



Australian Government

Assessment Requirements for CHCEDS027 Support flexible learning in an education environment

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. Changes to elements and performance criteria. New evidence requirements for assessment.

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:

- established a learning environment on two separate occasions, including:
 - determining learning outcomes of flexible learning programs with supervisor
 - designing learning space to meet the needs of students
 - establishing a range of activities, resources and assessment requirements with learner and course facilitator
 - confirming technical requirements and organising technical support needs
- facilitated flexible learning for at least two students, including:
 - developing flexible learning protocols with supervisor
 - conducting induction to flexible learning environment
 - providing students with technical and personal support during activities
 - establishing positive relationships
- monitored progress of at least two students and reported any issues to supervisor
- made interventions when students were losing momentum and engagement

- reflected on own practice and identified areas for improvement
- identified, discussed and documented recommendations for improvements to flexible learning with relevant personnel.

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 identified work role.

These include knowledge of:

- technical knowledge sufficient to distinguish between a technical problem and a content problem, and to respond accordingly
- a range of flexible learning methodologies and programs available for use
- issues that may be encountered by students with disabilities
- learner attitudes to flexible learning
- levels of support appropriate to a variety of learning situations.

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.

Assessment must ensure use of:

- technical support
- flexible learning environment
- flexible learning resources, including communication resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

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

