



Australian Government

**CHCEDS001 Comply with legislative,
policy and industrial requirements in the
education environment**

Release: 2

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Modification History

Release	Comments
Release 1.1	Minor changes to formatting to improve readability.
Release 1.0	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit covers the skills and knowledge required to maintain compliance with legislation, policy and industrial instruments that relate to the education support worker role.

The unit applies to education support job roles in a variety of education contexts including schools and other educational settings.

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other educational professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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 legislative and policy requirements

- 1.1 Access current workplace information that covers the range of legislation and guidelines relevant to the job role
- 1.2 Clarify and confirm understanding of legislation with supervising teacher, to ensure consistency of interpretation and application
- 1.3 Obtain advice from supervising teacher when conflicting legislative directives are found

2. Comply with legislative and policy requirements

- 2.1 Undertake work in accordance with requirements of legislation and organisational policies
- 2.2 Promptly report incidents of non-compliance resulting from breaches of legislation
- 2.3 Inform authorised persons or bodies of inadequacies in workplace procedures which may contribute to non-compliance
- 2.4 Review own conduct and seek feedback from others to confirm continuing compliance with legislation, policy and procedures

3. Identify and comply with industrial instruments relating to the job role

- 3.1 Identify the industrial award relevant to the job role and identify key responsibilities
- 3.2 Source and read any relevant certified agreements
- 3.3 Clarify award conditions with appropriate personnel as required

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Education environments may include:
- Government school (pre-primary, primary and secondary)
 - Private/non-government school (pre-primary, primary and secondary)
 - Education centre
 - Kindergarten
 - Special educational centre
 - Community educational centre

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>