



Delivery and Facilitation field

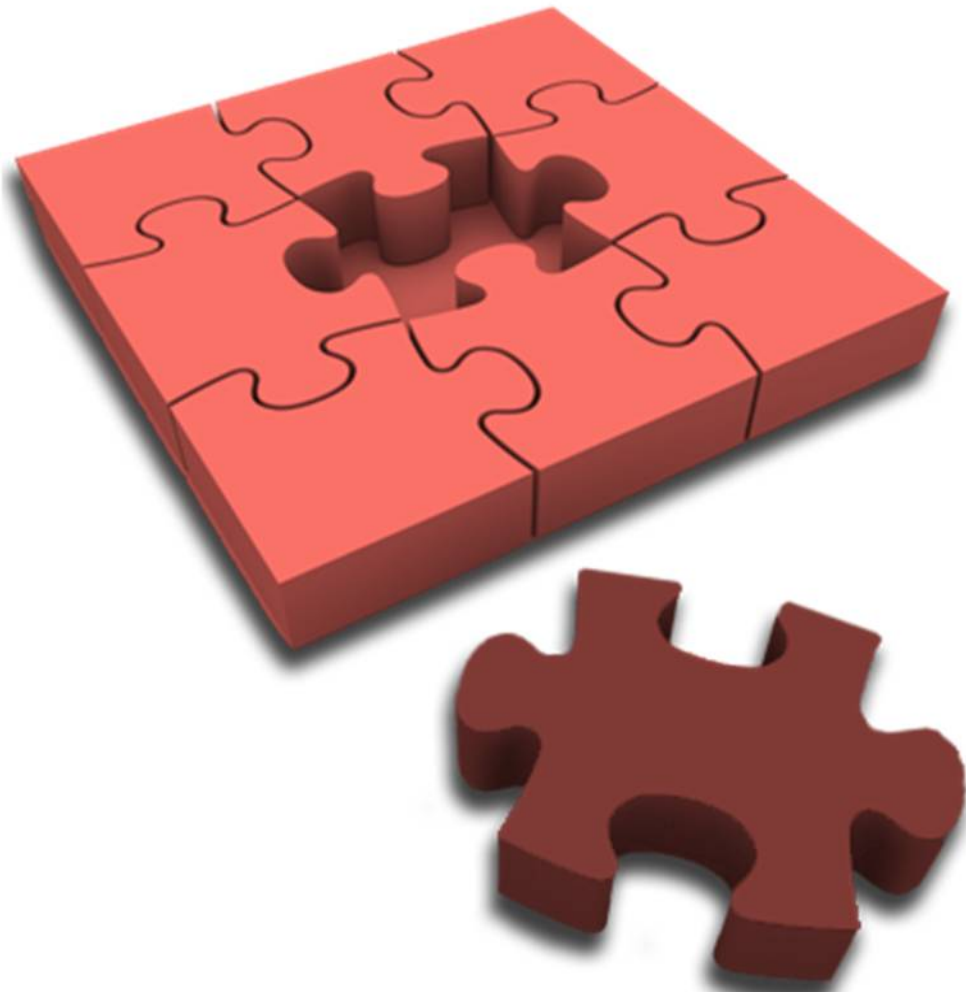
TAEDEL401A

Plan, organise and deliver group-based learning

TAEDEL402A

Plan, organise and facilitate learning in the workplace

Delivery and Facilitation field



learner guide

SAMPLE

Learner Guide to support:

- TAEDEL401A Plan, organise and deliver group-based learning (core)
- TAEDEL402A Plan, organise and facilitate learning in the workplace (core)

Why has this Learner Guide been developed?

Shea Business Consulting has developed a single Learner Guide to support two core delivery and facilitation units from the *TAE40110 Certificate IV in Training and Assessment*.

- *TAEDEL401A Plan, organise and deliver group-based learning* (which replaces the core unit *TAADEL401B Plan and organise group-based delivery* and the elective unit *TAADEL402B Facilitate group-based learning* from the previous *TAA40104 Certificate IV in Training and Assessment*)
- *TAEDEL402A Plan, organise and facilitate learning in the workplace* (which replaces the core units *TAADEL403B Facilitate individual learning* and *TAADEL404B Facilitate work-based learning* from the previous *TAA40104 Certificate IV in Training and Assessment*).

The two new units have been deemed equivalent to the units they replace in the mapping advice provided in the new *TAE10 Training and Education Training Package*. While much of the detail of the previous units has been removed from the new units, the Critical Aspects for Assessment remains virtually unchanged.

Strong aspects of this Learner Guide are as follows:

- It contains all the essential information and is fully comprehensive; it encourages the learner to see working through this Guide as a part of a much broader learning experience including interaction with a trainer, practical application in actual training delivery, full understanding of the concepts, all the latest references and definitions.
- There are numerous references to further resources that learners can access and add to their resource kit.
- It is fully up-to-date; there are many references to the *AQTF 2010 Essential Conditions and Standards for Registration* and other current references.

Who is this Learner Guide for?

This Learner Guide has been developed for entry-level trainers, teachers, facilitators, team leaders and workplace supervisors.



You are invited to use the *Continuous Improvement Form* on page 207 to identify changes that you think would improve this Guide.

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Acknowledgement

This resource was developed for Shea Business Consulting by Andrew Jones and Renika Muthaya of **purple infinity**.

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Symbols

The following symbols are used throughout this Guide:



Important points



Compliance-friendly mapping advice



Useful resources



Useful activities



Assessment points



Case studies



Valuable checklists

Acronyms

AAC	Australian Apprenticeships Centre
ACSF	Australian Core Skills Framework
ANTA	Australian National Training Authority (function now responsibility of DEEWR)
AQF	Australian Qualifications Framework
AQFC	Australian Qualifications Framework Council
AQTF	Australian Quality Training Framework
AVETMISS	Australian Vocational Education and Training Management Information and Statistical Standard
CALD	Culturally and Linguistically Diverse
DEEWR	Department of Education, Employment and Workplace Relations (formerly DEST)
DEST	Department of Education, Science and Training (now DEEWR)
DIAC	Department of Immigration and Citizenship
IBSA	Innovation and Business Skills Australia
ISC	Industry Skills Council
LLN	Language, Literacy and Numeracy
MCTEE	Ministerial Council for Tertiary Education and Employment
NARA	National Audit and Registration Agency
NCVER	National Centre for Vocational Education Research
NISC	National Industry Skills Committee
NQC	National Quality Council (now NSC)
NRT	Nationally Recognised Training
NSC	National Standards Council (formerly NQC)
NSF	National Skills Framework (formerly NTF)
NSOC	National Senior Officials Committee
NTF	National Training Framework (now NSF)
NTIS	National Training Information Service
NTS	National Training System
NTSC	National Training Statistics Committee
OHS	Occupational Health and Safety
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
STA	State/Territory Training Authority
TAFE	Technical and Further Education
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training
VETiS	Vocational Education and Training in Schools
WELL	Workplace English Language and Literacy

Glossary

The following definitions have been sourced from the *AQTF 2010 Users' Guide to the Essential Conditions and Standards for Initial Registration*.

