



**Australian Government**

# **Assessment Requirements for CHCEDS021 Assist in facilitation of student learning**

**Release: 1**

## Assessment Requirements for CHCEDS021 Assist in facilitation of student learning

### Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Changes to the application and scope of unit. New evidence requirements for assessment, including volume and frequency requirements.</p>

### 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 at least once:

- established a learning environment and facilitated the learning process for both a small group and an individual at least twice, including:
  - demonstrating principles of practice in the learning environment
  - adjusting resources to suit individual needs
  - complying with procedures relating to behaviour support
  - accurately documenting written reports and records
- performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours within at least one education provider.

## 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:

- interpersonal skills that influence positive student and staff interactions
- reading, writing, language and numeracy competence required to perform effectively in an education support role
- awareness of contemporary theories of learning
- appropriate principles of practice for the identified education environment
- learning process
- current curriculum documents
- institution's process and procedures for working with students and supporting behaviour
- the different responsibilities of teachers and education support workers for student learning outcomes
- relevant legislation, policies and standards that regulate education's service delivery, occupational health and safety, behaviour support and anti-discrimination.

## 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 NVR/AQTF mandatory competency requirements for assessors.

## **Links**

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>