



CHCPRT001

# Identify and respond to children and young people at risk

## Assessment 1 of 3

### Short Answer Questions

### Assessor Guide



## Assessment Instructions

### Task overview

This assessment task requires you to answer four [10] short answer questions. 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.

### Supporting documents:

- Little.ly Induction Pack



## 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.

# Staff Memo



**To: Staff**  
**From: Centre Manager Hayley**

Hi there,

I am pleased to welcome you to the team here at Little.ly Early Learning Centre.

During your induction into the service, you will be required to complete various tasks that are associated with your role. To help you with the induction we have provided you with our Little.ly Induction Pack.

- [Little.ly Induction Pack](#)

Take a moment to review the document before you commence the tasks attached. The Induction document will provide you with critical information to help you to answer all the tasks and questions. You can download the induction document from included hyperlink or from the assessment landing page.

Thanking you,

Hayley,  
Centre Director  
Little.ly Early Learning Centre

## Question 1

Standard 4.2 of the National Quality Standard requires that 'Educators, co-ordinators and staff members be respectful and ethical'.

The UN Convention on the Rights of a Child underpins the work we do as educators. There are 42 articles in the convention.

In the table below provide:

- An explanation of your understanding of the two articles listed
- An outline of how you would implement each article into your daily practice at the service

[Approximate word count: 60-100 words each section]

*Assessor Instructions:*

*Students must read, interpret, and explain their understanding of the article provided from the UN Convention of the Rights of a Child. The student will need to explain in the space provided how they will incorporate this into their everyday approach and practice when working with children.*

*Example answers have been given for the two articles and how they may explain their approach to practice.*

Article	Explanation [Approximate word count: 50 words]	Approach to Practice [Approximate word count: 50 words]
<p>Article 12</p> <p>Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.</p>	<p><i>Key Principles the student must address:</i></p> <ul style="list-style-type: none"> <li>• <i>that children have a voice,</i></li> <li>• <i>children can have the power to control and make decisions.</i></li> <li>• <i>Children can tell you what they want and make their own decisions.</i></li> </ul>	<p><i>Key Principles the student must address:</i></p> <ul style="list-style-type: none"> <li>• <i>Asking children questions</i></li> <li>• <i>Allowing them to make the choices</i></li> <li>• <i>Choose the way you talk or adapt your interaction according to the child's needs</i></li> <li>• <i>Have a conversation</i></li> </ul> <p><i>Ask for permission</i></p>
<p>Article 23</p> <p>Children who have any kind of disability should receive special care and support so that they can live a full and independent life.</p>	<p><i>Key Principles the student must address:</i></p> <ul style="list-style-type: none"> <li>• <i>must be inclusive of all children even with children who have a disability.</i></li> <li>• <i>to enrich their lives and support children in every aspect they require whilst in care whilst also making sure they are not singled out for their disability,</i></li> <li>• <i>teach the children around them to have the same respect.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Treat all children the same without any difference</i></li> <li>• <i>Empower the child to ask for permission to help them, not tell them what to do or do things for them</i></li> <li>• <i>Teach the children around them not to treat the child any different</i></li> </ul> <p><i>Teaching the children about how people come in all different shapes, colours and abilities</i></p>

**Question 2**

In the table below:

- provide an explanation about your understanding of the type of abuse identified in the table
- list three (3) indicators that the abuse is occurring, and
- provide an example for each type of abuse mentioned in the table, what it would look like in an education and care setting.

*Assessor Instructions:*

*Students must complete the table below providing an explanation, for the 4 types of abuse identified in the table. In the table against the type of abuse the student needs to identify three indicators of the abuse and what they would see a child demonstrating that they are being abused. The student must then provide an example of it in context.*

*Benchmark answers have been provided in the table based off the learning content. The student answers must address the information provided in the explanation section of the table.*

*In the indicators section we have provided you with example answers that are acceptable. The student is required to provide only 3 indicators and may use three of the following.*

*Students are to provide an example of how the abuse may look like in context of a situation. The student answers may vary. A Benchmark answer has been provided to demonstrate the answer the assessor would be looking for.*

Type of abuse	Explanation (10-20 words per box)	Indicators (20-30 words per box)	Example (30-50 words per box)
Psychological abuse	<p><i>Benchmark Answer:</i></p> <p><i>Abuse that destroys the confidence of a child; impairs social, emotional, cognitive or intellectual development and/or disturbs a child's behaviour.</i></p>	<p><i>Benchmark Answer:</i></p> <p><i>Students are required to provide 3 indicators, below is a list as a guideline</i></p> <ul style="list-style-type: none"> <li>▪ <i>Bedwetting</i></li> <li>▪ <i>Fear of failure</i></li> <li>▪ <i>Mental or emotional development lags</i></li> <li>▪ <i>Behaviour inappropriate for age</i></li> <li>▪ <i>Fear of consequences</i></li> <li>▪ <i>Withdrawal, aggression or mood swings</i></li> <li>▪ <i>Overly compliant</i></li> <li>▪ <i>Attention-seeking behaviours</i></li> <li>▪ <i>Poor peer relations</i></li> <li>▪ <i>Depression</i></li> </ul>	<p><i>Benchmark Answer:</i></p> <p><i>A child is constantly told by his parents that he is no good because he is not good at sport like his older brother. They are always praising his brother.</i></p> <p><i>The child has become very withdrawn and will not participate in any physical activities</i></p>
Physical abuse	<p><i>Non-accidental injury to a child.</i></p> <p><i>This could include, cuts, grazes, bruises, broken bones, malnourished</i></p>	<p><i>Students are required to provide 3 indicators, below is a list as a guideline.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Bruising</i></li> <li>▪ <i>Fractures</i></li> <li>▪ <i>Burns</i></li> <li>▪ <i>Lacerations</i></li> <li>▪ <i>Dislocations</i></li> </ul>	<p><i>A child is being physically abused by a family member on an on-going basis. The child is often brought to the service with bruises. The mother says that he is very clumsy and falls over all the time. He doesn't seem to be very clumsy while at the service. Today he has a broken arm and is very withdrawn.</i></p>
Sexual	<p><i>Sexual touching of a child whether it is from a family member or close contact.</i></p>	<ul style="list-style-type: none"> <li>▪ <i>Students are required to provide 3 indicators, below is a list as a guideline</i></li> <li>▪ <i>Acting out behaviour</i></li> </ul>	<p><i>A female child has been sexually abused by a family member for some time. She is a withdrawn child and will often sit on her own in the corner playing with herself inappropriately.</i></p>

Type of abuse	Explanation (10-20 words per box)	Indicators (20-30 words per box)	Example (30-50 words per box)
		<ul style="list-style-type: none"> <li>▪ <i>Regression</i></li> <li>▪ <i>Phobias</i></li> <li>▪ <i>Sleep disturbances</i></li> <li>▪ <i>Pseudo-maturity</i></li> <li>▪ <i>Inappropriate sexual play and provocative sexual behaviour</i></li> <li>▪ <i>Detailed understanding of sexual behaviour</i></li> <li>▪ <i>Depression</i></li> <li>▪ <i>Anxiety</i></li> <li>▪ <i>Low self-esteem</i></li> </ul>	
Physical neglect	<p><i>Physical neglect is where the physical needs of the child are not provided including</i></p> <ul style="list-style-type: none"> <li><i>Abandonment;</i></li> <li><i>Expulsion of child from home;</i></li> <li><i>Repeatedly leaving child in care for long periods of time;</i></li> <li><i>Nutritional;</i></li> <li><i>Clothing; Driving whilst intoxicated.</i></li> </ul>	<p><i>Students are required to provide 3 indicators, below is a list as a guideline</i></p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> <li>▪ <i>A baby abandoned on the steps of a hospital after birth.</i></li> <li>▪ <i>A child who lacks sufficient clothing to keep warm.</i></li> <li>▪ <i>A child who is malnourished either by not providing enough food, or by providing inappropriate food (for example, only fed chips).</i></li> </ul>	<p><i>Indicators may be child not allowed in house, malnourishment, children often being looked after by people other than the parents for long periods of time.</i></p>

### Question 3

In the following table provide a brief explanation on how age, disability, gender and culture may increase the risk of harm to a child or young person.

[Approximate word count: 15-80 words each reason for increased risk of harm]

#### *Assessor Instructions:*

*The student must complete the table below. Students need to provide a brief explanation on how age, disability, gender and culture may increase the risk of harm to a child or young person.*

*Answers may vary slightly from student to student. Below we have provided the key principles that the student must address in their answer.*

	Reason for increased risk of harm
Young age	<p><i>Key Principles the student must address</i></p> <ul style="list-style-type: none"> <li>• <i>Power imbalance between older people and young children.</i></li> <li>• <i>May not know or understand their rights.</i></li> <li>• <i>Easily frightened.</i></li> </ul>
Disability	<p><i>Key Principles the student must address</i></p> <ul style="list-style-type: none"> <li>• <i>May be rejected by parents.</i></li> <li>• <i>Long hospitalisation after birth may lead to attachments not being formed properly.</i></li> <li>• <i>Child may need significant care which parents are not equipped to give.</i></li> </ul>
Gender	<p><i>Key Principles the student must address</i></p> <ul style="list-style-type: none"> <li>• <i>The way boys and girls are subject to abuse is expressed in a different way.</i></li> <li>• <i>A boy may be expected to be 'strong' or be labelled a baby if he cries, or have more expectations put on them.</i></li> <li>• <i>Children may observe their mother being abused by the father. Girls may be more subject to sexual abuse although this happens to both genders</i></li> </ul>
Culture	<p><i>Key Principles the student must address</i></p> <ul style="list-style-type: none"> <li>• <i>Different cultures have different ideas about nurturing and discipline.</i></li> <li>• <i>Some cultures expect children to grow up tough and not misbehave.</i></li> <li>• <i>Strict rules may be imposed that are not reasonable for a child to conform to which then leads to punishment.</i></li> <li>• <i>Some cultures may have issues with poverty, isolation, and drug and alcohol abuse which may lead to increased harm of children in that culture.</i></li> </ul>

#### Question 4

What is meant by 'trauma-informed care'?

[Approximate word count: 10 - 30 words]

*Assessor Instructions:*

*The student must explain in the box provided what is trauma informed care. Below a Benchmark answer has been provided for the assessors' guidance on what the student answer must reflect in their answer in the box below.*

*Benchmark Answer:*

*An organisational system for identifying and responding to a person who has suffered trauma.*

#### Question 5

a) Review the Little.ly Induction document to help answer the questions in the table below.



1. Identify the state that the service is located in
2. Identify and explain the child protection legislation for the state/ territory that the service is located in
3. Any requirements required by the state to work with children?
4. Explain the process for notifying suspected abuse

*Assessor Instructions:*

*Students are required to complete the table below. For each section of the answer there has been a Benchmark answer provided based off the learning in the table below. The students' answers must reflect the answer provided in the table below.*

*The student needs to identify the state the service is located in and the child protection legislation and any state requirements for working with children. Students must review the Little.ly document and identify the process for reporting suspected abuse.*

<p>1. State or Territory the service is located</p> <p>[1-5 words]</p>	<p><i>Benchmark Answer:</i></p> <ul style="list-style-type: none"> <li>• Victoria</li> </ul>
<p>2. Child Protection Legislation relevant to your state/ territory</p> <p>[5-10 words]</p>	<p><i>Benchmark Answer:</i></p> <ul style="list-style-type: none"> <li>• VIC: Children, Youth and Families Act 2005</li> </ul>
<p>3. State requirements to work with children</p> <p>[5-10 words]</p>	<p><i>Benchmark Answer:</i></p> <ul style="list-style-type: none"> <li>• Staff must obtain a Working with Children Check</li> </ul>
<p>4. Process for notifying suspected abuse and reporting process at Little.ly</p> <p>[50-80 words]</p>	<p><i>Benchmark Answer:</i></p> <ul style="list-style-type: none"> <li>• Information to be sourced from the Little.ly Child Protection Policy</li> <li>• Victoria – DFFH – Department of Families, Fairness and Housing – Orange Door</li> <li>• Child protection Procedure- from the Little.ly Child Protection Policy</li> </ul> <ol style="list-style-type: none"> <li>1. Educator/ staff becomes aware of 1 or multiple indicators of abuse or has had abuse disclosed to them</li> <li>2. Educator / staff are to report suspicions to nominated supervisor immediately</li> <li>3. Educator / staff documents suspicions via observations detailing – time, date, location, what was seen and heard. Sign and date the record. This can include any relevant conversations with families</li> <li>4. Educator / staff and Nominated supervisor to consider suspicions and varying causes such as previous explanations if any.</li> <li>5. Educator / staff is not to approach the family with concerns unless advised by government organisation</li> <li>6. Official report made to the correct organisation in the providers jurisdiction. You will be advised to give the child location and address</li> <li>7. Records of the child remain at the service unless signed for by the State Authorities officer</li> <li>8. Educator / staff to continue to support the child and document further concerns</li> </ol>



b) Little.ly Management have recently been discussing the idea of opening another service in New South Wales. Use the internet and the attached document, the Little.ly Induction Pack, to find out the following information and fill out the table below.

[Approximate word count: 5- 50 words in each box]

*Assessor Instructions:*

*The student must answer the questions in the table below. A benchmark answer has been provided for guidance. The students' answers must reflect the answer provided in the table below.*

State/ Territory for the new service	New South Wales
1. Child Protection Legislation for NSW	<i>Benchmark Answer:</i> <ul style="list-style-type: none"> <li>• Children and Young Persons (Care and Protection) Act 1998</li> </ul>
2. Any special requirements?	<i>Benchmark Answer:</i> <ul style="list-style-type: none"> <li>• New South Wales – Communities and Justice – Child protection helpline</li> <li>• Report through Child Story</li> <li>• Educators are required to obtain a Working with Children check- this is different to the one issued in Victoria</li> </ul>

**Question 6**

Explain your understanding of the principles of ethical decision-making.

[Approximate word count: 40-60 words]

*Assessor Instructions:*

*The student must provide an explanation of their understanding of the principles of ethical decision making. In the box below a Benchmark answer has been provided based on the learning content.*

<p><i>Benchmark Answer:</i>  <i>In the workplace, ethical considerations are essentially about avoiding any harm to children and young people that are in your care.</i></p> <p><i>Individuals and organisations seeking to involve children and young people in decision making have a responsibility to minimise the risk that children and young people will be harmed physically or psychologically as a result of the participation process.</i></p>
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**Question 7**

Review the Little.ly Induction Pack and answer the following questions below in the table provided.

*Assessor Instructions:*

*The student must complete all fields in the table below. Students are required to review the Little.ly induction document to complete the spaces below. In the table we have provided both the key principles for part one and the benchmark answer for part 2.*

<p>Provide two [2] legislation/ codes of practice that is linked to the Child Protection Policy</p> <p>[30- 50 words]</p>	<p>1. 2.</p> <p><i>Key Principles the student must address:</i></p> <ul style="list-style-type: none"> <li>• <i>Australian Children's Education &amp; Care Quality Authority. [2014].</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• Education and Care Services National Regulations 2015,</li> <li>• ECA Code of Ethics.</li> <li>• National Quality Standards</li> <li>• UN convention rights of the child</li> <li>• Child Protection (Working with Children) Act 2012</li> <li>• Children and Young Persons (Care and Protection) Act 1998</li> <li>• The Ombudsman's Act 1974</li> <li>• The Commission for Children and Young People Act 1998</li> <li>• Early Years Learning Framework</li> <li>• Child safe Standards</li> <li>• National Law</li> <li>• State and Territory Regulations</li> </ul>
Name the department responsible for mandatory reporting in Victoria  [5-10 words]	<p><i>Benchmark Answer:</i></p> <ul style="list-style-type: none"> <li>• Victoria – DFFH – Department of Families, Fairness and Housing – Orange Door</li> </ul>

### Question 8

As a mandatory reporter, explain your duty of care responsibilities.

[Approximate word count: 40 – 60 words]

#### *Assessor Instructions:*

*Students are to explain the duty of care responsibility for being a mandatory reporter. Student's answers will vary, below are the key principles that need to be addressed in the students answer.*

#### *Key Principles the student must address:*

- they have an obligation to report any child protection issue they may discover
- they can report it internally or externally
- children have to be safe and cared for at the service, in the community and at home
- you may need to report about a family [parents].

### Question 9

Explain what the UN Conventions on the Rights of the child is.

[Approximate word count: 70-80 words]

#### *Assessor Instructions:*

*The student must explain what the UN Convention on the Rights of the Child is. In the table below a Benchmark answer has been provided to demonstrate a suitable answer. Students must address the key points that have been included from the answer. The answer has been taken from the learning content.*

#### *Benchmark Answer:*

*Thirty years ago, world leaders made a historic commitment to the world's children by adopting the United Nations Convention on the Rights of the Child – an international agreement on childhood.*

*It's become the most widely ratified human rights treaty in history and has helped transform children's lives around the world.*

*The full Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.*

#### Question 10

a) Explain what the impact of risk of harm to a child is. In your answer you need to explain how this can affect a child.

[Approximate word count: 30-40 words]

*Benchmark Answer:*

*Children may experience a range of emotional, psychological and physical problems as a result of being harmed, including low self-esteem, increased fear, guilt and self-blame, distrust of adults or difficulty forming relationships with others.*

b) Provide **five [5]** examples of signs you would see if a child were impacted from a risk of harm.

[Approximate word count: 60-80 words]

*Assessor Instructions:*

*A benchmark answer has been provided in the box below to demonstrate the answer a student must provide. The answer has been copied from the learning content. The student must explain what a risk of harm is and how it can affect a child. The student must provide 5 examples of signs you would see in a child demonstrating they have been impacted from risk of harm.*

*Benchmark Answer:*

*Signs it is affecting a child may include:*

*[Students are to choose 5 examples from the list provided below. The list has been copied from the learning content]*

- low weight for age and failure to thrive and develop*
- untreated physical problems, such as sores, serious nappy rash and urine scalds, dental decay*
- poor standards of hygiene, for example child or young person consistently unwashed*
- poor complexion and hair texture*
- child not adequately supervised for their age*
- scavenging or stealing food and focus on basic survival*
- extended stays at school, public places, other homes*
- longs for or indiscriminately seeks adult affection*
- rocking, sucking, head-banging*
- poor school attendance.*

**Assessment checklist:**

Students must have completed all short answer questions within this assessment before submitting. This includes:

10 short answer questions to be completed in the spaces provided.



**Congratulations you have reached the end of Assessment 1!**

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