

# **TAEDEL401**

## **Plan, organise and deliver group-based learning**

**Trainer's and assessor's guide**

# Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

## 1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

| VET sector requirement   | Aspire's approach   |
|--|---|
| <p><b>Australian Qualifications Framework</b></p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p> | <p>Aspire's learning resources have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a>.</p> |
| <p><b>Volume of learning</b></p> <p>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a></p>                            | <p>Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.</p>   |

## 1.2 Resource quality assurance processes

Aspire's resources are developed with rigorous quality assurance (QA) practices in place.

The QA process includes four components that support VET sector requirements:

1. Independent external QA of Aspire resources is carried out by QA consultants who are not employed or subcontracted by Aspire for resource development and have no other involvement or interest in the operations of Aspire. These QA consultants have vocational competencies and current industry skills relevant to the unit and/or current knowledge and skills in vocational teaching and learning. QA consultants also hold either:
  - TAE40110 Certificate IV in Training and Assessment (or its successor)
  - a diploma or higher level qualification in adult education.
2. Aspire engages with relevant industry bodies to ensure its resources meet industry needs (as identified in each individual unit of competency). This involves networking on an ongoing basis with industry networks, peak bodies and/or employers, and obtaining their feedback on resource content and assessments.
3. Resources are also reviewed by various training organisations and learner groups prior to release, to obtain and address feedback concerning resource usability.
4. Aspire uses external writers and/or subject matter experts who have relevant qualifications to an appropriate level in the subject area of the unit and current knowledge and skills in vocational teaching and learning.

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### TAEDEL401 Plan, organise and deliver group-based learning

##### Modification history

| Release   | Comments  |
|-----------|---|
| Release 1 | This version first released with <i>TAE Training and Education Training Package Version 2.0</i> . |

##### Application

This unit describes the skills and knowledge required to plan, organise and deliver training for individuals within a group.

It applies to a person working as an entry-level trainer, teacher or facilitator structuring a learning program developed by others in or with a training and assessment organisation.

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

## 2.2 Unit of competency assessment requirements

### Assessment requirements for TAEDEL401 Plan, organise and deliver group-based learning

#### Modification History

| Release   | Comments  |
|-----------|---|
| Release 1 | This version first released with <i>TAE Training and Education Training Package Version 2.0</i> . |

|                      |  |
|----------------------|--|
| Performance Evidence | <p>The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:</p> <ul style="list-style-type: none"> <li>• facilitating group-based learning by preparing and delivering at least three training sessions, including: <ul style="list-style-type: none"> <li>– at least two consecutive sessions of at least 40 minutes duration that follow one of the learning program designs to a learner group of at least eight individuals</li> <li>– at least one session delivered to a learner group of at least eight individuals, with evidence of how the characteristics and needs of this group were addressed</li> </ul> </li> <li>• identifying and responding to individual needs</li> <li>• accessing and using documented resources, and any support personnel required to guide inclusive practices.</li> </ul>   |
| Knowledge Evidence   | <p>The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• learning theories and principles</li> <li>• resources available to identify different learner styles</li> <li>• the relevant industry area and subject matter of the delivery</li> <li>• the learner group profile, including characteristics and needs of individual learners in the group</li> <li>• the requirements of the learning program and/or delivery plan, and the content purpose</li> <li>• different delivery methods and techniques appropriate to face-to-face group delivery</li> <li>• different techniques for the recognition and resolution of inappropriate behaviours</li> <li>• behaviours that may indicate learner difficulties, and the methods used to address these difficulties</li> <li>• the purpose of organisational record-management systems and</li> </ul> |

## 2.3 Aspire resources available for this unit

Aspire's resources are structured to meet the requirements of the unit of competency. They are designed to **complement**, not replace, the learning and assessment strategies you or your training organisation have put in place.

As the trainer, **you are in the best position to judge** the full training and assessment requirements of a unit of competency. The judgments that you make in this regard should form part of your training organisation's broader training and assessment strategy.

