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| **CBD College Pty. Limited**  Suite 1, Level 10, The Dymocks  Building, 428 George St, Sydney 2000  ACN 098 477 466  *Phone: 1300 616 218*  Fax: (02) 9235 2434 |



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| **Candidate declaration** |

I declare that I have personally completed all activities as outlined in this assessment workbook. The only variation to this will be if CBD College has given express permission or direction to do so.

I understand that competency will not be given if I do not meet the assessment evidence and activity requirements or if it is discovered that I have not undertaken all expected tasks.

I understand that CBD College reserves the right to **immediately** withdraw a qualification if it is found that I provided false or misleading evidence, this includes any declaration, resource or tool I have submitted as being authored by me.

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| **Full Name** | Satrughan Thapa |
| **Start date of course** | 24/06/2019 |
| **USI number \***  (Unique student identifier) | YLSKCKBTZ2 |
| **Date of birth**  (For the purpose of verifying your USI) | 06/04/1984 |

\* For information on USI, please see USI.gov.au

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**General Information**

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| **Student support** |

**Recognition of prior learning**

Recognition of Prior Learning (RPL) acknowledges the full range of an individual’s skills and knowledge, irrespective of how it has been acquired. This includes competencies gained through formal study, work experience, employment and other life experiences.

CBD College ensures that an individual’s prior learning is recognised, irrespective of where and how the learning takes place. The opportunity to apply for RPL is offered to every student. Please contact CBD College if you think this may apply to you.

**Access and equity**

We do not discriminate against any individual on the basis of race, colour, sex, or religion. All students are treated equally. Our trainers will assist and support students where appropriate, including those students with language/literacy needs or physical disabilities, as long as the nature of the disability does not preclude them from completing the training and assessment.  We do not tolerate discriminatory behaviour from students in any of our classes.

**Literacy and numeracy**

Candidates will need to have sufficient numeracy and literacy skills to read and comprehend instruction for referencing legislation, preparing reports, searching the internet and completing assessments.

Please discuss any language, literacy or numeracy issues with us prior to attending. This will enable CBD College to organise appropriate support facilities. For example, we can arrange to conduct some parts of the assessments orally rather than in the written form, or arrange extra tuition, as appropriate.

**Health issues**

Please discuss any health issues which may affect your training and assessment with us prior to attending.

**Complaints and appeals procedure**

CBD College undertakes to deal with complaints and appeals promptly. There are a number of stages involved in resolving complaints and appeals. These are outlined in the Student Handbook.

**Continuous Improvement**

You will be asked to complete a Training Evaluation Survey at the end of the face to face component of your course. We encourage constructive and honest feedback. This feedback can be anonymous. CBD College warrants that the content of this survey will have absolutely no bearing on the marking of your assessment. You are given another opportunity to give feedback after gaining your qualification.

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| **Assessment tasks** |

**Level of performance expected in assessment tasks**

Every assessment task will require satisfactory completion in order for candidates to be deemed Competent. This is a Certificate IV level course and candidates will need to adhere to any guidelines on length of answer required where stipulated. Please note, a paragraph is three or more sentences.

A range of assessment tasks will be utilised for this qualification. Any tasks not completed in the time allocated in class will need to be completed in your own time. Other tasks are designed to be completed in your own time. You are given 12 months from the first day of the face to face component of the course to submit your assessment tasks.

You will not qualify for your Certificate IV in Training and Assessment until all assessment tasks are completed, submitted to CBD College and you have been deemed competent in all tasks*.*

**Due date of assessments**

Due date is no later than 12 months from the first day of the face to face component of your course.

Your assessment tasks are to be submitted in one file and sent to:

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| Sydney students -  [tae@certivsydney.com.au](mailto:tae@certivsydney.com.au)  Melbourne students - [tae@certivmelbourne.com.au](mailto:tae@certivmelbourne.com.au)  Perth students - [tae@certivperth.com.au](mailto:tae@certivperth.com.au) |

Please do not submit your file unless every assessment activity is complete. Once we have received your assessment file, you will be sent an acknowledgement email from CBD College.

**Marking of assessments**

Assessment tasks will be marked by a qualified assessor. We will endeavour to mark your assessment within 15 business days of submission. Once marked, CBD College will send you a checklist where you will see our assessor’s assessment decision of S or NYS marked against each part of the assessment tasks. If you are deemed NYS in any part of the assessment tasks, you will be given an opportunity to resubmit your answer for reassessment. You will have 2 weeks to then resubmit any assessment tasks initially deemed NYS. Candidates who submit assessment tasks after this period will be deemed not competent unless there is a special need that CBD College are made aware of during this period.

**Requirements for competency**

To be deemed competent, you will need to provide evidence that shows competency against all aspects of each unit of competency in the qualification.

