Roles, Functions and Capability Development for Riverina Institute’s Virtual Learning Environment (VLE)

Date 24/4/2013
Version 2.0
Author George Holt
Project Name Requirements for Integrated Riverina Institute (RI) Virtual Learning Environment (VLE) and Learning Management System (LMS)
Business Unit Learning Technology Team (LTT)
Contents

Executive Summary ................................................................................................................................................. 3
Introduction and Overview ....................................................................................................................................... 5
Current roles, functions and capability development within RI ........................................................................... 6
“One size fits all” the “generic teacher” .................................................................................................................. 7
Defining Roles .......................................................................................................................................................... 8
  Instructional Designer .............................................................................................................................................. 11
  Unit Coordinator ..................................................................................................................................................... 13
  Instructional Content Developer ............................................................................................................................ 13
  Departmental LMS Manager ................................................................................................................................. 14
  Departmental Quality Assurance ........................................................................................................................... 15
  Facilitator ............................................................................................................................................................... 16
  Assessor ................................................................................................................................................................. 17
Team based design and development ..................................................................................................................... 18
Tools ........................................................................................................................................................................... 21
Overview Conclusion .............................................................................................................................................. 21
  Roles, functions and capability development recommendations ........................................................................ 21
Bibliography ............................................................................................................................................................ 23
Appendix A – Instructional Design training ........................................................................................................... 25
Appendix B – Capability development for Instructional Content Developers .................................................... 26
Appendix C – What does it take to create effective E-Learning? ........................................................................... 27
Appendix D – Instructional Designer – Job role ....................................................................................................... 28
Appendix E – Unit Coordinator – Job role ................................................................................................................ 29
Executive Summary

The development of an effective Learning Management System (LMS) that integrates the use of Virtual Learning Environment (VLE) tools is a critical business function that is dependent on the knowledge and skills of an effective development and delivery team.

Teachers within Riverina Institute (RI) are employed as “teachers” and depending on skills and interests informally work in a range of roles that span several skill sets. At this stage the skill sets are not clearly defined and capability development training is limited in scope and the range of AQF levels that it addresses.

There has been no formal RI process to identify where teacher’s skills lie within the bounds of “the teacher” or how teachers would self-identify their skills against the roles identified in this report.

There needs to be a formal RI process to develop relationships with external partners who may complement the work of RI staff. Partnership arrangements could include most aspects of RI design, develop and delivery strategies. These types of relationships have a major impact on staff role functions as the management of the shared roles is critical in maintaining quality.

The role of a TAFE teacher implies that teachers must have the skills and experience to develop and conduct courses in all modes: face to face, workshops, industry, distance education, online and workplace training and assessment.

The current minimal educational requirement of a Cert IV TAE does not necessarily support a teacher to operate across all delivery modes. Depending on the course and the era of delivery, staff undertaking other higher level VET qualifications may never have received formal training to support the diverse requirements of the TAFE teacher. Depending on the “teaching” course undertaken teachers may never have received any formal training in some of the modes of delivery and assessment.

Teachers often have highly developed skills and interest in some of these aspects of their role yet have very limited skills, experience or motivation in other aspects. The role of the teacher is constrained by skills, experience and attitudes.

Due to the broad range and complexity of skills the concept of a “generic teacher” is high risk. The concept doesn’t address concerns around:

- maintaining currency of development, delivery and assessment skills across a broad range of delivery modes and situations
- teachers personal preferences for their role that may conflict with organisational needs
- the ability to delegate work in an accountable workflow based on “teachers” capability
- the cost and time and time required for development
- the need to base development and delivery around effective policy and quality assurance
- the need to manage partnership arrangements where roles are shared or delegated

Following consultation with stakeholders it is proposed that the roles involved in the development and delivery of training should be clarified and the communication between those roles defined. It is possible and even likely that some staff would fulfil several roles depending on their skills and experience.
The role functions of the teacher are sub-categorised and defined as:

- **Instructional Designer**
- **Unit Coordinator**
- **Instructional Content Developer**
- **Facilitator**
- **Assessor**

In addition to the sub-categorised teacher roles there are other roles that are currently serviced within Business Lines (including head teachers) and support staff

- Manager education and training (MET)
- Head Teacher
- Business Line Librarian
- **Departmental LMS Manager**
- **Departmental Quality Assurance**

These roles are supported within RI by a wide range of support services eg.

