



Australian Government

Department of Education, Employment and Workplace Relations

TAADEL401B Plan and organise group-based delivery

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to plan and organise training for individuals within a group.

Application of the Unit

This competency involves developing a delivery plan that is used by the trainer/facilitator to guide and manage delivery to a group. It encompasses interpreting the learning environment and delivery requirements for the identified group of learners, developing session plans, and preparing and organising the resources required.

The delivery plan is based on a documented learning program and provides a context specific plan for implementation.

The competency of designing and developing learning programs is separately addressed in **TAADES402B Design and develop learning programs**.

In some situations the learning program and delivery plan may be developed concurrently while in other circumstances the delivery plan is developed separately. Where the application is concurrent co-learning and/or co-assessment of these two units is recommended.

The planning and organising of group delivery is essential to the effective conduct of group delivery/facilitation which is also addressed as a unit of competency in **TAADEL402B Facilitate group-based learning**. While these two units are discrete, co-learning and assessment are strongly recommended. Both units are written from the perspective of a face-to-face delivery mode in a 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. Other units in the Delivery and Facilitation Field of the **TAA04 Training and Assessment Training Package** address other modes of delivery and learning contexts.

Throughout this unit the learner refers to the individuals in the group being trained/participating in a learning process; not the candidate undertaking this unit.

The competency specified in this unit is typically required by trainers/facilitators, vocational education and training teachers and training consultants.

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 Interpret the learning environment and delivery requirements	1.1 The learning context is established and the organisational arrangements for delivery are confirmed 1.2 The learning program documentation is accessed, read and interpreted to determine delivery requirements 1.3 Group and individual learning needs and learner characteristics are identified using available information and documentation 1.4 Processes to identify learner support requirements are undertaken 1.5 Constraints and risks to delivery are identified and assessed 1.6 Personal role and responsibilities in the planning, delivery and review of training are confirmed with relevant personnel

- 2 **Prepare session plans**
 - 2.1 Specific **learning objectives** and assessment activities (where required) are refined in accordance with learning program requirements and specific needs of individual learners
 - 2.2 Ideas for managing the delivery are generated using knowledge of **learning principles and learning theories** and reflect the learning needs and characteristics of the group
 - 2.3 Existing **learning resources, learning materials** and documented **learning activities** identified in the learning program are evaluated and selected for use in the specific delivery context
 - 2.4 **Session plans** are developed and documented for each segment of the learning program to be addressed
- 3 **Prepare resources needed for delivery**
 - 3.1 Selected existing learning resources, learning materials and learning activities are modified and contextualised for the particular group
 - 3.2 Additional new, relevant and engaging learning activities and associated learning materials are developed and documented to meet specific session requirements based on the application of learning principles and **learner styles** of individuals and the group
 - 3.3 All learning materials required by learners are finalised and organised in time for delivery
 - 3.4 **Specific facility, technology and equipment needs** for each session are identified and organised in time for delivery
 - 3.5 **Additional resourcing to meet identified learner support needs** is identified and organised, where required, in time for delivery
 - 3.6 The overall **delivery plan** is confirmed with relevant personnel

Required Skills and Knowledge

Not applicable.

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.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have planned and organised training for a group of learners to be trained in a face-to-face learning environment.

Evidence should show that candidates can develop a delivery plan that incorporates: interpreting a specific learning environment; interpreting an existing learning program to develop and document specific training sessions that address a whole or part of a learning program and which reflect the needs and characteristics of a specific learner group; selecting and modifying existing learning resources, learning materials and learning activities and developing new learning materials and learning activities; planning and organising the resources required in delivery.

