



CHC50121

# Diploma of 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 CHC50121 Diploma of 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 Structured Workplace Learning and Assessment

## CHC50121 Diploma of Early Childhood Education and Care

### Contents

About Swinburne Open Education .....	5
About The Course .....	5
About Structured Workplace Learning and Assessment .....	6
Roles and Responsibilities .....	8
Our student .....	8
The Swinburne Open Education Assessor .....	9
You, the Workplace Supervisor .....	9
Your Workplace – the Host Organisation .....	10
SWLA Performance .....	11
The Process .....	15
1. Host Organisation Approval Form .....	15
2. Workplace Check-in .....	15
3. Work Placement Plan .....	16
4. Our student commences SWLA .....	16
5. Direct Observation .....	16
6. Finalisation of Work Placement .....	16
Supervising Students – support and advice .....	17
Supervising student performance .....	17
Providing feedback .....	17
De-briefing an incident .....	18
Frequently Asked Questions .....	18
What is workplace insurance? How do I get a copy? .....	18
What if the student is injured? .....	19
What support is available to me during SWLA? .....	19
What happens if the student withdraws from the course before completing the workplace assessments? ..	19
What happens if the student does not turn up for work? .....	19

## 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 CHC50121 Diploma of Early Childhood Education and Care course includes the following order of studies.

MODULE	UNIT CODE	UNIT TITLE	UOC	Nominal Hours:
0	N/A	Introduction to Early Childhood Education and Care		
1	CHCECE041	Maintain a safe and healthy environment for children	Core	55
2	CHCECE050	Work in partnership with children's families	Core	70
3*	CHCECE044	Facilitate compliance in a children's education and care service	Core	110
	CHCECE049	Embed environmental responsibility in service operations	Core	73
	CHCECE053	Respond to grievances and complaints about the service	Elective	40
4	CHCPRP003	Reflect on and improve own professional practice	Core	120
5	<b>Structured Workplace Learning and Assessment (SWLA) – 20 hours Block 1</b>			
<b>Block 1 TOTAL</b>				<b>468</b>
6**	CHCECE046	Implement strategies for the inclusion of all children	Core	65
	CHCECE045	Foster positive and respectful interactions and behaviour in children	Core	60
7	CHCECE042	Foster holistic early childhood learning, development, and wellbeing	Core	200
8***	CHCECE047	Analyse information to inform children's learning	Core	75

	CHCECE048	Plan and implement children's education and care curriculum	Core	180
	CHCECE043	Nurture creativity in children	Core	80
9	CHCDIV003	Manage and promote diversity	Elective	80
10	Structured Workplace Learning and Assessment (SWLA) – 280 hours Block 2			
<b>Block 2 TOTAL</b>				<b>740</b>
11	BSBHRM413	Support the learning and development of teams and individuals	Elective	40
12	BSBTWK502	Manage team effectiveness	Core	60
<b>Block 3 TOTAL</b>				<b>100</b>
<b>TOTAL QUALIFICATION</b>				<b>1308</b>

\*Clustered units. Module name: Compliance in Childhood services

\*\*Clustered units. Module name: Behaviour and Inclusion

\*\*\*Clustered units. Module name: Planning and Curriculum

#### 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 SOE.

### About Structured Workplace Learning and Assessment

Structured Workplace Learning and Assessment (SWLA) is a compulsory part of CHC50121 Diploma of 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 300 hours and is aligned to thirteen (13) units within the course. Work Placement is split into two (2) blocks as follows:

MODULE	UNIT CODE	UNIT TITLE	LEARNING	ASSESSMENT	TOTAL SWLA HOURS
<b>Block 1</b>					

0	N/A	Introduction to Early Childhood Education and Care			
1	CHCECE041	Maintain a safe and healthy environment for children			
2	CHCECE050	Work in partnership with children's families			
3*	CHCECE044	Facilitate compliance in a children's education and care service	14	6	20
	CHCECE049	Embed environmental responsibility in service operations			
	CHCECE053	Respond to grievances and complaints about the service			
4	CHCPRP003	Reflect on and improve own professional practice			
5	Structured Workplace Learning and Assessment (SWLA) – Block 1				
<b>Block 2</b>					
6**	CHCECE046	Implement strategies for the inclusion of all children			
	CHCECE045	Foster positive and respectful interactions and behaviour in children			
7	CHCECE042	Foster holistic Early Childhood learning, development, and wellbeing			
8***	CHCECE047	Foster positive and respectful interactions and behaviour in children	196	84	280
	CHCECE048	Plan and implement children's education and care curriculum			
	CHCECE043	Nurture creativity in children			
9	CHCDIV003	Manage and promote diversity			
10	Structured Workplace Learning and Assessment (SWLA) – Block 2				

\*Units are linked to 300 hours of placement.

\*Clustered units. Module name: 'Compliance in Childhood services'

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

\*\*\*Clustered units. Module name: 'Planning and Curriculum'

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 they 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 they 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.

### *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 the profession.

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

You possess the relevant experience and qualifications to support the student. This should include a minimum of 2 years' experience and a Diploma of 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 becomes 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.

If for any reason the host organisation does not allow access to use their resources, policies or procedures written evidence will be required and provided to the assessor to confirm this. Students will then be able to use appropriate resources we have prepared for them.

If the service also does not permit performance of one of more of the skills by individuals who are not staff members, those skills may be demonstrated through simulated activities and scenarios.

## SWLA Performance

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

### MODULE 1 - CHCECE041 Maintain a safe and healthy environment for children

- Examine existing service policies and procedures and support materials, and document how risks are addressed in each of the following areas:
  - health, safety and wellbeing
  - incidents, injury, trauma, and illness
  - infection control
  - medical conditions
  - administration of medication
  - emergencies and evacuations
  - drop off and collection of children
  - supervision
- Develop a risk management plan for an excursion, according to service policies and procedures and legislative requirements.

