

TAADEL402A

Unit Descriptor

Application of the Unit

Facilitate group-based learning

This unit specifies the competency required to facilitate learning by individuals within a group.

The competency of delivering training and facilitating learning to a group involves preparing, guiding supporting and managing learners using a range of delivery methods, knowledge, skills and behaviours that enhance learning.

- It also includes the skills needed to support and manage interactions with and between individuals in a group. The competency of individual facilitation is addressed by a separate unit of competency - *TAADEL403A Facilitate individual learning*.
- The vocational outcomes and performance requirements of this unit are set in the context that the learning outcomes to be achieved are defined and documented through a learning program (*TAADES402A Design and develop learning programs*) and the organisational arrangements to support delivery have been previously determined (*TAADEL401A Plan and organise group-based delivery*) . The focus of the group facilitator is on guiding and supporting learners' progress towards the learning outcomes / competency to be achieved.
- The skill of group facilitation, which is not linked to specified learning outcomes, is also addressed in this Training Package through *TAATAS504A Facilitate group processes*. The competency defined in that unit focuses on facilitating a group to determine its own outcomes.
- Co-learning and assessment with *TAADEL401A Plan and organise group- based delivery* is strongly recommended where both these competencies are required. Both units are written from the perspective of a face-to-face delivery mode within an off-the-job learning context such as a training room, classroom, meeting room, community setting or any location a group can access which is safe, relevant and conducive to learning.
- Throughout this unit the 'learner' refers to the individual participating in the group learning process, not the candidate undertaking this unit.
- The competency specified in this unit is typically required by trainers / facilitators, teachers and training consultants.

Unit Sector

Delivery and Facilitation

ELEMENT	PERFORMANCE CRITERIA
1. Establish an environment conducive to group learning	1.1 The <i>learning program and delivery</i> plan are read and interpreted to identify and confirm delivery requirements for the specified session 1.2 Availability of <i>all resource needs</i> is confirmed prior to commencement of session(s) 1.3 Outcomes of <i>learner recognition processes</i> are obtained from relevant persons to provide flexible responses to <i>individual learner needs</i> 1.4 The learning program/segment of the learning program is introduced and <i>objectives, expectations and requirements</i> including occupational health and safety (OHS) are discussed, clarified and agreed 1.5 A learning facilitation relationship is established between trainer / facilitator and the group using <i>appropriate oral communication and language skills and interpersonal skills</i> 1.6 Relationships with and between learners are initiated which support inclusivity, acknowledge diversity and enable a positive learning environment
2. Deliver and facilitate training sessions	2.1 Interactions with learners are based on the application of <i>learning principles</i> in accordance with <i>learner styles</i> and identified <i>learner characteristics</i> 2.2 Each training session is conducted in accordance with <i>session plans</i> but modified where appropriate to meet the needs of the learners 2.3 All <i>resource requirements</i> for delivery are addressed and the <i>diversity</i> of the group is used as another resource to support learning 2.4 <i>Generic skills</i> relevant to the learning objectives are addressed in delivery 2.5 A range of <i>delivery methods</i> are employed and <i>appropriate technology and equipment</i> are used as training aids to optimise the learner experience 2.6 Opportunities for practice and formative assessment are built into the delivery, where assessment is required
3. Demonstrate effective facilitation skills	3.1 <i>Presentation skills</i> are used to ensure the delivery is engaging and relevant 3.2 <i>Group facilitation skills</i> are used to ensure effective participation and group management 3.3 Oral communication and language skills are used to motivate the learner and to transfer knowledge and skills 3.4 Interpersonal skills are used to maintain appropriate relationships and ensure inclusivity 3.5 <i>Observation skills</i> are used to monitor individual and group progress

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| 4. Support and monitor learning | <ul style="list-style-type: none">4.1 Learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met4.2 Adjustments are made to the delivery plan to reflect specific needs and circumstances and <i>unanticipated situations</i>4.3 Learners are encouraged to reflect on personal learning progress4.4 Group dynamics are managed to ensure effective participation by all learners and to maintain effective relationships4.5 <i>Inappropriate behaviour</i> is managed using <i>conflict resolution and negotiation skills</i> to ensure learning can take place4.6 Learner records are maintained, stored and secured in accordance with legal/organisational requirements |
| 5. Review and evaluate effectiveness of delivery | <ul style="list-style-type: none">5.1 The delivery plan is evaluated to determine its effectiveness as a tool in guiding the learning process and feedback is provided to the writer, as appropriate5.2 Feedback from learners/management/peers is sought on the quality of delivery, and areas for improvement are identified and documented5.3 Trainer/facilitator <i>reflects on own performance</i> in training delivery5.4 Areas of improvement/new ideas to improve the quality of delivery/facilitation and to enhance the learning experience are considered and implemented |

