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Section 1:

Unit of competency

The CHC Community Services Training Package was developed by the Community Services and Health Industry Skills Council in consultation with industry stakeholders including employers, unions, peak bodies, professional associations, regulatory bodies, registered training organisations (RTOs) and other relevant parties. The training package specifies the skills and knowledge required to perform effectively in the workplace.

Individual units of competency are nationally agreed statements that describe work outcomes and can stand alone when applied in the workplace.

This section outlines the requirements of the unit of competency *CHCECE016 Establish and maintain a safe and healthy environment for children* and other information relevant to it.

It contains the following information:

- 1.1 Elements of competency and performance criteria
- 1.2 Assessment requirements
- 1.3 Dimensions of competency
- 1.4 Foundation skills
- 1.5 Skill sets
- 1.6 Recognition of prior learning (RPL)
- 1.7 Glossary of terms

1.1 Elements of competency and performance criteria

The elements of competency define the skills required to perform a work activity. They describe the required outcomes that need to be assessed.

The performance criteria define the level of skill necessary to achieve the requirements of the element.

The following table maps the content in the Aspire learner guide *CHCECE016 Establish and maintain a safe and healthy environment for children* to the unit of competency.

CHCECE016 Establish and maintain a safe and healthy environment for children	Where covered in the learner guide
Element 1: Support each child's health needs	Chapter 1: Supporting each child's health needs
1.1 Discuss individual children's health requirements and routines with families at enrolment and then on a regular basis	1A Discussing children's health needs
1.2 Ensure that any concerns or questions about a child's health needs are conveyed to their family	1A Discussing children's health needs
1.3 Consult with relevant authorities to ensure that health information is current	1A Discussing children's health needs
1.4 Ensure that individual medical management plans for children with a specific health care need are in place and readily available at the service	1B Managing medical plans
Element 2: Provide for each child's comfort	Chapter 2: Providing for each child's comfort
2.1 Ensure that groupings of children are configured to provide for each child's comfort and to minimise the risk of overcrowding	2A Minimising the risk of overcrowding
2.2 Make sure physical spaces are available for children to engage in rest and quiet activities	2B Offering active and restful experiences
2.3 Offer a range of active and restful experiences to children and support them to make appropriate decisions regarding participation	2B Offering active and restful experiences
Element 3: Promote and implement effective hygiene practices	Chapter 3: Promoting and implementing effective hygiene practices
3.1 Ensure that the service accesses information on current hygiene practices	3A Maintaining current hygiene practices

2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for each training program they deliver. The training and assessment strategies developed and implemented by an RTO must take into account and be contextualised to:

- the needs of the learner or learner group
- the learning context
- the requirements of the training package.

RTOs must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF or VET Quality Framework audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy:

- Details of the training organisation, including the contact person
- The unit/s of competency to be delivered in the program of study
- Pathways
- The learner or target group
- Delivery mode/s
- Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- Methods of assessment and evidence gathering
- Program duration and delivery schedule
- Session locations including workplace assessment information
- Delivery and assessment staff
- Assessment validation process

2.2 Training strategies

The following training strategies can be used to deliver *CHCECE016 Establish and maintain a safe and healthy environment for children*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

Topic: Supporting each child's health needs	
<p>Suggested time allocation: 8 hours</p> <p>Suggested resources:</p> <ul style="list-style-type: none"> ▪ Recommended reading ▪ Slide presentation software 	<p>Slide nos: 2–13</p>
Recommended reading	Terminology checklist
<p>Aspire learner guide <i>CHCECE016 Establish and maintain a safe and healthy environment for children</i></p> <p>Chapter 1: Supporting each child's health needs</p>	<ul style="list-style-type: none"> ▪ Medical management plan ▪ Medical kit
Suggested training strategies	
<ul style="list-style-type: none"> ▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for CHCECE016 Establish and maintain a safe and healthy environment for children. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage. ▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment. ▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment. ▪ Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner's progress towards achievement of the unit of competency. 	

3.1 Alternative final assessment

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may adjust the assessment activity depending on the circumstances of your training program.

The following activity forms part of your assessment of competence. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

The following table maps this final assessment activity against the elements and performance criteria of *CHCECE016 Establish and maintain a safe and healthy environment for children*.

Part	Element	Performance criteria
A	1, 2, 3, 4, 5, 6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 6.1, 6.2, 6.4, 6.8
B	3, 6, 7	3.2, 6.3, 6.5, 6.6, 6.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE016 Establish and maintain a safe and healthy environment for children*.

Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- to complete the tasks outlined in Part A and Part B and submit responses as directed by your trainer/assessor/training organisation
- to ensure you maintain confidentiality as required.

