Australian Government

Department of Education, Employment and Workplace Relations

# CHCCS312A Use electronic learning materials

**Release: 1**

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

# CHCCS312A Use electronic learning materials

# Modification History

Not Applicable

# Unit Descriptor

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| **Descriptor** | This unit deals with the skills and knowledge required to provide basic organisation and support of learning through the use of electronic learning materials |
| | It involves the worker constructing and sustaining support processes to allow for learner engagement and management |

# Application of the Unit

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| **Application** | This unit applies to work in a variety of learning contexts in the community sector |

# Licensing/Regulatory Information

Not Applicable

# Pre-Requisites

Not Applicable

# Employability Skills Information

| **Employability Skills** | This unit contains Employability Skills |
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# Elements and Performance Criteria Pre-Content

| Elements define the essential outcomes of a unit of competency. | The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement. |
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# Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 1. Prepare learning environment for use of electronic materials | 1.1   Identify and access *organisation resources* to support learning with electronic materials |
| | 1.2   Adapt and accommodate the *management of learning programs* to the use of electronic materials |
| | 1.3   Identify support mechanisms for learners |
| | 1.4   Organise access to *electronic learning materials* according to *organisation requirements* |
| | 1.5   Locate information to deal with potential *contingencies* |
| 2. Support the use of electronic learning materials | 2.1   Confirm management processes for electronic learning materials with supervisor |
| | 2.2   Obtain access to required technology according to individual requirements |
| | 2.3   Provide assistance to learners through a range of *support processes* |
| | 2.4   Use a management system to track learner progress in *using electronic learning materials* |
| | 2.5   Maintain records/checklists of learner's progress to identify any learning difficulties |

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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 3. Mentor learners' technical competencies to effectively use electronic materials | 3.1 Use file management processes to enable the effective use of electronic learning materials |
| | 3.2 Use plug-ins, drivers and utility software as required to support learning activities |
| | 3.3 Use appropriate *communication technologies* in taking an electronic approach to learning |
| 4. Support the review of the effectiveness of electronic materials | 4.1 Obtain feedback from learners on their level of satisfaction with electronic materials using *set criteria* |
| | 4.2 Gather feedback from other *stakeholders* on the use of electronic materials within the organisation |
| | 4.3 Document identified areas for follow up or improvement and recommended changes in accordance with organisation requirements |
| | 4.4 Use feedback to provide reports to management and developers of electronic learning materials |

# Required Skills and Knowledge

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

*Essential knowledge*:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Relevant legislation that affects organisation operations, especially in regard to occupational health and safety and environmental issues, equal opportunity, anti-discrimination and copyright
- Use of the internet
- Technology requirements for use of electronic learning materials
- Culture of electronic materials use versus classroom based learning
- Barriers to learners successfully using electronic materials
- Integrating use of electronic learning materials into organisation culture and processes

*Essential skills*:

It is critical that the candidate demonstrate the ability to:

- Support learning using technology
- Use basic computer skills, including use of main programs and software endorsed by the organisation
- Use communication skills to gain feedback from learners and other stakeholders and to request support
- Use literacy skills to document learning outcomes
- Use problem solving for differing hardware/software profiles/hardware malfunctions

# Evidence Guide

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## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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| *Critical aspects for assessment and evidence required to demonstrate this unit of competency*: | • The individual being assessed must provide evidence of specified essential knowledge as well as skills<br><br>• This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations |
| *Access and equity considerations*: | • All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work<br><br>• All workers should develop their ability to work in a culturally diverse environment<br><br>• In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people<br><br>• Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities |
| *Context of and specific resources for assessment*: | • This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged<br><br>• Assessment requires access to a range of opportunities defined in the range Statement, including:<br><br>   • access to appropriate workplace and/or simulation of realistic workplace environment for assessment<br><br>   • relevant school/centre policy, protocols and procedures<br><br>   • electronic learning materials |

**EVIDENCE GUIDE**

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| *Method of assessment*: | • In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios |
| | • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes |
| | • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons |

# Range Statement

**RANGE STATEMENT**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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| *Organisation resources may include*: | • Equipment |
| | • Electronic resources such as cds, dvds, memory cards, software, online courses |
| | • Instruction manuals |
| | • Supervisor's instructions |

## RANGE STATEMENT

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| *Management of learning programs may include*: | • Introduction to new work practices<br>• Introduction to new technology<br>• Application of new information<br>• Development and update of existing knowledge and skills<br>• Development of competencies to access and use information and communication |
| *Electronic learning materials may include*: | • Virtual schooling<br>• Online courses<br>• Learning objects<br>• E-learning programs<br>• Interactive software<br>• Computer games |
| *Organisation requirements may include*: | • Loan schedules<br>• Mail schedules<br>• Responsibility for replacement or repairs<br>• Purchasing requirements<br>• Materials management processes packaging<br>• Communication procedures<br>• Ordering processes |
| *Contingencies may include* | • Technological failure<br>• Inaccurate or irrelevant electronic content<br>• Difficulty of content within electronic materials<br>• Insufficient dedicated time available<br>• Management/business priorities taking precedence<br>• Differing hardware/software profiles |

**RANGE STATEMENT**

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| *Support processes for learners may include*: | • Communication with support staff<br>• Online tutor/facilitator<br>• Workplace mentor/coach/buddy<br>• Technical experts/help desk<br>• Learning/assessment partners<br>• Print-based materials<br>• Off-site learning environment |
| *Communication technologies may include*: | • Email<br>• Teleconferences<br>• Discussion boards<br>• File transfer protocol |
| *Set criteria may relate to*: | • Content<br>• Presentation<br>• Technologies<br>• Team outcomes<br>• Personal outcomes<br>• Organisation outcomes |
| *Stakeholders may include*: | • Management<br>• HR personnel<br>• Teachers<br>• Learners/students<br>• Support services<br>• Others in workgroups/teams<br>• Host school |

# Unit Sector(s)

Not Applicable