



Australian Government

CHCEDS030 Coordinate e-learning programs

Release: 2

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Modification History

Release	Comments
Release 2	<p>Updated:</p> <ul style="list-style-type: none"> • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards <p>Equivalent outcome.</p>
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Changes to application and scope of unit.</p> <p>New evidence requirements for assessment.</p>

Application

This unit describes the skills and knowledge required for education support workers to coordinate learning programs/activities using an e-learning management system.

It includes establishing the learning environment, inducting students into the learning program, assisting them to use the available functions of the system, dealing with technical problems, and collation of student data from the system to inform reviews.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Establish online learning environment according to

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1.1 Identify e-learning purpose and learning program

ELEMENT**PERFORMANCE CRITERIA**

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provided specification

requirements

1.2 Negotiate scope and structure of learning activities and any requirements for assessment with the teacher in line with organisation requirements

1.3 Design the learning space in collaboration with the course owner, in accordance with e-learning goals, social constructivist approaches, school routines and budgetary considerations

1.4 Establish student access to the site in accordance with educational organisation requirements

1.5 Use e-learning management system to record a range of student and course information

2. Coordinate e-learning activities

2.1 Agree protocols and netiquette 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

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Review the effectiveness of the e-learning course

- 4.1 Obtain feedback from educational/training organisation 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 education/training organisation's requirements and provide to relevant authorities for consideration

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>