



CHC30121

# Certificate III in Early Childhood Education and Care

## Supervisor Guide

to

## Structured Workplace Learning and Assessment



## What is Structured Workplace Learning and Assessment?

Swinburne Open Education offers 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.

Thank you for considering hosting one of our students undertaking their structured work placement for the CHC30121 Certificate III in Early Childhood Education and Care course.

Structured work placement, also known as Structured Workplace Learning and Assessment (SWLA), is an important part of the course for our students and provides with the opportunity for them to apply the skills and knowledge they are gaining in a real workplace environment. This *Supervisor Guide to Structured Workplace Learning and Assessment* provides you with a clear overview of the process, your role and support available to you.

Host Organisations derive many benefits from hosting our students, including contributing to building and developing sector skills, sourcing candidates for future roles and providing opportunities for their staff to develop coaching and mentoring skills.

**Note:** As part of our continuous improvement process, procedures and supporting templates are subject to change.



Please consider the environment before printing this document.

# Supervisor Guide

to

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

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## About Swinburne Open Education

Swinburne Open Education is here to help Australians achieve their career aspirations and ensure they are prepared for future workforce needs. Our focus is offering quality courses that build the knowledge and skills that are needed in the workplace.

This is done by engaging with industry to ensure that the course aligns to the needs of the workplace and that the learning delivered is current, relevant and valuable.

## About The Course

The CHC30121 Certificate III in Early Childhood Education and Care course is only offered in Victoria and includes the following order of studies.

MODULE	UNIT CODE	UNIT TITLE
0	N/A	Welcome to the children's education and care sector
1*	CHCECE055	Meet legal and ethical obligations in children's education and care
	CHCECE056	Work effectively in children's education and care
2	CHCPRT001	Identify and respond to children and young people at risk
3	HLTWHS001	Participate in workplace health and safety
4	HLTFSE001	Follow basic food safety practices
5	Structured Workplace Learning and Assessment [SWLA] – Group 1	
6**	CHCECE030	Support inclusion and diversity
	CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
7	BSBSUS411	Implement and monitor environmentally sustainable work practices
8	CHCECE037	Support children to connect with the natural environment
9***	CHCECE031	Support children's health, safety and wellbeing
	CHCECE032	Nurture babies and toddlers
10	CHCECE033	Develop positive and respectful relationships with children
11****	CHCECE034	Use an approved learning framework to guide practice
	CHCECE035	Support the holistic learning and development of children
	CHCECE036	Provide experiences to support children's play and learning
	CHCECE038	Observe children to inform practice
12 *****	HLTAID012	Provide First Aid in an education and care setting
13	Structured Workplace Learning and Assessment [SWLA] – Group 2	

\*Clustered units. Module name: 'Working in Early Childhood Education and Care'

\*\*Clustered units. Module name: 'Inclusion and diversity'

\*\*\*Clustered units. Module name: 'Care and nurturing'

\*\*\*\*Clustered units. Module name: 'Supporting Children's Development'

\*\*\*\*\*Students will be required to complete the unit HLTAID012 Provide First Aid in an education and care setting externally and submit the awarded transcript to obtain credit transfer [CT].

### IMPORTANT NOTES:

A summary of the workplace and assessment requirements is included in the **Roles and Responsibilities – Your Workplace** below. A full list of the workplace and assessment requirements for each unit is included in the Work Placement Plan, Interview Questionnaire, Portfolio, Logbook, Direct Observation Checklist and Third-Party Report documents.

Due to the range of activities required to demonstrate, you may complete the SWLA requirements for these units at one or more workplaces/regulated services, approved by Swinburne Open Education.

### About Structured Workplace Learning and Assessment

Structured Workplace Learning and Assessment (SWLA) is a compulsory part of CHC30121 Certificate III in Early Childhood Education and Care, facilitating the opportunity for our students to apply their skills and knowledge gained throughout the course in a workplace environment.

The Work Placement commitment is a total of 200 hours and is aligned to sixteen [16] units within the course. Work Placement is split into two [2] groups as follows:

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

7	BSBSUS411	Implement and monitor environmentally sustainable work practices			
8	CHCECE037	Support children to connect with the natural environment			
9	CHCECE031	Support children's health, safety and wellbeing*			
	CHCECE032	Nurture babies and toddlers*			
10	CHCECE033	Develop positive and respectful relationships with children*			
11	CHCECE034	Use an approved learning framework to guide practice			
	CHCECE035	Support the holistic learning and development of children*			
	CHCECE036	Provide experiences to support children's play and learning*			
	CHCECE038	Observe children to inform practice			
12	HLTAID012	Provide First Aid in an education and care setting			
13	Structured Workplace Learning and Assessment (SWLA) – Group 2				

\*Units are linked to 160 hours of placement.

As the Workplace Supervisor, with your depth of industry experience, you play a very important role. You will be mentoring and observing our student, as well as signing off on the hours you complete and the tasks they complete in your workplace.

It is important to note that you are not assessing our student for competency - it is the role of the Swinburne Open Education Assessor to conduct the assessment of the student. You are however providing students with a safe environment to apply their skills and capture evidence of their learning.

## Roles and Responsibilities

In order to be successful, SWLA requires the collaboration and support between the Student, Host Organisation, Workplace Supervisor and your Swinburne Open Education Assessor. This section provides details of the roles and responsibilities of each of these groups.

### *Our student*

Students are required to ensure you are fully informed of our process by providing you with this Guide and other relevant documentation relating to SWLA. Our student will use a Work Placement Plan (that we develop in conjunction with you and our student) that guides them in completion of their SWLA. Our student needs to professionally accept and respond to feedback on their performance from you, as well as from the Assessor.

Our student will:

- Agree to take part in SWLA as part of their course of study
- Obtain a valid working with children check, police check and immunisation as required by Host Organisation

- Work with you to complete the Host Organisation Approval Form and wait until it is approved by Swinburne Open Education, before they start their SWLA
- Work closely with their allocated Swinburne Open Education Assessor and yourself to develop and adjust your Work Placement Plan and conduct scheduled Interview Questionnaire process
- Commit to completing the designated tasks and activities captured in the Work Placement Plan, Logbook and Portfolio
- Carry out all reasonable and lawful directions of the workplace and perform their work to the best of their ability
- Comply with all reasonable workplace rules and requirements governing safety and behaviour
- Attend the workplace on each day and time as agreed
- Dress in accordance with workplace guidelines
- Use the personal protective equipment provided to ensure adhering to health and safety policies and procedures, such as wearing disposable gloves and masks where required
- Inform both the Supervisor and Assessor as soon as practicable if they are unable to attend work scheduled as part of your SWLA
- Promptly inform the Supervisor and Assessor of any accident, injury or incident that may occur
- Inform the Assessor and Supervisor of any necessary health information, including details of any known medical condition which may affect them and any medication or treatment which may be necessary
- Provide and receive feedback about their learning needs, objectives and performance to and from yourself and their Assessor.

### *The Swinburne Open Education Assessor*

Our Assessor for this course has many years of experience working in industry and is your key contact at Swinburne Open Education. They are available to you at any time if you have questions or concerns.

Before our student starts their SWLA, the Assessor will use the information that you provide us in the Host Organisation Approval Form to ensure that the workplace meets the specific requirements of the course and that you, as the Workplace Supervisor, have the appropriate level of experience and qualifications to supervise and guide our student. Once approved, they will then contact you to introduce themselves, have a chat about the process and requirements and answer any questions you have.

Our Assessor will:

- Review the proposed workplace/Host Organisation against the specified requirements to determine whether they are appropriate to host our student
- Review the allocated Workplace Supervisor against the specific requirements to determine whether you hold the appropriate level of experience and qualifications to provide supervision and guidance to the student
- Ensure you and the student understand the core learning objectives and approach of the SWLA
- Work in collaboration with you and our student to develop a realistic and relevant Work Placement Plan, and adjust this as the student progresses if required
- Ensure that the type of activities our student will undertake during SWLA are:



- directly related to, and at the appropriate skill level, for the training outcomes of the course you are undertaking, and
- useful for the vocation and employment outcomes of the course
- Explain the qualification requirements, assessment process, answer any questions or address any concerns from you or our student
- Provide timely and constructive feedback to our student on their performance against the competency requirements
- Ensure all records associated with the SWLA are retained securely and copies are provided to both Supervisor and our student
- Conduct the assessment of the evidence submitted by our student against the requirements of the qualification
- Conduct one or multiple workplace visits to directly observe our student's performance as per the specific unit requirements. Additionally, video/audio recordings and assessor observations through Zoom may also be required to observe our student's performance and to capture relevant evidence. Simulations may also be used in situations where special consideration is applied.