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	communicating information to learners clearly and effectively listening and responding to ideas of learners providing clear directions regarding safety	3
Collecting analysing and organising information	seeking information about learners analysing and following the delivery plan	3
Planning and organising activities	identifying appropriate learning activities engaging learners and managing time	3
Working with others and in teams	collaborating with peers, industry or workplace persons working with learners to attain outcomes	2
Using mathematical ideas and techniques	estimating time required to complete activities determining timeframe of training delivery	2
Solving problems	managing group and / or individual conflicts ensuring training delivery meets the needs of learners	3
Using technology	using a range of electronic equipment and resources to deliver training	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

The learning program provides a documented guide to support a cohesive and integrated learning process for the learner and includes:

- the competencies or other benchmarks to be achieved
- the specific learning outcomes derived from the benchmarks for each chunk or segment of the learning program
- an overview of the content to be covered in each chunk/segment of the learning program
- 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
- delivery methods for each chunk/segment of the learning program
- OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment methods and tools to be used to collect evidence of competency, where assessment is required

The delivery plan is used by the trainer / facilitator to guide and manage delivery to a group and includes:

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

All resource needs includes:

- the learning resources required by the trainer / facilitator and learners to be used in the session(s)
- the learning materials and documented learning activities required by the trainer / facilitator and learners to be used in the session(s)
- specific facility, technology and equipment to be used in the session(s)
- learner support requirements

Learner recognition processes may include:	• recognition of prior learning (RPL) for previous formal education and training which contributes to assessment of current competency or formal credit • recognition of current competency (RCC) • credit for subjects/units/qualifications/Statements of Attainment
Relevant persons may include:	• self (as the assessor) • other trainers/facilitators with learner records • other assessors • support personnel administering learner/candidate records
Individual learner needs may:	• vary from overall group learning objectives depending on previous experience and competencies already held
Objectives may include:	• the competency standards being addressed • specified learning outcomes or learning objectives derived from the competency standards • learning outcomes based on other benchmarks • group learning needs • individual learning needs • specific learning activities • practise opportunities e.g. practicum or supervised teaching / facilitation • formative assessment opportunities
Expectations may include:	• expectations of learners and the group by trainer / facilitator • expectations of the trainer / facilitator by individuals and by the group • expectations of individual and group behaviour including respect, sensitivity to needs of others, sensitivity to culture, ethics and gender, practising inclusivity in group work, use of appropriate language • expectations of commitment to learning/learning process/learner motivation and participation • expectations of interesting, engaging delivery and facilitation • expectations of a safe, secure learning environment

Requirements may include:

- appropriate behaviour
- maintaining progress
- attendance
- assessment including
 - the points in delivery at which assessments will occur
 - identified formative assessment activities as part of learning experience
 - evidence requirements
- OHS aspects and requirements, including:
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information
 - names of key workplace persons with OHS roles and responsibilities
 - OHS policies and procedures relevant to the learning environment

Appropriate oral communication and language skills may include:

- using an appropriate tone and level of voice
- making clear and concrete presentations of options / advice
- using icebreakers as appropriate
- using appropriate terminology and language of the industry / profession
- using an open, warm communication style including effective verbal and body language
- communicating clearly to facilitate group and individual learning
- using critical listening and questioning skills and techniques
- providing constructive and supportive feedback
- accurately interpreting verbal messages
- inviting learners to paraphrase advice / instructions
- ensuring language, literacy and numeracy (LLN) used is appropriate to the learner(s) needs

Interpersonal skills may include:

- showing respect for the expertise and background of learners
- establishing trust
- building and maintaining rapport
- demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- engaging in two-way interaction
- encouraging the expression of diverse views and opinions
- negotiating complex discussions by establishing a supportive environment
- using language and concepts appropriate to cultural differences
- accurately interpreting non-verbal messages

Learning principles include:

- adults have a range of life experience which they can connect to learning
- adults have a range of life experience which they can connect to learning
- adults have a need to know why they are learning something and its benefits
- learning needs to be learner - centred
- adults have a need to be self-directing
- the learning process needs to support increasing learner independence
- emphasis on experimental and participative learning
- use of modelling
- the learning process needs to reflect individual circumstances and needs

Learner styles may include:

- auditory
- visual
- kinaesthetic
- left / right brain
- global / analytical
- theoretical
- activist
- pragmatist
- reflective

Learner characteristics may include:

- language, literacy and numeracy requirements
- specific needs, physical or psychological
- preferred learning styles
- employment status
- past learning experiences
- level of maturity
- cultural background and needs
- level of formal schooling in Australia or overseas
- length of time resident in Australia

