



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCCS427B Facilitate adult learning and development**

**Release: 1**

## CHCCS427B Facilitate adult learning and development

### Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCS427A Facilitate adult learning and development	CHCCS427B Facilitate adult learning and development	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

### Unit Descriptor

#### Descriptor

This unit describes the skills and knowledge required to facilitate individual learning by adults through a collaborative learning relationship

Identifying which learners and learning contexts may benefit from individual learning forms part of this unit

Interpersonal and communication skills to create the conditions necessary for effective individual learning and to advise, guide, support and respond to the needs of the individual learner, and so establish an appropriate relationship, are critical

The unit provides the skills and knowledge to do this, and to work with a supervisor in facilitating adult learning and development

## Application of the Unit

### Application

This unit typically applies to adult language, literacy and numeracy tutors working with the support of a program supervisor as needed, with one learner or with individual learners in a small group context

The learning relationship may be face-to-face, online, via telecommunication, or using a combination of media

It may take a number of forms, including structured or semi-structured activities and formal or informal agreements and may be independent of, or part of, a broad learning and delivery strategy

Individual learning relationships may be used to help an individual or individuals meet personal or job goals, learn new skills and knowledge, or develop new learning and work behaviour

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Identify individual learning requirements
  - 1.1 In consultation with learner, identify needs and goals for individual learning in the *learning area* and discuss with *relevant persons*
  - 1.2 Consult with supervisor to identify appropriate *individual learning techniques and processes* and document them to support individual learning needs and goals
  - 1.3 Obtain *organisational support* for implementation, where relevant
  
2. Establish the learning relationship
  - 2.1 Identify *individual's learning style, learner characteristics* and abilities, and *context for learning* and discuss with supervisor
  - 2.2 Select or organise appropriate technique or process to facilitate individual learning and explain and discuss the basis of the technique or process with the individual learner
  - 2.3 Clarify and agree upon boundaries and expectations of the learning relationship
  - 2.4 Clarify *additional support* required in consultation with supervisor
  - 2.5 Develop and document *individualised learning plan*, and discuss with learner

**ELEMENT****PERFORMANCE CRITERIA**

## 3. Maintain and develop the learning relationship

- 3.1 Prepare for each meeting or session
- 3.2 Grow the relationship and sustain active participation using effective communication and interpersonal skills
- 3.3 As planned with supervisor, develop **structured learning activities** to support and reinforce new learning, build on strengths and identify areas for further development
- 3.4 Demonstrate leadership and motivational skills to enable the learner to take responsibility for learning, practising ethical behaviour at all times
- 3.5 Observe **learner cues** and change approach where necessary to maintain momentum
- 3.6 Acknowledge, respect and value individual differences and clients with particular needs
- 3.7 Schedule regular meetings in consultation with both parties to monitor the effectiveness of the learning relationship

## 4. Close and evaluate the learning relationship

- 4.1 Use **tools and signals** developed with supervisor to determine readiness for closure of individual learning relationship
- 4.2 Carry out closure using appropriate interpersonal and communication skills
- 4.3 Seek **feedback** from the learner on the outcomes achieved and the value of the relationship
- 4.4 **Evaluate** whether the learning relationship met learning needs and goals
- 4.5 **Reflect** on own performance in managing the relationship, identify areas for improvement and discuss with supervisor
- 4.6 Document outcomes as required by the learning relationship

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

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 and understanding of:

- Change processes, for example:
  - how people work through change
  - behaviour associated with change
- Codes of practice, standards and legal requirements relating to role, such as:
  - duty of care under common law
  - recording information and confidentiality requirements
  - anti-discrimination, including equal opportunity, racial vilification and disability discrimination
- Different learning styles and how to encourage different learners
- Effects of verbal and non-verbal communication, such as:
  - how to interpret behaviour
  - how to model behaviour and values
- How to create or adapt new learning activities as well as other learning options, learning activities and referrals
- Learning cycle, including:
  - concrete experience
  - observation and reflection
  - concept formation
  - testing new learning
- Adult learning principles
- Learner cues that may reflect difficulties with individual learning relationships
- Needs and characteristics of individual learners and current techniques to facilitate individual learning
- Requirements of the support program, including administrative and WHS
- Roles and responsibilities of those providing language, literacy and numeracy support and their specialist supervisors
- Sources of external support
- Tools to evaluate learning outcomes, such as the ACSF

## REQUIRED SKILLS AND KNOWLEDGE

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Negotiate and manage a learning relationship, while working with supervisors and learners
- Demonstrate communication skills and flexibility, using a range of processes and techniques
- Use a range of methods to evaluate the learning relationship

In addition, the candidate must be able 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:

- Communication skills to:
  - clarify and agree upon boundaries and expectations of the learning relationship
  - confirm, clarify or repair understanding
  - provide constructive feedback
  - use verbal and non-verbal language and concepts appropriate to individual and cultural differences
- Initiative and enterprise skills to:
  - inform supervisor of learner progress and issues as required
  - identify suitable learning techniques and activities for the individual learner
  - model facilitation and learning behaviour
  - manage complex situations, including conflict
- Interpersonal skills to:
  - interact with clients from a range of social, cultural, religious and linguistic backgrounds and with varying physical and mental abilities, while:
    - recognising and responding to verbal and non-verbal messages
    - recognising and responding to individual difference and diversity
    - acting without bias or discrimination
    - responding sensitively to diverse backgrounds and particular needs
  - facilitate individual learning through a collaborative and respectful relationship, keeping sessions learner-centred and drawing on the expertise and background of the learner
  - establish a supportive environment that builds rapport
  - use appropriate humour to lighten atmosphere
- Leadership and motivational skills to empower and inspire the learner
- Literacy skills to:

