



Australian Government

Assessment Requirements for TAEDEL405 Plan, organise and facilitate online learning

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with the TAE Training and Education Training Package Version 4.0. Newly created unit.

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>