



Australian Government

Department of Education, Employment and Workplace Relations

TAEDEL301A Provide work skill instruction

Release: 1

TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.
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Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Organise instruction and demonstration	1.1. Gather information about <i>learner characteristics</i> and learning needs 1.2. Confirm a <i>safe learning environment</i> 1.3. Gather and check <i>instruction and demonstration objectives</i> and seek assistance if required 1.4. Access and review relevant <i>learning resources</i> and <i>learning materials</i> for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of <i>details</i> regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any <i>OHS procedures</i> and requirements prior to and during training 2.4. Use <i>delivery techniques</i> to structure, pace and enhance learning 2.5. Apply <i>coaching</i> techniques to assist learning 2.6. Use communication skills to provide information, instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use <i>measures</i> to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according

ELEMENT	PERFORMANCE CRITERIA
	to organisational and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- verbal and non-verbal communication techniques, such as:
 - asking relevant and appropriate questions
 - providing explanations
 - demonstrating
 - using listening skills
 - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
 - identify hazards
 - conduct prestart-up checks if required
 - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:
 - 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 programs and plans
 - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
 - engage, motivate and connect with learners
 - provide constructive feedback
 - maintain appropriate relationships
 - establish trust
 - use appropriate body language
 - maintain humour
 - demonstrate tolerance
 - manage a group
 - recognise and be sensitive to individual difference and diversity
- observation skills to:
 - monitor learner acquisition of new skills, knowledge and competency

REQUIRED SKILLS AND KNOWLEDGE

requirements

- assess learner communication and skills in interacting with others
- identify learner concerns
- recognise learner readiness to take on new skills and tasks

Required knowledge

- 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 and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
 - roles and responsibilities of key personnel
 - responsibilities of learners
 - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
 - risk controls for the specific learning environment

Evidence Guide

EVIDENCE GUIDE	
<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>Overview of assessment</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>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing: <ul style="list-style-type: none"> • different learning objectives • a range of techniques and effective communication skills appropriate to the audience.
<p>Context of and specific resources for assessment</p>	<p>Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p>
<p>Method of assessment</p>	
<p>Guidance information for assessment</p>	<p>For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).</p>

Range Statement

RANGE STATEMENT	
<p>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>	
<p><i>Learner characteristics</i> may include:</p>	<ul style="list-style-type: none"> • language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
<p><i>Safe learning environment</i> may include:</p>	<ul style="list-style-type: none"> • exit requirements • personal protective equipment • safe access • safe use of equipment.
<p><i>Instruction and demonstration objectives</i> may include:</p>	<ul style="list-style-type: none"> • competencies to be achieved • generic and technical skills, which may be: <ul style="list-style-type: none"> • provided by the organisation • developed by a colleague • individual or group objectives • learning outcomes.
<p><i>Learning resources</i> may include:</p>	<ul style="list-style-type: none"> • any material used to support learning, such as: <ul style="list-style-type: none"> • learner and user guides • trainer and facilitator guides • example training programs • specific case studies • professional development materials • assessment materials • a variety of formats • those produced locally • those acquired from other sources.
<p><i>Learning materials</i> may include:</p>	<ul style="list-style-type: none"> • handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
<p><i>Details</i> may include:</p>	<ul style="list-style-type: none"> • location and time • outcomes of instruction or demonstration

RANGE STATEMENT	
	<ul style="list-style-type: none"> • reason for instruction or demonstration • who will be attending instruction session.
<i>OHS procedures</i> may include:	<ul style="list-style-type: none"> • emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
<i>Delivery techniques</i> may include:	<ul style="list-style-type: none"> • coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
<i>Coaching</i> may include:	<ul style="list-style-type: none"> • learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
<i>Measures</i> may include:	<ul style="list-style-type: none"> • informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		