



# Working in Early Childhood

## Assessment 3 of 5

### Case Study

### Assessor Guide



## Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCECE055	Meet legal and ethical obligations in children's education and care	
CHCECE056	Work effectively in children's education and care	
	(Module name: Working in Early Childhood)	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
SOE3EC1A	2	M00173A
ASSESSMENT TYPE		
<b>Assessment Method:</b>	<b>Case Study</b>	Choose an item. Choose an item.
Select all that apply.		

SECTION 2	
STUDENT INSTRUCTIONS	
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>	
<b>Student instructions</b>	
This is assessment 3 of 5 assessments for 'Working in Early Childhood' (CHCECE055 Meet legal and ethical obligations in children's education and care, CHCECE056 Work effectively in children's education and care), excluding SWLA.	
This assessment consists of six (6) case studies and related questions.	
To be assessed as competent, you must complete all tasks in the spaces required.	
You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.	
<b>Supporting documents</b>	
To answer some of the questions, you will need to access the following:	
Early Childhood Australia (ECA) Code of Ethics. United Nations Convention on the Rights of the Child. National Quality Framework and its components	

Student Name: Click or tap here to enter text.

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Little.ly Early Learning Centre's *Incident, injury, trauma and illness policy and procedure.*

#### Files for submission

Submit the assessment document with all tasks completed in the spaces provided.

#### Submission instructions

##### PDF File Submissions

Please save all Word documents as PDF files before submitting.

**IMPORTANT:** Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

*Windows: Word 2013 and newer*

Choose **File > Export > Create PDF/XPS**.

*Windows: Word 2010*

Click the **File** tab

Click **Save As**

- To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder

In the **File Name** box, enter a name for the file, if you haven't already

In the **Save as type** list, click **PDF (\*.pdf)**.

- If you want the file to open in the selected format after saving, select the **Open file after publishing** check box.

- If the document requires high print quality, click **Standard** (publishing online and printing).

- If the file size is more important than print quality, click **Minimum size** (publishing online).

Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.

Click **Save**.

*macOS: Office for Mac*

To save your file as a PDF in Office for Mac follow these easy steps:

1. Click the **File**
2. Click **Save As**
3. Click **File Format** towards the bottom of the window
4. Select **PDF** from the list of available file formats
5. Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

## SECTION 3

### ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

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## SECTION 4

### ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

## SECTION 5

### STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	Eduworks Resources
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

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

## Assessment Instructions

### Task overview

This assessment task requires you to read through six (6) case studies and answer the questions that follow. 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].

### Additional resources and supporting documents

- Early Childhood Australia (ECA) Code of Ethics.
- United Nations Convention on the Rights of the Child.
- National Quality Framework and its components, including:
  - Education and Care Services National Regulations
  - National Quality Standard
- Little.ly Early Learning Centre's *Incident, injury, trauma and illness policy and procedure*.



The following assessment tasks use a simulated childcare centre called Little.ly Early Learning Centre. In order to complete the assessment tasks, you will need to access information, policies and procedures associated with Little.ly. This can be done by logging in to the Educator Hub on [Little.ly's website](#). Enter your username (SOE) and password (earlychildhood) prior to completing your assessment tasks. First you should familiarise yourself with what Little.ly does, the services it provides, the employees and organisational structure of the centre.

**Commented [VH1]:** There is no evidence that the student uses digital media to answer any of the questions. All answers could be obtained by paper based documentation. Therefore mapping to technology must be removed.

**Commented [TM2R1]:** The resources listed, students would need to access through the use of the internet as some of the materials are hard to come by in a paper based format. The Little Ly Intranet is only accessible online so students will need to use digital media. The mapping can remain.

## 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.

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### Case Study 1

Robbie is a 3-year-old boy in the Bur Oak Room at Little.ly Early Learning Centre. You have been one of Robbie's educators for the past two weeks. You and your colleagues have been concerned about Robbie since you first met him. Some of your reasons for concern include his often dirty and unwashed appearance. He is always hungry upon arrival at the centre. He is always the first child to drop off and the last child to be picked up, and he is very thin and weary looking. His mother always appears dishevelled in the mornings and seems anxious, and her hands shake uncontrollably.

You are already concerned about Robbie.

Today you are extremely worried as the parent of another child has just informed you that they witnessed Robbie's mum drinking from a hipflask in her car just moments before she left the car park after dropping Robbie at the early learning Centre.

#### Question 1

Which **two (2)** areas of the National Quality Standards (NQS) can you utilise to guide your response and actions about your concerns for Robbie's welfare?

(Approximate word count: 10-20 words)

#### Assessor instructions:

A sample answer is provided below.

[Type your response here]

The response must include the following two areas of the National Quality Standards:

- Quality Area 2 – Children's health and safety
- Quality Area 7 – Governance and Leadership.

#### Question 2

Which **two (2)** articles of the *United Convention on the Rights of the Child* can you use to guide your response and actions about your concerns for Robbie's welfare? Briefly explain your response.

(Approximate word count: 50-55 words)

#### Assessor instructions:

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Commented [VH3]: Why has this not been included?

Commented [TM4R3]: The answers have been provided in the box labelled as sample answer.

A sample answer is provided below.

[Type your response here]

The response must include the following two articles:

- Article 16 - Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, family, and home.
- Article 19 - Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

### Question 3

What are your legal responsibilities to respond to the current situation and your concerns for Robbie's welfare?

(Approximate word count: 120-150 words)

**Assessor instructions:** Students must be able to explain the general responsibilities of a mandatory reporter that may vary from state to state, and highlight the educator's duty of care responsibility to report the incident to the police to prevent a possible danger to the public.

A sample answer is provided below.

[Type your response here]

This is a legislative requirement for people working in certain roles to report suspected abuse and neglect to government child protection services in Australia. The mandatory reporting laws are different across states and territories, with the main differences concerning who must report, and the types of abuse and neglect that must be reported. Report the incident to the police to prevent a possible danger to the public (i.e. drink driving).

The occupations that are most commonly named as mandated reporters are those that involve dealing with children on a frequent basis, such as teachers, doctors, nurses, and police. This means that people working in these roles would be legally required to report any suspicions of abuse. It generally states that except for sexual abuse, in which case all suspicions **must** be reported, it is only cases of significant abuse and neglect that must be reported.

**Commented [VH5]:** Not an answer to this question.

**Commented [TM6R5]:** The sample answer has been provided in the box below.

**Commented [VH7]:** This is the only correct answer to this question.

**Commented [TM8R7]:** The answer that has been provided has been created.

**Commented [SC9R7]:** and assessor instructions updated

**Commented [VH10]:** Is the expectation that the student should write that they must report the abuse to the police? As this does not match with the information further in the answer.

**Commented [TM11R10]:** As part of their role as a mandatory reporter, it is explained in the learning that if a child is in immediate danger to call the police. Especially when there is a potential that Robbie's mum is drink driving and in the fact of public safety.

### Question 4

Explain the ethical dilemma this situation poses.

(Approximate word count: 110-120 words)

**Assessor instructions:** The response must include a minimum of one ethical dilemma this situation poses and what they must do to respond.

A sample answer is provided below.

Student Name: Click or tap here to enter text.

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[Type your response here]

The ethical dilemma includes the following:

- The other family saw the mother drinking.
- What if I get it wrong and report and the mother isn't drinking?
- I have to develop a relationship with this mother, and this may become difficult if then I report her.
- I still must report the situation.

The concern was raised by another parent who witnessed Robbie's mother drinking from a hip flask from her car. I did not witness this and the ethical dilemma in this situation is whether to report the situation to a supervisor or Director. I must prioritize the wellbeing of the child and at the same time I must respect families' right to privacy and confidentiality.

**Commented [VH12]:** I question whether these answers pose an ethical dilemma.

**Commented [TM13R12]:** A sample answer has been provided to provide more contextualisation around the ethical dilemma

#### Question 5

- a) What are the **two (2)** possible steps an educator would take in reporting this incident?

(Approximate word count: 50-60 words)

**Assessor instructions:** The response must include, as a minimum, an explanation of the mother's rights and responsibilities in this situation.

A sample answer is provided below.

[Type your response here]

- 1) Addressing the issue/ incident with the service director or responsible person, either verbally or in writing. Seek guidance from the services policies and procedures (grievance, child protection).
- 2) Depending on the state and location of the service, as being a mandatory reporter the educator needs to report the issue/ incident with the office of the Children's Guardian and contact their local regulatory authority.

**Commented [VH14]:** This is mapped to seeking advice in UoC 056. They must demonstrate seeking advice for PC 2.2, not be asked a question about what to do.

**Commented [TM15R14]:** This has been amended and additional question Question 5 b asks them who to seek advice from

- b) Who would be the best person to seek advice from about the situation?

(Approximate word count: 10-20 words)

**Assessor instructions:** The response must include, as a minimum, an explanation of the mother's rights and responsibilities in this situation.

A sample answer is provided below.

[Type your response here]

You would address the issue with the room leader, this can then be brought to the attention of the Nominated Supervisor or the Responsible Person on shift.

Educators are to follow the services policy and procedures when reporting

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

### Question 6

Please complete the table below. Describe the similarities and differences between legal and ethical issues and how they interrelate with each other within the early childhood education and care sector.

(Approximate word count: 50-60 words for each section)

**Assessor instructions: The student is to provide a response for each section of the following table. A sample answer is provided.**

Similarities	<p>[Type your response here]</p> <p>Both legal and ethical issues require a decision to be made between more than one option. The appropriate decision may conflict or misalign with our personal values and beliefs even if the decision made is the correct one based on legal or ethical standards.</p>
Difference	<p>[Type your response here]</p> <p>Legal issues relate to what people can or cannot do according to the law. Ethical issues are primarily based on human principles of right and wrong.</p>
Interrelation	<p>[Type your response here]</p> <p>Ethical issues and legal issues may overlap, but they are not the same. You must act within the law, but you must also consult relevant codes of ethics, codes of practice, service standards and other sources of information about ethical practice for your industry sector.</p>

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## Case Study 2

Harley is a six-month-old baby who attends Little.ly. His mother, Lindsey, usually picks him up at the end of each day. Occasionally, Harley's father, Jason, picks him up.

Harley's mum has a high-pressure job that frequently requires interstate travel. Last week she had to work interstate, so Jason dropped Harley off and picked him up each day. On several of these occasions, Jason was in the company of another woman. They often entered the room holding hands when picking Harley up from the care service.

This afternoon, you noticed that some of the other educators had heard about the other woman and were gossiping, saying very unkind things about Harley's mother Lindsey and her consistently leaving her husband alone in preference of her career and interstate travels.

This morning, Lindsey was back from her interstate travels and picked up Harley from the service. As she was ushering Harley out of the door, she quickly confided in you that she was worried that her husband, Jason, was having an affair with another woman and she asked if you knew anything of the situation.

### Question 1

In relation to the above situation, state your legal responsibilities regarding confidentiality and privacy and briefly, in your own words, explain how you can remain ethical in your communications with Lindsay.

(Approximate word count: 100-110 words)

#### Assessor instructions:

The student must explain their legal responsibilities in this situation with Lindsay. A sample answer is provided below.

[Type your response here]

Confidentiality and Privacy is a legal and ethical aspect of your role. The Privacy Act 1988 protects all personal information handled by an organisation. States and territories may have specific privacy and confidentiality legislation.

According to the Privacy Act 1998, any information about the children in your care and their family members must be always kept private, and only shared with the appropriate people at the appropriate time. This includes that if anything needs to be discussed about a child with another educator, it must be done in private where other children and parents can't hear it.

Commented [VH16]: Please add "regarding confidentiality and privacy" to ensure a reliable answer.

Commented [VH17]: Please add instructions to assessor.

Commented [VH18]: The answer here is unclear.

Commented [TM19R18]: A sample answer has been developed demonstrating a possible answer.

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Any decision to disclose her personal feelings would have to serve the child's interests.

**Question 2**

Is it appropriate for educators to gossip about the family members of children in their care? Briefly explain in your own words.

(Approximate word count: 50-60 words)

**Assessor instructions:**

The student must explain in their own words if it is appropriate for educators to gossip about the situation. A sample answer is provided below.

[Type your response here]

- The response must include that it is inappropriate for educators to gossip about children and families in their care.
- Disparaging or critical remarks about family members are very destructive. It is not ethically appropriate to be judgemental about children or parents.
- Educators, legally and ethically, must always show respect for children and their family members.

**Commented [VH20]:** Please add additional assessor instructions, what they must and may answer.

**Question 3**

Which Quality Area of the National Quality Standards (NQS) is breached by malicious and untrue comments about a family and its members?

(Approximate word count: 20-30 words)

**Assessor instructions:**

The student must explain the quality area that is breached by this scenario. A sample answer is provided below.

[Type your response here]

"The National Quality Framework: Quality Area 4.2 Professionalism -Management, educators and staff are collaborative, respectful and ethical."

**Commented [VH21]:** Please add assessor instructions.

**Commented [VH22]:** The answer is "The National Quality Framework: Quality Area 4.2 Professionalism -Management, educators and staff are collaborative, respectful and ethical." Please remove other wording.

**Question 4**

a) If Harley's parents get a divorce in the future, what would the educators need to consider when providing education and care for Harley?

(Approximate word count: 50-60 words)

**Commented [VH23]:** This is a compound question and would be better as separate questions for clarity.

**Commented [SC24R23]:** Done



**Assessor instructions:** The student must explain the implications of a divorce.

**Commented [VH25]:** Please add assessor instructions.

**Commented [SC26R25]:** Done

A sample answer is provided below.

[Type your response here]

Educators must:

- Treat family unbiased, with respect.
- Follow court order's directions in regard to which family member has custody (such as not allowing a parent with no custody rights to pick up the child or contacting the parent with custody rights in case of an emergency).
- Allow the child to express feelings/thoughts in regard to both parents.

b) Explain this situation's legal and ethical considerations.

**Commented [VH27]:** This is a compound question and would be better as separate questions for clarity.

**Commented [OF28R27]:** I've split the question into 2 parts.

**Commented [VH29]:** Please add assessor instructions.

**Assessor instructions:** The student must be able to explain the situation's legal and ethical considerations.

A sample answer is provided below.

Legal considerations (20-30 words)	Educators must adhere to court order decisions (if there is one) and also to duty of care responsibilities to cater for the child's physical and emotional needs.
Ethical considerations (15-20 words)	It can be an ethical issue if the child is prohibited from seeing one of the parents after a divorce.

### Case Study 3

Brendon works as an educator at Little.ly. Lilly, his next-door neighbour, is trying to get her daughter, Rosie, into the centre. However, there is a shortage of places. Over a drink at the local pub, Brendon agrees to put his neighbour's daughter at the top of the waiting list as she offered him \$100 cash to get Rosie a place.

Brendon also guarantees to make certain that Lilly's child is placed in his room so he can give her special time and attention.

Brendon keeps very quiet about his friendship with Lilly when his centre director tells him about the up-and-coming vacancies and to contact parents on the waiting list.

#### Question 1

Name the ethical issue presented in this case study.

(Approximate word count: 50 words)

#### Assessor instructions:

The student must explain the ethical issue in the scenario. A sample answer is provided below.

[Type your response here]

**Conflict of interest: Brendon is able to derive personal benefit from actions or decisions made in his official capacity.**

Commented [VH30]: Please add instructions to assessor.

#### Question 2

How should Brendon have acted when approached for this special favour and offered cash money from his neighbour Lilly?

(Approximate word count: 40-50 words)

#### Assessor instructions:

The student must explain how Brandon should have acted when approached. A sample answer is provided below.

[Type your response here]

- Explain to Lilly that he could not help her 'queue jump' and that he had to follow the priority of access guidelines at his centre.
- If Lilly required special consideration and priority of care, that they needed to talk to the service director.

Commented [VH31]: Please add instructions to assessor.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

### Question 3

Stacy, one of Brendon's centre colleagues, has just seen Brendon place young Rosie his neighbour Lilly's daughter at the top of the waiting list.

What must Stacy do?

(Approximate word count: 30-40 words)

#### Assessor instructions:

A sample answer is provided below.

[Type your response here]

- Stacy should refer to her centre's conflict of interest policy and procedures to inform her actions.
- Stacy should tell her immediate supervisor, who will inform the service's responsible person of Brendon's conduct.

### Question 4

a) In relation to a conflict of interest, explain in your own words the difference between an actual conflict of interest and a perceived conflict of interest.

(Approximate word count: 50-60 words)

#### Assessor instructions:

A sample answer is provided below.

[Type your response here]

- An actual conflict of interest is where a real direct conflict exists between an individual's current official duties and existing private interests.
- A perceived conflict of interest occurs where it appears or could be perceived that private interests are improperly influencing the performance of an individual's official duties whether that is the case.

b) Little.ly is recruiting for a new educator, recruitment is generally undertaken by the centre director. Applications are received and the centre director becomes aware that their niece, Isabel has applied for the position. The centre director followed the normal recruitment process and determined Isabel as the best candidate.

What is the perceived conflict of interest in this scenario?

(Approximate word count: 20-30 words)

**Assessor instructions:** Student must give an example of a perceived conflict of interest.

A sample answer is provided below.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

[Type your response here]

It could be perceived by other staff that Isabel received an unfair advantage in securing the position due to her relationship with the centre director.

### Question 5

Hayley, Little.ly's director wants to start using organic products for general cleaning within the service. She mentioned this at the staff meeting. When talking to the assistant director after the meeting, she mentioned that she is going to place an order with her husband's company that sells organic cleaning products, so Hayley can try the products.

Do you consider this as conflict of interest? What would you advise to Cherrie, the assistant director?

(Approximate word count: 50-60 words)

#### Assessor instructions:

The student must explain if this is a conflict of interest and what advice would you give. A sample answer is provided below.

[Type your response here]

This is a conflict of interest. I would suggest Cherrie, the assistant director to make the recommendation at a staff meeting, so everyone can consider the option. Hayley, the director, should ask for product samples from Cherrie's husband's company as well as a few other companies and choose the best option based on product quality and price.

Commented [VH32]: Please add assessor instructions.



#### Case Study 4

It is 2 May 2022, 9:35 am. Rufus Rasti (DOB: 22.03.2019), a 3-year-old boy attending Little.ly, was playing in the sandpit with two other children and you, the educator, building a track for the trucks. Rufus scratched his right hand with a stick he used for digging and when you looked at it, you could see a few drops of blood. Rufus said 'Ouchy', lifted his hand towards you and looked sad. You can see that this is a minor injury, and the abrasion needs to be cleaned, then a band-aid needs to be applied.

#### Question 1

What would you tell Rufus to comfort him?

(Approximate word count: 20-25 words)

#### Assessor instructions:

The student must explain what they would say to Rufus to comfort him. A sample answer is provided below.

[Type your response here]

That's OK Rufus, this is a just a minor scratch. Let's go to wash your hand and then I will put a band-aid on it.

#### Question 2

In accordance with the service's 'Incident, injury, trauma and illness policy and procedure', complete the *Incident Report* in [Attachment A](#) as evidence of the injury.

#### Assessor instructions:

Student must complete the Incident report in Attachment A. See sample answers within the Incident form.

Commented [VH33]: Please add assessor instructions.

### Case Study 5

It is 9 September 2022. Chloe Adaci (DOB: 11.08.2018), a 4-year-old girl is attending Little.ly as usual. When her father dropped her off in the morning, he mentioned that Chloe slept longer than usual, but did not have high temperature and seemed happy to come to the service. He also mentioned that his wife is worried about Chloe and will try to pick her up earlier, around 3:30 pm.

As the day progresses, you also notice that Chloe seems tired and quieter than usual, eats less and falls asleep after lunch. After she woke up, she seems sad and cries. When you approach her to ask what is wrong, she says she misses mum. You give her a cuddle and as you touch her forehead, she seems to be hot. You check her temperature at 2:45 PM, and it is 37.8 °C.

According to Little.ly's illness policy and procedure, you start monitoring and take the temperature again in 15 minutes. You also offer plenty of water to Chloe and try to comfort her by reading books. You also give a quick call to the mum to inform her that Chloe is unwell. The mum said she will pick Chloe up early, within an hour.

#### Question 1

What would you tell Chloe to comfort her?

(Approximate word count: 20-25 words)

#### Assessor instructions:

The student must explain what they would say to comfort Chloe. A sample answer is provided below.

[Type your response here]

That's OK Chloe, I can see you are unwell. You will get better soon, don't worry. I've called mummy and she'll pick you up early today. Let's read another book while we are waiting.

#### Question 2

In accordance with the service's 'Incident, injury, trauma and illness policy and procedure', complete the *Illness Report* in [Attachment B](#) as evidence of the illness.

Commented [VH34]: Please add assessor instructions.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

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### Case Study 6

Little.Ly's Director Hayley had a family emergency that required her to take emergency leave immediately for three weeks.

The owners, Christian and Sam Wells jumped in to run the service in Hayley's absence. With Hayley having to leave suddenly she has not developed the roster for the next month. Christian and Sam quickly created a roster for the three weeks for the service.

Christian and Sam unfortunately do not have a background in education and do not fully understand the requirements of staff qualifications and ratios when creating the service roster. At the end of the first week, you have noticed that according to the new roster there is insufficient staff to cover ratio and qualification requirements and meal breaks in the rooms.

You have grave concerns for the safety and welfare of the staff and children and have decided to look at Little.Ly's policies and procedures to help assist you in what action you can take. According to the service's procedures, if an educator has concerns regarding children's safety within the service, they must report it to the person in charge of the service in writing following the service's reporting line.

When making a report you need to make sure you include your concerns, what is the potential hazard, any information to support why this is of concern. The email needs to be sent to the Responsible Person on shift (this can include the Responsible Person, Centre Manager or the Owners).

A snippet of the reporting guidelines can be found in [Attachment C](#).

#### Question 1

Who would you need to report this situation to according to the service's procedures and reporting guidelines?

[Approximate word count: 10-15 words]

**Assessor instructions:** Student must consult Little.Ly's website regarding service management information and identify who would they need to report their concerns.

Commented [VH35]: Please add assessor instructions.

A sample answer is provided below.

[Type your response here]

Student must identify they would need to report the situation to either the room leader or the 2IC (Second in charge)/Assistant Director.

#### Question 2

Write an email in the template below to report the non-compliance to the person identified above in Question 1.

(Approximate word count: 40-50 words)

**Assessor instructions:** Student must write an email to report the non-compliance to the person identified in Question 1, i.e. room leader or 2IC/Assistant Director.

Commented [VH36]: Please add assessor instructions.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

A sample answer is provided below.

<b>From</b>	<b>Educator</b>
<b>To</b>	[person identified in Question 1]
<b>Subject</b>	<b>Concerns regarding ratio</b>
[Write your email here]	

Good morning,

I am concerned about the potential breach of non-compliance at our service: we don't have enough staff to cover ratios, qualification requirements and meal breaks, and I am deeply concerned about children's safety.

Please advise how to best handle this situation.

Kind regards,  
Student's name

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 within this assessment before submitting. This includes:

<b>Case Study 1</b>	
Answer all five (5) questions related to scenario	<input type="checkbox"/>
<b>Case Study 2</b>	
Answer all four (4) questions related to scenario	<input type="checkbox"/>
<b>Case Study 3</b>	
Answer all five (5) questions related to scenario	<input type="checkbox"/>
<b>Case Study 4</b>	
Answer Question 1 regarding the scenario	<input type="checkbox"/>
Complete the Incident Report for Question 2	<input type="checkbox"/>
<b>Case Study 5</b>	
Answer Question 1 regarding the scenario	<input type="checkbox"/>
Complete the Illness Report for Question 2	<input type="checkbox"/>
<b>Case Study 6</b>	
Answer to Question 1	<input type="checkbox"/>
Write an email for Question 2	<input type="checkbox"/>



**Congratulations, you have reached the end of Assessment 3!**

**Attachment A - Incident Report**

Sample answers provided below

Name: .... **Student's name**.....Position/role: **Educator**

Date and time record was made: **2/5/2022 9.35 AM**

Signature: .....**Student's signature**.....

**Child details**

Child's full name: **Rufus Rasti**.....

Date of birth: **22/03/2019** Age: ....**3yrs.1 month**..... Gender: **Male** Female

**Incident details**

Incident date: **2/5/2022** Time: ..**9.35AM**.....am/pm

Location: **Outdoor area/ Sandpit**

Name of witness: **Student's name**.....

Witness signature: ..... **Student's signature**..... Date: **2/5/2022**.

General activity at the time of **incident/injury/trauma**: ..**Rufus was playing in the sandpit with educator and 2 other children**.....

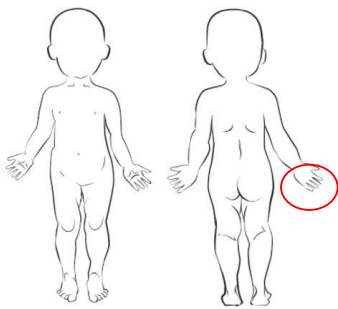
Cause of **injury/trauma**: **Rufus scratched his hand with a stick** .....

Circumstances if child appeared to be **missing** or otherwise unaccounted for (incl duration, who found child etc): .....**N/A**.....

Circumstances if child appeared to have been **taken or removed** from service or was **locked in/out** of service (incl who took the child, duration): ..**N/A**.....

Nature of injury/trauma:

Indicate on diagram the part of body affected



Abrasion/ Scrape

Allergic reaction (not anaphylaxis)

Amputation

Anaphylaxis

Asthma / respiratory

Bite wound

Bruise

Broken bone / fracture / dislocation

Burn / sunburn

Choking

Concussion

Crush / jam

Cut / open wound

Drowning (non-fatal)

Electric shock

Eye injury

Infectious disease (incl gastrointestinal)

High temperature

Ingestion / inhalation / insertion

Internal injury / Infection

Poisoning

Rash

Respiratory

Seizure /unconscious/ convulsion

Sprain / swelling

Stabbing / piercing

Tooth

Venomous bite/sting

Other (please specify)

Action Taken

Details of action taken (including first aid, administration of medication etc): **Comforted Rufus immediately, assessed the abrasion, washed Rufus's hand and applied a band-aid on it.**

Did emergency services attend?: Yes / No

Was medical attention sought from a registered practitioner/hospital?: Yes / No

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

If yes to either of the above, provide details: **N/A**

Have any steps been taken to prevent or minimise this type of incident in the future: **N/A** .....

**Notifications (including attempted notifications)**

Parent/guardian:.....Time: . . .am/pm Date:

Director/educator/coordinator:..... Time: . . .am/pm Date:

Other agency (if applicable): ..... Time: ..... am/pm Date: ...../...../.....

Regulatory authority (if applicable): ..... Time: ..... am/pm Date: ...../...../.....

**Parental acknowledgement**

I.....

(name of parent/guardian)

have been notified of my child's incident/injury/trauma.

(Please circle)

Signature: .....

Date:

.....

**Additional notes**

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





**Attachment B - Illness Report**

Sample answers provided below

Name: .... **Student's name**.....Position/role: **Educator**

Date and time record was made: **9/09/2022 2:45 PM**

Signature: .....**Student's signature**.....

**Child details**

Child's full name: **Chloe Adaci**.....

Date of birth: **11/08/2018** Age: ....**4yrs.1 month**..... Gender: Male **Female**

**Illness details**

Illness date: **9/09/2022** Time: ..**2:45 PM**..... am/pm

Location: **Indoor**

Name of witness: **Student's name**.....

Witness signature: ..... **Student's signature**..... Date: **9/9/2022**.

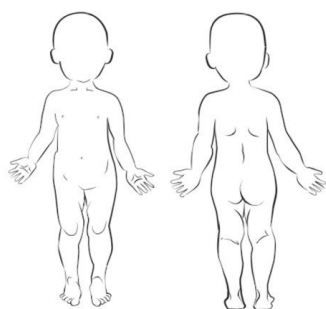
General activity at the time of **illness/trauma**: ..**Chloe seemed unwell. Her temperature was 37.8 degrees**.....

Circumstances surrounding any **illness**, including apparent symptoms: ...**Seemed lethargic and quieter than usual, slept longer**.....



Nature of illness/trauma:

Indicate on diagram the part of body affected



- Abrasion/ Scrape
- Allergic reaction (not anaphylaxis)
- Amputation
- Anaphylaxis
- Asthma / respiratory
- Bite wound
- Bruise
- Broken bone / fracture / dislocation
- Burn / sunburn
- Choking
- Concussion
- Crush / jam
- Cut / open wound
- Drowning (non-fatal)
- Electric shock
- Eye injury
- Infectious disease (incl gastrointestinal)
- High temperature
- Ingestion / inhalation / insertion
- Internal injury / Infection
- Poisoning
- Rash
- Respiratory
- Seizure /unconscious/ convulsion
- Sprain / swelling
- Stabbing / piercing
- Tooth
- Venomous bite/sting
- Other (please specify)

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

**Action Taken**

Details of action taken (including first aid, administration of medication etc): **Comforted Chloe, checked temperature (37.8 °C), offered her water and notified mum.**

Did emergency services attend?: Yes / **No**

Was medical attention sought from a registered practitioner/hospital?: Yes / **No**

If yes to either of the above, provide details: **N/A**

Have any steps been taken to prevent or minimise this type of incident in the future: **N/A** .....

**Notifications (including attempted notifications)**

Parent/guardian:.....Time: .. ....am/pm Date:

Director/educator/coordinator:..... Time: . ....am/pm Date:

Other agency (if applicable): ..... Time: ..... am/pm  
Date: ..... / ..... / .....

Regulatory authority (if applicable): ..... Time: .....am/pm  
Date: ..... / ..... / .....

**Parental acknowledgement**

I.....

(name of parent/guardian)

have been notified of my child's incident/injury/trauma/illness.

(Please circle)

Signature: .....

Date:

.....

**Additional notes**

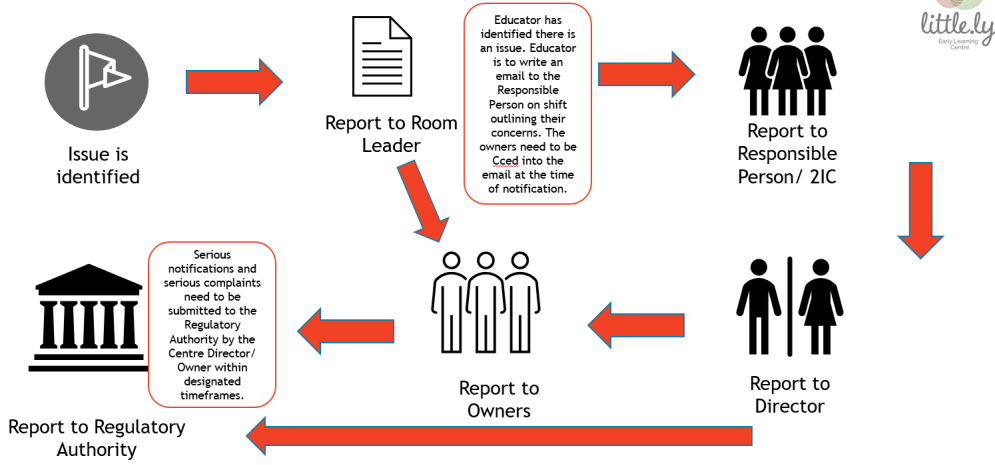
Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.



Attachment C – Reporting Guidelines

## Little. Ly Reporting Guidelines



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Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

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