



Australian Government

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

Release: 3

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Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor changes to formatting to improve readability.
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. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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.

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

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

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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 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.

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

Assessment Requirements for CHCEDS001 Comply with legislative, policy and industrial requirements in the education environment

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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 demonstrated evidence that the candidate has completed the following tasks at least once:

- followed school/centre policies and procedures
- undertaken basic research of relevant legislation, awards, certified agreements, workplace policies and work procedures
- reported concerns in a constructive and supportive manner to 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:

- own work role and responsibilities
- legislation relating to the education sector, the education support worker's role and key requirements of each
- organisational policies and procedures for responding to legislative issues, and how these are applied
- duty of care responsibilities as applies to non-teaching staff
- safe working practices
- potential hazards and risks for students resulting from breaches of relevant legislation or policy
- key requirements of industrial awards
- relevant code/s of ethics
- equal employment opportunity and equity and diversity principles.

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:

- relevant legislation, policies and procedures and industrial awards

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

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