



CHCECE041

Maintain a safe and healthy environment for children

Assessor Guide

Assessment 1 of 4

Short Answer Questions



Assessment Instructions

Task Details

This assessment task requires you to answer seventeen (17) short-answer questions. Read each question carefully before typing your response in the space provided.

To complete this assessment, you will need access to an electronic device such as a computer or tablet and have internet connection to conduct research as required, accessing various sources of information using digital media.



Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Question 1

Identify three (3) credible and authoritative sources for health and safety information that can be used in an Early Childhood Setting and explain how they can be used to inform practice. [Approximate word count: 30-50 words]

Assessor Instructions: Students will identify any three (3) credible and authoritative health and safety information sources by providing three (3) examples. Four (4) examples are provided in the benchmark answer. The student's response will vary but will reflect the benchmark answer. The student will explain how the sources can be used to inform practice.

A sample answer is provided below.

Credible resources are government departments or industry bodies such as:

- ACECQA – Australian Children's Education & Care Quality Authority
- Kidsafe Australia
- SIDS & Kids
- Cancer Council.

The sources can be used to inform practice by guiding policies and procedures and be included in staff development, reflection opportunities and staff meeting discussions.

Question 2

Identify four (4) ways and explain how you would keep up to date with your knowledge of health and safety issues as an educator. [Approximate word count: 30-50 words]

Assessor Instructions: Students must identify four (4) ways how educators would update their knowledge and keep it current on health and safety issues. The responses will vary and be in the student's own words but will reflect the benchmark answer.

A sample answer is provided below.

Educators would keep up to date with health and safety issues by:

- accessing training opportunities, including webinars, conferences
- updating compulsory training such as first aid
- reading and researching information using fact sheets and publications from reliable sources, e.g., ACECQA
- having discussions with more experienced staff and attending meetings focusing on health and safety.

Question 3

Research and explain in your own words the Principles of Risk Management. [Approximate word count: 30-50 words]

Assessor Instructions: Students must explain the Principles of Risk Management in their own words. The responses will vary but will reflect the benchmark answer.

A sample answer is provided below.

The Principles of Risk Management include:

- Identify the hazards that exist in the workplace
- Assess the level of risk that is attached to each hazard to determine your priorities for action
- Put in place strategies to reduce the risk
- Review your strategies regularly.

Question 4

Examine the health and safety requirements under the National Quality Framework, including the National Standard, Regulations and associated Law. Identify the Quality Area and list the areas that are covered relating to health and safety. [Approximate word count: 20-40 words]

Assessor Instructions: Students must research the NQS, identify the quality area related to health and safety requirements, and list the covered areas. The responses will vary and be in the student's own words but will reflect the benchmark answer.

A sample answer is provided below.

Quality Area 2 of the National Quality Standard covers the health and safety of children. It includes:

- wellbeing and comfort
- health practices and procedures
- healthy lifestyle
- supervision
- incident and emergency management
- child protection.

Question 5

Research the Education and Care Services National Regulations on the ACECQA website <https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations>. Locate Part 4.2: Children's Health and Safety. Identify (1) regulation (including the regulation number and name) for each of the divisions listed in the table below. Identify the policy and procedure of the service that relates to this provision of the Regulation.

Assessor Instructions: Students must research the NQS and identify the health and safety requirements in the regulations by identifying any one (1) regulation. A range of regulations and corresponding policies are provided in the benchmark answers, and the student will record any one (1) from their research. The student will identify the corresponding service's policy and procedure related to the Regulation's provision. The responses will vary depending on the regulation selected by the student. Responses will reflect the benchmark answer.

A sample answer is provided below.

Division	Regulation Number and title [5-10 words]	Service policy and procedure [5-10 words]
Division 1: Health, safety and well-being of children	<ul style="list-style-type: none">• 77 Health, hygiene, and safe food practices• 78 Food and beverages• 79 Service providing food and beverages	<ul style="list-style-type: none">• Sleep and rest policy and procedure• Administration of First Aid• Sun protection policy

	<ul style="list-style-type: none"> • 80 Weekly menu • 81 Sleep and rest • 82 Tobacco, drug, and alcohol-free environment • 83 Staff members and family daycare educators are not to be affected by alcohol or drugs • 84 Awareness of child protection law. 	<ul style="list-style-type: none"> • Water safety policy • Nutrition, food and beverages, and dietary requirements policy
Division 2: Incidents, injury, trauma, and illness	<ul style="list-style-type: none"> • 85 Incident, injury, trauma and illness policies and procedures • 86 Notification to parents of incident, injury, trauma, and illness • 87 Incident, injury, trauma, and illness record • 88 Infectious diseases • 89 First aid kits. 	<ul style="list-style-type: none"> • Incident, injury, trauma and illness policy and procedure
Division 3: Medical conditions policy	<ul style="list-style-type: none"> • 90 Medical conditions policy • 91 Medical conditions policy to be provided to parents. 	<ul style="list-style-type: none"> • Dealing with Infectious Conditions policy • Exclusion policy and procedure • Immunisation policy and procedure
Division 4: Administration of medication	<ul style="list-style-type: none"> • 92 Medication record • 93 Administration of medication • 94 Exception to authorisation requirement – anaphylaxis or asthma emergency • 95 Procedure for the administration of medication • 96 Self-administration of medication. 	<ul style="list-style-type: none"> • Administration of medication policy and procedure • Asthma and Anaphylaxis Management policy and procedure
Division 5: Emergencies and communication	<ul style="list-style-type: none"> • 97 Emergency and evacuation procedures • 98 Telephone or other communication equipment. 	<ul style="list-style-type: none"> • Emergency management policy and procedure • Evacuation policy
Division 6: Collection of children from premises and excursions	<ul style="list-style-type: none"> • 99 Children leaving the education and care service premises • 100 Risk assessment must be conducted before the excursion • 102 Authorisation for excursions. 	<ul style="list-style-type: none"> • Arrival and collection policy and procedure • Excursion policy

Question 6

Explain the requirements of children's education and care services for transporting children in vehicles. Include in your answer the applicable provision in the regulations. (Approximate word count: 100-120 words)

Assessor Instructions: Students must explain the requirements for transporting children in a vehicle. The student must include in their response the applicable provision in the regulations.

The responses will vary and be in the student's own words but will reflect the benchmark answer.

A sample answer is provided below.

The regulations require services to protect children from harm and hazards that may cause injury; services must take all reasonable precautions, including:

- adequate supervision is to be provided to children when they are in a vehicle
- the relevant number of educators is no less than the number prescribed for travel
- risk assessments should include details of the child's restraint needs
- risk assessments must be completed every 12 months
- parents must give authorisation
- vehicles must remain inaccessible to children
- use the safest and age/size appropriate:
 - child restraints
 - harness
 - accessories.
- booster cushions must not be used.

These requirements relate to the National Regulations including 4(1), 102B, 102C, 102D and 168(2)(ga)

Question 7

Research the National Regulations and list the required policies and procedures services must-have for health and safety. (Approximate word count: 20-30 words)

Assessor Instructions: Students must research the National Regulations and lists the required policies and procedures services must have related to health and safety.

The responses will vary and be in the student's own words but will reflect the benchmark answer.

A sample answer is provided below.

- nutrition, food and beverages, dietary requirements
- sun protection
- water safety, including safety during any water-based activities
- the administration of first aid
- sleep and rest for children.

Question 8

- a. Access two of the service's policy and procedure for reporting incidents, injury, trauma and illness. Identify the name of the policies or/procedures. (Approximate word count: 5 -10 words)

Assessor Instructions: Students must identify the policy and procedure for reporting incidents, injury, trauma and illness in early childhood education and care service. Responses may vary depending on the service and the policy title and will be in the student's own words but will reflect the benchmark answer.

A sample answer is provided below.

- Incident, injury, trauma and illness policy and procedure

- b. The National Regulations defines an incident as 'any circumstance that poses a risk to the health, safety or wellbeing of a child or children attending the service.' Describe the reporting requirements when there has been an incident at a service as set out in the National Regulation 174 and the service policy. As an educator, who do you report the incident to and what is their responsibility? (Approximate word count: 80-100 words)

Assessor Instructions: Students must describe the reporting requirements National Regulations, and the service policy, including who an educator would report the incident to and the responsibilities of the person who receives the report. The responses will vary and be in the student's own words *but will reflect the benchmark answer.*

A sample answer is provided below.

- An incident must be reported to the Manager, the WHS officer or their team leader.
- The responsibility of the person they reported to is to determine the seriousness of the incident, conduct a review to assess the risks and prevent future incidents. Suppose the incident is of a serious nature involving police, ambulance, fire brigade, hospitalisation, a reportable illness, child abuse or a death at the centre. In that case, the incident is reported under National Regulation 175 to the regulatory authority within the timeframes set down in National Regulation 176.

- c. Explain the process the policy requires you to follow when reporting and explaining an incident, e.g., what might you need to do following an incident? (Approximate word count: 50-70 words)

Assessor Instructions: Students must explain the process in a policy that an educator would follow when an incident has occurred. The responses will vary and be in the student's own words but will reflect the benchmark answer.

A sample answer is provided below.

When an incident or accident has occurred in early childhood education and care service, educators will provide a verbal report to their supervisor where they accurately explain the details of what has occurred. They will complete an incident report for incidents involving harm, injury, or near-misses by providing adequate details in each section of the incident report form.

- d. Describe how you would ensure that an incident, for example, a child being injured, would be explained effectively to the child's parents/guardians. Include what you think you would need to consider. (Approximate word count: 50-70 words)

Assessor Instructions: Students must describe how to effectively communicate a child being injured to the child's parents/guardians. The responses will vary and be in the student's own words but will reflect the benchmark answer.

A sample answer is provided below.

Details of the incident would be documented on the incident form so accurate details can be communicated to the family. The educator will consider that the parent might be emotional about the incident. The service notifies the child's parent/guardian/s as soon as possible but no later than 24 hours after the incident where a child has been involved in any incident, injury, trauma, or illness.

Question 9

Provide an overview of the roles, responsibilities, and interrelationships of different personnel in children's education and care services when meeting the health and safety of children.

Assessor Instructions: Students must describe roles, responsibilities, and interrelationships between the personnel to meet the health and safety of children. Responses will vary depending on the roles in a service and be in the student's own words but will reflect the benchmark answer.

A sample answer is provided below.

Health and safety roles (10-20 words)	Responsibilities (25-45 words)	Interrelationships between personnel (10-20 words)
Approved provider /service provider – the legal entity	Has ultimate legal responsibility for the service. Ensure a responsible person or a nominated supervisor is present at the service. Responsible for health and safety, staffing and documentation.	Instructs and supports the nominated supervisor/ responsible person
Nominated supervisor – to oversee the management of the service	Effectively supervise and manage an education and care service. They ensure that the service policies, practices and procedures are implemented. Ensure adequate supervision of children, health, hygiene and safe food practices, and the safe administration of medicine.	Supports the person responsible and the leaders. Consults with others and remind others of procedures.
Responsible person – in day-to-day charge of the service	The responsible person must attend the premise on a day-to-day basis (if the nominated supervisor is not present). They must know the National Child Safe Standards. Oversees health and safety practices for children, such as providing healthy food and drinks.	Provides direction and support to staff to keep children safe and healthy. Has the same legal responsibilities as a general educator.
Educator – support and maintain children's health and safety	Follows policies and directions to create a safe environment, especially for children. <ul style="list-style-type: none"> • follow good hygiene practices and keep the workplace hazards free • supervise children and model health and safety to them • report illness, injury and abuse of children 	Seek others' advice, assistance, and support to keep children safe and healthy.

Question 10

Research health and safety policies and procedures for a children's service and outline three (3) actions supervisors and educators/staff must carry out to provide a safe environment for children in an education and care service. Identify the name of the policy and procedure where the information was sourced. You can refer to the policies in your place of work or placement in a children's service or the simulated service policies for Little.ly Early Learning Centre.

Assessor Instructions: Students must research the health and safety policies for a children's service and outline three (3) actions supervisors, and educators carry out to support a safe environment for children. The student will list the name of the policy where they sourced the information. Responses will vary according to the information in the service policy. The student can access policies in their children's service workplace or

placement and use the policies in Little.ly Early Learning Centre such as HS19 Incident, Injury, Trauma and Illness Policy and Procedure and HS23 – Risk Management Policy and Procedure.

The benchmark answers are based on Little.ly Early Learning Centre. The responses will vary and be in the student’s own words but will reflect the benchmark answer.

A sample answer is provided below.

Role	Actions to provide a healthy and safe environment for children (30–40 words)	Name of the policy and procedure
Supervisor	<ul style="list-style-type: none"> ensure child-proof locks are installed on doors and cupboards containing harmful contents conduct risk assessments to identify and manage risks and hazards provision of healthy food and drinks to children 	<ul style="list-style-type: none"> HS23 – Risk Management Policy and Procedure CR4 - Nutrition and Physical Activity Policy
Educator	<ul style="list-style-type: none"> maintaining an environment that is free of hazards and removing them as soon as these become apparent supervising children encourage good hygiene practices in children 	<ul style="list-style-type: none"> HS23 – Risk Management Policy and Procedure HS4 - Supervision of Children Policy HS11 Hygiene and Cleaning Policy

Question 11

List six (6) factors to consider when planning for the adequate supervision of children. [Approximate word count: 50–70 words]

Assessor Instructions: Students must list any six (6) factors to be considered when planning the supervision of children. Responses will vary but must demonstrate an understanding of factors in supervision planning. The responses will be in the student’s own words but will reflect the benchmark answer.

A sample answer is provided below.

<p>Supervision planning will consider the following:</p> <ul style="list-style-type: none"> National Law and Regulations of sections 165 adequate supervision, 169 – staffing arrangements and 122 and 123 – ratios of educators required for children Number of children in the location Ages, abilities and behaviours of children Health and known conditions of children Number and positioning of adults Depending on the location (excursions, transporting babies, bush kindy) and nature of the activities (high-risk physical activities) may require a higher than the educator to child ratio.

Question 12

Provide three (3) examples of the considerations an educator will make for set-up and implementation requirements to ensure appropriate supervision of children according to the factors of age groups, areas and activities.

Assessor Instructions: Students must provide any three (3) examples of the considerations an educator will make for set-up and implementation requirements to ensure appropriate supervision for children according to the factors of age groups, areas and activities. The responses will vary and be in the student's own words but will reflect the benchmark answer.

A sample answer is provided below.

Factor	Set up and implementation requirements (Approximate word count: 60-80 words)
Age group	<ul style="list-style-type: none"> Consider the children's supervision needs depending on their age. For example, younger children generally demand more supervision, and as they age, they can have increased opportunities for agency. Consider the predictable behaviours, support needs and capabilities of children based on their age and stage of development. Set up and implement supervision that meets their needs and minimises risk. Apply supervision strategies based on knowledge of children's play patterns based on age and stage of development.
Areas including playgrounds	<ul style="list-style-type: none"> Educators consider the environment and aspects such as weather conditions when configuring the activity by planning the layout and design to facilitate constant supervision in indoor and outdoor environments. Educators implement techniques such as scanning the environment to keep children in the line of sight and positioning themselves to be able to see all children. Implement strategies to ensure supervision requirements are in place when children need to visit the toilets in a playground setting.
Activities	<ul style="list-style-type: none"> Consider the nature of the activity and the level of risks, such as craft and construction projects, water play, or high-risk physical activities requiring an educator to be present, whereas drawing and reading in an indoor area can have less supervision. Allow children agency but maintain a close watch when exploration and risk-taking are occurring. Regularly monitoring and checking sleeping areas

Question 13

Explain the concept of critical reflection and its importance for those working in regulated children's education and care service in Australia.

Assessor Instructions: Students must explain what critical reflection is and why it is important. The responses will vary and be in the student's own words but will reflect the benchmark answer.

A sample answer is provided below.

Explain critical reflection (30-40 words)	Importance of critical reflection (30-40 words)
<ul style="list-style-type: none"> It is a process of closely examining all aspects of events/experiences from 	<ul style="list-style-type: none"> It allows educators to rethink and develop perspectives

<p>different perspectives to support educators' development and improve the quality of services.</p> <ul style="list-style-type: none"> • Critical reflection allows the development of a better understanding of core and emerging practices 	<ul style="list-style-type: none"> • It provides an opportunity to share thinking with others, collaborate on decisions, shift and improve program planning and development practices, and improve health and safety policies and procedures.
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Question 14

Explain how and why an educator uses critical reflection.

Assessor Instructions: Students must explain how and why educators use critical reflection. The responses will vary and be in the student's own words but will reflect the benchmark answer.

A sample answer is provided below

How to use critical reflection [50-60 words]	Why use critical reflection [40-50 words]
<ul style="list-style-type: none"> • It is an ongoing process of inquiry to build on current practices by exploring your own feelings, thoughts, and experiences. • Uses a series of critical reflective questions to examine practices, e.g., What theories shape and assist my work? What am I challenged by? What am I curious about? Where are my biases? What assumptions have I made? 	<ul style="list-style-type: none"> • Critical reflection builds understanding, knowledge and practices to change and improve children's learning and development. • It informs educators' ongoing planning by providing a framework to analyse, explore and learn about current practices and how to improve them.

Question 15

Explain five (5) features that lead to meaningful/good critical reflection. [Approximate word count: 100-120 words]

Assessor Instructions: Students must explain five (5) features of meaningful critical reflection. The responses will vary and be in the student's own words but will reflect the benchmark answer.

A sample answer is provided below

<p>Reflection is meaningful when it includes the following:</p> <ul style="list-style-type: none"> • Gathering quality information in response to key questions • Thoughtfully exploring different aspects of a topic, including: <ul style="list-style-type: none"> ○ the reasons that decisions were made ○ is the service philosophy reflected in the decision or practice? ○ consider how the service's philosophy is reflected in the decision or practice. ○ what were the outcomes of the decision or practice? • Thoughtfully considering a range of perspectives on a topic, including the way that practices impact children and families • Part of an established routine and conducted regularly to become an essential part of the culture of the service • Others are involved in facilitating the sharing of ideas, giving feedback, and debating on unclear areas that could be improved or developed to contribute positively to practices.
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Question 16

Explain four [4] techniques for working with others to minimise risk during excursions. [Approximate word count: 40-60 words]

Assessor Instructions: Students must explain any four [4] techniques for working with others to minimise the risks during excursions. Responses will vary and will be in the student's own words. The responses will reflect the benchmark answer.

A sample answer is provided below

- Effective communication between all adults attending the excursion, including active listening and open and closed questions to confirm that others have heard and understood shared information
- Sharing the risk management plan with all adults involved in the excursion
- Following safety procedures put in place
- Remaining vigilant at all times of the children in each adult's care

Question 17

- a. Outline five [5] steps involved in developing a risk management plan for an excursion. [Approximate word count: 60-80 words]

Assessor Instructions: Students must outline five [5] steps involved in developing a risk management plan for an excursion. Responses will vary and will be in the student's own words. The responses will reflect the benchmark answer.

A sample answer is provided below

1. Complete an excursion risk assessment of the venue, route and activities.
2. Develop an excursion plan to minimise any identified risks.
3. Confirm policy and legislative requirements for insurance, volunteer credentials and transport requirements.
4. Allocate adequate staffing to ensure a good level of supervision will be maintained at all times.
5. Communicate the excursion details to families and obtain written permission for the child to attend.

- b. Explain the permissions that are required for an excursion and how they must be documented. [Approximate word count: 60-80 words]

Assessor Instructions: Students must explain the permissions that are required for an excursion and how they must be documented. Responses will vary and will be in the student's own words. The responses will reflect the benchmark answer.

A sample answer is provided below

According to the National Regulations, there must be written permission from the child's parent or guardian, and strict penalties apply if this has not been completed.

Permission forms must include:

- child's name
- date of the excursion
- time the child or children will be away from your service
- reason for the excursion and details about the destination venue/s
- methods of transport to the venue and how safety requirements such as vehicle restraints will be provided
- activities that are proposed during the excursion
- number of children attending, and the ratio of educators and adult volunteers to children
- providing details of the risk assessment to parents/guardians.

The form must be named and signed by the parent or guardian named in up-to-date enrolment records and returned to the service.

- c. Explain the credentials that volunteers require when they are accompanying children during excursions. [Approximate word count: 60-80 words]

Assessor Instructions: Students must explain the credentials that volunteers require when they are accompanying children during excursions. Responses will vary and will be in the student's own words. The responses will reflect the benchmark answer.

A sample answer is provided below

In most states and territories, the law requires that all educators, staff members and volunteers (including family members) present a current Working with Children Check (WWCC).

Before the excursion, an approved supervisor must view the WWCCs and record the identifying number of the WWCCs presented for each person accompanying the children on the excursion, along with the date and by whom it was sighted.

- d. Outline the insurance requirements that a service must ensure are in place before conducting an excursion. [Approximate word count: 60-80 words]

Assessor Instructions: Students must outline the insurance requirements that a service must ensure are in place before conducting an excursion. Responses will vary and will be in the student's own words. The responses will reflect the benchmark answer.

A sample answer is provided below

By law, a service must be run with appropriate insurances, including public liability and other insurances covering events, incidents and accidents outside the service, such as during excursions. Before the excursion, check the validity and scope of the insurance cover. Make sure the cover does not have inclusions that might affect the activities planned excursion, such as water play or travelling across a state border if your service is close to a border.

Assessment checklist:

Students must have completed all the questions within this assessment before submitting. This includes:

1	Seventeen (17) short answer questions	<input type="checkbox"/>
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Congratulations, you have reached the end of Assessment 1!

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