

COMPETENCY STANDARDS



FACILITATE E-LEARNING SESSIONS (Unit of Competency)

TVET SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
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**COMPETENCY STANDARDS FOR
FACILITATE E-LEARNING SESSIONS
(Unit of Competency)**

SECTION 1 FACILITATE E-LEARNING SESSIONS (Unit of Competency)

The **FACILITATE E-LEARNING SESSIONS (Unit of Competency)** consists of competencies that a TVET trainer must perform in establishing, facilitating, monitoring and reviewing E-learning sessions.

The Unit of Competency comprising this Competency Standards include the following:

CODE NO.	CORE COMPETENCY
TVTXXXXXX	Facilitate E-learning Sessions

A person who has achieved this Competency Standards is competent to be:

- E-learning Facilitator
- Online Facilitator

SECTION 2 COMPETENCY STANDARDS

These guidelines are set to provide the Technical Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **FACILITATE E-LEARNING SESSIONS (Unit of Competency)**.

CORE COMPETENCY

UNIT OF COMPETENCY : FACILITATE E-LEARNING SESSIONS

UNIT CODE : TVTXXXXXX

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in facilitating learning sessions that is suitable for E-learning. It focused on establishing, facilitating, monitoring and reviewing the E-learning sessions.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Establish E-learning environment	1.1 E-learning concepts are applied based on Competency-Based Training (CBT). 1.2 Open Educational Resources (OERs) are utilized according to international and organizational policies and procedures. 1.3 Laws and regulations relevant to E-learning are articulated according to organizational policies and procedures. 1.4 E-learning activities and resources are organized based on learning objectives. 1.5 Current competencies of	SCIENCE 1.1 Learning styles for E-learning TECHNOLOGY 1.2 Principles of E-learning 1.3 Applying Adult Learning Principles in E-learning 1.4 Open Educational Resources 1.5 E-learning strategy and approaches 1.6 Different E-learning Platforms ENVIRONMENTAL and OTHER LAWS 1.7 Republic Act No. 8293 - Intellectual Property Code of the Philippines 1.8 TESDA Circular No. 023 s. 2021:	1.1 Basic computer skills 1.2 LMS utilization skills 1.3 Communication skills 1.4 Writing skills 1.5 Critical thinking skills 1.6 Collaboration skills 1.7 Facilitation skills 1.8 Problem solving skills 1.9 Proficiency and profiling skills 1.10 Organizing skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>learners are determined based on training requirements.</p> <p>1.6 Technical requirements for the E-learning environment is confirmed following organizational policies and procedures.</p> <p>1.7 Study guide and technology plan and infrastructure support system are prepared according to training plan.</p>	<p>TESDA Guidelines on Intellectual Property (IP)</p> <p>1.9 Open Distance Learning (ODL) law</p> <p>1.10 Internal policies and regulations related to training</p> <p>1.11 Republic Act No. 10173 - Data Privacy Act of 2012</p> <p>1.12 E-learning engagements and netiquettes</p> <p>OTHERS:</p> <p>1.13 Study guide</p> <p>1.14 Technology plan and infrastructure support system</p> <p>1.15 Profiling of learners</p> <p>1.16 Setting activity restriction and completion setting</p>	
2. Carry-out E-learning sessions	<p>2.1 E-learning tools and technologies are introduced following organizational policies and procedures.</p> <p>2.1 Training arrangements are confirmed with the learners based on the study guide and technology plan and infrastructure support system.</p> <p>2.3 E-learning tools and technologies are utilized according to training plan.</p> <p>2.4 E-learning facilitation practices</p>	<p>SCIENCE</p> <p>2.1 Types of assessment</p> <p>TECHNOLOGY</p> <p>2.2 E-learning tools and technologies</p> <p>2.3 E-assessment methods</p> <p>OTHERS:</p> <p>2.4 Introduction on E-learning environment</p> <p>2.5 Training plan</p> <p>2.6 Good E-learning facilitation practices</p> <p>2.7 Opportunities for authentic-learning</p>	<p>2.1 Basic computer skills</p> <p>2.2 LMS utilization skills</p> <p>2.3 Communication skills</p> <p>2.4 Writing skills</p> <p>2.5 Critical thinking skills</p> <p>2.6 Collaboration skills</p> <p>2.7 Facilitation skills</p> <p>2.8 Problem solving skills</p> <p>2.9 Organizational skills</p> <p>2.10 Assessment skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>and strategies are applied based on the E-learning principles.</p> <p>2.5 Assessment of learner's performance is conducted using e-Assessment methods.</p>		
