Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS419B Support flexible learning in an education environment

Release: 1

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCEDS419B Support flexible learning in an education environment

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCEDS419A Support flexible learning in an education environment	CHCEDS419B Support flexible learning in an education environment	Unit updated in V4. 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 deals with the skills and knowledge required by education support workers to organise, sustain and supervise learning activities for students accessing flexible learning programs

Application of the Unit

Application   This unit is intended for support of flexible learning including distance education, on line learning and community based flexible learning programs

The unit applies to the education worker who is required to set up and manage the flexible learning environment with appropriate guidance, support and supervision by a nominated teacher or other education professional

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. Establish the learning environment	1.1 Access *flexible learning programs* to determine learning outcomes or objectives to be met in consultation with supervisor
	1.2 Design the learning space to meet access, health and safety and supervision criteria in accordance with the education organisation's *flexible delivery policy and procedures*
	1.3 Arrange work spaces to encourage focused participation of students in flexible learning
	1.4 Establish the range of activities, resources and any requirements for assessment with the learner and the course facilitator
	1.5 Obtain and make available *resources* for students as required
	1.6 Confirm, where appropriate, *technical requirements* for the flexible learning environment
	1.7 Identify and organise *specific technical support needs and mechanisms* for flexible delivery

ELEMENT	**PERFORMANCE CRITERIA**
2. Facilitate flexible learning for students	2.1 Develop *flexible learning protocols* in consultation with the supervisor and in accordance with the organisations *principles of practice*
	2.2 Conduct inductions to the flexible learning environment including clarification and agreement of the objectives and protocols
	2.3 Provide *technical and personal support* while students are engaged in flexible learning activities
	2.4 Establish relationships that support inclusiveness, acknowledge diversity and encourages a positive learning environment
3. Monitor and review flexible learning support	3.1 Monitor learner progress and report any identified issues to the supervisor
	3.2 Provide support and guidance within and outside the learning environment
	3.3 Monitor students interactions with others and participation in flexible learning activities and make *interventions*, where necessary, to maintain momentum and engagement
	3.4 Encourage and promote learner collaboration within and outside the learning environment to enhance learning experiences
	3.5 Reflect on own performance as a flexible learning support worker with a focus on continuous improvement
	3.6 Identify, discuss with *relevant personnel*, and document recommendations for improvements to facilitating flexible learning and appropriateness of flexible learning systems, tools and resources

Community Services and Health Industry Skills Council

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 of:

- Relevant legislation, policies, and standards that regulate education services delivery, work health and safety (WHS) and anti-discrimination
- Technical knowledge sufficient to distinguish between a technical problem and a content problem and to responds accordingly
- Understanding of flexible learning methodologies and programs
- Principles of Practice and their application to a flexible education environment
- Understanding of issues that may be encountered by students with disabilities
- Learner attitudes to flexible learning
- Levels of support appropriate to a variety of learning situations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply relevant WHS guidelines in the learning environment
- Communicate effectively with all stakeholders
- Use interpersonal skills to support students undertaking flexible learning

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 the ability to:

- Use language and literacy skills to effectively communicate with a diverse range of people
- Apply high level organisation skills
- Undertake observation and record-keeping
- Undertake effective student management
- Support learning across a range of subject areas
- Use technical skills required to support and manage diverse equipment needs of flexible learning programs

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.

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 • This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions • Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency
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

EVIDENCE GUIDE

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

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.

Flexible learning programs may include:	• Distance delivery • Correspondence • E learning • Teleconferencing • Video conferencing • Mixed mode delivery • Community education program

RANGE STATEMENT

Flexible delivery policy and procedures may include	• Students meet certain criteria to enrol in flexible learning program • Allocation of particular rooms/spaces/times/equipment for flexible learning • Supervisors responsibilities • Consultation and reporting requirements • Student responsibilities • Conduct expected while engaged inflexible learning programs • Specific providers/courses • Parental consent • Alternative arrangements if supervisor absent
Resources may include:	• Digital materials • Workbooks • Diaries • Log books • Mailing materials • Specific readings • Passwords and logins • Access to the internet • Email access • Access to an e learning management system • Equipment • Specific hardware/software/appliances for students with disabilities

RANGE STATEMENT

Technical requirements may include:	- Telephone equipment - Computer - Printer - Fax - Modem - Headphones - Camera - Screen - Audio equipment - Video conferencing equipment - CD/DVD player - Adaptive technologies for students with disabilities
Technical support needs and mechanisms may include:	- Technical support from IT specialists - Meeting accessibility issues - Support IT literacy - WHS guidelines - ergonomic information re use of computers and other equipment - Problem solving tools - Access to a range of business equipment - Specialist advice regarding adjustments for students with a disability
Flexible learning protocols may include:	- Expectations of students - Expectations of supervisors
Principles of practice are:	- Underpinning elements that reflect the philosophy/theory of learning being used by teachers - Principles inform the teaching and learning approaches of teachers - Principles related to a particular type of approach - Principles inform the operation structure within which an education support worker will work

RANGE STATEMENT

Technical and personal support may include:	• Adjustments to the environment, timetables, tools and resources supplied based on the learning program, flexible delivery mode and the characteristics of the learner • Provision of one to one support, including assistance with articulating difficulties, problem solving and liaison with teachers and or facilitators • Assisting students to address health and/or welfare issues
Interventions may include:	• Verbal or non-verbal direction • Open questioning to encourage problem solving • Use of different equipment/space • Program/equipment adjustments • Liaison between teachers/ supervisors/students • Behaviour support strategies • Substitute support strategies • Removal of certain stimuli • Referral to supervisor or administrator
Relevant personnel may include:	• Teachers • Principal • Tutors • Information technology officer • Head of department • Facilitators • Parents

Unit Sector(s)

Not Applicable