Evidence Requirements

Required knowledge includes:

a sound knowledge of learning principles, including:

- learning needs to be learner-centred
- 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
- 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
- adults have a need to be self-directing
- a sound knowledge of learner styles, for

example:

auditory

visual

kinaesthetic

left/right brain

global/analytical

theoretical

activist

pragmatist

reflective

an introductory knowledge level of learning theories, for example:

cognitive learning theory

andragogy

pedagogy

information processing

behavioural learning theory

learner profile including characteristics and needs of learner group/learner target group

learning program design and structure and content

how to structure and develop session plans

the availability, types and content of relevant existing learning resources and learning materials

how to develop new learning materials and learning activities

the industry area/subject matter of the delivery, for example:

the relevant industry competency standards

the specific topic/subject/unit content

specific areas of content knowledge as defined in the learning strategy or learning program

basic instructional design principles, for example:

sequencing information

providing opportunities for practise

different delivery methods and techniques appropriate to face-to-face delivery

the availability and sources of specific resources, equipment and support services for learners with specific needs

organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements

relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, including:

competency standards

licensing

industry/workplace requirements

duty of care under common law

OHS

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 work role, including:

reporting requirements for hazards

safe use and maintenance of relevant equipment

Required skills and attributes include:

emergency procedures

sources of OHS information

planning and organisational skills to:
reflect the group and individual learning needs and learner characteristics within session plans
incorporate relevant/modified learning objectives and assessment methods (where required) in session plans
determine the structure and time requirements for each session
identify specific facility, technology and equipment needs for each session

literacy skills to:

document the delivery plan, prepare or customise learning activities
prepare or customise learning materials such as handouts and information sheets
read and interpret learner information

technology skills to:

use computers to produce documents, prepare presentations e.g. PowerPoint and communicate through email and the web

time management skills to:

determine time allocations for each part of the session plan
determine overall session time
determine how many sessions may be required
schedule training sessions

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:	documented delivery plan individual session plans forming part of the delivery plan feedback forms from learners on quality/effectiveness of delivery planning modified/contextualised learning resources and learning materials new learning materials and documented learning activities
Processes that could be used as evidence include:	how the learning program was interpreted how responsibilities were identified and clarified why sessions were planned as documented how ideas for delivery were generated how individual learning needs were managed in the planning and organising process
Resource implications for assessment include:	access to relevant learning programs access to relevant learning resources and learning materials access to real or simulated learning environment that addresses organisational requirements of this unit
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 Guide, Employability

Skills

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 skills to different training environments and learner groups

evidence of the preparation of a minimum of two delivery plans:

one of these delivery plans must address a learning program that is linked to competency standards or an accredited curricula

one delivery plan should address the whole or substantial part of a learning program and contain session plans for a series of training sessions

assessment must also include evidence of both developing and contextualising learning activities for the delivery plan and of developing new learning materials such as handouts, overheads, etc., and organising the material and physical requirements for delivery

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:

TAADEL402B Facilitate group-based learning

TAADES402B Design and develop learning programs.

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.

Learning contextincludes:

where the learning will occur, for example:

in the workplace

in a simulated work environment

in the training room/classroom

in specialist environments - e.g. laboratory/
computer room

in an external venue

in an internal venue

in a community setting

Organisational arrangementsmay include: finalising specific location/s or venue/s for delivery

coordinating locations

enrolment procedures

scheduling requirements

size of group

special equipment or technology needs

providing for specific needs of the learners

investigating the learning environment to
identify, assess and control occupational

health and safety (OHS) risks
 allowable time for training
 management expectations
 people to be involved
 reporting requirements
 access issues, e.g. to work practice environment

A learning program may include:

a subset of a learning strategy
 a short course/vocational program
 a professional development program
 a community education program
 a workplace learning program
 part of a VET in Schools program
 part of an apprenticeship/traineeship
 a short-term development plan developed by a coach
 a short-term induction program

A 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 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

Learning needs may be:

a competency or group of competencies

aspects of competency such as skills,
knowledge or technical applications

skills in operating specific equipment

generic skills development

personal development and growth

English language, literacy and numeracy

underpinning skills

Learner/srefers to:	existing industry/enterprise employees school leavers new entrants to the workforce apprentices/trainees individuals learning new skills/knowledge individuals seeking to upgrade skills/knowledge individuals changing careers unemployed people learners who have a disability members of target groups such as Aboriginal and Torres Strait Islander communities overseas learners recent migrants individuals/groups meeting licensing or other regulatory requirements
Learner characteristicsmay 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
Information and documentationmay include:	enrolment information employee/personnel records (confidentiality protected) results of organisational training needs analyses outcomes of RCC/RPL assessments communication with individual learners
Processesmay be formal or informal, and	analysing learner information on enrolment

may include:

forms
discussions with learners to identify learning support needs
observation of the learners

