UNIT CODE	**CHCEDS055**
UNIT TITLE	**Coordinate e-learning programs**
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to establish an e-learning environment, induct students into the learning program and assist them to use the available functions of the system. It includes the ability to deal with technical problems, and collation of student data from the system to inform reviews. 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. Establish online learning environment.	1.1 Confirm scope and structure of e-learning activities and any requirements for assessment with the teacher according to organisational requirements. 1.2 Design the learning space in collaboration with the course owner, according to e-learning goals, social constructivist approaches, school routines and budgetary considerations. 1.3 Establish student access to the site according to educational organisation requirements. 1.4 Use e-learning management system to accurately record a range of student and course information.

2. Coordinate e-learning activities.	2.1 Agree protocols and online etiquette with e-learners in accordance with organisation requirements. 2.2 Induct students into the course procedures and the capability of the e-learning management system. 2.3 Facilitate interaction between students to encourage and develop a community of learners. 2.4 Provide opportunities for students to reflect and record own progress.
3. Provide ongoing support for e-learning management system.	3.1 Provide students with personal and technical support while they are engaged in e-learning, using online communication and personal contact. 3.2 Give support and guidance to students using the e-learning environment, taking into account student learning characteristics. 3.3 Identify errors or difficulties with e-learning management system and/or technical infrastructure and provide ongoing support and solutions. 3.4 Provide effective administration of the e-learning management system.
4. Review the effectiveness of the e-learning course.	4.1 Obtain feedback on levels of satisfaction with e-learning against set criteria. 4.2 Collect quantitative data from the e-learning management system and analyse against set criteria. 4.3 Take time to reflect on own performance as a facilitator of an e-learning management system. 4.4 Analyse data collected to identify potential improvements to the delivery of the learning program. 4.5 Identify recommendations for improving the facilitation of e-learning programs, resources and tools. 4.6 Document recommendations in accordance with the organisational requirements and provide to course owner for consideration.

FOUNDATION SKILLS	
Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.	
SKILLS	**DESCRIPTION**
Reading skills to:	▪ Interpret the content of curriculum documentation.
Writing skills to:	▪ Record information according to organisational policies and procedures.
Oral communication skills to:	▪ Use listening and questioning to seek information and confirm understanding.
UNIT MAPPING INFORMATION	CHCEDS030 Coordinate e-learning programs
LINKS	

TITLE	**Assessment Requirements for CHCEDS055 Coordinate e-learning programs.**
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: ■ adjust one e-learning site and content to suit organisational needs and the specific requirements of two different learners/learner groups ■ correctly use all of the following e-learning tools: ◦ communication tools ◦ learning activity ◦ assessment tools ◦ monitoring tools ■ identify and troubleshoot three different types of e-learning technical problems.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit: ■ principles of learning in a virtual environment ■ technical components of e-learning systems ■ troubleshooting of e-learning systems: ◦ types of problems and how to respond ◦ identification of differences between technical and content problems ■ tools within an e-learning system and how they are used for: ◦ communication ◦ learning ◦ assessment ◦ monitoring ■ technical information required to work within the e-learning management system ■ structure and content of relevant e-learning resources ■ ethical issues for e-learning: ◦ duty of care ◦ plagiarism ◦ security of information ■ rationale for the use of different learning activities.

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	