Apprenticeship/traineeship – a structured training arrangement for a person employed under an apprenticeship/traineeship training contract (usually involving the person receiving training and being assessed both on and off-the-job).

Articulation – the arrangements that facilitate the movement or progression of learners from one qualification to another, or from one education and training sector to another.

Assessment – the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.

Assessment guidelines – the endorsed component of a Training Package that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.

Assessment tool – a tool that specifies the context and conditions for an assessment, the tasks to be administered to the candidate, the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules). It also includes the administration, recording and reporting requirements.

Authenticity – one of the rules of evidence. To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Competency – the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Currency – one of the rules of evidence. In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Dimensions of competency – dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills.

Fairness – one of the principles of assessment. Fairness requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Flexibility – one of the principles of assessment. To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Learner – an individual who is receiving, responding to and processing information in order to acquire and develop competence. This incorporates the processes of preparing and presenting for assessment.

Learning – the process followed by a learner.

- a) Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of a formal qualification or award (for example, a certificate, diploma or university degree)
- b) Non-formal learning refers to learning that takes place through a structured program of instruction but does not lead to the attainment of a formal qualification or award (for example, in-house professional development programs conducted by a business)
- c) Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example, the acquisition of interpersonal skills developed through several years as a sales representative).

Moderation – the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same unit/s of competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.

Packaging requirements – the process of grouping competencies in a Training Package into meaningful combinations which represent whole jobs or key functions in the workplace.

Principles of assessment – to ensure quality outcomes, assessment should be fair, flexible, valid, and reliable. (See also: **Fairness, Flexibility, Reliability and Validity**).

Qualification – formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.

Reasonable adjustment – adjustments that can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised.

Recognition of prior learning (RPL) – an assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.

Registered Training Organisation (RTO) – a training organisation registered by a state or territory registering body in accordance with the *AQTF Essential Conditions and Standards for Continuing Registration* within a defined scope of registration.

Reliability – one of the principles of assessment. There are five types of reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra rater. In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.

Rules of evidence – these are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

Statement of Attainment – issued by a registered training organisation when an individual has completed one or more units of competency/modules from nationally recognised qualification(s) or course(s).

Sufficiency – one of the rules of evidence. Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Training – the process used by an RTO to facilitate learning.

Training and assessment strategy – a framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process, usually at the qualification level.

Training Package – a nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.

Training plan – a documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.

Training program – a program (also known as a learning program) developed by an RTO that meets the training and assessment requirements of a qualification from a Training Package, one or more designated units of competency, or an accredited course. The training program may specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources required. It may form part of a training and assessment strategy.

Unit of competency – the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Validation – a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

Validity – one of the rules of evidence and one of the principles of assessment. There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential.

Vocational competency – broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competencies must be considered on an industry-by-industry basis and with reference to the guidance provided in the Assessment Guidelines of the relevant Training Package.

In the National Quality Council (NQC) report titled *VET Products for the 21ST Century – Final Report (June 2009)*, a recommendation was made to revise the definition of competency as follows:



"Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments."

You can download a copy of the *VET Products for the 21ST Century* report from the NQC website at www.nqc.tvetaustralia.com.au/nqc_publications

In June 2010, the Ministerial Council for Tertiary Education and Employment (MCTEE) agreed to establish a National Standards Council (NSC) which will replace the NQC. At the time printing, this new Council was not operational, so the NQC has been referenced throughout this resource.

SAMPLE



1. Getting Started

Introduction

This Learner Guide supports two core units of competency from the *TAE40110 Certificate IV in Training and Assessment*:

- *TAEDEL401A Plan, organise and deliver group-based learning*
- *TAEDEL402A Plan, organise and facilitate learning in the workplace.*

TAEDEL401A Plan, organise and deliver group-based learning

This unit describes the skills and knowledge required to plan, organise and deliver training for individuals within a group. It applies to entry-level trainers, teachers and facilitators who work from learning programs that have been developed by other people.

TAEDEL402A Plan, organise and facilitate learning in the workplace

This unit describes the skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace. It applies to entry level trainers, teachers, facilitators, team leaders and workplace supervisors who are responsible for guiding learning through work.



This Guide has been arranged in a series of Learning Topics that allow you to work through one or both units of competency:

- Learning Topic 1 is common to both units and covers the basic concepts that you must understand before working through the units themselves
- Learning Topics 2-6 relate to the unit *TAEDEL401A Plan, organise and deliver group-based learning*
- Learning Topics 7-13 relate to the unit *TAEDEL402A Plan, organise and facilitate learning in the workplace.*

By working through Learning Topic 1 in this Guide, you will explore the learning styles, principles and theories that underpin effective group-based and work-based learning.

By working through Learning Topics 2 to 6 in this Guide, you will learn how to plan, organise and deliver group-based learning, which will involve:

- interpreting learning environments and delivery requirements
- preparing session plans
- preparing delivery resources
- delivering and facilitating training sessions
- supporting and monitoring learning.

By working through Learning Topics 7 to 13, you will learn how to plan, organise and deliver work-based learning, which will involve:

- establishing effective learning environments
- developing work-based learning pathways
- establishing learning-facilitation relationships
- implementing work-based learning pathways
- maintaining and developing learning-facilitation relationships
- closing learning-facilitation relationships
- reviewing work-based learning pathways.

What documents do you need?

To successfully work through this Guide, you will need access to the following documents:

- *Introduction to the Learner Guides*, which has been specifically designed to complement the suite of *TAE10 Training and Education Learner Guides*
- Copies of *TAEDEL401A Plan, organise and deliver group-based learning* and *TAEDEL402A Plan, organise and facilitate learning in the workplace*, the actual units of competency you are seeking to demonstrate competence in.



If you have not yet purchased a copy of *Introduction to the Learner Guides*, see page 156 for details.

Copies of the TAE10 units of competency can be accessed from the National Training Information Service (NTIS) at www.ntis.gov.au

What resources do you need?

Your Registered Training Organisation should help you with access to the following:

- a facilitator (to help you work through the Guide)
- an assessor (to assess you against the units of competency)
- training products (such as Training Packages and accredited course documentation)
- information about work activities.



You will need access to a group-based and workplace learning environment where you can plan, organise and facilitate learning and apply the skills you are developing.

What is a resource kit?

As you work through this Guide, it is a good idea to compile an electronic and/or paper-based resource kit to use for your work and assist with your learning. This kit may include:

- information that you print or bookmark from websites
- resources you download from websites
- newspaper articles about your industry
- specific policies or procedures from your workplace.

What you decide to put in this kit is up to you. Over time it will become a very useful source of information, containing information about current work practice and ideas within your industry.



The resource kit is for your own professional development and is different to the *evidence portfolio* that you will keep for assessment purposes (although some resources may be included in both).

Where are you heading?

When you reach the end of Learning Topic 6 in this Guide, you will need to show that you can facilitate group-based learning. In order to demonstrate this, you will need to provide evidence that you have prepared and delivered a series of training sessions to different learner groups where you:

- followed a learning program to deliver at least two consecutive 40-60 minute training sessions
- addressed the characteristics and needs of the learner group
- identified / responded to diversity and individual needs
- accessed / used documented resources and support personnel to guide inclusive practices.

When you reach the end of Learning Topic 13 in this Guide, you will need to show that you can prepare and facilitate work-based learning. In order to demonstrate this, you will need to provide evidence that you have:

- developed at least two work-based learning pathways where you:
 - identified the needs for learning
 - analysed work practices, work activities and the work environment
 - organised and allocated work in a way that reflected the needs for learning and provided effective learning opportunities through work processes
- conducted at least two learning facilitation relationships with different individuals where you:
 - applied communications skills and flexibility
 - applied appropriate techniques or processes to facilitate learning.

Where should you go if you need help?

The aim of this Guide is to put you in control of the learning process. However, only a qualified assessor can formally recognise your skills, and only a Registered Training Organisation (RTO) can issue you with a *Statement of Attainment* when you successfully complete *TAEDEL401A Plan, organise and deliver group-based learning* and *TAEDEL402A Plan, organise and facilitate learning in the workplace*. If at any stage you are not sure of something and want to ask a question, it is well worth talking with your RTO. A simple phone call can make all the difference.

If you have not yet enrolled with an RTO, the National Training Information Service (NTIS) is a great resource that you can use. This is an online database that lists all RTOs, qualifications and units of competency. You will need to find an RTO that has the most recent version of the *TAE10 Training and Education Training Package* within its scope of registration. It will also help if the RTO is local (or at least based in your own State/Territory).



Finding an RTO:

1. Go to www.ntis.gov.au and click on *Training Packages*
2. Scroll down and select *TAE10 Training and Education Training Package*
3. Click on *RTO with Scope* from the *Tools* menu on the right hand side
4. Select your State/Territory from the top of the *Browse Results* area.



You will require Internet access and a basic level of IT (computing) literacy to work through this Guide, as the online environment contains current and up-to-date information on vocational education and training. If you are unable to access the Internet or you require basic computing assistance, you will need to discuss this with your facilitator.

SAMPLE

Group-based and work-based learning

This section includes 13 Learning Topics that contain background information and activities that relate to the units of competency *TAEDEL401A Plan, organise and deliver group-based learning* and *TAEDEL402A Plan, organise and facilitate learning in the workplace*. You will need to speak to your facilitator to determine which topics you need to complete. Some of the activities may be contextualised to suit your needs, and all the activities can be used as evidence for assessment.

The 13 Learning Topics have been organised into three distinct areas of learning:

- An introduction to group-based and workplace learning (Learning Topic 1)
- *TAEDEL401A Plan, organise and deliver group-based learning* (Learning Topics 2 to 6)
- *TAEDEL402A Plan, organise and facilitate work-based learning* (Learning Topics 7 to 13).

Learning Topic 1: An introduction to group-based and work-based learning

Before you start, there are a few things that you must understand about learning (that are common to both group-based and work-based learning), and these include:

1. Critical definitions
2. The learning environment
3. Learning styles, learning principles and learning theories
4. Organisational culture and work-based learning
5. Systems for identifying skill needs
6. The regulatory requirements of group-based and work-based learning.



Because of the logic of the sequence, we recommend that you complete this Learning Topic before moving on.

1. Critical definitions

Training... "the process used by an RTO to facilitate learning."

Learning... "the process followed by a learner."

Learner... "an individual who is receiving, responding to and processing information in order to acquire and develop competence."

Competency... "the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments."

Training Package... "a nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise."

Unit of competency... "the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace."

Learning program... “developed by an RTO to meet the training and assessment requirements of a qualification from a Training Package, one or more designated units of competency, or an accredited course. It may specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources required. It may form part of a training and assessment strategy.”

Source: *AQTF 2010 Users' Guide to the Essential Conditions and Standards for Initial Registration*

2. The learning environment

If you are going to facilitate group-based and work-based learning, it is important to understand that learning occurs in many ways. *Formal learning* involves a structured program of instruction that leads to a qualification or award, while *non-formal learning* involves a structured program of instruction but does not lead to a qualification or award. *Informal learning* involves the acquisition of skills through experience (including work-related, social, family, hobby or leisure activities).



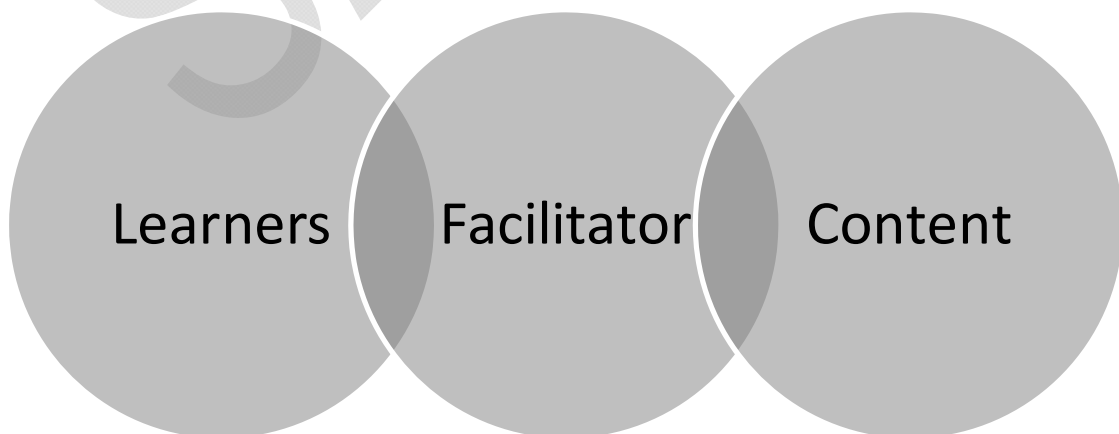
Always keep in mind that people acquire skills through all types of learning. There is no one way to learn.

When you facilitate group-based and work-based learning, you facilitate a learning environment that contains three main components:

- the *learners*
- the *content* of the learning
- the *facilitator* (or trainer).

There is a very clear relationship between these three components, and this Guide will show you how to bring them together to create an effective learning environment. With an understanding of how people learn and an awareness of your role in the learning process, you will be well placed to facilitate group-based and work-based learning.

Learning Environment



Learning Topic 2: Interpreting learning environments and delivery requirements

When planning and organising training for a group of individuals, the first thing you need to do is establish an environment that is conducive to group learning, and this will involve:

1. Interpreting the learning program
2. Identifying the needs and characteristics of learners
3. Identifying the constraints and risks to delivery
4. Confirming your role and responsibilities.



This Learning Topic covers Element 1 of *TAEDEL401A Plan, organise and deliver group-based learning* (Interpret learning environment and delivery requirements).

1. Interpreting the learning program

To establish a positive learning environment, you will first need to access a copy of the *learning program* that has been specifically developed to guide the learning process. Learning programs identify the objectives of the learning process (i.e. what has to be achieved by the learners) and how these objectives can be met, so they are primarily used to determine delivery requirements.

As an entry-level trainer, you will be required to structure your training around a learning program that has previously been developed by senior training and facilitation staff within your Registered Training Organisation (RTO). The following diagram identifies the main components of a learning program:

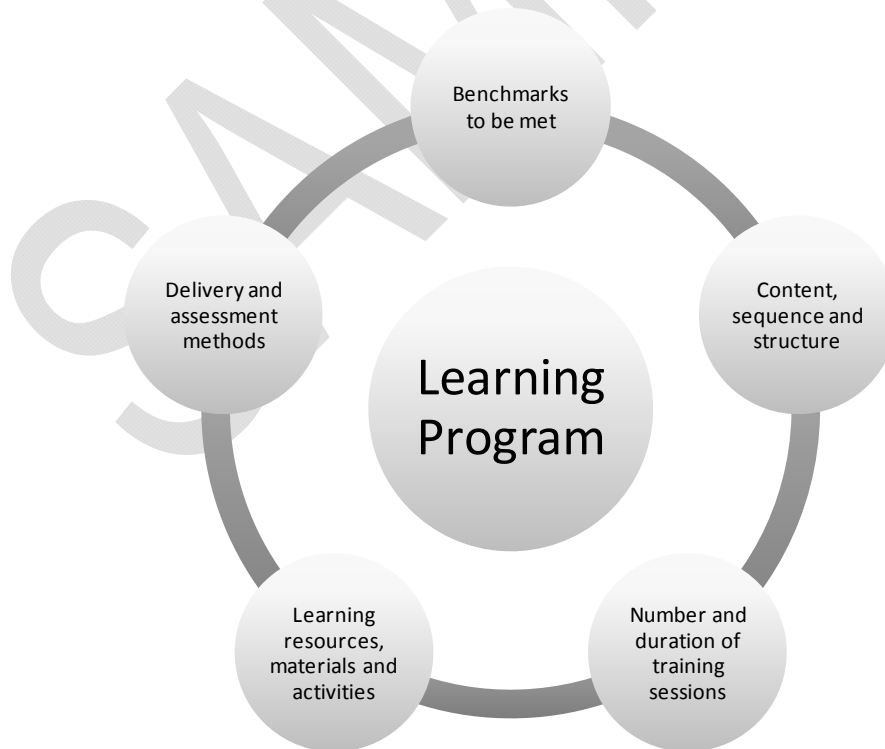


Figure 3: The components of a learning program

As shown in Figure 3, learning programs typically contain five main components:

Learning Program Components	
Components	Description
Benchmarks to be met	The competencies or other benchmarks to be achieved by learners
Content, sequence and structure	An overview of the content to be covered in each segment (or chunk) of the learning program, and the specific learning outcomes for each segment
Number and duration of training sessions	The number and duration of training sessions required for each segment of the learning program (including overall timelines)
Learning resources, materials and activities	The resources, materials and activities required for each segment of the learning program
Delivery and assessment methods	The delivery methods to be used for each segment of the learning program (and the OHS issues to be addressed in delivery) Identified assessment points to measure learner progress, and the assessment methods and tools to be used to collect evidence of competency



A sample *Learning Program Template* has been provided at Appendix B (see page 166).

Determining the learning context

As you are reading through a learning program, you will need to determine where the training will actually occur. This is called the *learning context* or *learning environment*, and it can take place:

- in the workplace
- in a simulated work environment
- in a training room
- in a specialist environment (such as a laboratory or computer room)
- in an external or internal venue
- in a community setting.



The learning context significantly influences the planning process. If you are going to deliver training in a small room, you will need to ensure the learning activities are suitable for small areas. If you are going to deliver training in a laboratory, you need to ensure the activities do not place learners in danger.

