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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| TAEASS401 Plan assessment activities and processes  (Release 2) ASSESSMENT WORKBOOK | | | | | | | |
| ✍ Student to complete this section | | | | | | | |
| Name | | | | | Telephone | | |
| Nicholas Hall | | | | | 0475756428 | | |
| Email address | | | Postal address | | | | |
| [nickhalltherapy@gmail.com](mailto:nickhalltherapy@gmail.com) | | | 41/64 fitzroy st st Kilda 3182 | | | | |
| Checklist: | | x I have completed and signed this cover page  x I have answered all questions  x I have submitted the statutory declaration form PT-STATDEC (refer to section 1.10) | | | | | |
| 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: | Nicholas Hall | | | (Note: Electronic signature allowed) | | Date: |  |

|  |  |
| --- | --- |
| OFFICE USE ONLY | |
| 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  NS  Task 2. Products  S  NS  Task 3. Products, Questions and  S  NS  Demonstration / Observation | Competent  Not Competent  Assessor 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 the unit of competency TAEASS401 Plan assessment activities and processes. This unit describes the skills and knowledge required to plan the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It applies to individuals with assessment planning responsibilities. In planning activities and processes, individuals are required to identify the components of assessment tools, analyse, and interpret assessment tools, and develop assessment instruments (also known as assessment tasks) and assessment plans.

## Terms used

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

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

## Completing the assessments

We must ensure that you 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 you, 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 you 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 your 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 a series of questions relating to the content of the unit. |
| 2 | Products | You are required to produce assessment plans and adapt assessment instruments to assess five units of competency |
| 3 | Products, Questions and Demonstration / Observation | You are required to trial, seek feedback on and evaluate the assessment instruments developed for Assessment Task 2 |

Note: Assessment Tasks 2 and 3 are related to one another. You should read the instructions to both of these assessment tasks before commencing any of them.

## Required resources

Each assessment task in this assessment tool outlines specific resources that you must have access to as part of the assessment process. Assessors must ensure that you 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, you 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 electronically within your enrolment period (as indicated in your confirmation email) in accordance with the instructions within your online learner portal. If you are unable to submit your completed assessment tasks by the deadline, please contact us as soon as. Extensions may be possible, subject to additional fees. (Refer to the website for a current list of all fees.)

## 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 authenticity statutory declaration need be submitted which will cover all of your submitted workbooks and evidence for that course. A copy of this form is available in your learner portal.

## Assessment submissions and contact details

You must submit this completed assessment workbook in accordance with the submission instructions located within your online learner portal.

Please feel free to contact us if you have any questions regarding the assessment process:

* Phone: 1800 786 651
* Email: [assessments@plentytraining.edu.au](mailto:assessments@plentytraining.edu.au)

## Academic assistance

Should you have any questions relating to completing the actual assessment tasks in the workbook or require any academic assistance please contact our support team by email at support@plenty.edu.au.

Should you wish to appeal an assessment decision please see the guidance located in your [Student Guide](https://www.plentytraining.edu.au/student-guide/) on our website.

# Assessment task 1 – Short-answer questions

## Instructions

This assessment task requires that you answer 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. Each of your responses must be at least one-to-two sentences in length.

### 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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Provide four examples of different purposes of assessment. For example: To determine a person’s level of competency relating to a particular task | To certify competence through  a Statement of Attainment | | | | | | | |
| Measure work performance | | | | | | | |
| Potential strength and  development areas | | | | | | | |
| Progress towards a qualification | | | | | | | |
| 2 | Describe two different contexts in which assessment can take place.  For example: Classroom-based. | Context type | | Description of what this means | | | | | |
| Classroom-based | | Candidate is observed performing assessment tasks in the classroom | | | | | |
| RPL | | Candidate already has the adequate skills and/or training. | | | | | |
| In the workplace. | | Candidate is observed performing a task in the workplace. | | | | | |
| 3A | Why do we need evidence in a VET competency-based assessment system? | We do assessment to as attain whether a learner is competent in a particular unit in leading to a qualification. It is also a legal requirement that as a trainer you must meet to satisfy a licensing or regulatory bodies. | | | | | | | |
| 3B | List and describe four examples of evidence that could be used in competency-based assessment | Questioning – is a good way of gathering proof that a learner is knowledgeable or understands a certain aspect of a unit or qualification. It is simply asking a question that is relevant and checking that the answer shows understanding or competency. | | | | | | | |
| Production of an item – This is when you assign a project or task where the learner needs to produce a product proving their competency. I.E a chef may need to produce a meal for a client who has a gluten free intolerance. This would prove their knowledge and skill of cooking for dietary requirements. As a trainer you asses the finished item. Does it meet the task requirements. | | | | | | | |
| Observation – this is when you would observe a learner, perhaps in there workplace, classroom or in a simulation in order to see if they are doing the task correctly as they go. I.E Observing a track rider whilst they saddle a horse. As a trainer you would check each step of the way to see if the learner was completing the task competently and correctly. | | | | | | | |
| Third party reports – is where you get somebody else to provide basic facts about the learner or employer. Its important to keep it simple and to ensure you don’t ask the third party to asses or make a judgment call about the learner. I.E Getting an employer to count the number of times an employer has completed a simple task. | | | | | | | |
| 4 | List and describe four examples of evidence that are commonly used in a Recognition of Prior Learning (RPL) assessment | Portfolios – Providing several produced items relating to unit or qualification. These could be from the learners previous or current vocation I.E Chefs personal recipe book or created menus. | | | | | | | |
| Questioning – A trainer might ask a learner questions about the unit or qual to get an indication of where they are up to or what there previous experience level is. | | | | | | | |
| Challenge test (observation) – A trainer would set up a practical test where by the trainer could ascertain at what level the learner is at in relation to the unit or qual. | | | | | | | |
| Third party reports – A trainer would gather reports given by previous employers for example in order to ascertain the experience level and whether or not this meets the units requirements. | | | | | | | |
| 5 | Describe the purpose of the following assessment methods and provide one example of evidence that could be obtained using each. The first one has been done for you. | | | | | | | | |
| Method | Purpose / evidence type | | | | Example | | | |
| Product | Used to see that someone can develop a particular item, product or document to demonstrate skills applied (such as portfolios, reports, videos, work samples) | | | | Create a written project plan showing the candidate has made the appropriate considerations when managing XYZ project. | | | |
| Observation | Used to ascertain whether or not someone in competent in every stage of completing a task. | | | | Observe a track rider saddling a horse. Checking they are equipping the horse safely and properly. | | | |
| Questioning | Used to ascertain if a learner is knowledgeable or has a good understanding of a unit or their part of. | | | | An example of this would be “could you please list the safety checks required after saddling your horse but before you get on?”  Great for ascertaining the learner’s level of mental understanding. It is useful because it is very safe and can be done with out the need for practical equipment. | | | |
| Third party evidence | Used as confirmation of what learners may have completed. The appointed third party does this as they may be better placed to do so. Its important to keep it simple and to ensure the third party is NOT making judgment calls or assessing the learner. | | | | Confirm a candidate has completed a simple task X number of times. | | | |
| 6 | A. Select the most appropriate assessment method (i.e., questioning, observation, or production of an item) to use to assess each of the following extracts from unit BSBCMM411 Make presentations and justify your answer by describing an example of suitable evidence that could be collected. (The first one has been completed for you.) | | | | | | | | |
| Criteria | BSBCMM411 example | | | Assessment  method | | | Justification / evidence example of  your selected assessment method | |
| QUES | OBS | PROD |
| Performance criterion | PC1.1 Plan presentation approach and intended outcomes | | |  |  | ✓ | Suitable evidence would be evidence of planning such as a documented presentation plan. | |
| Foundation Skills  (Oral communications) | Uses listening and questioning techniques to gather information | | |  | x |  | Suitable evidence would be for the trainer to observe learner/learners in group discussions. Checking and ticking off that they are participating and contributing. This is the best way to gather evidence for this task as the nature of the task is oral communication. | |
| Performance Evidence | PE1 (partial): Deliver at least two different presentations | | |  | x |  | Suitable evidence would be to watch and or record two presentations checking that the presentation have met the requirements and conditions of the unit. This is the best method for assessment as the nature of the task is practical. | |
| Knowledge Evidence | KE2: (partial) legislative obligations and requirements relevant to presentations | | | x |  |  | Suitable evidence would be questions relating to the unit answered correctly. This could be in a question type workbook or verbal. It is the best method of assessment as the unit would require a learner to have good content knowledge and understanding. The learner should be able to recite/produce/access that and this would be ample proof. | |
| B. From the Assessment Conditions for BSBCMM411, what must the candidate have access to? | equipment, materials and business software packages for making a presentation. | | | | | | | |
| 7 | Describe the four principles of assessment. For each of them provide an example of how this might be applied in an assessment tool. The first has been completed for you. | Principle | Description | | | | | | Example of how this may be applied in a tool |
| Valid | Valid evidence is evidence that relates to the assessment or criteria the assessment is assessing | | | | | | Have an assessment map (compliance matrix) that shows where each requirement of the unit is addressed in the tool |
| Reliable |  | | | | | |  |
| Flexible |  | | | | | |  |
| Fair |  | | | | | |  |
| 8 | Describe the four rules of evidence. For each of them provide an example of how this might be applied in an assessment tool.  The first has been completed for you. | Rule name | Description | | | | | | Example of how this may be applied in a tool |
| Valid | Valid evidence is evidence that relates to the assessment or criteria the assessment is assessing | | | | | | Have an assessment map that clearly shows what part/s of the unit that evidence needs to support |
| Authentic |  | | | | | |  |
| Sufficient |  | | | | | |  |
| Current |  | | | | | |  |
| 9 | Summarise in one sentence the key feature or requirement from each of the following examples of legal and ethical obligations of an assessor and, for each, provide an example of a non-compliance. | | | | | | | | |
| Obligation | Summary | | | | | | | Non-compliance example |
| A. WHS legislation – as it relates to the primary duty of care of an assessor | Provide a safe assessment workplace | | | | | | | Allowing trip hazards such as electrical cords to remain in place |
| B. WHS legislation – as it relates to hazards and incident notification |  | | | | | | |  |
| C. WHS legislation – as it relates to student / worker obligation to follow safety instructions |  | | | | | | |  |
| D. Privacy legislation |  | | | | | | |  |
| E. Anti-discrimination legislation |  | | | | | | |  |
| F. Ethical behaviour – as it relates to conflicts of interest |  | | | | | | |  |
| 10A | What skill set/s or qualification/s can a person possess who only conducts assessments (i.e., does not deliver training)?  (Hint: Refer to clause 1.15 of the Standards for RTOs 2015.) | TAE40116 Certificate IV in Training and Assessment or its successor.  TAE40110 Certificate IV in Training and Assessment **PLUS** TAELLN411 / TAELLN401A Address adult language, literacy and numeracy skills or its successor **PLUS** TAEASS502 / TAEASS502A / TAEASS502B Design and develop assessment tools.  A diploma or higher-level qualification in adult education.  TAESS00011 Assessor Skill Set  TAESS00001 Assessor Skill Set **PLUS** TAEASS502 / TAEASS502A / TAEASS502B Design and develop assessment tools.  Any of the above.  None of the above. | | | | | | | |
| 10B | What three other requirements must you meet to be an assessor, in addition to one of the mandatory qualifications / skill sets listed in question 10A?  (Hint refer to Clause 1.13 of the Standards for RTOs 2015).  For each describe what this means or give an example.  The first has been completed for you. | Requirement | | | | | | | Example / description |
| Vocational competencies at least to the level being delivered and assessed. | | | | | | | If you are teaching, say, welding, then you must be a competent welder. This is usually proven by the trainer possessing the units that they teach. |
|  | | | | | | |  |
|  | | | | | | |  |
| 11 | Answer the following questions relating to the five components to a well-designed and well-developed assessment tool, as defined in ASQA’s “Guide to assessment tools”[[1]](#footnote-1). | | | | | | | | |
| A. Context and conditions of assessment | A. Describe what is meant by ‘context and conditions of assessment’: | | | | | | | |
| B. Give an example of ‘context’: | | | | | | | |
| B. Describe what is meant by “task to be administered to the candidate” |  | | | | | | | |
| C. Describe what is meant by “an outline of evidence to be gathered from the candidate” |  | | | | | | | |
| D. “Evidence criteria” as used to judge the quality of performance: | 1. What is ‘evidence criteria’ also known as?  Performance criteria  Performance evidence  Assessment decision-making rules  Evidence | | | | | | | |
| 2. Describe ‘evidence criteria’ in one to two paragraphs:  . | | | | | | | |
| E. Administration, recording and reporting requirements | A. What must you securely retain and produce in full if required at audit?  . | | | | | | | |
| B. For how long must an RTO securely retain all completed student assessment items for each learner? (Select one only.)  One month  Six months  Six years  30 years | | | | | | | |
| C. From when must an RTO securely retain all completed student assessment items? | | | | | | | |
| D. For how long must an RTO retain sufficient data to be able to reissue AQF certification documentation?  One month  Six months  Six years  30 years | | | | | | | |
| E. Must an assessment tool allow for capturing assessor feedback provided to students on competent and non-competent decisions?  Yes  No | | | | | | | |

## Assessor’s marking checklist for assessment task 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Instructions to assessors: This checklist is 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 |
| Question 9 | | | | Yes  No |
| Question 10 | | | | Yes  No |
| Question 11 | | | | 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 – Assessment planning

## Instructions

This assessment tasks involves you planning five separate assessment events against five different units of competency, with three of the assessments being suitable for use in a training and assessment (T&A) pathway assessment, and two of the assessments being suitable for use in Recognition of Prior Learning (RPL) assessments. Each planned assessment must cover the entire unit of competency. As part of this planning, you are also required to modify and adapt existing assessment instruments to suit the needs of the scenario and context provided.

For each of the five scenarios you must review the given scenario and the current assessment plan including contextualisation guidance from the developer and instruments provided below. Consider and reflect on the following as part of your review:

* Are the existing assessment methods suitable for this group and context based on the scenario above?
* If not, what changes would you recommend and why?
* Would any of this affect the existing assessment mapping?
* Review the contextualisation advice provided by the developer in the relevant training package Companion Volume – does this tool comply with these?

You must then review and, where required, update the following sections of the plan and instruments to be specific to the candidate/s and the scenario:

* Target group summary
* Purpose and context
* Relevant assessment instrument/s: Update these for the scenario and requirements. Once this is done you can then finalise the remaining sections of the plan.
* Assessment methods
* Location
* Applicable industry standards
* Reasonable adjustment
* Resources for assessor
* Resources for candidates
* Indicate from whom you would request approval for the changes
* Add in your name as the reviewer of the plan and instruments
* Add the date you have reviewed and updated the plan and instruments

Note 1: We have shaded the sections you are required to review and where required update in blue.

Note 2: You can only edit areas of the plan and instruments that you are expected to review and potentially update.

Note 3: You will subsequently confirm that the instruments meet the required standards and specific workplace/candidate needs by asking a colleague to review your draft forms and recording their feedback in Assessment Task 3 (in section 4). Ideally, you would ask this of a fellow trainer or assessor however, if you do not have access to such a person, you may ask a fellow student or another adult human capable of providing meaningful feedback.

### Decision-making rules

In your assessment plans you must:

1. Include a summary of the actual target group or candidate to be assessed.

2. Describe the purpose and context of the assessment.

3. You must review each unit of competency and then verify that the associated plan’s assessment map fully addresses the unit.

4. Review the assessment location and assessment methods indicated in the assessment map and make note of all changes or modifications (if any) that you intend to make to the instruments.

5. Modify the assessment instruments so that they:

* Meet the required unit of competency and are contextualised to the specific workplace/candidate needs identified in the assessment plans.
* They gather evidence against the standards in accordance with the rules of evidence and the principles of assessment.
* They include clear written instructions for the candidate and the assessor (including assessor marking guide) regarding the use of assessment instruments.

6. List any applicable industry or workplace standards for the assessment, including any specific assessment requirements.

7. Consider any requirement for reasonable adjustment that may be appropriate.

8. Outline of the resources for assessor and candidates.

9. Include details for approval and review.

In addition, your assessor will be looking for your ability to:

* Interpret competency standards as the minimum standard for assessment, and
* Interpret and follow guidelines for contextualising units of competency.

### 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.

## Scenario 1: SIRXWHS001 Work safely

### Description

We have five students who are early school leavers and are starting a course next week that runs for three weeks. The course has been designed to address some units from the Certificate I in Retail Services including unit SIRXWHS001 Work safely, with the aim for students to potentially be suitable for a traineeship or progress into further study (such as the Certificate II in Workplace Skills) and be able to credit some of the units.

At the completion of the three weeks classroom training these students will be completing work experience for 10 days. The observation assessment tasks can be carried out in the actual workplaces. The five students will all be placed in various supermarkets (e.g., Woolworths, Coles, IGA or ALDI) for the work experience component.

In addition to reviewing the assessment plan for SIRXWHS001 Work safely you have also been asked to develop a scenario for observation one (emergency simulation scenario) that can be carried out during their work experience. For this scenario you must revise the following:

* The assessor instructions to include a SMART description of a suitable emergency scenario that could be simulated for the workplace context, ensuring you also advise any preparation the assessor may need to do to set this up.
* The candidate instructions advising them of the scenario.
* The assessment checklist for appropriate actions that should be observed whilst responding to the specific emergency.

Be sure to review and modify / contextualise as necessary all areas in blue within the following plan and instruments.

