



**Australian Government**

# **Assessment Requirements for TAEDEL401 Plan, organise and deliver group-based learning**

**Release: 1**

## Assessment Requirements for TAEDEL401 Plan, organise and deliver group-based learning

### Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

### Performance Evidence

The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:

- facilitating group-based learning by preparing and delivering at least three training sessions, including:
  - at least two consecutive sessions of at least 40 minutes duration, that follow one of the learning program designs, to a learner group of at least eight individuals
  - at least one session delivered to a learner group of at least eight individuals, with evidence of how the characteristics and needs of this group were addressed
- identifying and responding to individual needs
- accessing and using documented resources, and any support personnel required to guide inclusive practices.
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### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- learning theories and principles
- resources available to identify different learner styles
- the relevant industry area and subject matter of the delivery
- the learner group profile, including characteristics and needs of individual learners in the group
- the requirements of the learning program and/or delivery plan, and the content purpose
- different delivery methods and techniques appropriate to face-to-face group delivery
- different techniques for the recognition and resolution of inappropriate behaviours
- behaviours that may indicate learner difficulties, and the methods used to address these difficulties
- the purpose of organisational record-management systems and reporting requirements

- evaluation and revision techniques used to improve session plans
- specific resources, equipment and support services available for learners with special needs
- assessment and risk control measures relating to the facilitation of group-based learning
- policies and procedures relevant to the learning environment.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to learning program designs in use in the learning environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Assessors of this unit must hold the *TAE50116 Diploma of Vocational Education and Training* or the *TAE50111 Diploma of Vocational Education and Training* or be able to demonstrate equivalence of competencies.

## Links

Companion Volume implementation guides are found in VETNet -

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