



CHC30121

Certificate III in Early Childhood Education and Care

Structured Workplace Learning and Assessment

Interview Questionnaire 1 of 2

Assessor Guide

Modules 2, 3, 4 and 5:

- 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.



This document is provided for the student's information only so that students may prepare for the Final Interview. The student will answer the questions captured in the Final Interview with the Assessor directly at which time the Assessor will complete this form on their behalf.

The student does not need to submit this document as part of their performance evidence.



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

Interview Questionnaire 1

CHC30121 Certificate III in Early Childhood Education and Care

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Interview Questionnaire 1

This Interview Questionnaire outlines the interview check in process and information captured by the Assessor from the Student and the Workplace Supervisor.

This document is completed by the Assessor on behalf of the student and is used to record the Student and Supervisor interview check-ins and are provided here for transparency.

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	
Postal Address	

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

Section D: Units of Competency (UoC)

The Course

CHC30121

Certificate III in Early Childhood Education and Care course includes the following units of competency. The Work Placement commitment is a total of 200 hours and is aligned to sixteen [16] units within the course. Work Placement is split into two [2] groups as follows:

MODULE	UNIT CODE	UNIT TITLE	LEARNING	ASSESSMENT	TOTAL SWLA HOURS
Group 1					
0	N/A	Welcome to the children's education and care sector			
1	CHCECE055	Meet legal and ethical obligations in children's education and care	21	9	30
	CHCECE056	Work effectively in children's education and care			
2	CHCPRT001	Identify and respond to children and young people at risk			
3	HLTWHS001	Participate in workplace health and safety			
4	HLTFSE001	Follow basic food safety practices			
5	Structured Workplace Learning and Assessment [SWLA] – Group 1				
Group 2					
6	CHCECE030	Support inclusion and diversity	119	51	170
	CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures			
7	BSBSUS411	Implement and monitor environmentally sustainable work practices			

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8	CHCECE037	Support children to connect with the natural environment			
9	CHCECE031	Support children's health, safety and wellbeing*			
	CHCECE032	Nurture babies and toddlers*			
10	CHCECE033	Develop positive and respectful relationships with children*			
11	CHCECE034	Use an approved learning framework to guide practice			
	CHCECE035	Support the holistic learning and development of children*			
	CHCECE036	Provide experiences to support children's play and learning*			
	CHCECE038	Observe children to inform practice			
12	HLTAID012	Provide First Aid in an education and care setting			
13	Structured Workplace Learning and Assessment (SWLA) – Group 2				

*Units are linked to 160 hours of placement.

Section E: Introduction Interview Session

The first interview session is conducted prior to the Student entering the work placement. This is an open conversation that will address the following topics:

- How the SWLA process will work
- The role of all parties, including:
 - The Assessor
 - The Student
 - The Workplace Supervisor
- The check in process and schedule with the Assessor
- Where to go if Students or Workplace Supervisors have any questions
- Confirmation of the scheduled Check-in Interview

Introduction Interview

THE STUDENT			
Student Name:		Date:	
Assessor Name:		Method of communication:	
Introduction Interview Notes:			
Check-in Interview Scheduled			

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

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THE WORKPLACE SUPERVISOR			
Workplace Supervisor Name:		Date:	
Assessor Name:		Method of communication:	
Introduction Interview Notes:			
Check-in Interview Scheduled			

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Section F: Check-in Interview Session

The second interview session is conducted once the student is settled in and completing their SWLA process. This is an open conversation that will address the following topics:

- How the SWLA process is working for all parties
- If any of the parties have any questions or concerns
- Confirmation of the schedule for completion of the SWLA
- Confirmation of the scheduled Final Interview

Check-in Interview

THE STUDENT			
Student Name:		Date:	
Assessor Name:		Method of communication:	
Check-in Interview Notes:			
Final Interview Scheduled			

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

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THE WORKPLACE SUPERVISOR

Workplace Supervisor Name:		Date:	
Assessor Name:		Method of communication:	
Check-in Interview Notes:			
Final Interview Scheduled			

Student Name: Click or tap here to enter text.

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Section G: Final Interview Session

The final interview session is conducted once the student has completed their SWLA 1 and all associated assessments (SWLA Portfolio 1, Journal 1 and Logbook 1). This is a mix of an open conversation and specific questions that will confirm the student experience.

The Final Interview Questions are outlined below, and it is recommended that the Student and the Workplace Supervisor review these questions prior to the session so that they may consider their answers.

Final Interview

Assessor Instructions

Assessors are required to ask the interview questions to the student at an allocated time at the end of SWLA 1. Assessors are required to document the results and comments made from student in the table below. Students need to provide at least one [1] example when answering the questions on their experience. Exemplar answers have been provided to guide the assessor on acceptable answers to deem competent.

THE STUDENT			
Student Name:		Date:	
Assessor Name:		Method of communication:	
Final Interview Notes:			

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<p>MODULE 1:</p> <ul style="list-style-type: none"> • CHCECE055 Meet legal and ethical obligations in children’s education and care • CHCECE056 Work effectively in children’s education and care 	
<p>1. How did you follow service presentation standards? Give an example.</p>	<p>Sample answer:</p> <p>I was wearing long black pants, T-shirt and closed shoes as per organizational policies. I tied back my hair and didn't wear any jewelry.</p> <p>Student's response:</p>
<p>2. Give an example of how you acted promptly on instructions and followed procedures relevant to the task/s.</p>	<p>Sample answer:</p> <p>When the room leader asked me to clean up after lunch, I followed clean-up procedures, wiped down tables using paper towels and soapy water, swept and mopped the floor, placed the 'Wet' sign and washed my hands.</p> <p>Student's response:</p>
<p>3. Give an example of how you adhered to legal and ethical requirements in work practice according to service policies and procedures and scope of role.</p>	<p>Sample answer:</p> <p>As per the service’s policies and procedures, I kept my relationship professional with families, didn't add them on social media and followed my job description to fulfil my daily duties.</p> <p>Student's response:</p>
<p>4. Explain how you handled sensitive and confidential</p>	<p>Sample answer:</p>

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information when undertaking work activities.	<p>For example, when a parent informed me about family issues, I didn't share this information with everyone, but talked to the room leader in private.</p> <p>Student's response:</p>
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MODULE 2: CHCPRT001 Identify and respond to children and young people at risk	
1. Explain where you located the services procedure for reporting children at risk.	<p>Sample answer:</p> <p>In the service staff room, there is a poster on the wall. In the staff induction book; there is a poster created and is on the wall in each room.</p> <p>Student's response:</p>
2. Explain what the indicators for risk of harm of children are based off the services child protection policy.	<p>Sample answer:</p> <p>The services policy and procedure has determined that indicators for risk of harm is, a child displaying physical injuries. A change in a child's mood and personality. If a child has disclosed any information relating to abuse.</p> <p>Student's response:</p>
3. Give an example when you have needed to maintain confidentiality.	<p>Sample answer:</p> <p>When I was inducted into the service there is a family with a court order, I was made aware of some of the legal details and some information of the court order so I can be aware of circumstances surrounding the child.</p> <p>Student's response:</p>
4. Give an example of child-focused work practices to uphold the rights of children.	<p>Sample answer:</p> <p>Working with the children in group time discussing different cultures and best practice when interacting and learning about the rights of a child.</p>

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	Student's response:
5. What is the reporting procedure for the service you completed your placement at?	<p>Sample answer:</p> <p>When a child has disclosed or it has been identified there is an issue, educators need to document on the online software time and date of evidence. The educator will complete an internal form to be sent to the Nominated Supervisor.</p> <p>Student's response:</p>
6. What is your understanding of Child Protection and your role in enforcing this?	<p>Sample answer:</p> <p>All educators are mandatory reporters. As an educator I need to ensure that children need to be immersed in a safe and secure environment. If there is an identified child protection issue, I need to follow the service policy and procedure to disclose information about the child at risk. I can as well report with necessary authorities.</p> <p>Student's response:</p>

MODULE 3: HLTWHS001 Participate in workplace health and safety

1. Explain what you would do to raise a WHS issues with designated persons at work.	<p>Sample answer:</p> <p>If I was to come across an issue in the room I am working in, I would review the policy relating to reporting guidelines. I would first address it with the room leader/ supervisor. Then we would inform the nominated supervisor/ responsible person on shift.</p> <p>Student's response:</p>
2. Explain some examples of how you can contribute to the development and implementation of safe workplace policies and procedures at work.	<p>Sample answer:</p> <p>Some ways I can contribute is by reviewing policies and procedures when they have been amended/ updated or established. Completing safety checklists and risk assessments to ensure the service is safe. Reviewing service procedures and ensuring they are valid and reliable. If amendments need to be made addressing this with management.</p>

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	Student's response:
3. Explain how you can identify stress and fatigue. Who would you report to according to workplace procedures about this?	<p>Sample answer: I can identify stress and fatigue in myself if I am feeling unwell, out of sorts and not myself. If I am feeling tired, overwhelmed, run down, and not coping with the workload.</p> <p>I would address this with the team in the room and the room leader, so they are aware that something is wrong and if needed talk to the Nominated Supervisor.</p> <p>Student's response:</p>
4. Provide some examples of how you as an educator can participate in workplace safety meetings and inspections.	<p>Sample answer: By attending any relevant work meetings and scheduled professional development around work health and safety. By following service policies and procedures in regards to the management of the service. Completing workplace checklists and risk assessments and any audits the service is required to do.</p> <p>Student's response:</p>
5. A child has had a toileting accident (urine only). Your colleague has taken the child to get her changed and you are to clean up the floor. Explain how you would clean up and correctly dispose of any contaminated materials?	<p>Sample answer: Once I knew the child and educator were ok, I would go and get the necessary equipment (mop, mop bucket, water, disinfectant). I would proceed to go and clean the spill and mop the area. Once completed I will put up a wet floor sign and inform any staff that access the bathroom that the floor is wet so they are aware if children need to access the bathroom. Once that is done, I would tip out the water and wash the bucket and mop and store the mop to dry.</p> <p>Student's response:</p>

MODULE 4: HLTFS001 Follow basic food safety practices	
1. Describe an incident when you had to report illness/medical condition to the service/Workplace Supervisor during SWLA1 for continuing participation in handling	<p>Sample answer: If student had an incident where they had flu and cold symptoms with fever, they must have called the centre director/Workplace Supervisor to call in sick and stay at home until they have no fever. If they did not have fever and felt good, apart from having a runny nose, they can go to the service, but shouldn't handle food.</p>

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<p>food, following the organisation's procedures. If you did not have an incident of illness or medical condition, explain the steps to follow in such a case according to the service's policies and procedures.</p>	<p>If student didn't have an incident of illness, they must be able to explain the relevant procedure and who the illness must be reported to.</p> <p>Student's response:</p>
<p>2. Explain how you followed organisation's requirements to deal with cuts and/or other injuries, especially if you were handling food. If you did not have any injuries, explain the steps to follow in such a case according to the service's policies and procedures.</p>	<p>Sample answer:</p> <p>When/If I cut my finger, I placed/would place a bright band aid on it as per food safety requirements and put a waterproof dressing on it to ensure safety.</p> <p>Student's response:</p>
<p>3. Explain how you identified food items for disposal and how you disposed them, following relevant procedures.</p>	<p>Sample answer:</p> <p>I checked expiry dates on food items and checked with my supervisor whether I was allowed to throw away expired food. One time I found an expired can of fruit that expired 3 months ago, so I've asked my supervisor and following her instructions, I threw it away in the garbage bin.</p> <p>Student's response:</p>

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THE WORKPLACE SUPERVISOR

Where the **Workplace Supervisor has completed the Third-Party Report**, you only need to confirm that they completed it and it was a true and accurate account of the student's experience in the workplace.

Where the **Workplace Supervisor has NOT completed the Third-Party Report**, the final interview needs to capture their confirmation that all elements listed on the Third-Party Report have been observed by the Workplace Supervisor during the Structured Workplace Learning and Assessment (SWLA) process.

Assessor to paste a copy of the completed Third-Party Report below once confirmed with the Workplace Supervisor.

Workplace Supervisor Name:		Date:	
Assessor Name:		Method of communication:	
Check-in Interview Notes:			

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