



Australian Government

CHCEDS008 Comply with school administrative requirements

Release: 2

CHCEDS008 Comply with school administrative requirements

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 <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. New evidence requirements for assessment

Application

This unit describes the skills and knowledge for education support workers to undertake administration and basic computer tasks in the education environment where administration is not the main focus of work.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education 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.

1. Complete forms and documents as required

PERFORMANCE CRITERIA

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

- 1.1 Access and select forms for appropriate purpose
- 1.2 Complete in accordance with the organisation policies and procedures
- 1.3 Use templates from software provided

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

2. Store and access information appropriately

2.1 Store information in accordance with organisation guidelines

2.2 Provide individuals with access to information in accordance with organisation guidelines

2.3 Maintain information on the organisation in a confidential and secure manner

2.4 Report breaches of information security to the relevant person

3. Manage enquiries in accordance with school policy and procedures

3.1 Handle enquiries promptly according to organisation policy and procedures

3.2 Use effective listening and speaking skills in oral communication

3.3 Refer enquiries about student learning or progress to relevant person

3.4 Record and distribute verbal, written and recorded messages in order of priority, urgency and policy and procedures

3.5 Use communication equipment and information technology in accordance with school protocols

3.6 Use telephone techniques and emails according to organisation policy and protocols

4. Complete written documentation

4.1 Present written information and ideas in a clear and concise manner so the intended purpose is understood by the recipient

4.2 Complete and present documents within designated timeframes

4.3 Present written information to meet standards of style, format and accuracy

5. Use technology to support

5.1 Use available technology to address

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

administrative and education support activities

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

administrative responsibilities in line with organisation requirements

5.2 Use word processing software, formatting and editing to produce documents

5.3 Develop simple spreadsheets as required

5.4 Use the internet to search and access information

5.5 Insert graphics into a word processed document and print the document

5.6 Use relevant software to prepare and/or deliver basic presentations as required by work role

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 environment may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten

- Special education centre
- Community education 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 CHCEDS008 Comply with school administrative requirements

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 <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. 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:

- applied the appropriate level of reading, writing, language and numeracy competence to effectively comply with administrative tasks required, including:
 - demonstrating clear, concise and accurate communication skills with a diverse range of individuals
 - following organisation policies and procedures for record-keeping
 - setting up and using basic functions of a desktop computer and printer to produce required documents
 - using accurate spelling, grammar and punctuation in relation to at least three required documents
 - using effective time-management for prioritising the distribution of information
 - using problem-solving skills to redirect enquiries and establish confidentiality protocols

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:

- boundaries between teaching and education support roles in the provision of information about students
- policies and procedures of the organisation that apply to record-keeping and documentation preparation
- policies of child safety, confidentiality, security and circulation of records
- implications for the education support role of legislation relating to child safety and privacy.

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>