### Assessment plan

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| 1. Unit of competency | | | SIRXWHS001 Work safely | | | | |
| 2. Target group summary | | | This unit applies to individuals working under direct supervision in a diverse range of industry sectors and business contexts.  Learners are typically aged 16 - 45 years of age, early school leavers, mature aged learners or recent migrants from a range of backgrounds and ages. This may be part of bridging programs to assist learners enter / re-enter the workforce or part of an entry level qualification typically in Foundation skills, retail or hospitality. Learners sometimes have challenges with reading and writing which could impact their ability to read complex policies and procedures and write complex documents | | | | |
| 3. Purpose and context/s of the assessment | | | The purpose of this unit is for learners to performance outcomes, skills and knowledge required to follow organisational policies and procedures for safe work practice. This unit applies to individuals working under direct supervision in a diverse range of industry sectors and business contexts.  This assessment has been designed to be conducted in a workplace or simulated workplace context. Various workplace scenarios and activities can be used to contextualise the content to the learner’s interests or backgrounds such as retail, hospitality, warehousing, or general office settings.  Where this is being conducted in a workplace context for specific workplaces they may use scenarios, equipment, policies and procedures and documentation that actually represent the workplace such as robberies, abusive or aggressive customers, slips, trips and falls, falling objects, use of equipment, ergonomic factors including lifting, shifting and moving stock. | | | | |
| 4. ASSESSMENT MAPPING | | | | | | | |
| Mapping key | | | QUES: Questioning (Written or Verbal) PROD: Product (work samples, videos, documents)  OBSV: Observation THRD: Third-party observation | | | | |
| Unit of competency criteria | | | | Assessment instruments | | | |
| Type[[2]](#footnote-2) | Ref[[3]](#footnote-3) | Criteria text | | QUES | PROD | OBSV | THRD |
| PE / CAA | PE1 | Follow organisational work health and safety procedures in day-to-day work activities on three different occasions | |  |  | X |  |
| PE2 | Demonstrate appropriate response to one emergency situation | |  |  | X |  |
| PE3 | Report one workplace health and safety event | |  |  | X |  |
| PC | PC 1.1 | Follow workplace procedures for safe work practice | |  |  | X |  |
| PC 1.2 | Follow safety instructions from supervisors, managers and workplace safety signage, and observe other risk control measures. | |  |  | X |  |
| PC 1.3 | Promptly report unsafe work practices, incidents and accidents | |  |  | X |  |
| PC 2.1 | Recognise emergency and potential emergency situations, and follow procedures | |  |  | X |  |
| PC 2.2 | Follow procedures for reporting of emergency incidents. | |  |  | X |  |
| KE / RK | KE1.1 | basic key aspects of the relevant state or territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) legislation as it impacts individual workers - worker responsibilities | | X |  |  |  |
| KE1.2 | basic key aspects of the relevant state or territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) legislation as it impacts individual workers - ramifications of failure to observe OHS or WHS legislation and organisational policies and procedures | | X |  |  |  |
| KE2.1 | industry, organisational and job role: workplace hazards and associated risks | | X |  |  |  |
| KE2.2.1 | work health and safety policies and procedures for - working safely with equipment and hazardous substances | | X |  |  |  |
| KE2.2.2 | work health and safety policies and procedures for - safe manual handling | | X |  |  |  |
| KE2.2.3 | work health and safety policies and procedures for - use of personal protective equipment | |  |  | X |  |
| KE2.2.4 | work health and safety policies and procedures for - bullying and harassment | | X |  |  |  |
| KE2.2.5 | work health and safety policies and procedures for - communication and reporting | | X |  | X |  |
| KE2.2.6 | work health and safety policies and procedures for - responding to emergencies | |  |  | X |  |
| KE2.2.7 | work health and safety policies and procedures for - evacuations | | X |  | X |  |
| FS[[4]](#footnote-4) / RS | FS1 | interpret workplace safety signs, and emergency evacuation plans. | | X |  | X |  |
| FS2 | ask questions and actively listen to clarify health and safety information and instructions | |  |  | X |  |
| 5A. Assessment methods and instruments – describe how and when they will be applied | | | On the completion of the classroom training students are required to carry out three observation tasks and a questioning instrument.  The questioning instrument may be given during training or at any time during the observation assessment. A minimum of three observations needs to be organised (these must be on different occasions) where the candidate will demonstrate responding to a range of scenarios and situations including reporting incidents and emergencies. Allow up to one hour per occasion. These can be conducted in a real or a simulated workplace.  Assessment should be completed within 3 months of commencement for currency. | | | | |
| 5B. Location | | | Workplace  Classroom  Simulated workplace  Other – specify: | | | | |
| 6. Applicable  industry or workplace standards or requirements | | | Refer to Model Work Health and Safety Regulations https://www.safeworkaustralia.gov.au/doc/model-work-health-and-safety-regulations (or State specific regulations - https://www.safeworkaustralia.gov.au/law-and-regulation)  If being conducted for corporate clients or specific workplaces outline any relevant workplace work health and safety policies and procedures.  No occupational licensing, certification or other legislative requirements apply to this unit at the time of publication. | | | | |
| 7. Relevant assessment conditions (from unit) | | | Skills must be demonstrated in:   * an industry workplace * a simulated industry environment.   Assessment must ensure access to:   * equipment and material requirement by the job role * organisational work health and safety policies and procedures.   Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors. | | | | |
| 8. Reasonable adjustments | | | Reasonable adjustment can be made to ensure equity in assessment for people with disabilities including access and equipment, instructions can be re-phrased for learners, assessor can substitute resources in observation to suit relevant workplace or individual needs. Tasks must be suitable for their level and familiar to the learner and their specific workplace. If a report is required in writing, they may use digital documents and the use of speak to type applications or a scribe.  All other reasonable adjustments must be approved by the RTO manage | | | | |
| 9. Contextualisation guidelines provided by the training package author.[[5]](#footnote-5) | | | 2.7 Health and safety implications for the retail services industries  Workers in the retail and wholesale sectors are exposed to a number of health and safety risks, including:  • robberies  • abusive or aggressive customers  • slips, trips and falls  • falling objects  • use of equipment  • ergonomic factors, including lifting, shifting and moving stock.  Learners in the workplace or simulated environment are equally exposed to these risks. These risks can be managed through:  • the provision of procedures to manage risks  • work health and safety induction and training  • involvement of learners in hazard identification and risk assessment practices  • close supervision by trainers, assessors, workplace supervisors and managers  2.9 Resources and equipment  The Assessment Requirements for each unit of competency specify the equipment and other resources which must be provided by the RTO for assessment. This information is also relevant to delivery and is found in the Assessment Conditions field which specifies:  • where the assessment must take place, the physical environment and whether a simulated environment is appropriate  • what equipment must be provided for assessment  • what types of consumable resources or stock must be provided for assessment  • what workplace documentation must be provided  • if relevant, other people who must be present during the assessment.  2.10.1 Simulated environments for assessment  It is industry’s view that employable individuals come from training and assessment that actually reflect the workplace. Accordingly, the Assessment Requirements for each SIR Retail Services Training Package unit of competency specifies where the assessment must take place, i.e. the physical environment. Because assessment in the workplace is not always possible, some Units of Competency allow assessment to be conducted in a simulated environment. An indicative statement that outlines the permitted assessment environment is as follows:  Skills must be demonstrated in a service industries environment. This can be:  • an industry workplace  • a simulated industry environment.  It is vital that simulated environments for assessment are as realistic as possible. This involves RTOs providing:  • the physical environment specified  • sufficient up-to-date equipment, software and technology  • consumable resources or stock such as diverse, commercial product ranges  • workplace documents such as policies, procedures, prescriptions, product manuals, job specifications and regulatory information  • display and storage locations, shelf facings and signage  • others with whom the individual can interact, such as team members and customers.  2.10.2 Simulated workplace activities for assessment  The sector highly values graduates who are ready to work in their businesses because they have been exposed to industry conditions. It is essential that assessment is conducted under industry relevant conditions as close to a real work situation as possible. This involves designing assessment activities that allow the individual to:  • work with multiple and varied team members and customers  • serve sufficient customer traffic, prioritise tasks and serve customers effectively in a logical sequence  • deal with multiple sales, service or operational tasks simultaneously  • deal with multiple and varied problems and prioritise competing tasks in given timeframes  • cope with interruptions to work typical of the workplace  • work with commercially realistic speed, timing and productivity to complete the tasks required by the unit of competency  • integrate multiple competencies which an individual would naturally complete simultaneously as part of their job function.  Sometimes assessment may be conducted in the workplace environment but cannot happen on-the job as part of the normal operation of the business. Workplace activities can be set for the purpose of assessment.  SIR Retail Services Training Package V6.0 Retail Companion Volume Implementation\_28 April 2021 | | | | |
| 10. Recognition of prior learning (RPL): What modifications to the tools (if any) are necessary for the following recognition scenarios. Will the assessment tool be modified or adapted for RCC / RPL candidates? If so, how? | | | | | | | |
| 10A. Candidates who claim to have already completed this unit at another RTO | | | Where candidate have already completed this unit through another RTO, authenticate the unit with the issuing RTO and credit this unit (no additional assessment will be required) | | | | |
| 10B. Candidates who claim to possess all competencies within the unit of competency but have not completed this unit at another RTO. | | | A third-party report may be obtained for the observation however questioning would still be required. | | | | |
| 11. Resources for Assessor | | | 1. Assessment Instrument: Observation 1 Checklist  2. Assessment Instrument: Observation 2 Checklist  3. Assessment Instrument: Observation 3 Checklist  4. Assessment Instrument: Questioning Instrument (with model answers)  For emergency simulation list any specific resources or equipment that may be required  For simulated workplace they may also require:   * PPE * Workplace Safety Signs (minimum of two in location) * Emergency Evacuation Plan (visible in location) * Equipment and material requirement by the simulated job role such as boxes, trolley * Organisational work health and safety policies and procedures. | | | | |
| 12. Resources for Candidates | | | 1. Assessment Instrument: Observation 1 Checklist  2. Assessment Instrument: Observation 2 Checklist  3. Assessment Instrument: Observation 3 Checklist  4. Assessment Instrument: Questioning Instrument  Confirm they have access to any required PPE and equipment in the workplace | | | | |
| 13A. Approval | | | List all parties required to review and/or approve this plan - select at least one:  Plenty Training Academic Manager  Relevant workplace employer/supervisor  Other – describe: | | | | |
| 13B. Last reviewed by (name) | | |  | | | | |
| 14. Date plan completed | | |  | | | | |

### Observation #1 instrument

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| 1. Assessment name | Observation One Checklist | | |
| 2. Unit of competency | SIRXWHS001 Work safely | | |
| 3. Assessment context | Face to face - Workplace or simulated workplace | | |
| 4. Candidate name |  | | |
| 5. Date of assessment |  | | |
| 6. Instructions to assessor | **General assessment information:**  Inform candidate of the not competent and complaints and appeals process.  Ensure the candidate is ready for the assessment. Inform the candidate of the assessment process.  An individual performing these tasks operates under direct supervision – support and prompting advice can be provided. During the demonstration of tasks, they can have a support person to assist with clarification if needed. When a support person in not available, the assessor can play the role of support during the assessment.  **Explanation of Task(s)**  While performing the tasks ensure the candidate can ask questions and actively listen to clarify health and safety information and instructions. | | |
| During this observation you are required to observe the candidate demonstrate appropriate response to **one** emergency situation (some possible examples listed below). Then they should demonstrate how this would be reported following the incident. The assessor needs to make certain all resources required for the simulation are organised and present. For example:  • emergency evacuation procedure (fire, blackout, chemicals or other suitable situation)  • first aid emergency  • robbery, abusive or aggressive customers | | |
| During this scenario you are required to observe the candidate in the workplace or simulated workplace to ensure they follow organisational work health and safety procedures in day-to-day work activities. Examples of typical day-to-day procedures that may need to be followed could include:   * correct hand washing for hygiene * use of correct signage in event of a spill * workplace ergonomic set up and use of a workstation * wearing of appropriate PPE while carrying out tasks * ergonomic factors, including lifting, shifting and moving stock * identifying and reporting hazards/risks/incidents/near miss * follow safety instructions from supervisors, managers * follow workplace safety signage * evacuation procedure * observe other risk control measures.   **Duration**  This simulation and observation should not require more than 30 minutes to conduct.  **Reasonable Adjustment**  Reasonable adjustment can be made to ensure equity in assessment for people with disabilities including access and equipment, instructions can be re-phrased for candidates, assessor can substitute resources in observation to suit relevant workplace or individual needs. Tasks must be suitable for their level and familiar to the candidate and their specific workplace. If a report is required in writing, they may use digital documents and the use of speak to type applications or a scribe.  **Instructions regarding assessment records:**  Assessor and candidate to sign and date completed assessment. Note the decision-making rules for all required tasks to be completed to the standard. Make sure the checklist clearly indicates the times and dates and comments outline the scenarios/situations observed. Make comments and provide feedback to the candidate on the outcome of the assessment. Record results as S (satisfactory) or NS (not satisfactory) in the checklist provided. Submit completed record to office within 24 hours | | |
| 7. Instructions to candidate | **Explanation of Task(s)**  Your assessor will direct you to complete a number of tasks. Each task is to be completed to a satisfactory workplace standard. During your demonstration of tasks, you can have a support person to assist with clarification if needed. Make sure you ask any questions, so you understand exactly what they are asking you to do. | | |
| Your assessor will tell you about an emergency scenario (examples could include things such as a fire, a chemical spill, a first aid incident, robbery, or aggressive customer). Demonstrate what you would be expected to do if this occurs. After the incident, show how you would report this. | | |
| While you complete this emergency scenario ensure you also follow typical day-to-day WHS procedures such as:   * correct hand washing for hygiene * use of correct signage in event of a spill * workplace ergonomic set up and use of a workstation * wearing of appropriate PPE while carrying out tasks * ergonomic factors, including lifting, shifting and moving stock * identifying and reporting hazards/risks/incidents/near miss * follow safety instructions from supervisors, managers * follow workplace safety signage * evacuation procedure * observe other risk control measures.   **Duration**  This observation should take about 30 minutes to complete.  Reasonable Adjustment  Please advise your assessor if you have any restrictions or situations which may impact on your ability to carry out this assessment. Reasonable adjustment can be made to ensure equity in assessment for people with disabilities including access and equipment, instructions can be re-phrased for learners, assessor can substitute resources in observation to suit relevant workplace or individual needs. If a report is required in writing, you may use digital documents and the use of speak to type applications or a scribe. | | |
| 8. Evidence required and decision-making rules | Collect completed observation checklist. Where tasks are not completed satisfactorily, you can request the candidate to repeat the task. Each task must be completed to the standard expected in the workplace and the number of times listed as detailed in the instructions | | |
| 9. Assessment observations | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Assessment checklist task (Did the candidate…) | Observations / comments | Result (S/NS) |
| PE2, PC2.1, KE2.2.6 | During the emergency scenario did they demonstrate recognising the emergency situation and following procedures (such as how to evacuate, don’t take lifts, where to meet at) |  |  |
| PE3, PC2.2, KE2.2.5 | Following the emergency situation did they demonstrate reporting of the incident as required  Did the learner promptly report emergency incident to:   * Supervisor * Manager * Trainer/Assessor * WHS Officer |  |  |
| PE1 (1st), PC1.1 | Did the learner follow instructions and organisational work health and safety procedures in day-to-day work activities for safe work practices, such as:   * correct hand washing * use of correct signage in event of a spill * workplace ergonomic set up and use * ergonomic factors, including lifting, shifting and moving stock * identifying hazards and risks * reporting hazards/risks/incidents/near miss * evacuation procedure * other |  |  |
| 10. Assessment result | Satisfactory  Not Satisfactory | | |
| 11. Resubmission required? | Yes  No | | |
| 12. Resubmission notes |  | | |
| 13. Feedback to candidate |  | | |
| 14. Assessor name |  | | |
| 15. Assessor signature |  | | |
| 16. Candidate signature |  | | |

### Observation #2 instrument

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| 1. Assessment name | Observation 2 Checklist | | |
| 2. Unit of competency | SIRXWHS001 Work safely | | |
| 3. Assessment context | Face to face – Workplace or simulated workplace | | |
| 4. Candidate name |  | | |
| 5. Date of assessment |  | | |
| 6. Instructions to assessor | **General assessment information:**  Inform candidate of the not competent and complaints and appeals process.  Ensure the candidate is ready for the assessment. Inform the candidate of the assessment process.  An individual performing these tasks operates under direct supervision – support and prompting advice can be provided. During the demonstration of tasks, they can have a support person to assist with clarification if needed. When a support person in not available, the assessor can play the role of support during the assessment.  **Explanation of Task(s)**  While performing the tasks below ensure the candidate can ask questions and actively listen to clarify health and safety information and instructions.  During this observation they are required to take a walk around the workplace (real or simulated) with yourself and have them demonstrate the following to show their ability to follow workplace procedures for safe work practice. Ensure there is an evacuation map on display, a minimum of two workplace safety signs, they have access to any PPE or other equipment required. Have them complete the following:   * Point out where an evacuation map/plan is and show where they need to evacuate to on this plan * Now demonstrate the evacuation procedure * Point out two workplace safety signs (such as exits, fire extinguisher locations and first aid kit location, hard hat required, no mobile phones) and what each sign is telling them * Demonstrate what to do if they noticed a stack of boxes blocking a fire exit (ensure they demonstrate both the initial reactions and also reporting of this) * Demonstrate reporting to a different unsafe work practice (such as noticing faulty PPE or equipment, possible electrical hazard) * Demonstrate what to do if they noticed a spill (or trip hazard) in a walkway (ensure they demonstrate both the initial reactions and also reporting of this) * Demonstrate any Personal Protective Equipment (PPE) you might be required to wear – explains how it should be worn and why * Demonstrate what to do if they saw another employee trip and hurt themselves (ensure they demonstrate both the initial reactions and also reporting of this)   During this assessment you are required to observe the learner in the workplace or simulated workplace to ensure they follow organisational work health and safety procedures in day-to-day work activities. Examples of typical day-to-day procedures that may need to be followed could include:   * correct hand washing for hygiene * use of correct signage in event of a spill * workplace ergonomic set up and use of a workstation * wearing of appropriate PPE while carrying out tasks * ergonomic factors, including lifting, shifting and moving stock * identifying and reporting hazards/risks/incidents/near miss * follow safety instructions from supervisors, managers * follow workplace safety signage * evacuation procedure * observe other risk control measures.   **Duration**  Allow up to 1 hour for this observation.  **Reasonable Adjustment**  Reasonable adjustment can be made to ensure equity in assessment for people with disabilities including access and equipment, instructions can be re-phrased for learners, assessor can substitute resources in observation to suit relevant workplace or individual needs. Tasks must be suitable for their level and familiar to the learner and their specific workplace. If a report is required in writing, they may use digital documents and the use of speak to type applications or a scribe.  **Instructions regarding assessment records:**  Assessor and learner to sign and date completed assessment. Note the decision-making rules for all required tasks to be completed to the standard. Make sure the checklist clearly indicates the times and dates and comments outline the scenarios/situations observed. Make comments and provide feedback to the candidate on the outcome of the assessment. Record results as S (satisfactory) or NS (not satisfactory) in the checklist provided. Submit completed record to office within 24 hours. | | |
| 7. Instructions to candidate | **Explanation of Task(s)**  Your assessor will direct you to complete a number of tasks. Each task is to be completed to a satisfactory workplace standard. During your demonstration of tasks, you can have a support person to assist with clarification if needed. Make sure you ask any questions, so you understand exactly what they are asking you to do. During your assessment the assessor will be listening to your ability to ask questions and ensure you understand instructions  During this observation you are required to take a walk around the workplace with the assessor and show your ability to follow workplace procedures for safe work practice.   * Point out where an evacuation map/plan is and show where you need to evacuate to on this plan * Now demonstrate the evacuation procedure * Point out two workplace safety signs (such as exits, fire extinguisher locations and first aid kit location, hard hat required, no mobile phones) and what that sign tells you * Demonstrate what to do if you noticed a stack of boxes blocking a fire exit, then how would you report this and to who? * Demonstrate reporting to a different unsafe work practice (such as noticing faulty PPE or equipment, possible electrical hazard) * Demonstrate responding to a second unsafe work practice (such as faulty equipment * Demonstrate what to do if you noticed a spill (or trip hazard) in a walkway, then how would you report this and to who? * Demonstrate any Personal Protective Equipment (PPE) you might be required to wear – explains how it should be worn and why * Demonstrate what to do if you saw another employee trip and hurt themselves   While you complete these tasks your assessor will be looking to see that you follow typical day-to-day WHS procedures such as:   * correct hand washing for hygiene * use of correct signage in event of a spill * workplace ergonomic set up and use of a workstation * wearing of appropriate PPE while carrying out tasks * ergonomic factors, including lifting, shifting and moving stock * identifying and reporting hazards/risks/incidents/near miss * follow safety instructions from supervisors, managers * follow workplace safety signage * evacuation procedure * observe other risk control measures.   **Duration**  Allow up to 1 hour for this observation.  **Reasonable Adjustment**  Please advise your assessor if you have any restrictions or situations which may impact on your ability to carry out this assessment. Reasonable adjustment can be made to ensure equity in assessment for people with disabilities including access and equipment, instructions can be re-phrased for learners, assessor can substitute resources in observation to suit relevant workplace or individual needs. If a report is required in writing, you may use digital documents and the use of speak to type applications or a scribe. | | |
| 8. Evidence required and decision-making rules | Collect completed observation checklist. Where tasks are not completed satisfactorily, you can request the candidate to repeat the task. Each task must be completed to the standard expected in the workplace and the number of times listed as detailed in the instructions | | |
| 9. Assessment observations | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Assessment checklist task (Did the candidate…) | Observations / comments | Result (S/NS) |
| PC1.2, FS1  KE2.2.7 | Point out where an evacuation map/plan is and show where you need to evacuate to on this plan.  Were they able to demonstrate the evacuation procedures? |  |  |
| PC1.2, FS1 | Point out two workplace safety signs and what that sign tells us, such as:   * exit sign * fire extinguisher location * first aid kit location * hard hat required * no mobile phones * other |  |  |
| PC1.1, PC1.3 | Demonstrate what to do if they noticed a stack of boxes blocking a fire exit  Did the learner promptly report incident to:   * Supervisor * Manager * Trainer/Assessor * WHS Officer |  |  |
| PC1.3 | Demonstrate reporting a different unsafe work practice (such as noticing faulty PPE or equipment, possible electrical hazard)  Did the learner promptly report the incident to:   * Supervisor * Manager * Trainer/Assessor * WHS Officer |  |  |
| PC1.1, PC1.3 | Demonstrate what to do if they noticed a spill (or trip hazard) in a walkway  Did the learner promptly report the incident to:   * Supervisor * Manager * Trainer/Assessor * WHS Officer |  |  |
| PC1.3 | Demonstrate what to do if they saw another employee trip and hurt themselves (check they were OK, call for first aid as appropriate, make sure area was safe for anyone entering) |  |  |
| KE2.2.3 | Demonstrate any Personal Protective Equipment (PPE) they might be required to wear – and explains how it should be worn and why |  |  |
| PE1 (2nd), PC1.1 | Follow instructions and organisational work health and safety procedures in day-to-day work activities for safe work practices, such as:   * evacuation procedure * correct hand washing * use of correct signage in event of a spill * workplace ergonomic set up and use * ergonomic factors, including lifting, shifting and moving stock * identifying hazards and risks * reporting hazards/risks/incidents/near miss * other |  |  |
| FS2 | During the observation did they listen to your instructions and demonstrate the ability to ask questions to ensure they understand instructions? |  |  |
| 10. Assessment result | Satisfactory  Not Satisfactory | | |
| 11. Resubmission required? | Yes  No | | |
| 12. Resubmission notes |  | | |
| 13. Feedback to candidate |  | | |
| 14. Assessor name |  | | |
| 15. Assessor signature |  | | |
| 16. Candidate signature |  | | |

