



Australian Government

Department of Education, Employment and Workplace Relations

TAADEL301C 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.

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. A range of delivery techniques should be used to enhance the experience for the learner.

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.

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 **TAADEL401B Plan and organise group based delivery** and/or **TAADEL402B 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.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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.

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 Instruction and demonstration objectives are gathered and checked and assistance is sought if required
	1.4 Relevant learning resources and learning materials are accessed and reviewed for suitability and relevance and assistance sought to interpret the contextual application
	1.5 Access to necessary equipment or physical resources required for instruction and demonstration is organised
	1.6 Learners are engaged in the selection of the delivery techniques to be used
	1.7 Learners are notified of details regarding the implementation of the learning program and/or delivery plan
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 **Delivery techniques** are used to structure, pace and enhance learning
 - 2.5 **Coaching** techniques are applied to assist learning
 - 2.6 **Communication skills** are used to provide information, instruct learners and demonstrate relevant work skills
 - 2.7 Opportunities for practice are provided during instruction and through work activities
 - 2.8 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 Learner progress and outcomes are monitored in consultation with the learner
 - 3.3 The relationship between the trainer/coach and the learner is reviewed and adjusted to suit the needs of the learner
- 4 **Review personal training performance and finalise documentation**
 - 4.1 Personal performance in providing instruction and demonstration is **reflected** upon and strategies for improvement are developed.
 - 4.2 Learner records are maintained, stored and secured in accordance with legal/organisational requirements

Required Skills and Knowledge

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

Required skills

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

using equipment for demonstration

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/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

coaching skills

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

Evidence Guide

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:
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

Context of and specific resources for assessment

Assessment must ensure:
access to an actual workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
assessment must be conducted at different points in time and, in a learning and assessment pathway, these must be separated by further learning and practice
Resources required include:
the necessary materials for instruction/demonstration
access to required technology for instruction/demonstration
developed learning activities

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
analysis of responses to case studies and scenarios
analysis of responses for identifying processes for checking learning achievement
learner evaluations
analysis of responses for selecting learning techniques
peer evaluations
analysis of responses to the provision of

practice opportunities for learners
questioning (oral or written)
analysis of responses to reasons for selecting
learning resources and their organisation
review of testimony from team members,
colleagues, supervisors or managers
tests of knowledge on sources of workplace
diversity
video/observation of a
demonstration/instruction

This unit can be assessed alone or as part of
an holistic 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:

**TAADEL403B Facilitate individual
learning.**

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.

Information about learner characteristics may include:

language, literacy and numeracy levels
learning styles
past learning and work experiences
specific needs
workplace culture

Safe learning environment may include:

exit requirements
personal protective equipment, if needed
safe access
use of equipment

Instruction and demonstration objectives may relate to:

competencies to be achieved
generic and/or technical skills and may be:
provided by the organisation
developed by a colleague individual/group
objectives
learning outcomes

Learning resources may be:

CDs and audio tapes
commercially available support materials for Training Packages/courses
competency standards as a learning resource
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 manuals
organisational learning resources
record/log books
references and texts
Training Package 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

videos

Learning materials may include:	handouts for learners materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications prepared activity sheets prepared case studies prepared presentations and overheads prepared research tasks prepared role-plays prepared scenarios, projects, assignments prepared task sheets prepared topic/unit/subject information sheets worksheets workbooks
Delivery techniques may include:	case studies coaching demonstrations discovery activities explanations group/pair work problem solving providing opportunities to practise skills question and answer
Details may include:	location outcomes of instruction/demonstration reason for instruction/demonstration who will be attending time of instruction/demonstration
The learning program includes:	an overview of the content to be covered in each chunk/segment of the learning program assessment methods and tools to be used to collect evidence of competency, where assessment is required competencies or other criteria to be achieved delivery methods for each segment of the learning program identification of assessment points to measure learner progress 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

OHS issues to be addressed in delivery
specific learning outcomes derived from the
criteria for each chunk or segment of the
learning program

The delivery plans used by the trainer/facilitator to guide and manage delivery to a group and may include:

content of sessions as specified in the session plans
individual/group learning objectives or outcomes for the segment of the learning program to be addressed
identify delivery techniques to be used to cater for a range of learning styles
learning resources, learning materials and learning activities to be used in sessions
number of learners and their specific support requirements
other resource requirements
OHS considerations, including:
incident or hazard reporting
emergency procedures
timelines/duration of activities within sessions

Interpersonal skills may include:

actively listening
adjusting personal language to suit others' requirements
communicating clearly and effectively
engaging and motivating learners
maintaining appropriate body language
responding to learners appropriately and individually

Occupational health and safety (OHS) procedures may include:

emergency procedures
hazards and their means of control
incident reporting
use of personal protective equipment
safe working practices
safety briefing
site-specific safety rules

Coaching may encompass:

acquisition of specific job skills and knowledge
action learning arrangements
less formal 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-one basis

Communication skills may include:

asking clear and probing questions
communicating with learners in the learning

environment and training context
providing constructive feedback
providing explanations
providing information coherently and clearly
using legible writing

**Measuresto ensure learners are acquiring
new skills and knowledge may include:**

informal review or discussion
learner surveys
on-the-job observation
peer coaching systems questioning

**Personal performance may
bereflectedupon by:**

critical questioning of personal performance
discussions with other trainers/facilitators
learner evaluations
peer assessment or feedback
personal reflection
video recording of session

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation