



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	• Develops strategies to improve own practice
Numeracy	• Identifies numeracy demands embedded in online content • Analyses information relating to learner progress
Oral communication	• Uses appropriate language and structure when providing instructions • Elicits the views and opinions of learners through strategic listening and questioning
Reading	• Interprets a range of information to guide facilitation of online learning
Initiative and enterprise	• 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	• 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>

Assessment Requirements for TAEDEL405 Plan, organise and facilitate online learning

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Performance Evidence

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

- plan, organise and facilitate two synchronous sessions of online learning to a group of three or more learners; each session should:
 - be of at least 30 minutes duration
 - involve interaction between facilitator and learners, and between learners
 - use an electronic application that suits session objectives and learning outcomes
- plan, organise and facilitate two different asynchronous activities for learners who form part of the above group.

In the course of the above, the candidate must ensure that:

- online learning delivery plan is followed
- learner support needs are identified and addressed as required, including technical and foundation skill needs
- suitable electronic applications are used to communicate with and engage learners in the learning sessions and activities
- online learning processes are reviewed to identify opportunities for improvement.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- regulatory requirements relating to planning, organising and facilitating online learning
- key features of delivery plan for online learning, including:
 - resources and activities that support and engage learners
 - logically sequenced learning content for synchronous and asynchronous delivery that meets learning objectives

- strategies for managing learning activities, events and communication channels
- strategies for ensuring continuity of, and maximising, learner progress
- organisational policies and procedures, including:
 - ethical standards and codes of conduct that apply to online learning environment
 - security protocols
 - privacy and confidentiality requirements
 - procedures for reviewing effectiveness of online facilitation
 - procedures for using required technologies and tools, including those that:
 - minimise security risks
 - monitor authentication, academic integrity and confidentiality
 - monitor learner responses and progress during online activities
 - identify and respond to technical problems that arise during delivery
- key features, functions, uses and strengths and weaknesses of synchronous and asynchronous technology in online learning described in the performance evidence, including:
 - learning management system (LMS) or communication channel
 - electronic applications that can be embedded or used during synchronous sessions to increase engagement
 - hardware and digital tools
- practices and methods that promote safe and inclusive learning environments, including:
 - providing learners with information that gives clear and accessible introduction to online learning environment
 - establishing strategies and protocols for inclusive and respectful peer interaction and support
 - using appropriate and inclusive language and diverse resources and methods
- facilitation practices, including indicators of:
 - learner engagement and interaction
 - safe and inclusive online learning environments
- learning theories and principles that apply to online contexts with vocational learners
- strategies and processes for identifying and organising required specialist support for learners, including support relating to:
 - foundation skills, including language, literacy, numeracy, digital and employment skills
 - technical needs, including software and hardware
- structure and content of online learning resources and materials used in training sessions and activities described in the performance evidence
- work health and safety (WHS) requirements relating to own role.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated online learning environment where the conditions require use of electronic applications and communication channels that facilitate the online learning experience. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- learners in an online learning context
- required internet connection and technology infrastructure
- required software and hardware, including digital tools and online resources and materials.

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

Links

Companion Volume Implementation Guide is found on VETNet -

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