### MODULE 2- CHCECE050 Work in partnership with children's families

- Work with **two [2]** different families, with at least **two [2]** communications per family, to support education and care using all the following:
  - active listening
  - collaborative discussion and decision-making
  - provision of clear verbal information
  - questioning
  - negotiation

### MODULE 3– (Clustered)

- **CHCECE044 Facilitate compliance in a children’s education and care service**
- **CHCECE049 Embed environmental responsibility in service operations**
- **CHCECE053 Respond to grievances and complaints about the service**
- Facilitate self-assessment and development of a quality improvement plan for **two [2]** quality areas in an education and care service
- Observe and document three examples of practices that demonstrate children’s understanding of environmental responsibility
- Design, implement and evaluate a plan to enhance **two [2]** aspects of environmental responsibility for an education and care service, including:
  - researching contemporary practice relating to environmental responsibility
  - reviewing service operations in line with contemporary practices
  - consultation with stakeholders
  - identifying opportunities for improvement
  - documenting outcomes of implementation
  - sharing outcomes and evaluation of plan implementation with supervisor.
- Follow service procedures to respond to at least **three [3]** different grievances or complaints about the service that collectively involve all the following:
  - a systemic issue
  - an emotive family member
  - response to a detailed written complaint
- Use all the following techniques:
  - active listening
  - assertiveness
  - questioning
  - effective non-verbal communication
  - negotiation
- Identify and document at least **one [1]** opportunity for improvement arising from the grievance or complaint.

### MODULE 4 – CHCPRP003 Reflect on and improve own professional practice

- Undertaken a structured process to reflect on and improve own practice and created **one [1]** personal development plan that includes:
  - goals
  - timeframes
  - ways of measuring progress

### MODULE 6- (clustered):

- **CHCECE046 Implement strategies for the inclusion of all children**
- **CHCECE045 Facilitate compliance in a children’s education and care service**
- Use critical reflection to evaluate **three [3]** different areas of practice in the service in terms of how they support inclusion and inclusive practices
- Promote inclusion in each of the following contexts on at least **one [1]** occasion:
  - curriculum development

- interpersonal communication
- Develop, implement, and review a plan for support and inclusion for at least **one [1]** child.
- Facilitate self-assessment and development of a quality improvement plan for **two [2]** quality areas in an education and care service.

## MODULE 7 – CHCECE042 Foster holistic Early Childhood learning, development, and wellbeing

- Identify and apply information from at least **two [2]** different credible sources about the following domains of early childhood development, and their interrelationships:
  - cognitive
  - communication
  - emotional
  - physical
  - social
- Plan and document **four [4]** experiences for children aged from birth to six years, that collectively incorporate:
  - routines
  - play
  - transitions
- Opportunities for development across each of the following areas:
  - cognitive
  - communication
  - emotional
  - physical
  - social
- Provide **two [2]** of the above **four [4]** experiences:
  - for individual children
- Provide **two [2]** of the above **four [4]** experiences:
  - on **two [2]** separate occasions for groups of children
- Use observation, collaboration, and critical reflection to evaluate the four experiences and document evaluation outcomes
- Perform the activities outlined in the performance criteria of this unit during a period of at least 280 hours of work in a regulated children’s education and care service in Australia.

## MODULE 8 (Clustered)-

- CHCECE047 Analyse information to inform children’s learning
- CHCECE048 Plan and implement children’s education and care
- CHCECE043 Nurture creativity in children

- Gather, document, and analyse information about an individual child on **six [6]** different occasions using a minimum of **three [3]** different tools or methods
- Develop and document a perspective about the child’s:
  - overall development
  - knowledge
  - ideas
  - strengths

- interests
- social interactions
- reactions to play environment
- Report on **two [2]** different critical reflection activities used to review own practice.
- Plan, document and implement a curriculum that incorporates development and learning for:
  - **three [3]** individual children
  - a group of at least **five [5]** children
- Include all the following in the above curriculum:
  - play experiences
  - routines
  - transitions
  - indoor activities
  - outdoor activities
  - at least **one [1]** experience that represents Aboriginal and/or Torres Strait Islander Peoples', their cultures, and languages
- Use collaboration and critical reflection to evaluate the implemented curriculum
- Document the evaluation process and outcomes for the implemented curriculum
- Perform the activities outlined in the performance criteria of this unit during a period of at least 280 hours of work in a regulated children's education and care service in Australia.
- Plan and implement at least **three [3]** experiences for children between the ages of birth and six years that collectively involve all the following:
  - construction
  - digital technologies
  - dramatic play
  - imaginative play
  - language and storytelling
  - movement
  - music
  - science, technology, engineering, arts and maths (STEAM)
  - visual art
- Document evaluation outcomes for each of the above planned experiences.

## MODULE 9 – CHCDIV003 Manage and promote diversity

- Researched diversity in at least **one [1]** workplace in terms of current performance and meeting of diversity objectives
- Used strategies to foster and promote diversity in work practice:
  - coaching and mentoring
  - communication
  - work planning
- Contributed to the development of workplace diversity policies and procedures for at least **one [1]** workplace.

## 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 the student's 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.

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. It is your responsibility to complete the Third-Party Report as it serves as crucial evidence of the students' practical competence.

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.

<p><b>Informal Feedback</b></p>	<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>
<p><b>Formal Feedback</b></p>	<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. If you intend to employ the student as a Diploma qualified educator, 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 their 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.