



Australian Government

Department of Education, Employment and Workplace Relations

TAADEL402B Facilitate group-based learning

Release: 1

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Modification History

Not applicable.

Unit Descriptor

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

Application of the Unit

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 - **TAADEL403B 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 (**TAADES402B Design and develop learning programs**) and the organisational arrangements to support delivery have been previously determined (**TAADEL401B 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 **TAATAS504B Facilitate group processes**. The competency defined in that unit focuses on facilitating a group to determine its own outcomes. Co-learning and assessment with **TAADEL401B 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.

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 Establish an environment conducive to group learning	1.1 The learning program and delivery plan are read and interpreted to identify and confirm delivery requirements for the specified session 1.2 Availability of all resource needs is confirmed prior to commencement of session/s 1.3 Outcomes of learner recognition processes are obtained from relevant persons to provide flexible responses to individual learner needs 1.4 The learning program/segment of the learning program is introduced and objectives, expectations and requirements 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 appropriate oral communication and language skills and interpersonal skills 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 **learning principles** in accordance with **learner styles** and identified **learner characteristics**
- 2.2 Each training session is conducted in accordance with **session plans** but modified where appropriate to meet the needs of the learners
- 2.3 All **resource requirements** for delivery are addressed and the **diversity** of the group is used as another resource to support learning
- 2.4 **Generic skills** relevant to the learning objectives are addressed in delivery
- 2.5 A range of **delivery methods** are employed and **appropriate technology and equipment** 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 **Presentation skills** are used to ensure the delivery is engaging and relevant
- 3.2 **Group facilitation skills** 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 **Observation skills** are used to monitor individual and group progress

4 Support and monitor learning

- 4.1 Learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met
- 4.2 Adjustments are made to the delivery plan to reflect specific needs and circumstances and **unanticipated situations**

- 4.3 Learners are encouraged to reflect on personal learning progress
 - 4.4 Group dynamics are managed to ensure effective participation by all learners and to maintain effective relationships
 - 4.5 **Inappropriate behaviour** is managed using **conflict resolution and negotiation skills** to ensure learning can take place
 - 4.6 Learner records are maintained, stored and secured in accordance with legal/organisational requirements
- 5 **Review and evaluate effectiveness of delivery**
 - 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 appropriate
 - 5.2 Feedback from learners/management/peers is sought on the quality of delivery, and areas for improvement are identified and documented
 - 5.3 Trainer/facilitator **reflects on own performance** in training delivery
 - 5.4 Areas of improvement/new ideas to improve the quality of delivery/facilitation and to enhance the learning experience are considered and implemented

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 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.

Evidence Requirements

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

Required skills and attributes include:

role of key workplace persons

policies and procedures relevant to the learning environment

group facilitation skills to:

- 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
 - develop feedback documentation

- record learner information
- 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 Guide, Employability Skills

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency

Specific evidence requirements must include:

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

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:

TAADES402B Design and develop learning programs

TAADEL401B Plan and organise group-based delivery.

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.

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

Expectations may include:

individual learning needs

specific learning activities

practise opportunities e.g. practicum or supervised teaching/facilitation

formative assessment opportunities

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

Interpersonal skills may include:

advice/instructions

ensuring language, literacy and numeracy (LLN) used is appropriate to the learner/s needs

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:

Employability Skills, including:

communication

teamwork

problem solving

initiative and enterprise

planning and organising

self-management

learning

technology

innovation

language, literacy and numeracy 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

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation