



Australian Government

Department of Education, Employment and Workplace Relations

TAEDEL403A Coordinate and facilitate distance-based learning

Revision Number: 1

TAEDEL403A Coordinate and facilitate distance-based learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate and facilitate a distance-based learning process.
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Application of the Unit

Application of the unit	This unit typically applies to trainers, facilitators, teachers, and training and assessment consultants.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for distance-based learning	<p>1.1. Access, read and interpret learning strategy and learning program to determine learning objectives and outcomes to be met</p> <p>1.2. Develop knowledge of group, individual learner styles and learner characteristics to support effective planning for distance-based learning</p> <p>1.3. Select and evaluate learning resources for appropriateness, and contextualise them for distance-based learning where required</p> <p>1.4. Develop distance delivery-management plan, using knowledge of learning principles and research to date</p> <p>1.5. Identify and organise support mechanisms and means of communicating with learners</p>
2. Manage distance-based learners	<p>2.1. Confirm expectations and requirements through direct contact and clarify any issues or questions</p> <p>2.2. Establish distance-based learning relationships between trainer/facilitator and learners</p> <p>2.3. Progressively distribute learning resources and learning materials according to plan and learner needs</p>
3. Monitor learner progress	<p>3.1. Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met</p> <p>3.2. Develop and implement strategies to address learner difficulties and techniques for maintaining motivation and commitment</p> <p>3.3. Provide support and guidance outside the formal communication process, where appropriate</p> <p>3.4. Maintain, store and secure learner records according to organisational and legal requirements</p>
4. Review distance-based learning process	<p>4.1. Gather feedback to review own management of the distance-based process</p> <p>4.2. Analyse feedback to determine success of the distance-based learning in meeting learner needs and expectations</p> <p>4.3. Reflect on own performance as a coordinator/facilitator and document improvement plans</p> <p>4.4. Identify and document options for improving the distance-based learning process, and discuss with</p>

ELEMENT	PERFORMANCE CRITERIA
	relevant personnel for future action

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills using different mediums to establish rapport and provide guidance
- initiative and enterprise skills to:
 - contextualise existing resources to suit the distance-based learning method
 - develop delivery-management plan to reflect delivery method and learner styles
- interpretation skills to interpret and transfer the learning strategy and learning program to distance mode
- organisational skills to manage learners by distance
- problem-solving skills to:
 - offer flexible solutions to suit a range of learner needs
 - resolve disability and support needs
- technology skills to:
 - incorporate different delivery methods into the distance delivery-management plan
 - use a range of technology for direct contact with learners
- time-management skills to coordinate and facilitate a distance-based learning program

Required knowledge

- sound knowledge of adult learning principles
- sound knowledge of learner styles
- content and requirements of the learning strategy and learning program to be used in distance delivery
- characteristics and needs of individual distance learners
- use of technology to support distance-based learning
- techniques for maintaining motivation and commitment of distance learners
- availability and types of support mechanisms relevant to distance learners
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, including:
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- facilitate distance-based learning
- provide evidence of at least two examples of organising and facilitating distance learning, showing that training package units or accredited course curriculum were used as the benchmarks for learning.

Context of and specific resources for assessment

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

Method of assessment**Guidance information for assessment**

For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Learning strategy</i> may include:	<ul style="list-style-type: none"> documented framework to guide and structure learning requirements and teaching/delivery and assessment arrangements.
<i>Learning program</i> may include:	<ul style="list-style-type: none"> documented guide to support a cohesive and integrated learning process for the learner.
<i>Contextualised</i> may include:	<ul style="list-style-type: none"> modify examples, case studies, activities and templates with industry/enterprise context-specific information, to be more relevant to learners.
<i>Distance delivery-management plan</i> may include:	<ul style="list-style-type: none"> learning outcomes sequence, packaging, timing and distribution requirements of specific learning resources and learning materials timelines for completing learning outcomes and learning activities formative assessment requirements expectations of the learner instructions to the learner list of other learners.
<i>Support mechanisms</i> may include:	<ul style="list-style-type: none"> contact numbers for help or guidance email or phone tutoring workplace mentoring by supervisors or managers learning partners contact numbers of other learners equipment needs disability and support needs.
<i>Direct contact</i> may include:	<ul style="list-style-type: none"> telephone face-to-face video conference.

Unit Sector(s)

Unit sector	Delivery and facilitation
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		