2. Identifying the needs and characteristics of learners

It is important to get a clear understanding of exactly who your learners are and what they intend to gain from the learning process. Learners have very specific learning needs, and these will vary considerably from learner to learner. Some learners may already possess a substantial portion of the knowledge and skills identified in the learning program, while others may be totally new to the area and need to start from scratch. With this in mind, it is vital to gather as much information as you can about the needs and characteristics of learners before you deliver any training.

Learning Topic 3: Preparing session plans

Having interpreted the learning environment, you now need to prepare your session plans, and this will involve:

1. Refining the learning objectives
2. Developing session plans for each segment of the learning program
3. Generating delivery management ideas.



This Learning Topic covers Element 2 of *TAEDEL401A Plan, organise and deliver group-based learning* (Prepare session plans).

1. Refining the learning objectives

It is hard to imagine having to sit through a series of training sessions where you learn nothing at all. You can prevent this from happening to your training sessions by continually referencing and refining the objectives in the learning program. This will ensure you meet the requirements of the learning program and the specific needs of the learners.



Learning objectives are the competencies or outcomes to be achieved by learners (or groups of learners) as a result of participating in training, and they usually involve Employability Skills, generic skills and technical skills.

2. Developing session plans for each segment of the learning program

Having refined the learning objectives so that they align to the specific needs of each individual learner, you are ready to develop and document what are commonly termed *session plans* for each segment of the learning program.

In the previous section (see page 58) you discovered that learning programs break the content of learning down into *segments* or *chunks*. You must now develop and document a plan for each of these segments. Session plans usually include the following components:

- an outline of the objectives and content to be addressed
- a plan of the delivery methods and learning activities to be used in the session
- the timelines and durations for each learning activity
- any formative assessment points and opportunities
- the learning materials required for the session.



The sample *Learning Program Template* provided at Appendix B (see page 166) includes a session plan outline, which has been reproduced overleaf.

Feel free to use this outline to guide the development of your session plans. You may prefer to work from your own design, and a personalised approach may be more meaningful to you. You just need to ensure you cover the main components of a session plan.

Session Plan Outline		Version 1.0 (October 2010)
<i>Session 1</i>	Learning objectives and content:	
	Introductions and ice breakers:	
	Delivery methods:	
	Learning resources and materials:	
	Learning activities and durations:	
	Assessment activities, methods and tools:	
	OHS Issues:	
	Review and conclusions:	
	Facilitator/assessor details:	

Learning Topic 6: Supporting and monitoring learning

In order to effectively deliver and facilitate a training session, you must support and monitor the progress of your learner group, and this will involve:

1. Monitoring and documenting the progress of individual learners
2. Making adjustments to session plans
3. Managing inappropriate behaviour
4. Maintaining learner records.



This Learning Topic covers Element 5 of *TAEDEL401A Plan, organise and deliver group-based learning* (Support and monitor learning).

1. Monitoring and documenting the progress of individual learners

In the previous section you discovered the importance of group facilitation skills (see page 183) and observation skills (see page 184). You discovered how to manage dynamics within a small learning group, which actually allows learners to maintain effective relationships and participate effectively in training sessions. You also discovered that an effective facilitator must continually observe the learner group to monitor individual progress.



By monitoring and documenting the progress of learners, you can ensure:

- a) the learning objectives of the training session are being achieved
- b) the needs of individual learners are being met.

Three of the most effective measures to support and monitor learning include:

- providing feedback to learners
- using formative evaluation and assessment points
- encouraging learners to reflect on their own learning progress.

Providing feedback to learners

A good way to ensure the objectives of the learning are being achieved is to provide learners with feedback on their performance. Feedback is a crucial part of the learning process, and it usually comprises comment, praise, criticism and suggestions for improvement. Constructive feedback keeps learners motivated and allows them to identify areas where they can improve. Providing regular feedback to learners supports their learning, as it gives them time to address the areas you identify for improvement.

You can give feedback in a variety of ways, including:

- verbally (by talking with learners or groups of learners)
- non-verbally (by nodding, smiling and gesturing in a positive manner)
- formally (through organised feedback sessions, interviews and performance reviews)
- informally (through casual discussions).



You may consider purchasing textbooks such as *Effective Feedback Skills* and *The Tao of Coaching*. These resources would be excellent additions to your resource kit.

Use the following *Providing Feedback to Learners – Hints and Tips* table as a prompt when providing feedback to learners.

Providing Feedback to Learners – Hints and Tips

- Feedback must be constructive (regardless of whether it is positive or negative)
- Do not avoid giving negative feedback if it is necessary (but be tactful and sensitive)
- When you give negative feedback, sandwich it between two pieces of positive feedback
- Make sure your feedback focuses on a learner's performance (and not on the learner)
- Make sure your feedback is given as encouragement (and not as blame or judgement)
- Check learners have understood your feedback by asking them to repeat it back to you
- Choose an appropriate time/place to give feedback (ensuring confidentiality and trust)
- Do not provide too much feedback at once (only enough for the learner to action).



Use the following question table to reflect on a recent experience where you have received feedback (positive or negative) and where you have provided feedback (positive or negative).

Reflection Activity – Giving and Receiving Feedback

Think of a recent experience where you received feedback. How it was given and how did it made you feel?

Think of a recent experience where you provided feedback. How did you give it and how did the person (or group) respond?

4. Maintaining learner records

As your session draws to a close, you will need to complete a learner record for each participant and store these records in accordance with legal and organisational requirements. You therefore need to be familiar with all organisational record keeping requirements (including the paperwork that you need to complete prior to, during and after the training session).



In order to comply with the *AQTF 2010 Essential Conditions and Standards for Registration*, an RTO must manage records to ensure their accuracy and integrity.

Use the following *Learner Records* template to ensure you maintain and store your learner records in accordance with organisational requirements.

Learner Records	Version 1.0 (October 2010)
What record-keeping system is being used by the organisation?	
Who is responsible for record-keeping in the organisation?	
What information do you need to record for each learner (e.g. Do you need to gather AVETMISS data)?	
Who do you give the completed records to (and when)?	
Who has authority to access the records?	



The Australian Vocational Education and Training Management Information & Statistical Standard (AVETMISS) is a nationally consistent standard for the collection, analysis and reporting of VET information. RTOs are required to collect AVETMISS data for all publicly-funded training activity, and they must submit this data to their State/Territory Training Authority every year.



