Assessment Requirements for CHCEDS032 Support learning and implementation of responsible behaviour

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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 *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant 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 at least once:

- accessed and referenced documented research information using relevant standards
- adhered to education organisation's policies and procedures
- demonstrated supportive and collaborative relationships with students, including:
  - making use of a range of appropriate behaviour-management strategies
  - implementing student self-management strategies
  - interpreting feedback from colleagues relating to policies and procedures
  - reflecting on personal skills in behaviour management.

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:

- assessment strategies involving learner's participation
- available professional support services and resources
- child and adolescent development theories
- effective communication skills
- factors to promote or diminish the student's intrinsic motivation
- importance of the student's self-esteem in the learning process
- origins of inappropriate behaviour and the impact on student learning
- differing philosophical approaches to behaviour support
- practices and strategies for non-violent crisis prevention and intervention
- requirements of relevant legislation and organisation policies in relation to behaviour
- typical (and atypical) behaviours encountered in the education environment
- universal precautions for risk management
- when and how to implement consequences for inappropriate behaviour
- whole-of-school and student approaches to behaviour support.

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

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53