



CHC30121

# Certificate III in Early Childhood Education and Care

## Structured Workplace Learning and Assessment

Portfolio 1 of 2

**Assessor Guide**

Modules 1, 2, 3 and 4:

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



## What is Structured Workplace Learning and Assessment?

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

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



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



Please consider the environment before printing this document.

# Structured Workplace Learning and Assessment

## Portfolio 1

### CHC30121 Certificate III in Early Childhood Education and Care

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## Portfolio 1

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

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

### 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	

Work Site Address	
Phone Number	
<b>SUPERVISOR DETAILS</b>	
Name	
Position Title	
Phone Number	
Email	

## Section D: Portfolio

This Portfolio sets out the activities you are to complete during your Structured Workplace Learning and Assessment placement.

These are set out based on the following modules:

- Module 1 - CHCECE055 Meet legal and ethical obligations in children's education and care  
CHCECE056 Work effectively in children's education and care
- Module 2 - CHCPRT001 Identify and respond to children and young people at risk
- Module 3 - HLTWHS001 Participate in workplace health and safety
- Module 4 - HLTFSE001 Follow basic food safety practices

Once you have completed your knowledge assessments (Short Answer Questions, Case Study, Project, Role Play and Written Assessments) for the modules set out in this Portfolio, you may commence the activities below.

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

Read through the activities below carefully to ensure you understand what you need to do, how you need to do it and what evidence you need to collect. If you have any questions, please contact your Trainer/ Assessor at any time during the process.

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

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

Note: Activity 4 Part C contributes for competency achieved for CHCECE031 in Module 9.

**ACTIVITY 1: ACCESS AND REVIEW WORKPLACE DOCUMENTS**

In this activity you are required to access and review the following workplace documents from Host Organisation to gain an understanding of the service's operation and the roles and responsibilities of the educators:

- policies and procedures relevant to:
  - Educational program and practice
  - Children's health and safety
  - Physical environment
  - Relationships with children
  - Collaboration with families and communities
  - Communication and reporting
  - Employment conditions
  - Personal presentation and uniform standards
  - Procedures and expectations for work role activities.
- Certificate III level educator's job description
- A different job description of your choice, relevant to early childhood education and care, such as nominated supervisor, early childhood teacher, education leader, Diploma-trained educator, etc.

Once you have reviewed the above listed documents, answer the following questions:

**Question 1:**

Complete the table below to capture the purpose of the listed policy and procedure documents and briefly summarise the key points of how the service is going to implement this in practice. Depending on the service, you may find several topics included in one policy and procedure document, so may provide one policy and procedure document for multiple topics. However, with your response, you will need to focus on the required topic.

**Instructions to the assessor:**

The student must answer all sections of the table below. One policy and procedure document may be given for multiple areas. Responses may vary, suggested examples are provided.

Topic	Policy and procedure's name (5-15 words)	The policy and procedure's purpose (10-20 words)	How is this policy/procedure aimed to be implemented by the service (30-50 words)
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Educational program and practice	Student to add policy's exact name	For example: 'To ensure a high quality education program for children aged 0-6.'	For example: The service is going to achieve this by: regular planning time off floor having an educational leader to mentor educators and oversee educational programs regular PD opportunities for educators to enhance practices.
Children's health and safety	Student to add policy's exact name	For example: 'To ensure children's health and safety both indoors and outdoors.'	For example: The service is going to achieve this by: active supervision policy completing regular assessments indoor and outdoor, completing safety checklists and addressing risks and hazards immediately as they appear responding to children's physical and emotional needs planned mealtimes providing age appropriate, nutritious food sleep/rest opportunity provided according to individual children's needs fulfilling duty of care responsibilities
Physical environment	Student to add policy's exact name	For example: 'To provide an age appropriate and stimulating environment for children to facilitate their learning and development, while maintaining their safety and wellbeing.'	For example: The service is going to achieve this by: create safe and stimulating indoor and outdoor environment set up age-appropriate activities indoor/outdoors
Relationships with children	Student to add policy's exact name	For example: 'To promote meaningful positive relationships between educators and children.'	For example: The service is going to achieve this by: aim for staff consistency within rooms promote positive behaviour and kindness guide children's behaviour according to Behaviour guidance policy

Collaboration with families and communities	Student to add policy's exact name	For example: 'To facilitate and promote the positive collaboration between families and communities.'	For example: The service is going to achieve this by: <ul style="list-style-type: none"> <li>organise social opportunities where families and members of the community can interact (e.g., fund raising, special events, open days).</li> </ul>
Communication and reporting	Student to add policy's exact name	For example: 'To ensure positive, effective and professional communication within all stakeholders, fulfilling educators' duty of care where required.'	For example: The service is going to achieve this by: <ul style="list-style-type: none"> <li>establish and maintain communication channels with families and staff, maintaining privacy and confidentiality</li> <li>complying with reporting requirements as per state/territory regulations</li> </ul>
Employment conditions	Student to add policy's exact name	For example: 'To ensure appropriate employment conditions are provided for all employees and proactively support employees to balance their work, family and other life needs by offering a number of flexible working arrangements.'	For example: The service is going to achieve this by: <ul style="list-style-type: none"> <li>providing a variety of leave arrangements</li> <li>hours of work agreed by the employee</li> <li>position amendment</li> <li>employee discount on childcare fees</li> <li>use of company motor vehicle</li> <li>flexible working arrangements</li> <li>breastfeeding at work</li> </ul> Source: <a href="#">Goodstart Employment Conditions policy</a>
Personal presentation and uniform standards	Student to add policy's exact name	For example: 'To ensure all employees present themselves in a professional way, in accordance with service standards, maintaining health and safety.'	For example: The service is going to achieve this by: <ul style="list-style-type: none"> <li>providing uniforms with company logo for summer and winter period</li> <li>providing sun hats</li> <li>providing guidelines regarding personal presentation,</li> </ul>



			company's expectations and safety standards
Procedures and expectations for work role activities	Student to add policy's exact name	For example: 'To ensure all employees are aware of the rights and responsibilities related to the job role.'	For example: The service is going to achieve this by: <ul style="list-style-type: none"> <li>• providing job description for the different positions, outlining expectations, rights and responsibilities</li> <li>• having a behaviour management in place</li> <li>• providing regular opportunities for employees to provide feedback regarding expectations related to job role.</li> </ul>

## Question 2

Complete the table below based on the information found in the Certificate III level educator's job description.

