CATAPULT

CHCECE031

Support children's health, safety and wellbeing

Unit/Assessment Mapping (Extract)

■ Unit mapping

KQ: Knowledge questions P : Project PA: Practical assessment	KQ	P	PA

Elements and performance criteria

1   Implement hygiene and health procedures

1.1	Follow health and hygiene regulatory requirements and service policies and procedures	Q 1.1.a, Q 1.1.b		YES
1.2	Support children to learn personal health and hygiene practices through discussion, modelling and repeated experience	Q 1.2		YES
1.3	Identify practices that are not consistent with requirements and procedures and take corrective action within level of responsibility	Q 1.3		YES

2   Support each child's health needs

2.1	Maintain knowledge of children's health needs by seeking and sharing information with colleagues and families	Q 2.1.a, Q 2.1.b		YES
2.2	Maintain confidentiality in relation to children's individual health needs	Q 2.2		YES
2.3	Implement service risk-management strategies for children with long-term medical conditions	Q 2.3.a, Q 2.3.b, Q 2.3.c		YES
2.4	Identify service and regulatory requirements and procedures for short and long-term medication administration	Q 2.4.a, Q 2.4.b		YES
2.5	Observe and respond to signs of illness and injury in children and systematically record and share this information with colleagues and families according to service policies and procedures and regulatory requirements	Q 2.5.a, Q 2.5.b		YES

3   Promote physical activity

3.1	Encourage children to participate in regular movement and physical experiences	Q 3.1.a, Q 3.1.b		YES
3.2	Participate with children in their physical activity	Q 3.2		YES
3.3	Promote physical activity through providing planned and spontaneous opportunities appropriate for each child	Q 3.3		YES
3.4	Discuss with children how their bodies work and the importance of physical activity to people's health and wellbeing	Q 3.4		YES

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4 Promote healthy and safe eating			
4.1 Provide opportunities for children to engage in experiences, conversations and routines that promote relaxed and enjoyable mealtimes, healthy lifestyles and good nutrition	Q 4.1		YES
4.2 Encourage and support healthy eating and nutrition practices with children during mealtimes	Q 4.2.a, Q 4.2.b, Q 4.2.c		YES
4.3 Check that children have ready access to water and are offered healthy food and drinks regularly	Q 4.3		YES
4.4 Implement service food safety policies and procedures when assisting with practical mealtime tasks	Q 4.4.a, Q 4.4.b, Q 4.4.c		YES
4.5 Share information with families that supports a healthy lifestyle	Q 4.5.a, Q 4.5.b		YES
5 Provide opportunities for sleep, rest and relaxation			
5.1 Use individualised sleep and rest practices that are consistent with approved standards and in consultation with families	Q 5.1		YES
5.2 Provide developmentally appropriate restful play activities for children who do not sleep or rest	Q 5.2.a, Q 5.2.b		YES
5.3 Maintain children's right to privacy during any toileting and dressing and undressing times	Q 5.3		YES
5.4 Meet individual clothing needs and preferences within the scope of the service requirements for children's health and safety	Q 5.4		YES
5.5 Support wellbeing through exchange of information with families about individual child's rest and sleep patterns	Q 5.5.a, Q 5.5.b		YES
6 Supervise children			
6.1 Follow regulations and implement service policies and procedures for active supervision of children	Q 6.1		YES
6.2 Use positive, developmentally appropriate communication when informing children of safety requirements	Q 6.2.a, Q 6.2.b		YES
6.3 Adjust levels of supervision depending upon the area of the service and the skill, age mix, dynamics and size of the group of children, and the level of risk involved in activities and play	Q 6.3		YES
6.4 Exchange information about supervision with colleagues to ensure adequate supervision at all times	Q 6.4.a, Q 6.4.b		YES

