Australian Government

Assessment Requirements for CHCEDS025 Facilitate learning for students with disabilities

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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, including volume and frequency requirements.

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:

• demonstrated inclusive practices, and developed strategies and implemented them for at least one student with a disability
• worked in collaboration with the teacher and others to promote support for at least one student.

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:

- relevant legislation, policies and standards that regulate education service delivery, occupational health and safety, behaviour support, and anti-discrimination and child protection
- effects of one disability on student development and learning
- a basic level of at least four disabilities
- implications for learning of one disability
- accurate language relevant to the range of disabilities
- organisation processes for provision of support to students with disabilities
- support appropriate to a variety of learning situations for students with disabilities
- identification and description of the nature of a range of disabilities
- how to explain the effects of a range of disabilities on student development and learning
- ways to discuss the implications of an identified disability.

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