



CHC30121

Certificate III in Early Childhood Education and Care

Structured Workplace Learning and Assessment

Journal 1 of 2

Assessor Guide

Modules 1, 2, 3 and 4:

- CHCECE055 Meet legal and ethical obligations in children's education and care
- CHCECE056 Work effectively in children's education and care
- CHCPRT001 Identify and respond to children and young people at risk
- HLTWHS001 Participate in workplace health and safety
- HLTFSE001 Follow basic food safety practices



What is Structured Workplace Learning and Assessment?

Swinburne Open Education offer students a unique opportunity to study in an online environment to develop their skills and knowledge in their chosen field, at a time and pace that suits them.

Many of our courses require practical skills application to achieve competency. Structured Workplace Learning and Assessment (SWLA) offers students in these courses the opportunity to seek out a workplace where they can apply their learning in practical ways in order to expand on and demonstrate their skills.



The student should complete this Microsoft Word document electronically. Once this document is completed it should be submitted via the LMS.



Please consider the environment before printing this document.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

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ASSESSOR GUIDE

Structured Workplace Learning and Assessment

Journal 1

CHC30121 Certificate III in Early Childhood Education and Care

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Journal 1

This journal outlines the tasks requiring evidence capture to support Structured Workplace Learning and Assessment.

This document is completed by the student and submitted as evidence of competency against the Unit of Competency.

Section A: Student Details

Student Name	
Student Number	
Qualification Name	
Home Telephone	
Mobile	
Email	

Section B: Assessor Details

Name	
Assessor Number/ID	
Telephone	
Email	

Section C: Host Organisation Details

HOST ORGANISATION DETAILS	
Business Name	
Company ABN/ ACN	
Street Address	

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Postal Address	
Work Site Address	
Phone Number	
SUPERVISOR DETAILS	
Name	
Position Title	
Phone Number	
Email	

Section D: Journal

This journal provides you an opportunity to record activities you were completing during your Structured Workplace Learning and Assessment (SWLA) placement and to reflect on your own actions and your experiences within SWLA.

These are set out based on the following modules:

Module 1 - CHCECE055 Meet legal and ethical obligations in children's education and care

CHCECE056 Work effectively in children's education and care

Module 2 - CHCPRT001 Identify and respond to children and young people at risk

Module 3 - HLTWHS001 Participate in workplace health and safety

Module 4 - HLTFSE001 Follow basic food safety practices

Once you have completed your SWLA for the above listed modules and the related assessment tasks within Portfolio 1, you may commence completing this Journal.

Throughout this Journal, you may be required to take photographs as a form of capturing evidence. Before commencing any photography in the service, you must gain written approval from your Workplace Supervisor, and from any child's parent/guardian whose child may be included in these images. Capture this in the Consent Form table included in Part F of your SWLA Logbook.

Read through the tasks and related questions below carefully to ensure you understand the requirements. If you have any questions, please contact your Trainer/ Assessor at any time during the process.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Note: When submitting documentation as evidence make sure that any identifiable information such as children's and families' names, addresses, medical details, etc. are blanked out. Children, their families and other staff members must always be de-identified as well. You should allocate a unique identifier to each person for this journal's purposes (for example, Child 1, Child 2 or Child A, Child B or Educator 1/Educator A). **No identifiable information is to be present on any documentation submitted.**

*Module 1 - CHCECE055 Meet legal and ethical obligations in children's education and care
CHCECE056 Work effectively in children's education and care*

TASK 1: PLAN AND ORGANISE DAILY WORK ACTIVITIES

Answer the following questions regarding your daily work activities during SWLA:

Question 1

a) Reflect on typical work activities that you complete on a daily basis and give **five (5)** examples.

[Approximate word count: 40-50 words]

[Type your response here]

This is an example of a competent response:

Some of the work activities that I complete on a day-to-day basis include the following:

1. Plan and organise sleep and rest time for children.
2. Organise meal and snack times for children.
3. Greet and chat to parents on drop-off and pick-up of their children.
4. Complete hazard identification check sheets.
5. Assist with the supervision of children during structured learning activities.

b) Complete the following table to provide example of how you assisted **five (5)** different children during your placement in the daily work activities listed below. For each child, explain how you planned for assisting the child with the example provided.

Note: You can complete these activities with the same five (5) children.

Instructions to the assessor:

Students must write a journal log to demonstrate how they have implemented handwashing and hygiene practices for at least five (5) different children whilst on placement. For each child, an example must be provided for how the student planned for assisting the children. Examples may include, but are not limited to:

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Daily work activities	Children	Example of how assisted [15-25 words]	Example of how planned for activity [15-25 words]
Explain how you assisted children to effectively maintain handwashing and hygiene practices for at least five (5) different children whilst on placement [15-20 words each]	Child 1:	Assisted a child to go to the bathroom or sink to wash their hands after an experience.	I read the service's handwashing procedure and volunteered to supervise children in the bathroom during handwashing as they transitioned after an experience.
	Child 2:	Assisted a child when they sneezed to go and wash their hands.	I read the service's Infection Control Procedure and volunteered to supervise the child in the bathroom during handwashing after sneezing.
	Child 3:	Helped with transitioning a child to go and wash their hands before mealtime.	I read the service's handwashing procedure and volunteered to supervise children in the bathroom during handwashing as they transitioned to mealtime.
	Child 4:	Helped a child direct them to wash their hands after they want to go to the toilet. We sang the handwashing song.	I read the service's handwashing procedure and volunteered to supervise children in the bathroom during handwashing after toileting.
	Child 5:	Assisted children to wipe down the tables after an experience.	Talked to room leader to understand daily routine and when tables need to be wiped down.
Explain how you assisted five (5) different children with transition routines whilst on placement [5-20 words each]	Child 1:	Assisted children to go to the bathroom before they transitioned to mealtime.	I spoke to the room leader about the daily routine to understand when transition time will occur and how the room organises it.
	Child 2:	Worked with the children to set up experiences in the outdoor play space.	I spoke to the room leader about the daily routine to understand when transition

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

			time will occur and how the room organises it.
	Child 3:	Helped the children to clean up the play space before they would go to the bathroom for mealtime.	I spoke to the room leader about the daily routine to understand when transition time will occur and how the room organises it.
	Child 4:	Assisted children with setting up their bedding for sleep and rest time.	I spoke to the room leader about the daily routine to understand when transition time will occur and how the room organises it.
	Child 5:	Assist with singing the pack away song to help give verbal cues to the children that it is pack away time.	I spoke to the room leader about the daily routine to understand when transition time will occur and how the room organises it.
Explain how you assisted five (5) different children with sleep and rest time (15-20 words each)	Child 1:	Help children to set up their sheets and blankets in the 2-3 year's room.	I read the service's Sleep and Rest Policy and Procedure to understand the expectation, then consulted with room leader.
	Child 2:	Set up the cots for children in the babies' room and assist with cot checks.	I read the service's Sleep and Rest Policy and Procedure to understand the expectation, then consulted with room leader.
	Child 3:	Provide children in the preschool room space to rest and relax if they chose not to sleep.	I read the service's Sleep and Rest Policy and Procedure to understand the expectation, then consulted with room leader.
	Child 4:	Clean and wash down beds after sleep and rest time.	I read the service's Sleep and Rest Policy and Procedure to understand the expectation, then consulted with room leader.
	Child 5:	Assisted children to transition to sleep, with escorting them to the bathroom to prompt them to go to the toilet, washing their hands and removal of	I read the service's Sleep and Rest Policy and Procedure to understand the expectation, then consulted with room leader.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

		any clothing to ensure the children sleep safely.	
Explain how you assisted five (5) different children during mealtime (5-20 words each)	Child 1:	Assisted a child to serve own food.	I spoke with the room leader how progressive mealtimes are conducted to better understand the process.
	Child 2:	Assisted a baby to bottle-feed.	I spoke with the room leader to better understand feeding in the babies' room.
	Child 3:	Assisted a baby in a high-chair eating lunch.	I spoke with the room leader to better understand feeding in the babies' room.
	Child 4:	Assisted a child eating afternoon tea.	I spoke with the room leader how progressive mealtimes are conducted to better understand the process.
	Child 5:	A child was hungry before home time, so went to the kitchen and got some crackers and cheese.	I spoke with the room leader about service's procedure regarding a child being hungry before home time.
Explain how you assisted five (5) children with/during learning activities (5-20 words each)	Child 1:	Set up a learning experience for a child (such as manipulative playdough table).	I spoke to the room leader about how the room programs and plans and consulted the room's planning documentation.
	Child 2:	Read a book to a child.	I spoke to the room leader about how the room programs and plans and consulted the room's planning documentation.
	Child 3:	Set up the outdoor obstacle course based on one child's interest.	I spoke to the room leader about how the room programs and plans and consulted the room's planning documentation.
	Child 4:	Participated in a group-time and helped a child settle.	I spoke to the room leader to better understand the service's practice regarding settling a child during group time.
	Child 5:	Set up the easel for painting and assisted a child putting apron on.	I spoke to the room leader about how the room programs and plans and consulted the room's planning documentation.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Question 2

a) Reflect on and explain the importance of effective planning, organisation, communication and collaboration with team members in relation to the above activities.

Briefly explain how you planned for the above activities and how you used effective communication and collaboration to succeed in your tasks.

[Approximate word count: 140-150 words]

[Type your response here]

This is an example of a competent response. Key points are bolded.

Planning and organisation are very important as I need to **establish the work activities** that are to be undertaken as well as what needs to be done, who will do it and other details, etc. I use the 5 'W' and 'H' triggers: What? Who? Where? When? Why? and How? to assist me with my planning. I must **effectively sequence and prioritise** all tasks to be undertaken, for example, urgent tasks vs important tasks. Once my plan is complete, I must **effectively communicate it to my colleagues**. Generally, this is done **verbally**, but sometimes I **provide the plan in writing** (brief overview). I use **communication to seek help or clarification** when I'm not sure of processes and procedures. When this occurs, I ask my supervisor or an educator in the room. **Collaboration with team members ensures the smooth operation of the service** according to job roles.

b) Explain how you communicated clearly with the supervisor when additional support was needed in regards to the planning or implementation of the above activities. In your response, provide an example of how you were seeking information from the supervisor.

[Approximate word count: 60-70 words]

[Type your response here]

I have approached my supervisor every time I needed additional support with the planning or implementation of the activities, such as asking the supervisor to mediate between myself and relevant staff member in order to ask permission from staff to assist a child during rest time. I had to ask the supervisor how rest time is organized in the room and how can I assist staff the best.

Question 3

Reflect on urgent and important tasks in the workplace and briefly explain what method(s) you use to prioritise competing tasks within set timeframes effectively. In your response, provide an example of how you have achieved to prioritise competing tasks within set timeframes effectively.

[Approximate word count: 140-150 words]

[Type your response here]

This is an example of a competent response:

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

I try to be as effective as possible in the workplace by identifying tasks as either urgent or important. Urgent tasks must be done immediately. These are things like urgent communication with my supervisor and/or responding to situations in which a child's immediate care is critical. Important tasks are those that contribute to the day-to-day running of the centre but are not urgent such as restocking supplies, etc. Effectively prioritising all of these tasks helps me be more effective in the workplace and use my time better. I also feel far less stressed, as I know I have a plan/method to finish tasks successfully and within required timeframes. For example, during lunch time I had to complete the lunch checklist for the children (how much they ate), whilst feeding the children, transitioning them to rest time and supervising other children.

Question 4

Briefly explain how you undertook ongoing searches to gather information in order to complete daily work activities accurately. Your answer should include specific examples, such as the sources of information you have accessed or any interaction with staff to clarify your understanding of the requirements.

[Approximate word count: 100-110 words]

[Type your response here]

This is an example of a competent response:

To complete my daily work activities, I regularly searched for information through the following ways:

- Consulted service policies and procedures
- Consulted components of the NQF, such as NQS, National Laws and Regulations and EYLF/learning framework
- Consulted more experienced staff members/Workplace Supervisor to clarify my understanding of requirements
- Attended staff meetings.

TASK 2: COMPLETE WORK ACTIVITIES IN ACCORDANCE WITH SERVICE POLICIES AND PROCEDURES

In Portfolio 1 Activity 1 you were required to access and review workplace policy and procedure documents regarding key work areas and to obtain a copy of a Certificate III level educator's job description.

Reflect on your experience during SWLA and for each work area listed in the table below, give an example and explain how you complied with the relevant workplace policy and procedure, according to your job role.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Work area	How you complied (5-20 words)
<p>Health, safety and wellbeing</p> <p>(To ensure children’s health, safety and wellbeing)</p>	<p>Student must give one example from below and provide brief explanation:</p> <ul style="list-style-type: none"> • I cleaned tables after mealtimes: after breakfast, I cleaned tables using dishwashing liquid dissolved in water and clean cloth • I assisted children with handwashing: Before mealtime, I assisted children with handwashing and ensured they cleaned hands thoroughly • I supervised children during play time • I completed safety checklist in the morning indoor/outdoor, to identify any hazards and risks. If I noticed something, I notified my supervisor.
<p>Response to medical condition</p> <p>(Including assisting with medication administration, responding to asthma or supporting children with medical conditions relating to food)</p>	<p>Student must give one example from below and provide brief explanation:</p> <ul style="list-style-type: none"> • Comforted a child when an educator was administering medication • Checked asthma management form when a child was showing breathing difficulties and called supervisor for assistance • When serving food, I made sure that children receive the food according to their food-related medical conditions, such as gluten-free food for child with gluten intolerance.
<p>Emergency response</p> <p>(Including participating in an emergency evacuation drill or lockdown drill)</p>	<p>Student must give one example from below and provide brief explanation:</p> <ul style="list-style-type: none"> • Participated at the regular emergency evacuation drill (fire drill) and assisted children with evacuating the building • Participated at the regular lockdown drill and sang songs with children while the lockdown was over.
<p>Incidents, injury, trauma and illness</p> <p>(Including comforting children in the case of an incident, injury, trauma or illness, while a trained educator responded to the incident as per service policies and procedures)</p>	<p>Student must give one example from below and provide brief explanation:</p> <ul style="list-style-type: none"> • Comforted a child after an incident/injury • Comforted a child when a child showed signs of illness, such as high temperature and reported to supervisor/other educator

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

TASK 3: COMPLYING WITH WORKPLACE CONDITIONS

Reflect on your experience during SWLA and for each work area listed in the table below, give an example and explain how you complied with the relevant workplace conditions.

[Word count: 20-60 words for each section]

Instructions to the assessor:

Students are required to complete all questions that are in the table provided below. Students' answers may vary depending on the experience and what they were exposed to during their time at the service. Example answers have been provided of competent responses that may be presented by the students as a guidance.

