



Australian Government

TAEDEL311 Provide work skill instruction

Release: 1

TAEDEL311 Provide work skill instruction

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEDEL301 Provide work skill instruction.

Application

This unit describes the skills and knowledge required to conduct individual and small group work skill instruction using existing support materials and demonstration of work skills as a training strategy; and assess the success of training and one's own training performance. It focuses on the training being driven by the work process and context.

The unit applies to a person working under supervision as a work skill instructor in a wide range of settings not restricted to training organisations.

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Organise instruction and demonstration	1.1 Gather information about learner characteristics and learning needs 1.2 Confirm a safe learning environment 1.3 Prepare simple session plan for work skill instruction and demonstration objectives 1.4 Access and review support materials for their suitability and relevance 1.5 Organise access to physical support material required for instruction and demonstration 1.6 Notify learners of planned work skill instruction

ELEMENTS	PERFORMANCE CRITERIA
2. Conduct instruction and demonstration	2.1 Interact with learners to establish a safe and comfortable learning environment 2.2 Brief learners on work health and safety (WHS) procedures and requirements prior to, and during, training 2.3 Follow plan for work skill instruction and cover all learning objectives 2.4 Use facilitation techniques to structure, pace and enhance learning, and explain and demonstrate work skills 2.5 Apply coaching techniques to assist learning 2.6 Use communication techniques to provide information, engage and instruct learners and demonstrate work skills 2.7 Monitor professional relationship with learner, and adjust to suit learner needs 2.8 Provide opportunities for learners to practise the work skill
3. Check training performance	3.1 Use observation and questioning to check learner acquisition and use of new skills and knowledge 3.2 Provide feedback on learner performance to support learning 3.3 Monitor learner progress and outcomes in consultation with the learner
4. Review training performance	4.1 Gather feedback from learners on work skill instruction according to organisational procedures 4.2 Reflect on own practice in providing instruction and demonstration, and identify strategies for improvement 4.3 Maintain, store and secure learner records, according to organisational and legal requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Sources and interprets processes and procedures, support materials, and information relevant to providing work instruction
Writing	• Completes required workplace documentation using appropriate language and format
Oral communication	• Uses communication techniques to build rapport, monitor progress and provide feedback to learners

Skill	Description
Numeracy	• Interprets and uses scheduling and sequencing information, and estimates time
Initiative and enterprise	• Asks questions to clarify understanding, and to provide and seek feedback • Identifies and responds to potential risks, problems and opportunities for improvement and considers options for different approaches
Planning and organising	• Organises and completes work according to defined requirements, taking responsibility for some decisions and sequencing tasks to achieve efficient outcomes
Teamwork	• Builds rapport and establishes productive working relationships to achieve learning outcomes

Unit Mapping Information

Supersedes and is equivalent to TAEDEL301 Provide work skill instruction.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEDEL311 Provide work skill instruction

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Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- provide at least 3 work skill instruction sessions, with each session being of at least 30 minutes duration and involving:
 - a different work skill for each session
 - delivery of at least 1 session to an individual learner
 - delivery of at least 1 session to a small group of at least 2 learners.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational procedures for gathering feedback from learners on work skill instruction
- learner characteristics and needs
- information included in a plan for work skill instruction:
 - session plan, consisting of:
 - session objectives
 - content to be covered
 - delivery approach to be used
 - task breakdown
 - timing
- sources, availability and content of suitable support materials
- training facilitation and coaching techniques to support adult learning relevant to work skill instruction, and when to use them
- overview of adult learning principles and their application to work skill instruction
- key steps for practising self-reflection on own work skill instruction to identify opportunities for improvement

- sources of assistance relating to contextualising support materials to the workplace
- work health and safety (WHS) issues in the learning environment, including:
 - roles and responsibilities of key personnel
 - responsibilities of learners
 - WHS policies and procedures, including those relating to:
 - hazard and risk identification
 - safe use of equipment and emergency procedures
 - risk controls for the specific learning environment.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- learners requiring work skill instruction
- support materials relating to the work skill instruction sessions described in performance evidence
- access to information about the plan for work skill instruction, including session plan, task breakdown and timing.

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

Links

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