Group-Based Learning Checklist

Having reached the end of Learning Topics relating to *TAEDEL401A Plan, organise and deliver group-based learning*, you should be able to tick all of the following:

- Can you interpret learning environments and delivery requirements?
- Can you prepare session plans?
- Can you prepare resources for delivery?
- Can you deliver and facilitate training sessions?
- Can you support and monitor learning?
- Have you prepared and delivered a series of training sessions to different learner groups, where you:
 - followed a learning program to deliver at least two consecutive 40-60 minute training sessions?
 - addressed the characteristics and needs of the learner group?
 - identified and responded to diversity and individual needs?
 - accessed and used documented resources and support personnel to guide inclusive practices?

Where to from here?

Having assembled an evidence portfolio by working through this Guide and applying your skills, you will now need to arrange for a qualified assessor from your RTO to evaluate your competence in *TAEDEL401A Plan, organise and deliver group-based learning*. If you are deemed competent, you will be issued with a Statement of Attainment that formally recognises your ability to plan, organise and deliver training for individuals within a group.



By continuing to the next section of this Learner Guide, you will discover how to plan, organise and facilitate learning for individuals in a workplace.



The following flowchart summarises the steps that you will take to establish an effective work environment for learning.

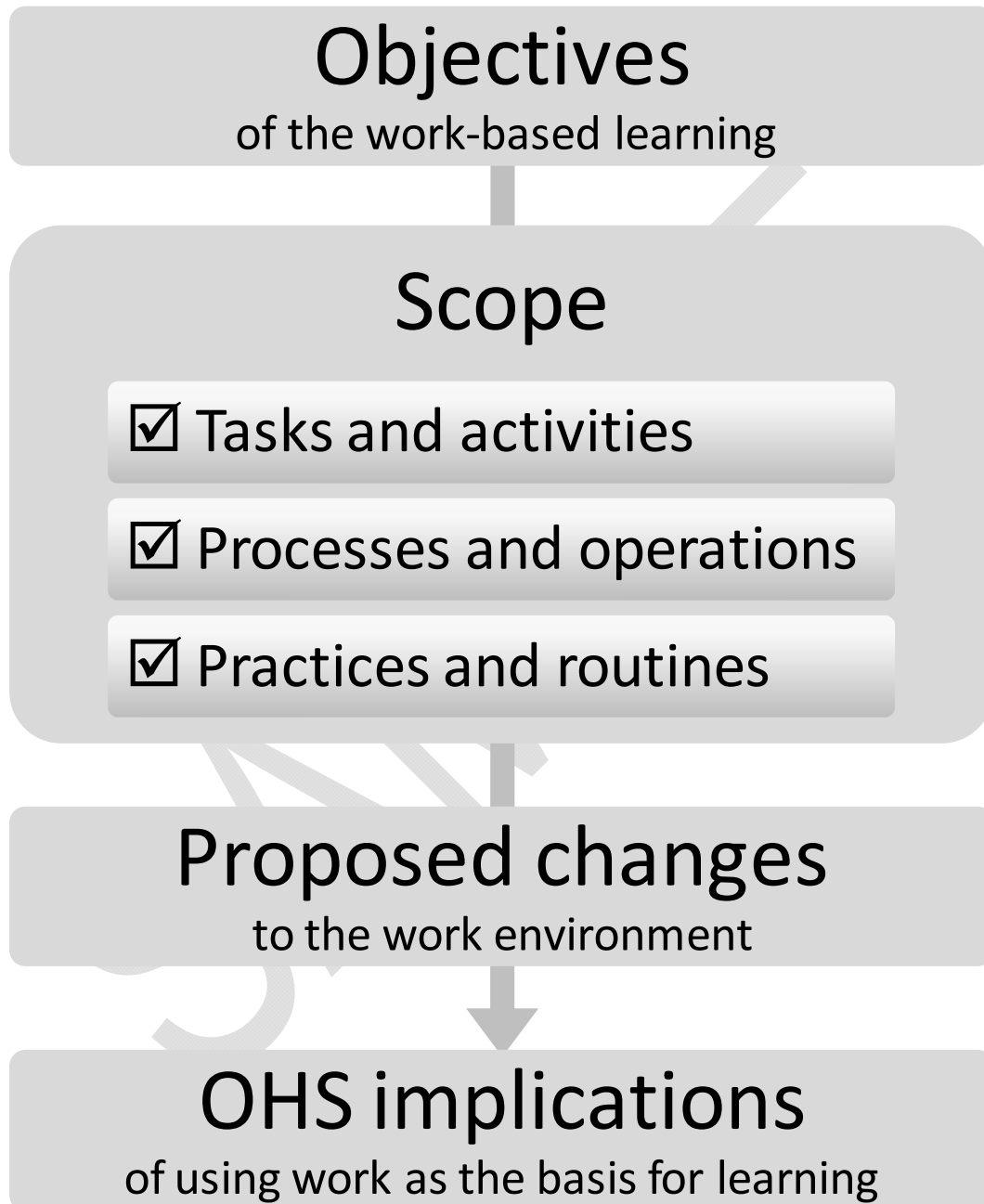


Figure 7: The four steps to establishing effective work environments for learning

Learning Topic 8: Developing work-based learning pathways

Having established an effective work environment for learning, you now need to develop a work-based learning pathway, and this will involve:

1. Addressing contractual requirements and responsibilities
2. Integrating and monitoring external learning activities
3. Obtaining agreement to implement the work-based learning pathway.



This Learning Topic covers Element 2 of *TAEDEL402A Plan, organise and facilitate learning in the workplace* (Develop a work-based learning pathway).

1. Addressing contractual requirements and responsibilities

When developing work-based learning pathways, it is imperative that you address any contractual requirements and responsibilities for learning at work, which may include:

- training plans under traineeships/apprenticeships
- Workplace English Language and Literacy (WELL) programs.

Training plans

If your learners are trainees or apprentices, they will be employed under training contracts and involved in structured training arrangements. Their training contract will specify the terms of the structured training arrangement, which typically requires all training to be delivered by an RTO and a training plan to be developed by the RTO (forming the basis of the training arrangement).



