



Australian Government

TAEDEL403 Coordinate and facilitate distance-based learning

Release: 1

TAEDEL403 Coordinate and facilitate distance-based learning

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to coordinate and facilitate a distance-based learning process.

It applies to trainers, facilitators, teachers, and training and assessment consultants who work under limited supervision, and are responsible for guiding distance-based learning.

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 describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for distance-based learning	1.1 Access, read and interpret a learning strategy and learning program, to determine learning objectives and outcomes to be met 1.2 Develop knowledge of group, individual learner styles and learner characteristics to support effective planning for distance-based learning 1.3 Select and evaluate learning resources for appropriateness, and contextualise them for distance-based learning where required 1.4 Develop distance delivery-management plan, using knowledge of learning principles and research to-date 1.5 Identify and organise support mechanisms, and means of communicating with learners

ELEMENT	PERFORMANCE CRITERIA
2. Manage distance-based learners	2.1 Confirm expectations and requirements through direct contact, and clarify any issues or questions 2.2 Establish distance-based learning relationships between the trainer/facilitator and learners 2.3 Progressively distribute learning resources and learning materials according to the plan and to learner needs
3. Monitor learner progress	3.1 Document learner progress to ensure that outcomes are being achieved and individual learner needs are being met 3.2 Develop and implement strategies to address learner difficulties, and techniques for maintaining motivation and commitment 3.3 Provide support and guidance outside the formal communication process, where appropriate 3.4 Maintain, store and secure learner records, according to organisational and legal requirements
4. Review distance-based learning process	4.1 Gather feedback to review own management of the distance-based learning process 4.2 Analyse feedback to determine success of the distance-based learning in meeting learner needs and expectations 4.3 Reflect on own performance as a coordinator/facilitator, and document improvement plans 4.4 Identify and document options for improving the distance-based learning process, and discuss with relevant personnel for future action

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	4.3	Reflects on and undertakes review of own performance to build own knowledge and skills
Reading	1.1, 1.2, 1.3, 1.5, 3.1, 4.2, 4.4	Sources and interprets texts, including strategy and planning documents, learner information, learning resources and review data relevant to the distance

		based-learning environment
Writing	1.4, 2.1, 2.2, 2.3, 3.1, 3.4, 4.3, 4.4	Accurately develops and maintains documentation using appropriate language, in accordance with organisational and workplace requirements
Oral Communication	2.1, 2.2, 3.3, 4.4	Uses appropriate communication techniques to establish requirements, confirm expectations, build relationships and facilitate effective distance learning, in a one-on-one or group situation
Navigate the world of work	1.2, 3.4	- Develops knowledge of learning styles to perform role - Follows legislative requirements, organisational protocols, policies and procedures in the management of records
Interact with others	4.1	Asks questions to clarify understanding and seek feedback, and further information
Get the work done	1.1, 1.2-1.5, 2.1-2.3, 3.1-3.4, 4.1-4.4	- Organises and completes work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve efficient outcomes - Identifies and responds to problems, considering options for different approaches - Uses information and communications technology (ICT) based tools to design work processes and to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL403 Coordinate and facilitate distance-based learning	TAEDEL403A Coordinate and facilitate distance-based learning	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for TAEDEL403 Coordinate and facilitate distance-based learning

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- organising and facilitating distance learning on at least two separate occasions, showing:
 - how learner needs were established
 - documentation detailing how the learning programs were planned, coordinated, facilitated and monitored
 - how training package units, or accredited course modules, were used as benchmarks for learning.
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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- adult learning principles
- learner styles
- the content and requirements of the learning strategy, and learning program, to be used in distance delivery
- best practice in online and distance engagement of learners
- the characteristics and needs of individual distance learners
- the technology used to support distance-based learning
- techniques for maintaining the motivation and commitment of distance learners
- support mechanisms available to distance learners.
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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to organisational policies and procedures in relation to the storage of records.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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