



Australian Government

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

Application

This unit describes the skills and knowledge required to identify individual learning needs and develop a collaborative learning relationship in a one-on-one or small group context.

This unit applies to community service workers who support others with learning in any context. Work may be voluntary and undertaken under the supervision of more experienced specialist trainers and supervisors.

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 describe the performance needed to demonstrate achievement of the element.
1. Establish the learning relationship	1.1 Identify needs and goals for individual learning in collaboration with the learner and discuss with relevant colleagues 1.2 Identify individual's learning style, learner characteristics and abilities, and context for learning 1.3 Select activities, techniques and processes to facilitate individual learning and explain and discuss with the

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

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learner

1.4 Clarify and agree on boundaries and expectations of the learning relationship

1.5 Develop and document individualised learning plan, and discuss with learner

1.6 Seek feedback and assistance from colleagues or supervisors according to specific needs

1.7 Obtain organisation support for implementation according to the context for learning

2. Maintain and develop the learning relationship

2.1 Prepare for each meeting or session according to learning plan requirements

2.2 Grow the relationship and sustain active participation using effective communication and interpersonal skills

2.3 Use structured learning activities as planned to support and reinforce new learning, build on strengths and identify areas for further development

2.4 Use leadership and motivational skills to enable the learner to take responsibility for learning, practising ethical behaviour at all times

2.5 Observe learner cues and change approach where necessary to maintain momentum

2.6 Acknowledge, respect and value individual differences and clients with particular needs

2.7 Schedule regular meetings to monitor the effectiveness of the learning relationship

3. Close and evaluate the learning relationship

3.1 Recognise readiness for closure of individual learning relationship

3.2 Seek feedback from the learner on the outcomes achieved and the value of the relationship

3.3 Evaluate whether the learning relationship met agreed learning needs and goals

3.4 Reflect on own performance in managing the relationship, identify areas for improvement and discuss with supervisor

3.5 Document outcomes as required by the learning

ELEMENT

Elements define the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.
relationship and organisation procedures

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 CHCEDU013 Facilitate adult learning and development

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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 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

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