

## CHCECEXXX Follow safety and hygiene protocols

<b>Unit code</b>	CHCECEXXX
<b>Unit title</b>	Follow safety and hygiene protocols
<b>Unit mapping information</b>	CHCECEXXX Follow safety and hygiene protocols supersedes and is not/equivalent to CHCECE031 Support children's health, safety and wellbeing and CHCECE032 Nurture babies and toddlers
<b>Modification history</b>	
<b>Unit outcomes</b>	<p>This unit describes the skills and knowledge to implement safety and hygiene protocols in the workplace. It focuses on integrating knowledge of underpinning policy, procedure, legislation and approved standards with the application of tasks that require specific pre-determined protocols in order to ensure safety and hygiene.</p> <p>This unit applies to early childhood educators in long day care, family day-care, in-home care and out of school hours care settings.</p>
<b>Knowledge</b>	<p>Learners must demonstrate the following knowledge outcomes:</p> <ul style="list-style-type: none"><li>• discuss safe sleep and sleep monitoring practices for different service types</li><li>• describe signs of illness and regulatory requirements for responding to child illness</li><li>• outline food service and safety procedures</li><li>• present information about healthy lifestyle practices</li></ul>
<b>Skills</b>	<p>Learners must demonstrate the following skill outcomes:</p> <ul style="list-style-type: none"><li>• prepare cots, bedding and equipment according to service hygiene and safety procedures and approved safety standards</li><li>• implement practices to perform safe, hygienic nappy change routines</li></ul>

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	<ul style="list-style-type: none"> <li>• implement practices to perform safe, hygienic toileting support to children</li> <li>• apply safe, hygienic food and bottle handling and preparation for children</li> <li>• record signs of illness according to services policies and procedures and regulatory requirements</li> <li>• implement safe manual handling techniques</li> </ul>
<b>Application of Knowledge &amp; Skills</b>	The individual applies knowledge and skills to perform steps of required protocols to ensure safety and hygiene during a range of workplace tasks. They understand the link between infection control and safety and the procedures that need to be followed to keep both children and adults safe and healthy.
<b>Pre-requisite unit</b>	Nil
<b>Competency field</b>	Early Childhood Education and Care
<b>Unit sector</b>	Children's Education and Care
<b>Foundation skills</b>	
<b>Range of conditions</b>	
<b>Assessment Requirements</b>	
<b>Performance evidence</b>	<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"> <li>• complete each of the following at least once according to service and regulatory requirements: <ul style="list-style-type: none"> <li>○ prepare a cot and place an infant for safe sleep</li> <li>○ change nappy for an infant (birth to 18 months)</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"><li>○ change nappy for a toddler (18 months to 3 years)</li><li>○ assist a preschooler with toileting (3 to 6 years)</li><li>○ prepare bottle</li><li>○ bottle feed an infant</li><li>○ sterilise bottles</li><li>○ prepare solid food</li><li>○ feed a baby</li><li>○ prepare and settle an infant for sleep</li><li>○ assist a toddler during mealtime</li><li>○ support a child with dressing or undressing</li><li>○ demonstrate correct manual handling techniques for the following<ul style="list-style-type: none"><li>▪ lifting and holding an infant</li><li>▪ single person equipment lift</li><li>▪ two-person equipment lift</li></ul></li></ul>
<b>Knowledge evidence</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"><li>• requirements of the National Quality Standard<ul style="list-style-type: none"><li>○ Children's health and safety</li></ul></li><li>• concepts of the current National Health and Medical Research Council's Staying healthy guidelines</li><li>• related national regulations and laws including the Education and Care Services National Regulations:<ul style="list-style-type: none"><li>○ ban on bassinets in early childhood education and care services</li><li>○ requirements for risk assessment in relation to sleep and rest for the purpose of preparing sleep and rest policies and procedures</li><li>○ requirement that a service's arrangements regarding safe sleep must be set out in service policies and procedures</li></ul></li></ul>

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	<ul style="list-style-type: none"><li>○ requirements regarding management of risks relating to overnight care at each family day care residence or approved family day care venue of the service</li><li>○ requirement for all nominated supervisors and staff members of, and volunteers at, the service follow the service's policies and procedures</li><li>● services policies and procedures for child health and safety</li><li>● safe sleep practices including:<ul style="list-style-type: none"><li>○ current guidance on understanding sudden and unexpected death in infancy from recognised authorities including Red Nose</li><li>○ presenting information to families on safe sleep practices</li><li>○ approved state or territory safety standards for preparing cots, bedding and equipment</li><li>○ considerations for supervision during sleep including<ul style="list-style-type: none"><li>▪ individual development</li><li>▪ when sleeping and awake children may be in different spaces</li><li>▪ sleeping/resting children always being in sight and hearing distance of an educator</li></ul></li><li>○ physical environment for sleep including:<ul style="list-style-type: none"><li>▪ appropriate lighting</li><li>▪ ventilation, heating and cooling</li><li>▪ sound levels</li><li>▪ viewing access</li></ul></li><li>○ induction of new employees on safe sleep</li></ul></li></ul>
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	<ul style="list-style-type: none"><li>• conducting a risk assessment in relation to sleep and rest:<ul style="list-style-type: none"><li>○ use of comfort items from home including:<ul style="list-style-type: none"><li>▪ pillows</li><li>▪ amber necklaces</li><li>▪ dummies on chains</li></ul></li><li>○ sleep safety considerations including:<ul style="list-style-type: none"><li>▪ avoiding items covering the child's face such as comforters or heavy blankets</li><li>▪ clothing</li><li>▪ hygiene and safety standards for cots and bedding</li><li>▪ prohibition of bassinets</li><li>▪ best practise guidelines for the use of portacots specific to family daycare</li><li>▪ safe use of bouncers, baby rockers and swings</li><li>▪ sleep positions</li></ul></li><li>○ conducting and recording safe sleep including:<ul style="list-style-type: none"><li>▪ observation from the side of the cot looking for any changes including:<ul style="list-style-type: none"><li>• skin colour</li><li>• rise and fall of the chest</li></ul></li></ul></li><li>○ considerations when caring for multiple babies or children with medical conditions that can be impacted by sleep</li><li>○ coordinator responsibility to support educators in providing safe sleep</li><li>○ documenting specific safe sleep supervision plans tailored to environment lay out, ages and development of the children</li></ul></li><li>• sleep practices and routines including:</li></ul>
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	<ul style="list-style-type: none"><li>○ individual patterns and routines</li><li>○ timing, duration and rituals</li><li>○ different practises and routines used by various families</li><li>○ cultural or personal preferences</li><li>○ approaches for collaborating with families on sleep and rest practices and patterns</li><li>○ providing a relaxed and calm environment that is responsive to the individual well being</li><li>○ types of restful play activities for those who do not sleep</li><li>● responding to illness including:<ul style="list-style-type: none"><li>○ symptoms of potential illness</li><li>○ exclusion requirements for children who are unwell</li><li>○ preventing cross contamination</li><li>○ reporting emergencies, accident and illness</li></ul></li><li>● following steps for safe hygienic nappy changing using approved standards of practice including:<ul style="list-style-type: none"><li>○ for infants</li><li>○ for toddlers</li><li>○ cleaning and disinfecting protocols</li><li>○ personal protective equipment</li><li>○ manual handling</li><li>○ maintaining privacy and dignity</li><li>○ supervision and safety</li><li>○ hand washing</li></ul></li><li>● procedures for safe hygienic toileting support using approved standards of practice including:<ul style="list-style-type: none"><li>○ cleaning and disinfecting protocols</li><li>○ personal protective equipment</li><li>○ manual handling</li><li>○ maintaining privacy and dignity</li></ul></li></ul>
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	<ul style="list-style-type: none"><li>○ supervision and safety</li><li>○ hand washing</li><li>● providing food and drink safely and hygienically including:<ul style="list-style-type: none"><li>○ recommendations for children's healthy eating as detailed in the following sources or their successors:<ul style="list-style-type: none"><li>▪ Australian Dietary Guidelines</li><li>▪ Australian Guide to Healthy Eating</li></ul></li><li>○ approved standards for safe storage, preparation, heating and serving of formula, breast milk and other pre-prepared food and drink</li><li>○ approved standards for cleaning and sterilising bottles and food utensils</li><li>○ providing a safe, relaxed and calm environment for breastfeeding</li><li>○ holding babies while bottle feeding</li><li>○ providing developmentally appropriate support with feeding and self-feeding</li><li>○ providing constant supervision during mealtimes</li><li>○ presenting information to families about nutrition and safe feeding practices</li></ul></li><li>● manual handling including:<ul style="list-style-type: none"><li>○ how to safely pick up and hold babies and toddlers of different ages</li><li>○ lifting infants from cots</li><li>○ helping toddlers onto change mats</li><li>○ one person and two person lift processes</li><li>○ use of step ladders or step stools for high shelves</li><li>○ storage heights for heavier items</li></ul></li></ul>
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<b>Assessment conditions</b>	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to:</p> <ul style="list-style-type: none"><li>• suitable ....</li><li>• workplace or simulated conditions that</li><li>• scenarios ...</li></ul> <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p> <p><b>Existing conditions for review</b></p> <p>Skills must be demonstrated in a regulated children’s education and care service in Australia:</p> <ul style="list-style-type: none"><li>• observation and third-party reports of the following aspects of the performance evidence must be directly observed by the assessor on at least one occasion:<ul style="list-style-type: none"><li>○ support a child to wash their hands</li><li>○ support one or more children during mealtimes</li><li>○ support a child with toileting</li><li>○ support a child with dressing or undressing</li></ul></li><li>• remaining performance evidence may be:<ul style="list-style-type: none"><li>○ collected through authenticated third-party reports</li><li>○ supplemented by other forms of evidence</li></ul></li><li>• interactions with children must be supervised by an approved early childhood educator.</li></ul> <p>Where there is documented evidence that the service does not permit assistance with nappy changing, toileting or dressing or undressing by individuals who are not staff members, these skills may be demonstrated through simulated activities and scenarios without involvement of a real child. However, all aspects of the process must be clearly demonstrated for assessment.</p>
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	<p>Skills related to responding to situations where the health and safety of children may be compromised may be demonstrated through simulated activities and scenarios.</p> <p>Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"><li>• eating areas equipped with tables, chairs, utensils</li><li>• drinking water</li><li>• handwashing facilities</li><li>• personal protective equipment</li><li>• indoor and outdoor play areas</li><li>• sleeping and rest areas equipped with beds and linen</li><li>• toilet facilities</li><li>• information technology for record keeping and documentation</li><li>• recommendations for children’s healthy eating as detailed in the following sources or their successors:<ul style="list-style-type: none"><li>○ Australian Dietary Guidelines</li><li>○ Australian Guide to Healthy Eating</li></ul></li><li>• National Quality Framework:<ul style="list-style-type: none"><li>○ Education and Care Services National Regulations</li><li>○ National Quality Standard</li><li>○ the relevant approved learning framework</li></ul></li><li>• service standards, policies and procedures for children’s health and safety</li></ul> <p>Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.</p>
<b>Unit mapping information</b>	No equivalent unit.

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<b>Links</b>	