### *You, the Workplace Supervisor*

Your role is to provide guidance and support to our student during their SWLA in a safe and reliable environment. Our student has much to learn from your experience in this profession.

**NOTE: You do not formally assess our student, our Assessor conducts the assessment.**

You possess the relevant experience and or qualifications to support the student. This should include a minimum of 2 years' experience and a Diploma in Early Childhood Education and Care or higher related qualification.

As a Workplace Supervisor your role is to:

- Read and confirm understanding of this Guide, including these responsibilities
- Accurately and honestly complete your sections of the Host Organisation Approval Form, which includes an agreement between you and our student
- Provide full and accurate information relating to the specified resources and equipment required to be available in the workplace for assessment by the Assessor
- Discuss with our student and Assessor learning opportunities available, as well as the core objectives of SWLA
- Discuss and develop a plan with our student and Assessor the type of activities our student will undertake during SWLA to ensure they are:
  - relevant and directly related to, and at the appropriate skill level, for the training outcomes of the course our student undertaking, and
  - useful for the vocation and employment outcomes of the course
- Collaborate with our student and Assessor in the development and ongoing adjustment of the Work Placement Plan, Interview Questionnaire process and Third-Party Report (if appropriate), providing sufficient time and resources for our student to complete the required tasks
- Provide our student with an appropriate orientation/induction to the work environment, including workplace health and safety and other key policies and procedures
- Provide a work environment that complies with relevant workplace health and safety and workplace relations legislation and standards



- Provide guidance and support to our student in line with their learning and assessment tasks throughout the SWLA
- Sign off on our student's placement hours and performance of the tasks outlined in the Work Placement Plan, Logbook and Third-Party Report as agreed in the Assessor interview process
- Confirm whether our student has met the standard considered acceptable in the workplace for the completed tasks
- Maintain confidentiality of any medical or other sensitive information that has been disclosed and disclose information to another party only if permission has been given, or in the case of a medical emergency
- Contact the Assessor as soon as practicable if our student is absent, injured or become ill in the course of undertaking SWLA
- Contact our student's emergency contact person and the Assessor in the case of an emergency
- Contact and consult with the Assessor if you consider it necessary to modify or terminate the arrangement prior to the end of the placement
- Provide feedback on our student's performance in the workplace and ensure that they gain the most from the workplace experience.

### *Your Workplace – the Host Organisation*

For the Early Childhood Education and Care industry course, the Host Organisation must be a regulated children's education and care service in Australia.

Your workplace/Host Organisation will:

- Support you to provide our student with a meaningful learning experience
- Provide access and opportunity for our student to experience a workplace where they can develop and practise work-based skills and knowledge
- Provide our student with access to the necessary facilities, equipment and resources to complete the required activities and tasks with the required age-group (if specified)
- Support our student to reflect on their workplace behaviour with the view to enhance their workplace skills, knowledge and expertise
- Be compliant with all applicable legislation and regulations.

## SWLA Performance

A summary of what is involved in SWLA for each unit is outlined below.

### MODULE 1 (clustered):

- CHCECE055 Meet legal and ethical obligations in children's education and care
  - CHCECE056 Work effectively in children's education and care
- Identify and meet legal and ethical obligations relevant to the job role
  - Access, interpret and use information about employment and service procedures in children's education and care from **three (3)** different sources

- Use effective planning, organisational and communication to complete **five (5)** different children's education and care daily work activities. This could include planned activities or being part of the daily routine of the day working alongside the team/staff.
- Contribute to workplace improvements
- Work collaboratively
- Complete **one (1)** work activity in at least **four (4)** of the following areas of practice, demonstrating fulfilment of legal and ethical obligations:
  - health, safety and wellbeing
  - incidents, injury, trauma and illness
  - response to medical condition
  - emergency response
  - governance and leadership
  - physical environment
  - staffing arrangements
- Develop appropriate responses to at least **three (3)** different legal or ethical issues or dilemmas relevant to the work role
- Develop personal professional practice.

## MODULE 2 – CHCPRT001 Identify and respond to children and young people at risk

- Implement work practices which support the protection of children and young people, including:
  - Complying with regulations, legislations and duty of care responsibilities
  - Employing child-focused work practices to uphold the rights of children and young people
  - Maintaining confidentiality
  - Providing appropriate responses in the protection of children and young people
- Read and interpret the procedures for reporting children at risk in line with organisational expectations and legislative requirements.

## MODULE 3 – HLTWHS001 Participate in workplace health and safety

- Contribute to a workplace health and safety meeting or inspection in workplace
- Conduct a workplace risk assessment and recorded the results
- Consistently apply workplace safety procedures in the day-to-day work activities required by the job role
- Follow, implement and contribute to safe work practices in the workplace
- Follow workplace procedures for reporting hazards
- Follow workplace procedures for a simulated emergency situation
- Reflect on own safe work practices.

## MODULE 4 – HLTFS001 Follow basic food safety practices

- Comply with personal hygiene standards as required by the food safety program
- Identify at least **four (4)** appropriate times for hand washing and followed correct hand washing procedures
- Cleaned and tidy work areas at least **two (2)** times to avoid contamination and pests

- Identify at least **two (2)** food items for disposal and followed food disposal procedures
- Identify, correct and report at least **two (2)** processes or practices that were not consistent with food safety program.

#### MODULE 6 (clustered):

- CHCECE030 Support inclusion and diversity
- CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
- Use a process of reflection to explore impact of own values and biases in relation to practices with families and children, and discuss the reflection process with a workplace or learning supervisor on **two (2)** occasions
- Identify and use **three (3)** different opportunities to support inclusion and diversity with children in daily practice, including both routine and play experiences.
- Use reflection to identify own perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures and discuss the reflection process and outcome with a workplace or learning supervisor on **one (1)** occasion
- Source information and collaborate to develop and report on **three (3)** ideas about how local Aboriginal and/or Torres Strait Islander peoples' cultures could be embedded into daily practice in culturally safe and sensitive ways
- Support **one (1)** experience with a group of children that encourages their understanding of local Aboriginal and/or Torres Strait Islander peoples' cultures
- Assessor will conduct direct observation during SWLA 2 to assess specific skills identified by the unit requirements.

#### MODULE 7 – BSBSUS411 Implement and monitor environmentally sustainable work practices

- Implement and monitor at least **three (3)** environmentally sustainable work practices
- Identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability in the workplace
- Engage and consult with relevant stakeholders to develop and implement sustainability improvements, encourage feedback and to report on outcomes
- Plan and organise work group activities to:
  - measure current resource usage
  - evaluate alternative solutions to workplace environmental issues
  - resolve workplace sustainability issues and generate ideas for improvements
  - evaluate and implement strategies to improve resource usage
  - comply with environmental requirements
- Apply continuous improvement approaches to enhance organisation's sustainability performance
- Apply change management techniques to support sustainability performance.

#### MODULE 8 – CHCECE037 Support children to connect with the natural environment

- On **three (3)** occasions support children's knowledge, appreciation and understanding of the natural environment. At least one of these occasions must involve Aboriginal and/or Torres Strait Islander peoples' use of the natural environment.

- Plan and implement **two [2]** opportunities that encourage children to engage positively with the natural environment, using one indoor and one outdoor opportunity
- Assessor will conduct direct observation during SWLA 2 to assess specific skills identified by the unit requirements.

#### MODULE 9 [clustered]:

- CHCECE031 Support children's health, safety and wellbeing
- CHCECE032 Nurture babies and toddlers

- Follow all hygiene, health and safety procedures on **three [3]** different occasions for each of the following:
  - support a child to wash their hands
  - support one or more children during mealtimes
  - support a child with toileting
  - support a child with dressing or undressing
  - support a child to have their individual sleep needs met
- Demonstrate the principles of active supervision to supervise one group of children for a complete activity or play period, according to service procedures
- Respond appropriately to **three [3]** situations where health or safety of children may be compromised
- Promote physical activity and healthy and safe eating
- Minimise risks in the environment and support children to respond to risks
- Provide a safe and healthy environment.
- Complete each of the following at least once with two different **babies under 12 months** of age in a safe environment, using age-appropriate verbal and non-verbal communication and according to service and regulatory requirements:
  - change nappies
  - prepare bottle, bottle feed babies and clean equipment
  - prepare solid food and feed babies
  - respond appropriately to baby signs and cues
  - prepare and settle babies for sleep
  - monitor and encourage age-appropriate physical exploration and gross motor skills
- Complete each of the following at least once with two [2] different **toddlers aged between 13 and 23 months** in a safe environment, using age-appropriate verbal and non-verbal communication and according to service and regulatory requirements:
  - assist toddlers with toileting
  - assist toddlers during mealtimes
  - respond appropriately to toddler signs and cues
  - prepare and settle toddlers for sleep
  - monitor and encourage age-appropriate physical exploration and gross motor skills
- Document and reflect on the ways in which relationships are developed between educators and babies/toddlers in the workplace to support:
  - own relationships with babies/toddlers
- Other educator relationships with babies/toddlers
- Assessor will conduct direct observation during SWLA 2 to assess specific skills identified by the unit requirements.

