TAEDEL401 Plan, organise and deliver group-based learning
TAEDEL401 Plan, organise and deliver group-based learning

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 2</td>
<td>This was first released with TAE Training and Education Training Package Release 2.1.</td>
</tr>
<tr>
<td></td>
<td>Minor update to Assessment Conditions.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version first released with TAE Training and Education Training Package Release 2.0.</td>
</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to plan, organise and deliver training for individuals within a group.

It applies to a person working as an entry-level trainer, teacher or facilitator structuring a learning program developed by others in, or with, a training and assessment organisation.

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Interpret learning environment and delivery requirements</td>
<td>1.1 Access, read, and interpret learning program documentation to determine delivery requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Use available information and documentation to identify group and individual learner needs, and learner characteristics</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify and assess constraints, and risks to delivery</td>
</tr>
<tr>
<td></td>
<td>1.4 Confirm personal role and responsibilities in planning, and delivering training, with relevant personnel</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| 2. Prepare session plans | 2.1 Refine existing learning objectives according to program requirements and specific needs of individual learners  
2.2 Develop session plans and document these plans for each segment of the learning program  
2.3 Use knowledge of learning principles and theories to generate ideas for managing session delivery |
| 3. Prepare resources for delivery | 3.1 Contextualise learning materials to meet the needs of the specific learner group  
3.2 Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions  
3.3 Confirm overall delivery arrangements with relevant personnel |
| 4. Deliver and facilitate training sessions | 4.1 Conduct each session according to the session plan, modified where appropriate to meet learner needs  
4.2 Use the diversity of the group as another resource to support learning  
4.3 Employ a range of delivery methods to optimise learner experiences  
4.4 Demonstrate effective facilitation skills to ensure effective participation and group management |
| 5. Support and monitor learning | 5.1 Monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met  
5.2 Make adjustments to the delivery sessions to reflect specific needs and circumstances  
5.3 Manage inappropriate behaviour to ensure that learning can take place  
5.4 Maintain and store learner records according to organisational requirements |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
</table>
## Reading

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAEDEL401 Plan, organise and deliver group-based learning</td>
<td>TAEDEL401A Plan, organise and deliver group-based learning</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

- Access, read and interpret documentation relevant to the learning context, including program documents, learning materials, policies and procedures relevant to the context

## Writing

- Develops and maintains workplace documentation accurately and in response to required needs

## Oral Communication

- Uses communication techniques to build rapport and explore requirements
- Facilitates training in an appropriate style for both individuals and groups

## Navigate the world of work

- Recognises and follows organisational protocols, policies and procedures relevant to own role

## Interact with others

- Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm that outcomes meet requirements
- Recognises inappropriate behaviours and the potential for conflict, and implements strategies to maintain an appropriate learning environment

## Get the work done

- Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes
- Identifies and responds to problems and opportunities for improvement and considers options for different approaches
- Uses information and communications technology (ICT) based tools to access, organise, analyse and display information relevant to role

## Unit Mapping Information

- Access, read and interpret documentation relevant to the learning context, including program documents, learning materials, policies and procedures relevant to the context
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4e6c3