



CATAPULT

CHCECE041

Maintain a safe and healthy environment for children

Unit/Assessment Mapping (Extract)

NOTE: This is a sample only. This cover page is not included in Catapult Smallprint's printed books.

This Unit/Assessment Mapping extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit CHCECE041.

For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

<https://catapultlearning.com.au/product/CHCECE041/>

Unit mapping

KQ: Knowledge questions

P: Project

PA: Practical assessment

KQ

P

PA

Elements and performance criteria

1 Identify health and safety policies and procedures of the service

1.1	Access health and safety policies and procedures	Q 1.1.a, Q 1.1.b, Q 1.1.c	P B	YES
1.2	Establish scope of own role and responsibilities in maintaining health and safety from policies and procedures	Q 1.2	P B	YES

2 Monitor and implement health and safety policies and procedures

2.1	Model and monitor compliance with service health and safety policies and procedures	Q 2.1.a, Q 2.1.b	P B	YES
2.2	Encourage and assist colleagues to meet health and safety requirements through regular communication and provision of up to date information	Q 2.2.a, Q 2.2.b	P B	YES
2.3	Identify and respond to issues according to service policies and procedures	Q 2.3.a, Q 2.3.b, Q 2.3.c, Q 2.3.d	P B	YES
2.4	Identify and report health and safety training needs to relevant supervisors	Q 2.4	P B	YES
2.5	Complete and maintain accurate health and safety records according to service policies and procedures	Q 2.5	P B	

3 Monitor risk

3.1	Identify potential or actual hazards based on monitoring of children, activities and physical areas	Q 3.1	P A, P B	YES
3.2	Assess the safety risk associated with the hazard according to service risk management procedures	Q 3.2	P A, P B	YES
3.3	Inform relevant parties according to service procedures	Q 3.3	P A, P B	YES
3.4	Take action to eliminate or control the risk based on completed risk assessment	Q 3.4.a, Q 3.4.b	P A, P B	YES

KQ: Knowledge questions**P: Project****PA: Practical assessment****KQ****P****PA****4 Contribute to health and safety policies and procedures**

4.1	Identify and use opportunities to maintain currency of knowledge about health and safety issues	Q 4.1.a, Q 4.1.b	P B	YES
4.2	Identify and access information from credible and authoritative sources	Q 4.2	P B	YES
4.3	Seek feedback from colleagues on health and safety practices and potential issues through formal and informal communication	Q 4.3	P B	YES
4.4	Use feedback and own critical reflection to contribute to the improvement of health and safety policies and procedures	Q 4.4	P B	YES

5 Manage risk for excursions

5.1	Complete excursion risk management plan according to service policies and procedures	Q 5.1.a, Q 5.1.b	P A	YES
5.2	Identify staffing requirements and allocation of resources according to service policies and procedures and legislative requirements	Q 5.2.a, Q 5.2.b	P A	YES
5.3	Assess location, facilities and activities to identify potential hazards	Q 5.3	P A	YES
5.4	Obtain permission from families and communicate expectations for the child's involvement	Q 5.4	P A	YES
5.5	Confirm insurance, volunteer credentials and transport requirements according to service policies and procedures and legislative requirements	Q 5.5.a, Q 5.5.b, Q 5.5.c	P A	YES
5.6	Use intentional teaching techniques to prepare children for the excursion	Q 5.6	P A	YES
5.7	Minimise and manage risk by planning communication and collaboration between educators and volunteers during excursion	Q 5.7	P A	YES

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

Requirements of the following National Quality Standard and related regulation and laws applicable to this unit, including:

- children's health and safety

Q 1.1.a,
Q 1.1.b,
Q 1.1.c,
Q 1.2

P A

Requirements of the Education and Care Services National Regulations in relation to children's health and safety and specifically how these are translated into service policies and procedures:

- health, safety and wellbeing of children
- incidents, injury, trauma and illness
- infection control
- medical conditions
- administration of medication
- emergencies and evacuation
- collection of children from premises and excursions

Q 1.1.a,
Q 1.1.b,
Q 1.1.c,
Q 1.2,
Q 2.3.a,
Q 2.3.b,
Q 2.3.c,
Q 2.3.d

P A

Health and safety roles, responsibilities and interrelationships of different personnel in children's education and care services

Q 1.1.a,
Q 1.1.b,
Q 1.1.c,
Q 2.1.a,
Q 2.1.b,
Q 2.2.a,
Q 2.2.b,
Q 2.3.a,
Q 2.3.b,
Q 2.3.c,
Q 2.3.d

P A

Regulations and requirements associated with the transport of children in vehicles

Q 5.5.a,
Q 5.5.b,
Q 5.5.c

P A

Supervision planning, set up and implementation requirements and considerations for different:

- age groups
- areas including playground
- activities

Q 5.1.a,
Q 5.1.b,
Q 5.2.a,
Q 5.2.b,
Q 5.7

P A

Critical reflection:

- what is critical reflection
- why and how educators use critical reflection
- what makes for meaningful critical reflection

Q 4.4

Principles of risk management

Q 3.2,
Q 3.3,
Q 3.4.a,
Q 3.4.b

P A

KQ: Knowledge questions			
P: Project	KQ	P	PA
PA: Practical assessment			
For excursions: <ul style="list-style-type: none"> • how to develop a risk management plan • permissions required and how they must be documented • credentials for accompanying volunteers • insurance requirements • techniques for working with others during excursions to minimise risk 	Q 5.1.a, Q 5.1.b, Q 5.2.a, Q 5.2.b, Q 5.3, Q 5.5.a, Q 5.5.b, Q 5.5.c, Q 5.7	P B	YES
Performance evidence			
Examine existing service policies and procedures and support materials and document how risks are addressed in each of the following areas: <ul style="list-style-type: none"> ▪ health safety and wellbeing ▪ incidents, injury, trauma and illness ▪ infection control ▪ medical conditions ▪ administration of medication ▪ emergencies and evacuations ▪ drop off and collection of children ▪ supervision 		P B	YES
Develop a risk management plan for an excursion, according to service policies and procedures and legislative requirements		P A	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 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.
