

TAEDEL401

Plan, organise and deliver group-based learning

Learner guide

TAEDEL401



Before you begin

This learner guide is based on the unit of competency *TAEDEL401 Plan, organise and deliver group-based learning*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which activities you need to complete. The features of this learner guide are detailed in the following table.

Feature of the learner guide	How you can use each feature
Overview	This section provides general information about the vocational education and training sector and its essential components (such as training packages), which will underpin your learning.
Introduction	The introduction covers the key concepts relevant to this particular unit of competency, including the terminology that will be used throughout this learner guide.
Learning content	Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Templates	Templates are referred to throughout the guide. These are samples of working documents similar to those found in a training organisation. Completed templates may be useful as evidence for portfolio assessments. Ask your trainer for sample templates provided with the <i>Trainer's and assessor's guide</i> for this unit.
Examples	Examples of completed documents that may be used in a workplace are included in this learner guide. Examples highlight learning points and provide realistic examples of workplace situations.
Activities	Activities give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which activities to complete.
Summary	Key learning points are provided at the end of each topic.

Throughout this learner guide, reference is made to both sets of Standards, presented as VQF/AQTF.

The Australian Qualifications Framework

The Australian Qualifications Framework (AQF), a component of the VQF, is a policy framework that defines the standards for regulated qualifications in Australian education and training. It specifies the learning outcomes for 16 nationally recognised qualifications. The following diagram represents the 10 levels of the AQF.



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An RTO must issue qualifications and statements of attainment that align to the AQF and meet the requirements of the AQF Qualifications Issuance Policy and the endorsed training packages within that RTO's scope of registration.

Training and assessment

The primary role of RTOs in the VET system is to deliver accredited training and assessment-based units of competency and qualifications. You may be employed by an RTO to facilitate classroom, online or blended learning; to deliver workplace-based training and assessment on-site to enterprise staff; or to coordinate and support enterprise trainers, coaches and mentors in their roles.

Alternatively, you may be an enterprise trainer whose role is to facilitate learning and carry out assessment in the workplace, perhaps based on national units of competency or internal enterprise standards. The work you do may or may not lead to a recognised qualification.

When working with training packages and before providing training or assessment services, there are two aspects of competency and units of competency that you need to understand:

- ▶ How to identify and 'unpack' the key features of a unit of competency
- ▶ The dimensions of competency and their role in ensuring that competency incorporates all aspects of work performance



Topic 1

In this topic you will learn how to:

- 1A Use learning program documentation to determine delivery requirements**

- 1B Identify group and individual learner needs and characteristics**

- 1C Identify and assess constraints and risks to delivery**

- 1D Confirm your role and responsibilities to plan and deliver training**

Interpret learning environment and delivery requirements

The role of a trainer/facilitator is varied, and can involve one or more aspects of planning, organising and delivering training. The first step in the successful delivery of a training program is the planning stage, which involves understanding the boundaries and requirements for training. The planning stage is necessary to ensure learners achieve the outcomes the program is designed to address.

1A Use learning program documentation to determine delivery requirements

Your training organisation will have developed overall training and assessment strategies that are designed to deliver a qualification or course. A learning program is a subcomponent of the training and assessment strategy, and provides detail of the purpose of the program and what is going to occur in the learning process.

Before you can prepare and deliver training sessions for a group of learners, you need to locate the training and assessment strategies submitted by your RTO as part of their registration to deliver qualifications from a training package.

You need to make sure this learning program meets the needs of the learner group you are leading, and make adjustments if necessary. Using the learning program, you will be able to gather learning resources, plan sessions and decide on teaching strategies suitable for your group to meet the learning outcomes that match the units of competency. You will most likely work with colleagues on the plan to make sure all aspects of the training plan are covered and coordinated.

Knowing where this information is located and understanding its implications for training ensures that you address delivery requirements and learning outcomes.



Learning programs

A learning program documentation links the needs of the learners with desired learning outcomes. In effect, a learning need is identified and a learning program and associated plans are developed that outline how the learning need will be addressed. Your role may be to train someone in a skill, or to facilitate development of a skill; in either case, your role as a trainer is to contribute to addressing identified learning needs, and also to interpret and use learning program documentation.

In an RTO context, a learning program may be used to develop learning/training plans that outline in detail how learning is to be organised for specific parts of the program.

Learning delivery may be through:

- ▶ workplace learning
- ▶ face-to-face delivery
- ▶ online delivery
- ▶ a blend of all three delivery modes.

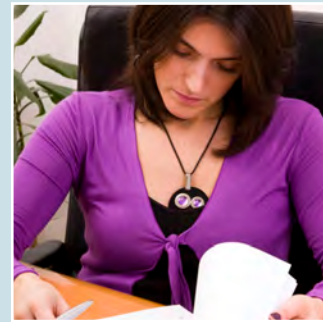
Learning plans and training plans

A learning plan should recommend the appropriate mode of training and address the needs of learners. Where the mode of instruction is through group learning, the learning plan needs to outline in detail how, when and who will deliver the learning sessions. The learning plan can then be used as the basis of developing your day-to-day planning to deliver the qualification. Different trainers may deliver particular

Example

Use learning program documentation to determine delivery requirements

Melanie is a trainer in a private RTO. She is asked to deliver training on behalf of a new client, an employment services provider. Melanie is given the formal delivery contract and asked to plan, organise and deliver the training. She looks at the training and assessment strategy document to see how the training and assessments should be created, conducted and reported.



She notes the following information:

- ▶ The learners are long-term unemployed who have expressed an interest in working in IT.
- ▶ There will be 10 sessions of three hours each, which will be conducted in a trainer-led classroom situation with provision for self-paced learning.
- ▶ Learners will be undertaking only three units from ICT10115 Certificate I in Information, Digital Media and Technology:
 - *ICTICT101 Operate a personal computer*
 - *ICTICT102 Operate word-processing applications*
 - *ICTICT103 Use, communicate and search securely on the internet.*
- ▶ A series of workbooks with supplementary challenge tasks and online resources are available for learners.
- ▶ A statement of attainment will be issued to learners who satisfactorily complete the training.

Melanie downloads the relevant training package (the ICT Information and Communications Technology Training Package) from the national register website (<http://training.gov.au>) and prints copies of each unit of competency.

She reads each unit of competency to make sure she understands exactly what skills and knowledge the learners must demonstrate to successfully complete the units. Melanie has not previously delivered at Certificate I level, so she checks with her manager, who suggests she read the AQF implementation guidelines to get a feel for the difference between the standards for Certificate I and Certificate II qualifications.

Melanie also reviews the training materials and confirms that they have been written specifically for the units of competency she has to deliver. She notes that the content is up to date – this is a particular concern for her because technology changes so rapidly and she wants to make sure the material is still current. Melanie also checks the versions of the software and the condition of the computer hardware she will be using, and ensures there are enough for the number of learners she be training.

In her induction of the learners, Melanie will cover WHS from the RTO's perspective and according to the requirements of the unit of competency.

1C Identify and assess constraints and risks to delivery

Constraints and risks are those factors that have or may have an impact on the delivery of training or learning required.

Constraints and risks to delivery should be identified and assessed so that impact minimisation strategies can be developed and taken into consideration when:

- ▶ preparing session plans
- ▶ preparing resources for delivery
- ▶ delivering and facilitating training sessions.



Constraints

A constraint is something that you may already know about, which will affect the successful outcome of the learning program, or at the very least has the potential to affect some aspect of the program.

Here are examples of constraints.

Security issues

- ▶ Security issues may arise where training is being conducted in a workplace environment with restricted access; for example, at a Department of Defence site where a security clearance for all training staff may be required.

Access to a work environment

- ▶ Lack of access to a work environment to practise learning can be a major constraint given that training package qualifications are based on competency to workplace standards.

