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| *We train the trainers* |
| BSBCMM401 Make a presentation & BSBCMM411 Make presentations ASSESSMENT WORKBOOK |
| ✍ Student to complete this section |
| Name | Telephone |
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| Email address | Postal address |
|  |  |
| Course type: | [ ]  Class or workshop [ ]  Webinar / distance learning [ ]  Other – describe:  |
| Course location: |  |
| Course date: |  |
| Trainer name: |  |
| Last submission: | [ ]  (Check this box if you believe this is the final workbook submission for the award of your qualification.) |
| Checklist: | [ ]  I have completed and signed this cover page [ ]  I have answered all questions [ ]  I have submitted the statutory declaration form PT-STATDEC (refer to section 1.11) |
| Candidate declaration *I declare that I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time. This workplace project is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a qualification or statement of attainment.**I acknowledge that all extrinsic evidence provided (such as third-party reports, previously developed work, etc.) in support of my assessment submission may be verified by Plenty Training for authenticity prior to a final result being recorded. By submitting any such extrinsic evidence, I authorise you to contact the relevant organisations and individuals for the purpose of authenticating this extrinsic evidence.* |
| Signature: |  | Date: |  |

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| OFFICE USE ONLY |
| Submission no. | Enrolled / paid date | Date received | Date student provided feedback | Last workbook? | Admin initials |
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|  |  |  |  |  |  |
| Executed statutory declaration form PT-STATDEC on file? [ ]  Yes [ ]  No🡪Do not assess until received |
| UNIT TASK RESULTS | RECORD OF ASSESSMENT OUTCOME |
| Task 1. Written questions [ ]  S [ ]  NSTask 2. Portfolio of documents [ ]  S [ ]  NSTask 3. Observation [ ]  S [ ]  NSTask 4. Portfolio of documents [ ]  S [ ]  NS   | [ ]  Competent [ ]  Not CompetentAssessor declaration: *I declare that I have conducted a fair and valid assessment and have provided feedback to the candidate.*Assessor name:Assessor signature:Date: |
| Notes: |

|  |  |  |
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# Introduction

## Purpose

This document represents the main assessment instrument for two units of competency:

* BSBCMM401 Make a presentation & BSBCMM411 Make presentations, and
* BSBCMM411 Make presentations

These units cover the skills and knowledge required to prepare, deliver, and review a presentation to a target audience. This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

## Terms used

The following terms are used in each assessment task to guide the candidate and assessor as to what is expected from each assessment task:

* Instructions: Provides a brief description about the assessment task and broadly indicates what the Candidate is required to do.
* Context: Outlines the conditions in which the assessment must be undertaken. In some cases, it will give options for the candidate about what to base the assessment task on.
* Decision-making rules: Advises the candidate and the assessor of the criteria that the assessment must meet for a satisfactory result to be awarded.

## Completing the assessments

Assessors must ensure that candidates completely understand the assessment process and various assessment tasks before undertaking the assessments. This assessment tool is structured in a way that each assessment task clearly outlines the:

* instructions for completing the assessment task,
* context in which the assessment must be conducted,
* evidence that must be presented by the candidate, and
* decision-making rules by which the evidence will be judged.

## Assessment

Each assessment task has a section for the assessor recording the assessment outcome as either ‘Satisfactory’ (S) or ‘Not Satisfactory’ (NS). Once you satisfactorily complete all assessment tasks, the assessor will complete the record of assessment outcome and record either a “Competent” (C) or “Not Competent” (NC) outcome.

When awarding any assessment result, assessors must ensure that feedback for the candidate is recorded in the spaces provided after each assessment task and on the record of assessment outcome.

If an assessment result is unsatisfactory you will be notified of the issue and afforded another opportunity to resubmit evidence for the specific task deemed not satisfactory. Your resubmission must be within the 12-month enrolment period for this course.

## Summary of assessment methods and tasks

The assessment methods that are used in this assessment tool are:

| Assessment Task # | Method of Assessment | Description |
| --- | --- | --- |
| 1 | Written Questions | You are required to answer several short answer questions related to this unit. |
| 2 | Portfolio of Documents | You are required to develop two session plans for presentations you will conduct as part of Assessment Task 3  |
| 3 | Observation | You are required conduct two presentations which a qualified Assessor will observe. |
| 4 | Portfolio of Documents  | You are required to submit completed feedback forms from the two presentations conducted as part of Assessment Task 3.  |

Note: Assessment tasks 2 through 4 are related to one another. You should read the instructions to all three of these assessment tasks before commencing any one of them.

## Required resources

Each assessment task in this assessment tool outlines specific resources that the candidate must have access to as part of the assessment process. Assessors must ensure that candidates have appropriate access to these resources before any assessment is conducted.

## Reasonable adjustment

Some of the assessment tasks in this assessment tool can be completed in a simulated, real workplace or independent learning environment. Where indicated, candidates may opt for any of these approaches without disadvantage. All other reasonable adjustments must be approved by the RTO manager.

## Assessment deadlines

This assessment workbook should be submitted within 12 months of enrolment. You must submit this completed assessment workbook in accordance with the submission instructions located within your online student portal. If you are unable to submit your completed assessment tasks by the deadline, please contact us as soon as possible to negotiate a revised deadline that is workable for all. An extension is possible but is subject to an additional fee. (Refer to the website for a current list of all fees.)

## No return of workbook!

We are required to retain a copy of your assessment workbook and all other evidentiary records. If you require a copy of this workbook, please be sure to copy it prior to submitting it to us for assessment.

## Getting started

You may complete this document either electronically (using Microsoft Word) or by writing your answers in the designated areas. Blank pages are also provided in this workbook should you require additional space for your answers or notes.

## Statutory declaration

You must provide an executed statutory declaration attesting to the authenticity of your submitted work. Plenty Training cannot assess any submitted work until a properly executed declaration is received. Only one statutory declaration need be submitted which will cover all of your submitted workbooks and evidence. A copy of this form is available in your learner portal.

## Contact details

Should you have any questions relating to completing the assessment tasks in this workbook see the guidance located in your [Student Guide](https://www.plentytraining.edu.au/student-guide/), or you may contact our support team via:

* Phone: 1800 786 651
* Email: assessments@plenty.edu.au

# Assessment task 1 – Short-answer questions

## Instructions

This assessment task involves you answering a series of questions related to this topic.

### Decision-making rules

To achieve a satisfactory result, you must answer all questions correctly, and the answers must include the number of examples stated in the question. Your answers should be at least one-to-two sentence in length, unless otherwise specified.

### Context of assessment

This assessment task may be completed in a classroom, workplace or independent learning environment. Submissions must be made in written form unless reasonable adjustments are approved by the RTO manager. Submissions may be handwritten or in soft copy.

## Questions

| **#** | **Question** | **Answer** |
| --- | --- | --- |
| 1 | Describe two examples of presentation evaluation methods. (An example has been provided for you.) | For example: Obtain formal feedback from learners by asking them to complete feedback forms. |
|  |
|  |
| 2 | Describe the following legal requirements that might relate to the delivery of a presentation. For each provide an example of non-compliance. |
| Requirements | Description | Non-compliance example |
| WHS obligations |  |  |
| Privacy obligations |  |  |
| Copyright and intellectual property law |  |  |
| 3 | Describe each of the following examples of organisational requirements that would relate to the delivery of presentations: |
| Policy and procedures relating to record keeping and assessment results |  |
| WHS incident notification |  |
| Budget and resource allocation and use |  |
| Provide one additional example in your organisation or industry sector |  |

|  |  |
| --- | --- |
| 4 | Describe each of the following principles of effective communication. |
| Clear |  |
| Concise |  |
| Concrete |  |
| Coherent |  |
| Complete |  |
| Correct |  |
| Courteous |  |
| Content |  |
| 5 | Describe how you would use each of the following presentation aids and materials to support a presentation |
| Computers and projectors |  |
| Handouts |  |
| Interactive technology[[1]](#footnote-1) |  |
| White board |  |
| Flip chart |  |
| Stationery |  |

|  |  |
| --- | --- |
| 6 | Outline the content of typical briefings that might occur when preparing a presentation in the workplace where other people are involved in either preparation or delivery. Describe with whom you would brief and the content. |
| Venue manager |  |
| Students |  |
| Student supervisors |  |
| Catering |  |
| 7 | Discuss why it is important to include the following elements and structures into your presentations |
| A. Introduction |  |
| B. Icebreaker or another dramatic event |  |
| C. Safety induction / discussion |  |
| D. Presentation objectives / what is in it for them |  |
| E. Q&As / feedback |  |
| F. Conclusion |  |
| 8 | Discuss when you would use each of the following presentation methods | **Presentation method** | **Suitability / example**  |
| Instruction |  |
| Lecture |  |
| Facilitation |  |

## Assessor’s marking checklist for assessment task 1

|  |
| --- |
| Instructions to assessors: This checklist is to be used to record your evaluation of the candidate’s evidence provided in Task 1. When completing this checklist, you must ensure that:* Each checklist item is assessed against the criteria listed.
* An assessment result of ‘Yes’ or ‘No’ is recorded on the right of the checklist.
* Feedback is provided to the student.
* The candidate is advised of the assessment result.
 |
| **Checklist item:** Candidates must answer all questions correctly: | **Result** |
| Question 1 | [ ]  Yes [ ]  No |
| Question 2 | [ ]  Yes [ ]  No |
| Question 3 | [ ]  Yes [ ]  No |
| Question 4 | [ ]  Yes [ ]  No |
| Question 5 | [ ]  Yes [ ]  No |
| Question 6 | [ ]  Yes [ ]  No |
| Question 7 | [ ]  Yes [ ]  No |
| Question 8 | [ ]  Yes [ ]  No |
| Assessment task result | Is a reassessment or resubmission required? |
| [ ]  Satisfactory [ ]  Not Satisfactory | [ ]  Yes [ ]  No |
| Resubmission notes |
| Feedback |
| Assessor name | Assessor signature | Date |

# Assessment task 2 – Develop a session plan

## Instructions

In this task you must develop two session plans for two separate presentations which you will conduct as part of Assessment Task 3. Specifically, you must:

* Develop two session plans for two presentations, to be delivered on separate occasions, with each of at least 15 minutes duration.
* Provide the documented session plans as part of this assessment task. Session planning templates are available in sections 3.2 and 3.3 of this assessment tool.

Each session plan must:

1. Summarise the characteristics of the target audience.

2. Outline delivery strategies that are suitable for the target audience, location and available resources.

3. Outline the presentation aids, strategies, techniques, and resources that are suitable to the target audience, location and available resources.

4. Outline the content of the presentation.

5. Identify how documented feedback will be obtained from the audience.

### Decision-making rules

To achieve a satisfactory result, you must develop two session plans that address each of the points listed in the instructions section of this assessment task.

### Context of assessment

This assessment can be conducted in either a classroom, workplace or independent learning environment.

## Session plan 1

|  |  |
| --- | --- |
| A. Session title |  |
| B. Location |  |
| C. Delivery dates |  |
| D. Learning objectives |  |
| E. Learner profile and characteristics |  |
| F. Delivery strategies |  |
| G. Presentation aids and resources |  |
| H. Feedback method/s to be used |  |
| I. WHS considerations |  |
| J. SESSION |
| TIME | TOPIC/ CONTENT, DELIVERY STRATEGY | RESOURCES |
|  | **Introduction**: self; course overview; safety / WHS; Assessment |  |
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|  | **Conclusion:** Content summary / wrap-up / feedback |  |

## Session plan 2

|  |
| --- |
| SESSION PLAN 2 |
| A. Session title |  |
| B. Location |  |
| C. Delivery dates |  |
| D. Learning objectives |  |
| E. Learner profile and characteristics |  |
| F. Delivery strategies |  |
| G. Presentation aids and resources |  |
| H. Feedback method/s to be used |  |
| I. WHS considerations |  |
| J. SESSION |
| TIME | TOPIC/ CONTENT, DELIVERY STRATEGY | RESOURCES |
|  | **Introduction**: Self; Course overview; Safety / WHS; Assessment |  |
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|  |  |  |
|  |  |  |
|  | **Conclusion:** Content summary / wrap-up / feedback |  |

## Assessor’s marking checklist for assessment task 2

|  |
| --- |
| **Instructions to assessors:** This checklist is used to record your evaluation of the candidate’s evidence provided in task 2. When completing this checklist, you must ensure that:* Each checklist item is assessed against the criteria listed.
* An assessment result of ‘Yes’ or ‘No’ is recorded on the right of the checklist.
* Feedback is provided to the student.
* The candidate is advised of the assessment result.
 |
| **Checklist item:**  Did the candidate develop two session plans that: | **Plan 1** | **Plan 2** |
| 1. summarise the characteristics of the target audience? | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| 2. outline effective delivery strategies that are suitable for the target audience, location and available resources? | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| 3. outline the presentation aids, strategies, techniques and resources (including presentation software such as Microsoft PowerPoint, Prezi, etc.) and materials that are suitable to the target audience, location and available resources? | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| 4. outline the content of the presentation? | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| 5. identify how documented feedback will be obtained from the audience? | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| Assessment task result | Is a reassessment or resubmission required? |
| [ ]  Satisfactory [ ]  Not Satisfactory | [ ]  Yes [ ]  No |
| Resubmission notes |
| Feedback |
| Assessor name | Assessor signature | Date |

# Assessment task 3 – Deliver two presentations

## Instructions

This assessment task involves you delivering two separate presentations based on the session plans that you developed in Assessment Task 2. Each group that you present to must consist of at least two participants.

You must:

* Deliver two presentations on two separate occasions, each of which must be at least 15 minutes in duration.
* Collect documented feedback from at least one participant in each presentation.

Your presentations must be witnessed and assessed by a qualified assessor. If you are attending a Plenty Training face to face or iClass+ workshop, your Plenty Training trainer will arrange the participants and will witness and assess your training delivery.

|  |
| --- |
| **Note:** All virtual class (webinar) / distance learning pathway students may also optionally attend a three-day delivery workshop in which these presentations can be completed, including the presentation for unit BSBCMM401 / BSBCMM411 Make presentations and delivery of the learning support from unit TAELLN411 Address adult language, literacy and numeracy skills. (Extra fees apply.). These workshops are available in either a face to face or live online iClass workshop. For more information, review the information on our website or contact one of our Course Advisors on 1800 786 651.  |

If you are not delivering this training in a class delivered by Plenty Training, you must arrange for your audience to participate in your presentations[[2]](#footnote-2) (such as via the Plenty Training Facebook page), and you may either:

* Record the video of your sessions and provide copies of the videos with your workbook submission. Please ensure all learners and their interaction with each other and you can be seen in the video; or
* Have your sessions observed by another qualified assessor in your workplace. This means that the assessor must possess either the:
* The TAE50111 Diploma of Vocational Education and Training; or
* The TAE50116 Diploma of Vocational Education and Training; or
* The TAE50211 Diploma of Training Design and Development; or
* The TAE50216 Diploma of Training Design and Development; or
* A higher-level qualification in adult education

If you choose this option then your assessor must then complete the assessment checklists in sections 4.3.1 and 4.3.2 and the statutory declaration in section 4.3.3 and provide a copy of their testamur. If your desired observer holds a higher-level qualification in adult education, you should confirm with support@plenty.edu.au that the proposed qualification would meet the requirements under the Standards for RTOs 2015.

### Decision-making rules

To achieve a satisfactory result, you must meet all the criteria outlined in the assessment instructions. Your assessor will also be looking for your ability to:

1. Explain the presentation outcomes to the audience.

2. Use suitable presentation aids (e.g., PowerPoint or flip charts), strategies / techniques (e.g., reinforcement, sandwich feedback), resources and materials (e.g., handouts).

3. Monitor and respond to questions and comments from the audience.

4. Monitor and respond to non-verbal cues from the audience such as indicators of weariness or disinterest, body language.

5. Use engaging communication techniques to capture the interest of the audience – at minimum this must include varying your pitch and tone and using a commanding posture.

6. Provide opportunities for the audience to ask questions and clarify the ideas presented.

7. Adjust your presentation strategies to suit the needs and preferences of the audience. At minimum this must include varying the level of complexity in your terminology to match your audience characteristics.

8. Select and use appropriate conventions and protocols to encourage interaction or to present information – at minimum this must include using open questioning techniques.

9. Demonstrate sophisticated control over oral, visual and written formats. At minimum this includes:

* Demonstrating your use of the seven Cs of communication (Clear, Concise, Concrete, Correct, Coherent, Complete and Courteous).
* Presenting information using words and non-verbal features appropriate to the audience and context – including using body posture, facial expressions and gestures that are consistent with the style of the presentation and exhibiting good stage ‘presence’.
* Using the open questioning technique to develop or modify presentation.
* Periodically summarising the key ideas presented to aid with understanding.
* Alter your personal communication style in response to your audience – at minimum this means matching the complexity of your language to the audience level.
* Using visual aids that are relevant and assist your learners in understanding the topic.
* Writing answers throughout this assessment workbook and in your visual aids that are grammatically correct.

### Context of assessment

This assessment can be completed in a simulated or workplace environment.

## Evidence

Record the details of the two presentations you made.

|  |  |
| --- | --- |
| Your name  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Requirement** | **Presentation 1** | **Presentation 2** |
| 1 | Date and time of presentation |  |  |
| 2 | Presentation topic |  |  |
| 3 | Location  |  |  |
| 4 | Length of time of session |  |  |
| 5 | Audience names(You must list at least two participants for each presentation. This may include your assessor.) |  |  |
| 6 | Which of the following options are provided as evidence of you having made the presentations?  | [ ]  This session was witnessed by a Plenty Training trainer. Instructions: Ask your trainer to complete and sign the assessor’s marking checklist for session 1 in section 4.3.1 overleaf. [ ]  This session was witnessed by a non- Plenty Training qualified assessor. Instructions: Ask your assessor to complete and sign the assessor’s marking checklist for session 1 in sections 4.3.1 and the statutory declaration in section 4.3.3, ensuring they record their qualification details.[ ]  A video recording was made and: 1. I have provided the video with this workbook or am providing the following online link to it:  2. I have attached a copy of a government-issued photo identification (such as a driver’s license or passport) which clearly shows my face or am providing the following online link to it:  | [ ]  This session was witnessed by a Plenty Training trainer. Instructions: Ask your trainer to complete and sign the assessor’s marking checklist for session 2 in section 4.3.2 overleaf. [ ]  This session was witnessed by a non- Plenty Training qualified assessor. Instructions: Ask your assessor to complete and sign the assessor’s marking checklist for session 2 in section 4.3.2 and the statutory declaration in section 4.3.3, ensuring they record their qualification details.[ ]  A video recording was made and: 1. I have provided the video with this workbook or am providing the following online link to it:  2. I have attached a copy of a government-issued photo identification (such as a driver’s license or passport) which clearly shows my face or am providing the following online link to it:  |

## Assessors’ observation checklists for assessment task 3

### Session 1

|  |  |
| --- | --- |
| Your name  |  |

|  |
| --- |
| **Instructions to assessors:** This checklist is used to record your evaluation of the candidate’s evidence provided in task 3 session 1. When completing this checklist, you must ensure that:* Each checklist item is assessed against the criteria listed.
* An assessment result of ‘Yes’ or ‘No’ is recorded on the right of the checklist.
* Feedback is provided to the student.
* The candidate is advised of the assessment result.
 |
| **Checklist item:** Did the candidate: | **Result** |
|  A. deliver a presentation consistent with the session plan in section 3.2 with duration of at least 15 minutes? | [ ]  Yes [ ]  No |
| 1. explain the presentation outcomes to the audience? | [ ]  Yes [ ]  No |
| 2. use suitable presentation aids (e.g., PowerPoint or flip charts), strategies / techniques (e.g., reinforcement, sandwich feedback), resources and materials (e.g., handouts)? | [ ]  Yes [ ]  No |
| 3. monitor and respond to questions and comments from the audience? | [ ]  Yes [ ]  No |
| 4. monitor and respond to non-verbal cues from the audience such as indicators of weariness or disinterest, body language? | [ ]  Yes [ ]  No |
| 5. use engaging communication techniques to capture the interest of the audience – at minimum this must include varying pitch and tone and using a commanding posture? | [ ]  Yes [ ]  No |
| 6. provide opportunities for the audience to ask questions and clarify the ideas presented? | [ ]  Yes [ ]  No |
| 7. Adjust presentation strategies to suit the needs and preferences of the audience? At minimum this must include varying the level of complexity in terminology to match audience characteristics.  | [ ]  Yes [ ]  No |
| 8. select and use appropriate conventions and protocols to encourage interaction or to present information – at minimum this must include using open questioning techniques? | [ ]  Yes [ ]  No |
| 9. demonstrate sophisticated control over oral, visual and written formats. At minimum this includes:• demonstrating use of the seven cs of communication (clear, concise, concrete, correct, coherent, complete and courteous)?• presenting information using words and non-verbal features appropriate to the audience and context – including using body posture, facial expressions and gestures that are consistent with the style of the presentation, and exhibiting good stage ‘presence’?• using the open questioning technique to develop or modify presentation?• periodically summarising the key ideas presented to aid with understanding?• alter personal communication style in response to audience – at minimum this means matching the complexity of language to the audience level?• using visual aids that are relevant and assist learners in understanding the topic?• writing answers throughout this assessment workbook and in visual aids that are grammatically correct? | [ ]  Yes [ ]  No[ ]  Yes [ ]  No[ ]  Yes [ ]  No[ ]  Yes [ ]  No[ ]  Yes [ ]  No[ ]  Yes [ ]  No[ ]  Yes [ ]  No |
| Assessment task result | Is a reassessment or resubmission required? |
| [ ]  Satisfactory [ ]  Not Satisfactory | [ ]  Yes [ ]  No |
| Resubmission notes |
| Feedback |
| Assessor name | Assessor signature | Date |

### Session 2

|  |  |
| --- | --- |
| Your name  |  |

|  |
| --- |
| **Instructions to assessors:** This checklist is used to record your evaluation of the candidate’s evidence provided in task 3 session 2. When completing this checklist, you must ensure that:* Each checklist item is assessed against the criteria listed.
* An assessment result of ‘Yes’ or ‘No’ is recorded on the right of the checklist.
* Feedback is provided to the student.
* The candidate is advised of the assessment result.
 |
| **Checklist item:** Did the candidate: | **Result** |
|  A. deliver a presentation consistent with the session plan in section 3.2 with duration of at least 15 minutes? | [ ]  Yes [ ]  No |
| 1. explain the presentation outcomes to the audience? | [ ]  Yes [ ]  No |
| 2. use suitable presentation aids (e.g., PowerPoint or flip charts), strategies / techniques (e.g., reinforcement, sandwich feedback), resources and materials (e.g., handouts)? | [ ]  Yes [ ]  No |
| 3. monitor and respond to questions and comments from the audience? | [ ]  Yes [ ]  No |
| 4. monitor and respond to non-verbal cues from the audience such as indicators of weariness or disinterest, body language? | [ ]  Yes [ ]  No |
| 5. use engaging communication techniques to capture the interest of the audience – at minimum this must include varying pitch and tone and using a commanding posture? | [ ]  Yes [ ]  No |
| 6. provide opportunities for the audience to ask questions and clarify the ideas presented? | [ ]  Yes [ ]  No |
| 7. Adjust presentation strategies to suit the needs and preferences of the audience? At minimum this must include varying the level of complexity in terminology to match audience characteristics.  | [ ]  Yes [ ]  No |
| 8. select and use appropriate conventions and protocols to encourage interaction or to present information – at minimum this must include using open questioning techniques? | [ ]  Yes [ ]  No |
| 9. demonstrate sophisticated control over oral, visual and written formats. At minimum this includes:• demonstrating use of the seven cs of communication (clear, concise, concrete, correct, coherent, complete and courteous)?• presenting information using words and non-verbal features appropriate to the audience and context – including using body posture, facial expressions and gestures that are consistent with the style of the presentation, and exhibiting good stage ‘presence’?• using the open questioning technique to develop or modify presentation?• periodically summarising the key ideas presented to aid with understanding?• alter personal communication style in response to audience – at minimum this means matching the complexity of language to the audience level?• using visual aids that are relevant and assist learners in understanding the topic?• writing answers throughout this assessment workbook and in visual aids that are grammatically correct? | [ ]  Yes [ ]  No[ ]  Yes [ ]  No[ ]  Yes [ ]  No[ ]  Yes [ ]  No[ ]  Yes [ ]  No[ ]  Yes [ ]  No[ ]  Yes [ ]  No |
| Assessment task result | Is a reassessment or resubmission required? |
| [ ]  Satisfactory [ ]  Not Satisfactory | [ ]  Yes [ ]  No |
| Resubmission notes |
| Feedback |
| Assessor name | Assessor signature | Date |

### Statutory declaration of third-party assessor

If either of your training delivery sessions was witnessed and assessed by a non-Plenty Training assessor, please ask this assessor to complete and execute the following statutory declaration.

Commonwealth of Australia

**STATUTORY DECLARATION**

Statutory Declarations Act 1959

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Insert the name, address and occupation of person making the declaration |

|  |  |  |
| --- | --- | --- |
| I,1 |  | [name of assessor] |
|  |  | [address of assessor] |
|  |  | [occupation of assessor] |

 |
|  | make the following declaration under the Statutory Declarations Act 1959: |
| 2. Set out matter declared to in numbered paragraphs |

|  |  |  |
| --- | --- | --- |
| 2 1. I declare that I witnessed |  | name of student |

 undertaking the meeting described in the attached assessment workbook **PT-BSBCMM401-411-ASS** and that my recorded observations and notes represent a fair and accurate assessment of this student’s performance in the associated tasks. 2. I declare that I have maintained my professional competency via on-going and recent professional development in (1) the vocational areas assessed and (2) in my training and assessment practices, and that I fulfil all applicable assessor requirements detailed in the Standards for Registered Training Organisations (RTOs) 2015. 3. I declare that I possess the following qualifications: [check all that apply]  [ ]  TAE50111 Diploma of Vocational Education and Training or  [ ]  TAE50116 Diploma of Vocational Education and Training or  [ ]  TAE50211 Diploma of Training Design and Development or  [ ]  TAE50216 Diploma of Training Design and Development or  [ ]  A higher-level qualification in adult education. and that I have attached a copy of this qualification, which contains the following: Issuing RTO name:  Issuing RTO number:  Issue date:  Testamur number:  |
|  |  |
|  | I understand that a person who intentionally makes a false statement in a statutory declaration is guilty of an offence under section 11 of the Statutory Declarations Act 1959, and I believe that the statements in this declaration are true in every particular. |
| 3 Signature of person making the declaration |  |
|  |  |
| 4 Place5 Day6 Month and year | Declared at4  |  | on5  |  | of6  |  |
|  |  |  |  |  |  |
|  | Before me, |
| 7 Signature of person before whom the declaration is made (see over) | 7  |  |
|  |  |  |
| 8 Full name, qualification and address of person before whom the declaration is made (in printed letters) | 8  |  |

 **Note 1** A person who intentionally makes a false statement in a statutory declaration is guilty of an offence, the punishment for which is imprisonment for a term of 4 years — see section 11 of the Statutory Declarations Act 1959.

**Note 2** Chapter 2 of the Criminal Code applies to all offences against the Statutory Declarations Act 1959 — see section 5A of the Statutory Declarations Act 1959.

**A statutory declaration under the Statutory Declarations Act 1959 may be made before–**

(1) a person who is currently licensed or registered under a law to practise in one of the following occupations:

|  |  |  |
| --- | --- | --- |
| Chiropractor | Dentist | Legal practitioner |
| Medical practitioner | Nurse | Optometrist |
| Patent attorney | Pharmacist | Physiotherapist |
| Psychologist | Trade marks attorney | Veterinary surgeon |

(2) a person who is enrolled on the roll of the Supreme Court of a State or Territory, or the High Court of Australia, as a legal practitioner (however described); or

(3) a person who is in the following list:

Agent of the Australian Postal Corporation who is in charge of an office supplying postal services to the public

Australian Consular Officer or Australian Diplomatic Officer (within the meaning of the Consular Fees Act 1955)

Bailiff

Bank officer with 5 or more continuous years of service

Building society officer with 5 or more years of continuous service Chief executive officer of a Commonwealth court

Clerk of a court Commissioner for Affidavits

Commissioner for Declarations

Credit union officer with 5 or more years of continuous service

Employee of the Australian Trade Commission who is:

* 1. in a country or place outside Australia; and
	2. authorised under paragraph 3 (d) of the Consular Fees Act 1955; and
	3. exercising his or her function in that place

Employee of the Commonwealth who is:

1. in a country or place outside Australia; and
2. authorised under paragraph 3 (c) of the Consular Fees Act 1955; and
3. exercising his or her function in that place Fellow of the National Tax Accountants’ Association

Finance company officer with 5 or more years of continuous service

Holder of a statutory office not specified in another item in this list

Judge of a court

Justice of the Peace

Magistrate

Marriage celebrant registered under Subdivision C of Division 1 of Part IV of the Marriage Act 1961

Master of a court

Member of Chartered Secretaries Australia

Member of Engineers Australia, other than at the grade of student

Member of the Association of Taxation and Management Accountants

Member of the Australasian Institute of Mining and Metallurgy

Member of the Australian Defence Force who is:

1. an officer; or
2. a non-commissioned officer within the meaning of the Defence Force Discipline Act 1982 with 5 or more years of continuous service; or
3. a warrant officer within the meaning of that Act

Member of the Institute of Chartered Accountants in Australia, the Australian Society of Certified Practising Accountants or the National Institute of Accountants

Member of:

1. the Parliament of the Commonwealth; or
2. the Parliament of a State; or
3. a Territory legislature; or
4. a local government authority of a State or Territory

Minister of religion registered under Subdivision A of Division 1 of Part IV of the Marriage Act 1961

Notary public

Permanent employee of the Australian Postal Corporation with 5 or more years of continuous service who is employed in an office supplying postal services to the public

Permanent employee of:

1. the Commonwealth or a Commonwealth authority; or
2. a State or Territory or a State or Territory authority; or
3. a local government authority;

with 5 or more years of continuous service who is not specified in another item in this list

Person before whom a statutory declaration may be made under the law of the State or Territory in which the declaration is made

Police officer

Registrar, or Deputy Registrar, of a court Senior Executive Service employee of:

1. the Commonwealth or a Commonwealth authority; or
2. a State or Territory or a State or Territory authority Sheriff

Sheriff’s officer

Teacher employed on a full-time basis at a school or tertiary education institution

# Assessment task 4 – Evaluate a presentation

## Instructions

In this assessment task you must obtain documented feedback on each of the presentations conducted as part of Assessment Task 3, analyse that feedback and answer a series of questions. Specifically, you must:

* Request two of your participants to provide feedback on your presentation. Submit at least one completed feedback form from each presentation (total of two) using the feedback templates provided in sections 5.3 through 5.4.
* Answer the questions on the following pages

### Decision-making rules

To achieve a satisfactory result, you must meet all criteria outlined in the assessment instructions.

### Context of assessment

This assessment can be completed in a simulated or workplace environment.

## Questions

| **#** | **Question** | **Answer** |
| --- | --- | --- |
| 1 | Ask the participants to complete the feedback forms in sections 5.3 through 5.4. | [ ]  Feedback forms completed and attached |
| 2 | Discuss the feedback you received from the audience members. What did they believe could be done differently? |  |
| 3 | Provide two examples of changes that could be made to the presentations if they were to be presented again  |  |
|  |

## Feedback 1

|  |  |
| --- | --- |
| Presenter |  |
| Presentation title |  |
| Presentation date |  |
| Please rate and make comments about the aspects of the coaching session listed below.Rating scale: 1= Strongly Disagree, 2= Disagree, 3 Neither Agree or Disagree, 4= Agree, 5= Strongly Agree |
| **Rate the following statements relating to the presentation** | **1-5** | **Comments**  |
| I understood the objectives and intended outcome of the presentation  |  |  |
| A variety of strategies were used to deliver the content |  |  |
| The presentation was engaging and interesting |  |  |
| I was provided with the opportunity to ask questions if needed |  |  |
| The presenter took time to summarise the key concepts presented as the presentation progressed |  |  |
| The presenter outlined the safety risks and ways to mitigate those risks |  |  |
| General feedback and comments |  |
| Reviewer name |  |
| Reviewer telephone |  |
| Reviewer email address |  |
| Reviewer signature |  |

## Feedback 2

|  |  |
| --- | --- |
| Presenter |  |
| Presentation title |  |
| Presentation date |  |
| Please rate and make comments about the aspects of the coaching session listed below.Rating scale: 1= Strongly Disagree, 2= Disagree, 3 Neither Agree or Disagree, 4= Agree, 5= Strongly Agree |
| **Rate the following statements relating to the presentation** | **1-5** | **Comments**  |
| I understood the objectives and intended outcome of the presentation  |  |  |
| A variety of strategies were used to deliver the content |  |  |
| The presentation was engaging and interesting |  |  |
| I was provided with the opportunity to ask questions if needed |  |  |
| The presenter took time to summarise the key concepts presented as the presentation progressed |  |  |
| The presenter outlined the safety risks and ways to mitigate those risks |  |  |
| General feedback and comments |  |
| Reviewer name |  |
| Reviewer telephone |  |
| Reviewer email address |  |
| Reviewer signature |  |

## Assessor’s marking checklist for assessment task 4

|  |
| --- |
| Instructions to assessors: This checklist is used to record your evaluation of the candidate’s evidence provided in task 4. When completing this checklist, you must ensure that:* Each checklist item is assessed against the criteria listed.
* An assessment result of ‘Yes’ or ‘No’ is recorded on the right of the checklist.
* Feedback is provided to the student.
* The candidate is advised of the assessment result.
 |
| **Checklist item:**  Did the candidate: | **Result** |
| 1. Answer each of the questions and provide the appropriate number of responses? | [ ]  Yes [ ]  No |
| 2. Submit at least two completed student feedback forms – one for each presentation? | [ ]  Yes [ ]  No |
| Assessment task result | Is a reassessment or resubmission required? |
| [ ]  Satisfactory [ ]  Not Satisfactory | [ ]  Yes [ ]  No |
| Resubmission notes |
| Feedback |
| Assessor name | Assessor signature | Date |

#

1. Such as iPads, smart boards, etc. [↑](#footnote-ref-1)
2. This presentation can be delivered via an online platform such as Zoom as long as the presentation is delivered live, and the participants can interact with both each other and you during the sessions and this is clearly captured in any subsequent recording provided. [↑](#footnote-ref-2)