Session plans may include:

- introduction(s)
- outline of objectives / content to be addressed
- ice breakers to be used
- delivery methods for each part of the session
- plan of learning activities to be used within the session
- timelines / duration for each learning activity
- formative assessment points / opportunities
- learning materials required
- summary / overview / wrap up

Resource requirements include:

- the resources needed by the trainer / facilitator and the resources needed by the learners as identified in the delivery plan

Diversity may include:

- age
- gender
- culture
- ethnicity
- disability
- religion
- sexual orientation
- level and prior experiences of education and training
- attitudes and reasons for learning

Generic skills may include:

- Key Competencies, including:
 - communicating ideas and information
 - collecting, analysing and organising information
 - planning and organising activities
 - working in a team
 - using mathematical ideas and techniques
 - solving problems
 - using technology
- self-management
- how to learn
- initiative and enterprise
- innovation
- team work
- language, literacy and numeracy and communication skills

Delivery methods are the techniques used to guide, facilitate and support the learning process and may be:

- lock step, learner-paced, mixed pace
- interactive, participative, collaborative
- trainer / facilitator-centred and learner-centred, and may include:
 - demonstration / modelling
 - instruction
 - presentations / lectures
 - guided facilitation of individual and group learning activities / group work / case studies
 - initiating and facilitating group discussions
 - brainstorming activities
 - practice opportunities
 - enabling and supporting effective learner participation
 - tutoring
 - project-based
 - individual facilitation techniques - coaching / mentoring
 - blended

Appropriate technology and equipment may include:

- overhead projectors
- computers
- light projectors
- DVD / video equipment
- television / screen
- whiteboard / blackboard
- butcher's paper
- specific technical equipment / machinery relevant to technical areas

Presentation skills may include:

- synthesising information and ideas
- preparing aids such as overhead projectors and data projectors
- using computer presentation applications
- using computer software and hardware
- speaking with appropriate tone and pitch
- using appropriate language to reflect the audience
- encouraging and dealing appropriately with questions
- showing enthusiasm for the topic
- summarising key points
- making direct eye contact to create direct pathway between learners and self (may be culturally inappropriate for some groups)
- demonstrating confidence
- supporting learners to enable progress from simple to more complex tasks and concepts

Group facilitation skills may include:

- ensuring that every individual has an opportunity for participation and input
- maintaining group cohesion
- encouraging rapport between group members
- managing group dynamics
- observing and interpreting behaviour that puts others at risk
- facilitating discussion and group interaction

Observation skills may include:

- using formative evaluation to monitor learner progress
- monitoring group and individual interactions
- monitoring conflict / behavioural difficulties
- monitoring learner cues about concerns / difficulties in learning
- monitoring learner readiness for assessment and / or new areas of learning

Unanticipated situations may include:

- identifying learners experiencing difficulties with learning for a variety of reasons, which may include:
 - English language, literacy and numeracy difficulties
 - Physical / sensory difficulties
 - socio-emotional difficulties
 - organisational issues

Inappropriate behaviour may include:

- violent or inappropriate language
- verbal or physical abuse
- Bullying
- insensitive verbal or physical behaviour towards other learners or the trainer / facilitator e.g. cultural, racial, disability or gender - based insensitivities
- dominant or overbearing behaviour
- disruptive behaviour
- non-compliance with safety instructions

Conflict resolution and negotiation skills may include:

- identifying critical points / issues / concerns / problems
- talking through points / issues / concerns / problems
- identifying options for changing behaviours
- bringing the parties together
- managing discussions
- moving parties forward
- presenting solutions
- ensuring equitable outcomes
- providing face-saving options
- obtaining agreements

Reflecting on own performance may include:

- thinking through the training delivery
- asking key questions
- reviewing achievements
- analysing difficulties

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they have delivered training and facilitated learning within a group in a face-to-face learning environment, on a number of occasions, that involves a series of training sessions covering a number of learning outcomes. They should also provide evidence of reviewing and evaluating the effectiveness of the delivery plan and their personal performance in training delivery.

Evidence should show that they can provide training using appropriate sequencing and activities to develop the skills and knowledge of learners, as well as enhancing motivation, interest and enthusiasm. Trainers must demonstrate high-level facilitation, observation, communication and interpersonal skills to support and teach each learner effectively.