Time and cost factors

- ▶ The cost and time required for training may result in the need to either condense the training or develop other strategies to address this constraint.

Learners have no vocational experience

- ▶ Some learners will have limited knowledge and skills from past work experience, so the trainer will have to use relevant scenarios and video clips to fill in the gaps. This may include school leavers or learners starting out in aged care or childcare.

Activity 3

Read the following scenario and answer the questions.

Scenario

You have been asked to deliver a learning program consisting of five four-hour sessions to a group of young people aged 15–18. The clients are early school leavers and have been unemployed for at least six months.

You plan for the learners to attend your session each morning for one week, using the afternoon to research and practise what they learnt in the morning's session.

The learning program is based on the unit of competency *CHCECD010 Provide support to people in career transition*, which aims to support learners to plan their career. This is a stand-alone unit. The course will be:

- ▶ delivered in three weeks' time
- ▶ delivered face-to-face
- ▶ facilitator-led
- ▶ conducted in your organisation's training room, which has adequate facilities and suitable learning materials.

Download and read the unit of competency *CHCECD010 Provide support to people in career transition*. Identify and assess constraints and risks that may affect delivery. While you do not have specific information regarding these learners, you should be able to make generalisations about individual/group needs and characteristics.

You can use a template similar to the one used in the previous example, your organisation's preferred template or design a different one entirely.



Topic 2

In this topic you will learn how to:

- 2A Refine existing learning objectives according to requirements and needs**

- 2B Develop and document session plans**

- 2C Use learning principles and theories**

Prepare session plans

After reviewing the learning program and relevant documentation to identify delivery requirements, the next step is to prepare session plans that provide the basis of the learning program delivery. An understanding of both the principles of learning (particularly for adults) and the broad theoretical frameworks of learning will help you prepare session plans appropriate to client needs.

Session planning will need to take learner profiles and group dynamics into consideration. As far as possible, the session plans should align the needs of learners and the learning program with the desired learning outcomes. Where relevant, sessions may need to be customised and contextualised to particular learners, the learning group needs or client requirements, while ensuring appropriate learning outcomes are achieved.

Effective facilitation of learning uses a range of learning/training methods and resources to provide an engaging and positive experience for learners. Prepare session plans that allow for contingencies and provide the opportunity to make adjustments to accommodate different learning needs and characteristics.

Training packages/units of competency and learner needs

If you are planning to deliver a session based on one or more unit/s of competency, you should review the relevant training package and the unit/s of competency to ensure that you address all requirements in your delivery.

Think about your learners as you analyse each of the components; i.e. how might their particular characteristics affect training delivery and what strategies can you employ to support development of the required skills and knowledge?

‘Unpacking’ a unit of competency means reviewing all parts of the unit to understand the skills and knowledge required to be addressed. The following table lists the different components of units of competency, together with an explanation of what each component means.

Component of a unit of competency	Description/questions to aid unpacking
Unit title	<ul style="list-style-type: none"> ▶ This is the work outcome or what the learner should be able to do once they have been deemed competent.
Application of the unit	<ul style="list-style-type: none"> ▶ What is the scope, purpose and operation of the unit in different contexts; for example, in the workplace? ▶ What job roles does it apply to? ▶ Does it have licencing requirements?
Foundation skills	<ul style="list-style-type: none"> ▶ Foundation skills are embedded in each unit of competency. They are listed separately in the unit of competency document of a streamlined training package. ▶ Locate the foundation skills so that activities and assessment tasks address them. ▶ Given learners' characteristics, what activities can you use to ensure that learners develop the foundation skills necessary for competent performance? ▶ What support might you need to seek; for example, LLN support?
Elements	<ul style="list-style-type: none"> ▶ What are the broad tasks that need to be done? These are the major stepping stones or pathways that need to be completed to achieve the competence required.
Performance criteria	<ul style="list-style-type: none"> ▶ What does the learner need to know/do? ▶ What is the required 'level' of performance? You should also check the AQF characteristics and distinguishing features to ensure that delivery and assessment is pitched at the right level. ▶ Where is LLN embedded? ▶ Where are the foundation skills embedded? ▶ Refer to knowledge evidence and performance evidence sections to make sure all of these are covered in your session plan/s.