The following Aspire resources are available to support delivery in this unit.

| Resource        | General overview/how to use  |
|-----------------|--|
| Learner guide   | <p>The learner guide's preliminary pages include information on:</p> <ul style="list-style-type: none"> <li>• how to work through the learner guide</li> <li>• foundation skills.</li> </ul> <p>The preliminary pages also include a checklist the learner can use to identify the topics they may already know.</p> <p>Each topic matches an element in the unit of competency.</p> <p>The learner guide content is presented in plain English so it is easy for the learner to understand. It describes procedures and current industry practice, and includes examples, checklists, documents, images and case studies. There are also illustrations or diagrams to add interest and aid learning.</p> <p>The topic summaries provide an opportunity to review the topic content.</p> <p>The learner guide activities can be used to consolidate and evaluate learning. It is up to you and the learner to decide which ones are necessary. Remember, these activities are not finite. You can add to them, change them or substitute your own tasks according to the interest level, the experience of the learners and the specific situation. Encourage learners to keep their answers to activities as these will build towards their evidence and demonstration of competency.</p> |
| eBook           | An eBook version of the learner guide is also available from Aspire.   |
| Online resource | <p>The online resource provides all the learning content and activities in an online format that can be accessed by learners through a training organisation's learning management system. It includes the following features:</p> <ul style="list-style-type: none"> <li>• Interactive learning objects to display content</li> <li>• Benchmark responses to practice tasks so online learners can check their progress</li> </ul>  |

## 3.2 Learning mapping

*TAEDEL401 Plan, organise and deliver group-based learning, Release 1*

| Unit of competency  | Content  | Activities |
|---|--|------------|
| <b>Element 1: Interpret learning environment and delivery requirements</b>  | <b>Topic 1: Interpret learning environment and delivery requirements</b>   | <b>n/a</b> |
| 1.1 Access, read, and interpret learning program documentation to determine delivery requirements                           | 1A Use learning program documentation to determine delivery requirements <ul style="list-style-type: none"> <li>Learning program documentation</li> </ul>                    | 1          |
| 1.2 Use available information and documentation to identify group and individual learner needs, and learner characteristics | 1B Identify group and individual learner needs and characteristics <ul style="list-style-type: none"> <li>Individual characteristics and needs</li> </ul>                    | 2          |
| 1.3 Identify and assess constraints and risks to delivery   | 1C Identify and assess constraints and risks to delivery <ul style="list-style-type: none"> <li>Constraints</li> <li>Respond to constraints</li> <li>Risk control</li> </ul> | 3          |
| 1.4 Confirm personal role and responsibilities in planning and delivering training with relevant personnel                  | 1D Confirm your role and responsibilities to plan and deliver training<br><br>Your role and responsibilities<br>Stakeholder matrix<br>Roles and responsibilities matrix      | 4          |
| <b>Element 2: Prepare session plans</b>   | <b>Topic 2: Prepare session plans</b>  | <b>n/a</b> |

## Assessor responsibilities

As an assessor, you need to ensure that you are completely familiar with the unit of competency you are assessing, where it fits within the course structure being delivered and where it fits within the relevant national training package.

Each assessor must be competent for the functions they perform. The new *Standards for RTOs (2015)* have determined that assessors must:

- have vocational competencies at least to the level being assessed
  - have current industry skills directly relevant to the assessment being undertaken
  - have current knowledge and skills in vocational training and learning that informs their assessment
  - hold one of the following qualifications:
    - TAE50116 Diploma of Vocational Education and Training
    - TAE50111 Diploma of Vocational Education and Training
- OR be able to demonstrate equivalence of competencies
- OR hold a higher level qualification in adult education.

It is both your responsibility as an assessor and your training organisation's responsibility to ensure that your qualifications are up to date and you have the knowledge required to assess in the unit areas you are assessing.

## Identifying your candidates

When planning and confirming the assessment approach, it is important to consider the variety of candidates and their different backgrounds. For example, candidates may:

- come from different organisations
- come from a range of educational backgrounds
- be experienced trainers and/or assessors
- be an Aboriginal or Torres Strait Islander person
- not speak English as their first language
- have disabilities
- have limited literacy and numeracy capabilities
- not have undertaken assessment for a long time.



## Reasonable adjustment

It is important that you take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Where candidates have disabilities, you should spend time with them learning about what modifications may need to be made to the assessment resources or approach to make them more accessible for the individual needs of each candidate.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

## Information for candidates

Before candidates commence their assessment tasks, they should have been directed to review the information on assessment provided by your training organisation. Information that must be provided to candidates includes important information on the following:

- What is competency?
- The assessment process
- What is your assessor looking for?
- Workplace requirements
- Reasonable adjustment
- Description and details of assessment methods and tasks
- What is RPL?
- Third-party reports
- Appeals and re-assessments.