Workplace condition	Examples
<p>1. Provide an example of what tasks/ activities you have completed in SWLA 1 that help support the rights of children.</p> <p>Assessor Instructions: The student needs to explain how they helped to support the rights of a child during SWLA 1. The example the student may provide will vary based on their experience in SWLA 1. Provided is an example of a response of the students experience at the service.</p>	<p>Benchmark example of a competent response:</p> <ul style="list-style-type: none"> • During group time spoke with the children about stranger danger and health and safety • Helped children playing in the block corner who were fighting over toys, one of the children was calling another child names and teasing them
<p>2. Provide an example of a time you needed to maintain confidentiality during SWLA 1.</p> <p>Assessor Instructions: The student needs to provide example of how they maintained confidentiality. The example the student may provide will vary based on their experience in SWLA 1. Provided is an example of a response of the students experience at the service.</p>	<p>Benchmark example of a competent response:</p> <ul style="list-style-type: none"> • A child had disclosed to me how they are being hit at home by their parent's partner. • A child's court order details and information about restricted parents and custody issues
<p>3. Provide an example of how you complied with the child protection legislation whilst completing SWLA 1.</p> <p>Assessor Instructions: The student needs provide an example on how they comply with child protection legislation. The example the student may provide will vary</p>	<p>Benchmark example of a competent response:</p> <ul style="list-style-type: none"> • There are signs up in every room for educators to be aware of their responsibility as a mandatory reporter • When you are inducted into the service you are required to read the child protection policy and legislation

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

<p>based on their experience in SWLA 1. Provided is an example of a response of the students experience at the service.</p>	<ul style="list-style-type: none"> • Child protection is discussed in every staff meeting with staff. The team goes through role plays and any information they need to know • There is a list in the office of children with any child protection requirements
<p>4. Provide an example of how you and the staff support the rights of children during SWLA 1.</p> <p>Assessor Instructions: The student needs provide an example how they and the staff supported the rights of children. The example the student may provide will vary based on their experience in SWLA 1. Provided is an example of a response of the students experience at the service.</p>	<p>Benchmark example of a competent response:</p> <ul style="list-style-type: none"> • Educators get down to the children's level to engage with them • Educators are mindful of the language they use when interacting with a child through tone of voice, stance, asking for the child's input rather than telling them what to do • Empowering children to make decisions about their wellbeing and welfare • Providing opportunities for children to talk about their feelings and what is happening in the world around them
<p>5. Provide an example of how staff ensured they maintained confidentiality at the service during SWLA 1.</p> <p>Assessor Instructions: The student needs to provide examples on how staff have maintained confidentiality at the service. The example the student may provide will vary based on their experience in SWLA 1. Provided is an example of a response of the students experience at the service.</p>	<p>Benchmark example of a competent response:</p> <ul style="list-style-type: none"> • If there is an issue addressed by a child they will document it and address it with the centre manager • Staff do not gossip or talk openly about children and their situation • Staff are aware of any child protection considerations with the children in their care • Staff do not openly discuss other children and their families with families at the service
<p>Work practices</p>	
<p>6. Does the service provide educators any information on their legislative responsibilities when a child discloses they are at risk? Provide an explanation as to how you have come up with your answer.</p> <p>Assessor Instructions: The student needs to explain how the service provides information to educators about their responsibility when they need to disclose a child at risk. The example the student may provide will vary based on their experience in SWLA 1.</p>	<p>Benchmark example of a competent response:</p> <ul style="list-style-type: none"> • Around the service there are Child Protection Posters that explain to educators their responsibility • The service has printed their child protection policy and can be found of the services website • The service explains to educators that if they feel a child is at risk, they need to first document their findings and report this to their room leader as a witness. Once this has been documented they

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

<p>Provided is an example of a response of the students experience at the service.</p>	<p>need to present this to the service director. At any time, the child we feel is at risk or grave danger we need to tell the service director and report it.</p>
<p>7. What technique does the service use when gathering information about potential issues with children?</p> <p>[You may need to refer to the service's child protection policy for more information]</p> <p>Assessor Instructions: The student needs to review and explain the services procedure around gathering information for a child at risk. The example the student may provide will vary based on their experience in SWLA 1. Provided is an example of a response of the students experience at the service.</p>	<p>Benchmark example of a competent response:</p> <ul style="list-style-type: none"> • Observe: Educators will observe children's behaviour, if they feel that there is something wrong, they will document it (using time and date) to ensure they are capturing everything • Discuss: Educators will ask open ended questions ensuring that they are not probing, the questions might be you ok? How is everything going? I have seen? When talking with children need to be in a private place, when the child is potentially engaged in an activity or set one up to help them talk and make it non-confrontational, get down to a child's height when engaging • Sight: Educators will see if there is any documentation relating to the child from previous rooms, any reports in the system, look at the enrolment form
<p>8. At the education and care service, have they identified the relevant agencies that the services need to report to with a suspected child protection issue?</p> <p>Explain the process and what steps the service needs to take to make contact with the agency.</p> <p>Assessor Instructions: The student needs to identify and explain if the service has identified and provided information about the relevant agencies that educators need to contact when disclosing information about a child at risk. This information is going to be different for services due to internal processes and policies plus as well the different state/territory the service is located in.</p>	<p>This answer will vary depending on the state/territory the educator is working in.</p> <p>Characteristics for accepted answer:</p> <ul style="list-style-type: none"> • Service develops a report and contacts the regulatory authority • Service contacts their local child protection agency to speak with a representative on the next step • The NS will go online and complete the decision tress of the mandatory reporter guide • The NS will contact the company's child protection division to lodge a report
<p>9. Provide three (3) examples of ethical concerns when working with children.</p> <p>Assessor Instructions:</p>	<p>Benchmark example of a competent response:</p> <ol style="list-style-type: none"> 1. Confidentiality for the child vs rights of the parents

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

<p>The student needs to identify and explain 3 examples of ethical concerns when working with children. The example the student may provide will vary based on their experience in SWLA 1. Provided is an example of a response of the students experience at the service.</p>	<ol style="list-style-type: none"> 2. Disagreements and arguments between child and parents 3. Maltreatment of child
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Module 3 - HLTWHS001 Participate in workplace health and safety

TASK 4: HAZARD INSPECTION CHECKLIST

Once you have completed the *Hazard Inspection Checklist* in Portfolio 1, Activity 6, complete the following questions related to it.

Instructions to the assessor:

The student must answer all questions to the best of their ability. Students are required to complete the answers within the allocated work count that is provided in the instructions. Students are provided space to provide answers in the tables. Sample answers have been provided in the boxes to demonstrate potential answers from the student. Students' answers may vary depend on their experience in SWLA 1.

Question 1

Did you find any hazards? What were they?

[If you did not find any hazards, think of one thing that you might have found so that you can answer the rest of the questions.]

[Approximate word count: 5-50 words]

[Type your response here]

Depending on the identified risk that has been found on the risk assessment some hazards that could be found outside include:

- Broken toys or equipment could injure a child
- Raised garden beds that could injure a child if they fell on it or against it
- Flooring that could make children slip and fall
- Sharp edges
- Plants

Question 2

What will you do about the hazard?

[If you did not find any hazards in your safety check, refer to the item you identified above.]

[Approximate word count: 35-40 words]

[Type your response here]

- Remove from the environment

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

- Let the nominated supervisor know
- Refer to the service risk assessment and policy and procedure
- Replace item if needed
- Put up protective coverings to stop children interacting with it
- Warn children the dangers

Question 3

How often is this area required to be inspected?

Review the services policies and procedures to identify the inspection requirements.

[Approximate word count: 20-30 words]

[Type your response here]

- Checks on the outdoor environment are conducted daily
- Educators need to complete the outdoor safety checklist and check the outdoor environment before children are permitted to go outside
- These are recorded on [paper/ online iPad] and saved to be checked by the nominated supervisor

TASK 5: COMPLYING WITH WORKPLACE CONDITIONS RELATED WORK HEALTH AND SAFETY

Reflect on your experience during SWLA 1 and for each work area listed in the table below, give an example and explain how you complied with the relevant workplace conditions.

Instructions to the assessor:

The student must answer all questions to the best of their ability. Students are required to complete the answers within the allocated work count that is provided in the instructions. Students are provided space to provide answers in the tables. Sample answers have been provided in the boxes to demonstrate potential answers from the student. Students' answers may vary depend on their experience in SWLA 1.

Emergency Response	
1. During your time in SWLA 1 were you provided information about the services Emergency Procedures? Give details. [Approximate word count: 40-50 words]	<ul style="list-style-type: none"> • When I was being inducted into the service the nominated supervisor provided me with the service policies to read before I commenced • The nominated supervisor walked me through the service explaining my role in an emergency and who I needed to listen to
2. In the service where can you access information about Emergency Procedures? [Approximate word count: 40-50 words]	<ul style="list-style-type: none"> • In each room there is a map display and information about the services lockdown and evacuation procedures • In the front foyer in the service policy and procedure manual is information • Information for families is also found on the service website
Safe Housekeeping	

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

<p>3. Provide three (3) examples of safe housecleaning practices you conducted whilst on SWLA 1.</p> <p>[Approximate word count: 20-30 words]</p>	<p>1. Cleaned the tables down after each mealtime</p> <p>2. Vacuumed and mopped the floors</p> <p>3. Wiped down toys and disinfect them</p>
<p>Stress and Fatigue</p>	
<p>4. Explain two (2) techniques you can use to reduce stress in the workplace.</p> <p>[Approximate word count: 20-30 words]</p>	<p>1. Ensuring that you get enough rest and sleep prior to coming to work</p> <p>2. Taking your allocated meal breaks off the floor away from the children</p>
<p>5. If you felt you were under stress or fatigue, what is the workplace procedure for dealing with this?</p> <p>[Approximate word count: 30-40 words]</p>	<ul style="list-style-type: none"> • If feeling unwell or need a rest an educator can go to the staff room and there is a lounge for staff to sleep on • If the staff member needs to go home to talk to the nominated supervisor
<p>Hazards and Emergency Situations</p>	
<p>6. Explain what the process/ procedure is for reporting a hazard in the education and care service.</p> <p>[Approximate word count: 50-60 words]</p>	<ul style="list-style-type: none"> • The first thing to do once you have identified a hazard is to inform the room leader of the room. Based on the hazard if we can remove the hazard immediately, we will try to fix it. If needed, then to address this with the nominated supervisor and follow their direction
<p>7. During an emergency, outline two (2) responsibilities you are required to do to aid children at risk.</p> <p>[Approximate word count: 40-50 words]</p>	<p>1. Help evacuate the children to the emergency point whether it be a lockdown or evacuation</p> <p>2. Checking the environment and making sure there is no children left behind and grab the emergency first aid kit</p>
<p>Responding to Incidents</p>	
<p>8. What is the workplace procedure when dealing with an accident/ incident.</p> <p>[Approximate word count: 20-30 words]</p>	<ul style="list-style-type: none"> • Aid the child that has been involved with incident/ injury • Deal with it and manage the situation to not disrupt everyone in the room
<p>9. At the education and care service who would be the appropriate person to report accidents and injuries to?</p> <p>[Approximate word count: 15-25 words]</p>	<ul style="list-style-type: none"> • Complete an incident form and provide it to the nominated supervisor

Module 4 - HLTFS001 Follow basic food safety practices

TASK 6: HANDWASHING

In the table provided, identify and outline **four (4)** different times when you washed your hands at the service, during work placement.

For each occasion explain why this was needed.

Student Name: Click or tap here to enter text.
Student Number: Click or tap here to enter text.

Each occasion **must be signed by your Workplace Supervisor** to confirm validity.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include four (4) different handwashing occasions and explained why handwashing was indicated. Each occasion must be signed and confirmed by the Workplace Supervisor.

A sample answer is provided below.

Handwashing occasion (5-15 words)	Explanation (15-20 words)	Date and time	Supervisor's signature
1. I washed my hands before helping children during mealtimes, such as feeding babies, serving food	I washed my hands to ensure food safety and to avoid contaminating food with germs.	Date and time	Supervisor must sign to confirm
2. I washed my hands after I sneezed and blew my nose	I washed my hands to ensure I'm not spreading any disease or infection within the service	Date and time	Supervisor must sign to confirm
3. I washed my hands after using the toilet	I washed my hands to ensure I'm not spreading any disease or infection within the service	Date and time	Supervisor must sign to confirm
4. I washed my hands after emptying the garbage bin	I washed my hands to ensure I'm not spreading any disease or infection within the service	Date and time	Supervisor must sign to confirm

Additional possible handwashing occasions to ensure no infection or disease is spread:

- when hands are visibly dirty
- after helping a child go to the toilet, or changing a nappy
- after handling rubbish, household or garden chemicals, or anything that could be contaminated
- before preparing or eating food
- after touching raw meat
- after patting an animal
- after cleaning up blood, vomit or other body fluids
- after cleaning the bathroom
- before and after touching a wound, cut or rash
- before commencing or recommencing work with food
- immediately after handling raw food
- after smoking
- after coughing
- after sneezing
- before handling foods and drinks

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

TASK 7: FOOD SAFETY

Reflect on the time when you assisted the service's Chef or responsible educator working in the kitchen and handling food (as part of Portfolio 1 Activity 9), then answer the following questions:

Question 1

Briefly explain and give examples of what appropriate clothing, personal protective clothing and footwear you wore to ensure cleanliness and avoid contamination. In your response include how you maintained the cleanliness of your clothing to avoid contamination.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include an example of appropriate clothing, footwear and protective clothing worn during food handling activities. Student must also explain how they maintained the cleanliness of their clothing to avoid contamination.

A sample answer is provided below.

Example of appropriate clothing (10-20 words)	When working in the kitchen or handling food, I wore clean long pants and clean T-shirt as per service's dress code.
Example of protective clothing (15-20 words)	When working in the kitchen or handling food, I wore apron and food safety gloves.
Example of footwear (15-20 words)	When working in the kitchen or handling food I wore closed-toe footwear.
How you maintained the cleanliness of your clothing (5-15 words)	I wore a fresh and clean uniform daily.

Question 2

Give **three (3)** examples of how you complied with workplace measures to prevent pests contaminating food at the service.

[Approximate word count: 10-20 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include any three (3) examples from sample answers of how they complied with workplace measures to prevent pests from contaminating food at the service.

A sample answer is provided below.

[Type your response here]

- Stored food under covers, either in the pantry in sealed containers or in the fridge.
- Kept doors closed when not in use
- Kept food and waste in sealed containers and regularly removed rubbish

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

- Used pest repellent and trap devices [e.g. at entrances and exits]

Question 3

Give an example of how you kept food for disposal separate before disposal, such as leftover or expired food, and briefly explain how you disposed it, following workplace procedures.

[Approximate word count: 40-50 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include an example of how they kept food for disposal separate before disposal and briefly explain how they disposed it, following workplace procedures.

A sample answer is provided below.

[Type your response here]

Children were provided a food scrap bin during mealtime to collect leftovers. The food scrap bin was placed away from the table, on the floor. When lunch was over, I cleaned the dining area and threw leftover food into the garbage bin.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Assessment Checklist

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

Task 1 – Plan and organise daily work activities	
Answered four (4) questions in the space/table provided	<input type="checkbox"/>
Task 2 – Complete work activities in accordance with service policies and procedures	
Completed table	<input type="checkbox"/>
Task 3 – Complying with workplace conditions	
Answered nine (9) questions in the table provided	<input type="checkbox"/>
Task 4 – Hazard inspection checklist	
Answered three (3) questions in the spaces provided	<input type="checkbox"/>
Task 5 – Complying with workplace conditions related to work health and safety	
Answered nine (9) questions in the table provided	<input type="checkbox"/>
Task 6 – Handwashing	
Completed table to record handwashing, signed by supervisor	<input type="checkbox"/>
Task 7 – Food safety	
Answered three (3) questions in the space/table provided	<input type="checkbox"/>

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Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.