



Australian Government

CHCEDS012 Set up and sustain individual and small group learning areas

Release: 2

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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 <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to establish and organise individual and/or small group learning environments, such as a home-based classroom, activity area in a classroom or library, or a virtual schooling area.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

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 specify the level of performance needed to demonstrate achievement of the element.

1. Create a positive physical

1.1 Construct a learning space within budgetary constraints under the guidance of the teacher or

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

learning space

supervisor

1.2 Select and set-up furnishings and fittings that are suitable for a variety of learning activities in collaboration with the teacher or supervisor

1.3 Accommodate multi-age requirements within a learning space

1.4 Use displays, posters and accessories conducive to learning

2. Organise learning resources

2.1 Organise learning resources that are suitable to the learner and the education support worker

2.2 Establish storage and retrieval procedures to support learning

2.3 Instruct learners on how to use the resource organisation system

3. Prepare to provide education support to students

3.1 Prepare activities and daily requirements in advance with reference to support mechanisms where necessary

3.2 Establish daily routines

3.3 Clarify and confirm understanding of school/teacher requirements and ensure consistent interpretation and application

3.4 Review progress regularly and identify future requirements

4. Manage a learning timetable

4.1 Schedule learning activities as directed by teachers

4.2 Coordinate content of learning activities to provide an appropriate timetable structure

4.3 Manage interruptions and contingencies with minimum disruption to learning

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>

Assessment Requirements for CHCEDS012 Set up and sustain individual and small group learning areas

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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 at least once:

- created a positive learning space and organised resources to meet the learners' needs, including:
 - using communication skills to provide information to, and gain feedback from, learners and teachers
 - documenting the environment and resource organisation accurately in a written form
 - solving problems as they arise.

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:

- what constitutes a positive and stimulating physical environment for learning
- a broad range of learning resources readily available that can be used to support the individual or group learning needs
- learning technologies.

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

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