#### MODULE 10 – CHCECE033 Develop positive and respectful relationships with children

- Communicate positively and respectfully during interactions with children between the ages of **birth and 6 years** that collectively include each of the following at least once:
  - group interactions
  - mealtimes
  - play opportunities
  - physical care routines
  - sustained individual interaction
  - situation where child is reluctant to participate
  - situation of conflict
  - times of transition – at least one of the following:
    - from one activity to another
    - from one location to another
    - during arrival at the service
  - document and reflect on observations about the ways in which relationships are developed in the workplace:
    - own relationships with children
    - other educator relationships with children
    - child to child relationships
- Assessor will conduct direct observation during SWLA 2 to assess specific skills identified by the unit requirements.

#### MODULE 11 (clustered):

- CHCECE034 Use an approved learning framework to guide practice
  - CHCECE035 Support the holistic learning and development of children
  - CHCECE036 Provide experiences to support children's play and learning
  - CHCECE038 Observe children to inform practice
- Participate in the implementation of an approved learning framework, such as:
    - explain how the vision, principles and practices of the approved learning framework are demonstrated in the service
    - investigate and document at least **one (1)** example of how each of the aspects of the approved learning framework is reflected in the service
  - Document own involvement in at least **three (3)** examples of practice that support the implementation of the approved framework in the service
  - Reflect on use of the approved framework in the service and discuss the reflection process and outcome with a workplace or learning supervisor on **two (2)** occasions
  - Support the holistic learning and development of **two (2)** children of different ages by creating and implementing experiences that collectively provide opportunities for development in the following areas:
    - physical
    - social
    - emotional
    - cognitive
    - communication
  - Set up and support play and learning opportunities according to service guidelines that include at least:
    - **three (3)** indoor experiences
    - **three (3)** outdoor experiences
  - Across the play and learning opportunities, set up and support:
    - **one (1)** group experience
    - **one (1)** individual experience

- **one (1)** experience that is run over multiple days
- at least **two (2)** experiences for children aged birth to 23 months
- at least **two (2)** experiences for children aged between two and six years of age
- Gather, document, reflect on, and use information about **three (3)** different children between the ages of birth and six years, one of whom must be under 23 months, to inform curriculum planning for each of the children. For each child:
  - gather information using at least **three (3)** different observation techniques
  - use at least **two (2)** secondary sources
  - communicate a perspective about:
    - ◆ aspects of child's development
    - ◆ individual interests and learning
  - explain links to approved learning framework
- Assessor will conduct direct observation during SWLA 2 to assess specific skills identified by the unit requirements.

## TOOLS AND RESOURCES

- National Quality Framework:
  - Education and Care Services National Regulations
  - National Quality Standard
  - the relevant approved learning framework
- Children between the ages of birth and six years, including babies under 12 months and toddlers aged between 13 and 23 months
- Service standards, policies and procedures for:
  - children's health and safety
  - food service and food safety program
  - collaboration with families and communities
  - educational program and practice
  - physical environment
  - relationships with children
  - inclusion
  - privacy and confidentiality
- Personal protective equipment (PPE) relevant to the workplace and job role
- Safety signs
- Workplace incident forms
- First Aid kit
- Food service facilities, equipment and utensils for handling, storing and disposing of food and beverages
- Cleaning equipment
- Hand washing facilities and equipment
- Eating areas equipped with tables, chairs, utensils
- Indoor and outdoor play areas
- Sleeping and rest areas equipped with beds and linen
- Sun protection materials
- Educational resources/activities and other play equipment, including art and craft material
- Incident reports
- Access to families to be able to develop collaborative partnerships with families and communities including direct relationships with First Nations families and communities

- Educational program and practice, including [online] programming tools and observation-recording tools
- Access to educators for collaboration and communication
- Workplace reference materials for environmental sustainability and practices
- Information technology for recording information.

## The Process

### 1. *Host Organisation Approval Form*

Our student will provide you with a Host Organisation Approval Form to complete. This will already include the student's details. The sections you complete are details about your workplace as well as your background as the Workplace Supervisor. This is an important step to ensure we comply with the requirements of the nationally recognised qualification our student is studying.