In order to comply with the *AQTF 2010 Essential Conditions and Standards for Registration*, RTOs must monitor the progress of learners. This includes monitoring training plans if a government-funded training contract is in place for trainees and apprentices. If you develop work-based learning pathways for trainees or apprentices, you will need copies of their training plans.

A training plan is "a documented program of training and assessment required for a traineeship or apprenticeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship."

Source: *AQTF 2010 Users' Guide to the Essential Conditions and Standards for Initial Registration*

Training plans specify the training that must be delivered to a trainee/apprentice by the employer (commonly termed *on-the-job training*) and the RTO (commonly termed *off-the-job training*). You can use a training plan as a tool to monitor and check a trainee or apprentice's progress against their work-based learning pathway.



Use the table overleaf to list the components that you feel should be included in a training plan. A list of possible answers has been provided at Appendix F (see page 179).

Learning Topic 12: Closing learning-facilitation relationships

When a learning-facilitation relationship has run its course, you need to close and evaluate it, and this will involve:

1. Carrying out the closure smoothly
2. Evaluating the outcomes, value and impact of the relationship
3. Documenting the process.



This Learning Topic covers Element 6 of *TAEDEL402A Plan, organise and facilitate learning in the workplace* (Close and evaluate the learning-facilitation relationship).

1. Carrying out the closure smoothly

According to the old proverb, “...*all good things must come to an end*”, and learning-facilitation relationships are no exception. It is important to prevent a learning-facilitation relationship from dwindling without focus, as there will always be a stage when the learner no longer requires your guidance and support. There are a variety of tools and signals you can use to determine when a learning relationship is ready for closure, including:

- self-assessments by the learner
- measures of improvement by the learner in particular areas
- the learner’s readiness for formal assessment
- the learner’s level of independence in learning
- the learner’s readiness to maintain their learning through other means or modes
- severe or fixed blockages in the relationship
- the agreed time period (documented in the individualised learning plan) coming to an end.

When a learning-facilitation relationship closes, it is important to keep the separation positive by focusing on the goals achieved by the learner. They must be in control of their own learning to continue without your guidance and support, so you will need to settle any problems or issues that may have arisen during the relationship.



You will need to draw upon your communication and interpersonal skills to ensure the closure is carried out smoothly (see page 25).

2. Evaluating the outcomes, value and impact of the relationship

It is important to evaluate a learning-facilitation relationship as part of the closure process, as it allows you to check whether your facilitation techniques were effective in supporting the learner to achieve the learning goals. You must review the *impact* of the learning-facilitation relationship, and you must also find out if the learner *valued* the relationship. The best way to approach this is to gather feedback from learners through identified evaluation processes, and these include:

- evaluation forms (learner surveys, written questionnaires, feedback forms)
- formal interviews or informal discussions (using questioning for evaluation purposes).

Both methods have advantages and disadvantages, so consider using both. *Evaluation forms* will identify if you have met the needs of a learner, but they are not appropriate for identifying if a learner can use their newly acquired skills. *Formal interviews* will allow you to check if a learner can apply their skills and knowledge, but they are not always appropriate to check if a learner has valued the learning-facilitation relationship. By using both methods, you can check whether your facilitation techniques have enabled learners to achieve their learning goals.

Evaluating the impact of a learning-facilitation relationship

You will need to use both methods to evaluate the impact of the learning-facilitation relationship. In particular, you will need to identify:

- the successful achievement (or lack of achievement) of the learning goals
- the rate of achievement of the learning goals
- the achievement of other outcomes as a result of the relationship
- the development of new goals
- an increased or new motivation to learn (on the part of the learner)
- a greater capacity to learn (on the part of the learner)
- the development of (or increase in) the learner's self-confidence.

Gathering feedback effectively requires careful planning, and you will need to consider gathering two types of data from learners (commonly termed *qualitative* and *quantitative* data). Qualitative data is described in terms of *quality* and therefore relates to the quality of a learner's experience. It is a rich source of information, but can be difficult to collate and manage. Quantitative data is described in terms of *quantity* and relates to formal numeric measures of a learner's experience. To explain the difference, consider the following two questions from learner feedback forms:

1. Qualitative-based question:

Was the room temperature of the training venue comfortable? If *No*, please give your reasons.

.....

2. Quantitative-based question:

Circle the response below that best describes the room temperature of the training venue:

Uncomfortably cold

Comfortable

Uncomfortably hot

Both questions are seeking the same data (i.e. the comfort of the training room). However, the qualitative question will attract open-ended, broad and subjective responses from learners, while the quantitative question will limit a learner's response to one of three answers. When you come to collate the qualitative data, you will have to read through each answer and make a considered judgement as to whether a learner was comfortable. However, when you collate the quantitative data, all you will need to do is total the responses and assign a percentage to each. If nine of ten learners circled *comfortable*, you can presume 90% of learners were comfortable.

If you are planning to collect quantitative data, the questions must be appropriate and the scaled responses must be meaningful, as learners will only be able to respond to the specific topics you ask. However, the data is easily collated and can be expressed in raw numbers or percentages. You may consider using one of the following six balanced scales in your evaluation forms.

Balanced Scales for Evaluation Forms	
Scale 1 <ul style="list-style-type: none"> • Strongly Agree • Agree • Disagree • Strongly Disagree 	Scale 2 <ul style="list-style-type: none"> • Strongly Liked • Liked • Disliked • Strongly Disliked
Scale 3 <ul style="list-style-type: none"> • Strongly Agree • Agree • Neutral (Neither Agree nor Disagree) • Disagree • Strongly Disagree 	Scale 4 <ul style="list-style-type: none"> • Very Good • Above Average • Average • Below Average • Very Poor
Scale 5 <ul style="list-style-type: none"> • Very Strong • Strong • Moderate • Weak • Very Weak 	Scale 6 <ul style="list-style-type: none"> • Excellent • Good • Average • Fair • Poor

Questioning for evaluation purposes

The way in which you gather feedback data is only limited by your imagination. Consider writing key evaluation questions on separate pages of a learning journal and encourage learners to add their comments to the pages before, during or after the meeting. Questions may include:

- What was their initial response to the learning-facilitation relationship?
- Were the facilitation techniques and learning activities appropriate?
- What were the overall benefits of the learning-facilitation relationship?
- What was successful (and maybe not so successful)?
- Would they recommend the learning-facilitation relationship to others?
- What changes would they make to the structure and sequence of the work-based learning?
- Did they have enough time for practice?
- Were the resources and equipment appropriate?