Candidates should not commence assessment tasks until they have read and understood this information.

## Ensuring readiness for assessment complete

Before candidates begin to undertake assessment tasks for the unit, it is important to ensure that they are comfortable and ready to begin the assessment process.

The Aspire Assessment and RPL resource contains a self-assessment checklist that candidates should complete to confirm that they are ready to begin the assessment tasks and are confident that they have the skills and knowledge required to undertake them successfully.

Once the candidate has completed and is comfortable with their self-assessment, they are then ready to proceed to the assessment tasks.

## How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, they should be documented in the assessment plan. An example of the assessment plan is provided here.

This confirms that:

- the candidate is fully aware of the expectations of the assessment process
- the candidate has been engaged in negotiating an assessment plan that best fits their particular needs and situation
- the candidate is ready to proceed with the assessment
- the arrangements for the assessments to occur have been agreed.

|   |  |
|---|--|
| <b>Date, time and place for assessments</b> |  |
| <b>Candidate name</b>                       |  |
| <b>Candidate contact and email</b>          |  |
| <b>Assessor name</b>                        |  |
| <b>Assessor contact and email</b>           |  |
| <b>Date, time and place for assessments</b> |  |
| <b>Unit(s) of competency</b>                |  |
| <b>Assessment tasks</b>                     | <b>Part A – Portfolio Evidence</b>                       |
|   | <b>Part B – Questions</b>                                |
|   | <b>Part C – Observation*</b>                             |
| <b>RPL Assessment</b>                       | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Method of submission</b>                 |  |
| <b>Candidate to supply</b>                  |  |
| <b>Assessor to supply</b>                   |  |
| <b>Special consideration</b>                |  |

## 4.3 Assessment mapping

*TAEDEL401 Plan, organise and deliver group-based learning, Release 1*

| Unit of competency   | Part A – Portfolio of evidence | Part B – Questions | Part C – Observation |
|--|--------------------------------|--------------------|----------------------|
| <b>Element 1: Interpret learning environment and delivery requirements</b>   |                                |                    |                      |
| 1.1 Access, read, and interpret learning program documentation to determine delivery requirements                          | P2, P8, P14                    |                    | O6                   |
| 1.2 Use available information and documentation to identify group and individual learner needs and learner characteristics | P2, P8, P15                    | Q3                 |                      |
| 1.3 Identify and assess constraints and risks to delivery  | P2, P8, P15                    | Q4                 |                      |
| 1.4 Confirm personal role and responsibilities in planning and delivering training with relevant personnel                 | P2, P8, P15                    |                    | O7                   |
| <b>Element 2: Prepare session plans</b>  |                                |                    |                      |
| 2.1 Refine existing learning objectives according to program requirements and specific needs of individual learners        | P3, P9, P16                    | Q5                 |                      |
| 2.2 Develop session plans and document these plans for each segment of the learning program                                | P3, P9                         | Q7                 |                      |
| 2.3 Use knowledge of learning principles and theories to generate ideas for managing session delivery                      | P3, P9, P16                    | Q8                 |                      |

## Section 6: Discussion topics

The following discussion topics may be used to generate discussion and debate about the learning content.

### Topic 1

- A trainer's role is to deliver content, not to get involved in administrative tasks that could be done by an administration person.
- In order to be compliant with the VQF/AQTF, the RTO will have specific policies and procedures that, if followed, will ensure that the trainer does not have to understand or consider the VQF/AQTF.
- Learners should be responsible for their own learning – this includes addressing any barriers they may have that could affect training.

### Topic 2

- Learning theories are interesting, but have limited practical use – if trainers spend time focusing on applying theories to their sessions, they would have little time to actually deliver the training.
- Addressing all learning styles just creates an extra preparation burden for the trainer as they need to develop a number of learning activities for each style.
- Adult learning principles are fine in situations when learners are ready to be responsible for their own learning, but some groups aren't ready for that sort of thing and need lots of direction from the trainer.

### Topic 3

- In many organisations there are specific administration people and even whole departments whose role is to organise the training – in this case it isn't necessary for the trainer to confirm delivery arrangements as it's not their responsibility. Is this correct?
- Ensuring all resources are ready and available is essential. It is so important, in fact, that if some key resources are not available you should reschedule the session. Is this always the case?
- Having a standard checklist – possibly for both resources and stakeholders – is useful to ensure that nothing is inadvertently forgotten when confirming delivery arrangements.