



Australian Government

**Assessment Requirements for CHCEDS051
Facilitate learning for students with
disabilities**

Release: 1

Assessment Requirements for CHCEDS051 Facilitate learning for students with disabilities

Modification History

Release 1. CHCEDS051 Facilitate learning for students with disabilities supersedes and is not equivalent to CHCEDS025 Facilitate learning for students with disabilities.

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:

- undertake a process of reflection on working with students with disabilities and discuss that reflection on one occasion with an educational professional
- demonstrate inclusive practices in three different student interactions
- contribute to, and implement, support strategies for one student with a disability using collaborative approaches at each stage of the process.

Knowledge Evidence

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

- legal and ethical requirements for working with students with disabilities and how they impact individual work practice:
 - access and equity
 - anti-discrimination
 - consent, in terms of an awareness and understanding of its meaning and strategies used to determine ability to consent
 - confidentiality and privacy
 - child protection
 - duty of care
 - safety and risk
- organisational policies and procedures for working with students with a disability
- potential impacts of own values, attitudes and experiences on perspectives about disability
- barriers and challenges for students with a disability
- inclusive practice:
 - what it is and what it is not
 - how to develop and consistently use it
- types of disability, the language used to describe them and their potential impacts on learning:
 - acquired brain injury
 - autism spectrum disorder

- cognitive disability
- developmental delay
- intellectual disability
- neurological impairment
- physical disability
- sensory disability
- speech-language disability
- principles of holistic and individual-centred care
- support strategies for different types of disability
- individual behaviour plans:
 - what they are
 - how they are developed
 - how they are implemented and monitored
- ways to discuss the implications of an identified disability.

Assessment Conditions

Skills must be demonstrated in the workplace:

- student interactions and support activities must be directly observed by the assessor on at least one occasion
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence.

Skills related to reflection may be demonstrated outside of the workplace but must be based on work within a primary or secondary school in Australia.

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

Assessment must ensure access to:

- student information to inform planning
- teaching and learning resources
- individual behaviour plans
- organisational policies and procedures for working with students with disabilities
- students with disabilities in a school
- colleagues for guidance and collaboration.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fe53>