Submit a copy of the job description together with your assessment using the following naming convention: *CHC3012\_SWLA Portfolio 1\_Job description 1\_yourname\_yymmdd*. If the document is in Word format, do not forget to convert it into pdf before submitting it. You may take a good quality photo of the job description as well with your Workplace Supervisor's permission.

### Instructions to the assessor

Student must submit a copy of a Cert III level educator's job description together with the assessment and extract information as per table below.

Sample answers are provided below. Answers will vary:

List the educator's rights as it is listed in the job description (10-20 words)	For example: -safe environment -good working conditions -professional development opportunities -above award wages
List the educator's responsibilities as it is listed in the job description (20-30 words)	For example: -set up indoor and outdoor learning environment -assist children with daily routine -record children's learning -communicate with families to inform them about children's wellbeing and development.

List the skills and knowledge required for the role as it is listed in the job description [20-30 words]	For example: -good communication skills -knowledge regarding child development -ability to work in team -sound knowledge of NQF, EYLF and regulations
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### Question 3

Complete the table below based on the information found in the job description of your choice. This second job description must be different from a Certificate III level educator's job description, and it must be relevant to early childhood education and care, such as nominated supervisor, early childhood teacher, education leader, Diploma-trained educator, etc.

Submit a copy of the job description together with your assessment using the following naming convention: *CHC3012\_SWLA Portfolio 1\_Job description 2\_yourname\_yymmdd*. If the document is in Word format, do not forget to convert it into pdf before submitting it. You may take a good quality photo of the job description as well with your Workplace Supervisor's permission.

#### Instructions to the assessor

Student must submit a copy of the chosen job description together with the assessment and extract information as per table below.

Sample answers are provided below, answers will vary:

Job role related to the job description	For example: -nominated supervisor -early childhood teacher -education leader -Diploma-trained educator
List the educator's responsibilities as it is listed in the job description [20-30 words]	For example: -mentor and guide educators -plan activities to children based on their interest, facilitating their holistic learning and wellbeing -maintain appropriate records of children's learning and development -communicate with families to inform them about children's wellbeing and development.
List the skills and knowledge required for the role as it is listed in the job description [20-30 words]	For example: -good communication skills -knowledge regarding child development -ability to work in team -sound knowledge of NQF, EYLF and regulations

## ACTIVITY 2: CONSULT WITH WORKPLACE SUPERVISOR

Once you have reviewed the policies required in Activity 1 and you have familiarised yourself with the service operation, organise a suitable time with your Workplace Supervisor and ask a minimum of **three (3)** questions to ensure your understanding of service operation.

Record your questions and the Workplace Supervisor's answers in the spaces provided. Your supervisor will need to sign off on the activity to confirm you have recorded the responses accurately.

**Instructions to the assessor:**

Student must be able to ask a minimum of three (3) questions to clarify understating regarding service operation, based on their experience and the policy documents reviewed. Students may ask questions for only 1 area. For example:

1. How does the service ensure correct ratio and staffing arrangements in the morning, between 7 am and 8 am, when they do 'family grouping' [gather all children, regardless of their age, in one room, and offer breakfast].
2. If the service encourages children to make decisions regarding their own individual needs and offers progressive mealtimes, how do they make sure that all children have enough food, and they are not being left out?
3. When running indoor/outdoor simultaneous program, how does the service ensure sufficient supervision for all children?

Student must record Workplace Supervisor's response.

Question 1:

Workplace Supervisor's Response:

Question 2:

Workplace Supervisor's Response:

Question 3:
Workplace Supervisor's Response:
Workplace Supervisor's signature to confirm the above questions and responses are accurate:
Date: _____

**ACTIVITY 3: WORKPLACE IMPROVEMENTS**

**Part A:**

Reflect on your experience and observations within the workplace and identify **two (2)** practices that you think could be improved. Complete the *Improve Work Practices template* below that the service can use in their Quality Improvement Plan that would be submitted to the Regulatory Authority as part of the Assessment and Rating visit.

You will need to discuss your suggestions with the Workplace Supervisor in Part B of this activity, so it is advisable to be professional in your wording and non-judgmental. Keep in mind that there may be a very good reason for the current practice.

Improve Work Practices – template	
Areas of practice identified for improvement	Contribution to improved practice

<p>Record <b>two (2)</b> practices you think could be improved in the service based on your work placement. Describe why you think this practice could be improved and how to support your discussion with the supervisor.</p>	<p>1. Student response must demonstrate their knowledge of best practice, current practice and legal and ethical requirements. They must identify one practice they think could be improved and explain:</p> <ul style="list-style-type: none"> <li>• What the practice is</li> <li>• Why they think this practice could be improved</li> <li>• How the practice can be improved</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• Routine time from outdoor to indoor</li> <li>• Because the children have to wait a long time and staff seem stressed</li> <li>• Could create a small group time outside then transition slowly inside.</li> </ul>
	<p>2. Student response must demonstrate their knowledge of best practice, current practice and legal and ethical requirements. They must identify one practice they think could be improved and explain:</p> <ul style="list-style-type: none"> <li>• What the practice is</li> <li>• Why they think this practice could be improved</li> <li>• How the practice can be improved</li> </ul>

**Part B:**

Organise a time to meet with the Workplace Supervisor to verbally discuss the **two (2)** identified work practice improvements from Activity 3 Part A.

Hold the discussion and share ideas with the Workplace Supervisor in a sensitive way with a consultative approach. The purpose of this task is to discuss and consider the perspective of the supervisor. **You will need to record this meeting on video! Make sure that the meeting occurs in an office/staffroom environment.** Children MUST NOT be present in the video. Ensure no children can be seen, including in the background.

To ensure that the discussion with the Workplace Supervisor meets assessment requirements, carefully review the *Observation Checklist* below that will be completed by the Assessor, based on your performance in the video recording.

The recording must be clearly *CHC3012\_SWLA Portfolio 1\_Workplace improvements recording\_yourname\_yymmdd* and submitted with your assessment for marking.

Consent to participate in the recording must be captured for all participants (in this case: the Workplace Supervisor and yourself) at the start of the meeting. This is achieved by you 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.**

### Instructions to the assessor

During the discussion with the Supervisor, the student must meet the criteria listed in the Observation Checklist. Assessor to clearly identify in the checklist if the required behaviour was observed and add comments to capture how competency was demonstrated.

<b>Observation Checklist</b> <i>To be completed by the Assessor</i>		
In the recording, the student must demonstrate the following:	Was this observed?	Comments
1. Respectful verbal and non-verbal communication to demonstrate respect for individual differences and work roles  <b>Instruction to the assessor:</b> Student must use respectful verbal communication when talking to the supervisor, to demonstrate respect to the job role and also to individual differences such as listening to what the supervisor is saying without not interrupting him/her and responding respectfully to differences in opinion. Student must use respectful non-verbal communication when talking to the supervisor, such as positive body language, maintaining eye-contact, showing interest to what the supervisor is saying.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Present recommendations for improvement in a clear and comprehensive way  <b>Instruction to the assessor:</b> Student must present the recommendations for improvements for the identified 2 work areas in a clear and logical way.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Ask open and closed questions and actively listen to seek information and confirm understanding	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p><b>Instruction to the assessor:</b>  Student must ensure that supervisor understands the information by making statement such as 'I hope this made sense.' or by asking closed questions to confirm understanding, such as 'Was that clear enough?' or by open questions, such as 'What do you think about this?'</p>		
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**ACTIVITY 4: PHYSICAL ENVIRONMENT AND SUPERVISION**

**Part A:**

Draft a plan of the indoor or outdoor environment for the room you are working with in your service and mark up where educators usually position themselves to maintain effective and active supervision.

Your supervision plan should reflect the correct educator-child ratio as per your state/territory requirements. To draft the supervision plan, you may modify the [Physical Environment Supervision Plan template](#) provided or the Supervision Plan used by your service.

Save the supervision plan using the following naming convention *CHC3012\_SWLA Portfolio 1 \_Supervision Plan\_yourname\_yymmdd* and submit it with your assessment for marking.

**Instruction to the assessor:**

Student must submit a supervision plan using either the template provided or the service's supervision plan. The student must clearly indicate with a sign or label where educators must be positioned for effective supervision, taking into consideration blind spots and set-up. The student must ensure the room is laid out to demonstrate if there are any potential supervision issues. Students must identify on the plan where in the room educators are positioned. For both indoor and outdoor plans, the correct educator-child ratio must be identified.

**Part B:**

Complete the following table regarding your service's physical environment and staffing arrangements.

The service's state/territory	<p><b>Instruction to the assessor:</b></p> <p>Student must indicate the state/territory the service is located, such as NSW, QLD, VIC, TAS. SA, NT, WA</p>
Age-group using the indoor or outdoor environment drafted in Part A [2-5 words]	<p><b>Instruction to the assessor:</b></p> <p>Student must indicate the age-group who is attending the indoor/outdoor environment drafted in Part A of Activity 4, such as 0-2, 2-3, 3-5 or mixed age group of 0-3.</p>



<p>Educator to child ratio as per state/territory regulation</p>	<p><b>Instruction to the assessor:</b></p> <p>Student must specify the correct ratio as per state/territory's regulation:</p> <table border="1" data-bbox="568 349 1393 1644"> <tr> <td data-bbox="568 349 796 483">Birth to 24 months</td> <td data-bbox="796 349 1024 483">1:4</td> <td data-bbox="1024 349 1393 483">All states and territories</td> </tr> <tr> <td data-bbox="568 483 796 748" rowspan="2">Over 24 months and less than 36 months</td> <td data-bbox="796 483 1024 647">1:5</td> <td data-bbox="1024 483 1393 647">All states and territories excluding VIC</td> </tr> <tr> <td data-bbox="796 647 1024 748">1:4</td> <td data-bbox="1024 647 1393 748">VIC</td> </tr> <tr> <td data-bbox="568 748 796 1330" rowspan="4">36 months up to and including preschool age</td> <td data-bbox="796 748 1024 842">1:11</td> <td data-bbox="1024 748 1393 842">ACT, NT, QLD, SA, VIC</td> </tr> <tr> <td data-bbox="796 842 1024 943">1:10</td> <td data-bbox="1024 842 1393 943">NSW</td> </tr> <tr> <td data-bbox="796 943 1024 1234">1:10  2:25 for children attending a preschool program</td> <td data-bbox="1024 943 1393 1234">TAS</td> </tr> <tr> <td data-bbox="796 1234 1024 1330">1:10</td> <td data-bbox="1024 1234 1393 1330">WA</td> </tr> <tr> <td data-bbox="568 1330 796 1644" rowspan="3">Over preschool age</td> <td data-bbox="796 1330 1024 1424">1:15</td> <td data-bbox="1024 1330 1393 1424">NT, QLD, SA, TAS, VIC, NSW</td> </tr> <tr> <td data-bbox="796 1424 1024 1469">1:11</td> <td data-bbox="1024 1424 1393 1469">ACT</td> </tr> <tr> <td data-bbox="796 1469 1024 1644">1:13 (or 1:10 if kindergarten children are in attendance)</td> <td data-bbox="1024 1469 1393 1644">WA</td> </tr> </table> <p>Source: <a href="#">Educator to child ratios   ACECQA</a></p>	Birth to 24 months	1:4	All states and territories	Over 24 months and less than 36 months	1:5	All states and territories excluding VIC	1:4	VIC	36 months up to and including preschool age	1:11	ACT, NT, QLD, SA, VIC	1:10	NSW	1:10  2:25 for children attending a preschool program	TAS	1:10	WA	Over preschool age	1:15	NT, QLD, SA, TAS, VIC, NSW	1:11	ACT	1:13 (or 1:10 if kindergarten children are in attendance)	WA
Birth to 24 months	1:4	All states and territories																							
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	1:10	NSW																							
	1:10  2:25 for children attending a preschool program	TAS																							
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	1:11	ACT																							
	1:13 (or 1:10 if kindergarten children are in attendance)	WA																							
<p>Based on the supervision plan and your experience in the service, briefly explain how effective supervision is maintained at all times. [70-80 words]</p>	<p><b>Instruction to the assessor:</b></p> <p>Student to cover following key points:</p> <ul style="list-style-type: none"> <li>adequate number of staff is rostered, according to age group and state/territory regulations</li> <li>break is covered by additional staff member to ensure correct ratio at all times</li> </ul>																								



	<ul style="list-style-type: none"> <li>• good communication among staff to indicate movements (such as notifying other staff members if an educator needs to step out or unable to supervise)</li> <li>• established daily routine so children know rules/where to find educators if needed</li> <li>• interaction with children enables educators to prevent unwanted behaviour or guide children's behaviour.</li> </ul>
Based on the supervision plan, briefly explain how the indoor/outdoor physical environment assist with effective supervision. [70-80 words]	<p><b>Instruction to the assessor:</b></p> <p>Student to cover following key points:</p> <ul style="list-style-type: none"> <li>• Area is set up to allow educators a clear view.</li> <li>• Areas where supervision is poor must be avoided, for example corners where no supervision is possible from the main activity areas.</li> <li>• Some play spaces should be created that give children a sense of privacy but still allow supervision by staff.</li> <li>• Flexible supervision arrangements to allow for supervision of individual children or small groups, such as sleeping children or indoor and outdoor experiences offered simultaneously.</li> </ul>
Based on the supervision plan, briefly explain how the setup of the indoor/outdoor environment supports children's safety and wellbeing. [20-30 words]	<p><b>Instruction to the assessor:</b></p> <p>Student to cover following key points:</p> <ul style="list-style-type: none"> <li>• age-appropriate furniture and equipment</li> <li>• sufficient equipment/tools</li> <li>• furniture and equipment are in good condition</li> <li>• environment is set up to prevent children climbing on</li> </ul>

### Part C:

Conduct a safety check for your selected area and complete an indoor or outdoor checklist to record your observations. You may use the template provided by the Host Organisation or you may download the *Indoor/Outdoor Safety Checklist* from the Little.ly Early Learning Centre's website.

It is sufficient to complete the checklist for **one (1) day only**.

Save the safety checklist using the following naming convention *CHC3012\_SWLA Portfolio 1\_Safety Checklist\_yourname\_yymmdd* and submit it with your assessment for marking.

#### Instruction to the assessor:

Student must submit the completed safety checklist for the indoor or outdoor environment chosen by the student. Student must use the checklist provided by the Host Organisation or may download a safety checklist from the fictitious company's website. The checklist may be completed for one day only, clearly indicating risks and hazards.

**ACTIVITY 5: CHILD PROTECTION**

Complete this activity in your workplace. Make sure that you protect the confidentiality of the people involved. Do not name children or staff. Black out any identifying information on attachments that you provide.

Your assessor may ask you questions about your portfolio entries during communications about your practicum.

**Part A: Policies and Procedures**

Locate any policies and procedures for responding to children at risk and answer the following questions. Attach any supporting evidence.

**Instruction to the assessor:**

Answers may vary depending on the service and the services policy and procedures. Examples of potential answers have been provided in the boxes below.

Questions	Answers (10 to 50 words)
1. What is the procedure for contacting authorities in the case of suspected child abuse?	The student needs to identify from the service the services procedure when reporting a suspected case of child abuse. Potential answers could include: Local child protection agencies, their regulatory authority in their state they are working in.
2. The service’s responsibilities is to share information with authorities. List <b>two [2]</b> authorities and what type of cooperation the service may need to provide to each.  The student needs to identify 2 authorises and explain what information the service may need to provide for them. Examples have been provided of potential answers. Answers will vary based on the service the student is completing SWLA 1 at.	1. The Regulatory Authority for the state or territory. The service may need to disclose a serious notification of a possible child protection incident that may result in the regulatory authority investigating the notification.  2. Child Protection Agency for the state or territory. To provide them with a disclosure of harm and report to the agency for them to investigate. This would require recounts of what the child disclosed to the educator, the actions the educator and service have done to support the child/ family
3. What are <b>three [3]</b> strategies used by the service to minimise the risk of child abuse occurring within the service?  The student needs to identify 3 strategies the service implements to minimise the risk of abuse occurring at the service. Answers will	1. Identify children at risk, watch, monitor and document accordingly 2. Identify any changes in behaviour from child 3. Identify if there is any changes or concerns to the family dynamic

<p>vary based on the service the student is completing SWLA 1 at. Examples of potential answers have been provided.</p>	
<p>4. What are the responsibilities of an educator in your service if they suspect or have evidence of risk of harm to a child?</p> <p><i>You may find it useful to read a job description and/or talk to your supervisor about this as well as reading the policy/procedures.</i></p>	<p><b>Instruction to the assessor:</b></p> <p>Answers may vary depending on the service and their position descriptions. In the position description it should explain how all educators are mandatory reporters and do have an obligation under the national law.</p>
<p>5. Submit a copy of the procedure(s) relating to a child at risk and submit it with the assessment using the following naming convention: <i>CHC3012_SWLA Portfolio 1_Child at risk policy_yourname_yymmdd</i></p>	<p><b>Instruction to the assessor:</b></p> <p>Student must submit a copy of a 'Child at risk' or similar policy.</p>
<p>6. Submit a copy of a job description that describes the responsibilities of an educator, <b>outlining their role regarding child protection.</b></p> <p>[Note: In Activity 1 Question 2 and Question 3 you were asked to provide a copy of a job description; however, this may not include tasks related to child protection].</p> <p>If you are submitting a different job description, outlining child protection responsibilities, make sure you use the following naming convention: <i>CHC3012_SWLA Portfolio 1_Job description 3_yourname_yymmdd.</i></p>	<p><b>Instruction to the assessor:</b></p> <p>Student must submit a copy of a job description. If student submitted a Certificate III and Diploma trained educator's job description [as asked in Activity 1 Question 2 and 3] that included child protection responsibilities, they don't have to submit another copy of the same. However, student may choose to submit a new job description, such as for a room leader, education leader or early childhood teacher which includes child protection responsibilities more specifically.</p>

## Part B: Supporting Children's Rights

Provide **two [2]** examples of when you have supported a child's rights in your workplace, then answer the question that follows.

Examples could include things such as:

- supervising children at times of risk
- preventing bullying or discrimination
- teaching children about personal safety.

[Approximate word count: 10 to 50 words in each section]

**Instruction to the assessor:**

Students are to complete all boxes, questions and provide answers. Students' answers will vary depending on their work and experience during SWLA 1. Below are descriptions on the kind of answer to be looking for.

<b>Example 1</b>	The student is to provide an example of how they have supported children's rights whilst in the SWLA. For example: Group Time- Stranger Danger
How did you support children's rights with the activity described in Example 1?	The student will need to provide an explanation on how they have actively supported the rights of a child.  For example, the example used above please find an example of a possible answer associated with the example. Discussing the importance of stranger danger, what does it mean, what are some things to look out for and what to do in a situation.
<b>Example 2</b>	The student is to provide an example of how they have supported children's rights whilst in the SWLA. For example: Children fighting in the block corner
How did you support children's rights with the activity described in Example 2?	The student will need to provide an explanation on how they have actively supported the rights of a child.  For example, the example used above please find an example of a possible answer associated with the example. A child was calling another child names whilst playing in the block corner because he was not sharing the blocks. I sat down with them and explained how it is not nice to call each other names and come up with a solution to share the blocks.

### Part C: Confidentiality

Provide **one (1)** example of when you have kept information confidential and how this supported the safety of children.

#### Instruction to the assessor:

Students are going to provide a range of different answers based on their experience in SWLA. Students' answers will vary depending on their work and experience during SWLA 1. Below are descriptions of the kind of answer to be looking for.

[Approximate word count: 10 to 50 words in each section]

Example	The example needs to be related to maintaining confidentiality at the education and care service. This may
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	include: Court Orders, Domestic Violence Case, Children with additional rights etc.
Description	Students are to provide a description of what has taken place, what steps/ events lead to this, what is the circumstance surrounding the example they have provided. For example: A family who attends the service has a court order out on the father. He is not permitted to pick up the children and does not have visitation. A photo of the father is posted in the staff room and on the child's file. If the father turns up at the service, the service has a procedure to follow if this occurs.
How did this action support children's safety?	The student is to explain how the situation impacts on the safety of the child at the service. For example; the children that are in the family will be protected by the father, staff have been informed and an emergency response plan has been devised. The service will go into lockdown, the children will be escorted to a safe place in the service out of sight, the police and mother will be contacted.

*Module 3 - HLTWHS001 Participate in workplace health and safety*

**ACTIVITY 6: HAZARD IDENTIFICATION**

You must conduct a hazard inspection of the outdoor area of the service and complete a hazard inspection checklist. Services usually complete a safety checklist for the outdoor area in the morning to ensure the area is safe for children to use during the day.

The checklist needs to be completed prior to children entering the outdoor play space.

You may either use the *Hazard Identification Checklist* template provided below or the checklist provided by the service.

You must report any identified hazards immediately to your supervisor.

Your supervisor must sign and date your *Hazard Identification Checklist*.

**Instruction to Assessor:**

The following checklist needs to be completed by students and signed by the supervisor. Student must report identified hazards to the supervisor.

Answers/hazards identified will vary depending on the education and care service. Action required may include the replacement of the item or repair.

HAZARD IDENTIFICATION CHECKLIST				
DATE: Click or tap to enter a date.	TIME:			
OUTDOOR AREA	YES	NO	ACTION REQUIRED	
			URGENT	NON-URGENT
Outdoor area is free from hazards: <ul style="list-style-type: none"> <li>broken equipment</li> <li>rubbish</li> <li>animal faeces</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>		

<ul style="list-style-type: none"> <li>• garden tools</li> <li>• trip hazards</li> <li>• glass</li> <li>• syringes</li> <li>• other unsafe items</li> </ul>				
Gates are locked and latches are in good working order	<input type="checkbox"/>	<input type="checkbox"/>		
There is nothing near the fence that would allow children to climb over.	<input type="checkbox"/>	<input type="checkbox"/>		
Sandpit is clean and raked over	<input type="checkbox"/>	<input type="checkbox"/>		
Softfall area is free of objects that may injure children if they fall.	<input type="checkbox"/>	<input type="checkbox"/>		
Softfall is in good condition and the correct depth.	<input type="checkbox"/>	<input type="checkbox"/>		
Toys and equipment are in good condition  <i>Check all equipment for cracks, bends, rusting or breakage and loose nuts and bolts.</i>	<input type="checkbox"/>	<input type="checkbox"/>		
Area is clear of signs of vermin	<input type="checkbox"/>	<input type="checkbox"/>		
Rubbish bins are empty and clean	<input type="checkbox"/>	<input type="checkbox"/>		
Shade is adequate and in good condition (e.g., sails)	<input type="checkbox"/>	<input type="checkbox"/>		
Area is free from drowning hazards (for example, pooled water)	<input type="checkbox"/>	<input type="checkbox"/>		
Hazards immediately reported to supervisor	<input type="checkbox"/>	<input type="checkbox"/>	Supervisor's signature:	
			Date:	

## ACTIVITY 7: WORKPLACE RISK ASSESSMENT

Read your workplace's risk assessment policies and procedures to prepare for this task. Think about the hazards and risks involved in supervising children in the outdoor area.

Use the *Risk Assessment Control Form* below and identify at least **four (4)** hazards for this activity. Include hazards you identified in Activity 6 of this Portfolio as well as other potential hazards of working with children in an outdoor play setting.

Think about the risks involved with each hazard and rate the risks using the risk rating matrix provided.

Enter your risk assessment data in the *Risk Assessment Control form* provided below.

Think about the following questions when completing the documents:

- What type of harm or injury could the hazard potentially cause?
- What is the likelihood of that harm occurring?
- Are there current controls in place?
- How effective are these controls?
- Are workplace procedures being followed?
- What further controls might be required?
- How would you put these controls in place?

An example has been provided as a guide.

### Instruction to Assessor:

Student must identify four (4) hazards, then complete the *Risk assessment control form*.

Sample answers are provided below.

Risk Assessment Control Form	
Name of service	Childcare Service
Name of person completing risk assessment	Student's Name
Date of risk assessment	Date
Work activity	Supervising children in the outdoor area

### Risk Rating Matrix

		IMPACT				
		Insignificant	Minor	Moderate	Major	Severe
LIKELIHOOD	Almost certain	Medium	High	High	Very High	Very High
	Likely	Medium	Medium	High	High	Very High
	Possible	Low	Medium	High	High	Very High
	Unlikely	Low	Low	Medium	Medium	High
	Rare	Low	Low	Medium	Medium	Medium

[www.cscentral.org.au/Resources/nqr/risk-assessment-tool.pdf](http://www.cscentral.org.au/Resources/nqr/risk-assessment-tool.pdf)

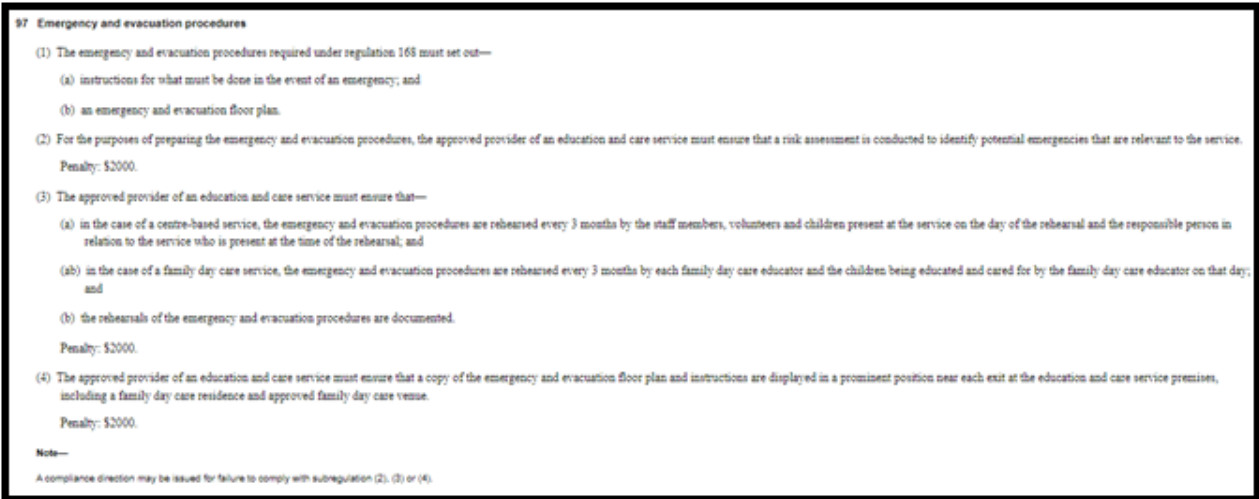
Likelihood		Impact	
<b>Almost certain</b>	Is expected to occur in most circumstances	<b>Insignificant</b>	Injuries not requiring first aid
<b>Likely</b>	Will probably occur in most circumstances	<b>Minor</b>	First aid required
<b>Possible</b>	Could occur at some time	<b>Moderate</b>	Medical treatment required
<b>Unlikely</b>	Not likely to occur in normal circumstances	<b>Major</b>	Hospital admission required
<b>Rare</b>	May occur only in exceptional circumstances	<b>Severe</b>	Death or permanent disability to one or more persons

Hazard	Risk	Control	Monitor
<i>Example:</i> Wet floors	<i>Example:</i> Risk assessment: High Children, staff or parents may slip on the wet floors causing injury to themselves.	<i>Example:</i> Put up 'wet floor signs' in areas where adults are walking; make sure doors are closed or gated off so children cannot access the area where there are wet floors.	<i>Example:</i> Staff to know appropriate times when to mop floors when children are not present. In cases of spills, make sure staff are informed and children moved to another area.
Broken equipment	Risk Assessment: High	Remove equipment from the outdoor space. Monitor equipment and making sure	Supervise the environment for hazards. Do checks before children go out into the environment
Line of Sight	Risk Assessment: High	Ensure children is always in line of sight Children are aware they need to be seen by an educator Educators to mover in the environment	Educators to move around the environment to monitor children Children to be aware of children when they leave the environment
Lost Children	Risk Assessment: High	Bring children together for head counts Educators to look for children and supervise children when going to the bathroom	Conducting head counts every 10 minutes Educators monitoring and tracking children's movements
Sun Safety	Risk Assessment: High	Ensure children have fresh sunscreen when they go outside Ensure children are always wearing hats	Educators monitoring children wearing hats whilst outside Enforcing children to wear sunscreen
<add more rows if required>			



## ACTIVITY 8: EMERGENCY REHEARSAL

During your SWLA, you are required to participate in a service's emergency rehearsal. The emergency rehearsal (or drill) can either be a **fire evacuation** or **lockdown rehearsal**. Once you have participated in the rehearsal, fill out the *Emergency Response Exercise – Observer Checklist* below. As per [Regulation 97](#) (screenshot provided below), services are required to rehearse their emergency procedures every months.



### Instruction to Assessor:

Student must participate at an emergency rehearsal, then complete the *Emergency Response Exercise – Observer Checklist* to record your observations.

Sample answers are provided below.

### Emergency Response Exercise – Observer Checklist

Observer's name		Date of exercise:	DD/MM/YYYY
The exercise was initiated	HH:MM		
Alert tone sounded at	HH:MM	Evacuation tone sounded at	HH:MM
The exercise concluded at	HH:MM	The debrief started at	HH:MM

**During the exercise:** If there are unsafe conditions, alert a Warden or staff member to the situation for their immediate attention and action. If no action is taken, intervene to direct people away from the potential harm.

What is the cause of the emergency?	Emergency Rehearsal
Which response procedures are expected to be used in the exercise? <i>Circle expected responses</i>	<b>Evacuation / Shelter in place / Lockdown</b>
Are you located in a mixed occupancy building or on/in close proximity to a school site? If so, did any other occupants besides your service take part in the exercise?	

**Overall:**

<b>Evacuation:</b> Did all occupants reach the Evacuation Assembly Area?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If <i>No</i> , what occurred?			
<b>Shelter in place:</b> Did occupants shelter according to plan?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If <i>No</i> , what occurred?			
<b>Lockdown:</b> Did the service lockdown their facility?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If <i>No</i> , what occurred?			
<b>Safety:</b> Was the exercise completed safely and without incident/injury to staff, children and visitors	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
If <i>No</i> , what occurred? Have injuries been treated and reported?			

**Information:**

The on-site evacuation assembly area is:	Location
The external evacuation assembly area is:	Address and route
The refuge area (shelter in place) is:	Location

**Emergency Control Organisation (Staff responsible for responding to emergencies affecting the service):**

Check for:	Observed? [Circle relevant answer]	Notes
The situation was identified and assessed	Yes / No	
Staff understood their emergency response role	Yes / No	
One person leads the overall response (Response leader)	Yes / No	
The response leader briefed responders on the situation and directed the required response	Yes / No	
Staff gather children and visitors and describe the required actions	Yes / No	
Staff reassure children and visitors	Yes / No	
Staff ensure that children and visitors move safely	Yes / No	
On evacuation, staff gather Evacuation Kits	Yes / No	
Staff communicate with the response leader to advise: <ul style="list-style-type: none"> <li>Area/floor has been cleared</li> <li>Number and location of any refusals or people left behind</li> </ul>	Yes / No	Note: How did Warden communicate with Chief Warden? How many Mobility Impaired? How many Refusals?

Staff account for children and visitors upon reaching: Evacuation Assembly Area (for Evacuations)/Refuge (for Shelter in place and Lockdown)	Yes / No	
Staff report details of missing people to the staff member leading the exercise (response leader) as soon as practicable and safe to do so	Yes / No	
Staff report details of injured people to the response leader as soon as practicable and safe to do so	Yes / No	
Staff report details of injured people to the response leader as soon as practicable and safe to do so	Yes / No	
Response leader briefs emergency services upon their arrival on site	Yes / No	

### Emergency Equipment

Check for	Circle observed outcome	Notes
Evacuation diagrams are located beside each emergency Exit	Yes/ No / Not fitted	
Alert tone ( <i>Beep Beep</i> ) is loud	Yes/ No / Not fitted	If not fitted, what was used to alert
Evacuation tone ( <i>Whoop-Whoop</i> ) is loud	Yes/ No / Not fitted	If not fitted, what was used to initiate evacuation
Public Address (PA) messages are loud and clear	Yes/ No / Not fitted	If not fitted, how did Chief Warden communicate
Warden Intercommunication Point Phones (if present at your service)	Yes/ No / Not fitted	
Path to emergency exits is clear	Yes/ No / Not fitted	
Path to emergency exits is marked with illuminated green "Running Person" or "Exit" signs	Yes/ No / Not fitted	
Emergency exits are operable	Yes/ No / Not fitted	
Emergency exit stairs and pathway are clear	Yes/ No / Not fitted	
Emergency exit stairs are fitted with handrails	Yes/ No / Not fitted	
Moveable cots are operated correctly	Yes/ No / Not fitted	
Evacuation kits contain all items	Yes/ No / Not fitted	
Contact lists are available, used and up to date (less than 3 months old)	Yes/ No / Not fitted	

### Safety and Reassurance

Check for:	Circle observed outcome	Notes
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All responses: staff keep evacuees together	Yes / No / Not observed	
Evacuation: staff ensure evacuees crossroads safely and at designated crossings	Yes / No / Not observed / Not applicable	
All responses: staff direct evacuees to avoid hazards	Yes / No / Not observed	
All responses: staff gather evacuees in assembly area and contain them in the smallest area as reasonably practicable	Yes / No / Not observed	
All responses: staff establish contact with the response leader and await further instructions	Yes / No / Not observed	
Evacuation: on return to the building, staff maintain the same controls as on the way to the evacuation assembly area	Yes / No / Not observed / Not applicable	

### Notes

Record any other observations not included in the checklist above:

### *Module 4 - HLTFS001 Follow basic food safety practices*

#### ACTIVITY 9: HANDWASHING

Handwashing is an essential part of personal hygiene to ensure that dirt and harmful bacteria and viruses from your hands are removed. This is even more important if you are handling food.

Record a **2–3-minute video** of how you wash your hands thoroughly, following the correct handwashing procedure, as explained by Food Safety Standards.

Ask a colleague or a friend to record you using a phone or other device. You can record the video at the service or at home, but make sure that no other person appears in the video, including mirror reflections. Use a sink provided for handwashing.

The video must clearly show your hands and the handwashing procedure. As you are washing your hands, explain each step of correct handwashing.

Start the video by telling your name. Once finished, save the video with the following naming convention: *CHC3012\_SWLA Portfolio 1\_Handwashing\_yourname\_yymmdd* and submit it together with Portfolio 1 and the other SWLA-related documents.

**Instructions to the assessor:** Student must record a 2-3-minute video of the correct handwashing procedure. The video must clearly show the student's hands and the handwashing procedure. Student must be explaining each step of handwashing as they demonstrate it. No other person can be visible in the video. Source of correct handwashing: [Health and hygiene for food handlers](#) [published by Food Standards Australia and New Zealand], also included in learning, Topic 3.2.

Assessor to complete the following observation checklist to ensure all requirements are met. Assessor should provide further comments to specify what has been observed. The checklist is not provided to students to avoid leading to the correct procedure.

<b>Observation Checklist</b> <i>completed by the Assessor</i>		
<b>Did the student followed correct handwashing procedure as listed below?</b>	<b>Comments</b>	
Used a sink provided for handwashing  <i>Instructions to the assessor: This can be a bathroom sink or a sink in the kitchen provided for handwashing.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Wet hands under running water  <i>Instructions to the assessor: Running water should be preferably warm, but some services have only cold water available for handwashing.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Lathered hands with soap bar or liquid soap	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Thoroughly scrubbed fingers, palms, wrists, back of hands and under nails for about 15 seconds	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Rinsed off soap under warm running water	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Turned off taps using a paper towel or elbow	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Thoroughly dried hands	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<b>Instructions to the assessor:</b> Student would ideally dry hands using a single-use towel. However, some services may have only hand dryers, which is also acceptable.		
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## ACTIVITY 10: FOOD SAFETY AND WORKPLACE CLEANLINESS

For this activity, you will need to assist the service’s Chef or responsible educator working in the kitchen and handling food. Familiarize yourself with the service’s cleaning and food safety policies and procedures, with focus on food handling areas, such as kitchen and dining area and including any guidelines they may have regarding handling food.

Following the workplace’s requirements, you will need to maintain the workplace in a clean and tidy order and complete the kitchen’s and/or the dining area’s cleaning on **two (2)** different occasions. This can be done on the same day, after **two (2)** separate mealtimes or on different days. You will need to complete the service’s cleaning checklist as evidence, **signed by the Workplace Supervisor**. If the service does not have a cleaning checklist, you may use the template provided below [you may customise the template to capture the actual completed cleaning tasks.]

If you are using the service’s cleaning checklist, Workplace Supervisor **must confirm** the tasks completed, adding the statement: “I confirm that all tasks listed above have been completed by the student.” Workplace Supervisor **must date and sign the completed cleaning checklist**.

Save the checklist with the following naming convention: *CHC3012\_SWLA Portfolio 1\_Cleaning checklist\_yourname\_yymmdd* and submit it together with Portfolio 1 and the other SWLA-related documents.

**Instructions to the assessor:**

Student must complete the kitchen’s or dining area’s cleaning on two (2) separate occasions, either on the same day, after mealtimes or on different days. Student may use the template provided or the cleaning checklist provided by the service. The checklist must be signed by the Workplace Supervisor as evidence.

Cleaning Checklist Template <i>(tick the tasks completed)</i>			
	<b>Date and time:</b> Click or tap to enter a date.	<b>Date and time:</b> Click or tap to enter a date.	<b>Comments</b>



Wiped down tables before and after mealtime	<input type="checkbox"/>	<input type="checkbox"/>	
Wiped down chairs before and after mealtimes	<input type="checkbox"/>	<input type="checkbox"/>	
Wiped down food prepare areas benchtops	<input type="checkbox"/>	<input type="checkbox"/>	
Washed dishes	<input type="checkbox"/>	<input type="checkbox"/>	
Washed appliances	<input type="checkbox"/>	<input type="checkbox"/>	
Rinsed utensils before putting them in dishwasher/ sanitiser	<input type="checkbox"/>	<input type="checkbox"/>	
Loaded/unloaded dishwasher/sanitiser	<input type="checkbox"/>	<input type="checkbox"/>	
Cleaned sinks to make sure there is no food or debris	<input type="checkbox"/>	<input type="checkbox"/>	
Swept floor	<input type="checkbox"/>	<input type="checkbox"/>	
Mopped floor	<input type="checkbox"/>	<input type="checkbox"/>	
Cleaned fridge	<input type="checkbox"/>	<input type="checkbox"/>	
Emptied garbage bin and disinfected unit	<input type="checkbox"/>	<input type="checkbox"/>	
Took out garbage	<input type="checkbox"/>	<input type="checkbox"/>	
Replaced bin liner	<input type="checkbox"/>	<input type="checkbox"/>	
<add rows as needed>			
<p><b>I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.</b></p>	<p><b>Supervisor's signature:</b></p> <p>_____</p>	<p><b>Supervisor's signature:</b></p> <p>_____</p>	
	<p><b>Date:</b> _____</p>	<p><b>Date:</b> _____</p>	
	<p><b>Comments:</b></p>	<p><b>Comments:</b></p>	

## Assessment Checklist

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

Activity 1 – Access and review workplace documents		
Question 1	Complete table with information regarding workplace policy documents	<input type="checkbox"/>
Question 2	Complete table with information from Job Description 1 and submit a copy of the job description together with the assessment (pdf or image)	<input type="checkbox"/>
Question 3	Complete table with information from Job Description 2 and submit a copy of the job description together with the assessment (pdf or image)	<input type="checkbox"/>
Activity 2 – Consult with Workplace Supervisor		
	Consult with supervisor regarding your understanding of service operation (ask 3 questions and record Supervisor’s responses). <b>Supervisor must sign to confirm accuracy of the questions and answers.</b>	<input type="checkbox"/>
Activity 3 – Workplace improvements		
Part A	Complete the Improve Work Practice template with your suggestions for improvement	<input type="checkbox"/>
Part B	Discuss your suggestions with your Workplace Supervisor and record the meeting on video. Submit the video recording together with the assessment.	<input type="checkbox"/>
Activity 4 – Physical environment and supervision		
Part A	Create an indoor/outdoor supervision plan and submit it with your assessment	<input type="checkbox"/>
Part B	Complete table with answers regarding physical environment and staffing arrangements	<input type="checkbox"/>
Part C	Complete and submit the safety checklist for the indoor/outdoor environment	<input type="checkbox"/>
Activity 5 – Child protection		
Part A	Complete table with information regarding the service’s child protection policy. Submit a copy of the procedure and a copy of a job description including child protection responsibilities.	<input type="checkbox"/>
Part B	Complete table with two [2] examples regarding supporting children’s rights	<input type="checkbox"/>
Part C	Complete table with one [1] example regarding confidentiality	<input type="checkbox"/>
Activity 6 – Hazard identification		
	Complete the Hazard Identification Checklist. <b>Supervisor must sign the checklist!</b>	<input type="checkbox"/>
Activity 7 – Workplace risk assessment		
	Complete the Risk Assessment Control Form	<input type="checkbox"/>



<b>Activity 8 - Emergency rehearsal</b>	
Participate at an emergency rehearsal, then complete the <i>Emergency Response Exercise - Observer Checklist</i>	<input type="checkbox"/>
<b>Activity 9 - Handwashing</b>	
Record and submit a video to demonstrate correct handwashing	<input type="checkbox"/>
<b>Activity 10 - Food safety and workplace cleanliness</b>	
Complete the cleaning checklist on two [2] different occasions. <b>Supervisor must sign the checklist!</b>	<input type="checkbox"/>

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