UNIT CODE	**CHCEDS042**
UNIT TITLE	**Provide support for e-learning**
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to prepare for, implement and review student e-learning in the context of a pre-arranged course or program.
	The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly in classroom settings in schools, with students aged between five and 18 years, but may also work in other education settings within the community.
	The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Education Support
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to support e-learning.	1.1 Identify and access resources and processes that support and enable e-learning according to organisational requirements. 1.2 Test organisation's e-learning management system to ensure completion of an online course is possible. 1.3 Check functional effectiveness of e-learning management system against requirements. 1.4 Identify any issues impacting on the effectiveness of an e-learning management system and report to supervisor.
2. Implement e-learning support.	2.1 Confirm learning outcomes with students and teachers and establish access to e-learning technology and materials according to individual needs and the e-learning strategy. 2.2 Assist students through identified personal and technical support mechanisms, and manage contingencies according to organisational standards. 2.3 Use learning management system to track e-learning progress and outcomes according to the learning strategy and privacy requirements.

3. Review e-learning.	3.1 Review the e-learning program for applicability to the student's needs and the organisation's capacity to support the process. 3.2 Obtain feedback from students about their level of satisfaction with e-learning against set criteria. 3.3 Gather feedback from other stakeholders on the use of the e-learning management system and e-learning approaches generally. 3.4 Use feedback to identify areas for follow-up or improvement and document recommended changes in accordance with organisational requirements.

FOUNDATION SKILLS	
Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.	
SKILLS	**DESCRIPTION**
Writing skills to:	■ To produce accurate, informative reports.
Oral communication skills to:	■ Ask open and closed questions and actively listen to seek information from teachers and students and confirm understanding.
Problem-solving skills to:	■ Identify hardware and software issues and manage contingencies to rectify.
Technology skills to:	■ To navigate and use appropriate functions of an e-learning management system
UNIT MAPPING INFORMATION	CHCEDS013 Use an e-learning management system
LINKS	

TITLE	**Assessment Requirements for CHCEDS042 Provide support for e-learning.**

PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:
	
	■ set up and use an e-learning management system to support work with two different students, including:
	   ○ demonstrating understanding of the desired learning outcome for the student
	   ○ testing and using communication and download/upload features
	   ○ identifying and managing contingencies as required
	   ○ evaluating effectiveness and providing feedback.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	■ e-learning management systems currently available for the relevant work context and their benefits and limitations ■ basic principles of the operation of the internet ■ relevant legislation and industry codes of practice relating to: 　○ copyright 　○ cyber-bullying 　○ privacy 　○ work health and safety ■ core features of e-learning systems: 　○ types of communication with student cohort 　○ process for uploading/downloading of materials 　○ management of work ■ considerations when using an e-learning platform: 　○ course content 　○ course structure 　○ presentation styles 　○ technologies 　○ student outcomes 　○ organisational outcomes ■ support mechanisms for students undertaking e-learning programs: 　○ online teacher/facilitator 　○ site-based teacher/facilitator 　○ site-based or virtual peer group 　○ help desk or technical experts 　○ user manuals, instructions, guides ■ learning process in an e-learning environment and specific considerations for: 　○ communication 　○ motivation and momentum 　○ levels of support.

ASSESSMENT CONDITIONS	Skills must be demonstrated in the workplace:
	■ performance evidence may be collected through direct observation by the assessor or authenticated third-party reports, and must be supplemented by other forms of evidence.
	Interactions with students must be supervised by a teacher or other educational professional.
	Assessment must ensure access to:
	■ information technology ■ internet ■ e-learning management system ■ an existing e-learning program ■ organisational policies and procedures for e-learning ■ students in an educational organisation.
	Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.
LINKS	