3. Monitor E-learning sessions	<p>3.1 Progress and interaction of learners are monitored utilizing E-learning monitoring tools.</p> <p>3.2 Intervention on internal and external E-learning environment are provided based on progress and interaction monitoring results.</p> <p>3.3 Learners' records are secured according to organizational policies, procedures and legal requirements.</p>	<p>TECHNOLOGY</p> <p>3.1 E-learning monitoring tools- (Technology)</p> <p>3.1.1 Badge System</p> <p>3.1.2 Activity Reporting</p> <p>ENVIRONMENTAL and OTHER RELATED LAWS</p> <p>3.2 Republic Act No. 10173 - Data Privacy Act of 2012</p> <p>3.3 TESDA's manual on Data Privacy-related law</p> <p>OTHERS</p> <p>3.4 E-learning progress and interaction</p> <p>3.5 Intervention inside and outside the E-learning</p> <p>3.6 Record keeping</p>	<p>3.1 Basic computer skills</p> <p>3.2 LMS utilization skills</p> <p>3.3 Communication skills</p> <p>3.4 Writing skills</p> <p>3.5 Critical thinking skills</p> <p>3.6 Collaboration skills</p> <p>3.7 Facilitation skills</p> <p>3.8 Problem solving skills</p> <p>3.9 Organizational skills</p> <p>3.10 Assessment skills</p> <p>3.11 Discussion Forum Moderation skills</p>
4. Review E-learning process	<p>4.1 Components of E-learning program is evaluated using evaluation methods based on attainment of the training objectives.</p> <p>4.2 Self-assessment and reflection as an</p>	<p>SCIENCE</p> <p>4.1 Principles of research</p> <p>MATHEMATICS</p> <p>4.2 Test and performance instruments preparation and</p>	<p>4.1 Basic computer skills</p> <p>4.2 Research skills</p> <p>4.3 Communication skills</p> <p>4.4 Technical writing skills</p> <p>4.5 Critical thinking skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>E-learning facilitator is conducted based on workplace practices.</p> <p>4.3 Improvement plan is submitted based on session evaluation results.</p>	<p>techniques</p> <p>4.3 Test and performance results analysis</p> <p>OTHERS</p> <p>4.4 Evaluation on effectiveness of E-learning delivery and facilitation</p> <p>4.5 Self-assessments</p> <p>4.6 Reflections of facilitator</p> <p>4.7 Surveying</p> <p>4.8 Improvement plan</p> <p>4.9 Documentation</p> <p>4.10 Innovations to E-learning</p>	<p>4.6 Collaboration skills</p> <p>4.7 Problem solving skills</p> <p>4.8 Organizational skills</p> <p>4.9 Evaluation skills</p> <p>4.10 Analytical skills</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Assessment	Assessment includes: 1.1 Formative 1.2 Summative
2. E-assessment methods	E-assessment methods may include: 2.1 Computer-based Test/ Online Quiz 2.2 Task-based simulations 2.3 Branching scenarios 2.4 Video demonstration 2.5 Virtual laboratory 2.6 Portfolio evaluation
3. Interaction	Interaction may include: 3.1 Learner-to-learner 3.2 Learner-to-content 3.3 Trainer-to-learner 3.4 Learner engagement on activities
4. E-learning monitoring tools	E-learning monitoring tools may include: 4.1 Virtual progress chart 4.2 Course completion report 4.3 Grade book 4.4 Logs report
5. Intervention	Intervention may include: 5.1 Learner technical support 5.2 Giving and receiving of feedback 5.3 Adjustments in training delivery 5.4 Adjustments in learning activities
6. Components of E-learning program	Components of E-learning program may include: 6.1 Training delivery methods 6.2 Assessment methods 6.3 Course design 6.4 Learning Management System (LMS) 6.5 Functionality and accessibility 6.6 Technical support 6.7 Overall learning experience 6.8 Technology tools
7. Evaluation methods	Evaluation methods may include: 7.1 Pre-test and post-test analysis 7.2 Program evaluation

