Australian Government

TAEDEL413 Facilitate distance-based training

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDEL403 Coordinate and facilitate distance-based learning.

Application

This unit describes the skills and knowledge required to plan and facilitate distance-based vocational training using products that are nationally recognised or aligned with other recognised frameworks.

The unit applies to entry-level vocational education and training (VET) teachers and trainers who facilitate distance-based training that may include urban, regional, rural, remote and very remote environments. It relates to training delivery options for learners who may have limited access to face-to-face and/or online delivery options.

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

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and prepare to facilitate distance-based training	1.1 Confirm distance-based training procedures relevant to own job role 1.2 Identify purpose, target group, learning resources and requirements from the training and assessment strategy 1.3 Access nationally recognised units of competency and identify the standard of performance required in the workplace 1.4 Review session plans and learning resources required for

ELEMENTS	PERFORMANCE CRITERIA
	training sessions and confirm version control
	1.5 Identify and organise required support for foundation skill, learning and technical needs within scope of own role; and make necessary adjustments and/or access specialist support where required
	1.6 Identify and assess constraints and risks to distance-based training
2. Customise distance-based training	2.1 Review target group characteristics and identify strategies to support effective distance-based learning
	2.2 Select and customise learning resources suited to delivery setting and learner context
	2.3 Develop distance-based training plan according to organisational procedures
	2.4 Identify and organise learner supports and means of communicating with learners
3. Manage distance-based learners	3.1 Communicate with learners to confirm their expectations and needs, clarify their understanding, and develop the learning relationship
	3.2 Review information about learners and their context, and identify support needs and required changes to session plans and learning resources
	3.3 Adapt session plans and learning resources to address identified needs
	3.4 Distribute learning resources according to session plans, learning needs and organisational procedures
4. Facilitate distance-based training	4.1 Use facilitation techniques to deliver distance-based training according to session plan, suitable delivery method, and legislative and regulatory requirements
	4.2 Identify and address learner difficulties and training challenges, and implement techniques for maintaining learner motivation, engagement and commitment
	4.3 Monitor and document learner engagement, participation and progress according to organisational procedures
	4.4 Provide required support to learners outside the formal communication process and within scope of own role, escalating matters in line with organisational procedures
	4.5 Maintain, store and secure training records according to organisational procedures
5. Review distance-based training	5.1 Seek learner feedback according to organisational procedures
	5.2 Implement required modifications to resources and delivery methods to better meet learner needs

ELEMENTS	PERFORMANCE CRITERIA
	5.3 Analyse own practice of facilitating distance-based training and identify opportunities for improvements

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
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information
Learning	• Reflects on and undertakes review of own performance to build own skills and knowledge
Reading	• Sources and interprets texts, including strategy and planning documents, learner information, learning resources and review data relevant to distance based-learning environment
Writing	• Develops and maintains documentation using appropriate language and according to organisational requirements
Oral communication	• Uses communication techniques in one-on-one and group situations to: • establish requirements • confirm expectations • build learning relationships • facilitate effective distance learning • Asks questions to clarify understanding and seek feedback and further information
Initiative and enterprise	• Responds to learner characteristics, needs and behaviours during training delivery
Planning and organising	• Organises and completes work according to defined requirements
Problem solving	• Identifies and responds to problems, considering options for different approaches

Unit Mapping Information

Supersedes and is not equivalent to TAEDEL403 Coordinate and facilitate distance-based learning.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3