- Business Line Librarians
- CAS support staff
- Counsellors

A team based approach to the design, development and delivery of training allows RI to provide a clearly defined collaborative approach with strong quality assurance practices.

This report concludes with specific recommendations that will assist the Institute to initiate a process to:

- Conduct a skills audit to ensure staff have the specific skills required to meet all aspects of their role including the specific functions identified through VLEenable2013
- Implement capability development training to develop staff in the specific functions identified through VLEenable2013
- develop systems and processes to maximise staff collaboration
- define how partnership arrangements should be managed to ensure that quality is maintained

The continuation of the process will assist Riverina Institute to utilise a range of VLE tools integrated through a Learning Management System (LMS) to support critical business functions
Introduction and Overview

The development of an effective Learning Management System (LMS) that integrates the use of Virtual Learning Environment (VLE) tools is a critical business function that is dependent on the knowledge and skills of an effective development and delivery team.

An effective development team will be supported by:

- staff working in roles defined by specific work functions
- an effective quality assurance process,
- capability development training to support the role and
- systems that support them.

This report will:

- Examine the risks of following a “generic teacher” model
- Identify research and literature to support a role based approach to development
- Define the roles and skills required in an effective process
- Identify capability development options to train staff to operate in a role to meet organisational needs
- Discuss the factors that will support collaboration between staff in these roles
- Discuss the need for an effective quality assurance process to ensure that the product of the development and delivery of education meets quality requirements
- Examine manage partnership and outsourcing arrangements where functions are shared or delegated to external entities

This report should be read in conjunction with other RI VLEenable 2013 reports:

- A Learning Management System structural model that centralises resources, activities and assessments to support collaboration between team members is essential in managing staff roles and design, development and delivery functions.
- Quality assurance processes are essential to ensure that the product of the design, development and delivery of training meets quality requirements.
- LMS Templates are a logical means of implementing standard structures

This report will conclude with recommendation that have been reviewed through consultation with stakeholders.
Current roles, functions and capability development within RI

Riverina Institute employs staff in a variety of roles including Managers, Head teachers, teachers and support staff. These roles can be further expanded into specific functions that directly relate to the operation of RI.

Teachers within Riverina Institute (RI) are employed as” teachers” and depending on skills and interests informally work in a range of functions that span several skills sets. At this stage the skill sets are not clearly defined and capability development training is limited in scope and the range of AQF levels that it addresses.

There has been insufficient RI process to identify where teachers skills lie within the bounds of “the teacher” or how teachers would self-identify their skills against the roles identified in this report.

RI currently runs capability development training in operational teaching skills that centre on facilitation and content development:

- Intro to Learning Online
- “Getting it together”
- Introduction to Equella
- Using software tools to develop content
- eFacilitation

At the moment there is insufficient training in planning and development skills eg. Instructional design, quality assurance or advanced assessment planning skills. This report proposes that these skills are more complex yet of high strategic value to the organisation.

Currently the role of Learning Management System management resides in the Learning Technology Team (LTT). In a proposed alternate strategy, localised management of the LMS and student support could be delegated to Business Lines under a set of standards and templates developed and coordinated by the LTT.

At this stage there is no formal training program to support anyone adopting the role of LMS Management, ie there is no definition or capability development training to empower business lines to manage their own online teaching spaces.

RI uses several examples of partnership and outsourcing arrangements to complement the work of RI staff. Partnership arrangements could include most aspects of RI design, develop and delivery strategies. These types of relationships have a major impact on staff roles as the management of the shared roles is critical in maintaining quality.

This report will argue that the current role definitions and training options for staff are not sufficient to maintain a high quality adaptive teaching environment.
"One size fits all” the “generic teacher”

The current position description for a TAFE teacher defines activities as: Direct teaching and duties relating to teaching.

Direct teaching activities include but are not limited to:
- face to face teaching in any environment or setting, including but not limited to:
  o classrooms, workshops, industry, in the field;
- distance mode and online;
- workplace training and assessment.

Duties related to teaching include a range of administrative, developmental and consultative duties. (DRAKE, 2012)

These activities are broad and imply that TAFE teachers can be expected to conduct development, delivery and administrative activities across a range of modes and situations.

The role of a TAFE teacher implies that teachers must have the skills and experience to develop and conduct courses in all modes: face to face, workshops, industry, distance education, online and workplace training and assessment.

