



Australian Government

TAEDEL405 Plan, organise and facilitate online learning

Release: 1

TAEDEL405 Plan, organise and facilitate online learning

Modification History

Release	Comments
Release 1	This version first released with the TAE Training and Education Training Package Version 4.0. Newly created unit.

Application

This unit describes the skills and knowledge required to plan, organise, facilitate and review learning that is delivered online, using suitable delivery methods, digital tools and existing learning resources and materials.

The unit applies to individuals who use a range of technical and training competencies to facilitate synchronous and asynchronous individual or group learning in online environments. These learners may be participating in training remotely and interacting with teachers, peers and other industry professionals by means of various electronic applications and communication channels.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describes the performance needed to demonstrate achievement of the element.</i>
1. Plan and organise online learning environment for delivery of synchronous and asynchronous learning activities	1.1 Establish learning objectives and determine online learning activities that meet them 1.2 Identify individual learner characteristics to inform effective planning 1.3 Identify and organise required support for foundation skill, learning and technical needs within scope of own role; and make necessary reasonable adjustments and/or access specialist support where required

ELEMENT	PERFORMANCE CRITERIA
	1.4 Develop or customise delivery plan for online learning activities to reflect learning theories and principles and suit learning needs 1.5 Access and confirm technical requirements for online learning environment according to organisational policies and procedures 1.6 Access and confirm communication channels and online learning resources and materials are suitable for learner
2. Introduce and establish online learning	2.1 Introduce learner to online learning environment and discuss and clarify learning objectives and protocols 2.2 Establish online relationship with learner and confirm learner access to and engagement with online environment, delivery strategies and communication methods, and scheduled synchronous learning events 2.3 Identify and establish practices and methods that provide a safe and inclusive environment for learners undertaking online learning activities
3. Facilitate online learning	3.1 Use digital tools and communication channels to facilitate learning according to delivery plan and learner needs 3.2 Select and use facilitation practices and methods that support learner engagement and progress 3.3 Use or access support mechanisms to address any technological challenges or issues 3.4 Provide opportunities for interaction, collaboration, feedback, and practice in the online learning experience
4. Support online learning	4.1 Review and document learner participation and progress according to delivery plan and organisational processes, policies and procedures 4.2 Provide input, support and guidance relating to online learning environment as required to meet learner needs and ensure a safe and inclusive environment 4.3 Maintain, store and secure learner records according to organisational policies and procedures and regulatory requirements
5. Review online learning processes	5.1 Seek learner feedback on online learning experience and outcomes according to organisational procedures 5.2 Review own performance as an online learning facilitator and effectiveness of online facilitation, and record review outcomes 5.3 Discuss identified improvement opportunities and needs with required personnel, and action agreed changes according to organisational procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	<ul style="list-style-type: none"> Develops strategies to improve own practice
Numeracy	<ul style="list-style-type: none"> Identifies numeracy demands embedded in online content Analyses information relating to learner progress
Oral communication	<ul style="list-style-type: none"> Uses appropriate language and structure when providing instructions Elicits the views and opinions of learners through strategic listening and questioning
Reading	<ul style="list-style-type: none"> Interprets a range of information to guide facilitation of online learning
Initiative and enterprise	<ul style="list-style-type: none"> Acts proactively and demonstrates flexibility in responding to learner needs and preferences and to any technical issues experienced during delivery of training Maintains safe, positive and supportive learning environment
Digital literacy	<ul style="list-style-type: none"> Uses main features and functions of digital tools and electronic applications in a range of familiar and some unfamiliar contexts

Unit Mapping Information

No equivalent unit. Newly created unit.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>