TAADEL301A Provide training through instruction and demonstration of work skills

Release: 1

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Modification History

Not applicable.

Unit Descriptor

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

Competency Field

Delivery and Facilitation

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.

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

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Delivery and Facilitation

Application of the Unit

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

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

Required Skills and Knowledge

Not applicable.

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.

Overview of Assessment

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.

Evidence Requirements

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
- 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
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content of learning resources/learning materials

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TAADEL403A Facilitate individual learning

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

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

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

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learning styles

specific needs

language, literacy and numeracy levels

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past learning and work experiences

workplace culture

Safe learning environment may include:

safe access

exit requirements

use of equipment

personal protective equipment, if needed

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

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individual/group objectives

generic and/or technical skills

and may be:

provided by the organisation

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maintaining appropriate body language

communicating clearly and effectively

actively listening

adjusting personal language to suit others' requirements

The learning program includes:

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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

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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

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
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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

Unit Sector(s)

Not applicable.

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