## **REQUIRED SKILLS AND KNOWLEDGE**

- develop the learning plan
- maintain records and other documentation
- read and interpret relevant documentation
- Planning and organising skills to
  - organise appropriate techniques and processes to facilitate individual learning
  - prepare for learning sessions
- Teamwork skills to collaborate with supervisor to:
  - analyse learner needs
  - apply appropriate model of learning to develop learners' required skills
  - implement support strategies appropriate to learner needs
- Technical skills to:
  - determine and alter a learning plan in consultation with supervisor
  - negotiate with learners to ensure suitable learning
  - interpret information gathered and adapt own style accordingly
  - lead and motivate learners to take responsibility for their own learning
  - maintain momentum during the learning process
- Technology skills to:
  - use a range of technology to support numeracy learning
  - use software packages as part of the learning program
- Time-management skills to
  - structure sessions
  - drive the process to achieve goals

## **Evidence Guide**

### **EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.



## EVIDENCE GUIDE

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- Competency must be demonstrated in a realistic simulated or real work environment
- Assessment requires access to a range of opportunities defined in the range statement, including access to:
  - individual learning plan
  - facilitation activities
  - evaluations from participants or organisation
  - evidence of self-evaluation and improvement of skills, for example, a learning journal
  - audio or video of a facilitation session

## EVIDENCE GUIDE

### *Method of assessment:*

- Assessment methods suitable for valid and reliable assessment of this competency may include a combination of:
  - case studies
  - demonstration
  - observation
  - oral and written questioning
  - scenarios, simulation or role plays
  - workplace projects
  - authenticated evidence
- Assessment methods should reflect work demands, such as literacy, and the needs of particular individuals, such as:
  - people in rural and remote locations
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people

### *Guidance information*

- This unit may be assessed independently, however holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

## Range Statement

### RANGE STATEMENT

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Learning area may be:*

- Generic skills
- Life skills
- Management skills
- Organisational or individual
- Program-specific
- Skills for new or changed job role, work procedures or work skills
- Technical skills

*Relevant persons may include:*

- Learner
- Language, literacy or numeracy specialist
- Experienced trainer, teacher or tutor
- Mentor
- Supervisor or coordinator

*Individual learning techniques and processes may include:*

- Coaching or tutoring techniques
- Formal or informal process
- Mentoring techniques
- Ongoing or one-off process
- Peer relationships
- Single or double loop learning approaches
- Specific circumstance or an integrated feature of the overall learning process

*Organisational support may include:*

- Additional time with learner
- Agreement by organisation to provide additional assistance to individuals through identified techniques
- Venue and equipment support

## RANGE STATEMENT

*Individual's learning style may include:*

- Activist
- Auditory
- Global and analytical
- Kinaesthetic
- Pragmatic
- Reflective
- Tactile
- Theoretical
- Visual

*Learner characteristics may include:*

- Cultural background and needs
- Employment status
- Language, literacy and numeracy requirements
- Length of time resident in Australia
- Level of formal schooling in Australia or overseas
- Level of maturity
- Past learning experiences
- Preferred learning styles
- Specific physical or psychological needs

*Context for learning may be:*

- Defined by time requirements and built into learning activities
- Defined by the learning activities
- Determined by the area of learning
- Determined by the trainer and the learner
- Impacted by the health, safety or welfare of the learner
- In a classroom, tutorial room, meeting room, office, any agreed meeting place
- In a home, training and/or assessment organisation, college, community, university or school

## RANGE STATEMENT

- Additional support may include:*
- Aboriginal and Torres Strait Islander support
  - Community support
  - Counselling services
  - Disability support
  - English language, literacy and numeracy support
  - Ethnic support services
  - Interpreting services
  - Support for learners affected by displacement and other trauma
- Individualised learning plan may include:*
- Contingency plans
  - Goals to be achieved that reflect learner interests, needs and abilities
  - Logistics of the learning relationship, for example:
    - period of relationship
    - frequency of meetings and length of sessions
    - location of meetings or contact
  - Structure of the learning relationship, for example:
    - activities to be undertaken
    - monitoring processes
    - tools and equipment needed
    - shadowing
  - WHS considerations
- Structured learning activities may include:*
- Demonstrations and role plays
  - Direction, guidance and mutual discussion
  - Learning journal
  - Practice opportunities
  - Projects
  - Readings and research
  - Role modelling
  - Video and audio analysis
  - Written exercises

## RANGE STATEMENT

*Learner cues may include:*

- Evidence of frustration, distraction, stress
- Evidence of problems or issues which may be personal or related to the individualised learning
- Level of communication and interaction
- Level of dependence or independence
- Level of ease or difficulty in undertaking learning activities
- Level of engagement or disengagement
- Regular or irregular attendance
- Stagnation in learning

*Tools and signals may include:*

- Agreed time period over
- Level of independence in learning
- Measure of improvement in a particular area
- Readiness to maintain learning through other means or modes
- Self-assessment by the learner
- Severe or fixed blockages in the relationship

*Feedback may be:*

- Formal and informal discussion with learner and others
- Interview
- Written questionnaire

*Evaluation may look at:*

- Achievement of other outcomes as a result of the relationship
- Development of new goals or skills
- Development of or increase in the self-confidence and capacity to learn of the learner
- Increased or new motivation to learn
- Level of attendance by learner
- Successful achievement, rate of achievement, or lack of achievement of identified goals

**RANGE STATEMENT**

*Reflection may include:*

- Asking critical questions about own ability, what worked, what did not work and how the relationship building process could be improved
- Reviewing feedback from learner and identifying critical aspects and areas for improvement
- Reviewing records and journals on sessions and critically evaluating own performance

**Unit Sector(s)**

Not Applicable