Australian Government

Department of Education, Employment and Workplace Relations

TAEDEL501A Facilitate e-learning

Revision Number: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

TAEDEL501A Facilitate e-learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to facilitate learning delivered via electronic media.

Application of the Unit

Application of the unit	This unit typically applies to trainers, facilitators, teachers, and training and assessment consultants working in an e-learning environment.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish the e-learning environment	1.1. Access, read and interpret *learning strategy* and *learning program* to determine learning outcomes and objectives to be met
	1.2. Develop knowledge of group and individual learner styles and learner characteristics to support effective planning
	1.3. Develop *e-learning delivery plan* to manage and sequence e-learning activities and events to ensure logical progression of learning content and continuity of e-learner progress
	1.4. Confirm *technical requirements* for the e-learning environment
	1.5. Trial and check e-learning resources and materials for technical glitches
	1.6. Develop and document *protocols for the e-learning environment*
	1.7. Identify and organise specific technical support needs and mechanisms for e-learners
2. Introduce e-learning	2.1. Provide effective introduction to the e-learning environment and discuss, clarify and agree upon objectives and e-learning protocols
	2.2. Establish e-learning relationship with e-learners
	2.3. Initiate relationships between e-learners to support inclusivity, acknowledge diversity and enable a positive e-learning environment
3. Guide and facilitate e-learning	3.1. Use relevant electronic tools to facilitate e-learning according to the e-learning delivery plan
	3.2. Demonstrate *good practice in e-learning facilitation* to ensure an effective learning experience
	3.3. Use relevant support mechanisms to address technical issues
	3.4. Build opportunities for authentic learning, practice and formative assessment into the e-learning experience
4. Monitor e-learning	4.1. Monitor and document e-learner progress to ensure outcomes are being achieved and individual learner needs are being met
	4.2. Provide support and guidance inside and outside the e-learning environment as appropriate
	4.3. Continuously monitor e-learner interaction with

ELEMENT	PERFORMANCE CRITERIA
	others and participation in e-learning activities, and intervene where necessary to maintain momentum and engagement
	4.4. Maintain, store and secure learner records according to organisational and legal requirements
5. Review e-learning processes	5.1. Conduct a *review* to evaluate effectiveness of e-learning delivery and facilitation
	5.2. ***Reflect on own performance*** as an e-learning facilitator and document improvement plans
	5.3. Identify and document recommendations for improvements in facilitating e-learning and appropriateness of e-learning systems, tools and resources, and discuss with relevant personnel for future action

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- language and literacy skills using electronic media to:
  - communicate electronically using accepted language and style
  - ensure what is being said is appropriate and clear
- facilitation skills using electronic media
- technology skills to use e-learning tools
- high-level organisational skills to:
  - communicate efficiently using a number of mediums
  - manage learners in a virtual environment
  - keep up-to-date with each learner's progress
  - provide prompt feedback
  - be available for support during established times
- technology skills, including:
  - in different media
  - keyboard skills
  - using relevant hardware and software
  - accessing information on the internet
  - identifying technical problems and being able to troubleshoot or know where to get required technical assistance
- time-management skills to facilitate an e-learning program

Required knowledge

- adult learning principles
- technical knowledge sufficient to distinguish between a technical problem and a content problem, and to respond accordingly
- technical knowledge needed in using:
  - chat rooms
  - forums
  - bulletin boards
  - internet and website navigation
- relevant technologies and tools, including:
  - those that allow trainer/facilitator to monitor every entry and electronic movement of learner
  - learner/content management system, e.g. WebCT
  - other electronic methods, e.g. use of MS Excel and MS Word

REQUIRED SKILLS AND KNOWLEDGE

- internet
- hyperlinks
- relevant learning management systems
- structure and content of relevant e-learning resources
- vocational and subject matter in area of delivery
- ethics and codes of conduct related to e-learning
- cultural sensitivity, particularly in regard to ensuring electronic discussions are culturally sensitive
- 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, and OHS considerations to include in the design of the e-learning resources

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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 one complete e-learning program • provide evidence of at least two examples of organising and facilitating at least two e-learning activities covering diverse e-learning environments.
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	
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.	
Learning strategy provides:	• documented framework to guide and structure learning requirements and teaching/delivery and assessment arrangements.
Learning program provides:	• documented guide to support a cohesive and integrated learning process for the learner.
E-learning delivery plan may include tools to:	• manage and sequence e-learning • guide implementation of learning program.
Technical requirements may include:	• technology to be used in delivery • type of online learning management platform • time required to set up and test equipment and technology • liaison with information technology (IT) personnel/specialists.
Protocols for e-learning environment may include:	• boundaries of communication and standards of behaviour in public 'spaces' • guidelines for trainer/facilitator and e-learner interaction • arrangements for technical support • expectations and requirements of learners.
Good practice in e-learning facilitation may include:	• providing both educational and technical support to learners • offering flexible solutions to suit a range of learner needs • providing opportunities for collaboration • guiding and supporting inquiry and engagement • being flexible to allow for and support a range of appropriate learner skills, learning styles and learner characteristics.
Review may include:	• feedback from learners, colleagues and e-learning designers via survey or discussion • identification of issues in monitoring and managing e-learners using the delivery plan • identification of effectiveness of the e-learning

RANGE STATEMENT	
	protocols.
Reflecting on own performance may include:	• asking critical questions about performance, problems, methods used, and success of learners • listening to and acting on feedback from learners and others.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		