



Australian Government

Assessment Requirements for CHCEDU013 Facilitate adult learning and development

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria New evidence requirements for assessment including volume and frequency requirements Significant change to knowledge evidence Supersedes CHCCS427B

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 evidence that the candidate has:

- worked collaboratively with at least 3 different people to support their learning and development using structured processes for identifying, and responding to individual learning needs
- established and developed positive learning relationships using interpersonal and communication skills.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations, and how these are applied in organisations and individual practice
 - codes of practice
 - discrimination
 - duty of care
 - privacy, confidentiality and disclosure

- records management
- work role boundaries – responsibilities and limitations
- work health and safety
- principles of person-centred practice
- change processes, including:
 - how people work through change
 - behaviour associated with change
- needs and characteristics of individual learners and how they may be impacted by
 - 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
- types of inclusions in an individualised learning plan
 - contingency plans
 - goals to be achieved
 - logistics of the learning relationship
 - period of relationship
 - frequency of meetings and length of sessions
 - location of meetings or contact
 - structure of the learning relationship:
 - activities to be undertaken
 - monitoring processes
 - tools and equipment needed
 - shadowing
 - WHS considerations
- techniques to facilitate individual learning
- different learning styles and their features, including
 - activist
 - auditory
 - global and analytical
 - kinaesthetic
 - pragmatic
 - reflective
 - tactile
 - theoretical

- effects of verbal and non-verbal communication, such as
 - how to interpret behaviour
 - how to model behaviour and values
- learner cues
 - 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
- how to create or adapt new learning activities as well as other learning options and referrals
- types of structured learning activities and how they are used, including
 - 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
- 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
- sources and nature of external support services
- signs of readiness for closure of learning relationship, including
 - level of independence in learning
 - measure of improvement
 - readiness to maintain learning through other means or modes
 - self-assessment by the learner
 - severe or fixed blockages in the relationship
- tools to evaluate learning outcomes and broader impacts of learning

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including learner information
- modelling of industry operating conditions, including scenarios that involve interactions with other people.

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>