



Australian Government

CHCEDU013 Facilitate adult learning and development

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence Supersedes CHCCS427B

Application

This unit describes the skills and knowledge required to identify individual learning needs and develop a collaborative learning relationship in a one-on-one or small group context.

This unit applies to community service workers who support others with learning in any context. Work may be voluntary and undertaken under the supervision of more experienced specialist trainers and supervisors.

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

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

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

1. Establish the learning relationship

1.1 Identify needs and goals for individual learning in collaboration with the learner and discuss with relevant colleagues

1.2 Identify individual's learning style, learner characteristics and abilities, and context for learning

1.3 Select activities, techniques and processes to facilitate individual learning and explain and discuss with the

ELEMENT**PERFORMANCE CRITERIA**

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learner

1.4 Clarify and agree on boundaries and expectations of the learning relationship

1.5 Develop and document individualised learning plan, and discuss with learner

1.6 Seek feedback and assistance from colleagues or supervisors according to specific needs

1.7 Obtain organisation support for implementation according to the context for learning

2. Maintain and develop the learning relationship

2.1 Prepare for each meeting or session according to learning plan requirements

2.2 Grow the relationship and sustain active participation using effective communication and interpersonal skills

2.3 Use structured learning activities as planned to support and reinforce new learning, build on strengths and identify areas for further development

2.4 Use leadership and motivational skills to enable the learner to take responsibility for learning, practising ethical behaviour at all times

2.5 Observe learner cues and change approach where necessary to maintain momentum

2.6 Acknowledge, respect and value individual differences and clients with particular needs

2.7 Schedule regular meetings to monitor the effectiveness of the learning relationship

3. Close and evaluate the learning relationship

3.1 Recognise readiness for closure of individual learning relationship

3.2 Seek feedback from the learner on the outcomes achieved and the value of the relationship

3.3 Evaluate whether the learning relationship met agreed learning needs and goals

3.4 Reflect on own performance in managing the relationship, identify areas for improvement and discuss with supervisor

3.5 Document outcomes as required by the learning

ELEMENT

Elements define the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.
relationship and organisation procedures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No Equivalent Unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>