



CHCECE041

Maintain a safe and healthy environment for children

Assessor Guide

Assessment 4 of 4

Role play



Assessment Instructions

Task overview

This assessment has two (2) parts:

- Part A: Research task
- Part B: Role-play.

As part of the assessment, you will need to provide information to the supervisor on health and safety matters. 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.

You are required to read the scenario provided and then prepare information to be shared at a meeting with the supervisor that will take place in Part B of the assessment in the role play.


For the role-play, in Part B of the assessment, you will need **one (1)** additional participant to play the role of the centre director. See detailed instructions in Part B of the assessment.

You will be required to record the role play and then upload it to the LMS, together with the assessment.

Supporting information:

To answer questions in Part A, you will need to access the following:

- Access to Little.ly Early Learning Centre simulated online environment
- Little.ly standards, policies and procedures for supervision.

	<p>You will need to access information, policies and procedures associated with Little.ly by logging in to the Educator Hub on Little.ly's website. Enter your username (SOE) and password [earlychildhood], then search for the required policies and procedures</p>
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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.



Part A: Research Task

Scenario

You are working at Little.ly Early Learning Centre as the Lead Educator in the Toddler room. You have been taking on more responsibility for the health and safety of children in the service. You have been role-modelling compliance with health and safety issues and monitoring others to be compliant, also. You recently presented at the monthly staff meeting on children's health and safety issues and areas for improvement, including training needs for the team.

You are scheduled to meet with your Centre Director, Ana, to provide feedback about the staff meeting. You decide that you need to let them know the following information:

- Identified health and safety training needs arising from the staff meeting
- Verbally report the issue of staff not following policies when sterilising bottles and dummies.

You also want to use the meeting to get feedback about your understanding of health and safety policies and procedures and how well you apply sound health and safety practices.

Part A - Preparation

You will prepare for the meeting by writing notes on the points you wish to raise. These notes will be used in the Role Play (Part B of the assessment). You can use the details in CHCECE041 Assessment task 3 – Case Study as the basis of your preparation. You will remind yourself of the case study, the staff meeting agenda and the report on staff non-compliance when sterilising bottles and dummies you prepared to assist staff to be more compliant with children's health and safety.

You will prepare for the role play by answering the following questions. You can use these responses during the Role-Play in Part B.

- Summarise your understanding of health and safety policies in readiness to seek feedback. Include areas of skill and areas of development.
- Summarise your application of health and safety practices in readiness to seek feedback. Include areas of skill and areas of development.
- List open and closed questions to seek information and confirm understanding of the feedback.
- List active listening techniques that could be used during the meeting

Instructions to the assessor:

This assessment is a continuation of CHCECE041 Assessment task 3- Case study. The student can use the information from that assessment where they prepared a meeting agenda and took actions to support staff with compliance for children's health and safety in their responses for this assessment.

The student is to draft notes in preparation for the role play (no word limit set as answers given in the table are drafts only). Students will use these discussion points during the role play. The responses will vary and be in the student's own words but will reflect the benchmark answer.

A sample answers are provided.

Discussion point	Response
Summarise your understanding of health and safety policies in readiness to seek feedback. Include areas of skill and areas of development.	<p>For example,</p> <p>I ensure that I am aware of the policies and procedures and that my room is up to date with everything.</p>

	I need to be better at incident reporting and make sure that I report incidents to the nominated supervisor before parents sign the form.
Summarise your application of health and safety practices in readiness to seek feedback. Include areas of skill and areas of development.	For example, I would ensure I check the medication, that my team wash their hands and that we follow all guidelines. I would also keep up to date with policy changes or regulation changes. I need training in the new food safety practices.
List open and closed questions to seek information and confirm understanding of the feedback.	For example, Closed question – "Are you saying that I am following the policies and procedures?" "Did I apply that practice correctly?" Open question – "Where could I get more information about policies?" "What should I do to improve that practice?"
List active listening techniques that could be used during the meeting	For example, active listening skills such as: <ul style="list-style-type: none"> • giving full attention • maintaining eye contact • providing nonverbal signs of attention • positive reinforcement • paraphrasing.

Part B: Role-play

Instructions

The role play must include yourself and **one (1)** participant, must not exceed **15 minutes** in duration and must address all elements of the Observation Checklist below. The role-play should be organised at a location where participants can undertake a private and confidential conversation without any distractions.

In this role-play, you will participate in a meeting with one (1) other participant. These may be resourced using one of the following options:

1. Peers who you are already working within the industry your qualification relates to.
2. Fellow students: Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

If you cannot find a participant to play the role of the other team member, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

The other participant will be taking on the role of Ana, the Centre Director at Little.ly Early Learning Centre.

Option 1: Peer participants

Should you complete this task with your Peers, you must fully brief all participants, providing them with the context to the role-play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

Peers will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student participants

Fellow students participating in the recording must be provided with the context of their role and responsibilities in the session and have reviewed the assessment activity and observation checklist to prepare for the recording.

The student will need to state their name and that they are a student (as their job title) at the start of the recording to inform consent.

Role-play Characters

- The student will be the Lead Educator
- Peer/ fellow student will be Ana, the Centre Director.

Instructions to Participants

- **Participant 1:** The peer/fellow student will play the role of Ana, the Centre Director, receives information about the sterilising issue, and provide feedback to the student about their health and safety policies, knowledge and practices based on the information listed in Part A of the assessment. The role play should start with the peer/fellow student saying: *"Thank you for coming to meet me to discuss health and safety needs for the service. First, I understand there has been another sterilisation issue. Can you report the details to me and suggest ways we can improve this form happening in the future."*
- The peer/ fellow student will allow the student to report the incident verbally. Once the student has finished the report and provided suggestions to improve processes, the peer/fellow will verbally instruct the student by saying, *"Can you review the sterilisation process for me and give me feedback?"* The student will ask questions to interpret the information and confirms their understanding of the direction.
- The peer/fellow will then ask for feedback from the student about the identified training needs of staff by saying, *"I am keen to get your feedback about identified staff training needs in the service. What do you think we need to focus on to improve our health and safety practices?"*
- The peer/fellow will allow the student to list health and safety training needs. Once the student has finished suggesting training needs, the peer/fellow will offer feedback to the student about their health and safety policy understanding and practices. The feedback will be based on the assessment information listed in Part A.
- During the feedback being provided by the peer/fellow **student**, must use active listening techniques and ask at least **one [1]** open and **one [1]** closed question to seek information and confirm understanding.
- At the end of the role play, Participant 1 will end the meeting politely and thank the student for their input in improving health and safety in the service.

Recording instructions

Your role-play must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams. This recording must be clearly labelled *CHCECE041_04_Role play <<Student Name>>* and submitted with your assessment for marking.

Consent to participate in the recording must be captured for all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Assessor instructions:

The assessor must watch the recording and complete the below Observation Checklist to ensure the student has met all requirements. Throughout the role-play, the student will provide information and receive feedback relating to the role-play that has been provided to the participant.

Below is a table for you to assess the student if they have demonstrated competency in this task.

Observation Checklist

To be completed by the assessor

During the Role-play, the student must demonstrate the following: **Observed** **Assessor Comments**

Part A: Preparation

1	<p>Prepared for the role-play by providing relevant responses to all sections listed in Part A of the assessment, including:</p> <ul style="list-style-type: none">• Summarise understanding of health and safety policies in readiness to seek feedback. Include areas of skill and areas of development.• Summarise the application of health and safety practices in readiness to seek feedback. Include areas of skill and areas of development.• List open and closed questions to seek information and confirm understanding of the feedback.• List active listening techniques that could be used during the meeting. <p>Look for:</p> <p>Student must respond to all sections in Part A. The student will respond in their own words, and responses will vary, but they must:</p> <ul style="list-style-type: none">• Summarise understanding of health and safety policies in readiness to seek feedback and include areas of skill and areas of development.• Summarise the application of health and safety practices in readiness to seek feedback and include areas of skill and areas of development.• List open and closed questions to seek information and confirm understanding of the feedback.• List active listening techniques that could be used during the meeting <p>The responses will vary and be in the student's own words but will reflect the benchmark answer.</p> <p>A sample answer is provided in Part A.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
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Part B: Role-Play

2	<p>Accurately reported and explained incidents</p> <p>Look for:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
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	<p>During the role-play, the student must report an incident to the supervisor by:</p> <ul style="list-style-type: none"> • talking in a clear and concise manner • clearly and professionally articulating and explaining the details of the incident • providing sufficient details to explain the incident. <p>The responses will vary and be in the student's own words.</p>		
3	<p>Informed relevant parties according to service procedures</p> <p>Look for:</p> <p>The student must report the incident to the supervisor as required in the health and safety policies and procedures.</p> <p>The responses will vary and be in the student's own words.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4	<p>Interprets information from verbal directions appropriately</p> <p>Look for:</p> <p>The student will ask clarifying questions to interpret the information and confirm their understanding of the direction.</p> <p>The responses will vary and be in the student's own words.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5	<p>Reported identified health and safety training needs to relevant supervisors</p> <p>Look for:</p> <p>The student must report the training needs they have identified to the supervisor using clear language.</p> <p>The responses will vary and be in the student's own words.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6	<p>Sought feedback from colleagues on health and safety practices and potential issues through formal and informal communication.</p> <p>Look for:</p> <p>The student must seek feedback from the supervisor on their health and safety practices and potential need areas for development.</p> <p>Student uses effective communication skills such as active listening, seeking clarification and questioning to ensure understanding.</p> <p>The responses will vary and be in the student's own words.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7	<p>Asked open and closed questions and actively listened to seek information and confirm understanding</p> <p>Look for:</p> <p>The student must demonstrate active listening skills and clarify meaning when the participant provides them with feedback about</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p>their understanding of policies and procedures and the application of safe practices.</p> <p>The student used appropriate questions and active listening skills, including:</p> <p>Open questions such as questions starting with:</p> <ul style="list-style-type: none"> • What, how and explain. <p>Closed questions such as questions starting with:</p> <ul style="list-style-type: none"> • Is, will, have, should, may and did. <p>Active listening skills such as:</p> <ul style="list-style-type: none"> • giving full attention • maintaining eye contact • providing nonverbal signs of attention • positive reinforcement • paraphrasing. <p>The responses will vary and be in the student's own words.</p>		
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Assessment Checklist

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

Part A – Meeting preparation	
Prepares information to present at the meeting	<input type="checkbox"/>
Part B – Role-Play	
Record and submit role play video	<input type="checkbox"/>



Congratulations, you have reached the end of Assessment 4!

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