The current minimal educational requirement of a Cert IV TAE does not necessarily support a teacher to operate across all delivery modes. Depending on the “teaching” course undertaken teachers may never have received any formal training in some of the modes of delivery and assessment. Many teachers have never studied themselves as an online student.

Teachers often have highly developed skills and interest in some of these aspects of their role yet have very limited skills, experience or motivation in other aspects. The role of the teacher is constrained by skills, experience and attitudes.

The broad definition of the “generic” TAFE teacher role does not adequately address the complexities of the TAFE teacher role or the way the role can be divided into more specialised sub-roles.

- **Design**
  - Analysis of customer needs in a range of environments including school leavers, unemployed, workplace training and recognition.
  - Analysis of delivery options in a range of modes including face to face (f2f), workplace or the diverse options based on eLearning systems and delivery modes.

- **Development**
  - Development of resources, activities and assessments to support student and industry needs

- **Delivery** (often referred to as facilitation or moderation)
  - Face to face
  - Workplace training
  - Distance education
  - Online education
  - A variety of blends based on all of these

- **Assessment** across all of the delivery modes as well as recognition
- Review of all aspects of development, delivery and assessment to ensure a cycle of continual improvement
- Collaboration with external partners where aspects of the development and delivery of training are delegated or partnership agreements exist

Due to the broad range of skills and the complexity of the skills the concept of a “one size fits all generic teacher” is high risk from a quality assurance point of view. This lack of clarity around role definition doesn’t address concerns around:
- Maintaining currency of development, delivery and assessment skills across a broad range of delivery modes and situations
- Teachers personal preferences for their role that may conflict with organisational needs
- The ability to delegate work in an accountable workflow based on “teachers” capability
- The cost and time and time required for development
- The need to base development and delivery around effective policy and quality assurance

## Defining Roles

Following consultation with stakeholders it is proposed that the roles involved in the development and delivery of training should be clarified and the communication between those roles defined. It is possible and even likely that some staff would fulfil several roles depending on their skills and experience.

Currently staff are classified as:

- TAFE teachers working to design develop and deliver training
- Manager education and training (MET) coordinating the planning, development and delivery of training
- Head teachers working to design develop and deliver training as well as administration and mentoring of teachers
- Support staff supporting these roles

Puzziferro & Shelton (2008) quotes Xu and Morris in identifying a team based approach to development and delivery of courses. There are potentially many team structures and naming conventions applied to roles yet it is clear that the development and delivery of training is a team activity where role definition has an essential part to play in quality assurance.

“There is a body of recent literature that supports the notion of team-based online course production. Xu and Morris [14] studied team roles and curricular decisions of a course development team, consisting of a project coordinator, a web instructional designer, and four faculty members. They found that despite some issues arising from the collaborative process, such as increased workload and conflicting opinions on course materials, the faculty members considered the experience highly positive.”

Wallace (2012) describes the roles in the development of eLearning resources. See Appendix C

“Developing effective e-learning requires expertise in Project Management, Computer-based Instructional Design, Multimedia Design, Instructional Technology and Quality Assurance. It is rare
for a single person to have mastered all of these skill sets. Therefore, developing effective e-learning often requires a team approach which leverages the unique skills of each contributor and also ensures an efficient e-learning development process as each contributor can focus on their core competency rather than having to muddle through elements that they are not experts in.” (Wallace, 2012)

This report breaks up the ‘generic teacher’ role into much more specific defined roles that can be linked to quality assurance and capability development.

The proposed sub-categorised functions of the teacher are defined as:

- **Instructional Designer**
- **Unit Coordinator**
- **Instructional Content Developer**
- **Facilitator**
- **Assessor**

In addition to the sub-categorised teacher roles there are other roles that are currently serviced through the role of Business Line management (including head teachers) and support staff

- Manager education and training (MET)
- Head Teacher
- Business Line Librarian
- **Departmental LMS Manager**
- **Departmental Quality Assurance**

These roles are supported within RI by a wide range of support services eg.

- Business Line Librarians
- CAS support staff
- TAFE Counsellors

RI also need to maintain strong ties to industry expertise. This industry currency is invaluable in terms of validation and quality control to ensure that course design and delivery fits the needs of the industry sector. Industry experts may be external to RI or may be staff who have maintained current strong ties to industry.