### Observation #3 instrument

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| 1. Assessment name | Observation Three Checklist | | |
| 2. Unit of competency | SIRXWHS001 – Work safely | | |
| 3. Assessment context | Face to face – Workplace or simulated workplace | | |
| 4. Candidate name |  | | |
| 5. Date of assessment |  | | |
| 6. Instructions to assessor | **General assessment information:**  Inform candidate of the not competent and complaints and appeals process.  Ensure the candidate is ready for the assessment. Inform the candidate of the assessment process.  An individual performing these tasks operates under direct supervision – support and prompting advice can be provided. During the demonstration of tasks, they can have a support person to assist with clarification if needed. When a support person in not available, the assessor can play the role of support during the assessment.  **Explanation of Task(s)**  While performing the task below ensure the candidate can ask questions and actively listen to clarify health and safety information and instructions.  During this assessment you are required to observe the learner in the workplace or simulated workplace following organisational work health and safety procedures in day-to-day work activities for a minimum of thirty minutes. Examples of typical day-to-day procedures that may need to be followed could include:   * correct hand washing for hygiene * use of correct signage in event of a spill * workplace ergonomic set up and use of a workstation * wearing of appropriate PPE while carrying out tasks * ergonomic factors, including lifting, shifting and moving stock * identifying and reporting hazards/risks/incidents/near miss * follow safety instructions from supervisors, managers * follow workplace safety signage * evacuation procedure * observe other risk control measures.   **Duration**  You must observe the candidate for a minimum of thirty minutes.  Reasonable Adjustment  Reasonable adjustment can be made to ensure equity in assessment for people with disabilities including access and equipment, instructions can be re-phrased for learners, assessor can substitute resources in observation to suit relevant workplace or individual needs. Tasks must be suitable for their level and familiar to the learner and their specific workplace. If a report is required in writing, they may use digital documents and the use of speak to type applications or a scribe.  **Instructions regarding assessment records:**  Assessor and learner to sign and date completed assessment. Note the decision-making rules for all required tasks to be completed to the standard. Make sure the checklist clearly indicates the times and dates and comments outline the scenarios/situations observed. Make comments and provide feedback to the candidate on the outcome of the assessment. Record results as S (satisfactory) or NS (not satisfactory) in the checklist provided. Submit completed record to office within 24 hours. | | |
| 7. Instructions to candidate | **Explanation of Task(s)**  Your assessor will observe you carrying out day-to-day duties for a minimum of thirty minutes. Each task is to be completed to a satisfactory workplace standard. During your demonstration of tasks, you can have a support person to assist with clarification if needed. Make sure you ask any questions, so you understand exactly what they are asking you to do. Your assessor will be looking to see that you follow typical day-to-day WHS procedures such as:   * correct hand washing for hygiene * use of correct signage in event of a spill * workplace ergonomic set up and use of a workstation * wearing of appropriate PPE while carrying out tasks * ergonomic factors, including lifting, shifting and moving stock * identifying and reporting hazards/risks/incidents/near miss * follow safety instructions from supervisors, managers * follow workplace safety signage * evacuation procedure * observe other risk control measures.   **Duration**  You will be observed for a minimum of thirty minutes.  **Reasonable Adjustment**  Please advise your assessor if you have any restrictions or situations which may impact on your ability to carry out this assessment. Reasonable adjustment can be made to ensure equity in assessment for people with disabilities including access and equipment, instructions can be re-phrased for learners, assessor can substitute resources in observation to suit relevant workplace or individual needs. If a report is required in writing, you may use digital documents and the use of speak to type applications or a scribe. | | |
| 8. Evidence required and decision-making rules | Collect completed observation checklist. Where tasks are not completed satisfactorily, you can request the candidate to repeat the task. Each task must be completed to the standard expected in the workplace and the number of times listed as detailed in the instructions | | |
| 9. Assessment observations | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Assessment checklist task (Did the candidate…) | Observations / comments | Result (S/NS) |
| PE1 (3rd), PC1.1 | Follow instructions and organisational work health and safety procedures in day-to-day work activities for safe work practices, such as:   * evacuation procedure * correct hand washing * use of correct signage in event of a spill * workplace ergonomic set up and use * ergonomic factors, including lifting, shifting and moving stock * identifying hazards and risks * reporting hazards/risks/incidents/near miss * other |  |  |
| 10. Assessment result | Satisfactory  Not Satisfactory | | |
| 11. Resubmission required? | Yes  No | | |
| 12. Resubmission notes |  | | |
| 13. Feedback to candidate |  | | |
| 14. Assessor name |  | | |
| 15. Assessor signature |  | | |
| 16. Candidate signature |  | | |

### Questioning instrument

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Assessment Name | Questioning Instrument (written) | | |
| 2. Unit of Competency | SIRXWHS001 Work safely | | |
| 3. Assessment Context | This assessment can be completed in a classroom, workplace, or independent learning environment. | | |
| 4. Candidate Name |  | | |
| 5. Date of Assessment |  | | |
| 6. Instructions to assessor | **General assessment information:**  Inform candidate of the Not Competent and complaints and appeals process, ensure the candidate is ready for the assessment.  **Explanation of task:**  Inform the candidate of the assessment process – they need to complete all the questions in writing below. This can be done electronically or by hand using a pen and then scanned in.  **Reasonable adjustment:**  These questions can be given and answered verbally if required  **Duration**  The candidate will have 30 mins to complete the questioning instrument. They may ask you for more time if needed  **Instructions regarding assessment records:**  Record results as S (satisfactory) or NS (not satisfactory) in the questioning instrument. Make comments when relevant and provide feedback to the candidate on the outcome of the assessment.  Where questions are not answered satisfactorily, the assessor can rephrase questions and allow candidate to re-address their answer/s – then make notes reflecting this.  Check the model answers for consistency with making judgements. | | |
| 7. Instructions to candidate | E**xplanation of task:**  You need to answer all the following questions. Check with the assessor if you are unsure of these instructions or to clarify what the questions are asking.  If you are completing these in writing electronically or by hand, please submit to your assessor once completed.  **Duration:**  You will have 30 mins to complete the questions. You may ask your assessor if you need more time to complete the assessment  **Reasonable adjustment:**  These questions can be given and answered verbally if required | | |
| 8. Evidence required and decision-making rules | All questions must be answered correctly according to the markers guide for satisfactory result. | | |
| 9. Assessment questions | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Question | Answer (Insert model answers / assessor  guidance in this version) | Results (S/NS) |
| KE1.1 | Circle the correct answer  According to WHS legislation, which of the following are the responsibility of the worker?  A) Report hazards  B) Report Incidents  C) Follow WHS instructions  D) All of the above | *D* |  |
| KE1.1 | Match the WHS duty holder with their responsibility by drawing line between the pair   |  |  | | --- | --- | | Duty Holder | Responsibility | | Self and fellow workers | Safety Induction  Sign on at front desk  Follow FC safety procedures | | PCBUs | Follow instructions  Wear PPE  Report hazards and risks | | Officers | Provide safe workplace  Provide safe equipment  Action hazards and Risks | | Others in the workplace | Provide safe workplace  Provide safe equipment  Action hazards and Risks | | |  |  | | --- | --- | | *Duty Holder* | *Responsibility* | | *Self and fellow workers* | *Follow instructions*  *Wear PPE*  *Report hazards and risks* | | *PCBUs* | *Safety Induction*  *Sign on at front desk*  *Follow FC safety procedures* | | *Officers* | *Provide safe workplace*  *Provide safe equipment*  *Action hazards and Risks* | | *Others in the workplace* | *Provide safe workplace*  *Provide safe equipment*  *Action hazards and Risks* | |  |
| KE 1.2 | Name two consequences if workers do not follow WHS policies and procedures? | *Answer may vary but may include:*  *Workers could be harmed, injured or killed*  *Customers could be harmed, injured or killed*  *Contractors could be harmed injured, injured or killed*  *Employees can lose their jobs*  *Income can be lost*  *Business can be sued* |  |
| KE 2.1.1 | Who is responsible for reporting hazards, risks and incidents in your workplace? | *Employee*  *Contractor*  *PCBU*  *Everyone* |  |
| KE 2.1.1 | List 2 hazards and the possible risks of those hazards in your workplace | *Answers may vary but may include, must list 2 workplace hazards and their associated risks, e.g., Slips trips falls – first aid, very likely*  *Chemicals – burns, rare if use PPE properly* |  |
| KE 2.2.1 | Circle the correct answer  When using workplace equipment, I must:  Be trained correctly in how to use equipment  Use any equipment I want to if even if I haven’t been given permission  Never use PPE | *A* |  |
| KE 2.2.1 | Circle the correct answer for this statement true or false.  When working with hazardous substances I must wear the correct PPE  TRUE FALSE | *TRUE* |  |
| KE 2.2.2 | What are the 7 steps to follow for correct procedure for safe manual handling when lifting a box that weighs 15kg? | *Plan your lift*  *Position your feet*  *Ensure a good posture*  *Maintain a firm grip*  *Lift smoothly*  *Keeping close to the load*  *Put it down… then adjust it* |  |
| KE 2.2.4 | Provide 1 example of workplace bullying | *Answers may vary but may include:*  *Name calling, slander, exclusion, fighting, lying, manipulation, excluding people* |  |
| KE 2.2.4 | Provide 1 example of workplace harassment | *Answers may vary but may include:*  *Sexual harassment, discrimination, age, disability, race, gender, personal, physical, power, psychological, mental, 3rd party harassment, verbal, cyber, physical.* |  |
| KE 2.2.5 | What is the reporting requirement when you witness a workplace incident? | *Tell the supervisor/manager* |  |
| KE 2.2.7, FS1 | On this emergency evacuation plan, circle the emergency exits | *Circle 1 exit sign* |  |
| KE 2.2.7 | Circle the two correct answers:  During an evacuation you must use the:   1. Emergency Exits 2. Stairs 3. Elevator 4. Fire Extinguisher | *A and B* |  |
| 10. Assessment result | Satisfactory  Not Satisfactory | | |
| 11. Resubmission required? | Yes  No | | |
| 12. Resubmission notes |  | | |
| 13. Feedback to candidate |  | | |
| 14. Assessor name |  | | |
| 15. Assessor signature |  | | |
| 16. Candidate signature |  | | |

## Scenario 2: FSKNUM017 Use familiar and routine maps and plans for work

### Description

We have nine students who are undertaking the Certificate II in Workplace Skills course to improve employment prospects. They are all also working as delivery drivers in your local area in a range of contexts such as Uber/Deliveroo, supermarkets, and couriers). As part of their qualification, they are completing the unit FSKNUM017 Use familiar and routine maps and plans for work.

The previous trainer and assessor for this unit has advised that questions 1-3 were not compliant and very poorly answered. They would like you to develop some new questions for those specific Knowledge Evidence requirements relating to KE1 (Common features on routine maps and plans), KE3 (cardinal directions) and KE3 (coordinates) before these students are assessed for this unit.

Be sure to review and modify / contextualise as necessary all areas in blue within the following plan and instruments.

### Assessment plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Unit of competency | | | FSKNUM017 Use familiar and routine maps and plans for work | | | | |
| 2. Target group summary | | | This unit describes the skills and knowledge to interpret and use familiar and routine maps and plans using direction, simple scales, labels, symbols and keys. Routine maps and plans include street directory, Google maps, Global Positioning System (GPS), atlas, general maps or plans, simple house or landscape plan, or machinery diagram.  This can be used in a wide range of jobs where people are routinely asked to assist people with simple directions on a map as well as follow directions (for example people working as cleaners, security guards) or those who travel regularly to different work sites (such as labourers, couriers, delivery drivers). They are typically 16–25-year-olds with limited work experience looking to enter the workforce by completing a VET course. | | | | |
| 3. Purpose and context/s of the assessment | | | This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit will normally be included in a bridging course or integrated and contextualised with vocational training to support achievement of vocational competency.  This assessment can be completed in a VET training classroom, simulated workplace or workplace.  They can use hard copy maps/plans or digital versions such as Google Maps. The tasks can be contextualised to suit different industry roles and locations to suit the learner group. | | | | |
| 4. ASSESSMENT MAPPING | | | | | | | |
| Mapping key | | | QUES: Questioning (Written or Verbal) PROD: Product (work samples, videos, documents)  OBSV: Observation THRD: Third-party observation | | | | |
| Unit of competency criteria | | | | Assessment instruments | | | |
| Type[[6]](#footnote-6) | Ref[[7]](#footnote-7) | Criteria text | | QUES | PROD | OBSV | THRD |
| PE / CAA | PE1.1 | select and interpret each of the following embedded in one familiar and routine workplace map and one familiar and routine workplace plan: key features | |  |  | X |  |
| PE1.2 | select and interpret each of the following embedded in one familiar and routine workplace map and one familiar and routine workplace plan: key and symbols | |  |  | X |  |
| PE1.3 | select and interpret each of the following embedded in one familiar and routine workplace map and one familiar and routine workplace plan: scales | |  |  | X |  |
| PE2.1 | perform routine mathematical processes to complete a workplace task, including: orienting a routine map or plan to locate an item/place in real life | |  |  | X |  |
| PE2.2 | perform routine mathematical processes to complete a workplace task, including: giving directions to locate an item or place on a routine map or plan | |  |  | X |  |
| PE2.3 | perform routine mathematical processes to complete a workplace task, including: following directions to locate an item or place on a routine map or plan. | |  |  | X |  |
| PC | 1.1 | Select and interpret features, symbols and keys embedded in familiar and routine workplace maps and plans | |  |  | X |  |
| 1.2 | Interpret locations and directions described orally and in writing, that are embedded in familiar and routine workplace maps and plans | |  |  | X |  |
| 2.1 | Select mathematical problem solving process for completing the workplace tasks | |  |  | X |  |
| 2.2 | Use simple scale to estimate length of objects, or distance to location or object in workplace texts or tasks | |  |  | X |  |
| 2.3 | Give directions using a workplace map or plan | |  |  | X |  |
| 2.4 | Follow directions based on a workplace map or plan | |  |  | X |  |
| 2.5 | Check and reflect on directions and outcomes, and appropriateness of outcome to workplace tasks | |  |  | X |  |
| 3.1 | Use informal and formal written mathematical representation to document and report on workplace directions and problem solving process and results | | X |  |  |  |
| 3.2 | Use informal and formal mathematical language to present and discuss workplace directions and problem solving process and results | |  |  | X |  |
| KE / RK | KE1 | common features on routine maps and plans | | X |  |  |  |
| KE2 | meaning of symbols on routine maps and plans | | X |  |  |  |
| KE3 | cardinal directions and coordinates | | X |  |  |  |
| KE4 | techniques to use scales on maps or plans to estimate distance/size | | X |  | X |  |
| KE5 | location of north, south, east and west | | X |  |  |  |
| KE6 | methods for using estimation and assessment skills to check and reflect on outcome and its appropriateness to the workplace task | |  |  | X |  |
| KE7 | informal and formal mathematical written and oral language and symbolism of directions, maps and plans | | X |  | X |  |
| FS[[8]](#footnote-8) / RS | N/A | Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. | | | | | |
| 5A. Assessment methods and instruments – describe how and when they will be applied | | | Questions – these are some underpinning knowledge questions and can be completed in writing and submitted prior to the observation activity.  Observation – this consists of two activities: one using a familiar map and a second using a familiar plan. They can be carried out in the same session or at different times however both need to be completed satisfactorily  The assessment should be given at the end of the training.  The observation and questions should typically take 30 minutes each to complete | | | | |
| 5B. Location | | | Workplace  Classroom  Simulated workplace  Other – specify: | | | | |
| 6. Applicable  industry or workplace standards or requirements | | | This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at level 3 in the workplace and employment domain of communication.  No licensing, legislative or certification requirements apply to this unit at the time of publication.  At a minimum the assessment outlines applicable industry/workplace requirements for documentation (legible) and oral communication skills (clear, polite) | | | | |
| 7. Relevant assessment conditions (from unit) | | | Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.  Assistive technologies can be utilised to assist with oral and written communication.  Skills must be demonstrated using routine texts and tasks that reflect those typically found in a workplace.  The following resources are to be made available:   * a calculator * measuring instruments utilised in the performance evidence * own familiar support resources.   Assessors must:   * satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and * have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and * have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and * have completed the following or equivalent:   + TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or   + a higher-level education qualification, such as:     - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or     - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education. | | | | |
| 8. Reasonable adjustments | | | Assistive technologies can be utilised to assist with oral and written communication. Written communication can be completed by hand or digitally including applications such as talk to text and text to speech. Enlarged versions of maps and plans, screen magnifier applications or even magnifying glasses may be useful for visual challenges.  All other reasonable adjustments must be approved by the RTO manager | | | | |
| 9. Contextualisation guidelines provided by the training package author.[[9]](#footnote-9) | | | **Contextualisation of units of competency by RTOs**  RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.  Units of competency in the FSK Foundation Skills Training Package describe foundation skills that may be applied in many industries and in a wide range of workplace environments. Users of the training package are expected to contextualise the units of competency for the specific vocational needs of the learner. For example, the unit FSKNUM023 Estimate, measure and calculate measurements for work may be used to focus on measuring length, mass, capacity, pressure, flow rate, speed, power, energy or temperature using a variety of measurement scales depending on the industry context. Industry requirements, as described in training or job specifications, should be used to contextualise the unit so that it enables learners to develop the specific skills and knowledge they need to achieve a relevant vocational outcome.  FSK Implementation Guide Release 2.0 | | | | |
| 10. Recognition of prior learning (RPL): What modifications to the tools (if any) are necessary for the following recognition scenarios. Will the assessment tool be modified or adapted for RCC / RPL candidates? If so, how? | | | | | | | |
| 10A. Candidates who claim to have already completed this unit at another RTO | | | Where candidate have already completed this unit through another RTO, authenticate the unit with the issuing RTO and credit this unit (no additional assessment will be required) | | | | |
| 10B. Candidates who claim to possess all competencies within the unit of competency but have not completed this unit at another RTO. | | | For RPL, the candidate can replace completed examples with those from their own workplace. Then where there are gaps a third-party report can be obtained or additional questions and evidence required | | | | |
| 11. Resources for Assessor | | | 1. Assessment instrument #1: Question instrument (Markers Guide)  2. Assessment instrument #2: Observation 1  3. Map (familiar to candidate – must have scale, minimum 3 symbols and also labels on buildings/items  4. Assessment instrument #3: Observation 2  5. Plan (familiar to candidate – must have at least 2 symbols, a simple scale or means that length / distance can be estimated and some named parts/locations.  6. Calculator, measuring instruments such as ruler, familiar support resources (NOTE these may be candidates own or supplied by assessor | | | | |
| 12. Resources for Candidates | | | 1. Assessment instrument #2: Question instrument  2. Assessment instrument #1: Observation 1  3. Map (familiar to candidate – must have scale, minimum 3 symbols and also labels on buildings/items)  4. Assessment instrument #3: Observation 2  5. Plan (familiar to candidate – must have scale, minimum 3 symbols and also labels on buildings/items)  6. Calculator, measuring instruments such as ruler, familiar support resources (NOTE these may be candidates own or supplied by assessor) | | | | |
| 13A. Approval | | | List all parties required to review and/or approve this plan – select at least one:  Plenty Training Academic Manager  Relevant workplace employer/supervisor  Other – describe: | | | | |
| 13B. Last reviewed by (name) | | |  | | | | |
| 14. Date plan completed | | |  | | | | |

### Questioning instrument

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Assessment Name | Task 1 – Question instrument | | |
| 2. Unit of Competency | FSKNUM017 Use familiar and routine maps and plans for work | | |
| 3. Assessment Context | This assessment can be completed in a VET classroom, workplace, or simulated workplace | | |
| 4. Candidate Name |  | | |
| 5. Date of Assessment |  | | |
| 6. Instructions to assessor | **General assessment information:**  Inform candidate of the not competent and complaints and appeals process, ensure the candidate is ready for the assessment.  **Explanation of task:**  Inform the candidate of the assessment process – they need to complete all the questions in writing below (this can be done electronically or by hand using a pen and then scanned in).  **Duration:**  They have 20 minutes to complete this task (see also below – Reasonable Adjustment)  **Reasonable adjustment:**  Assistive technologies can be utilised to assist with oral and written communication. Written communication can be completed by hand or digitally including applications such as talk to text and text to speech. Enlarged versions of maps and plans, screen magnifier applications or magnifying glasses may be useful for visual challenges. More time can be allocated should this be appropriate for the technology being used.  **Instructions regarding assessment records:**  Where questions are not answered satisfactorily, the assessor can rephrase questions and allow candidate to re-address their answer/s – then make notes reflecting this. Record results as S (satisfactory) or NS (not satisfactory) in the questioning instrument. Make comments when relevant and provide feedback to the candidate on the outcome of the assessment.  Check the model answers for consistency with making judgements. Model answers and guidance is provided to the assessor in their marking guide | | |
| 7. Instructions to candidate | **Explanation of task:**  You need to answer all the following questions, make sure you use correct mathematical symbols and abbreviations where appropriate. Check with the assessor if you are unsure of these instructions or to clarify what the questions are asking.  You must complete these in writing electronically or by hand please in pen. When complete please submit to your assessor.  **Duration:**  You have 20 minutes to complete this task (see also below – Reasonable Adjustment)  **Reasonable adjustment:**  Assistive technologies can be utilised to assist with oral and written communication. Written communication can be completed by hand or digitally including applications such as talk to text and text to speech. Enlarged versions of maps and plans, screen magnifier applications or magnifying glasses may be useful for visual challenges. Please notify your assessor if you require this.  More time can be allocated should this be appropriate for the technology being used. | | |
| 8. Evidence required and decision-making rules | All questions must be answered and be satisfactory for the task to be satisfactory. | | |
| 9. Assessment questions | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Question | Answer (Insert model answers / assessor guidance in this version) | Results (S/NS) |
| KE1 |  |  |  |
| KE3 (Cardinal directions) |  |  |  |
| KE3 (Coordinates) |  |  |  |
| KE2 | What do the following common symbols on maps or plans mean?  Graphical user interface  Description automatically generated with low confidenceApartment Evacuation Plan Template | MyDrawApartment Evacuation Plan Template | MyDraw | *Graphical user interface  Description automatically generated with low confidence*  *Apartment Evacuation Plan Template | MyDrawor hospital is acceptable*  Apartment Evacuation Plan Template | MyDraw |  |
| KE5 | On this compass write N, S, E and W on the correct pointsA black and white logo  Description automatically generated with low confidence | A picture containing bicycle, transport  Description automatically generated |  |
| KE4 | What does this scale tell you?  Mapping Skills 1: Scale and Measuring Distances on Maps - Teleskola | *That the distance of the bar (4cm) on the map would be 20km in real life (i.e., 1cm equals 5km)* |  |
| 3.1 (KE7 part) | Re-write the following using numbers and appropriate mathematical abbreviations (such as m/km/min/hr/ km/hr)  “Follow the Motorway for four kilometres, then take Exit 79 and follow the road signs to Varsity Lakes for another kilometre. From there you go another five hundred metres to reach the parking. You will have travelled four kilometres plus one kilometre plus five hundred metres totalling five point five kilometres” | *“Follow the Motorway for 4km, then take Exit 79 and follow the road signs to Varsity Lakes for 1km. From there you go another 500m to reach the parking. You will have travelled 4km+1km+500m=5.5km”* |  |
| 10. Assessment result | Satisfactory  Not Satisfactory | | |
| 11. Resubmission required? | Yes  No | | |
| 12. Resubmission notes |  | | |
| 13. Feedback to candidate |  | | |
| 14. Assessor name |  | | |
| 15. Assessor signature |  | | |
| 16. Candidate signature |  | | |

### Observation instrument #1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Assessment name | | Task 2 - Observation 1 (read a map) | | |
| 2. Unit of competency | | FSKNUM017 Use familiar and routine maps and plans for work | | |
| 3. Assessment context | | Workplace or simulated workplace or VET classroom | | |
| 4. Candidate name | |  | | |
| 5. Date of assessment | |  | | |
| 6. Instructions to assessor | | **General assessment information:**  Ensure candidate is ready for assessment and is aware of the NC process and the rights to appeal.  Ensure they have access to a calculator, measuring instruments such as ruler, familiar support resources and any specialised assisting technology approved to perform this task  **Duration:**  Allow the student at least 5 minutes to review the map before you commence the observation activities.  **Explanation of task/s - Observation 1 - Read a map**  They need to use a map that at a minimum, the map must include a scale or grid to estimate distances, at least 3 symbols and named locations (such as streets, shops, facilities, buildings).  You can use a physical hard copy map, an online map (such as google maps, many councils or organisations have mapping systems), or a mapping app on phone or computer (such a google maps, tomtom or car navigation system). Select a map that is relevant to your student’s context and location  Give the student the map (ensure it meets requirements indicated above) – give them 5 minutes to look over this. Then ask them to do the following actions:   * Demonstrate they understand the key features of this map by explaining where this is a map of and point out where they find key information on this map (for example does it have a key, scale, what information does it have to help you use this map) * You select three symbols from the map and point to them, they need to describe what they mean correctly * Now find where they are in relation to that map and turn themselves (or the map) so they are facing the same direction as the map is * Now you (the assessor) will choose a location on the map and ask them to find that location * Now they need to give you directions how you get from where you are to that location, making sure you use directions such as left / right / up / down / north / south are used correctly * Now tell you approximately how far it would be between those locations (ie from where you are to the indicated location) * Now use the scale and a ruler/calculator as required to confirm this distance. Explain to you the assessor how far this would be. Make sure in their explanation and description they use mathematical terms correctly to be clear (for example make it clear if you are using mm / cm / m / km, time is clearly seconds / minutes / hours are used correctly). * Now indicate a direction from the new location (such as if you go left or right or up or down from there) where would you be? * Now they need to discuss with you how you found their directions and explanations - were they clearly understood, could you explain these in a different or clearer way?   **Reasonable adjustment:**  Assistive technologies can be utilised to assist with oral and written communication. Written communication can be completed by hand or digitally including applications such as talk to text and text to speech. Enlarged versions of maps and plans, screen magnifier applications or even magnifying glasses may be useful for visual challenges.  **Instructions regarding assessment records:**  Record results as S (satisfactory) or NS (not satisfactory) in the observation instrument. Make comments when relevant and provide feedback to the candidate on the outcome of the assessment. Submit completed record to office within 24 hours | | |
| 7. Instructions to candidate | | **Explanation of tasks:**  You will be given a familiar map – using this map you will be asked to do the following:   * Demonstrate your understanding of the key features of this map by explaining where this is a map of and point out where you find key information on this map (for example does it have a key, scale, what information does it have to help you use this map) * The assessor will point to three symbols from the map, you need to describe what they mean * Now find where you are in relation to that map and turn yourself (or the map) so you are facing the same direction as the map is * Now the assessor will tell you a location - find the location named on the map * Give directions to the Assessor how they get from where you are to that location, making sure you use directions such as left / right / up / down / north / south are used correctly * Now approximately how far would it be from where you are to that location? * Now use the scale and a ruler/calculator as required to confirm this. Explain to the assessor how far this would be. Make sure your explanation and description you use mathematical terms correctly to be clear (for example make it clear if you are using mm / cm / m / km, time is clearly seconds / minutes / hours are used correctly). * Now the assessor will give you a new direction to move to from that point (for example they may tell you to go up or down, left or right) – work out where would you be? * Now discuss your directions and explanations with your assessor - were they clearly understood, could you explain these in a different or clearer way?   **Duration:**  You will be given 5 minutes to review the map/plan before your observation. Should you require more time please speak with your assessor.  **Reasonable adjustment:**  Assistive technologies can be utilised to assist with oral and written communication. Written communication can be completed by hand or digitally including applications such as talk to text and text to speech. Enlarged versions of maps and plans, screen magnifier applications or magnifying glasses may be useful for visual challenges. Please notify your assessor if you require this. | | |
| 8. Evidence required and decision-making rules | | To be satisfactory they must complete BOTH observations satisfactorily and demonstrate each of the skills and knowledge to the level indicated in the checklist below (note they must demonstrate each item in each observation satisfactorily as those repeated are required to be demonstrated on both a map **and** a plan) | | |
| 9. Assessment observations | | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Assessment checklist task (Did the candidate…) | | Observations / comments | Result (S/NS) |
| PE1.1, PC1.1 | Demonstrated understanding of the key features of this map by explaining where this is a map of and point out where they found key information on this map (for example does it have a key, scale, what information does it have to help you use this map) | |  |  |
| PE1.2 (PC1.1 part) | Selected three symbols from the map, pointed out where they are and described what they mean | |  |  |
| PE2.1 (PC2.1 part) | Demonstrated could orientate the map and themselves by finding where they were in relation to that map and turn themselves (or the map) so facing the same direction | |  |  |
| PE2.2 PC1.2 PC2.3 (PC2.1 part) | Located specific points or locations as described orally by the assessor and using written labels on the map   * Location/point 1 * Location/point 2   Gave clear directions to the Assessor how they get from point A to point B using directions such as left / right / up / down / north / south correctly | |  |  |
| PC2.2, KE6 | Estimated approximate length between two locations on the map and advise this | |  |  |
| PE1.3 PC3.2, (KE7 part) | Used the scale and a ruler/calculator as required to confirm distance. Verbal answer used mathematical terms correctly to be clear (for example make it clear if you are using mm / cm / m / km, time is clearly seconds / minutes / hours are used correctly. | |  |  |
| PE2.3 PC2.4 (PC2.1 part) | Able to follow oral directions given by the assessor (such as to the left or right or up or down….) and determine correct location | |  |  |
| PC2.5 | Demonstrated ability to check and reflect on directions and outcomes, and appropriateness of outcome to workplace tasks by discussing their directions and explanations with the assessor - were they clearly understood, could you explain these in a different or clearer way? | |  |  |
|  | | Observation 1 | | |
| 10. Assessment result | | Satisfactory  Not Satisfactory | | |
| 11. Resubmission required? | | Yes  No | | |
| 12. Resubmission notes | |  | | |
| 13. Feedback to candidate | |  | | |
| 14. Assessor name | |  | | |
| 15. Assessor signature | |  | | |
| 16. Candidate signature | |  | | |

240 Varsity Parade, Varsity Lakes QLDMap

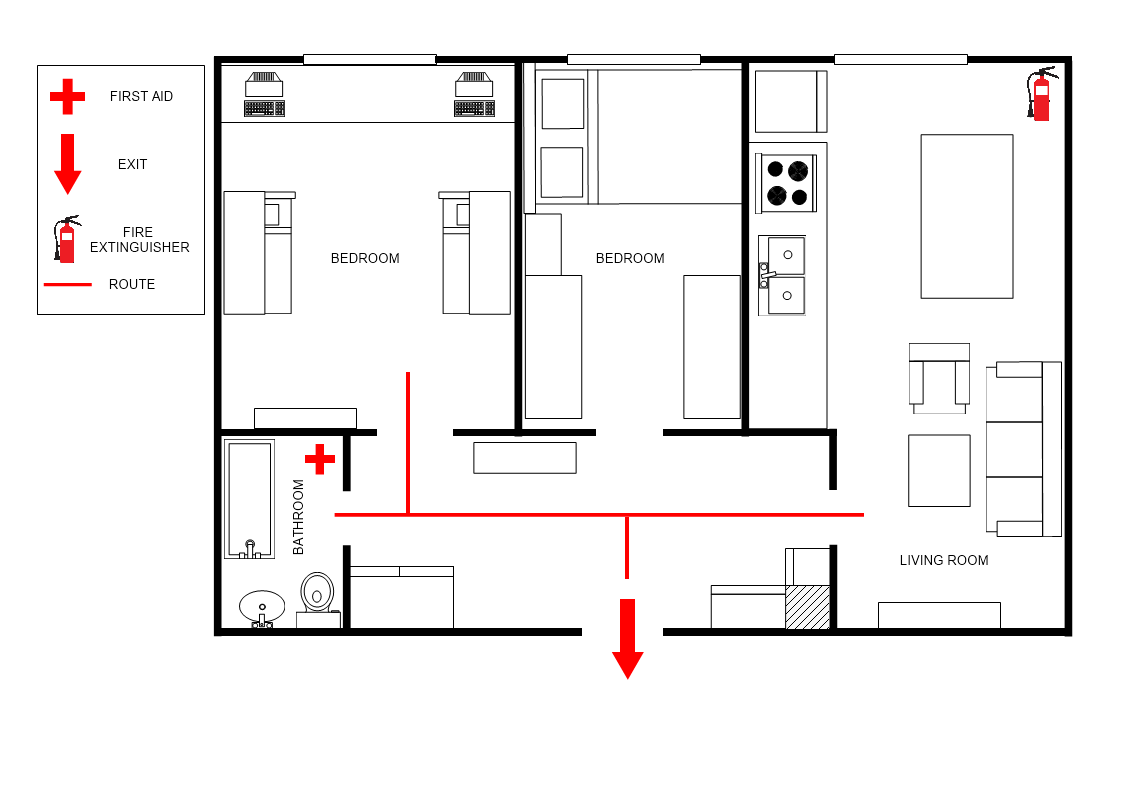
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### Observation instrument #2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Assessment name | Task 3 - Observation 2 (read a plan) | | | |
| 2. Unit of competency | FSKNUM017 Use familiar and routine maps and plans for work | | | |
| 3. Assessment context | Workplace or simulated workplace or VET classroom | | | |
| 4. Candidate name |  | | | |
| 5. Date of assessment |  | | | |
| 6. Instructions to assessor | **General assessment information:**  Ensure candidate is ready for assessment and is aware of the NC process and the rights to appeal.  Ensure they have access to a calculator, measuring instruments such as ruler, familiar support resources and any specialised assisting technology approved to perform this task  **Duration:**  Allow the student at least 5 minutes to review the plan before you commence the observation activities.  **Explanation of tasks: Observation 2 – Read a plan**  Resources include a house evacuation plan – this can be replaced with a plan that is familiar to the student. For example, it could be a plan of a house or shopping centre, landscape plan or machinery plan. The plan must have at least 2 symbols, a simple scale or grid or means that length / distance can be estimated and some named parts/locations.  Ensure they have access to a calculator, measuring instruments such as ruler, familiar support resources and any specialised assisting technology approved to perform this task  Give the student the plan (ensure it meets requirements indicated above) – give them 5 minutes to look over this. Then ask them to do the following actions:   * Demonstrate they understand key features of this plan by telling your assessor what this is a plan for * They select two symbols from the plan and describe what they mean * They choose one of the symbols on the plan and describe verbally to you where to locate this in the plan (e.g., a fire extinguisher). Make sure when you explain this you use directions such as location / up / down, left / right, near / behind correctly and you can locate which specific one they are referring to * You (the assessor) need to choose two items/points on the plan – have them locate these on this plan * Now they estimate and explain approximately how far it would be between them (ie you will work out the approximate length/distance). * Now they need to tell you how far it is. Make sure their explanation and description use mathematical terms correctly to be clear (for example make it clear if you are using mm / cm / m / km and directions such as left / right / up / down / north / south are used correctly) * Now they need to discuss with you how you found their directions and explanations - were they clearly understood, could you explain these in a different or clearer way?   **Reasonable adjustment:**  Assistive technologies can be utilised to assist with oral and written communication. Written communication can be completed by hand or digitally including applications such as talk to text and text to speech. Enlarged versions of maps and plans, screen magnifier applications or even magnifying glasses may be useful for visual challenges.  **Instructions regarding assessment records:**  Record results as S (satisfactory) or NS (not satisfactory) in the observation instrument. Make comments when relevant and provide feedback to the candidate on the outcome of the assessment. Submit completed record to office within 24 hours | | | |
| 7. Instructions to candidate | **Explanation of tasks:**  You will be given a familiar plan – using this plan you will be asked to do the following:   * Demonstrate your understanding of the key features of this plan by telling your assessor what this is a plan for * Select two symbols from the plan and describe what they mean * Now describe verbally to your assessor where to locate one of those symbols in this plan (e.g. a fire extinguisher). Make sure when you explain this you use directions such as location / up / down, left / right, near / behind correctly * Your assessor will tell you two items/points you need to locate on this plan – find these * Now explain approximately how far it would be between them (i.e., you will work out the approximate length/distance and explain what this is). Make sure your explanation and description you use mathematical terms correctly to be clear (for example make it clear if you are using mm / cm / m / km and directions such as left / right / up / down / north / south are used correctly) * Now discuss your directions and explanations with your assessor - were they clearly understood, could you explain these in a different or clearer way?   **Duration:**  You will be given 5 minutes to review the map/plan before your observation. Should you require more time please speak with your assessor.  **Reasonable adjustment:**  Assistive technologies can be utilised to assist with oral and written communication. Written communication can be completed by hand or digitally including applications such as talk to text and text to speech. Enlarged versions of maps and plans, screen magnifier applications or magnifying glasses may be useful for visual challenges. Please notify your assessor if you require this. | | | |
| 8. Evidence required and decision-making rules | To be satisfactory they must complete BOTH observations satisfactorily and demonstrate each of the skills and knowledge to the level indicated in the checklist below (note they must demonstrate each item in each observation satisfactorily as those repeated are required to be demonstrated on both a map **and** a plan) | | | |
| 9. Assessment observations | | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Assessment checklist task (Did the candidate…) | Observations / comments | Result (S/NS) |
| PE1.1 (PC1.1 part) | Demonstrate understanding of the key features of this plan by telling your assessor what this is a plan for |  |  |
| PE1.2 (PC1.1 part) | Demonstrate understanding of key symbols and features of plan by selecting two symbols from the plan and described what they mean |  |  |
| PE2.2 PC1.2 PC2.3 (PC2.1 part) | Verbally explain to assessor how to locate one chosen symbol on the plan using appropriate formal and informal directions such as location / up / down, left / right, near / behind correctly |  |  |
| PC1.2 PE1.3 PC2.2 | Locate two specific points or locations as described orally by the assessor and using written information on the plan   * Location/point 1 * Location/point 2 |  |  |
| KE6  PC3.2 KE7 (part) | Estimate and explain approximate distance/length between two points using mathematical terms correctly to be clear (for example make it clear if you are using mm / cm / m / km and directions such as left / right / up / down / north / south are used correctly) |  |  |
| PC2.5 | Demonstrate ability to check and reflect on directions and outcomes, and appropriateness of outcome to workplace tasks by discussing their directions and explanations with the assessor - were they clearly understood, could you explain these in a different or clearer way? |  |  |
|  | Observation 2 | | | |
| 10. Assessment result | Satisfactory  Not Satisfactory | | | |
| 11. Resubmission required? | Yes  No | | | |
| 12. Resubmission notes |  | | | |
| 13. Feedback to candidate |  | | | |
| 14. Assessor name |  | | | |
| 15. Assessor signature |  | | | |
| 16. Candidate signature |  | | | |

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## Scenario 3: BSBPEF202 Plan and apply time management

### Description

We have six learners who are located in a range of remote areas. They are workers employed by a mining corporation aged 45-60 who cannot return to their previous labour / construction-based roles due to various injuries. They have been entered into a redeployment program that will include the Certificate II in Workplace Skills and a work placement in a low-level office-based role to assist them with developing some routine office administrative skills. They will be in the redeployment program for up to 12 months.

The first unit they are completing as part of this program is BSBPEF202 Plan and apply time management. This unit has previously been delivered to students in a classroom. In addition to reviewing the assessment plan you have also been asked to adapt the Observation instructions for assessors and candidates for the observation to be suitable for the assessor to conduct this over an online meeting application such as Zoom or Microsoft Teams as the Assessor cannot physically travel to all the remote locations for them.

For this scenario you need to revise the following:

* The assessor instructions to include information that the observation will be carried out using the relevant meeting application, how much notice the candidate should be given, that the assessor is to create and advise the student of the meeting link, anything the candidate should do to prepare and anything else you feel is relevant so that the assessment task could be successfully carried out.
* The candidate instructions to ensure these are now relevant to carrying out this meeting online.

Be sure to review and modify / contextualise as necessary all areas in blue within the following plan and instruments.

### Assessment plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Unit of competency | | | BSBPEF202 Plan and apply time management | | | | |
| 2. Target group summary | | | The unit applies to individuals working under direct supervision. These individuals apply basic skills and knowledge in a broad range of work settings. They are typically 16-20 year olds with no work experience looking to enter the workforce or commencing traineeships / school based VET courses. They may also be mature age entering the workforce for the first time. | | | | |
| 3. Purpose and context/s of the assessment | | | This unit describes how to implement time management processes to organise and complete work tasks. It also addresses skills and knowledge to seek and review feedback for performance improvement regarding time management and use technology appropriate to the task.  The unit applies to individuals working under direct supervision. These individuals apply basic skills and knowledge in a broad range of work settings.  This assessment can be completed in a classroom, workplace, or independent learning environment. | | | | |
| 4. ASSESSMENT MAPPING | | | | | | | |
| Mapping key | | | QUES: Questioning (Written or Verbal) PROD: Product (work samples, videos, documents)  OBSV: Observation THRD: Third-party observation | | | | |
| Unit of competency criteria | | | | Assessment instruments | | | |
| Type[[10]](#footnote-10) | Ref[[11]](#footnote-11) | Criteria text | | QUES | PROD | OBSV | THRD |
| PE / CAA | PE1 | The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to: develop and implement at least one time management plan with support of relevant personnel. | |  | X |  |  |
| PE2 | In the course of the above (developing and implementing one time management plan), the candidate must: complete each work task within specified timeframe, seeking opportunities to use digital tools where applicable | |  | X |  |  |
| PE3 | In the course of the above (developing and implementing one time management plan), the candidate must: seek and use feedback from others to monitor and improve work performance. | |  | X | X |  |
| PC | 1.1 | Discuss and agree on work goals and plans with assistance from relevant personnel | |  | X | X |  |
| 1.2 | Identify relationship between own work goals and plans, and organisational goals and plans | |  |  | X |  |
| 1.3 | Research time management techniques and strategies | | X |  |  |  |
| 1.4 | Plan and prioritise work tasks within allocated timeframes | |  | X |  |  |
| 2.1 | Perform tasks according to designated timelines and instructions | |  | X |  |  |
| 2.2 | Seek assistance from colleagues when difficulties arise in achieving allocated tasks | | X |  |  |  |
| 2.3 | Identify factors affecting work plan | |  | X | X |  |
| 2.4 | Communicate progress on work plan to relevant personnel according to organisational policies and procedures | |  |  | X |  |
| 3.1 | Seek feedback on time management from relevant personnel | |  | X | X |  |
| 3.2 | Record changes to time management approach according to task instructions | |  | X |  |  |
| 3.3 | Identify and plan opportunities for improvement in discussion with colleagues | |  |  | X |  |
| KE / RK | KE1 | time management techniques and strategies | | X | X |  |  |
| KE2 | features of a time management plan | | X |  |  |  |
| KE3 | organisational standards, policies and procedures relevant to own work role | |  | X |  |  |
| KE4 | relationship between own work goals and plans and organisation’s goals and plans | |  |  | X |  |
| KE5 | factors affecting work progress and performance improvement techniques | |  | X |  |  |
| FS[[12]](#footnote-12) / RS | FS1 | Reading - Identifies and interprets textual information to determine and adhere to organisational and task requirements | |  | X |  |  |
| FS2 | Writing - Completes required documents using organisational formats | |  | X |  |  |
| FS3.1 | Oral communication - Uses listening and questioning techniques to seek information and confirm understanding | |  |  | X |  |
| FS3.2 | Oral communication - Participates in verbal interactions using language and features suitable to audience and context | |  |  | X |  |
| FS4 | Numeracy - Interprets numerical information related to timeframes | |  | X |  |  |
| FS5 | Enterprise and initiative - Complies with organisational policies, procedures and standards | |  | X |  |  |
| FS6.1 | Planning and organising - Prioritises work and completes activities within designated timeframes | |  | X |  |  |
| FS6.2 | Planning and organising - Identifies and solves routine problems | |  | X |  |  |
| FS7 | Selects appropriate digital tools to complete tasks | |  | X |  |  |
| 5A. Assessment methods and instruments – describe how and when they will be applied | | | Product - required to produce a time management plan, review this with an appropriate person and monitor progress using this plan  Observation – once they have submitted their finished Production of an Item (time management plan) the assessor will observe their oral communication skills whilst also demonstrating their ability to review their plan and performance  Questions – these are some underpinning knowledge questions and can be completed in writing and submitted at any time during the process (including orally during the Observation)  The assessment should be given at the end of the training.  The product they should be given a minimum of 5 days (typically 3-4 weeks) to complete, the observation and questions should typically take 30 minutes each to complete, the observation is conducted once they have finished the production of an item task (the questions can be completed at any stage). | | | | |
| 5B. Location | | | Workplace  Classroom  Simulated workplace  Other – specify: | | | | |
| 6. Applicable  industry or workplace standards or requirements | | | At a minimum the assessment outlines applicable industry/workplace requirements for documentation (legible, clear, spelling and grammar appropriate) and oral communication skills (clear, polite, positive) | | | | |
| 7. Relevant assessment conditions (from unit) | | | Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.  This includes access to challenges and situations to demonstrate application of performance evidence.  Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. | | | | |
| 8. Reasonable adjustments | | | Some of the assessment tasks in the candidate assessment kit 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 | | | | |
| 9. Contextualisation guidelines provided by the training package author.[[13]](#footnote-13) | | | Health and safety implications in the industry  Work health and safety (WHS) requirements are covered either by:  • embedding requirements in the elements/performance criteria of units of competency  • including specific WHS units in qualifications.  In jurisdictions where model WHS laws have not been implemented, RTOs are advised to contextualise units of competency by referring to the existing WHS legislative requirements.  Contextualisation of units of competency by RTOs  RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve  additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.  Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency  BSB CVIG (Business Services Training Package Companion Volume Implementation Guide) Version 7.1 | | | | |
| 10. Recognition of prior learning (RPL): What modifications to the tools (if any) are necessary for the following recognition scenarios. Will the assessment tool be modified or adapted for RCC / RPL candidates? If so, how? | | | | | | | |
| 10A. Candidates who claim to have already completed this unit at another RTO | | | Where candidate have already completed this unit through another RTO, authenticate the unit with the issuing RTO and credit this unit (no additional assessment will be required) | | | | |
| 10B. Candidates who claim to possess all competencies within the unit of competency but have not completed this unit at another RTO. | | | For RPL, the candidate can replace completed examples with those from their own workplace. Then where there are gaps a third-party report can be obtained or additional questions and evidence required | | | | |
| 11. Resources for Assessor | | | 1. Assessment instrument #1: Product  2. Time management plan template  3. Assessment instrument #2: Observation instrument  4. Assessment instrument #3: Question instrument (Markers Guide) | | | | |
| 12. Resources for Candidates | | | 1. Assessment instrument #1: Product  2. Time management plan template  3. Assessment instrument #2: Observation instrument  4. Assessment instrument #3: Question instrument | | | | |
| 13A. Approval | | | List all parties required to review and/or approve this plan - select at least one:  Plenty Training Academic Manager  Relevant workplace employer/supervisor  Other – describe: | | | | |
| 13B. Last reviewed by (name) | | |  | | | | |
| 14. Date plan completed | | |  | | | | |

### Product instrument

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Assessment name | Task 1 – Produce an item - Time management plan | | |
| 2. Unit of competency | BSBPEF202 Plan and apply time management | | |
| 3. Assessment context | Workplace or simulated workplace | | |
| 4. Candidate name |  | | |
| 5. Date of assessment |  | | |
| 6. Instructions to assessor | **General assessment information:**  Ensure candidate is ready for assessment and is aware of the Not Competent process and the rights to appeal.  NOTE (From the unit application) An individual performing these tasks operates alongside an expert or mentor where significant support, prompting advice and modelling can be provided.  **Explanation of Task(s)**  Candidates are required to develop one time management plan regarding their current work role. The candidate will use a time management plan template attached to this assessment. The time management template contains all the steps that the candidate needs to complete:  In the time management plan the candidate must select a minimum of 5 job tasks that need to be completed as part of their role and document these in the plan template.  An example of a work role, goal planning and job tasks could be: (note example included at end of these instructions - candidate can choose their own job tasks if available): Jobs: emails, cleaning, customer service, packing stock, ordering stock, administration job tasks, phone calls etc. Job prioritizing - Looking at the jobs tasks for the day and deciding what job tasks should be completed first (prioritizing) to the least important job tasks for the day.   * The candidate must use a form of digital technology such as a computer, iPad etc to complete the assessment, this must be presented in an electronic format. * They should set timeframes to this and use where possible electronic tools to assist them such as electronic calendar /diary (phone or computer) with reminders of dates and requirements   The plan must identify:   * The candidates work role and goals * Clearly outline the tasks to be completed - minimum number of 5 job tasks should be included in the plan * Explain the job tasks that are a priority and why * Make sure that the plan identifies any relevant organisational policies and procedures to their own work role e.g. Standard operating procedures (SOPS) * Make sure the time management plan is completed legibly, clearly and follows appropriate spelling and punctuation and provided in a suitable format for the assessor * Identifies at least one potential problem that may arise and indicates how this will be managed.   Once the plan is complete, the candidate will discuss this draft plan with a peer/colleague/supervisor or other appropriate person.  They will then use this plan to monitor and keep track of their progress and any adjustments they need to make.  **Duration**  They have 3 weeks from the date of handout to complete the time management plan. Make sure they write down when the assessment is due and check in with you as the assessor.  **Reasonable Adjustment**  During the demonstration of tasks, they can have a support person to assist with clarification if needed. When a support person in not available, your assessor can play the role of support during the assessment.  If the candidate does not have a current workplace a simulated workplace and scenario may be used.  The Trainer or assessor may play the role of the supervisor and fellow students may also be colleagues able to assist them.  **Example scenario**  Assessor may adjust this scenario as per learners needs.  You work in a busy retail store. You are a Retail Assistant and have been there for 1 year. You have many job tasks that need to be completed each day. You will use the time management template attached in this assessment to complete prioritizing your job tasks below.  You must also use a digital tool such as a calendar or diary on either a computer or iPhone to help you with this.  Your job tasks include cleaning the front counter, customer service, sweeping the store, checking emails for customer orders, unpacking stock, restocking shelves.  The time management plan should contain the detail above in the assessor instructions for the candidate to complete.  **Instructions regarding assessment records:**  Record results as S (satisfactory) or NS (not satisfactory) in the observation instrument. Make comments when relevant and provide feedback to the candidate on the outcome of the assessment | | |
| 7. Instructions to candidate | **Explanation of Task(s)**  You are required to develop one time management plan regarding your current work role. If you do not have a current work role your assessor will give you a scenario to help you complete the plan template.  You will use a time management plan template attached to this assessment. The time management template contains all the steps that you need to complete:  You must select a minimum of 5 job tasks that need to be completed as part of your role and document these in the plan template  Some examples of a work role, goal planning and job tasks could be: (note example only- you can choose your own job tasks if available)  Example: Job prioritizing- Looking at the jobs tasks for the day and deciding what job tasks should be completed first (prioritizing) to the least important job tasks for the day. E.g. emails, cleaning, customer service, packing stock, ordering stock administration job tasks, phone calls, printing etc   * You must use a form of digital technology such as a computer, iPad etc to complete the assessment, this must be presented in an electronic format. * You should set timeframes to this and use where possible electronic tools to assist them such as electronic calendar /diary (phone or computer) with reminders of dates and requirements   The plan must identify:   * Your work role and goals * Clearly outline the tasks to be completed - minimum number of 5 job tasks should be included in the plan * Explain the job tasks that are a priority and why * Make sure that the plan identifies any relevant organisational policies and procedures to their own work role e.g., Standard operating procedures (SOPs) * Make sure the time management plan is completed legibly, clearly and follows appropriate spelling and punctuation and provided in a suitable format for the assessor * Identifies at least one potential problem that may arise and indicates how this will be managed.   Once the plan is complete, you will discuss this draft plan with a peer/colleague/supervisor or other appropriate person.  You will then use this plan to monitor and keep track of your progress and any adjustments you may need to make.  **Duration**  You will be given 3 weeks from the date of handout to complete the time management plan. Make sure you write down when the assessment is due, check with your assessor.  **Reasonable Adjustment**  During the demonstration of tasks, you can have a support person to assist with clarification if needed. When a support person in not available, your assessor can play the role of support during the assessment.  If you do not have a current workplace a simulated workplace and scenario may be used.  The Trainer or assessor may play the role of the supervisor and fellow students may also be colleagues able to assist them.  **Example scenario**  To be used if you do not have a workplace  You work in a busy retail store. You are a retail assistant and have been there for 1 year. You have many job tasks that need to be completed each day. You will use the time management template attached in this assessment to complete prioritizing your job tasks below.  You must also use a digital tool such as a calendar or diary on either a computer or iPhone to help you with this.  Your job tasks include:  Cleaning the front counter, customer service, sweeping the store, checking emails for customer orders, unpacking stock, restocking shelves.  The time management plan should contain the detail above in the assessor instructions for the candidate to complete. | | |
| 8. Evidence required and decision-making rules | The item must be provided in an electronic format (this can be saved as the Word document or printed, completed by hand and a scan or photo of this submitted). The item (the plan) must meet all the criteria as listed below. | | |
| 9. Product checklist | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Product checklist (Does the candidate’s plan meet the following…) | Result (S/NS) |
| PC1.1 (part) | Clearly identify work role and goal |  |
| PC1.4 (part) | Clearly outline tasks to be completed (minimum of 5 tasks must be covered) |  |
| (PC1.4) part, FS4 | Each task has a clear timeframe to be completed by |  |
| PC1.1 (part), PE1 | Discusses and agrees on this plan with a relevant person |  |
| PC2.1, FS1, FS2, FS5 | This document is completed legibly, clearly and follows appropriate spelling and punctuation and provided in a suitable format for the assessor |  |
| PC1.4, FS6.1 | Explains those task/s that are a priority and why |  |
| KE3, FS5 | Identifies relevant organisational policies and procedures to own work role |  |
| PE2 (part), FS7 | Includes an outline of at least one digital tool that will be used and explains how this would be beneficial |  |
| PC2.3, KE1, KE5, FS6.2 | Identifies at least one potential problem that may arise and indicates how this will be managed |  |
| PC3.1, PE3 | Indicates who you will seek feedback from and when |  |
| PC3.2, PE2 | Contains a clear indication of those tasks completed when submitted and records any changes made |  |
| 10. Assessment result | Satisfactory  Not Satisfactory | | |
| 11. Resubmission required? | Yes  No | | |
| 12. Resubmission notes |  | | |
| 13. Feedback to candidate |  | | |
| 14. Assessor name |  | | |
| 15. Assessor signature |  | | |
| 16. Candidate signature |  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time Management Plan | | | | | |
| Your name |  | | | | |
| Describe your work role (minimum of 2 or 3 sentences) |  | | | | |
| Describe the goal for your work role (minimum of 2 or 3 sentences describing the purpose of the role) |  | | | | |
| Who have you discussed/agreed this plan with (you must discuss and agree on this with someone relevant) | |  | | | |
| Tasks (minimum of 5) | | Expected completion[[14]](#footnote-14) | Started | Completed | Meet expected time |
| 1. | |  |  |  | Yes  No |
| 2. | |  |  |  | Yes  No |
| 3. | |  |  |  | Yes  No |
| 4. | |  |  |  | Yes  No |
| 5. | |  |  |  | Yes  No |
| What are relevant organisational policies and procedures[[15]](#footnote-15) to your work role (at least one must be mentioned) | |  | | | |
| Which of these task/s is the highest priority and explain why? | |  | | | |
| Identify at least one potential problem[[16]](#footnote-16) that may arise and indicate how you could manage this if it happens | |  | | | |
| What is at least one digital tool that you will use and explain how this would be beneficial | |  | | | |
| Organise to review this with a colleague and look for possible opportunities to improve your performance. Who will you meet with and when? | |  | | | |
| Did you need to make any adjustments while completing this – if so, what were they and why? | |  | | | |

### Observation instrument

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Assessment name | Task 2 - Observation and discussion on Task 1 (time management plan) | | | |
| 2. Unit of competency | BSBPEF202 Plan and apply time management | | | |
| 3. Assessment context | Workplace or simulated workplace | | | |
| 4. Candidate name |  | | | |
| 5. Date of assessment |  | | | |
| 6. Instructions to assessor | **General assessment information:**  Ensure candidate is ready for assessment and is aware of the Not Competent process and the rights to appeal. | | | |
| **Explanation of tasks:**  You will ask them the following questions in relation to their submitted time management plan (Task 1) plan (note questions can be re-phrased if needed).   * How does your work role fit into your organisations work? * How can you relate your work goal/s relate back to the organisation’s goals? * What are some challenges you have come across? How did you deal with them? What do you feel you could have done differently (if anything) * Have you finished this plan on your proposed times and achieved everything? If not, then why not? * What is something you would like to know how to do better? (There must be something – if there was nothing in this plan you must then consider if you were to be given a new task – for example you are now an Assessor and Trainer – what might you like to improve on? You need to demonstrate your ability to seek feedback and input on your performance.   During these discussions you are looking for them to demonstrate the following skills and knowledge:   * Show they understand how their work role and goals fit into the organisation’s goals * Be able to explain some possible factors that affected their work plan (if applicable) * Be able to communicate their progress clearly and succinctly on your work plan * Demonstrate the ability to also seek feedback on their plan and potential areas where you might be able to improve even further * Uses listening and questioning techniques to seek information and confirm understanding (so make sure they also ask you questions and use active listening techniques such as summarising and paraphrasing discussions) * Use suitable language, phrasing, and pronunciation to this conversation (for example be polite, ensure you use positive language and phrases, avoid swearing, colloquial terms that may be misunderstood)   **Duration:**  This task should take approximately 15 minutes to complete | | | |
| **Instructions regarding assessment records:**  Record results as S (satisfactory) or NS (not satisfactory) in the observation instrument. Make comments when relevant and provide feedback to the candidate on the outcome of the assessment. | | | |
| 7. Instructions to candidate | **Explanation of tasks:**  You assessor will ask you some questions in relation to your plan you have submitted and how you feel you went with this task.   * How does your work role fit into your organisations work? * How can you relate your work goal/s relate back to the organisation’s goals? * What are some challenges you have come across? How did you deal with them? What do you feel you could have done differently (if anything) * Have you finished this plan on your proposed timeframes and achieved everything? If not, then why not? * What is something you would like to know how to do better? (There must be something – if there was nothing in this plan you must then consider if you were to be given a new task – for example you are now an Assessor and Trainer – what might you like to improve on? You need to demonstrate your ability to seek feedback and input on your performance.   During these discussions they are looking that you can demonstrate the following skills and knowledge:   * Show you understand how your work role and goals fit into the organisation’s goals * Be able to explain some possible factors that affected your work plan (if applicable) * Be able to communicate your progress clearly and succinctly on your work plan * Demonstrate the ability to also seek feedback on your plan and potential areas where you might be able to improve even further * Uses listening and questioning techniques to seek information and confirm understanding (so make sure you also ask questions of the assessor and use active listening techniques such as summarising and paraphrasing discussions) * Use suitable language, phrasing, and pronunciation to this conversation (you should be polite, ensure you use positive language and phrases, avoid swearing, colloquial terms that may be misunderstood) | | | |
| 8. Evidence required and decision-making rules | To be satisfactory they must demonstrate each of the skills and knowledge to the level indicated in the checklist below at least once during this task | | | |
| 9. Assessment observations | | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Assessment checklist task (Did the candidate…) | Observations / comments | Result (S/NS) |
| PC1.1 (part), PC1.2, KE4 | Did they show an understanding of how their work role and goals fit into the organisation’s goals? |  |  |
| PC2.3 | Were they able to explain some possible factors that affected their work plan (if applicable)? |  |  |
| PC2.4, PE1 | Were they able to communicate their progress on their work plan |  |  |
| PC3.1, PC3.3, PE3 | Were they able to seek feedback on their plan from you and seek input on something they would like to do better? |  |  |
| FS3.1 | During this discussion did they use listening and questioning techniques to seek information and confirm understanding?  (For example, ask questions of you as the assessor, use active listening techniques such as summarising and paraphrasing discussions) |  |  |
| FS3.2 | During this discussion did they use suitable language, phrasing and pronunciation to this context?  (For example, be polite, ensure you use positive language and phrases, avoid swearing, colloquial terms that may be misunderstood) |  |  |
| 10. Assessment result | Satisfactory  Not Satisfactory | | | |
| 11. Resubmission required? | Yes  No | | | |
| 12. Resubmission notes |  | | | |
| 13. Feedback to candidate |  | | | |
| 14. Assessor name |  | | | |
| 15. Assessor signature |  | | | |
| 16. Candidate signature |  | | | |

### Question instrument

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Assessment Name | Task 3 – Question instrument (Markers Guide) | | |
| 2. Unit of Competency | BSBPEF202 Plan and apply time management | | |
| 3. Assessment Context | This assessment can be completed in a classroom, workplace, or independent learning environment. | | |
| 4. Candidate Name |  | | |
| 5. Date of Assessment |  | | |
| 6. Instructions to assessor | **General assessment information:**  Inform candidate of the Not Competent and complaints and appeals process, ensure the candidate is ready for the assessment.  **Explanation of task:**  Inform the candidate of the assessment process – they need to complete all the questions in writing below (this can be done electronically or by hand using a pen and then scanned in).  Reasonable adjustment:  These questions can be given and answered verbally if required  **Duration**  The candidate will have 30 mins to complete the questioning instrument. They may ask you for more time id needed  **Instructions regarding assessment records:**  Where questions are not answered satisfactorily, the assessor can rephrase questions and allow candidate to re-address their answer/s - then make notes reflecting this.  Record results as S (satisfactory) or NS (not satisfactory) in the questioning instrument. Make comments when relevant and provide feedback to the candidate on the outcome of the assessment.  Check the model answers for consistency with making judgements. Model answers and guidance is provided to the assessor in their marking guide | | |
| 7. Instructions to candidate | **Explanation of task:**  You need to answer all the following questions, your answer needs to be at least one to two sentences each. Check with the assessor if you are unsure of these instructions or to clarify what the questions are asking.  If you are completing these in writing electronically or by hand, please submit to your assessor once completed.  **Duration**  You will have 30 mins to complete the questions. You may ask your assessor if you need more time to complete the assessment  **Reasonable adjustment:**  These questions can be given and answered verbally if required | | |
| 8. Evidence required and decision-making rules | All questions must be answered and be satisfactory for the task to be satisfactory. Each answer must be one to two sentences in length (unless otherwise specified). | | |
| 9. Assessment questions | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Question | Answer (Insert model answers / assessor guidance in this version) | Results (S/NS) |
| KE2 | Summarise why each of the following features of a time management plan are beneficial:   * List of tasks * Timeframes/deadlines | *Examples of suitable answers could include:*  *List of tasks - To have a clear record of what you need to complete and monitor your progress (also helps you prioritising)*  *Timeframes – so you can be clear on required time and follow up on progress, helps keep you on track* |  |
| PC1.3, KE1 | Explain why you should use a to do list when prioritizing you job tasks | *To-do lists are predominantly motivating because it gives a clear idea of what is to be accomplished each day. They can also ensure you clearly know from where to resume work the following day.* |  |
| PC1.3, KE1 | What are some time management techniques you could use to help you complete your job tasks? | *To do lists*  *Calendars*  *Look at the job tasks for the day and think about which one needs to go first*  *Ask your supervisor to help you prioritize* |  |
| PC1.3, KE1 | Explain why setting a timeframe for completing job tasks is important | *This will stop you from spending too long on tasks by setting clear timeframes on when to do this by. This will help keep you focussed and on track.* |  |
| PC1.3, KE1 | How can you use an online calendar or apps to help you manage your time regarding job tasks? | *These can give you reminders for upcoming tasks or dates that are less frequent, so deadlines and tasks do not get missed. They can be factored into your day.*  *Calendar- by putting in the job tasks, on the date required to be completed, using reminders programmed in*  *Apps -answer will be depending on what apps the candidate mention* |  |
| PC2.2 | If you were asked to complete a job task and couldn’t fit it in your day, what could you do to manage this situation?   1. Complete the job anyway 2. Talk to your supervisor 3. Do nothing 4. All of the above | *b) talk to your supervisor* |  |
| PC1.3, KE1 | If you had a lot of job tasks for that day to complete and your supervisor gave you one that you couldn’t complete, what would you say to your supervisor? | *It’s okay if you don’t want to upset anyone but only agree to deadlines that you can handle. If your to-do list is already full and you receive a request to complete an additional task on the same day, decline it - suggested wording could include – “I already have X to do and cannot complete that and the new task today – is it OK to finish tomorrow or did you want to get someone else to do this?”* |  |
| 10. Assessment result | Satisfactory  Not Satisfactory | | |
| 11. Resubmission required? | Yes  No | | |
| 12. Resubmission notes |  | | |
| 13. Feedback to candidate |  | | |
| 14. Assessor name |  | | |
| 15. Assessor signature |  | | |
| 16. Candidate signature |  | | |

## Scenario 4: BSBWRT311 Write simple documents (RPL)

### Description

Juanita White works in a Real Estate office in the property management section. She has been with them for two years and is looking to undertake RPL of BSBWRT311 Write simple documents to have some of her skills recognised and to advance her opportunities for other employment. Her duties include answering the phone for incoming enquiries, updating lists of properties available for rent, responding to emails from potential renters regarding availability of properties, flyers for the display windows on properties available, staff meeting minutes, preparing inspection report results to email to owners, liaising with maintenance personnel for the properties, issuing receipts for rent payments, completing various internal forms and records such as timesheets, leave requests.