Always keep them in mind that learners may not be able to read evaluation questions well enough to understand what they are being asked, while others may only make positive responses out of a sense of politeness because they think that is what you want to hear.



Use the *Evaluation Form – Learning Facilitation Relationship* (overleaf) to encourage learners to provide feedback on the outcomes that they achieved through the relationship and the way in which they valued the relationship.

Evaluation Form – Learning Facilitation Relationship		Version 1.0 (October 2010)								
Learner:										
Facilitator:										
Date:										
<i>Please indicate with a tick (✓) the most appropriate response</i>										
Scale: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree						SA	A	N	D	SD
Your motivation and capacity to learn has increased through the relationship										
Your self confidence has increased through the relationship										
The facilitation technique and learning activities were appropriate										
The facilitator considered your learning style and characteristics										
The facilitator provided enough time for discussion and interaction										
You would recommend the learning facilitation relationship to others										
Did you achieve the learning goals? Did you achieve any additional goals?										
What were the overall benefits of the learning relationship?										
Is there any aspect of the learning relationship that you would change?										
Other comments:										



Work-Based Learning Checklist

Having reached the end of Learning Topics relating to *TAEDEL402A Plan, organise and facilitate learning in the workplace*, you should be able to tick all of the following:

- Can you establish effective work environments for learning?
- Can you develop work-based learning pathways?
- Can you establish learning-facilitation relationships?
- Can you implement work-based learning pathways?
- Can you maintain and develop learning-facilitation relationships?
- Can you close and evaluate learning-facilitation relationships?
- Can you monitor and review work-based learning pathways?
- Have you developed at least two work-based learning pathways where you:
 - identified the needs for learning?
 - analysed work practices, work activities and the work environment?
 - organised and allocated work in a way that reflected the needs for learning and provided effective learning opportunities through work processes?
- Have you conducted at least two learning-facilitation relationships with different individuals where you:
 - applied communications skills and flexibility?
 - applied appropriate techniques or processes to facilitate learning?

Where to from here?

Having assembled an evidence portfolio by working through this Guide and applying your skills, you will now need to arrange for a qualified assessor from your RTO to evaluate your competence in *TAEDEL402A Plan, organise and facilitate learning in the workplace*. If you are deemed competent, you will be issued with a Statement of Attainment that formally recognises your ability to plan, organise and facilitate learning for individuals in a workplace.



4. Useful Information

Appendix D: Work-based Learning Pathway Template

Work-based Learning Pathway		Version 1.0 (October 2010)
Workplace		
Facilitator		
Employee		
Goals	<i>Specific goals of the work-based learning:</i>	
Area of Work	<i>Job tasks/activities to be included in the learning process:</i>	
	Sequencing:	
	<i>Job task/activity</i>	<i>Sequencing to reflect incremental development of employee</i>

Support	<i>Proposed changes to the work environment to support effective learning:</i>
	<i>Guidance and modelling from experienced co-workers and experts:</i>
	<i>Organisational strategies to support work-based learning:</i>
	<i>External learning activities (including how they will be integrated/monitored):</i>
	<i>Opportunities for practice:</i>
Workplace Implications	<i>OHS implications of using work as the basis for learning:</i>

Learning Topic Matrix TAEDEL401A Plan, organise and deliver group-based learning		Learning Topics (see Learning Topic Guide for description)							Comments
		1	2	3	4	5	6		
Elements / Performance Criteria									
1	Interpret learning environment and delivery requirements								
1.1	Access, read and interpret <i>learning program documentation</i> to determine delivery requirements		✓						
1.2	Use available information and documentation to identify group and individual learner needs and learner characteristics		✓						
1.3	Identify and assess constraints and risks to delivery		✓						
1.4	Confirm personal role and responsibilities in planning and delivering training with relevant personnel		✓						
2	Prepare session plans								
2.1	Refine existing learning objectives according to program requirements and specific needs of individual learners			✓					
2.2	Develop <i>session plans</i> and document these for each segment of the learning program			✓					
2.3	Use knowledge of learning principles and theories to generate ideas for managing session delivery			✓					
3	Prepare resources for delivery								
3.1	Contextualise existing learning materials to meet the needs of the specific learner group				✓				
3.2	Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions				✓				
3.3	Confirm overall delivery arrangements with relevant personnel				✓				
4	Deliver and facilitate training sessions								
4.1	Conduct each session according to session plan, modified where appropriate to meet learner needs					✓			
4.2	Use the diversity of the group as another resource to support learning					✓			
4.3	Employ a range of delivery methods as training aids to optimise learner experiences					✓			
4.4	Demonstrate effective facilitation skills to ensure effective participation and group management					✓			

Learning Topic Matrix TAED402A Plan, organise and facilitate learning in the workplace		Learning Topics (see Learning Topic Guide for description)								Comments
		1	7	8	9	10	11	12	13	
Elements / Performance Criteria										
1	Establish effective work environment for learning									
1.1	Establish and agree upon objectives and scope of the work-based learning		✓							
1.2	Analyse work practices and routines to determine their effectiveness in meeting established learning objectives		✓							
1.3	Identify and address <i>OHS implications</i> of using work as the basis for learning		✓							
2	Develop a work-based learning pathway									
2.1	Address <i>contractual requirements</i> and responsibilities for learning at work			✓						
2.2	Arrange for integration and monitoring of external learning activities with the <i>work-based learning pathway</i>			✓						
2.3	Obtain agreement from relevant personnel to implement the work-based learning pathway			✓						
3	Establish the learning-facilitation relationship									
3.1	Identify context for learning and individual's learning style				✓					
3.2	Select appropriate technique or process to facilitate learning and explain the basis of the technique to learner				✓					
3.3	Develop, document and discuss <i>individualised learning plan</i> with learner				✓					
3.4	Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the learning environment				✓					
3.5	Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety				✓					
4	Implement work-based learning pathway									
4.1	Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway					✓				
4.2	Explain objectives of work-based learning and the processes involved to learner					✓				
4.3	Encourage learner to take responsibility for learning and to self-reflect					✓				
4.4	Develop techniques that facilitate learner's transfer of skills and knowledge					✓				