



Australian Government

TAEDEL501 Facilitate e-learning

Release: 1

TAEDEL501 Facilitate e-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 establish, facilitate, monitor and review e-learning delivered via electronic media.

It applies to individuals who use a range of specialised, technical and training competencies to engage with learners and others to facilitate e-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. Establish the e-learning environment	1.1 Access, read and interpret learning strategy and learning program, to determine the learning outcomes and objectives to be met 1.2 Develop knowledge of group and individual learner styles and learner characteristics to support effective planning 1.3 Develop e-learning delivery plan to manage and sequence e-learning activities and events, to ensure logical progression of learning content and continuity of e-learner progress 1.4 Confirm technical requirements for the e-learning environment 1.5 Trial and check e-learning resources and materials for technical glitches 1.6 Develop and document protocols for the e-learning

ELEMENT	PERFORMANCE CRITERIA
	environment 1.7 Identify and organise specific technical support needs and mechanisms for e-learners
2. Introduce e-learning	2.1 Provide effective introduction to the e-learning environment and discuss, clarify and agree upon objectives and e-learning protocols 2.2 Establish e-learning relationship with e-learners 2.3 Initiate relationships between e-learners to support inclusivity, acknowledge diversity and enable a positive e-learning environment
3. Guide and facilitate e-learning	3.1 Use relevant electronic tools to facilitate e-learning according to the e-learning delivery plan 3.2 Demonstrate good practice in e-learning facilitation to ensure an effective learning experience 3.3 Use relevant support mechanisms to address technical issues 3.4 Build opportunities for authentic learning, practice and formative assessment into the e-learning experience
4. Monitor e-learning	4.1 Monitor and document e-learner progress to ensure outcomes are being achieved and individual learner needs are being met 4.2 Provide support and guidance, inside and outside, the e-learning environment as appropriate 4.3 Continuously monitor e-learner interaction with others and participation in e-learning activities, and intervene where necessary to maintain momentum and engagement 4.4 Maintain, store and secure learner records according to organisational and legal requirements
5. Review e-learning processes	5.1 Conduct a review to evaluate effectiveness of e-learning delivery and facilitation 5.2 Reflect on own performance as an e-learning facilitator, and document improvement plans 5.3 Identify, and document, recommendations for improvements in facilitating e-learning, and appropriateness of e-learning systems, tools and resources, 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	5.1, 5.2	Reflects on performance of self and others to understand learning context, and seek opportunities for improvement
Reading	1.1, 1.2, 1.4, 1.5, 1.7, 4.1, 4.3, 5.1, 5.3	Analyses and interprets texts relevant to the environment, including learning strategies, learning programs, delivery plans, learning materials, technical information, data to monitor learning, and presented in a variety of formats to apply relevance to requirements and to define methodology and improvement strategies
Writing	1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 3.1, 4.1, 4.3, 4.4, 5.1, 5.2	- Accurately develops and maintains workplace documentation, including learning plans, learner progress reports, improvement reports, using appropriate language, and in accordance with the purposes and organisational requirements - Organises web-based content in a manner that supports the purposes and audience
Oral Communication	3.2, 5.3	- Uses communication techniques to determine needs, build rapport, and to appropriately guide and facilitate effective learning, and explore others' views to elicit understanding, and to assess the efficacy of practice - Uses appropriate clear and engaging language to maintain effectiveness, and build and maintain engagement
Navigate the world of work	4.4	Follows organisational protocols, policies and procedures in the management of records
Interact with others	1.4, 1.7, 2.1, 2.2, 2.3, 4.2	- Builds rapport using collaboration with others to achieve joint outcomes and effective interaction - Cooperates and consults with others to confirm understanding and seek feedback
Get the work done	1.1-1.7, 2.1-2.3, 3.1, 3.3, 3.4, 4.1-4.4, 5.1-5.3	- Plans, organises and completes work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve efficient outcomes - Identifies and responds to problems and opportunities for improvement, considering options for different approaches - Uses information and communications technology

		(ICT) based tools to design assessment systems and work processes, and to complete work tasks
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL501 Facilitate e-learning	TAEDEL501A Facilitate e-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 TAEDEL501 Facilitate e-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:

- facilitating one complete e-learning program, providing detail about:
 - how learner needs were identified
 - the e-learning delivery plan
 - protocols for the learning environment
 - support mechanisms available to learners
 - at least two examples of organising and facilitating a minimum of two e-learning activities covering diverse e-learning environments
 - how the program was monitored and reviewed.

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
- how to distinguish between a technical problem and a content problem, and to respond accordingly
- the use of relevant technologies and tools, including those that allow the trainer/facilitator to monitor every entry and electronic movement of the learner
- relevant learning management systems
- the structure and content of relevant e-learning resources
- the ethics and codes of conduct related to e-learning
- cultural awareness, particularly in regard to ensuring electronic discussions are culturally sensitive
- workplace health and safety (WHS) relating to the work role, and the WHS considerations to include in the design of e-learning resources.

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 the e-learning system in use in the organisation.

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

Links

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