Attend to foundation skills

How you deliver the knowledge/skills component of a unit of competency depends on the learners' characteristics. You should also take into consideration:

- ▶ the foundation skills embedded in the unit of competency
- ▶ any foundation skill level gaps between the requirements of the unit of competency and learners' skill levels (for example, oral communication skills).

For example, if the learning outcome relates to using particular software, you could use slightly different approaches to the learning depending on the group of learners. In the following approaches, option 1 may be suitable for learners who have difficulties reading or working on their own, while option may be suitable for learners who prefer to work at their own pace.

Option 1

1. Explain the concept.
2. Demonstrate the end-to-end process.
3. Demonstrate the first step.
4. Ask learners to practise the first step.
5. Demonstrate the first step again (this will confirm to learners they are doing it correctly).
6. Demonstrate the next step.
7. Continue the process of demonstrating, practise, review, next step.
8. At the end, demonstrate the entire process.
9. Have learners complete an activity that encompasses the entire process.

Option 2

1. Explain the concept.
2. Demonstrate the end-to-end process.
3. Ask learners to complete the self-paced learner guide activity.
4. Encourage learners to ask each other if they have difficulties.
5. Move around the room, supporting learners who need assistance.

Timing

If you are presenting information and skills in using software or another learning outcome, each of the options would require different amounts of time depending on:

- ▶ the number of learners
- ▶ the complexity of the software
- ▶ learner characteristics (for example, their language/reading skills and familiarity with computers).

Any strategy you decide on requires time. You should step through your delivery strategy and plan how much time is needed; if necessary, choose a more time-friendly strategy.

Resources

Resources include all materials needed by a trainer to deliver training, as well as materials needed by learners to complete the learning activities. These may include:

- ▶ computers and printers
- ▶ data projectors
- ▶ DVD players
- ▶ flip charts
- ▶ whiteboard markers/erasers
- ▶ general stationery.

Considerations for using learning materials

When selecting your resources and materials, consider the following.



Availability

Ensure resources will be available as well as spare parts, if necessary; for example, a spare globe for a data projector or spare batteries.



Cost

Ensure the resources and/or materials are within budget.



Cultural appropriateness

Consider whether learners may find material hard to use because of assumed cultural knowledge.



Time requirements

The learning resources and materials you elect to use will also have a time impact, so as you consider each one, think about time required to:

- ▶ explain to learners how to use the resource/material
- ▶ revert to another strategy if the resource is not working as expected.

Summary

1. By establishing the different needs and characteristics of learners and client organisations, a trainer can refine learning objectives and tailor the design and delivery of training sessions to address those client group requirements.
2. Session plans should break the learning program up into as many chunks as necessary to allow learning to be managed in a way that meets learner and organisational needs. A learning program can be a single training session, a course, a single unit of competency or a whole qualification.
3. Understanding some basic learning principles, theories and styles helps the trainer understand how learners learn, and prepare training delivery strategies accordingly.
4. The fundamental principles of learning are likely to apply to most learners, and will be useful when developing a session plan and learning activities. General learning principles relate to:
 - readiness to learn
 - meaningful content
 - feedback/reinforcement
 - primacy and recency
 - active learning and multiple-sense learning.
5. Knowles's principles of adult learning offer an additional framework from which to approach adult learning.
6. Learners may have learning style preferences and may benefit from opportunities to learn in a variety of ways.