For this scenario you are asked to develop a list of three specific documents for Juanita to provide that would meet the requirements of the unit’s performance evidence based on your understanding of her duties. Update the Product assessment instrument with the specific information on the documents for her to provide in her evidence. Revise the following:

* The assessor instructions to include a SMART description of the three specific documents she will be asked to provide examples of
* The candidate instructions advising her of the three specific documents she should provide
* The assessment checklist for the three specific documents and ensure that all requirements for what each document should demonstrate to be satisfactory is relevant and complete.

Be sure to review and modify / contextualise as necessary all areas in blue within the following plan and instruments.

### Assessment plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Unit of competency | | | BSBWRT311 - Write simple documents | | | | |
| 2. Target group summary | | | Candidates are typically currently employed and working in roles where they are required to write simple documents as part of their day-to-day duties. Candidates will often be looking to gain a qualification to improve their employment prospects. They can be working for a wide range of industries or organisations, but their role will normally have an administrative/reception component. They are typically 25-45. | | | | |
| 3. Purpose and context/s of the assessment | | | RPL assessment for people who are currently working and feel they can meet the requirements for the unit BSBWRT311. They may be using this unit for a range of certificate III qualifications. | | | | |
| 4. ASSESSMENT MAPPING | | | | | | | |
| Mapping key | | | QUES: Questioning (Written or Verbal) PROD: Product (work samples, videos, documents)  OBSV: Observation THRD: Third-party observation | | | | |
| Unit of competency criteria | | | | Assessment instruments | | | |
| Type[[17]](#footnote-17) | Ref[[18]](#footnote-18) | Criteria text | | QUES | PROD | OBSV | THRD |
| PE / CAA | PE1 | The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:  plan, draft and finalise three different simple documents that accurately convey the required basic information in a format suitable for the intended audience and purpose according to organisational policies and procedures for document production. | |  | X |  |  |
| PC | 1.1 | Determine audience, purpose and requirements for document according to organisation policies and procedures | | X |  |  |  |
| 1.2 | Determine required format, style and structure for document | | X |  |  |  |
| 1.3 | Establish method of communication | | X |  |  |  |
| 1.4 | Establish key points for inclusion | | X |  |  |  |
| 2.1 | Develop draft document to communicate key points according to purpose and requirements for document | | X |  |  |  |
| 2.2 | Check that draft meets document purposes and requirements | | X |  |  |  |
| 2.3 | Obtain and include additional required information | | X |  |  |  |
| 3.1 | Ensure draft is proofread, where appropriate, by supervisor or colleague | | X |  |  |  |
| 3.2 | Make and proofread necessary changes | | X | X |  |  |
| KE / RK | KE1.1 | processes for checking:  basic readability, grammar, spelling, sentence and paragraph sequencing and structure, and punctuation | | X |  |  |  |
| KE1.2 | processes for checking:  suitability of document for audience, purpose, and format | | X |  |  |  |
| KE2 | organisational policies and procedures relating to written communication | | X |  |  |  |
| KE3.1 | written communication methods, including: general emails | | X |  |  |  |
| KE3.2 | written communication methods, including: procedures | | X |  |  |  |
| KE3.3 | written communication methods, including: business letters | | X |  |  |  |
| KE3.4 | written communication methods, including: meeting agendas | | X |  |  |  |
| KE4 | different formats, styles and structures for documents. | | X |  |  |  |
| FS[[19]](#footnote-19) / RS | FS1 | Reading - Interprets a variety of text to determine and confirm task requirements | |  |  | X |  |
| FS2 | Reading - Proofreads document checking for grammar, spelling, structure, and suitability of style and format for audience | |  | X | X |  |
| FS3 | Oral Communication - Uses listening and questioning skills to seek additional information or confirmation of task completion | |  |  | X |  |
| FS4 | Self-management - Follows accepted communication practices and protocols when seeking information or feedback from others | |  |  | X |  |
| FS5 | Self-management - Takes responsibility for planning, sequencing and prioritising tasks to achieve required outcomes | | X |  | X |  |
| FS6 | Technology - Uses the main features and functions of digital tools to complete work tasks | |  |  | X |  |
| 5A. Assessment methods and instruments – describe how and when they will be applied | | | The assessor will arrange a mutually convenient time to hold the RPL interview questions where the candidate answers questions showing the knowledge evidence. During this interview the assessor will also discuss specific performance items for which they must provide some forms of evidence.  After the RPL interview they provide in person or email/mail these products/items to the assessor.  On completion of both the interview and the RPL process the Assessor can compete the observation of key foundation skills. | | | | |
| 5B. Location | | | Workplace  Classroom  Simulated workplace   Other – specify: Interview via phone/person | | | | |
| 6. Applicable  industry or workplace standards or requirements | | | At a minimum the assessment outlines applicable industry/workplace requirements for documentation (clear, spelling and grammar appropriate). | | | | |
| 7. Relevant assessment conditions (from unit) | | | Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.  This includes access to:   * office equipment and resources to assist in the production of documents * organisational policies and procedures * examples of documents to review.   Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. | | | | |
| 8. Reasonable adjustments | | | Where a candidate requires assistive technology to carry out these activities (such as voice recognition, speech to text, electronic spell checkers, reading tools etc) these can be used for the purposes of assessment.  Some of the assessment tasks in the candidate assessment kit 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. | | | | |
| 9. Contextualisation guidelines provided by the training package author.[[20]](#footnote-20) | | | Health and safety implications in the industry  Work health and safety (WHS) requirements are covered either by:  • embedding requirements in the elements/performance criteria of units of competency  • including specific WHS units in qualifications.  In jurisdictions where model WHS laws have not been implemented, RTOs are advised to contextualise units of competency by referring to the existing WHS legislative requirements.  Contextualisation of units of competency by RTOs  RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve  additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.  Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency  BSB CVIG (Business Services Training Package Companion Volume Implementation Guide) Version 7.1 | | | | |
| 10. Recognition of prior learning (RPL): What modifications to the tools (if any) are necessary for the following recognition scenarios. Will the assessment tool be modified or adapted for RCC / RPL candidates? If so, how? | | | | | | | |
| 10A. Candidates who claim to have already completed this unit at another RTO | | | Where candidate have already completed this unit through another RTO, authenticate the unit with the  issuing RTO and credit this unit (no additional assessment will be required) | | | | |
| 10B. Candidates who claim to possess all competencies within the unit of competency but have not completed this unit at another RTO. | | | This tool is specifically designed for RPL purposes | | | | |
| 11. Resources for Assessor | | | 1. Assessment instrument #1: Question instrument  2. Assessment instrument #2: Product instrument  3. Assessment instrument #3: Observation instrument | | | | |
| 12. Resources for Candidates | | | 1. Assessment instrument #1: Question instrument (Markers guidance removed)  2. Assessment instrument #2: Product instrument  3. Assessment instrument #3: Observation instrument (FYI only) | | | | |
| 13A. Approval | | | List all parties required to review and/or approve this plan - select at least one:  Plenty Training Academic Manager  Relevant workplace employer/supervisor  Other – describe: | | | | |
| 13B. Last reviewed by (name) | | |  | | | | |
| 14. Date plan completed | | |  | | | | |

### Products instrument

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Assessment name | BSBWRT311 RPL Products/items Instrument | | |
| 2. Unit of competency | BSBWRT311 - Write Simple Documents (RPL) | | |
| 3. Assessment context | Workplace or simulated workplace | | |
| 4. Candidate name |  | | |
| 5. Date of assessment |  | | |
| 6. Instructions to assessor | **General assessment information:**  Inform candidate of the Not Competent and complaints and appeals process (as outlined in the Student Guide <https://www.plentytraining.edu.au/student-guide/>), ensure the candidate is ready for the assessment. | | |
| **Explanation of task:**  Candidates need to provide at least 3 different, simple documents they have planned, drafted and finalised. These three different simple documents need to accurately convey the required basic information in a format suitable for the intended audience and purpose according to organisational policies and procedures for document production.  For currency the documents should be no older than 2 years.  Examples of different simple documents include (but are not limited to) general emails, procedures, business letters, meeting agendas | | |
| **Duration:**  These products should be submitted within 3 months of the RPL interview  **Reasonable Adjustment:**  Where a candidate requires assistive technology to carry out these activities (such as voice recognition, speech to text, electronic spell checkers, reading tools etc) these can be used for the purposes of assessment. Some of the assessment tasks in the candidate assessment kit can be completed in a simulated, real workplace or independent learning environment. Where indicated, candidates may opt for any of these approaches without disadvantage.  **Instructions regarding assessment records:**  Record results as S (satisfactory) or NS (not satisfactory) in the checklist below. Make comments  when relevant and provide feedback to the candidate on the outcome of the assessment. Include  any additional instructions for the records as required. | | |
| 7. Instructions to candidate | **Explanation of Task(s)**  You are required to provide evidence to show you have planned, drafted and finalised three different simple documents that accurately convey the required basic information in a format suitable for the intended audience and purpose according to organisational policies and procedures for document production. These documents need to be no more than 2 years old.  You need to provide at least three simple documents, and each must be a different type of document | | |
| **Duration:**  This evidence should be submitted within 3 months of your RPL interview  **Reasonable Adjustment:**  Where a candidate requires assistive technology to carry out these activities (such as voice recognition, speech to text, electronic spell checkers, reading tools etc) these can be used for the purposes of assessment. Some of the assessment tasks in the candidate assessment kit can be completed in a simulated, real workplace or independent learning environment. Where indicated, candidates may opt for any of these approaches without disadvantage. | | |
| 8. Evidence required and decision-making rules | The item must be provided in an electronic format (this can be saved as the Word or PDF document or printed and provided hard copy. The documents should be no older than two years for currency. The documents must meet all the criteria as listed below. | | |
| 9. Detailed instructions / assessment items | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Assessment task checklist | Result (S/NS) |
| PE1  PC3.2  FS2 | Document one – is this an example of:   * general emails * procedures * business letters * meeting agendas * other (specify)   This document must demonstrate:   * appropriate spelling * appropriate grammar * clear format * clear message * demonstrates suitable drafting and proofreading requirements |  |
| PE1  PC3.2  FS2 | Document two – is this an example of:   * general emails * procedures * business letters * meeting agendas * other (specify)   This document must demonstrate:   * appropriate spelling * appropriate grammar * clear format * clear message * demonstrates suitable drafting and proofreading requirements |  |
| PE1  PC3.2  FS2 | Document three – is this an example of:   * general emails * procedures * business letters * meeting agendas * other (specify)   This document must demonstrate:   * appropriate spelling * appropriate grammar * clear format * clear message * demonstrates suitable drafting and proofreading requirements |  |
| 10. Assessment result | Satisfactory  Not Satisfactory | | |
| 11. Resubmission required? | Yes  No | | |
| 12. Resubmission notes |  | | |
| 13. Feedback to candidate |  | | |
| 14. Assessor name |  | | |
| 15. Assessor signature |  | | |

### Question instrument

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Assessment Name | BSBWRT311 RPL Interview Question Instrument | | |
| 2. Unit of Competency | BSBWRT311 - Write Simple Documents | | |
| 3. Assessment Context | This assessment can be completed in a workplace, or independent learning environment. | | |
| 4. Candidate Name |  | | |
| 5. Date of Assessment |  | | |
| 6. Instructions to assessor | **General assessment information:**  Inform candidate of the Not Competent and complaints and appeals process (as outlined in the Student Guide <https://www.plentytraining.edu.au/student-guide/>), ensure the candidate is ready for the assessment.  **Explanation of task:**  Inform the candidate of the assessment process – they need to answer all questions satisfactorily. During this interview the Assessor will also discuss what items will be required to be submitted following the interview.  **Reasonable adjustment:**  A copy of the questions can be provided before the interview should they require the use of any relevant assistive technology.  **Duration:**  The candidate should only require 30 minutes to complete the questioning instrument. They may ask you for more time if needed.  **Instructions regarding assessment records:**  Where questions are not answered satisfactorily, the assessor can rephrase questions and allow candidate to re-address their answer/s - then make notes reflecting this.  Record results as S (satisfactory) or NS (not satisfactory) in the questioning instrument. Make comments when relevant and provide feedback to the candidate on the outcome of the assessment.  Check the model answers for consistency with making judgements. Model answers and guidance is provided to the assessor in their marking guide | | |
| 7. Instructions to candidate | **Explanation of task:**  You will be asked to describe how you have undertaken each of these steps:   * Plan simple document   + Determined the audience, purpose and requirements for one of your documents according to your organisations policies and procedures   + Determined required format, style and structure for one of your documents   + Established the correct method of communication   + Established the key points to be included in one of your documents * Draft simple document   + Developed one of your draft documents to communicate key points according to purpose and requirements for document   + Checked that your draft meets the document purposes and requirements   + Obtained and included additional required information * Finalise simple document   + Ensured one of your draft documents is proofread, where appropriate, by your supervisor or colleague   + Made and proofread any necessary changes, to one of your documents   You will be asked questions to show that you possess knowledge of the following:   * What is your process for checking your draft document to ensure it meets these requirements: basic readability, grammar, spelling, sentence and paragraph sequencing and structure, and punctuation? * What is your process for checking your draft document to ensure it meets these requirements: suitability of document for audience, purpose, and format? * What are two examples of your organisations policy and procedures for written documents? * When would you use each of the following written communication methods and why?   1. general emails  2. procedures  3. business letters  4. meeting agenda   * What are three examples of different formats, styles and structures for documents?   You need to answer all the questions satisfactorily, your answer needs to be sufficient description or explanation to demonstrate understanding (normally at least one to two sentences each). Check with the assessor if you are unsure of these instructions or to clarify what the questions are asking.  **Duration:**  You will have 30 mins to complete the questions. You may ask your assessor if you need more time to complete the assessment  **Reasonable adjustment:**  Should you require to use assistive technology during your interview please advise the assessor. | | |
| 8. Evidence required and decision-making rules | All questions must be answered satisfactorily and of sufficient description or explanation to demonstrate understanding (normally at least one to two sentences each). | | |
| 9. Assessment questions | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Question | Answer (Insert model answers / assessor guidance in this version) | Results (S/NS) |
| (Introduction) | Tell me about the type of documents you create in your job – what are they and who are they for? | *This is to set the scene for the following questions – examples could be things like emails to customers, meeting agendas and notes, invitations, letters to clients ….* | *N/A* |
| PC1.1, KE1.2 | For one of your documents tell me how you determined your audience, purpose, and requirements for your document according to organisation policies and procedures? | *Candidate to discuss – needs to relate to examples given and demonstrate understanding of audience and purpose (e.g., need to be formal or can it be informal, internal or external etc)* |  |
| PC1.2, KE1.2 | For one of your documents tell me how you determined the required format, style, and structure for document? | *Candidate to discuss – needs to relate to examples given and demonstrate understanding of audience and purpose (e.g., need to be formal or can it be informal etc)* |  |
| PC1.3 | For one of your documents tell me how you established the correct method of communication? | *Candidate to discuss – needs to relate to examples given and demonstrate understanding of relevant communication challenges (eg need to be formal or can it be informal etc)* |  |
| PC1.4 | For one of your documents tell me how you established key points to be included in your document? | *Candidate to discuss – needs to relate to examples given and demonstrate understanding of key points versus less important matters to keep the message relevant and clear* |  |
| PC2.1 | For one of your documents tell me how developed the draft document to communicate key points? | *Examples could include having someone else read, have a checklist, self-review, using templates or set formats* |  |
| PC2.2 | How did you ensure your draft met the purpose and requirements for the document? | *May be covered in previous question, examples could include having someone else read, have a checklist, self-review, using templates or set formats* |  |
| PC2.3 | Did you have to obtain and include any additional required information in your draft document? If so, what was it and why? | *Answer should be consistent with above responses* |  |
| PC3.1  FS5 | In your workplace are there any documents that you must have a supervisor or colleague for example proofread before you can send them? | *Maybe answered with question for PC2.1, ensure they know which documents their organisation would require to be proofread/approved. Demonstrate understanding of need to plan and sequence work tasks* |  |
| PC3.2 | What changes did you have to make to one of your documents? Discuss how you ensured those changes were correctly made e.g. that the document was checked again before it was finalised? | *Answer should be consistent with above responses* |  |
| KE1.1 | How do you check your documents for spelling, grammar and punctuation issues? | *This may have been covered in Element 1.*  *For example use of spell and grammar checking functions in word processing software, using other people to check, following formats or templates.* |  |
| KE1.1 | What is your process for ensuring your document is readable, and that the sentences, paragraph sequencing and structure of the document are correct? | *This question may have been answered either in element 1 or above* |  |
| KE2 | What are two examples of your organisations policy and procedures for written documents? | *Examples could include things such as using templates, corporate style guides, use of logos, signatures, other formatting requirements* |  |
| KE3.1 | When would you use general emails in a work setting to communicate something and why? | *General emails can be internal or external, while professional may be less formal than letters, quick and easy to use* |  |
| KE3.2 | When would you use procedures to communicate something and why? | *Procedures are used for internal purposes to make sure staff know process to follow* |  |
| KE3.3 | When would you use business letters and why? | *Business letters are more formal than emails, used only for external purposes typically* |  |
| KE3.4 | When would you use a meeting agenda and why? | *Meeting agenda may be for internal or external use (typically internal) and are normally brief and outline when, who for, where and what will be addressed in a meeting.* |  |
| KE4 | If not covered in above questions prompt What are three examples of different formats, styles and structures for documents? | *Needs to demonstrate at least 3 different document styles or formats.* |  |
| 10. Assessment result | Satisfactory  Not Satisfactory | | |
| 11. Resubmission req’d? | Yes  No | | |
| 12. Resubmission notes |  | | |
| 13. Feedback to candidate |  | | |
| 14. Assessor name |  | | |
| 15. Assessor signature |  | | |