Our student submits this form to Swinburne Open Education for processing. This approval process will take up to 14 days. Once the student has received confirmation that the workplace has been approved, they can commence work placement.

### 2. *Workplace Check-in*

After Swinburne Open Education have received the completed Approval Form, our Assessor will make contact to introduce themselves and answer any questions you might have about the SWLA process and expectations.

At this stage we will seek additional details relating to the workplace if needed to fully evaluate the suitability for hosting our student.

### 3. *Work Placement Plan*

Our Assessor will work with you and our student to develop your Work Placement Plan (the Plan). The Plan details the activities our student will be required to undertake and evidence of performance required for assessment.

This document supports a process to practice and capture skills needed for students to achieve competency in each unit. Your role is to review the Plan to ensure that the tasks and roles identified are achievable, and to provide feedback to our Assessor as appropriate.

During SWLA, our Assessor will also be in regular contact to review our student's progress against the Plan and make adjustments if required.

### 4. *Our student commences SWLA*

Once the Work Placement Plan is finalised our student can commence the task and activities outlined in the Plan.

Our student will complete the tasks and evidence capture as required by the Plan. They may need help and support from you in completing these tasks, for example they may need to seek feedback, assist in processes or attend workplace meetings.

If you have any questions or concerns about the requirements of SWLA at any stage during this process, please contact our Assessor.



## *5. Direct Observation*

For specific units, as indicated in the SWLA Performance section, the Assessor will have to conduct one or multiple workplace visits, as reasonable, to observe our student in the workplace, demonstrating specific skills. Under special circumstances, the direct observations may be conducted through ZOOM.

Additionally, simulations may be also organised at the Host Organisation to enable the Assessor to observe and assess specific skills required by the units of competency. The Assessor will organise a time suitable for yourself and our student to conduct the direct observations.

## *6. Finalisation of Work Placement*

The Assessor will review all evidence submitted by the student including the Logbook and Portfolio. They will also take into account the Third-Party Report as signed off by you. Alternatively, you may choose not to complete the Third-Party Report, but rather have the Assessor ask you additional questions about the student's performance as part of the Final Interview to capture this evidence.

All evidence will be reviewed by the Assessor, and they will provide feedback to our student.

In instances where the evidence is incomplete, or our student has failed to achieve the required assessment benchmark, our Assessor will provide details of any activities that are required to be redone or any additional evidence required.

## **Supervising Students – support and advice**

Before our student commences their SWLA with you, notify your team, including administrative staff about:

- The arrival of our student
- The duration and expected dates for attendance
- The qualification they are studying
- Any specific projects, resources, staff our student will need to engage with.

Put our student through your standard induction/orientation process as appropriate. Proper induction will set our student up for success in the workplace.

A positive start on the first day includes:

- Induction/orientation
- Tour of the workplace and facilities
- Introduction to colleagues.

This is also the right time to give our student guidance on any of your organisational norms, and particularly on the protocol you would like our student to follow when observing and/or working directly with families.

## *Supervising student performance*

As the Workplace Supervisor, you and your colleagues are key mentors for our student and your feedback to them is invaluable. In addition to any daily observation and guidance, it is good practice to set aside time to meet with our student and discuss their progress regularly.

Our student should come to these meetings prepared with any reflections or observations on the prior week's experiences. These meetings are a great opportunity to:

- Provide feedback on our student's progress, strengths and challenges
- Discuss any written work
- Review our student's workload to ensure they are gaining the right type of workplace experience
- Discuss any issues or concerns
- Ensure that you have signed off the relevant sections of the Portfolio and Logbook.

### *Providing feedback*

Receiving constructive feedback is an essential part of the learning process, giving our student insight into their strengths and areas for improvement, as well as providing a drive for change. The aim of feedback is to guide our student in the improvement of their professional behaviour.

A climate of trust and respect ensures that feedback is well received. Be clear and explicit regarding your expectations. Provide formal and informal feedback, as explained below.