Topic 4

In this topic you will learn how to:

- 4A Conduct each session according to the session plan, modifying where appropriate**

- 4B Use the diversity of the group to support learning**

- 4C Employ a range of delivery methods to optimise learner experiences**

- 4D Demonstrate effective facilitation skills**

Deliver and facilitate training sessions

Due to the diverse nature of all learners, you need many different skills to be able to deliver and facilitate effective training sessions. Skills are developed and honed through experience, so you should practise, follow the guidance of experienced practitioners and seek to constantly improve your skills as a trainer. At the end of each delivery session, pause to reflect on what worked and what didn't work, and use this as a means of improving the way you provide learning experiences.

To be effective as a trainer, you should use a range of techniques and methods, including the dynamics of the group itself, to support learning. Once again, experienced trainers can be one of your most important resources as you continue to practise your delivery skills.

Finally, effective trainers are well-prepared trainers. Not only does this mean ensuring you have all the required resources at hand, but also that you plan your sessions in advance and tailor them to the needs of the learner group.

The APPLE technique

Using this technique of questioning is effective in training.

A	Ask the question (preferably an open question). Don't ask trick questions.
P	Pause. Wait a moment so the learners can digest and comprehend the question. Avoid the temptation to ask the question and then immediately answer it.
P	Pick a learner to answer the question. Ask for a volunteer or choose a learner to actively encourage them to participate.
L	Listen to the learner's response – don't interrupt them.
E	Elaborate: provide additional context or information around the learner's response, after first acknowledging their response in a positive manner.

Advantages of using good questioning techniques supported by active listening

Good questioning techniques supported by active listening will assist you to monitor learners' skill and knowledge development, both during a training session and throughout the course.

Effective questioning and listening enables you to:

- ▶ establish the extent and depth of a learner's knowledge (i.e. find out what they do and do not know)
- ▶ find out about learners' needs; for example, whether they need encouragement or additional assistance to complete learning activities
- ▶ determine whether there have been any misunderstandings or incorrect assumptions
- ▶ determine a learner's progress
- ▶ determine a learner's readiness for final assessment.

Cross-cultural communication

Questioning is a key technique in Western education; however, be aware that Indigenous learners and learners from some other cultures may not respond well to direct questions. Isolating an individual in the group can be perceived as rude or intimidating, and may lead to feelings of shame and possible withdrawal from group participation. For example, warning a learner that they need to say something about their work when they have finished, rather than "springing" it on them a surprise.

Effective training involves:

- ▶ adequate preparation to teach different learner groups
- ▶ ongoing monitoring of learner participation
- ▶ encouraging participation and positive feedback
- ▶ modifying an approach, where appropriate.

4C Employ a range of delivery methods to optimise learner experiences

The delivery methods you choose need to provide a learning experience that motivates and engages learners, providing each individual with the opportunity to participate. The methods you use must also ensure learning outcomes are met. The key to successful delivery is to use a variety of methods to keep learners interested, actively involved and challenged. You must also ensure that you cater for different learning styles and learner needs.



Delivery methods

There are many effective delivery methods that can be used throughout a training program. In most instances of face-to-face or trainer-led delivery, you should use a range of methods so that learner experiences are varied, interesting and challenging. Often certain methods lend themselves better to particular topic areas; for example, role-plays are a popular choice for practising and reinforcing communication skills.

The following table summarises the advantages and disadvantages of different instructional methods, as well as considerations when using these methods.

