



Australian Government

CHCEDS055 Coordinate e-learning programs

Release: 1

CHCEDS055 Coordinate e-learning programs

Modification History

Release 1. CHCEDS055 Coordinate e-learning programs supersedes and is equivalent to CHCEDS030 Coordinate e-learning programs.

Application

This unit describes the performance outcomes, skills and knowledge required to establish an e-learning environment within an existing e-learning site, induct students into the learning program and assist them to use the available functions of the system. It includes the ability to deal with technical problems, and collation of student data from the system to inform reviews.

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 or secondary schools, as defined by State/Territory legislation.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Education Support

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish online learning environment.
 - 1.1. Confirm scope and structure of e-learning activities and any requirements for assessment with the teacher.
 - 1.2. Design the learning space in collaboration with the course owner, according to e-learning goals, social constructivist approaches, school routines and budgetary considerations.
 - 1.3. Establish student access to the site according to organisational policies and procedures.
 - 1.4. Use e-learning management system to accurately record student and course information.
2. Coordinate e-learning activities.
 - 2.1. Agree on protocols and online etiquette with e-learners in accordance with organisational policies and procedures.
 - 2.2. Induct students into course procedures and e-learning management system capabilities.
 - 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 or technical infrastructure and provide ongoing support and solutions.
 - 3.4. Provide efficient administration of the e-learning management system.
4. Review the effectiveness of e-learning.
 - 4.1. Obtain feedback 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 e-learning management system.
 - 4.4. Analyse data collected to identify potential improvements in delivery of the learning program.
 - 4.5. Identify recommendations for improving facilitation, resources and tools.
 - 4.6. Document recommendations according to organisational policies and procedures and provide to course owner for consideration.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

SKILLS	DESCRIPTION
Reading skills to:	interpret curriculum documentation and organisational policies and procedures.
Writing skills to:	record information according to organisational policies and procedures.
Oral communication skills to:	use listening and questioning to seek information and confirm understanding.
Numeracy skills to:	analyse quantitative data.

Unit Mapping Information

Release 1. CHCEDS055 Coordinate e-learning programs supersedes and is equivalent to CHCEDS030 Coordinate e-learning programs.

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 CHCEDS055 Coordinate e-learning programs

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Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- adjust one e-learning site and content to suit organisational needs and the specific requirements of two different students or student groups
- correctly use all of the following e-learning tools:
 - communication tools
 - learning activity tools
 - assessment tools
 - monitoring tools
- identify and troubleshoot three different types of e-learning technical problems.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for e-learning
- principles of learning in a virtual environment, including the role of social constructivism
- considerations for e-learning space design
- technical components of e-learning systems
- troubleshooting of e-learning systems:
 - types of problems and how to respond
 - identification of differences between technical and content problems
- tools within an e-learning system and how they are used for:
 - communication
 - learning
 - assessment
 - monitoring
- technical information required to work within the e-learning management system
- structure and content of relevant e-learning resources
- ethical issues for e-learning:
 - duty of care

- plagiarism
- security of information
- rationale for the use of different learning activities
- methods for evaluating e-learning.

Assessment Conditions

Skills must be demonstrated in the workplace:

- performance evidence may be collected through authenticated third-party reports
- third-party reports must be supplemented by other forms of evidence.

Interactions with students must be supervised by a teacher or other educational professional.

Assessment must ensure access to:

- e-learning management system
- an existing e-learning site
- organisational policies and procedures for e-learning
- students in a school
- colleagues for guidance and collaboration.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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