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7 Minimise risks in the environment			
7.1 Check safety of buildings, equipment and the general environment according to scope of own role and service policies and procedures	Q 7.1		YES
7.2 Use, store and label dangerous products according to manufacturer's instructions, service policies and procedures and regulations	Q 7.2.a, Q 7.2.b		YES
7.3 Implement service procedures and regulations for safe collection of each child, ensuring they are released to authorised people only	Q 7.3		YES
7.4 Assist in the supervision of every person who enters the service premises through observation and reporting	Q 7.4.a, Q 7.4.b		YES
8 Support children to respond to risks			
8.1 Assist children to recognise potential hazards and age appropriate responses	Q 8.1.a, Q 8.1.b, Q 8.1.c		YES
8.2 Develop children's knowledge of personal protective actions appropriate to their developmental stage	Q 8.2.a, Q 8.2.b		YES
8.3 Promote sun safety to children and implement measures to protect children according to service policies and procedures	Q 8.3		YES
9 Provide a safe and healthy environment			
9.1 Check toys and equipment are safe for children and safe to use in their proposed area	Q 9.1.a, Q 9.1.b		YES
9.2 React promptly to incidences of illness or spills of bodily fluids and promptly respond to ensure a hygienic environment	Q 9.2.a, Q 9.2.b, Q 9.2.c		YES
9.3 Liaise with families to ensure children who are unwell are excluded according to service policies and procedures and government guidelines	Q 9.3		YES
9.4 Identify children who display signs of illness and take appropriate measures to prevent cross-contamination	Q 9.4		YES
9.5 Report incidences of illness, infection or accident according to service policies and procedures and regulatory requirements	Q 9.5		YES
9.6 Follow service policies and procedures to ensure that equipment, furnishings and resources are maintained in a hygienic manner	Q 9.6		YES

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Knowledge evidence

Requirements of the National Quality Standard and related regulations and laws applicable to this unit including: ■ children's health and safety	Q 1.1.a, Q 1.1.b		
Service standards, policies and procedures for children's health and safety	Q 1.1.a, Q 1.1.b, Q 1.3, Q 2.2, Q 4.4.a, Q 4.4.b, Q 4.4.c, Q 5.1, Q 5.4, Q 6.1, Q 7.2.a, Q 7.2.b, Q 7.3, Q 8.3, Q 9.2.a, Q 9.2.b, Q 9.2.c		

Communication about health and safety:
■ how to communicate with families and children – the types of information typically given and requested:
   - allergies
   - information regarding long-term medical conditions
   - information regarding short-term medical needs
   - information in health management plans
■ confidentiality and privacy requirements
■ other restrictions around the sharing of information
■ service procedures for communicating information
	Q 2.2,
	Q 2.3.a,
	Q 2.3.b,
	Q 2.3.c,
	Q 4.5.a,
	Q 4.5.b,
	Q 5.5.a,
	Q 5.5.b,
	Q 6.4.a,
	Q 6.4.b,
	Q 9.3		

Health and safety issues associated with the care of children, how these are managed and how to assess for risks and hazards:

- clothing safety and suitability
- hygiene:
  - meaning of airborne, food-borne and infectious diseases, and ways that individuals can transfer and spread these in children's education and care settings
  - personal hygiene
  - importance of service cleanliness
- food safety:
  - storage
  - preparation
  - cooking/reheating/thawing
  - service
- personal health:
  - asthma and anaphylaxis
  - childhood obesity
  - common childhood medical conditions and their signs, symptoms and characteristics and associated risk management requirements
  - food allergies and high-risk foods
  - long term medical conditions
  - procedures and specifications around administration of medication
  - nutrition and its role in healthy lifestyle
  - oral health and its impact on general health:
    - causes of tooth decay
    - signs of tooth decay
  - importance of adequate and appropriate physical activity
  - situations requiring the exclusion of children as per service policies and procedures
- supervision requirements, different supervision levels, and influencing factors
- principles of active supervision:
  - awareness of environment
  - positioning
  - interaction with children and adults
  - scanning and listening
  - awareness of group and individual dynamics
- common childhood hazards
- toys and equipment

Q 2.3.a,
Q 2.3.b,
Q 2.3.c,
Q 2.4.a,
Q 2.4.b,
Q 4.2.a,
Q 4.2.b,
Q 4.2.c,
Q 4.4.a,
Q 4.4.b,
Q 4.4.c,
Q 4.5.a,
Q 4.5.b,
Q 5.3,
Q 6.1,
Q 6.3,
Q 9.1.a,
Q 9.1.b,
Q 9.2.a,
Q 9.2.b,
Q 9.2.c,
Q 9.3,
Q 9.6

Recommendations for physical activity for birth to 5-year-olds and 5 to 12-year-olds in the National Physical Activity and Sedentary Behaviour Guidelines for Australians and Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 years)

Q 3.1.a,
Q 3.1.b

KQ: Knowledge questions P : Project PA: Practical assessment	KQ	P	PA
Sleep and rest: ■ children's individual requirements ■ features of environments that promote rest and sleep ■ types of restful play activities for those who do not sleep	Q 5.1, Q 5.2.a, Q 5.2.b		
Recommendations for children's healthy eating as detailed in the following National Health and Medical Research Council sources or their successors: ■ Australian Dietary Guidelines ■ Australian Guide to Healthy Eating	Q 4.2.a, Q 4.2.b, Q 4.2.c		
How to interpret food labels and identify nutrition content and ingredients of concern that may contribute to poor nutrition	Q 4.5.a, Q 4.5.b		
Features of common types of individual dietary needs and preferences arising from the following, and the implications of not adhering to these: ■ culture ■ health ■ religion ■ family belief systems	Q 4.5.a, Q 4.5.b		

Principles of infection control:
■ causes of infection
■ how infections are spread
■ methods used to prevent infection:
  - handwashing hygiene
  - personal protective equipment (PPE)
  - immunisation
■ safely dealing with spills
	Q 1.2,
	Q 9.2.a,
	Q 9.2.b,
	Q 9.2.c		

Cleaning and infection control procedures for:
■ equipment:
  - change mats
  - prams or strollers
  - utensils and crockery
  - equipment storage areas
  - toileting areas
■ furnishings:
  - soft
    - bedding
    - cushions
  - hard:
    - cots
    - tables and chairs
    - high chairs
    - change tables
■ resources:
  - toys
  - art and craft supplies
	Q 9.6		

KQ: Knowledge questions			
P : Project	**KQ**	**P**	**PA**
PA: Practical assessment			

Performance evidence

Follow all hygiene, health and safety procedures on three different occasions for each of the following: ■ support a child to wash their hands ■ support one or more children during mealtimes ■ support a child with toileting ■ support a child with dressing or undressing ■ support a child to have their individual sleep needs met		P	YES
Demonstrate the principles of active supervision to supervise one group of children for a complete activity or play period, according to service procedures		P	YES
Respond appropriately to three situations where health or safety of children may be compromised		P	YES
Perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's education and care service in Australia		P	YES

Trainer/assessor instructions and requirements

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

Catapult Smallprint offer:
- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:
- elements and performance criteria
- performance evidence
- knowledge evidence

Information for Registered Training Organisation only

RTOs must conduct their own validation and mapping to verify that the assessment tools and instruments used:
- enable the collection of evidence that complies with the Principles of Assessment and the Rules of Evidence
- can be used by different trainer/assessors to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities.

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).

Learning resource

The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:
- a set of true or false questions
- a set of multiple choice questions

These questions are self-marking and do not form part of the assessment. They provide an opportunity for learners to test their understanding of the topics.

The learning resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:
- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

Assessment workbook

The trainer/assessor must explain to learners:
- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:
- knowledge questions
- project
- practical assessment

Assessment agreement

The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for special needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

Foundation skills checklist

The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

The foundation skills checklist in this resource is a general listing of the base foundation skills that are required to successfully complete any unit of competency

Foundation skills are:

- LLN Skills
    - reading
    - writing
    - oral communication
    - numeracy
- Employability skills
    - navigating the world of work
    - interacting with others
    - getting the work done

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are explicit in the performance criteria of the unit of competency
- in others specific foundation skills are identified for individual units of competency
- in others all foundation skills are identified separately

The trainer/assessor should source and use foundation skills assessment methodologies that suit the learner cohort.

Skills recognition

The trainer/assessor needs to determine how they wish to use this section.

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

Knowledge questions

The knowledge questions address the learner's understanding of the information covered in:

- the elements and performance criteria for this unit
- the knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

The trainer/assessor will determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/assessor must provide clear instructions to the learner regarding:

- the manner in which responses should be presented, for example: hand written in the space provided, in a word-processed document, verbally, on-line
- whether additional questions need to be answered

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

Project

Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The trainer/assessor will decide how the project will be used and must advise learners about whether they need to complete it.

Practical assessment

Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace, as simulations, or as a series of relevant role plays. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations and role plays replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

Completion record

The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:
- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

The completion record should be signed by the learner and trainer/assessor.