### Observation instrument

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Assessment name | BSBWRT311 RPL Observation Instrument | | | |
| 2. Unit of competency | BSBWRT311 - Write Simple Documents (RPL) | | | |
| 3. Assessment context | Workplace or simulated workplace | | | |
| 4. Candidate name |  | | | |
| 5. Date of assessment |  | | | |
| 6. Instructions to assessor | **General assessment information:**  Inform candidate of the Not Competent and complaints and appeals process (as outlined in the Student Guide <https://www.plentytraining.edu.au/student-guide/>).  **Explanation of task:**  A copy of this observation should be provided to candidates on enrolment so they are aware of this requirement. On completion of both the interview and the RPL process the Assessor can compete the observation checklist supporting the candidate has demonstrated these key foundation skills.  **Duration:**  This observation should be completed upon the completion of the interview and submission of products/items as the last requirement of the assessment tasks.  **Reasonable Adjustment:**  Where a candidate requires assistive technology to carry out these activities (such as voice recognition, speech to text, electronic spell checkers, reading tools etc) these can be used for the purposes of assessment. Some of the assessment tasks in the candidate assessment kit can be completed in a simulated, real workplace or independent learning environment. Where indicated, candidates may opt for any of these approaches without disadvantage.  **Instructions regarding assessment records:**  Record results as S (satisfactory) or NS (not satisfactory) in the checklist below. Make comments  when relevant and provide feedback to the candidate on the outcome of the assessment. | | | |
| 7. Instructions to candidate | **Explanation of tasks:**  For your information – during your assessment process and interview the Assessor will be observing your ability to demonstrate the foundations skills requirements for reading, oral communication, self-management and use of technology as outlined in the checklist below.  **Duration:**  This observation is to be completed upon the completion of the interview and submission of the examples of products as the last requirement of the assessment tasks.  **Reasonable Adjustment:**  Where you requires assistive technology to carry out these activities (such as voice recognition, speech to text, electronic spell checkers, reading tools etc) these can be used for the purposes of assessment. | | | |
| 8. Evidence required and decision-making rules | To be satisfactory they must demonstrate everything in the checklist to the standard specified | | | |
| 9. Assessment observations | | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Assessment checklist task (Did the candidate…) | Observations / comments | Result (S/NS) |
| FS1 | As part of the RPL process they will demonstrate interpreting a variety of text to determine and confirm task requirements such as eligibility application forms, assessment instruments, emails confirming evidence requirements |  |  |
| FS2 | All emails, correspondence and final evidence shows having been proofread by having correct grammar, spelling, structure, and suitability of style and format for audience |  |  |
| FS3 | Demonstrates their ability to ask clear questions to confirm understanding or clarify requirements and seek additional information to ensure task is complete during the interview and RPL process |  |  |
| FS4 | Answers, evidence and RPL process demonstrates that they follow accepted communication practices and protocols when seeking information or feedback from others (such as requesting further information from the assessor) |  |  |
| FS5 | Demonstrated through RPL process self-management, planning and sequencing tasks such as for organising and completing RPL requirements such as setting interview, confirming requirements, attending on time, providing follow up evidence as required in required timeframes. |  |  |
| FS6 | Ensure is demonstrated through the RPL process uses the main features and functions of technology/digital tools to complete work tasks (e.g., emails sent in communication with the assessor, evidence provided requiring finalising using technology such as word processors) |  |  |
| 10. Assessment result | Satisfactory  Not Satisfactory | | |
| 11. Resubmission required? | Yes  No | | |
| 12. Resubmission notes |  | | |
| 13. Feedback to candidate |  | | |
| 14. Assessor name |  | | |
| 15. Assessor signature |  | | |

## Scenario 5: BSBPEF401 Manage personal health and wellbeing (RPL)

### Description

Max Brown is looking to RPL as part of a qualification the elective unit BSBPEF401 Manage personal health and wellbeing. This unit is of personal interest to Max as he recently was required to develop and implement a plan for his personal situation he called “Adjusting to return from active duty”. He has reviewed the requirements for evidence and has a difficulty providing one of the evidence requirements. He is in Defence and while he is able to discuss and provide a copy of his personal plan, he cannot provide any correspondence around proving the plan was discussed and approved by relevant personnel due to strict Defence requirements (PE1.3 “present personal health and wellbeing strategy to relevant personnel”). He has spoken with the relevant Human Resources representative (Jennifer Smythe) who has agreed that she can provide a verbal or in writing confirmation in place of this.

For this scenario you need to revise the following:

* Remove the PE1.3 “present personal health and wellbeing strategy to relevant personnel” reference from the Products assessment instrument
* Create a Third Party Report for the relevant person from the scenario to complete to provide evidence for PE1.3 “present personal health and wellbeing strategy to relevant personnel”. As part of this you need to complete the following in the Third party Report template provided:
* In instructions to Assessors indicate why the third party report is required, outline who can be a suitable third party, what does the person need to indicate/complete and how should they provide the report to you
* In the Instructions to the candidate/third party you need to indicate why the third party report is required, outline who can be a suitable third party, what does the person need to indicate/complete and how should they provide the report to you
* The assessment checklist for appropriate detail (in wording the Supervisor will understand – not necessarily the same wording as in the unit) exactly what they are confirming

Be sure to review and modify / contextualise as necessary all areas in blue within the following plan and instruments.

### Assessment plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Unit of competency | | | BSBPEF401 - Manage personal health and wellbeing | | | | |
| 2. Target group summary | | | Candidates are typically currently employed and working in roles where they are required to identify signs and sources of strain on personal health and wellbeing (both physical and mental) within job roles and according to key performance indicators (KPIs). They typically work in industries where there is considerable stress such as social work, government services, counselling, call centres, customer service roles, defence. Candidates will often be looking to gain a qualification to recognise skills developed and improve their employment prospects. They are typically 30-55. | | | | |
| 3. Purpose and context/s of the assessment | | | RPL assessment for people who are currently working and feel they can meet the requirements for the unit BSBPEF401. They may be using this unit for a range of certificate IV qualifications. | | | | |
| 4. ASSESSMENT MAPPING | | | | | | | |
| Mapping key | | | QUES: Questioning (Written or Verbal) PROD: Product (work samples, videos, documents)  OBSV: Observation THRD: Third-party observation | | | | |
| Unit of competency criteria | | | | Assessment instruments | | | |
| Type[[21]](#footnote-21) | Ref[[22]](#footnote-22) | Criteria text | | QUES | PROD | OBSV | THRD |
| PE | PE1 | Develop, implement and review one personal health and wellbeing strategy | | X | X |  |  |
| PE1.1 | In the course of the above, the candidate must: evaluate factors that may impact personal health and wellbeing in own personal life and work environment | | X |  |  |  |
| PE1.2 | In the course of the above, the candidate must: locate and assess applicable resources | | X |  |  |  |
| PE1.3 | In the course of the above, the candidate must: present personal health and wellbeing strategy to relevant personnel | |  | X |  |  |
| PE1.4 | In the course of the above, the candidate must: monitor variations in personal circumstances and work performance affecting health and wellbeing | | X |  |  |  |
| PC | 1.1 | Identify factors in the work environment that may impact on own physical and mental health | | X |  |  |  |
| 1.2 | Research techniques for management of own physical health and mental wellbeing | | X |  |  |  |
| 1.3 | Assess available resources for inclusion as part of personal health and wellbeing strategy | | X |  |  |  |
| 1.4 | Review legislative and organisational policies and procedures relating to health and wellbeing | | X |  |  |  |
| 2.1 | Develop strategy for managing personal health and wellbeing | | X |  |  |  |
| 2.2 | Share personal health and wellbeing strategy with relevant personnel | | X |  |  |  |
| 2.3 | Schedule activities that align with personal health and wellbeing strategy | | X |  |  |  |
| 3.1 | Monitor own performance against key performance indicators | | X |  |  |  |
| 3.2 | Identify new circumstances impacting work requirements and impact on personal health and wellbeing strategy | | X | X |  |  |
| 3.3 | Review and update personal health and wellbeing strategy to reflect new circumstances | | X |  |  |  |
| KE1 | techniques for management of physical health | | X |  |  |  |
| KE2 | techniques for management of mental wellbeing | | X |  |  |  |
| KE3 | time management tools and techniques | | X |  |  |  |
| KE4 | key features of organisational policies and procedures relating to health and wellbeing | | X |  |  |  |
| KE5 | requirements under work health and safety (WHS) legislation to address workplace stress | | X |  |  |  |
| FS[[23]](#footnote-23) | FS1 | Reading - Analyses and compares specific and complex text to determine and distinguish requirements | |  | X |  |  |
| FS2 | Writing - Develops documents that clearly explain ideas and advice | |  | X |  |  |
| FS3 | Writing - Records information using required tools | |  | X |  |  |
| FS4 | Numeracy - Interprets mathematical information related to timelines | |  | X |  |  |
| FS5 | Enterprise and initiative - Identifies legislative responsibility to provide a safe working environment | | X |  |  |  |
| FS6 | Planning and organising - Plans and monitors tasks to ensure deadlines are met and competing demands are accommodated | |  | X |  |  |
| FS7 | Planning and organising - Establishes, implements and monitors strategies, development plans and actions | | X |  |  |  |
| FS8 | Planning and organising - Uses problem-solving techniques to analyse and address issues that arise | | X |  |  |  |
| 5A. Assessment methods and instruments – describe how and when they will be applied | | | The assessor will arrange a mutually convenient time to hold the RPL interview questions where the candidate answers questions showing the knowledge evidence. During this interview the assessor will also discuss specific performance products/items for which they must provide evidence of.  After the RPL interview they provide in person or email/mail these items to the assessor. | | | | |
| 5B. Location | | | Workplace  Classroom  Simulated workplace  Other – specify: Interview phone/in person | | | | |
| 6. Applicable  industry or workplace standards or requirements | | | At a minimum knowledge of WHS legislation requirements addressing personal health and wellbeing. For example, for model act the following would be referenced:  <https://www.safeworkaustralia.gov.au/topic/mental-health> | | | | |
| 7. Relevant assessment conditions (from unit) | | | Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.  This includes access to challenges and situations to demonstrate the application of performance evidence.  Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. | | | | |
| 8. Reasonable adjustments | | | Where a candidate requires assistive technology to carry out these activities (such as voice recognition, speech to text, electronic spell checkers, reading tools etc) these can be used for the purposes of assessment.  Some of the assessment tasks in the candidate assessment kit 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 | | | | |
| 9. Contextualisation guidelines provided by the training package author.[[24]](#footnote-24) | | | Health and safety implications in the industry  Work health and safety (WHS) requirements are covered either by:  • embedding requirements in the elements/performance criteria of units of competency  • including specific WHS units in qualifications.  In jurisdictions where model WHS laws have not been implemented, RTOs are advised to contextualise units of competency by referring to the existing WHS legislative requirements.  Contextualisation of units of competency by RTOs  RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve  additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained.  Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency  BSB CVIG (Business Services Training Package Companion Volume Implementation Guide) Version 7.1 | | | | |
| 10. Recognition of prior learning (RPL): What modifications to the tools (if any) are necessary for the following recognition scenarios. Will the assessment tool be modified or adapted for RCC / RPL candidates? If so, how? | | | | | | | |
| 10A. Candidates who claim to have already completed this unit at another RTO | | | Where candidate have already completed this unit through another RTO, authenticate the unit with the  issuing RTO and credit this unit (no additional assessment will be required) | | | | |
| 10B. Candidates who claim to possess all competencies within the unit of competency but have not completed this unit at another RTO. | | | This tool is specifically designed for RPL purposes | | | | |
| 11. Resources for Assessor | | | 1. Assessment instrument #1: Question instrument  2. Assessment instrument #2: Product instrument | | | | |
| 12. Resources for Candidates | | | 1. Assessment instrument #1: Question instrument (Markers guidance removed)  2. Assessment instrument #2: Product instrument | | | | |
| 13A. Approval | | | List all parties required to review and/or approve this plan - select at least one:  Plenty Training Academic Manager  Relevant workplace employer/supervisor  Other – describe: | | | | |
| 13B. Last reviewed by (name) | | |  | | | | |
| 14. Date plan completed | | |  | | | | |

### Products instrument

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Assessment name | BSBPEF401 Products Instrument RPL | | | |
| 2. Unit of competency | BSBPEF401 - Manage personal health and wellbeing (RPL) | | | |
| 3. Assessment context | Workplace or simulated workplace | | | |
| 4. Candidate name |  | | | |
| 5. Date of assessment |  | | | |
| 6. Instructions to assessor | **General assessment information:**  Inform candidate of the Not Competent and complaints and appeals process (as outlined in the Student Guide <https://www.plentytraining.edu.au/student-guide/>), ensure the candidate is ready for the assessment.  **Explanation of task:**  Candidates need to provide one personal health and wellbeing strategy they have developed, implemented and reviewed. This should include:   * factors that may impact on personal health and wellbeing in own personal life and work environment * how to locate and assess applicable resources * how tasks, deadlines and timeframes will be monitored * how presented the personal health and wellbeing strategy to relevant personnel * how they monitored variations in personal circumstances and work performance affecting health and wellbeing.   For currency the documents should be no older than 3 years.  **Duration:**  The item/s should be submitted within 3 months of the RPL interview  **Reasonable Adjustment:**  Where a candidate requires assistive technology to carry out these activities (such as voice recognition, speech to text, electronic spell checkers, reading tools etc) these can be used for the purposes of assessment. Some of the assessment tasks in the candidate assessment kit can be completed in a simulated, real workplace or independent learning environment. Where indicated, candidates may opt for any of these approaches without disadvantage.  **Instructions regarding assessment records:**  Record results as S (satisfactory) or NS (not satisfactory) in the checklist below. Make comments  when relevant and provide feedback to the candidate on the outcome of the assessment. Include  any additional instructions for the records as required. | | | |
| 7. Instructions to candidate | **Explanation of Task(s)**  You need to provide one personal health and wellbeing strategy you have developed, implemented and reviewed. This should include:   * + - factors that may impact on your personal health and wellbeing in your own personal life and work environment     - how to locate and assess applicable resources     - how tasks, deadlines and timeframes will be monitored     - how you presented your personal health and wellbeing strategy to relevant personnel     - how you monitored variations in personal circumstances and work performance affecting health and wellbeing.   For currency the documents should be no older than 3 years.  **Duration:**  The item/s should be submitted within 3 months of your RPL interview  **Reasonable Adjustment:**  Where a candidate requires assistive technology to carry out these activities (such as voice recognition, speech to text, electronic spell checkers, reading tools etc) these can be used for the purposes of assessment. Some of the assessment tasks in the candidate assessment kit can be completed in a simulated, real workplace or independent learning environment. Where indicated, candidates may opt for any of these approaches without disadvantage. | | | |
| 8. Evidence required and decision-making rules | The item must be provided in an electronic format (this can be saved as the Word or PDF document or printed and provided hard copy. The documents should be no older than two years for currency. The documents must meet all the criteria as listed below. | | | |
| 9. Detailed instructions / assessment items | | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Assessment task checklist | | Result (S/NS) |
| PE1  PE1.1  FS2 | One personal health and wellbeing strategy which includes factors that may impact on your personal health and wellbeing in your own personal life and work environment | |  |
| PE1  PE1.2  FS1 | One personal health and wellbeing strategy which includes how to locate and assess applicable resources | |  |
| FS2, FS4, FS6 | One personal health and wellbeing strategy which includes how tasks, deadlines and timeframes will be monitored | |  |
| PE1.3 | One personal health and wellbeing strategy which includes how you presented your personal health and wellbeing strategy to relevant personnel | |  |
| PE1  PE1.4  FS3  FS4 | One personal health and wellbeing strategy which includes how you monitored variations in personal circumstances and work performance affecting health and wellbeing. | |  |
| 10. Assessment result | | Satisfactory  Not Satisfactory | | |
| 11. Resubmission required? | | Yes  No | | |
| 12. Resubmission notes | |  | | |
| 13. Feedback to candidate | |  | | |
| 14. Assessor name | |  | | |
| 15. Assessor signature | |  | | |
| 16. Candidate signature | |  | | |

### Third party report

|  |  |  |
| --- | --- | --- |
| 1. Assessment name | BSBPEF401 RPL Third party Report | |
| 2. Unit of competency | BSBPEF401 - Manage personal health and wellbeing (RPL) | |
| 3. Assessment context | Workplace or simulated workplace | |
| 4. Candidate name |  | |
| 5. Date of assessment |  | |
| 6. Instructions to assessor | **General assessment information:**  Inform candidate of the Not Competent and complaints and appeals process (as outlined in the Student Guide <https://www.plentytraining.edu.au/student-guide/>), ensure the candidate is ready for the assessment. | |
| **Explanation of task:**  Why is this required?  Who can be a suitable third party?  What do they need to do?  How do they submit/return this? | |
| **Duration:**  This report should be submitted within 3 months of the RPL interview  **Reasonable Adjustment:**  Where a signed third party report cannot be obtained the Assessor may gain a verbal report from the third party once they have confirmed their role. All information should be clearly noted and indicated such as time, date and specifically what they said.  **Instructions regarding assessment records:**  Record results as S (satisfactory) or NS (not satisfactory) in the checklist below. Make comments  when relevant and provide feedback to the candidate on the outcome of the assessment. Include  any additional instructions for the records as required. | |
| 7. Instructions to third party/candidate | **Explanation of Task(s)**  Why is this required? What for?  Who can be a suitable third party?  What do they need to do?  How do they submit/return this? | |
| 8. Evidence required and decision-making rules | The item must be provided in an electronic format (this can be scanned as a PDF or a jpeg or digitally signed). If this is not possible it may be printed, signed and provided in hard copy. The third party report must cover all the criteria as listed below. | |
| 9. Detailed instructions / assessment items | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Assessment task checklist | Result (S/NS) |
| PE1.3 | I can confirm that (name of RPL candidate) has \_\_\_\_  I agree that I can be contacted on the details below if verification is required.  Name:  Position:  Signed:  Date: |  |
| 10. Assessment result | Satisfactory  Not Satisfactory | |
| 11. Resubmission required? | Yes  No | |
| 12. Resubmission notes |  | |
| 13. Feedback to candidate |  | |
| 14. Assessor name |  | |
| 15. Assessor signature |  | |