Facilitation and content development skills are highly visible in the delivery of courses yet the function can only be adequately applied in an environment that is stable. The roles of LMS Manager, Assessor, Quality Assurance and Instructional Design are essential foundation skills that are of high strategic value even though they are not as visible to students.
A team based approach to the design, development and delivery of training allows RI to provide a clearly defined collaborative approach with strong quality assurance practices.

The advantages of a team based function defined approach to staffing and deployment:

- Allows the skills required to be clearly defined to encourage self-assessment of skills
- Capability development training can be applied to support new staff and to continue the development of existing staff in the role
- Supports succession planning by identifying potential new staff to meet functional needs
- Targeted training based on needs and defined functions
- Training supports an assessment based approach to ensuring that staff actually have the skills to meet functional needs
- Defined roles and functions provides a cross business line collaboration channel to encourage a broader exchange of ideas and skills
- Where required aspects of development and delivery can be outsourced effectively
- Quality Assurance standards can be set as the function has defined skills that can be demonstrated in the developed products
- Reduces the “time to market” development of new courses
Instructional Designer

Definition
Instructional Design is not a new concept and despite advances in technology and research into learning models and theories the basic definitions that surround design are still relevant. Instructional design is an analytical design role that is essential to develop high quality courses.

Instructional Design requires an advanced understanding in Pedagogy (Chappell, 2004) and Andragogy (Choy & Delahaye, 2002)

“Instructional design is a technology which incorporates known and verified learning strategies into instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing.” (Merrill, Drake, Lacy, & Pratt, 1966)

“Instructional design refers to the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources and evaluation.” (Smith, & Ragan 1999)

“Instructional design, also known as instructional systems design, is the analysis of learning needs and systematic development of instruction. Instructional designers often use instructional technology or educational technology as tools for developing instruction.” (Culatta, 2011)

“Instructional Designers (ID) draw up the specifications of a course, after analysing the training needs, define the learning scope and objectives and decide on the format, as well as on the assessment method.” (Pappas, 2013)

This selection of definitions that span forty five years of development has not changed the underlying principles of instructional design yet current definitions imply that the use of technology is now an expected key characteristic of design and delivery.

Skills
- Advanced communication skills
- Advanced teamwork & problem solving skills
- Shows initiative & enterprise
- Advanced planning and organisational skills
- Ability to self-manage
- Motivated to initiate self-learning
- Intermediate technology skills
- Current industry expertise in the discipline area to relate design to industry requirements

Tasks
- Consult with clients/analyse cohort needs
  - Identify learner characteristics and needs
  - Define knowledge, skills and certification requirements
  - Identify mandatory resources including text and multimedia based content
  - Identify legislated or industry mandatory certification requirements
  - Identify employability skills
• Identify industry based activities
• Identify delivery mode options
• Research and select instructional design models and objects.
  o Learning activities
  o Resources
  o Assessment type and weighting options (this overlaps with the assessor role)
  o VLE tools
  o Industry standards for delivery or assessment
  o Collaborating staff and industry representatives
  o Learner analytics metrics for collection
  o Feedback tools and analysis methods
• Draft design specifications
  o Create a schema of activities and content
  o Match schema to LMS structural models
  o Plan accessibility requirements
  o Adapt or develop template for content developers
  o Identify resources, standards and templates for content, activity and assessment development
  o Identify opportunities to delegate aspects of the development and delivery to business partners
• LMS specific
  o Advise on activities eg assignment, forum, glossary, chat, feedback tool, quiz
  o Advise on resources eg label, page, book, IMS content, Equella resource

**Capability development**

There are several training options for instructional design. These are based on delivery mode, project based recognition, mentoring programs and formal courses of study.

A phased approach to developing training should be considered with awareness raising training followed by incremental training courses. Collaborative self-directed learning in a community of practice would also be beneficial. A phased approach spanning skill levels could include:

• Awareness raising - Initial awareness raising to identify staff interested in Instructional Design. This would also allow the establishment of a community of practice (COP) to support personal development.
• Introductory training – individual units of competence from the TAE50211 Diploma of Training Design and Development eg TAEDES503A Design and develop e-learning resources Research, design and develop e-learning resources that reflect client needs and the contexts of application, including: consultation, research and findings, user feedback
  This is a minimalistic option for early stages of the development of instructional designers.
• Base level training – Training to complete the TAE50211 Diploma of Training Design and Development TAE50211 Diploma of Training Design and Development.
  See **Appendix A**
• Advanced training – online subjects from leading universities around the world with demonstrated experience in ID

Riverina Institute will need multiple Instructional designers both in business lines as well as centrally within the Learning technology team (LTT). Instructional designers have an excellent
opportunity of providing collaboration to bridge the divide between business lines and support services.

Unit Coordinator

Definition
The Unit Coordinator leads collaboration between staff involved in the development and delivery of the unit(s). This led collaborative process is an essential part of quality control to ensure that units of competence have sufficient high quality resources, activates and assessments to support students.

Skills
- Collaboration system skills
- Advanced teamwork skills
- Advanced problem solving skills
- Intermediate planning & organisational skills

Tasks
- Lead collaboration between staff involved in the development and delivery of the unit(s)
- Quality control the resources, activities and assessments for their unit(s)
- Interpret plans
- Research content to match units
- Liaise with other team members eg. Facilitators, Librarians
- Create or link to content

Capability development
- Maintain currency in industry
- Maintain detailed content expertise

Instructional Content Developer
Following leadership from the Instructional designer and unit coordinator the Instructional Content Developers create learning objects to support training and assessment.

Content development can involve a broad range of contexts. Content development can be applied by teachers, support staff, outsourced development and partnership arrangements.

Definition
Instructional Content Developers create learning objects to support training and assessment.

Learning objects may include both:
- Components: text, multimedia and hyperlinks to resources
- Systems: conferencing, social media tools, collaboration spaces

Skills
- Collaboration system skills eg. Sharepoint
- Basic screen recording skills
- Basic multimedia skills (AQF II)
- Intermediate technology skills
- Intermediate communication skills
- Advanced teamwork skills
• Advanced problem solving skills
• Intermediate planning & organisational skills

Tasks
• Interpret plans
• Research content to match units
• Liaise with other team members eg. Facilitators, Librarians
• Create or link to content
• Develop communication tools
• Create text based resources
• Produce multimedia (images, video, audio and text) for web based resources
• Package resources into combined learning objects for deployment to students
• Upload learning objects to an LMS
• Use of HTML editor – adding pictures, hyperlinking text and graphics, formatting, html code
• Ensure all content is stored in EQUELLA for storage and version control
• Setup and use LOCO for quizzes and printing of quiz questions

Capability development

Instructional Content Developer skills are diverse and can be developed from a wide variety of training options both formal and informal. See Appendix B
It would also be possible to outsource capability development by using a combination of web based resources, e-portfolios and workplace assessment activities to demonstrate skills eg www.Lynda.com

Departmental LMS Manager

Definition

Departmental LMS Managers provide LMS administrative support to program areas. This is a technology support and customer service role in an LMS and VLE environment.

Skills
• Intermediate/advanced technology skills
• Problems solving skills
• Knowledge of RI policies & procedures
• Advanced teamwork skills
• Copyright/IP knowledge

Tasks
• Manage users, groups and cohorts
  o Troubleshoot when users can’t log on
  o Add/Remove users
  o Groups and groupings
• Manage LMS Course Sites
  o Manage course settings (Edit settings -> course availability, format of topics, course start date, short and long name
  o Control enrolment keys
  o Create shell/template courses
- Add enrolment methods
- Create LMS sites based on existing templates
- Follow a style guide
- Add and customise blocks
- Conditional release
- Reporting and Analytics
  - Reports based on LMS log files
  - Analysing engagement
- LMS maintenance
  - Importing
  - Backups
  - Restoring courses (merging, replace, new courses etc)
  - Record site details and changes
  - Log jobs for system issues

**Capability development**
Departmental LMS Managers can be trained through a selection of both formal in house training courses and informal self-directed learning.

Moodle.org has a wide variety of training resources. As Moodle is an open source LMS there are extensive resources on the web to support individuals.

TEL’s occasionally runs staff training in conjunction with NetSpot.

**Departmental Quality Assurance**

**Definition**
The Departmental Quality Assurance delegate would review all developed course sites against learning plans to ensure that they comply with RI policy and are fit for purpose. They could also lead the review phase of course delivery to identify opportunities for continuous improvement.

**Skills**
- Advanced understanding of RI Policy
- Understanding of learning plans
- Basic technology skills

**Tasks**
- Assess developed LMS sites against Learning Plans
- Proofread content
- Check for broken links
- Check that content aligns with RI policy
- Release LMS sites to students

**Capability development**
Capability development training could be developed through both formal and informal study. Depending on formal courses chosen RI would still need to develop a contextualised training course to align generic quality assurance skills against specific RI policy.
Education specific quality assurance information can be obtained from lead training and regulatory bodies:


**Facilitator**

**Definition**
Facilitators help to guide and enhance the educational process. They deliver learning programs across a range of modes including face to face, distance education and complimentary blended approaches. Facilitation (moderation) occurs in classrooms, online and the workplace.

**Skills**

- **Pedagogy** (Chappell, 2004) and **Andragogy** (Choy & Delahaye, 2002)
- Understand an online pedagogy
- Basic technology skills
- Organisational Skills
- Current industry expertise
- Online communication skills

**Tasks**

- Use LMS
- Deliver training to students across all modes
- Support students
- Provide mentoring
- Access resources through an LMS
- Mark activities and provide feedback
- Apply evaluation and use analytics

**Capability development**

**TAEDEL501A Facilitate e-learning**
This unit covers the following elements: Establish the e-learning environment, Introduce e-learning, Guide and facilitate e-learning, Monitor e-learning, Review e-learning processes.

eHub resources:

- **eFacilitation on eHub**
- **Webconferencing**
- **Blogs and wikis**
- **Social media**
- **Multi-site delivery**
- **Mobile learning**
- **Virtual worlds**
- **NBN**
- **Interactive whiteboards**
Relevant individual units at a AQF 2 level include:

- ICAICT204A Operate a digital media technology package
- ICPMM263C Access and use the Internet
- ICAWEB201A Use social media tools for collaboration and engagement

ELF Course - elf course information

Assessor

Definition
Assessors plan and conduct assessment events for students to demonstrate competency in units.

Skills

- Advanced understanding of RI policies & procedures
- Basic technology skills
- Advanced industry expertise
- Organisational Skills
- High level judgement skills
- Understanding of the rules & regulations around assessment

Tasks

- Develop assessment tools in line with assessment plans
- Take part in assessment validation and moderation
- Ensure that assessment events are valid, reliable, flexible and fair
- Contextualisation of competency standards and the selected assessment tools, where required
- Plan and conduct assessment across a range of modes including face to face, workplace and online
- Provide feedback to students
- Apply evaluation and use analytics

Capability development

- TAE40110 Certificate IV in Training and Assessment
- TAEDEL501A Facilitate e-learning
- eAssessment on eHub

This infographic provides a brief summary of the roles and the skills and tasks involved in each. Following consultation we identified that the role of Content developer and Unit Coordinator needs to be split into two different roles. It was also identified that content development could be outsourced or resources could be sourced through partnership arrangements.
Team based design and development

A team based design and development model is proposed where staff work in a phased approach for the development and delivery of courses.

Roles should be clearly defined and describe both the skills required as well as the tasks that will be completed. A team based approach would allow staff to work in their role of strength and receive the support of other staff within the development team. A team based approach may also utilise external team members in outsourced work or partnership arrangements.

Team planning would allow staff to share the leadership role based on the stage of development.

A team based design, development and delivery model would follow five basic stages of: Scope, Planning, Development, Delivery and Review.

At each of these stages a team leader would be accountable for ensuring that the stage was completed in line with quality assurance standards.

1. MET’s and Head teachers would lead the scope stage of the project to liaise with industry, community, consider state targets and decide what course to run and what resources are available to develop the course. At the end of this stage a project team would form.
2. In the Planning stage the Instructional designer would lead the team to develop detailed course plans that define the site purpose, identify required content, map and where appropriate cluster units, plan the delivery mode and group cohorts of students.

3. In the Development stage the unit coordinator would identify all relevant resources and any gaps where there is a need for new resource development. If required content developers would develop new learning resources, activities and assessments. The LMS Manager would create the LMS site(s) based on templates that would be used within the course.

4. The Delivery stage would be led by the facilitator. Student needs and support are critical in this stage, learner analytics reports can be used to track engagement and ensure that students get the support they need. The Facilitator and the assessor may be the same person or may be separate and working closely together. Student records are a critical part of this stage.

5. The Review stage would be led by quality assurance. This allows all the team members to reflect back on the project and consider all surveys and learner analytics to identify areas for improvement in the next iteration of the course. The reports from the review stage become critical documents in audit and quality assurance processes.

At all stages of design, development and delivery the team operate collectively to ensure that the staff involved in the project have the skills required to complete the project.