Learner support requirements may include:

support arrangements for meeting disability needs
support arrangements for meeting cultural needs
support arrangements for meeting language, literacy and numeracy needs

Constraints may include:

access to industry experts
access to workplace
access to practice opportunities
cost of training
time required/available for delivery
scheduling difficulties
consideration of appropriate groupings of learners and meeting learner needs/characteristics

Risks may include:

OHS considerations
inappropriate location
inadequate equipment/technology/resources
capacity to meet learner needs and characteristics

Personal role and responsibilities may include:

responsibility for planning and organising provision of parts of the relevant learning strategy, or learning program or parts of the learning program
responsibility for planning and organising provision of a specific number of sessions
planning and organising the availability of relevant learning materials
relationships with other trainers/facilitators
arrangements for assessment
reporting arrangements

Relevant personnel may include:

own supervisor

	- other trainers/facilitators - other workplace supervisors - workplace management - industry personnel - OHS representatives - English language, literacy and numeracy specialists
Learning objectives may relate to:	- competencies to be achieved by learners - learning outcomes - individual/group objectives - generic and/or technical skills
Learning principles include:	- adults have a need to be self-directing - adults have a range of life experience, and connecting learning to experience is meaningful - adults have a need to know why they are learning - training needs to be learner-centred to engage learners - the learning process needs to support increasing learner independence - emphasis on experimental and participative learning - use of modelling - reflecting individual circumstances
Learning theories may include:	- behavioural learning theory - information processing theory - cognitive learning theory - constructivist - situational - problem-based - andragogy - pedagogy
Existing learning resources may include:	Training Packages 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

other published, commercially available

support materials for Training

Packages/courses

organisational learning resources

competency standards as a learning resource

videos

CDs and audio tapes

references and texts

manuals

record/log books

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

Learning materials may include:

- handouts for learners
- worksheets
- workbooks
- prepared case studies
- prepared task sheets
- prepared activity sheets
- prepared topic/unit/subject information sheets
- prepared role-plays
- prepared presentations and overheads
- prepared scenarios, projects, assignments
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
- prepared research tasks

Learning activities may include:

- discussions
- role-plays
- written activities/tasks
- case studies
- simulation
- audio or visual activities
- demonstration
- practice, e.g. practicum or supervised teaching/facilitation
- individual activities/projects/assignments
- group activities/projects/assignments
- workplace tasks
- research
- problem-based tasks
- thinking skills exercises
- question and answer
- working through self-paced materials
- games

Session plans may include:

- introductions

	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
Learner styles may include:	auditory
	visual
	kinaesthetic
	left/right brain
	global/analytical
	theoretical
	activist
	pragmatist
	reflective
Specific facility, technology and equipment needs may include:	specific location/room
	availability of appropriate furniture
	adequate lighting
	comfortable seating and temperature
	overhead projector
	computer hardware and software
	video equipment
	audio equipment
	technical machinery/equipment
	working tools
	scientific laboratory and equipment
Additional resourcing to meet identified learner support needs includes:	providing referrals to internal services such as language, literacy and numeracy support unit or individual learning unit
	providing referrals to external services such as community language, literacy and

numeracy program, disability support service, counselling support, etc.

incorporating techniques such as modelling/demonstrating, chunking, visual/diagrammatic, opportunities to practise skills, peer support, and repetition

drawing on range of resources from first language, including peer support

ensuring appropriate physical and communication supports are available

listening to problems and helping within own area of responsibility and/or knowledge

building required knowledge and skills using support materials

A delivery plan may include:

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 and equipment requirements

OHS considerations, including:

incident or hazard reporting

emergency procedures

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation