



Australian Government

Department of Education, Employment and Workplace Relations

TAADEL405B Coordinate and facilitate distance-based learning

Release: 1

TAADEL405B Coordinate and facilitate distance-based learning

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to coordinate, organise and facilitate a distance-based learning process.

Application of the Unit

Distance-based learning involves a learner-managed learning process that is facilitated by a trainer/facilitator who is separated from their learner/s by time or place. The emphasis in distance-based learning is on the provision to and use by learner/s of effective learning resources with facilitated guidance, motivation and support from the trainer/facilitator through a range of communication tools.

The competency of coordinating distance-based learning involves organising these learning resources, managing the learning process and reviewing the effectiveness of this delivery mode.

Distance-based learning resources are primarily print-based learning material but may be supplemented by other media such as audio cassette, videotapes, web-based information or CD-ROM.

The design and development of learning resources to be used in distance-based learning is addressed as a separate unit of competency in **TAADES502B Design and develop learning resources**.

The specifications for distance-based learning are documented in a learning strategy/course and/or learning program/s. (Refer **TAADES402B Design and develop learning programs** and **TAADES501B Design and develop learning strategies**).

Distance-based learning often takes place in conjunction with other modes of delivery, e.g. face-to-face or e-learning.

The competency of facilitating learning via electronic media in real time is addressed in **TAADEL501B Facilitate e-learning**.

The competency specified in this unit is typically required by trainers/facilitators, teachers and consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare for distance-based learning	1.1 The learning strategy and/or learning program is accessed, read and interpreted to determine, learning outcomes or objectives to be met and any distance-based learning delivery requirements 1.2 Initial knowledge of group, individual learner styles and learner characteristics is developed to support effective planning for distance-based learning using available information 1.3 The suitability of distance-based learning as a delivery mode for learners is considered and appropriate recommendations made, where required 1.4 Learning resources are selected and evaluated for appropriateness, and where required are contextualised for distance-based learning 1.5 Additional learning materials appropriate to distance-based learning are developed 1.6 A distance delivery management plan is developed, using knowledge of learning principles, to ensure logical progression of learner progress and continuity of distance learning content 1.7 Support mechanisms are identified and organised and means of communicating with learners and providing feedback are determined and organised

- 1.8 Prior to commencement identified information is sent to learners outlining **objectives, learner requirements** and **expectations**
- 2 **Manage distance-based learners**
 - 2.1 Expectations and requirements are confirmed through **direct contact** and any issues/questions are clarified
 - 2.2 Distance-based learning relationships are established between trainer/facilitator and learners using appropriate **communication tools and skills**
 - 2.3 Learning resources and learning materials are progressively distributed in accordance with the plan and learner needs
- 3 **Monitor learner progress**
 - 3.1 Learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met
 - 3.2 **Strategies** are developed and implemented to address learner difficulties, where required and **techniques** for maintaining motivation and commitment are developed and implemented
 - 3.3 Support and guidance are provided outside the formal communication process, where appropriate
 - 3.4 Learner records are maintained, stored and secured in accordance with legal/organisational requirements
- 4 **Review the distance-based learning process**
 - 4.1 **Feedback** is gathered to review the management of the distance-based process
 - 4.2 Feedback is analysed to determine the success of the distance-based learning in meeting learners' needs and expectations
 - 4.3 Time is taken to reflect on personal skills in the coordination and facilitation role
 - 4.4 Options for improving the distance-based learning process are documented, discussed with relevant personnel, and changes made as appropriate

Required Skills and Knowledge

Not applicable.

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

To demonstrate competency against this unit candidates must be able to provide evidence that they can coordinate a number of learners who are participating in distance -based learning.

This involves planning and organising relevant learning resources; developing a distance delivery management plan; managing the learners; setting up and providing support mechanisms; providing appropriate feedback on progress and formative assessment; and ensuring that learning outcomes are reached.

Evidence Requirements

Required knowledge includes:

a sound knowledge of learning principles, for example:

adults have a need to be self-directing and decide for themselves what they want to learn

adults have a need to know why they are learning something

adults have a range of life experience and connecting learning to experience is meaningful

training experiences need to be learner-centred to maintain motivation

content and requirements of the learning strategy and/or learning program/s to be used in distance delivery

characteristics and needs of individual distance learners

a sound knowledge of learner styles, for example:

auditory

visual

kinaesthetic

left/right brain

global/analytical

theoretical

activist

pragmatist

reflective

use of individual activities

use of written materials

use of technology to support distance-based learning

techniques for maintaining motivation and commitment of distance learners

learner cues

availability and types of support mechanisms relevant to distance learners

relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

copyright and privacy laws in terms of electronic technology

security of information

plagiarism

competency standards

licensing

industry/workplace requirements

duty of care under common law

recording information and confidentiality requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

