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# Training Delivery (old Train Small Groups)

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## Aim

This course covers the various aspects of training delivery: group-based, individual and work-based. The workshop teaches how to organise and facilitate competency based training for adult learners.

## Audience

This course is for anyone who is required to design and present training sessions in the workplace.

## Duration

Two days.

## Course Outcomes

### Provide training through instruction and demonstration of work skills

1. Organise instruction and demonstration
2. Conduct instruction and demonstration
3. Check training performance

### Facilitate group based learning

4. Establish an environment conducive to group learning
5. Deliver and facilitate training sessions
6. Demonstrate effective facilitation skills
7. Support and monitor learning
8. Review and evaluate effectiveness of delivery

### Facilitate individual learning

9. Identify individual learning facilitation requirements

10. Establish the learning/ facilitation relationship
11. Maintain and develop the learning/facilitation relationship
12. Close and evaluate the learning/facilitation relationship

### Facilitate work based learning

13. Establish effective work environment for learning
14. Develop a work based learning pathway
15. Implement the work based learning pathway
16. Use appropriate communication and interpersonal skills to develop a collaborative relationship with learners
17. Review the effectiveness of the work based learning pathway

The course is mapped to the following units: TAADEL301A Provide training through instruction and demonstration of work skills, TAADEL402A Facilitate group based learning, TAADEL403A Facilitate individual learning, TAADEL404A Facilitate work based learning.

## Course Content

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### Training Delivery

- Organise training delivery
- Learning
- Types of knowledge
- Aquiring competencies
- Competency based training
- Testing
- Assessment
- Assessment procedures
- Automaticity, latency and practice
- Why do people learn?
- Motivation and needs
- Barriers to individual learning
- Effective facilitators
- Skills application
- Dimensions
- Learning preferences
- Communication skills
- Involvement

- CBT
- Cooperation
- Collaboration
- Facilitating group activities
- Age and learning
- Delivery
- Presenting
- Essential elements of learning
- Reinforcing learning
- Making humour work
- Making information and instruction clear
- Special needs
- Individual and work based training
- Traineeships
- Monitoring and evaluating training
- Post-training evaluations
- Continuous improvement
- Evaluation methods
- Evaluation data