<b>Informal Feedback</b>	<p>Involves providing the recipient with concrete, practical suggestions that are given either immediately during (particularly if safety is a concern) or following an action or interaction between the recipient and client.</p> <p>The feedback may be preceded with a lead in such as 'Let me show you an easier way to ...' or 'Let me give you some feedback...'</p>
<b>Formal Feedback</b>	<p>Involves meeting at a specified time to discuss performance and provide practical suggestions following a particular learning experience.</p> <p>It is important to provide formal feedback in private. For example, formal feedback might be scheduled immediately after a situation that is considered challenging, such as a particularly difficult encounter or where inappropriate behaviours or actions have been observed.</p> <p>Opening the session may include questioning such as 'How did that activity/task/interaction go for you?' and 'What went well and what might you have done differently/better?'</p> <p>Points made by the recipient during self-evaluation can be reinforced with solutions, and strategies for improvement can be explored.</p>

### *De-briefing an incident*

There are many industries where undertaking SWLA can present our student with personal challenges and expose them to a variety of demanding situations that can be confronting and distressing.

Debriefing is an effective way of providing immediate support through engagement in formal, structured reflection of actions and incidents after they have occurred (generally within 12-48 hours). Debriefing can occur either as a group or as an individual process.

Debriefing should be provided in a safe environment that encourages open expression and the normalising of reactions (e.g. emotional, psychological and physical) to an incident, while encouraging positive reactions and discouraging irrational responses or negative thinking. It is a useful forum for planning any further support or actions required by the student to process the incident.

Formal debriefing is an opportunity for our student to process what has occurred in depth, and to examine their responses to the situation, reflect on what could have been done differently, and identify any resources needed – as well as to consolidate knowledge and to link theory and practice.

## Frequently Asked Questions

### *What is workplace insurance? How do I get a copy?*

The Certificate of Currency for Student Insurance covers our student for any mandatory, voluntary work placement that they may need to undertake as part of their course. The Certificate of Currency covers them in the event of an accident whilst undertaking voluntary unpaid work placement. You can request a copy of the Certificate of Currency from the Assessor during your check in as needed.

Note, you may offer employment once the student has completed 50% of the course. See the Australian Children's Education and Care's Quality Authority's (ACECQA) [website](#) regarding actively working towards a qualification.

If our student becomes an employee of your organisation during the course, they will be covered by your employer's Workers Compensation Insurance.

### *What if the student is injured?*

If our student is injured while completing their SWLA with a Host Organisation as an unpaid volunteer, they will complete our Accident and Incident Form. While undertaking your SWLA these students are covered by Swinburne Open Education insurance.

Students who have completed 50% of the course and are completing the remaining SWLA with their current employer, will need to follow the policies and procedures of the workplace.

### *What support is available to me during SWLA?*

Our Assessor is your key contact for support needs, questions or concerns.

### *What happens if the student withdraws from the course before completing the workplace assessments?*

As noted in this Supervisor Guide, the assessments completed as part of SWLA relate to specific Units of Competency within the course. If our student withdraws from the course before they complete all the assessments, they will need to discuss this with their Assessor, who will be able to advise them whether the assessment tasks completed at the time of course withdrawal are sufficient for them to be awarded a Statement of Attainment.

### *What happens if the student does not turn up for work?*

If our student is unable to attend work on a scheduled day or time, they have been instructed to contact you to let you know, then make suitable arrangements to complete any additional hours to make up the missed time.

If our student fails to attend work and does not contact you, please inform our Assessor.

## **Pre-SWLA Workshops: Preparing Students for Work Placement**

In specific courses with a high level of practical requirements, students will be encouraged to **attend online Pre-SWLA workshops**.

To be eligible to participate in placement and attend an online Pre-SWLA Workshop, students are required to **complete the modules and assessments** leading up to the first block of placement in their chosen course. This ensures that students have the fundamental knowledge to participate in an online Pre-SWLA Workshop.

The online Pre-SWLA Workshops are designed to help the student learn the practical components associated to the units they are studying. The workshops are designed to help induct students into the requirements of the workplace/industry they will be attending for placement. The workshop details the tasks a student will be required to complete within a real work environment. Students will be given opportunities to practise these activities and ask questions to help build their confidence before they commence placement. A Trainer and Assessor is present for the online workshop to provide guidance and facilitate demonstrations of the activities to be completed in a workplace environment.

Please note that the online Pre-SWLA Workshops are held on business days between the hours of 9 am to 5 pm AEST/DST. Students who attend these workshops must have a functioning microphone and web camera to attend. Students will need a clear area behind them to demonstrate activities and participate in the required tasks. Swinburne Open Education strongly recommend that all students attend a Pre-SWLA Workshop before commencing placement to help improve the quality of their work placement experience.