### Question instrument

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Assessment Name | BSBPEF401 RPL Interview Question Instrument | | |
| 2. Unit of Competency | BSBPEF401 - Manage personal health and wellbeing | | |
| 3. Assessment Context | This assessment can be completed in a workplace, or independent learning environment. | | |
| 4. Candidate Name |  | | |
| 5. Date of Assessment |  | | |
| 6. Instructions to assessor | **General assessment information:**  Inform candidate of the Not Competent and complaints and appeals process (as outlined in the Student Guide <https://www.plentytraining.edu.au/student-guide/>), ensure the candidate is ready for the assessment.  **Explanation of task:**  Inform the candidate of the assessment process – they need to answer all questions satisfactorily. During this interview the Assessor will also discuss what items will be required to be submitted following the interview.  **Reasonable adjustment:**  A copy of the questions can be provided before the interview should they require the use of any relevant assistive technology.  **Duration:**  The candidate should only require 30 minutes to complete the questioning instrument. They may ask you for more time if needed.  **Instructions regarding assessment records:**  Where questions are not answered satisfactorily, the assessor can rephrase questions and allow candidate to re-address their answer/s - then make notes reflecting this.  Record results as S (satisfactory) or NS (not satisfactory) in the questioning instrument. Make comments when relevant and provide feedback to the candidate on the outcome of the assessment.  Check the model answers for consistency with making judgements. Model answers and guidance is provided to the assessor in their marking guide | | |
| 7. Instructions to candidate | Explanation of task:  You will be asked to describe how you have undertaken each of these steps:   * Review health and wellbeing framework   + Discuss three workplace factors that may impact on your own physical and mental health?   + What are two techniques you have researched to manage your own physical health and mental wellbeing?   + What resources have you used as part of personal health and wellbeing strategy, and why did you include these resources?   + Discuss one example of legislation and two examples of organisational policies and procedures relating to health and wellbeing. * Develop and implement personal health and wellbeing strategy   + Discuss your strategy for managing your personal health and wellbeing?   + How do you share your personal health and wellbeing strategy with relevant workplace personnel?   + Provide an example of scheduling activities that align with your personal health and wellbeing strategy. * Review personal health and wellbeing strategy   + Discuss how you monitor your own personal health and wellbeing performance against key performance indicators or other benchmarks?   + Provide an example of identifying new circumstances that impact on both your work requirements and your personal health and wellbeing strategy.   + Discuss how you reviewed and updated your personal health and wellbeing strategy to reflect these new circumstances?   You will be asked questions to show that you possess knowledge of the following:   * Discuss how you manage your own physical health? * Discuss how you manage your own mental health? (https://www.safeworkaustralia.gov.au/topic/mental-health) * Discuss what time management tools and techniques you use, and why you have found them beneficial? * What are two examples of your organisations policies and procedures that relate to health and wellbeing? * For each of these two examples above what are the key features of your organisations policies and procedures that relate to health and wellbeing? * Discuss one workplace requirement and one employee requirement under WHS legislation regarding addressing workplace stress. (https://www.safeworkaustralia.gov.au/topic/mental-health)   You need to answer all the questions satisfactorily, your answer needs to be sufficient description or explanation to demonstrate understanding (normally at least one to two sentences each). Check with the assessor if you are unsure of these instructions or to clarify what the questions are asking.  **Duration:**  You will have 30 mins to complete the questions. You may ask your assessor if you need more time to complete the assessment  **Reasonable adjustment:**  Should you require to use assistive technology during your interview please advise the assessor. | | |
| 8. Evidence required and decision-making rules | All questions must be answered satisfactorily and of sufficient description or explanation to demonstrate understanding (normally at least one to two sentences each). | | |
| 9. Assessment questions | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Question | Answer (Insert model answers / assessor guidance in this version) | Results (S/NS) |
| (Introduction) | Tell me about your role, what does a typical day involve for you? | *This is to set the scene for the following questions – it allows you to use more specific references in your questions about what they do, what sort of stress and wellbeing issues they may experience ….* | *N/A* |
| PC1.1 | Discuss three workplace factors that may impact on your own physical and mental health? | *Answers may include but are not limited to: Bullying and harassment, overwork, deadlines, poor work practices, unwell* |  |
| PC1.2  KE1 | What are two techniques you have researched to manage your own physical health? | *Answers may include but are not limited to: Quit smoking techniques, healthy eating habits, rest and exercise, good sleep habits* |  |
| PC1.2  KE2 | What are two techniques you have researched to manage your own mental wellbeing? | *Answers may include but are not limited to: Meditation, time management practices, good sleep habits, delegation skills* |  |
| PC1.3 | What resources have you used as part of your personal health and wellbeing strategy, and why did you include these resources? | *Answers may include but are not limited to: Fact sheets, health and wellbeing apps, exercise, personal development plan* |  |
| PC1.4 | Discuss one example of a legislation relating to health and wellbeing.  How does this example address health and wellbeing? | *Legislation includes but are not limited to: WHS, including industry and job specific WHS requirements, Anti-discrimination* |  |
| PC1.4  KE4 | Discuss two examples of organisational policies and procedures relating to health and wellbeing.  How does each example address health and wellbeing? | *Organisational P&P includes but are not limited to: Breaks; Leave provisions; Safe work practices; Cybersecurity*  *Examples of how these relate to personal health and wellbeing could for example include factors such as allowing personal safety, time for recovery or prevent over work* |  |
| KE5  FS5 | Discuss one workplace requirement under WHS legislation regarding addressing workplace stress. [KE5] | *Please note that this may be covered in above question (PC1.4)*  *Answers may include but are not limited to:*  *Workplace requirements; Safe workplace, including bullying and harassment requirements; Monitoring; Consultation; Hazard checks* |  |
| KE5  FS5 | Discuss one employee requirement under WHS legislation regarding addressing workplace stress. [KE5] | *Please note that this may be covered in above question (PC1.4)*  *Employee requirements: Follow workplace WHS Policies & Procedures (may mention specific examples of these such as participate in hazard inspections, take assigned breaks) or attend mandated WHS training, including stress related training* |  |
| PC2.1  FS7 | Discuss your strategy for managing your personal health and wellbeing? | *Candidates answers must demonstrate how their strategy for managing your personal health and wellbeing will improve their personal health and wellbeing.* |  |
| KE3 | Discuss two time management tools and techniques you use, and why you have found them beneficial? | *Answer may include but are not limited to: To do list, calendar diary reminders, blocking out time. delegation skills.*  *One benefit to be provided for each example given* |  |
| PC2.2 | How do you share your personal health and wellbeing strategy with relevant workplace personnel? | *Candidate must demonstrate understanding of who relevant personnel may be to them e.g. supervisor, manager, HR etc* |  |
| PC2.3  FS8 | Provide an example of scheduling activities that align with your personal health and wellbeing strategy. | *Candidate to discuss at least one example of implementing this in practice e.g. afterwork, lunchtimes etc* |  |
| PC3.1 | Discuss how you monitor your own personal health and wellbeing performance against key performance indicators or other benchmarks? | *Candidate to discuss how they monitor their own personal health and wellbeing performance against key performance indicators or other benchmarks e.g. feeling, energy levels, timeframes, attainment towards goals etc* |  |
| PC3.2 | Provide an example of identifying new circumstances that impact on both your work requirements and your personal health and wellbeing strategy. | *Candidate must show awareness of what could impact on their ability to achieve it, such as changes to employment circumstances, changes to personal circumstances, mental and physical health issues etc* |  |
| FS8 | What is at least one problem that arose when you were implementing your plan or something that didn’t go according to plan – how did you manage this? | *Candidate must show ability to analyse and address potential issues. If none arose prompt them – for example if temporary staff absences or needed to change to working remotely what impact could this have and how would they address this?* |  |
| 10. Assessment result | Satisfactory  Not Satisfactory | | |
| 11. Resubmission required? | Yes  No | | |
| 12. Resubmission notes |  | | |
| 13. Feedback to candidate |  | | |
| 14. Assessor name |  | | |
| 15. Assessor signature |  | | |

## 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:** | | | | **Results** |
| **Assessment planning:** | | | |  |
| 1. Did the candidate plan and organise the assessment process on five separate occasions? | | | | Yes  No |
| 2. Was assessment plan 1 consistent with and contextualised to the needs of the candidate? | | | | Yes  No |
| 3. Was assessment plan 2 consistent with and contextualised to the needs of the candidate? | | | | Yes  No |
| 4. Was assessment plan 3 consistent with and contextualised to the needs of the candidate? | | | | Yes  No |
| 5. Was assessment plan 4 consistent with and contextualised to the needs of the candidate? | | | | Yes  No |
| 6. Was assessment plan 5 consistent with and contextualised to the needs of the candidate? | | | | Yes  No |
| **Assessment instruments:** | | | |  |
| 7. Did the Candidate’s modification / adaptation of the five assessment instruments meet the required standards and specific workplace/candidate needs identified in, and are consistent with, the assessment plans developed for Assessment Task 2? | | | | Yes  No |
| 8. Include contextualisation requirements in accordance with all specified candidate needs? | | | | Yes  No |
| 9. Incorporate contextualisation advice provided by the training package (if any)?  N/A | | | | Yes  No |
| 10. Gather evidence against the standards in accordance with the rules of evidence?   * Validity * Sufficiency * Authenticity * Currency | | | | Yes  No |
| 11. Gather evidence against the standards in accordance with the principles of assessment?   * Fairness * Flexibility * Validity * Reliability | | | |  |
| 12. Include clear written instructions for the candidate and the assessor regarding the use of assessment instruments? | | | | Yes  No |
| 13. Are at least two of these tools suitable for use in an RPL assessment? | | | | Yes  No |
| 14. Did the candidate correctly interpret the units of competency? | | | | Yes  No |
| 15. Did the candidate interpret and follow guidelines for contextualising units of competence? | | | | 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: Trial Assessments

## Instructions

This assessment task requires you to trial the assessment instruments you developed as part of Assessment Task 2, gather feedback from at least two of your peers, and answer a series of questions relating to that trial. Ideally you would ask this of fellow trainers or assessors however, if you do not have access to such persons, you may ask fellow students, colleagues or friends to review your work.

Note: The term ‘trial’ for the context of this assessment is a focus on checking and confirming that the assessment instruments are meeting the required standards and are specific to the workplace and candidate’s needs.

Specifically, you must:

1. Hold a meeting: Invite two or more peers to trial the five assessment tools you developed for Assessment Task 2 and hold a meeting with them to cover the following:

* You must explain the purpose of the trial, where and when it will be conducted, and their roles. You must provide a thorough description of the background to this project, including the required standards and specific workplace and candidate needs that the instruments must meet.
* You must communicate effectively with the people trialing your tools, and your assessor must observe your practical interactions during this meeting:
* A qualified assessor must witness your meeting:
* If you undertake this assessment task in a classroom environment, then you will meet and trial with your fellow students and your trainer will witness this in class.
* If you undertake this assessment task out of the class, then you may wish to meet with two colleagues via our closed Facebook page to assist you in trialling your tools. You may choose to hold a separate one-on-one meeting with each of your colleagues (i.e., have two meetings), or else hold a single meeting with both colleagues. You may elect to meet either electronically or in face-to-face meetings. You must also have access to digital technology to record the video and audio of your interactions, e.g., using a smart phone or PC webcam, and you must then submit a copy of the digital recording with this workbook or a link to an online copy (e.g., located on DropBox or Google Drive). Your assessor will then assess your submitted recordings.
* You may also elect to have your meeting observed by another qualified assessor in your workplace. This means that the assessor must possess either:
* 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 this option is selected, you must provide a copy of your assessor’s testamur with this workbook and the assessor must complete the assessment checklist in sections 4.2.1 and the statutory declaration in section 4.2.2.

Record the details of the discussions in section 4.2.

2. The persons chosen to trial the assessments must then trial your five assessment instruments.

3. Gather feedback from the persons trialling the five assessments and record these in the peer feedback forms in section 4.3.

4. Identify improvements (including reasonable adjustment or contextualisation strategies) that can be made to the instruments or assessment process in section 4.4.

### Decision-making rules

To achieve a satisfactory result, you must meet all of the criteria outlined in the instructions section of this assessment task. Your assessor will also be reviewing your discussions with the trial reviewers to confirm the following:

* You must effectively use oral communication skills to participate in exchanges about assessment processes and the trialling of instruments appropriate to the audience – including:
* Using the seven C’s of communication:
* Completeness: The communication must be complete. It should convey all facts required by the audience.
* Conciseness: Conciseness means wordiness, i.e., communicating what you want to convey in least possible words without forgoing the other C’s of communication.
* Consideration: Consideration implies “stepping into the shoes of others”. Effective communication must take the audience into consideration, i.e., the audience’s viewpoints, background, mind-set, education level, etc.
* Clarity: Clarity implies emphasising on a specific message or goal at a time, rather than trying to achieve too much at once.
* Concreteness: Concrete communication implies being particular and clear rather than fuzzy and general. Concreteness strengthens the confidence.
* Courtesy: Courtesy in message implies the message should show the sender’s expression as well as should respect the receiver. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic.
* Correctness: Correctness in communication implies that there are no grammatical errors in communication.
* Demonstrating active listening by asking open questions and seeking feedback.
* You must demonstrate that you can collaborate with others as part of routine activities and to confirm their understanding – including at least two of the following techniques:
* Look for common ground: Find shared values, consider shared personal experiences, pay attention to and give feedback, be yourself and expect the same of others, be willing to accept differences in perception and opinions.
* Learn about others: Consider their perspectives and needs, appeal to the highest motives, let others express themselves freely.
* Critique results, not people: Do not waste time on personal hostility, make other people feel good, avoid criticism and put downs.
* Give and get respect: Show respect for others' opinions, be considerate and friendly, put yourself in the other person's shoes, be responsive to emotions, speak with confidence but remain tactful.
* Proceed slowly: Present one idea at a time, check for understanding and acceptance of each idea before moving on to the next. Speak in an organized and logical sequence.
* Be explicit and clear: Share your ideas and feelings, pay attention to nonverbal communication, speak clearly and make eye contact, select words that have meaning for your listeners.

Finally, the trial feedback that you document should be one-to-two paragraphs in length.

### Context of assessment

The assessment task can be performed in a simulated or real workplace environment.

## Meeting details

|  |  |
| --- | --- |
| 1. Your name |  |
| 2. Trial participant names  (At least two must be listed.) |  |
|  |
| 3. How will your trainer or assessor review your discussion with those trialling the assessments?  (Select one only.) | The meeting was witnessed by my trainer in a class environment (include the signed copy of the assessor's marking checklist in section 4.2.1 with your evidence); or  The meeting was witnessed by a non- Plenty Training qualified assessor who has completed and signed the assessor’s marking checklist in sections 4.2.1 and the statutory declaration in section 4.2.2 and provided a copy of their qualifications; or  A video recording was made and:  1. I have submitted the video to this workbook or am providing the following online link to  it:  2. I have submitted 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: |
| 4. Which collaboration techniques did you demonstrate?  (Select all that apply – You must have used at least two of these techniques.) | Look for common ground  Learn about others  Critique results, not people  Give and get respect  Proceed slowly  Be explicit and clear |
| 5. Meeting time & date |  |
| 6. Meeting location |  |

### Assessor’s marking checklist for section 4.2 meeting

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Your name |  | | | | | |
| Instructions to assessors: This checklist is used to record your evaluation of the candidate during the meeting recorded in section 4.2.  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** |
| 1. Use effective oral communication skills to participate in exchanges about assessment processes and the trialling of instruments appropriate to the audience – including:   * Using the seven "Cs" of communication (Completeness, Conciseness, Consideration, Clarity, Concreteness, Courtesy, and Correctness)? * Demonstrating active listening by asking open questions and seeking feedback? | | | | | Yes  No  Yes  No |
| 2. Effectively collaborate with others as part of routine activities – including at least two of the following: (Select all that apply)  Looking for common ground  Learning about others  Critiquing results  Giving and getting respect  Proceeding slowly (presenting one idea at a time, check for understanding before moving on).  Being explicit and clear | | | | | Yes  No |
| 3. Confirm understanding with others by asking relevant questions? | | | | | 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 your meeting 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-TAEASS401-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 Place  5 Day  6 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

## Feedback forms

These feedback forms are to be used during the trial of your edited assessment tools to summarise the feedback that you received on each tool from one or more people.

### Feedback 1

|  |  |
| --- | --- |
| Assessment tool name / identification | Observation 1 instrument |
| Unit of competency code and title | SIRXWHS001 - Work safely |
| Assessment instrument feedback | Spelling and grammar suitable – if no explain why:  Instructions to assessors are clear and easy to follow – if no explain why:  Instructions to candidates are clear and easy to follow – if no explain why:  Changes and contextualisation suitable for the scenario and target audience – if not explain why:  Any other comments or feedback |
| Name of reviewer |  |
| Date |  |

### Feedback 2

|  |  |
| --- | --- |
| Assessment tool name / identification | Question instrument |
| Unit of competency code and title | FSKNUM017 Use familiar and routine maps and plans for work |
| Assessment instrument feedback | Spelling and grammar suitable – if no explain why:  Instructions to assessors are clear and easy to follow – if no explain why:  Instructions to candidates are clear and easy to follow – if no explain why:  Changes and contextualisation suitable for the scenario and target audience – if not explain why:  Any other comments or feedback |
| Name of reviewer |  |
| Date |  |

### Feedback 3

|  |  |
| --- | --- |
| Assessment tool name / identification | Observation instrument |
| Unit of competency code and title | BSBPEF202 Plan and apply time management |
| Assessment instrument feedback | Spelling and grammar suitable – if no explain why:  Instructions to assessors are clear and easy to follow – if no explain why:  Instructions to candidates are clear and easy to follow – if no explain why:  Changes and contextualisation suitable for the scenario and target audience – if not explain why:  Any other comments or feedback |
| Name of reviewer |  |
| Date |  |

### Feedback 4

|  |  |
| --- | --- |
| Assessment tool name / identification | Products instrument |
| Unit of competency code and title | BSBWRT311 - Write simple documents |
| Assessment instrument feedback | Spelling and grammar suitable – if no explain why:  Instructions to assessors are clear and easy to follow – if no explain why:  Instructions to candidates are clear and easy to follow – if no explain why:  Changes and contextualisation suitable for the scenario and target audience – if not explain why:  Any other comments or feedback |
| Name of reviewer |  |
| Date |  |

### Feedback 5

|  |  |
| --- | --- |
| Assessment tool name / identification | Third party report instrument |
| Unit of competency code and title | BSBPEF401 - Manage personal health and wellbeing |
| Assessment instrument feedback | Spelling and grammar suitable – if no explain why:  Instructions to assessors are clear and easy to follow – if no explain why:  Instructions to candidates are clear and easy to follow – if no explain why:  Changes and contextualisation suitable for the scenario and target audience – if not explain why:  Any other comments or feedback |
| Name of reviewer |  |
| Date |  |

## Questions

| **#** | **Question** | | **Answer** |
| --- | --- | --- | --- |
| 1 | After trialling and seeking feedback on your five assessment instruments, what modifications would you make to the instruments or your assessment process?  (Be sure to include at least one modification.) | |  |
| 2 | What reasonable adjustments and contextualisation would you make to your assessment instruments or process if you were using them with the following student groups? | | |
| A. Students with literacy difficulty | |  |
| B. Students with language difficulty | |  |
| C. Students in regional locations (distance learners) | |  |
| D. Students with hearing impairment | |  |
| 3 | | Integrated assessment activities | A. Which of the following would be a good example of how you could integrate assessment activities?  Assessing 2 similar knowledge requirements from 2 different units together with the one question  Combining assessment questions with an observation task so they can demonstrate both their understanding and their skill at performing a task at the same time  Using a series of related tasks to demonstrate their skills  Relating knowledge questions to an assessment task they have just carried out  All of the above |
| B. What is one example from the five assessment plans and tools in Task 2 where you used integrated (or blended) assessment activities? Tell us the unit, the particular assessment instrument/s and how this is integrating assessment activities? |
|  |

## Assessor’s marking checklist for assessment task 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Instructions to assessors: This checklist is used to record your evaluation of the candidate’s evidence provided in task 3.  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. Hold a meeting with at least two people who reviewed their tools, which was witnessed and satisfactorily assessed by an assessor in section 4.2.1? | | | | Yes  No |
| 2. Demonstrate an understanding of all required standards and specific workplace/candidate needs that the instruments must meet? | | | | Yes  No |
| 3. Gather documented feedback from one or more persons who trialled the assessments? | | | | Yes  No |
| 4. Identify improvements that can be made to the instruments or assessment process? | | | | Yes  No |
| 5. Identify reasonable adjustment or contextualisation strategies for the student groups identified in question 2? | | | | Yes  No |
| 6. Discuss suitable opportunities to integrate assessment activities? | | | | 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. https://www.asqa.gov.au/resources/guides/guide-developing-assessment-tools [↑](#footnote-ref-1)
2. For example, performance evidence (PE), critical aspects of assessment (CAA), performance criterion (PC), etc. [↑](#footnote-ref-2)
3. For example, *KE1, PE2,* etc. [↑](#footnote-ref-3)
4. Foundation skills (FS) must be listed and must be assessed if not already implicitly assessed by the associated performance criteria (PC). [↑](#footnote-ref-4)
5. Refer to the companion volume / implementation guides linked from each unit of competency at training.gov.au. [↑](#footnote-ref-5)
6. For example, performance evidence (PE), critical aspects of assessment (CAA), performance criterion (PC), etc. [↑](#footnote-ref-6)
7. For example, *KE1, PE2,* etc. [↑](#footnote-ref-7)
8. Foundation skills (FS) must be listed and must be assessed if not already implicitly assessed by the associated performance criteria (PC). [↑](#footnote-ref-8)
9. Refer to the companion volume / implementation guides linked from each unit of competency at training.gov.au. [↑](#footnote-ref-9)
10. For example, performance evidence (PE), critical aspects of assessment (CAA), performance criterion (PC), etc. [↑](#footnote-ref-10)
11. For example, *KE1, PE2,* etc. [↑](#footnote-ref-11)
12. Foundation skills (FS) must be listed and must be assessed if not already implicitly assessed by the associated performance criteria (PC). [↑](#footnote-ref-12)
13. Refer to the companion volume / implementation guides linked from each unit of competency at training.gov.au. [↑](#footnote-ref-13)
14. This can be either a date or a time – depending on the task and the period over which the plan runs, make sure this is clear in your answer [↑](#footnote-ref-14)
15. For example do you have a job description, are the SOP’s you must follow, are there legal requirements you must comply with? [↑](#footnote-ref-15)
16. Some examples of problems could be a previous task taking longer than expected, internet or another resource being unavailable, new tasks being added [↑](#footnote-ref-16)
17. For example, performance evidence (PE), critical aspects of assessment (CAA), performance criterion (PC), etc. [↑](#footnote-ref-17)
18. For example, *KE1, PE2,* etc. [↑](#footnote-ref-18)
19. Foundation skills (FS) must be listed and must be assessed if not already implicitly assessed by the associated performance criteria (PC). [↑](#footnote-ref-19)
20. Refer to the companion volume / implementation guides linked from each unit of competency at training.gov.au. [↑](#footnote-ref-20)
21. For example, performance evidence (PE), critical aspects of assessment (CAA), performance criterion (PC), etc. [↑](#footnote-ref-21)
22. For example, *KE1, PE2,* etc. [↑](#footnote-ref-22)
23. Foundation skills (FS) must be listed and must be assessed if not already implicitly assessed by the associated performance criteria (PC). [↑](#footnote-ref-23)
24. Refer to the companion volume / implementation guides linked from each unit of competency at training.gov.au. [↑](#footnote-ref-24)