



Australian Government

CHCEDS059 Contribute to the health, safety and wellbeing of students

Release: 1

CHCEDS059 Contribute to the health, safety and wellbeing of students

Modification History

Release 1. CHCEDS059 Contribute to the health, safety and wellbeing of students supersedes and is not equivalent to CHCEDS017 Contribute to the health and safety of students.

Application

This unit describes the performance outcomes, skills and knowledge required to implement work health and safety policies and procedures to support the health, safety and wellbeing of students in an educational environment.

The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly with students in classroom settings in primary and secondary schools, as defined by State/Territory legislation.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Education Support

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Maintain a safe environment.
 - 1.1. Provide guidance and support to students on the safe use and care of equipment and resources.
 - 1.2. Maintain classroom displays according to work safety regulations and organisational policies and procedures.
 - 1.3. Support student protection programs as appropriate.
 - 1.4. Identify situations that pose a threat to personal safety of self or others and follow organisational procedures to respond.
 - 1.5. Recognise hazards in the workplace and report to appropriate personnel according to organisational policies and procedures.
 - 1.6. Follow organisational policies and procedures for dealing with hazards within the scope of own job role.
2. Maintain a hygienic and healthy environment.
 - 2.1. Assist in maintaining the classroom in a clean and tidy condition.
 - 2.2. Identify situations where students require assistance with personal care or hygiene and respond according to organisational policies and procedures.
 - 2.3. Attend to soiled student clothing and areas according to organisational policies and procedures.
3. Supervise students in conjunction with teacher.
 - 3.1. Supervise students according to teacher direction and organisational policies and procedures.
 - 3.2. Supervise students outside the classroom according to teacher direction and school policy and procedures.
4. Deal with emergency situations.
 - 4.1. Contribute to planning for emergency and potential emergency situations within the school.
 - 4.2. Recognise emergency and potential emergency situations promptly and take required actions within the scope of own job role.
 - 4.3. Follow organisational emergency procedures when emergencies occur.
 - 4.4. Seek assistance promptly from colleagues and/or other authorities where appropriate.
 - 4.5. Report details of emergency situations according to organisational policies and procedures and accurately complete accident and incident report forms.
5. Support the health and wellbeing of students.
 - 5.1. Assist students in need of minor first aid according to organisational policies and procedures.
 - 5.2. Provide assistance with the general care and wellbeing of students and attend to students with minor illnesses according to organisational policies and procedures.
 - 5.3. Identify health issues in the student community and their

impact on student learning and follow organisational reporting procedures.

- 5.4. Assist in the provision of health promotion programs.
- 5.5. Follow required procedures to maintain confidentiality of student health information.
- 5.6. Use professional language when liaising with health professionals and families under the guidance of the teacher.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

SKILLS	DESCRIPTION
Reading skills to:	interpret organisational policies and procedures for work health and safety.
Writing skills to:	record information according to organisational policies and procedures.

Unit Mapping Information

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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 CHCEDS059 Contribute to the health, safety and wellbeing of students

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Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide health, safety and wellbeing information to two different students on at least one occasion for each student
- follow hazard identification and reporting process on two different occasions, each for a different type of hazard
- follow organisational policies and procedures for one simulated emergency situation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- relevant state/territory legislation, its purpose and key requirements that impact the role of education support workers relating to:
 - work health and safety
 - child protection
 - confidentiality and privacy
 - duty of care responsibilities applicable to non-teaching staff
 - anti-discrimination
 - infection control
- organisational policies and procedures for work health and safety
- organisational emergency procedures and own role in the event of an emergency:
 - communication procedures
 - evacuation procedures
- the role education support workers in supporting health, safety and wellbeing of students
- types of health and safety information that may be provided by education support workers to students
- typical personal care and hygiene needs of students
- hazard identification, including:
 - definition and procedure for identification of a hazard
 - common hazards within the school environment:
 - infection control risks

- personal or student safety risks
- strategies to minimise risk
- first aid kit content and use
- student protection programs
- supervision planning, set up and implementation requirements and considerations for different:
 - age groups
 - areas
 - activities
- types of health promotion activities undertaken in schools, their key purpose.

Assessment Conditions

Skills must be demonstrated in the workplace:

- provision of health safety and wellbeing information to students must be directly observed by the assessor on at least one occasion
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence.

Interactions with students must be supervised by a teacher or other educational professional.

Skills related to responding to emergencies must be demonstrated through simulated activities and scenarios.

Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.

Assessment must ensure access to:

- work health and safety regulations
- organisational policies and procedures for work health and safety
- templates for reporting work health and safety issues and incidents
- first aid kit
- students in a school
- colleagues for guidance and collaboration.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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