



Australian Government

Department of Education, Employment and Workplace Relations

TAELED704A Review enterprise e-learning systems and solutions implementation

Revision Number: 1

TAELED704A Review enterprise e-learning systems and solutions implementation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design, review and implement advanced enterprise electronic learning (e learning) solutions as a member of a senior management team. The unit covers evaluating trends in e learning in relation to organisational plans, monitoring e learning resources, and ensuring any proposed solutions are tested and evaluated against organisational requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	This unit applies to leaders or managers working to ensure learning can enhance individual, team and organisational capabilities. Managing the introduction of information and communication technology (ICT) to positively affect learning related processes and procedures may involve a complex range of considerations and choices. Processes to oversee and guide the evaluation of e learning technologies and systems are often necessary to support the provision of quality training and assessment services. The unit may relate to learning activities within a small to medium sized organisation or to a significant unit of activity in a large organisation. Leaders in learning can be required to improve how an organisation adopts, modifies or integrates existing ICT learning and related processes.
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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. Evaluate trends in e learning	1.1. Identify and differentiate <i>forms of e-learning</i> 1.2. Analyse trends in deployment of ICT in education and learning 1.3. Analyse and evaluate integration of ICT for learning and <i>business purposes</i> 1.4. Explore how the convergence of different technologies can affect learning practice
2. Monitor e learning resource alignment to organisational requirements	2.1. Research trends in teaching methods associated with different types of electronic learning resources 2.2. Determine organisation's strategic and learning requirements 2.3. Analyse and report risks associated with e-learning implementation 2.4. Devise policy and procedures to ensure <i>brief</i> , focus and type of e-learning resources are designed appropriate to <i>organisational requirements</i> 2.5. Establish how <i>international e-learning regimes, human resources and learning policies and procedures</i> will affect the design of e-learning resources
3. Test and evaluate e learning solutions	3.1. Set the parameters for testing e-learning solutions consistent with technical, user and organisational requirements 3.2. Review <i>e-learning resources and e-learning systems or solutions</i> against criteria tied to learner and organisational requirements 3.3. Adjust learning resource design or delivery methods where required to meet changing user and organisational requirements 3.4. Test and evaluate <i>instructional design principles</i> as appropriate for the given <i>focus</i> and context 3.5. Consult with learners, educators, designers and other personnel to evaluate <i>constraints relating to organisation's e-learning systems and resources</i> 3.6. Use <i>research findings</i> and reports on suggested improvements to e-learning resources or systems design to inform future practice

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
 - collaborate and work with vendors and consultants
 - share ideas and information
 - seek feedback on e-learning design
 - research suitability of learning content for electronic development
 - identify constraints, resources, standards and guidelines required to design and developing e-learning resources
- learning-related skills to represent e-learning design in a variety of ways such as:
 - describing learner's pathway through a program to a designer
 - writing e-learning pathways in a report
 - describing e-learning pathways in a sketch or drawing
 - referring to examples of other e-learning products with similar attributes to the desired online outcome
- planning and organising skills to:
 - develop a learning strategy for an organisation
 - anticipate or predict risks
 - plan for contingencies
 - generate options for e-learning resources
- problem-solving, initiative and enterprise skills to:
 - research and analyse learning theory and processes
 - design e-learning resources that meet Australian Quality Training Framework (AQTF) and other formal requirements, for example when designing resources to support endorsed Training Packages
- teamwork skills to collect and respond to user feedback to improve e-learning solutions and resources
- technology skills to:
 - use and understand electronic technology
 - identify international standards regimes and specifications that apply to the design of e-learning
 - confirm the technology to be used for different modes of teaching and learning.

Required knowledge

- assessment instrument and strategy design
- continuous improvement processes
- e-learning resource and systems testing and evaluation strategies

REQUIRED SKILLS AND KNOWLEDGE

- information technology principles and terminology for example those related to using the internet, reviewing technology capabilities, describing e-learning methodologies and using related vocabulary
- how to create an effective learning experience using electronic technology, for example by using:
 - multiple perspectives
 - opportunities for reflection
 - opportunities for collaborative learning
 - authentic assessment
 - incremental learning
 - variety
 - organisation
 - good practice design
- instructional design for electronic materials, for example:
 - systematic instructional strategies
 - learning design principles
 - criterion-referenced assessment
 - order of increasing difficulty
 - opportunities for review of material and repetition
 - need for interactivity
 - inclusion of a variety of approaches and techniques for presenting information and activities
 - structure and sequencing of information
 - what happens if the learner makes a mistake
 - how to get help
 - techniques to hold user's attention
 - designing visual interface for improved learning, including graphics, use of fonts and white space, repetitive items
- learning strategy design
- organisational learning theory
- organisational policies and procedures
- quality management compliance requirements
- relevant obligations under the AQTF Standards for Registered Training Organisations (if applicable)
- range of e-learning environments and their application in designing e-learning resources
- relevant policy, legislation, codes of practice and national standards including commonwealth and state/territory legislation.

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

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

Evidence of the following is essential:

- analysis, design, implementation and evaluation of an e-learning solution to meet a business need or the needs of a specified user group
- documented review and confirmation of appropriateness of e-learning resources and policies and procedures to meet organisational and individual learner needs
- knowledge of e-learning resources and systems testing and evaluation strategies.

Context of and specific resources for assessment

Assessment must ensure:

- competence is consistently demonstrated over time, and over a range and variety of situations
- access to required assessment facilities and resources.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of applied projects or learning activities, for example covering e-learning system evaluations, research on trends in e-learning, review and confirmation of appropriateness of e-learning resources to organisational and individual learner needs, policies and procedures for e-learning resources, and selection of appropriate e-learning resources
- direct observation of contextual application of skills
- oral or written questioning to assess knowledge of range of e-learning environments and their application in designing e-learning resources.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

EVIDENCE GUIDE

for example:

- BSBINN801A Lead innovative thinking and practice
- BSBITB701A Implement advanced electronic technologies
- BSBLED702A Lead learning strategy implementation
- BSBLED703A Implement improved learning practice
- PSPHR616A Manage performance management system.

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.

Forms of e-learning may vary with:

- assessment or qualification outcomes
- blending with other modes of teaching (for instance blending classroom with online delivery)
- instructional design
- means of access
- mode of teaching
- standards compliance
- technology involved

Business purposes may vary with factors and issues relating to:

- ability to gain and respond to customer feedback
- available resources (in all their form)
- business systems
- changes to workflow and processes
- competency, capability and skills of the workforce
- culture and values
- economic change
- emerging technologies
- executive support for innovation
- external
- globalisation
- government regulations, policy or funding initiatives
- internal
- labour market and industry changes and restructures
- learning culture
- management practices
- new business models
- new markets
- research and development focus and support
- shift to knowledge economy or new economy

RANGE STATEMENT	
	• structure and design of work in the organisation • technology change and convergence • vision, core purpose and capabilities

RANGE STATEMENT	
<i>Brief</i> may include:	• identified gap in learning product market • proposal developed for a client or supplier of products and services • tender for an organisational need
<i>Organisational requirements</i> may include:	• access and equity principles and practices • business and performance plans • collaborative or partnership arrangements • confidentiality requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • occupational health and safety policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and procedures manuals • recording and reporting procedures
<i>International e-learning regimes</i> such as:	• Advanced Distributed Learning Co-Laboratory (ADL Co-Lab) (i.e. Sharable Content Object Reference Model - SCORM) • Aviation Industry Computer-based training Committee (AICC) • IMS Global Learning Consortium (i.e. IMS Learning design) • Institute of Electrical and Electronics Engineers (IEEE) (i.e. Learning Object Metadata - LOM)
<i>Human resources and learning policies and procedures</i> may include:	• framework for consultation processes with industry for development of training and/or assessment services • framework under which the provision of training and assessment services is conducted • identification of roles and responsibilities of key personnel in an organisation • mechanism to facilitate continuous improvement within the training and assessment organisation • transparency of the training and assessment organisation's approach to training or assessment services

RANGE STATEMENT	
<i>E-learning resources</i> may include:	• assessment materials • generic skills materials • industry or enterprise specific materials • information about the audience for the learning resource • learning objects, activities • professional development materials • self-paced or instructor-led materials • trainer or facilitator materials • Training Package toolboxes
<i>E-learning systems or solutions</i> may include:	• ICT deployed as infrastructure, hardware, software, or applications to support the full range of learning activities (i.e. from design to reporting of outcomes)
<i>Instructional design principles</i> may include:	• ensuring learning is embedded in a realistic and relevant context • how to get help • inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning • need for authenticity in learning and assessment activities • need for collaborative learning opportunities • need for learner-centred activities and interactivity • opportunities for review of material and repetition • presenting material in a logical order and sequence, and in order of increasing difficulty • structure of the information • techniques to engage the learner in learning • what happens if the learner makes a mistake (feedback)
<i>Focus</i> may include:	• accredited course • individual units of competency, modules of accredited courses • learning program • learning resource to support introduction or implementation of new technology or equipment • non-accredited course

RANGE STATEMENT	
	• traineeship or apprenticeship qualification • Training Package • Training Package qualification
<i>Constraints relating to organisation's e-learning systems and resources</i> may include:	• access to relevant technical or subject matter experts • anticipated difficulties due to language, literacy and numeracy skills of learners/end users • financial limitations to achieve proposed options • limited access of intended learners/end users to the necessary technology • limits of the technology and what types of things it can do • logistical issues • low levels of information technology skills of trainers or facilitators and intended learners/end users
<i>Research findings</i> may be compiled through:	• evaluation of existing products • focus groups • informal discussions • internet • interviews • literature reviews • questionnaires • workshops

Unit Sector(s)

Unit sector	Learning and Development
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		