

<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.	1.1 Identify and access resources and processes that support and enable e-learning according to organisational requirements. 1.2 Check functional effectiveness of e-learning management system against requirements. 1.3 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.

<p>3. Review e-learning.</p>	<p>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.</p>
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<p><b>FOUNDATION SKILLS</b></p>	
<p><i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.</i></p>	
<p><b>SKILLS</b></p>	<p><b>DESCRIPTION</b></p>
<p>Writing skills to:</p>	<ul style="list-style-type: none"> <li>■ Produce accurate, informative reports.</li> </ul>
<p>Oral communication skills to:</p>	<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>
<p>Problem-solving skills to:</p>	<ul style="list-style-type: none"> <li>■ Identify hardware and software issues and manage contingencies to rectify.</li> </ul>
<p>Technology skills to:</p>	<ul style="list-style-type: none"> <li>■ To navigate and use appropriate functions of an e-learning management system</li> </ul>
<p><b>UNIT MAPPING INFORMATION</b></p>	<p>Pending</p>
<p><b>LINKS</b></p>	

<p><b>TITLE</b></p>	<p><b>Assessment Requirements for CHCEDS042 Provide support for e-learning.</b></p>
<p><b>PERFORMANCE EVIDENCE</b></p>	<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>

<p><b>KNOWLEDGE EVIDENCE</b></p>	<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>	