



Australian Government

CHCEDS030 Coordinate e-learning programs

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	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. Changes to application and scope of unit. New evidence requirements for assessment.

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

PERFORMANCE CRITERIA

Elements define the essential outcomes.

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

1. Establish online learning environment according to

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-bd22cc4f1e53>

Assessment Requirements for CHCEDS030 Coordinate e-learning programs

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- adjusted one e-learning site and content to suit educational/training organisation requirements, learner and group needs and to effectively address needs of at least two individuals, including:
 - correctly use e-learning tools, including communication tools, learning activity tools, assessment tools and monitoring tools
 - identifying technical problems and being able to troubleshoot or know where to get required technical assistance.

Knowledge Evidence

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 work role.

These include knowledge of:

- principles of learning in a virtual environment
- technical components sufficient to distinguish between a technical problem and a content problem, and to respond accordingly
- technical information required to work within the e-learning management system
- use of systems that allow monitoring of students
- structure and content of relevant e-learning resources
- ethics related to e-learning (e.g. duty of care, security of information, plagiarism)
- rationale for the use of different learning activities.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- educational equipment and teaching aids
- computer and internet link to an e-learning management system.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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