



Australian Government

CHCEDS022 Work with students in need of additional support

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 for education support workers to provide support to students who have to face a range of challenges that may limit their access to, participation in or outcomes from the curriculum.

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.

Education support workers will apply knowledge of appropriate educational responses as part of a team supporting students with learning difficulties.

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. Identify problems experienced by students in need

1.1 Identify, in collaboration with the teacher the

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of additional support

specific learning needs of the individual student

1.2 Identify any real barriers or potential barriers to learning

2. Contribute to team planning for students in need of additional support

2.1 Provide observations to the education team to inform the process of planning for students requiring additional support

2.2 Develop expectations for students, with the education team

2.3 Discuss strategies to increase student access to learning, with the education team

2.4 Identify and assemble required resources

3. Provide support to students in need of additional support

3.1 Use assistive technologies where appropriate

3.2 Implement planned strategies to meet the needs of individual students

3.3 Provide students with regular opportunities for practising new skills

3.4 Monitor student progress and inform teachers on a regular basis

4. Provide support to teachers of students in need of additional support

4.1 Cooperate in the implementation of programs and strategies designed by teachers

4.2 Monitor and arrange maintenance of any equipment used to support students

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 CHCEDS022 Work with students in need of additional support

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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:

- contributed to the education team and participants in planning for students in need of additional support to achieve their full potential, including:
 - setting up and using adaptive technologies required by students
 - adapting education resources to meet the needs of students with learning difficulties
 - using professional language when working with teachers and other professionals.

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:

- language, literacy and numeracy support strategies appropriate to the phase of learning
- appropriate support for a range of learning situations for students with various reasons for requiring additional assistance including physical, intellectual or learning disabilities, medical conditions, or emotional or psychological issues
- physical, emotional and social support that may be required by individual students
- individual education plans and behaviour management plans.

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.

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