National Reporting System

OHS relating to the work role, including:

reporting requirements for hazards

safe use and maintenance of relevant
equipment

emergency procedures

sources of OHS information

Required skills and attributes include:

communication skills using different mediums, such as audio tapes, written documentation, telephone or email to:

establish rapport

provide guidance

give appropriate feedback

maintain motivation and commitment

maintain continuous communication

planning and organising skills to distribute learning resources and learning materials

interpretation skills to translate/transfer the learning strategy/learning program to distance mode

organisational skills to:

communicate efficiently using various mediums

manage learners by distance

keep up-to-date with each learner's progress

be available for support during established times

maintain regular contact with learners

time management skills to:

get materials to learners in a timely manner

provide prompt feedback

assess learners in a timely manner

Products that could be used as evidence include:

documentation of feedback given to learners

documentation of feedback given to trainers/facilitators

documentation produced by learners

emails

support activities or resources given to learners

documentation describing the systems and protocols set up

Processes that could be used as evidence include:

contact logs or register

how to give appropriate feedback via distance

the different methods of learning involved with resource-based learning and why they are used

how to encourage self-directed learning

contact management systems

access to distance learners

access to relevant

Resource implications for assessment include:

time for organising, facilitating, managing distance learning programs

learning resources for the learner

The collection of quality evidence requires that:

assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency

evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

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

Specific evidence requirements must include:

the facilitation of one or more distance-based learning programs or qualifications which individually or collectively enable the outcomes, Performance Criteria, skills and knowledge of this competency standard to be demonstrated

Integrated assessment means that:

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to:

TAAASS301B Contribute to assessment

TAADEL403B Facilitate individual learning

TAADEL501B Facilitate e-learning.

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.

The learning strategy provides:

a documented framework to guide and structure the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification (refer **TAADES501A Design and develop learning strategies** for more information)

The learning program provides:

a documented guide to support a cohesive and integrated learning process for the learner

Note: for further information, refer to **TAADES402A Design and develop learning programs** Design and develop learning programs.

Learner styles may include:

auditory
visual
kinaesthetic
left/right brain
global/analytical
theoretical
activist
pragmatist
reflective

Learner characteristics may include:

language, literacy and numeracy requirements
specific needs
employment status
past learning experiences
level of maturity

Available information may include:

culture and/or language diversity

level of formal schooling in Australia or overseas

length of time resident in Australia

information which informs the learner about their need to be self-directed, self-motivated, disciplined

services providing information about distance-based learning

expectations of the learner

roles and responsibilities of the trainer/facilitator

general and introductory information about the trainer/facilitator

contact details and arrangements

outcomes of the distance-based learning program

recommendations for online sites to use, chat forums, bulletin boards

printed materials relevant to the distance learning qualification/course/program, such as:

books and publications

references

newspaper clippings

readings

monographs

The suitability of distance-based learning may include:

the content focus and outcomes of the competency standards and/or learning outcomes, i.e. do the outcomes require demonstration of skills such as psychomotor skills or interpersonal skills?

whether such skills have been designed into the distance-based learning resources or learning strategy/learning program

the learning styles and characteristics of the learners and self-assessment of suitability for distance-based learning

the need for mixed mode to support learning

Learners may include:

in particular areas/skills

- self-funded learners
- self-motivated learners
- existing industry/enterprise employees
- school leavers
- new entrants to the workforce
- individuals learning new skills/knowledge
- individuals seeking to upgrade skills/knowledge
- individuals changing careers
- unemployed individuals and groups
- learners who have a disability
- members of target groups such as Aboriginal and Torres Strait Islander communities
- overseas learners
- recent migrants
- individuals/groups meeting licensing or other regulatory requirements

Learning resources may include:

Training Package noted support materials, such as:

- learner/user guides
- trainer/facilitator guides
- how to organise training guides
- example training programs
- specific case studies
- professional development materials
- assessment materials

other commercially available support materials for Training Packages/courses

- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes

references and texts

manuals

record/log books

learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program

learning resources produced in languages other than English as appropriate to learner group and workplace

Contextualised means to:

modify examples/case studies/activities/templates with industry/enterprise context specific information to be more relevant to learner

Learning materials may include:

handouts for learners

worksheets

workbooks

prepared case studies

prepared task sheets

prepared activity sheets

prepared topic/unit/subject information sheets

prepared role-plays

prepared presentations and overheads

prepared scenarios, projects, assignments

materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications

prepared research tasks

A distance delivery management plan may include:

learning outcomes

sequence, packaging, timing and distribution requirements of specific learning resources and learning materials

timelines for completion of learning outcomes/ learning activities

formative assessment requirements

expectations of the learner

instructions to the learner

list of other learners

Learning principles include:

adults have a need to be self-directing

adults have a range of life experience, and
connecting learning to experience is
meaningful

adults have a need to know why they are
learning

learning needs to be learner-centred to
engage learners

the learning process needs to support
increasing learner independence

emphasis is on experimental and
participative learning

use of modelling

reflecting individual circumstances

Support mechanisms may include:

contact numbers for help or guidance
email or phone tutoring
workplace mentoring by supervisors/managers
learning partners
contact numbers of other learners
equipment needs
disability and support needs

Means of communicating with learners may include:

written communication through:
email
mail
fax
SMS

oral communication through:
telephone
teleconferencing

and may be supplemented by initial face-to-face contact

Objectives may include:

the competency standards being addressed
specified learning outcomes or learning objectives
group learning needs
individual learning needs
specific learning activities
practice opportunities
formative assessment opportunities

Learner requirements may include:

participation
maintaining progress
completing activities/formative assessment requirements

Expectations may include:

expectations of learners and the group by

	trainer/facilitator
	expectations of the trainer/facilitator by individuals and by the group
Direct contact may include:	telephone
	face-to-face
	video conference
Communication tools and skills may include:	regular email contact with every distance learner
	being accessible
	fostering a community of learners
	providing alternatives e.g. phone access
Strategies may include:	identifying critical points/ issues/ concerns/ problems
	mediating discussions
	referral to counselling
Techniques may include:	providing constructive/supportive feedback
	regular guidance
	motivational activities
Feedback may include:	learner feedback via survey or discussion
	feedback from colleagues
	feedback from external parties

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation