# Assessment Information - Overview

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| --- | --- |
| Student name: |  |

The assessment for this unit is split into three sections.

1. Theory Questions
2. Supporting Documents
3. Workplace Observations

Each section needs to be completed in full and deemed satisfactory before a competency decision can be made by your Assessor. All work must be your own, any plagiarism identified may affect your enrolment into the course. Each section has individual instructions so please check these carefully each time.

The assessment sheets will track the satisfactory progress through each section while your competency declaration will be made directly into your electronic enrolment.

Sections may be completed in any order under direction from your Assessor. One section does not have to be completed to start or continue working on another. Sections may be worked on concurrently.

The information for each assessment section will be provided to you in advance. A proposed Due Date will be negotiated to guide you through to the completion of your assessment.

If at any time you require additional support, please do not hesitate to speak to your Assessor or our office.

## Proposed Completion Dates

Below is a guide for when each section is due to be completed. Keep track of your progress by filling in the actual date your work was submitted.

|  |  |  |  |
| --- | --- | --- | --- |
| **Section** | **Proposed Due Date** | **Actual Completed Date** | **Notes** |
| Theory Questions |  |  |  |
| Supporting Documents |  |  |  |
| Workplace Observations |  |  |  |

# Theory Questions – Section One

|  |  |
| --- | --- |
| Student name: |  |

**Instructions:** Complete the answer for each question in your own words. Unless advised in the questions itself there is no specific word limit however all aspects of each question must be addressed. The size of the answer box provided does not necessarily indicate the length of the required answer.

If you refer to a source document, please ensure that it is noted appropriately. **DO NOT** copy and paste information without referencing.

You may write your answers on a separate sheet of paper, if so please ensure to include the question number for easy reference. Use only blue or black pen. You may also complete the assessment electronically.

Your Assessor will verify the answers supplied through conversations held during monthly meetings, they may request you to orally recount or explain your answer.

This section of the assessment is not complete until all questions have been answered in full and deemed satisfactory by the Assessor.

| **Questions** | **✓ / 🗶** |
| --- | --- |
| 1. Describe how you ensure inclusiveness, diversity, equity and access in the school aged education and care environment |  |
|  | |
| 2. Access & identify the areas of the frameworks and standards that are relevant to collaborating respectfully with children in school aged care |  |
|  | |
| 3. What do you consider when planning activities to ensure the individual needs & interests of children are met?  What are your inclusion strategies? |  |
|  | |
| 4. How are engagement strategies used for encouraging full participation? |  |
|  | |
| 5. What are the current Industry standards and give examples of best practice? |  |
|  | |
| 6. Provide examples of how ensure duty of care in your work role |  |
|  | |
| 7. Detail the steps taken to identify a child at risk,  List the signs and explain the process that will follow |  |
|  | |
| 8. How you develop professional relationships?  What are the professional boundaries you follow? |  |
|  | |
| 9. Provide examples of ethical decisions that you may face in your work role |  |
|  | |

**-END OF SECTION-**

## Section ONE Feedback / Notes

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## Section ONE Result

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | | **Assessor Name** | **Assessor Signature** | **Date** |
| **Satisfactory** |  |  |  |  |
| **Not Satisfactory** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Supporting Documents – Section TWO | | | |
| Student name: |  |

**Instructions:** Provide at least example of each document as listed below. If a certain number of examples are requested, please ensure all are provided. All documents provided must be your own work as directed by the context of the unit.

This section of assessment is only complete once all documents have been supplied and deemed satisfactory by the Assessor.

Supporting documents may be sent electronically or be provided in hard copy.

|  |  |
| --- | --- |
| List of Documents | Date PRovided |
| Copy of the cover & contents page of the centres policies and procedures |  |
| “My Time Our Place” cover |  |
| Developmental Checklists, specifically for children aged 5-12 years |  |
| Sample report, reporting a child at risk |  |

**-END OF SECTION-**

## Section Two Feedback / Notes

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## Section Two Result

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | | **Assessor Name** | **Assessor Signature** | **Date** |
| **Satisfactory** |  |  |  |  |
| **Not Satisfactory** |  |

# Workplace Observations – Section Three

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| --- | --- |
| Student name: |  |

**Instructions**: Below is a list of tasks and activities that must be completed during this unit. These will either occur during the completion of day-to-day duties or as directed by your Assessor.

Simulations may be used where it is not possible to see an activity in your workplace particularly where there is a safety concern. Should a simulation occur it will be in an industry approved setting and fully notated.

Some activities may need to be repeated to ensure a full understanding and demonstration of the unit requirements.

Observation notes will be made on your monthly Training Record sheet which will describe activities and tasks in context and how they apply to the unit of competency.

A qualified supervisor, as identified during enrolment, may be required, depending on your enrolment type, to sign off on workplace tasks to confirm that continued practice if skills within the service are to the appropriate industry standard.

Once all activities have been observed at the appropriate level a satisfactory result can be achieved.

|  |  |  |
| --- | --- | --- |
| Location: |  | |
| Conditions: | WORKPLACE | SIMULATION |

| Activities / Tasks | Observation Date | | |
| --- | --- | --- | --- |
| 1 | 2 | 3 |
| Communicates respectfully with children, actively listens & engages in conversations to build relationships and encourage participation. |  |  |  |
| Responds appropriately to children’s needs as requested, using language that is suited to age & development of children |  |  |  |
| Discusses child’s interests, needs & development with Child, Co-worker, parent and/or supervisor |  |  |  |
| Sets up activities suited to child’s interest, needs & development and involving children in choices and options, encouraging and praising participation, establishes clear guidelines for experience/play that is relevant to age & development, with at least 3 different aged groups |  |  |  |
| Praises all children’s participation & achievements |  |  |  |
| Maintains professional relationships |  |  |  |
| Follows all centre’s policies & procedures as required, including reporting child at risk & ethical decision making |  |  |  |
| Has performed the activities outlined in performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service |  |  |  |

**-END OF SECTION-**

**-SEE NEXT PAGE FOR RESULTS-**

## Qualified Supervisor Declaration:

This signature confirms that the student consistently completes the above-mentioned tasks and activities during their work day to the required industry standards.

## Workplace Feedback

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| **Name:** |  | **Signature:** |  | **Date**: |  |

## Section Three Feedback / Notes

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|  |

## Section Three Result

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | | **Assessor Name** | **Assessor Signature** | **Date** |
| **Satisfactory** |  |  |  |  |
| **Not Satisfactory** |  |