A team based approach requires strong project management skills. Business Line leadership should plan for project management skills in their development teams.
Figure 3: Team-Based Development and Delivery
Tools

There is an obvious need for systems to support collaboration between staff in defined roles. Systems, whether IT based or manual, are always the critical tool to bridge the communication between stakeholders. The systems need to record the critical data required in a form that enables the collaborating stakeholders to participate effectively.

Existing systems include: TIPA, MEVI, CLAMS, Training & Assessment Strategy Form, RI Learn(LMS), RI VLE tools. There is already substantial frustration with systems that are not capable of assisting planning and development. The lack of integration between systems is also a concern.

QLAS is to be released in the near future as well as the new SALM systems.

Proposed system tools that will be required:

- A course request process
- Course planning tools to enable the development team to work together effectively. These could include:
  - Instructional design matrix
  - Instructional design planning templates
- LMS course site templates
- Review systems, Learner Analytics tools to provide accountability from the delivery process

The development of tools to support staff working in team based development and delivery will be essential.

Overview Conclusion

This report has examined the roles and the need for capability development of staff involved in the design, development and delivery of training.

The development of an effective Learning Management System (LMS) that integrates the use of Virtual Learning Environment (VLE) tools is a critical business function that is dependent on the knowledge and skills of an effective development and delivery team.

Effective education can only occur in an environment that has clarity around job roles and a capability development system to support those roles.

The initial report was presented as a focus point for consultation and debate. The recommendations from that report were open to all staff to consider, debate and challenge the recommendations. This report now encompasses the original report plus what has been learnt through consultation.

Roles, functions and capability development recommendations

- Ensure that staff involved in the design of courses have current instructional design skills
- Conduct a skills audit to ensure staff have the specific skills required to meet all aspects of their role including the specific functions identified through VLEenable2013
Conduct a teacher self-assessment of teachers perceived skills against the functions defined in this report and identify staff aspirations for the development of specialist skills.

Risk assess program areas to ensure that specific role functions identified through VLEenable2013 are available to support the design, development and delivery of training.

- Implement capability development training to develop staff in the specific functions identified through VLEenable2013
  - Ensure that CD support skills from the beginner to the expert
  - Develop a community of practice (COP) for each role to encourage staff in self-development of skills

- Centrally manage all partnership and outsourcing arrangements where roles and functions are delegated to ensure that quality is maintained
Bibliography


Appendixes
Appendix A – Instructional Design training

**TAE50211 Diploma of Training Design and Development**
This qualification reflects the roles of training developers and instructional designers who are responsible for analysing training needs and designing training solutions and products to meet workplace capability requirements, and evaluating the effectiveness of training programs. They may have a role in providing guidance and advice to trainers and assessors, promoting innovative practices, e.g. e-learning, and in researching and incorporating best practice in training and assessment into training programs and products.

**Core units**
- TAEASS502B Design and develop assessment tools
- TAEDESS501A Design and develop learning strategies
- TAEDESS502A Design and develop learning resources
- TAEDESS505A Evaluate a training program
- TAETASS501B Undertake organisational training needs analysis

**Elective units** – (highly desirable electives are marked in *Bold Italics with hyperlinks*)

**Assessment**
- TAEASS501A Provide advanced assessment practice
- **TAEASS503A Lead assessment validation processes**
- **TAEASS504A Develop and implement recognition strategies**

**Delivery and facilitation**
- **TAEDEL501A Facilitate e-learning**
- **TAEDEL502A Provide advanced facilitation practice**

**Design**
- **TAEDESS503A Design and develop e-learning resources**
- TAEDESS504A Research and develop units of competency

**Professional development**
- TAEPDD501A Maintain and enhance professional practice

**Industry and community relations**
- TAEICR501A Work in partnership with industry, enterprises and community groups

**Language, literacy and numeracy**
- TAEELN401A Address adult language, literacy and numeracy skills
- TAEELN501B Support the development of adult language literacy and numeracy skills

**Research**
- TAERES501A Apply research to training and assessment practice

**Sustainability**
- TAESUS501A Analyse and apply sustainability skills to learning programs
- TAESUS502A Identify and apply current sustainability education principles and practice to learning programs

The advantage of this course is that individual units could become parts of the training required for other roles. This establishes a progression of training opportunities for staff. It is also possible that...
some staff would already have evidence against some of these competencies enabling them to apply for RPL.

