

<b>UNIT CODE</b>	<b>CHCEDS042</b>
<b>UNIT TITLE</b>	<b>Provide support for e-learning</b>
<b>APPLICATION</b>	<p>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.</p> <p>The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly with students in classroom settings in primary and secondary schools, as defined by state and territory legislation.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Education Support
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to support e-learning.	<p>1.1 Identify and access resources and processes that support and enable e-learning according to organisational requirements.</p> <p>1.2 Check functional effectiveness of e-learning management system against requirements.</p> <p>1.3 Identify any issues impacting on the effectiveness of an e-learning management system and report to supervisor.</p>
2. Implement e-learning support.	<p>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.</p> <p>2.2 Assist students through identified personal and technical support mechanisms, and manage contingencies according to organisational standards.</p> <p>2.3 Use learning management system to track e-learning progress and outcomes according to the learning strategy and privacy requirements.</p>

3. Review e-learning.	<p>3.1 Review the e-learning program for applicability to the student's needs and the organisation's capacity to support the process.</p> <p>3.2 Obtain feedback from students about their level of satisfaction with e-learning against set criteria.</p> <p>3.3 Gather feedback from other stakeholders on the use of the e-learning management system and e-learning approaches generally.</p> <p>3.4 Use feedback to identify areas for follow-up or improvement and document recommended changes in accordance with organisational requirements.</p>
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FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.</i>	
SKILLS	DESCRIPTION
Writing skills to:	<ul style="list-style-type: none"> <li>■ Produce accurate, informative reports.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>■ Ask open and closed questions and actively listen to seek information from teachers and students and confirm understanding.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>■ Identify hardware and software issues and manage contingencies to rectify.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>■ To navigate and use appropriate functions of an e-learning management system</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Pending
<b>LINKS</b>	

TITLE	Assessment Requirements for CHCEDS042 Provide support for e-learning.
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>■ set up and use an e-learning management system to support work with two different students, including: <ul style="list-style-type: none"> <li>◦ demonstrating understanding of the desired learning outcome for the student</li> <li>◦ testing and using communication and download/upload features</li> <li>◦ identifying and managing contingencies as required</li> <li>◦ evaluating effectiveness and providing feedback.</li> </ul> </li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ e-learning management systems currently available for the relevant work context and their benefits and limitations</li> <li>■ basic principles of the operation of the internet</li> <li>■ relevant legislation and industry codes of practice relating to: <ul style="list-style-type: none"> <li>◦ copyright</li> <li>◦ cyber-bullying</li> <li>◦ privacy</li> <li>◦ work health and safety</li> </ul> </li> <li>■ core features of e-learning systems: <ul style="list-style-type: none"> <li>◦ types of communication with student cohort</li> <li>◦ process for uploading/downloading of materials</li> <li>◦ management of work</li> </ul> </li> <li>■ considerations when using an e-learning platform: <ul style="list-style-type: none"> <li>◦ course content</li> <li>◦ course structure</li> <li>◦ presentation styles</li> <li>◦ technologies</li> <li>◦ student outcomes</li> <li>◦ organisational outcomes</li> </ul> </li> <li>■ support mechanisms for students undertaking e-learning programs: <ul style="list-style-type: none"> <li>◦ online teacher/facilitator</li> <li>◦ site-based teacher/facilitator</li> <li>◦ site-based or virtual peer group</li> <li>◦ help desk or technical experts</li> <li>◦ user manuals, instructions, guides</li> </ul> </li> <li>■ learning process in an e-learning environment and specific considerations for: <ul style="list-style-type: none"> <li>◦ communication</li> <li>◦ motivation and momentum</li> <li>◦ levels of support.</li> </ul> </li> </ul>
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<p><b>ASSESSMENT CONDITIONS</b></p>	<p>Skills must be demonstrated in the workplace:</p> <ul style="list-style-type: none"> <li>■ 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.</li> </ul> <p>Interactions with students must be supervised by a teacher or other educational professional.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>■ information technology</li> <li>■ internet</li> <li>■ e-learning management system</li> <li>■ an existing e-learning program</li> <li>■ organisational policies and procedures for e-learning</li> <li>■ students in a school.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
<p><b>LINKS</b></p>	