



Australian Government

Assessment Requirements for TAEDEL511 Facilitate e-learning

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is equivalent to TAEDEL501 Facilitate e-learning.

Performance Evidence

The individual 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:

- facilitate at least 3 different e-learning sessions, with:
 - at least 2 of those sessions being synchronous; each session of at least 1 hour's duration and delivered live
 - at least 1 of those sessions being asynchronous.

In the course of the above, the individual must:

- deliver vocational training using products that are nationally recognised or aligned with other recognised frameworks
- use and optimise technology
- use online learning tools to acquire skills and knowledge to enhance the above synchronous learning experience
- use learning mediums suited to learner cohort, including coaching, mentoring and peer-to-peer interactions
- moderate chat functions and manage breakout groups.

Knowledge Evidence

The individual 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:

- legislative and vocational education and training (VET) regulatory requirements relevant to facilitating e-learning, including:
 - training and assessment strategies
 - trainer requirements, including qualifications and currency
 - use of industry experts
 - trainer supervision

- learner support
- organisational procedures for facilitating e-learning, including requirements for:
 - accessing and customising session plans and learning resources
 - record keeping
 - learner support
 - identifying and addressing own work health and safety (WHS) responsibilities
 - professional development
- processes for interpreting nationally recognised units of competency to identify the standard of performance required, including to identify:
 - structure, content and application of products relevant to learning, and how they are addressed in training
 - requirements of foundation skills: language, literacy, numeracy, digital literacy and employability skills
- dimensions of competency and how they guide training practices
- strategies and processes for identifying and organising foundation skills support for learners, including language, literacy, numeracy, digital literacy and employability skills, including use of current authorised Australian foundation skills frameworks
- contents of training and assessment strategies relevant to facilitating e-learning
- learning theories and adult learning principles and their application to facilitating e-learning
- resources available to facilitating e-learning
- techniques for customising session plans and learning resources to suit learner characteristics and needs in e-learning
- techniques appropriate to e-learning, including:
 - learner inclusion and engagement
 - design and development of learning objects for e-learning facilitation
 - presentation and presentation aids
 - recognition and resolution of inappropriate behaviours
- target group characteristics and the implications for training, including:
 - additional learning needs, including:
 - reasons that some learners may require additional support
 - support strategies for different types of need
 - individual support plans
 - indicators of and response to risks to learner wellbeing
 - foundation skill levels
 - previous learning and work experience
 - advanced and other complex learning needs
- behaviours that may indicate learner difficulties, and methods used to address these difficulties
- practices, methods and techniques that promote safe and inclusive e-learning environments, including those that:
 - promote learner engagement

- build safe and inclusive learning environments for individuals and groups, including:
 - providing learners with information
 - using appropriate and inclusive language
 - addressing cultural sensitivity, safety and equity
- support the management during training delivery of learner characteristics and needs
- provide opportunities to review and reflect on own practice
- build skills in presenting and applying presentation aids
- how to identify and support e-learning learners with diverse and additional learning needs, including:
 - reasons that some learners may require additional support
 - support strategies for different types of need
 - individual support plans
 - indicators of and response to risks to learner wellbeing
- how to distinguish between and respond to technical and content problems
- use of e-learning technologies and tools, including those that allow the trainer to monitor every entry and electronic movement of the learner
- structure and content of e-learning resources.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- learners requiring e-learning vocational training
- organisational procedures for facilitating e-learning
- e-learning resources and training plans that fully cover the requirements of product that is nationally recognised or aligned with other recognised frameworks .

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>