Assessment Requirements for CHCEDS014 Support students with English as a second language

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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 *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

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:

- facilitated communication between the student, the school and home under the direction of a teacher at least twice, including:
    - identifying communication barriers and organising interpreters/translators where necessary
    - providing assistance as required
- implemented an ESL support program as directed by the teacher or under the guidance of a support officer, including:
    - providing individual support to at least three ESL students
    - performing ESL support tasks in classroom or group activities
    - identifying and discussing factors affecting language acquisition with teacher
    - identifying and handling cultural issues
- assisted at least two students in gaining English language skills.

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 identified work role.

These include knowledge of:

- means by which students acquire English language skills
- factors affecting language acquisition
- immigration issues including common responses to and symptoms of 'culture shock'
- implications of cultural issues in the classroom
- a range of effective communication techniques.

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.

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53