



Australian Government

TAELED804 Review enterprise e-learning systems and solutions implementation

Release: 1

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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 design, review and implement advanced enterprise electronic learning (e-learning) solutions, as a member of a senior management team. It includes evaluating trends in e-learning in relation to organisational plans, monitoring e-learning resources, and ensuring any proposed solutions are tested, and evaluated, against organisational requirements.

This unit applies to leaders or managers working to ensure learning can enhance individual, team and organisational capabilities.

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

Unit Sector

Learning and development

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. Evaluate trends in e-learning	1.1 Identify and differentiate forms of e-learning 1.2 Analyse trends in the deployment of information and communications technology (ICT) in education and learning 1.3 Analyse and evaluate integration of ICT for learning and business purposes 1.4 Explore how the convergence of different technologies can affect learning practice
2. Monitor e-learning	2.1 Research trends in teaching methods associated with different

ELEMENT	PERFORMANCE CRITERIA
resource alignment to organisational requirements	types of electronic learning resources 2.2 Determine the organisation's strategic and learning requirements 2.3 Analyse and report risks associated with e-learning implementation 2.4 Devise policy and procedures to ensure brief, focus and type of e-learning resources are designed appropriate to organisational requirements 2.5 Establish how international e-learning regimes, human resources and learning policies and procedures, will affect the design of e-learning resources
3. Test and evaluate e-learning solutions	3.1 Set the parameters for testing e-learning solutions, consistent with technical, user and organisational requirements 3.2 Review e-learning resources and e-learning systems or solutions, against criteria tied to learner and organisational requirements 3.3 Adjust learning resource design or delivery methods, where required to meet changing user and organisational requirements 3.4 Test and evaluate instructional design principles as appropriate for the given focus and context 3.5 Consult with learners, educators, designers and other personnel to evaluate constraints relating to organisation's e-learning systems and resources 3.6 Use research findings and reports on suggested improvements to e-learning resources, or systems design, to inform future practice

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
Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.2	Sources, analyses and interprets written information, relevant to e-learning and the use of ICT in education and learning, assist with the review of e-learning solutions

Writing	2.3, 2.4, 3.1, 3.3, 3.5	Produce documents, including policies and procedures, that incorporate the analysis of information, appropriate to audience and context
Oral Communication	2.2, 2.3	Leads verbal exchanges using appropriate communication techniques to provide and elicit information, explore requirements, and evaluate e-learning systems and solutions
Navigate the world of work	2.4	Takes responsibility for developing and implementing policies, and procedures that meet organisational requirements
Interact with others	3.5	Collaborates and consults with others to build knowledge and understanding necessary for product and process evaluation
Get the work done	1.1-1.4, 2.1-2.5, 3.1-3.6	- Uses systematic, analytical processes in complex, non-routine situations, gathering information and identifying and evaluating options based on organisational requirements - Plans, organises and completes work according to requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes - Reviews and evaluates effectiveness of practice and products to inform strategic decisions - Uses ICT-based tools to conduct research, evaluate products, monitor trends and to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL804 Review enterprise e-learning systems and solutions implementation	TAELED704A Review enterprise e-learning systems and solutions implementation	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 TAELED804 Review enterprise e-learning systems and solutions implementation

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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:

- to analyse trends in e-learning
- monitor and evaluate one e-learning solution set-up for one business need, or the needs of a specified user group
- document, review and evaluate the e-learning resources and policies, and procedures to meet organisational and individual learner needs
- make recommendations for improvements.

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:

- e-learning resources and systems testing and evaluation strategies
- assessment instruments and strategy design
- continuous improvement processes
- information technology principles and terminology, for example, those related to using the internet, reviewing technology capabilities, describing e-learning methodologies, and using related vocabulary
- how to create an effective learning experience using electronic technology
- instructional design for electronic materials, including:
 - systematic instructional strategies
 - learning design principles
 - criterion-referenced assessment
 - the order of increasing difficulty
 - opportunities for the review of material, and repetition
 - need for interactivity

- the inclusion of a variety of approaches and techniques for presenting information and activities
- the structure and sequencing of information
- what happens if the learner makes a mistake
- how to get help
- the techniques to hold a user's attention
- designing a visual interface for improved learning, including graphics, use of fonts, and white space, and repetitive items
- learning strategy design
- organisational learning theory
- the organisational policies and procedures related to e-learning systems
- quality management compliance requirements
- relevant obligations under the system requirements
- a range of e-learning environments, and their application, in designing e-learning resources.
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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 an e-learning system.

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

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