



**Australian Government**

# **CHCEDS017 Contribute to the health and safety of students**

**Release: 1**

## CHCEDS017 Contribute to the health and safety of students

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 1 | <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. New evidence requirements for assessment, including volume and frequency requirements.</p> |

## Application

This unit describes skills and knowledge required for teacher assistants to contribute effectively to the health and safety of students. The education support worker implements workplace health and safety instructions and procedures within his or her scope of responsibility and according to direction.

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.

*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. Maintain a safe environment

1.1 Recognise routine job-related hazards while under direct supervision

1.2 Follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies

1.3 Provide guidance and support to students on the safe use and care of equipment and resources

1.4 Maintain classroom displays according to work safety regulations and school/centre procedures and guidelines

1.5 Support student protection programs including stranger danger, safe houses and circle concept as appropriate

1.6 Report to appropriate personnel when hazards arise in accordance with school/centre procedures

1.7 Take appropriate steps, if required, to maintain personal safety of self and others

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

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

2. Maintain a hygienic and healthy environment

2.1 Maintain the classroom/centre in a clean and tidy condition

2.2 Respond appropriately to student/s who require assistance with personal care or hygiene

2.3 Clean soiled student clothing and areas as required

2.4 Provide assistance with the general care and wellbeing of students, including attending to students with minor illnesses

2.5 Assist students in need of minor first aid in accordance with school or centre procedures

3. Supervise students in conjunction with teacher

3.1 Undertake supervision of students according to teacher direction and school/centre policy and procedures

3.2 Supervise students that are out of the room according to teacher direction and school/centre policy and procedures

4. Deal with emergency situations

4.1 Contribute to planning for emergency and potential emergency situations

4.2 Recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility

4.3 Follow emergency procedures correctly in accordance with school/centre procedures

4.4 Seek assistance promptly from colleagues and/or other authorities where appropriate

4.5 Report details of emergency situations accurately in accordance with school/centre policy, including accurate completion of accident and incident report forms

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

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

5. Support the health and wellbeing of students

5.1 Identify health issues in the student community and their causes

5.2 Identify the impact that health issues have on student's learning

5.3 Assist in the provision of health promotion programs

5.4 Ensure confidentiality of student health information

5.5 Use professional language when liaising with health professionals and families as required under the guidance of the teacher

## 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.*

- Relevant procedures, guidelines, protocols, policies will address:
- - duty of care, supervision, workers compensation
  - education system's (government and non-government) policies and procedures
  - relevant legislation from all levels of government that affects the school/centre's operation, especially in regard to workplace safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
  - school or centre policies and procedures

## Unit Mapping Information

No equivalent unit.

## Links

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