
  - ask relevant and appropriate questions
  - provide explanations
  - organise and give demonstrations
  - use listening skills
  - provide information clearly
  - engage, motivate and connect with learners
  - provide constructive feedback
- implement OHS requirements, by acting and responding safely in order to:
  - identify hazards
  - conduct pre-start up checks if required
  - observe and interpret learner behaviour which may put people at risk
- time management, for example:
  - ensure all learning objectives are covered
  - pace learning
- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning program/plan
  - read and analyse learner information
- skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
- observation skills to:
  - monitor learner acquisition of new skills/knowledge/competency requirements
  - assess learner communication and interaction skills with others
  - identify learner concerns
  - recognise learner readiness to take on new skills/tasks
- recognising and being sensitive to individual difference and diversity, for example:
  - being sensitive to and valuing culture
  - acting without bias/discrimination
  - responding to individuals with particular needs
  - recognising the importance of religion

Products that could be used as evidence include:	• video/observation of a demonstration/instruction • learner evaluations • peer evaluations
Processes that could be used as evidence include:	• what learning techniques were used and why • how learning achievement was checked • how practice opportunities were provided • what resources were organised and why
Resource implications for assessment include:	• materials required for instruction/demonstration • technology required for instruction/demonstration • learning activities
The collection of quality evidence requires that:	• assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies • a range of appropriate assessment methods/evidence gathering techniques is used to determine competency • evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided • the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice • assessment meets the rules of evidence • 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
Specific evidence requirements must include:	• a minimum of three training sessions involving demonstrating and instructing of particular work skills for different groups. Each session must address different learning objectives, a range of techniques and effective communication skills appropriate to the audience
Integrated assessment means that:	• this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package or any other Training Package. Suggested units include but are not limited to: • TAADEL403A Facilitate individual learning.