Part A

Read the case study, then answer the questions that follow.

Case study

Tara is a Diploma-level educator, who has recently begun working at a childcare centre, which provides care and learning for children between the ages of 0–5 years. There are 25 learners currently enrolled at the centre.

During her induction, Tara learns about policies and procedures implemented at the centre that are designed to maintain a safe and healthy environment for the children. She learns about indoor and outdoor staff ratios, supervision requirements, risk minimisation, food and drink safety, hygiene standards and practices, emergency procedures, controlling spread of infections, ensuring individual children's health needs are met and ways the centre provides comfort for each child.

On her first morning at the centre, Tara is asked to supervise a group of 3-year-olds, who are playing in the sandpit outside. Another educator also supervises the outdoor area, and a third supervises the indoor area, where four children are playing in home corner.

3.2 Assessment mapping

Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire learner guide *CHCECE016 Establish and maintain a safe and healthy environment for children*.

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	1, 4, 5, 7, 9, 11, 12, 13, 14	Activity 2: 2 Activity 3: Part A Part B Activity 4: Part B 3 Activity 5: Part A 1, 2		Part B 10
Observation/demonstration		Activity 7: 6	Part A	
Case study		Activity 4: Part A 1, 2, 3, 4 Part B 1, 2 Activity 5: Part B Activity 6: Part B	Part B 1, 2	Part A 1–15
Role-play	1, 4, 9	Activity 4: Part B 1		
Training log, diary or journal	3	Activity 1: 2 Activity 2: 1		

Gathering evidence

Evidence can be gathered through:

- real work/real-time activities through observation and third-party reports
- structured activities.

Evidence can also be gathered through:

- **formative assessments:** where assessment is progressive throughout the learning process and validated along the way by the trainer – also known as assessment for learning
- **summative assessment:** where assessment is an exercise or simulation at the end of the learning process – also known as assessment of learning.

Evaluating evidence

The following steps may help you evaluate evidence.

Step 1: Evidence is gathered.

Step 2: Rules of evidence are applied – evidence is valid, sufficient, current and authentic.

Step 3: Evidence meets the full requirements of the unit/s of competency.

Step 4: The assessment process is valid, reliable, fair and flexible.

Step 5: The trainer or assessor makes a straightforward and informed judgment about the candidate and completes assessment records.

3.8 Assessment records

Learners must provide evidence of how they have complied with the performance and knowledge evidence requirements outlined in the unit of competency. These requirements should be assessed in the workplace or in a simulated workplace; assessment conditions are specified in each unit of competency.

You can use the following assessment forms to record the learner's evidence of competency:

- The **assessment instructions checklist** helps the trainer/assessor provide clear instructions to the candidate as to which assessment activities to complete.
- The **pre-assessment checklist** helps the trainer determine if the learner is ready for assessment.
- The **self-assessment record** allows the learner to assess their own abilities against the requirements of the unit of competency.
- The **recognition of prior learning interview questions** help the trainer match the learner's previous training, work or life experience to the requirements of the unit/s of competency.
- The **performance evidence checklist** facilitates the observation process; it allows trainers to identify skill gaps and provide useful feedback to learners.
- The **knowledge evidence checklist** can be used to record the learner's understanding of the knowledge evidence; it allows trainers to identify knowledge gaps and to provide useful feedback to learners.
- The **portfolio of evidence checklist** helps the trainer annotate or detail aspects of the learner's portfolio of evidence.
- The **workplace assessment checklist** can be used by the learner's supervisor to show workplace-based evidence of competence.

Self-assessment record

Institution: Candidate's name: Unit of competency: CHCECE016 Establish and maintain a safe and healthy environment for children Trainer/assessor: Date:		
I can: <ul style="list-style-type: none"> ▪ establish and maintain an environment that is safe and healthy for children in at least once service, including: <ul style="list-style-type: none"> - communicating hazards and safety issues to appropriate persons within the service 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
<ul style="list-style-type: none"> - coordinating emergency responses including evacuation plans 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<ul style="list-style-type: none"> - planning and coordinating supervision of children 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<ul style="list-style-type: none"> - promoting and monitoring safety practices, including administration of medicines and safe handling of food 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<ul style="list-style-type: none"> - coordinating appropriate procedures for handling infections and illnesses, including communicating with families 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<ul style="list-style-type: none"> - enacting strategies to support children to take increasing responsibility for their own health and physical wellbeing. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> ▪ how to access: <ul style="list-style-type: none"> - the National Quality Framework - the National Quality Standards - the relevant approved learning framework. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	