



Australian Government

TAEDEL511 Facilitate e-learning

Release: 1

TAEDEL511 Facilitate e-learning

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.

Application

This unit describes the skills and knowledge required to establish, facilitate, monitor and review e-learning delivered via electronic media.

The unit applies to experienced vocational education and training (VET) teachers and trainers who use a range of specialised technical and training competencies to facilitate e-learning in vocational training using products that are nationally recognised or aligned with other recognised frameworks.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENTS	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 e-learning	1.1 Access organisational procedures to confirm e-learning procedures relevant to job role 1.2 Access training and assessment strategy and identify purpose, target group, learning resources and requirements for e-learning 1.3 Access and analyse nationally recognised units of competency and identify the standard of performance required in the workplace 1.4 Develop e-learning training strategies to manage and sequence e-learning activities and events, to ensure logical

ELEMENTS	PERFORMANCE CRITERIA
	progression of learning content and continuity of e-learner progress 1.5 Identify and assess constraints and risks to e-learning 1.6 Identify and organise required support for foundation skill and learning needs within scope of own job role; and access specialist support where required
2. Prepare e-learning environment	2.1 Confirm technical requirements for the e-learning environment 2.2 Trial and check e-learning resources and materials for technical glitches 2.3 Develop and document protocols for the e-learning environment according to legislative and regulatory requirements 2.4 Design and develop learning objects for e-learning facilitation 2.5 Identify and organise specific technical support needs and mechanisms for e-learners
3. Introduce e-learning	3.1 Provide introduction to the e-learning environment and discuss, clarify and agree upon objectives and e-learning protocols 3.2 Establish e-learning relationship with e-learners 3.3 Initiate relationships between e-learners that support inclusivity, acknowledge diversity and enable a positive e-learning environment
4. Deliver e-learning	4.1 Use electronic tools to facilitate e-learning according to the e-learning training plan 4.2 Use e-learning facilitation techniques to ensure a productive e-learning experience 4.3 Use support mechanisms to address technical issues 4.4 Build opportunities for authentic learning, practice and formative assessment into the e-learning experience
5. Monitor e-learning	5.1 Monitor and document e-learner support and progress according to organisational requirements 5.2 Provide learner support inside and outside the e-learning environment 5.3 Monitor e-learner interaction and participation in e-learning activities, and intervene where necessary to maintain momentum and engagement 5.4 Maintain, store and secure training records according to organisational procedures
6. Review e-learning	6.1 Seek e-learner feedback according to organisational

ELEMENTS	PERFORMANCE CRITERIA
	procedures 6.2 Analyse own practice of facilitating e-learning and identify opportunities for improvements

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
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information
Learning	• Reflects on performance of self and others to understand learning context, and seek opportunities for improvement
Reading	• Analyses and interprets texts relevant to the environment, including learning strategies, learning programs, training plans, learning materials, technical information, data to monitor learning and presented in a variety of formats
Writing	• Develops and maintains workplace documentation using appropriate language and according to intended purpose and organisational requirements, including: • learning plans • learner progress reports • Organises web-based content in a manner that supports content purposes and audience
Oral communication	• Uses communication techniques to: • determine needs • build rapport • guide and facilitate effective learning • explore others' views to elicit understanding and assess efficacy of own practice • Uses appropriate clear and engaging language to maintain effectiveness, and build and maintain engagement
Planning and organising	• Plans, organises and completes work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve efficient outcomes
Problem solving	• Identifies and responds to problems and opportunities for improvement, considering options for different approaches

Skill	Description
Self-management	Follows organisational protocols, policies and procedures in the management of records
Teamwork	Builds rapport using collaboration with others to achieve joint outcomes and effective interaction

Unit Mapping Information

Supersedes and is equivalent to TAEDEL501 Facilitate e-learning.

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 TAEDEL511 Facilitate e-learning

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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

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