**Appendix B – Capability development for Instructional Content Developers.**

Instructional Content Developer skills are diverse and can be developed from a wide variety of training options both formal and informal. New content development should only occur after currently available resources are identified and evaluated.

Content development can be either internal or outsourced.

The following courses would both be potentially appropriate provided electives were chosen to support eLearning skills.

- Certificate III in Media
- Certificate II in Information, Digital Media and Technology

Individual units at a AQF 2 -4 level:

- BSBEBU401A Review and maintain a website
- ICAWEB201A Use social media tools for collaboration and engagement
- ICAWEB303A Produce digital images for the web
- ICPMM346C Incorporate video into multimedia presentations
- CUFCAM201A - Assist with a basic camera shoot
- CUFPOS201A Perform basic vision and sound editing
- CUFSOU204A Perform basic sound editing
- CUFDIG303A Produce and prepare photo images
- ICAICT205A Design basic organisational documents using computing packages

**eHub resources**

- eStandards on eHub
- Designing in Moodle on eHub
- Design eResources
- Universal design
- Adaptive technologies
- Working with images
- Adobe Captivate
- Adobe Presenter
- Video production
- Audio production
- LOCO

**External resources**

- [www.lynda.com](http://www.lynda.com) has a wide range of training video courses that align to content development.
Appendix C – What does it take to create effective E-Learning?

WHAT DOES IT TAKE TO CREATE Effective E-LEARNING?

PROJECT MANAGER (10-12 hours)
- project management
- highly detailed oriented
- strong interpersonal skills
- ensures project completed on time and on budget
- contributes 5-10% to the project’s success

INSTRUCTIONAL DESIGNER (60-80 hours)
- computer-based instructional design
- adult learning theory
- strong interpersonal communication skills
- detail oriented
- ensures the project satisfies learning objectives
- contributes 30-40% to the project’s success

MULTIMEDIA DESIGNER (20-40 hours)
- creative
- artistic
- proficient in a wide range of multimedia development tools
- ensures a professional and sophisticated look
- contributes 10-20% to the project’s success

E-LEARNING DEVELOPER (60-80 hours)
- ensures efficient development
- detail oriented
- basic understanding of computer-based instructional design and adult learning theory and multimedia development tools
- ensures e-learning is engaging and interactive
- contributes 30-40% to the project’s success

QUALITY ASSURANCE (10-20 hours)
- highly detail oriented
- basic understanding of computer-based instructional design and adult learning theory
- competent in the designated authoring tools and multimedia development tools
- ensures overall quality
- contributes 5-10% to the project’s success
Appendix D – Instructional Designer – Job role

Instructional Designers will lead RI wide planning of how courses can be delivered to meet community and industry needs for training.

- Consult with clients to analyse cohort needs
- Research and select instructional design models, tools and resources.
- Develop detailed plans on how cohort needs can be serviced through training or recognition services
- Draft design specifications ready for course development

How:

- Liaise with MET’s and Head teachers at the scoping stage to identify RI capability to meet industry and community training needs
- Meet with industry and community leaders to identify training needs
- Selects training systems, tools and templates to meet cohort needs
- Identify opportunities for partnership arrangements with external training or resource providers
- Develop detailed course plans and identify delegated roles
- Project manage the development of courses
- Provide guidance to trainers and assessors
- Promote innovative practices, e.g. e-learning, and in researching and incorporating best practice in training and assessment into training programs and products.
- Lead course evaluation for quality assurance
Appendix E – Unit Coordinator – Job role

Unit Coordinators will lead an RI wide collaborative process to ensure that:

- Students have access to high quality resources to support their learning across required delivery modes
- Students have access to activities to help them to practice their skills and maximise engagement across required delivery modes
- Formative and summative assessments are available for required delivery modes to confirm student competence
- All unit assessment events are validated in line with RI policy
- All resources, activities and assessments are regularly reviewed to ensure quality standards are met.

How:

- Liaise with Instructional designers to ensure that course plans are feasible and resources are available
- Research in collaboration with librarians to find resources
- Lead content developers (internal and external) to develop resources fit for required delivery modes
- Lead unit level collaboration with industry and other RTO’s
- Confirm that resource copyright restrictions are identified and complied with
- Use Equella to store or link to all resources:
  - Items are tagged and metadata is complete
  - Copyright restrictions are identified and recorded
  - Collaborators are recorded and succession planning for managing Equella items is planned