

UNIT CODE	CHCECE041
UNIT TITLE	Maintain a safe and healthy environment for children
APPLICATION	<p>The unit describes the performance outcomes, skills and knowledge to monitor and maintain health and safety in the areas of individual health, hygiene, infectious disease, supervision, risk management, incident and emergency management.</p> <p>This unit applies to educators who develop and implement practices in accordance with organisational policies in a regulated children's education and care service in Australia.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p>
PREREQUISITE UNIT	CHCECE031 Support children's health, safety and wellbeing
COMPETENCY FIELD	Early Childhood Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine health and safety policies and procedures of the service.	1.1 Identify and access health and safety policies and procedures. 1.2 Establish the scope of own role and responsibilities in maintaining health and safety from policies and procedures.
2. Monitor implementation of health and safety policies and procedures.	2.1 Model and monitor compliance with service health and safety policies and procedures. 2.2 Encourage and assist colleagues to meet health and safety requirements through regular communication and provision of up to date information. 2.3 Identify and respond to issues according to service policies and procedures. 2.4 Identify and report health and safety training needs to relevant supervisors. 2.5 Complete and maintain accurate health and safety records according to service policies and procedures.

3. Monitor risk.	<p>3.1 Identify potential or actual hazards based on monitoring of children, activities and physical areas.</p> <p>3.2 Assess the safety risk associated with the hazard according to service risk management procedures.</p> <p>3.3 Inform relevant parties in accordance with organisational policies and procedures.</p> <p>3.4 Take action to eliminate or control the risk based on completed risk assessment.</p>
4. Contribute to health and safety policies and procedures.	<p>4.1 Identify and use opportunities to maintain currency of knowledge about health and safety issues.</p> <p>4.2 Identify and access information from credible and authoritative sources.</p> <p>4.3 Seek feedback from colleagues on health and safety practices and potential issues through formal and informal communication.</p> <p>4.4 Use feedback and own critical reflection to contribute to the improvement of health and safety policies and procedures.</p>
5. Manage risk for excursions.	<p>5.1 Complete excursion risk management plan.</p> <p>5.2 Identify staffing requirements and allocation of resources according to service policies and procedures and legislative requirements.</p> <p>5.3 Assess location, facilities and activities to identify potential hazards.</p> <p>5.4 Obtain permission from families and communicate expectations for the child's involvement.</p> <p>5.5 Confirm insurance, volunteer credentials, transport requirements in line with service policies and procedures and legislative requirements.</p> <p>5.6 Use intentional teaching techniques to prepare children for the excursion.</p> <p>5.7 Collaborate with educators and volunteers to minimise and manage risk.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> comprehend content of organisational policies and procedures.
Writing skills to:	<ul style="list-style-type: none"> complete reports and forms according to organisational policies and procedures.
Oral communication skills to:	<ul style="list-style-type: none"> ask open and closed questions and actively listen to seek information and confirm understanding. accurately report and explain incidents.
Teamwork skills to:	<ul style="list-style-type: none"> share information in line with organisational policies and procedures.

Self-management skills to:	<ul style="list-style-type: none"> ■ interpret information from written and/or verbal directions and action appropriately.
Technology skills to:	<ul style="list-style-type: none"> ■ research health and safety issues and information using digital media.
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE041 Maintain a safe and healthy environment for children
PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> ■ examine existing service policies and procedures and support materials and critically assess how risks are addressed in at least two of the following areas: <ul style="list-style-type: none"> ○ health safety and wellbeing ○ incidents, injury, trauma and illness ○ medical conditions ○ administration of medication ○ emergencies and evacuations ○ drop off and collection of children ○ supervision ■ develop a risk management plan for an excursion, in accordance with all legislative requirements and in line with service policies and procedures.

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ requirements of the following National Quality Standard and related regulation and laws applicable to this unit, including: <ul style="list-style-type: none"> ○ health and safety ■ health and safety roles, responsibilities and interrelationships of different personnel in children's education and care services ■ 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: <ul style="list-style-type: none"> ○ health, safety and wellbeing of children ○ incidents, injury, trauma and illness ○ medical conditions policy ○ administration of medication ○ emergencies and communication ○ collection of children from premises and excursions ■ regulations and requirements associated with the transport of children in vehicles ■ established and authoritative sources of information including regulatory requirements and government health guidelines and advice about health and safety issues that should be used in informing service practice ■ supervision planning, set up and implementation requirements and considerations for different: <ul style="list-style-type: none"> ○ age groups ○ areas (including playground) ○ activities ■ critical reflection: <ul style="list-style-type: none"> ○ what is critical reflection ○ why and how educators use critical reflection ○ what makes for meaningful critical reflection ■ principles of risk management.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a regulated education and care service in Australia:</p> <ul style="list-style-type: none">■ interactions with children must be supervised by an approved early childhood educator. <p>Skills related to developing a risk management plan may be demonstrated outside of the service.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none">■ National Quality Framework:<ul style="list-style-type: none">○ Education and Care Services National Regulations○ National Quality Standard■ service standards, policies and procedures as required by National Regulations for:<ul style="list-style-type: none">○ health and safety. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide