



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS422A Promote hearing health and learning

Release: 1

CHCEDS422A Promote hearing health and learning

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to identify students' hearing concerns, develop preventative strategies and to understand the relationship between language development, hearing and learning within an education environment

Application of the Unit

Application

This unit applies to education support work in a education support contexts working with Aboriginal and/or Torres Strait Islander students 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. Promote understanding of causes and treatment of hearing problems | <p>1.1 Apply knowledge of the physical makeup of the ear and common causes of hearing loss</p> <p>1.2 Identify a variety of <i>traditional treatment methods</i> for healthy ears</p> <p>1.3 Explain prevention measures to students and parents</p> <p>1.4 Demonstrate application of at least two <i>practices of ear maintenance</i></p> <p>1.5 Explain importance of environmental health and nutrition to prevention of ear problems</p> |
| 2. Apply understanding implications of hearing loss for teaching and learning | <p>2.1 Explain the relationship between healthy hearing and children's language development</p> <p>2.2 Explain the relationship between healthy hearing and children's ability to learn</p> <p>2.3 Identify teaching strategies to address hearing loss issues</p> |

ELEMENT

3. Promote the prevention of hearing issues

PERFORMANCE CRITERIA

- 3.1 Observe and engage with students to identify hearing concerns and issues
- 3.2 Apply strategies for the prevention of ear health problem and to address student concerns
- 3.2 Access education centre policies and resources relating to environmental health and learning support

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:

- Common health problems and their symptoms
- Education environment policies regarding personal health
- Traditional health practices
- Local health services, teaching aids and resources

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate understanding of the link between hearing loss and learning

In addition, 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:

- Identify common health problems and their symptoms
- Identify education environment policies regarding personal health
- Traditional health practices
- Identify local health services, teaching aids and resources

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 can 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

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

EVIDENCE GUIDE

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
 - educational materials

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.

Traditional treatment methods include:

- Traditional tucker (bush food)

Practices of ear maintenance may include:

- Tissue spears
- Dry mopping
- Nose blowing
- Program implementation regarding hearing health

Unit Sector(s)

Not Applicable