Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS331B Contribute to the health and safety of students

Release: 1

ISC INDUSTRY SKILLS COUNCILS
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CHCEDS331B Contribute to the health and safety of students

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCEDS331A Contribute to the health and safety of students	CHCEDS331B Contribute to the health and safety of students	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required for teacher assistants to contribute effectively to the safety and health of students
	On completion of this unit, the education support worker will also be able to implement workplace health and safety instructions and procedures within his or her scope of responsibility and according to direction

Application of the Unit

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

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.	The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain a safe environment	1.1 Recognise routine job-related *hazards* whilst 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 health and safety (WHS) regulations and school/centre procedures and guidelines
	1.5 Support student protection programs such as stranger danger, safe houses, circle concept (for some students with a disability)
	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

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ELEMENT	PERFORMANCE CRITERIA
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 (undressing, bathing, dressing, toileting)
	2.3 Clean soiled student clothing and areas as required
	2.4 Provide assistance with the general care and well being of students, including attending to students with minor illnesses e.g. colds
	2.5 Assist students in need of minor first aid
3. Prepare and distribute food for students	3.1 Provide assistance to the teacher in the preparation and distribution of food for students
	3.2 Assist students, as necessary, with *food preparation*, eating and feeding
	3.3 Ensure safe and hygienic storage and handling of foodstuffs and food preparation utensils
4. Supervise students in conjunction with teacher	4.1 Undertake supervision of students according to teacher direction and school / centre policy and procedures
	4.2 Supervise students that are out of the room according to teacher direction and school / centre policy and procedure

ELEMENT	PERFORMANCE CRITERIA
5. Deal with *emergency situations*	5.1 Contribute to planning for emergency and potential emergency situations
	5.2 Recognise emergency and potential emergency situations promptly and take required actions within the scope of individual responsibility
	5.3 Follow emergency procedures correctly in accordance with school/centre procedures
	5.4 Seek assistance promptly from colleagues and/or other authorities where appropriate
	5.5 Report details of emergency situations accurately in accordance with school/centre policy
6. Support the health and well being of students	6.1 Identify *health issues* in the student community and their *causes*
	6.2 Identify the *impact that health issues have on student's learning*
	6.3 Act as a resource for families, school and the community with regard to health issue
	6.4 Work with families to support individual health needs
	6.5 Identify and utilise agencies within and outside the school to support student's health
	6.6 Assist in the provision of health promotion programs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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:

- Aboriginal health issues
- Cultural and linguistic background of students and families
- Curriculum and curriculum framework
- Duty of care responsibilities
- Educations system's policies and procedures
- Hygienic food preparation
- Industrial awards and duty statements
- Potential hazards and risks for students
- Risk management
- Safe working practices
- School/centre's policies and procedures
- State and Federal legislative and regulatory requirements, particularly WHS legislation
- Structure of the education system
- Understand own work role and responsibilities

Essential skills:

The candidate must be able 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 the ability to:

- Adhere to own work role and responsibilities
- Communicate effectively with other adults in the working environment
- Demonstrate effective application of skills in:
  - active listening
  - communication / interpersonal skills of questioning, informing, listening and discussing
  - negotiation

REQUIRED SKILLS AND KNOWLEDGE

- organisation planning, administrative support skills
- safe work practices
- team work
- time management skills
- Follow school/centre policies and procedures
- Implement safe and hygienic practises
- Liaise with and report to relevant personnel
- Respond appropriately to emergency situations

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills
	• This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	
	• Assessment requires access to a range of opportunities defined in the Range Statement, including:
	   • appropriate workplace where assessment can take place
	   • simulation of realistic workplace environment for assessment
	   • relevant school/centre policy, protocols and procedures

EVIDENCE GUIDE

Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
	• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
	• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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

RANGE STATEMENT

Relevant procedures, *guidelines*, *protocols*, *policies will address*:	• Duty of care, supervision of students, 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 WHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • School's and / or centre's policies and procedures
Hazard / safety procedures may include:	• Emergency, fire and accident procedures • Hazard identification and issue resolution procedures • Hazard policies and procedures • Job procedures and instructions • Procedures for maintenance of gardens, animal cages and environs • Procedures for the use of personnel clothing and equipment
Hazards may include:	• Body fluids • Fire • Infections • Manual handling • Toxic substances • Workplace stress
Cleaning duties may include:	• Dusting • Sweeping • Vacuuming • Washing/showering

RANGE STATEMENT

Types of cleaning equipment may include:	• Brooms • Buckets • Cleaning agents • Hoses • Mops, dusters/dusting and washing cloths • Vacuum cleaners
Food preparation may involve use of equipment such as:	• Food processors, blenders and mixers • Knives, cleavers and utensils • Large (fixed) equipment such as fridges • Slicers,
Individual needs of students will vary based on:	• Age and ability of student • Cultural and/or linguistic background of students • Personal characteristics of students • Physical capability or disability • Students' documented medical conditions • Students' special needs with social, emotional and/or psychological problems
Emergency situations may include:	• Bomb threats or civil disorder • Environmental (severe storms, earthquakes, floods) • Fire • Hazardous releases and uncontrollable processes • Medical emergencies • Other natural or man-made disasters • Smoke spread • Specific emergencies occurring during participation in / conduct of sport and recreation activities

RANGE STATEMENT

Health issues may include:	• Alcohol and other drug abuse • Child neglect • Diabetes • Domestic violence • Hearing Loss • Infant mortality • Infectious Disease • Kidney disease • Nutrition • Petrol sniffing • Teenage pregnancy
Causes of health issues may include:	• Child maltreatment • Domestic violence • Inadequate housing • Lack of education • Lack of support and resources • Poverty • Unemployment
Impact that health issues have on student's learning may include:	• Absences from school • Changes in behaviour • Inability to concentrate • Restrictions in ability to participate
Liaison may include:	• Community representatives • Medical or other professionals • Other school/centres • Other teacher assistants • Parents • Special education teacher • Specialist organisations

Unit Sector(s)

Not Applicable

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