



Australian Government

Department of Education, Employment and Workplace Relations

BSBLED301A Undertake e-learning

Revision Number: 1

BSBLED301A Undertake e-learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to undertake learning using electronic and communication technologies. It relates to the identification of learning needs and opportunities and to the development of an e-learning plan.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>The unit focuses on learning undertaken with the use of electronic and communication technologies. It is particularly useful in situations requiring self-directed or self-managed approaches to learning.</p>
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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. Identify learning needs	1.1. Identify personal <i>learning needs</i> and skill gaps through self assessment 1.2. Self-assess <i>learning factors</i> related to e learning and identify any <i>support</i> required to optimise e learning outcomes 1.3. Identify and prioritise required outcomes from e learning in accordance with individual, team and organisational requirements
2. Identify e-learning opportunities	2.1. In consultation with management, assess the range of suitable <i>e-learning opportunities</i> in accordance with identified learning outcomes, available technology, time and budgetary requirements 2.2. Examine e learning content, materials and <i>on-line methodology</i> to determine their quality, applicability and acceptability to individual and organisational requirements 2.3. Determine <i>blended training solutions</i> in accordance with organisational requirements where e learning opportunities alone are insufficient to meet personal learning needs
3. Develop an e-learning plan	3.1. Negotiate the inclusion of agreed e learning opportunities and timeframes in learning plans in accordance with individual and organisational needs 3.2. Negotiate and include time required to access e learning opportunities in learning plans 3.3. Prepare, and obtain management agreement for, learning plans and required resources 3.4. Negotiate with management for the recognition of competencies developed through e learning
4. Undertake e-learning	4.1. Agree re-negotiated workload and deadlines with management to provide for the allocation of e learning time in accordance with agreed e learning plan and budgetary requirements 4.2. Undertake e learning in accordance with e learning plan and <i>manage contingencies</i> when <i>unforeseen circumstances</i> arise 4.3. Manage the integration of work and learning in accordance with the e learning plan and organisational requirements
5. Review e-learning	5.1. Evaluate the e learning experience in terms of its

ELEMENT	PERFORMANCE CRITERIA
	applicability to individual learning style and individual / organisational satisfaction with the process and the outcomes 5.2. Consider the advantages and disadvantages of e learning and make recommendations regarding participation in future e learning where necessary 5.3. Review and adjust individual e learning plan in accordance with individual requirements and organisational needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills for negotiation with management
- computer literacy to access e-learning
- literacy skills to interpret information about e-learning opportunities
- numeracy skills of complying with budgetary requirements
- self assessment skills to identify skill gaps
- self management skills to maintain motivation and seek assistance
- time management skills

Required knowledge

- Internet / World Wide Web
- legal, ethical and security issues relating to e-learning
- organisational learning and development policy
- personal competency requirements
- relevant legislation, codes and national standards such as:
 - award and enterprise agreements
 - national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
 - industry codes of practice
 - OECD International Guidelines for Consumer Protection in E-Commerce
 - copyright laws
 - anti-discrimination
 - defamation laws
 - privacy legislation
 - intellectual property, confidentiality requirements.

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> integrated demonstration of all elements of competency and their performance criteria negotiating with stakeholders to develop an e-learning plan that meets individual and organisational needs successful contingency management satisfactory e-learning outcomes for self and organisation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> the learner and trainer have access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> assessment of learning outcomes resulting from the application of e-learning and the development of options to address contingencies direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate observation of presentations on e-learning programs review of learning plan and its development oral or written questioning to assess knowledge of e-learning applications, self-assessment processes and evaluation techniques. <p>Evidence should be collected over a period of time which is sufficient to include an appropriate range and variety of situations.</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

EVIDENCE GUIDE

- other units from the Certificate III in Customer Contact.

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.

<i>Learning needs</i> may include:	<ul style="list-style-type: none"> • application of new information • business processes • competencies to access e-learning • corporate values and culture • development/update of existing skills and knowledge • new technology • new work practices
<i>Learning factors</i> may include:	<ul style="list-style-type: none"> • comfort with online technologies • cultural, language and educational background • language, literacy and numeracy • level of confidence or anxiety • physical ability / disability • preferred learning style • previous experience with e-learning
<i>Required support</i> may include:	<ul style="list-style-type: none"> • access to the internet from home • class-based / face-to-face • dedicated e-learning personal computer in a quiet location in the workplace • induction into e-learning • laptop computer • learning / assessment partners • online tutors • print-based materials • technical experts • workplace mentors
<i>e-learning opportunities</i> may include:	<ul style="list-style-type: none"> • discussion boards • e-mail • intranet • iPod • mobile phones • multi-media

RANGE STATEMENT	
	<ul style="list-style-type: none"> • PC based • video-conferencing • internet
<i>Online methodology</i> may include:	<ul style="list-style-type: none"> • adaptable to learner preferences and values • business simulations • choice of male or female 'mentor' • e-seminars, with experts talking on video about cutting edge developments • e-study: a blend of text, graphics and on-screen interactions • exploration of underlying issues • interaction with fellow e-students and instructors in threaded discussions • interactive technologies • mentor discussion re choices made • personalised to user's learning style • scenarios • short (10 - 15 minute) segments • use of multimedia • user control of the action
<i>Blended training solutions</i> may include:	<ul style="list-style-type: none"> • e-learning and face-to-face training courses • e-learning and on-the-job training • e-learning and traditional distance education
<i>Contingency management</i> may include:	<ul style="list-style-type: none"> • re-negotiating dedicated e-learning time • re-negotiating timeframes • re-negotiating work deadlines • re-scheduling e-learning
<i>Unforeseen circumstances</i> may include:	<ul style="list-style-type: none"> • absent staff • changed work requirements • illness (self or others) • increased workload • urgent work

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Workforce Development - Learning and Development
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Co-requisite units

Co-requisite units		