Required knowledge includes:

- a sound knowledge of learning principles, including:
 - adults have a range of life experience which they can connect to learning
 - adults have a need to know why they are learning something and its benefits
 - learning needs to be learner-centred
 - adults have a need to be self-directing
 - the learning process needs to support increasing learner independence
 - emphasis is on experimental and participative learning
 - use of modelling
 - the learning process needs to reflect individual circumstances and needs
- a sound knowledge of learner styles, for example:
 - auditory
 - visual
 - kinaesthetic
 - left / right brain
 - global / analytical
 - theoretical
 - activist
 - pragmatist
 - reflective
- the industry area / subject matter of the delivery, for example:
 - the relevant industry competency standards
 - the specific topic / subject / unit
 - specific areas of knowledge as defined in the learning strategy or learning program
- an introductory knowledge of learning theories, for example:
 - cognitive learning theory
 - andragogy
 - pedagogy

- information processing
- behavioural learning theory
- learner group profile including characteristics and needs of individual learners in the group
- the content and requirements of the learning program and/or delivery plan
- different delivery methods and techniques appropriate to face-to-face group delivery
- techniques for the recognition and resolution of inappropriate behaviours
- behaviours in learners which may indicate learner difficulties
- organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements
- evaluation / revision techniques, for example:
 - developing simple questionnaires and feedback forms
 - administering evaluation forms
 - using questioning for evaluation purposes
- specific resources, equipment and support services available for learners with special needs
- relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state / territory legislation, for example:
 - competency standards
 - licensing requirements
 - industry / workplace requirements
 - duty of care under common law
 - OHS legislation
 - recording information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards / enterprise agreements
 - National Reporting System
- OHS relating to the facilitation of group - based learning, including:
 - assessment and risk control measures
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information
 - role of key workplace persons
 - policies and procedures relevant to the learning environment
- group facilitation skills to:

Required skills and attributes include:

- • facilitate discussion and group interaction
- maintain group cohesion
- handle difficult learners / situations
- manage group activities
- manage conflict
- observe and interpret behaviour that puts others at risk
- different delivery and facilitation methods / techniques, such as:
 - demonstration / modelling
 - instruction
 - presentations / lectures
 - guided facilitation of individual and group learning activities / group work / case studies
 - initiating and facilitating group discussions
 - brainstorming activities
 - providing and guiding practice opportunities
 - enabling and supporting effective learner participation
 - tutoring
 - project-based
 - individual facilitation techniques - coaching / mentoring
 - blended
- oral communication and interpersonal skills to:
 - present information
 - provide sequenced, structured instructions
 - use questioning techniques
 - use listening techniques
 - adjust language to suit the audience
 - maintain appropriate relationships
 - establish trust
 - build rapport
 - be open to others' opinions
 - use appropriate body language
- negotiation and conflict resolution skills
- observation skills to:
 - monitor learner progress
 - monitor group and individual interactions
 - monitor conflict / behavioural difficulties
 - monitor learner cues about concerns / difficulties in learning
 - monitor learner readiness for assessment / new areas of learning
- literacy skills to:
 - prepare presentations
 - prepare questions
 - prepare or customise learning activities
 - prepare or customise learning materials such as handouts and information sheets
 - record learner information
 - develop feedback documentation
- technology skills to:
 - use overhead projectors
 - use audiovisual equipment
 - use computers to produce documents, prepare

presentations e.g. PowerPoint, and communicate through email and the web

- manage time to:
 - schedule training
 - be flexible
 - make adjustments to suit learners
- reflection skills to:
 - identify areas for improvement
 - maintain own skill development
- 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
 - ensure the correct industrial relations climate of the learning environment

Products that could be used as evidence include:

- identified generic skills relevant to the learning objectives
- feedback forms and other evaluation evidence from learners
- observations or videotaped examples of presentation, group facilitation, oral communication and interpersonal and observation skills used during the training sessions
- examples of completed learning activities that are product - or document - based
- notes showing reflection on own performance and own learning

Processes that could be used as evidence include:

- how the delivery plan was followed and why
- how group or individual conflict was managed
- how individual learning needs were managed
- ways in which initial relationships in the group were established
- how the trainer / facilitator reflected on own performance
- learning achieved by the learners

Resource implications for assessment include:

- delivery venue for programmed learning activities
- access to more than one group of learners
- access to learner group over time
- access to learning program(s)
- access to delivery plan(s)
- time to ensure that assessment covers the range of specific evidence requirements

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods / evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- 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

Specific evidence requirements must include:

- the ability to transfer delivery and facilitation skills to different training environments and learner groups
- evidence of the delivery, facilitation and review of a series of training sessions including at least two consecutive sessions that follow a learning program design:
 - at least one session (minimum) should be based on a learning program that is derived from Training Package competency standards or accredited curricula
 - at least one session must be based on using learning outcomes from another source
 - at least one session must be delivered to a different learner group with evidence of how the characteristics and needs of this group were addressed
 - at least one training session should be one hour minimum duration

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are
- not limited to:
 - TAADES402A Design and develop learning programs
 - TAADEL401A Plan and organise group-based delivery.