

**DESDEL5 FACILITATE GROUP-BASED LEARNING  
OBSERVATION****How to use this checklist****Instructions to the Observer**Background

You have agreed to observe the candidate conducting this session as part of his/her assessment in the Certificate IV in Training and Assessment TAA40104.

This checklist and feedback will form part of the evidence the facilitator gathers for the in-course simulation.

The context – in-course simulation

The facilitator is presenting a session that has been specifically designed for a simulated delivery. Be mindful of the restrictions this places on the facilitator.

The facilitator is expected to deliver to a group for a minimum set time. You may not be able to observe all criteria on the checklist in this observation but do not be concerned. The facilitator will be collecting evidence of more delivery in a group setting in the Major Project 2 - over a period of time, on a number of occasions and contexts with different groups.

Before the session commences

In preparation you should be provided with or sight the following documents or information :

1. A copy of the session plan
2. Learning materials and support resources or props that have been developed for this session
3. Assessment tools that have been developed for this session (if relevant)
4. A learner session evaluation form that will be completed by participants in this session
5. The administration forms such as the attendance sign on or assessment record forms (if relevant) that will be used in this session

During the session

Use the checklist to rating the knowledge and demonstrated skills and attitude of the facilitator. This should not take more than 5 minutes and can be completed during the session.

After the session

Provide feedback. Complete the report and sign the declaration at the end of the checklist.

Thank you for your participation and support.

**DESDEL5 FACILITATE GROUP BASED LEARNING  
SIMULATED OBSERVATION REPORT**

<b>Name of candidate:</b>	
<b>Unit(s) of competency:</b>	<b>TAADEL401B Plan and organise group-based delivery</b> <b>TAADEL402B Facilitate group-based learning</b>

As part of the assessment for these units of competency, the candidate **is required to organise and facilitate a learning program involving a series of sessions presented to different learner groups.** It is recommended that you, as the observer sit in on a facilitation.

<b>Name of observer :</b>	
<b>Contact details:</b>	

Have you received information that explains the purpose of the candidate's assessment and sighted the workplace project guidelines?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Do you have a copy of the Facilitator Checklist and instructions to the observer? Have you discussed this prior to the observation session?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Are you aware that the candidate will see a copy of this form?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Are you willing to be contacted should further verification of this statement be required?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

<b>What is your relationship to the candidate?</b>		<b>How long have you worked with him/her?</b>	
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<b>What is your technical experience and/or qualification(s) in the area being assessed?(Include any assessment or training qualifications.)</b>	
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<b>Facilitate Group-based Learning Observer Checklist and Report</b>	
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<b>Name :</b>		
<b>Session :</b>		
<b>Date :</b>		<b>Location :</b>

Ratings scale	1	2	3	N/A
	<b>Area of strength Well done</b>	<b>Adequate Meets expectations</b>	<b>Area of weakness Below expectations</b>	<b>Not relevant or applicable in the observed session</b>

Area		Rating			
Planning and set up		1	2	3	N/A
	The technology, equipment and learning materials are in place and ready as planned				
	OH&S and hazard check completed prior to the start of the session				
	The room set up is appropriate for the context				
The session introduction					
	The session introduction gain attention				
	The introduction includes - objectives - trainer and learner expectations - other requirements such as OHS - "housekeeping" such as timetable, breaks, resources				
	The initial relationship between the trainer and learners is set up				
	Ground rules if appropriate, are negotiated or specified				
Delivery and facilitation					
	Each session follows the session plans				
	The session is modified to meet the needs of the learners (if necessary)				

Your College	<b>MODULE 2 Title</b>	TAADEL401B, TAADEL402B, Various units			
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		<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
	Good sequencing of content and pace				
	A range of delivery methods and activities				
	Range of questioning techniques used				
	Technology and equipment are used to optimise the experience				
	Opportunities for practice are built into the delivery				
	Opportunities for assessment are built into the session time (where assessment is required)				
	Facilitator's understanding and application of adult learning principles and individual learner styles can be seen during the session				
<b>Support and monitor learning</b>					
	Learner's progress is monitored and documented				
	Adjustments are made to reflect specific needs and circumstances and unanticipated situations				
	Learners are encouraged to reflect on their progress				
<b>Group dynamics</b>					
	The diversity of the group is used as another resource to support learning				
	There is effective participation by all learners				
	Inappropriate behaviour is managed using conflict resolution and negotiation skills				

		1	2	3	N/A
<b>Facilitator's Communication Skills</b>					
	Presentation skills are engaging and relevant				
	Voice, oral communication and use of language are appropriate				
	Body language is appropriate and not distracting				
	Not static with appropriate movements and use of room				
	Interpersonal skills maintain appropriate relationships and ensure inclusivity				
	Observation skills monitor individual and group progress				
	Learners are motivated by the trainer				
<b>Administration and Records</b>					
	Attendance rolls and learner records are available and recorded at sessions				
	Attendance rolls and learner records are stored or secured according to organisation policy				
<b>Review and Evaluate Effectiveness of Delivery</b>					
	<i>This will be conducted as group discussion within the course</i>				
	The session was delivered to the plan and on time				
	Feedback from learners was received and used constructively by the facilitator				
	Feedback from management/peers was received and used constructively by the facilitator				
	The facilitator reflects on his/her own performance				
	Areas for improvement are identified and documented				
	New ideas to improve the quality of delivery/facilitation are considered				

Please comment on the group-based facilitation – the strengths and areas for improvements. These comments should be shared with the facilitator.

**I confirm that I have sat in and observed .....and the candidate has demonstrated group facilitation skills for .....(hours) to a standard required by the simulation in the course and the context .**

**Signature of the observer \_\_\_\_\_ Date \_\_\_\_\_**

Facilitator’s comment on this feedback.

I have read this feedback and had the opportunity to discuss this with the observer.  
 YES / NO Comments – transfer to the TAA Journal

**Signature of facilitator \_\_\_\_\_ Date \_\_\_\_\_**