



**Australian Government**

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

**Release: 2**

# CHCEDS017 Contribute to the health and safety of students

## Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                              |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 2 | <p>Updated:</p> <ul style="list-style-type: none"> <li>• assessor requirements statement</li> <li>• foundation skills lead in statement</li> <li>• licensing statement</li> <li>• modification history to reflect 2012 standards</li> </ul> <p>Equivalent outcome.</p>                                                                |
| Release 1 | <p>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.</p> <p>Significant changes to elements and performance criteria.</p> <p>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.

*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

### 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

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

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

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

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

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

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

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

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 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.*

- 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 Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

## Assessment Requirements for CHCEDS017 Contribute to the health and safety of students

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                                                       |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 2 | Updated: <ul style="list-style-type: none"><li>• assessor requirements statement</li><li>• foundation skills lead in statement</li><li>• licensing statement</li><li>• modification history to reflect 2012 standards</li></ul> 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.<br><br>Significant changes to elements and performance criteria.<br><br>New evidence requirements for assessment, including volume and frequency requirements. |

### 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:

- provided assistance with maintaining a hygienic environment
- adhered to own work role and responsibilities
- communicated effectively with other adults in the working environment
- demonstrated effective application of skills in:
  - active listening
  - communication/interpersonal skills of questioning, informing, listening and discussing
  - negotiation
  - organisation planning and administrative support skills
- implemented safe and hygienic practices
- liaised with and reported to relevant personnel
- responded appropriately to emergency situations

## 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:

- current curriculum documents
- industrial awards and duty statements as they apply to own role
- potential hazards and risks for students and ways of minimising risk
- safe working practices as applies to the role
- structure of the education system
- emergency procedures and own role in the event of an emergency.

## 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>