



Australian Government

TAEDEL311 Provide work skill instruction

Release: 1

TAEDEL311 Provide work skill instruction

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEDEL301 Provide work skill instruction.

Application

This unit describes the skills and knowledge required to conduct individual and small group work skill instruction using existing support materials and demonstration of work skills as a training strategy; and assess the success of training and one's own training performance. It focuses on the training being driven by the work process and context.

The unit applies to a person working under supervision as a work skill instructor in a wide range of settings not restricted to training organisations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Organise instruction and demonstration	1.1 Gather information about learner characteristics and learning needs 1.2 Confirm a safe learning environment 1.3 Prepare simple session plan for work skill instruction and demonstration objectives 1.4 Access and review support materials for their suitability and relevance 1.5 Organise access to physical support material required for instruction and demonstration 1.6 Notify learners of planned work skill instruction

ELEMENTS	PERFORMANCE CRITERIA
2. Conduct instruction and demonstration	2.1 Interact with learners to establish a safe and comfortable learning environment 2.2 Brief learners on work health and safety (WHS) procedures and requirements prior to, and during, training 2.3 Follow plan for work skill instruction and cover all learning objectives 2.4 Use facilitation techniques to structure, pace and enhance learning, and explain and demonstrate work skills 2.5 Apply coaching techniques to assist learning 2.6 Use communication techniques to provide information, engage and instruct learners and demonstrate work skills 2.7 Monitor professional relationship with learner, and adjust to suit learner needs 2.8 Provide opportunities for learners to practise the work skill
3. Check training performance	3.1 Use observation and questioning to check learner acquisition and use of new skills and knowledge 3.2 Provide feedback on learner performance to support learning 3.3 Monitor learner progress and outcomes in consultation with the learner
4. Review training performance	4.1 Gather feedback from learners on work skill instruction according to organisational procedures 4.2 Reflect on own practice in providing instruction and demonstration, and identify strategies for improvement 4.3 Maintain, store and secure learner records, according to organisational and legal requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	<ul style="list-style-type: none"> Sources and interprets processes and procedures, support materials, and information relevant to providing work instruction
Writing	<ul style="list-style-type: none"> Completes required workplace documentation using appropriate language and format
Oral communication	<ul style="list-style-type: none"> Uses communication techniques to build rapport, monitor progress and provide feedback to learners

Skill	Description
Numeracy	<ul style="list-style-type: none">• Interprets and uses scheduling and sequencing information, and estimates time
Initiative and enterprise	<ul style="list-style-type: none">• Asks questions to clarify understanding, and to provide and seek feedback• Identifies and responds to potential risks, problems and opportunities for improvement and considers options for different approaches
Planning and organising	<ul style="list-style-type: none">• Organises and completes work according to defined requirements, taking responsibility for some decisions and sequencing tasks to achieve efficient outcomes
Teamwork	<ul style="list-style-type: none">• Builds rapport and establishes productive working relationships to achieve learning outcomes

Unit Mapping Information

Supersedes and is equivalent to TAEDEL301 Provide work skill instruction.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>