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Established E-learning environment.</p> <p>1.1.1 Applied E-learning concepts.</p> <p>1.1.2 Articulated laws and regulations relevant to E-learning.</p> <p>1.1.3 Organized E-learning activities and resources.</p> <p>1.1.4 Prepared study guide and technology plan and infrastructure support system.</p> <p>1.2 Carried-out E-learning sessions.</p> <p>1.2.1 Introduced E-learning tools and technologies.</p> <p>1.2.2 Confirmed training arrangements.</p> <p>1.2.3 Utilized E-learning tools and technologies.</p> <p>1.2.4 Applied E-learning facilitation practices and strategies.</p> <p>1.2.5 Conducted assessment of learner's performance.</p> <p>1.3 Monitored E-learning sessions.</p> <p>1.3.1 Monitored progress and interaction of learners.</p> <p>1.3.2 Provided intervention on internal and external E-learning environment.</p> <p>1.4 Reviewed E-learning process.</p> <p>1.4.1 Evaluated components of E-learning program.</p> <p>1.4.2 Submitted improvement plan.</p>
<p>2. Resource Implications</p>	<p>The following resources MUST be provided:</p> <p>2.1 Actual or simulated workplace</p> <p>2.2 Tools, materials and equipment needed to perform the required tasks</p> <p>2.3 References and manuals</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Computer based test</p> <p>3.2 Demonstration with oral questioning</p> <p>3.3 Portfolio evaluation</p> <p>3.4 Third party report</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</p> <p>4.2 Assessment shall be observed while task are being undertaken whether individually or in group.</p>

SECTION 3 TRAINING ARRANGEMENTS

3.1 TRAINEE ENTRY REQUIREMENTS

Trainees or students wishing to enroll in this course should possess the following requirements.

- TMC I holder

This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school or training center delivering the TVET program.

3.2 TRAINER'S QUALIFICATIONS FOR TVET SECTOR

Trainers who will deliver the training on **FACILITATE E-LEARNING SESSIONS (Unit of Competency)** should have the following:

- Must be holder of TMC I;
- Must be FELS holder;
- Must have handled at least 1 batch of online or blended training delivery;
and
- Must be computer literate.

GLOSSARY OF TERMS

- 1) E-learning environment** refers to the collaborative interactions used for knowledge acquisition within the online computer mediated digital system. It is a learning environment with no physical location and in which the instructors and students are separated by space. It also refers to is a set of teaching and learning tools designed to enhance a student's learning experience by including computers and the Internet in the learning process.
- 2) E-learning facilitator** is a person who plans, organizes and delivers training via the Internet. He/She works with clients to help them develop their skills and track their progress. He/She is also responsible for working with online learning management to set and meet achievable goals for the sustainable growth of digital learning.
- 3) E-learning resources** are learning resources that are made available online, not from printed sources. They come in a variety of forms- from software programmes and digital courses to interactive online platform and apps. Any resource available on the Internet in an online education environment. It might be HTML documents such as course or chapter objectives, lecture notes, assignments, or answers to chapter questions. It might be audio or video lessons, interactive exercises or exams, or documents providing links to other Web sites.
- 4) Self-assessment and reflection** involves students reviewing their work and reflecting on their learning progress. This helps students participate in and take ownership of their own learning. Through self-assessment and self-reflection, students can evaluate their work against a set of criteria. Likewise, through self-assessment and reflection learners learn to assess their own learning for the purpose of improving it.

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- **CS DEVELOPER**

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