Method	Advantages	Disadvantages	Comments
Informational			
Presentation	<ul style="list-style-type: none"> ▶ Conveys a large amount of information. ▶ Fast and efficient. ▶ Forum allows exploration of content in more detail. 	<ul style="list-style-type: none"> ▶ Audience is largely passive. 	<ul style="list-style-type: none"> ▶ Presenter should be an interesting speaker, be able to self-limit and stick to time and facilitate questions effectively. ▶ Can involve use of slides with information presented visually. ▶ Learners may be required to take notes or summarise information.
Debate	<ul style="list-style-type: none"> ▶ Provides different points of view; thought-provoking. 	<ul style="list-style-type: none"> ▶ Audience is largely passive. 	<ul style="list-style-type: none"> ▶ Leader must express solid set of ground rules and have skills to enforce them.
Audiovisual (for example, a film, documentary, video clip or television training channel).	<ul style="list-style-type: none"> ▶ Reinforces content. ▶ Content may be imbedded in narrative, which is more entertaining. ▶ Flexible to start and stop for discussion. 	<ul style="list-style-type: none"> ▶ Audience is largely passive. ▶ Possibility of equipment problems. 	<ul style="list-style-type: none"> ▶ This method is not appropriate early in a session. ▶ Always introduce and debrief audiovisual materials.
Discussion: <ul style="list-style-type: none"> ▶ group discussion (of given topic) ▶ buzz groups (short, time-limited discussion on given subject) 	<ul style="list-style-type: none"> ▶ Keeps participants interested and involved. ▶ Resources can be discovered and shared. ▶ Learning can be observed. ▶ Participants are active; offered chance to hear other points of view. ▶ Participants can express their viewpoints and ideas. 	<ul style="list-style-type: none"> ▶ Learning points can be confusing or lost. ▶ A few participants may dominate the discussion. ▶ Time control is more difficult. 	<ul style="list-style-type: none"> ▶ Groups of 4-6 people are most effective; the small group then has a short time to discuss a topic or solve a problem. ▶ You should be able to give clear instructions and keep discussion on target; your main task is to judge when to cut off discussion.



Topic 5

In this topic you will learn how to:

- 5A Monitor and document learner progress**
- 5B Adjust delivery sessions to reflect specific needs and circumstances**
- 5C Manage inappropriate behaviour**
- 5D Maintain and store learner records as required**

Support and monitor learning

In some situations you may find that learners are not progressing as well as they should be. To have a clear idea of the effectiveness of your session and to identify any new, emerging or additional learner needs, you should use different strategies to determine learner progress, and adjust the delivery where necessary to support learners' needs. Monitoring sessions and learner progress also allows you to identify and/or address behaviour that inhibits learning.

Monitoring and documenting learner progress means you will need to determine your recording-keeping obligations. There will be organisational requirements to meet and procedures to follow; records can relate to formative assessment, summative assessment and funding body reporting requirements, so you must ensure that you are following the correct processes and procedures.

Cater to stakeholder requirements

You need to be mindful of who else may require information about learner progress beyond you and the learner. The people who may be interested in a learner's progress can vary depending on the nature of the learning program, the desired outcome/s, quality requirements and funding sources. The following table provides some examples of parties that may have an interest in learner progress and why.

Trainer or facilitator

- ▶ Reasons for interest may include:
 - checking that the learner is developing the required skills and knowledge
 - checking that the learner isn't falling behind
 - confirming that all required assessment/practice activities are completed
 - to have the information needed to be able to discuss progress with the learner, their workplace supervisor, case manager or other interested parties
 - to be able to identify and offer support as needed
 - determining if training should be adjusted to address specific needs
 - to be able to meet internal and/or external reporting requirements
 - providing input into program evaluation to determine whether you should consider changing aspects of the learning program.

The learner's employer/workplace supervisor

- ▶ The employer may be interested in learner progress as an indication of the suitability or effectiveness of the training or whether the employer should persist with sponsored training.
- ▶ Employers or supervisors might want to know of any need to provide additional learner support.
- ▶ Progress reporting can be important to an employer of trainees in funded schemes; for example, to confirm incentive payments.

Your organisation (if it is an RTO)

- ▶ Reasons for interest may include to:
 - meet VQF/AQTF compliance requirements
 - comply with funding agreements based on learner progress
 - confirm enrolment for contractual reasons.

The learner

- ▶ The learner will be interested in how they are progressing.

Government/state training authority/ funding body

- ▶ Where the learner/organisation receives funding related to the training, the government or funding agency may require reports on learner progress, completions, attendances, etc.