**Assessment outcomes**

If you are assessed as Not Yet Satisfactory (NYS) in any of the assessments, then the outcome on your checklist will be ‘further work required’ and you will be advised what evidence remains to be submitted.

**Resubmissions**

After the initial assessment, CBD College will allow a further two resubmissions before a $199 fee will be charged each time a student wishes to be given a further chance to resubmit their work.

**Feedback**

Oral feedback is available after any practical assessment completed in class. Your trainer is always available to provide verbal feedback during class time. Written feedback will be provided when assessment tasks are returned to you after marking.

**Plagiarism**

Please do not copy and paste from the internet to answer questions. We have software to detect plagiarism. We are interested in answers that are in your own words.

Please sign here to acknowledge that you have read and understand what is required of you in the assessment tasks for this qualification with CBD College:

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| **Candidate full name** | Satrughan Thapa |
| **Date** | 24/06/2019 |

# **Assessment 1 – Deliver a training session**

**Units covered in this integrated assessment activity**

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| *TAE40116 Certificate IV in Training and Assessment units covered in Assessment 1 include:*  TAEDES401 Design and develop learning programs  TAEDEL401 Plan, organise and deliver group-based learning  BSBCMM401 Make a presentation |

**Instructions to Candidates**

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| There are three parts to Assessment 1   |  |  | | --- | --- | | **Activity** | **Activity type** | | **Part 1**  Plan a training session  Develop a session plan | Group | | **Part 2**  Deliver a training session in a team teaching context | Group | | **Part 3**  Review the training session | Individual |   **Structure a training session** (Group activity)  The acronym, EARS (Explain, Activity, Relevance, Summary), can be used to help trainers deliver effective training sessions. EARS is one way of structuring the body of a training session.  In groups, you will plan and deliver a training session in a team training context. You will research and plan during class time with others in your group on the following topics:   1. **Training packages** - What does a training package include? What are the endorsed components? What are the non-endorsed components? What are the benefits of using training packages? 2. **Australian Qualification Framework** - Compare and contrast characteristics of learning outcomes between Certificate II and Certificate III level qualifications 3. **Competency –based assessment** - Compare and contrast competency-based assessment and norm-referenced assessment 4. **Development and endorsement of training packages –** What is the role of Australian Industry and Skills Committee, the Industry Reference Committees and the Skills Services Organisation in developing and endorsing training packages? 5. **Contextualisation –** What does contextualisation mean? Why do we contextualise? What can/can’t we do under the guise of contextualisation? 6. **Reasonable adjustment** – What is reasonable adjustment? What does it apply to? What can and can’t be done under the guise of reasonable adjustment?   Depending on the number of trainers in your group, your delivery will look something like this;   |  |  | | --- | --- | |  | *Trainer 1 -* An introduction of the group and what the group will be presenting | |  | *Trainer 2 -* Topic 1; Explain the topic, include an activity, make the content relevant to the learners, summarise (EARS) | |  | *Trainer 3 -* Topic 2; EARS | |  | *Trainer 4 -* Topic 3; EARS | |  | *Trainer 5 -* Topic 4; EARS | |  | *Trainer 6 -* Topic 5; EARS | |  | *Trainer 7 -* Topic 6; EARS | |  | *Trainer 8 -* Conclusion of the group’s delivery |   **Part 1 – Plan**  As a group, you will research the topics and plan the delivery of your team training session. You will develop a session plan for your group’s training sessions. During planning, you will be assessed by your CBD College trainer/assessor against the planning criteria in the *Observation Checklist 1 – Deliver a training session (Appendix 1)*  **Part 2 – Deliver**  In groups, you will deliver a training session in a team training context. Each trainer should deliver for 6-8 minutes.  During delivery, you will be assessed by your CBD College trainer/assessor against the delivery criteria listed in the *Observation Checklist 1 – Deliver a training session (Appendix 1).*  **Part 3 – Review**  You will review your training and identify areas for improvement. |

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| **Assessment 1 – Delivering a training session** |

**Part 1 – Plan**

In groups, plan a training session in a team training context. Research and plan during class time with others in your group on the following topics:

1. **Training packages** - What does a training package include? What are the endorsed components? What are the non-endorsed components? What are the benefits of using training packages?
2. **Australian Qualification Framework** - Compare and contrast characteristics of learning outcomes between Certificate II and Certificate III level qualifications
3. **Competency –based assessment** - Compare and contrast competency-based assessment and norm-referenced assessment
4. **Development and endorsement of training packages –** What is the role of Australian Industry and Skills Commission, the Industry Reference Committees and the Skills Services Organisation in developing and endorsing training packages?
5. **Contextualisation** – What does contextualisation mean? Why do we contextualise? What can/can’t we do under the guise of contextualisation?
6. **Reasonable adjustment** – What is reasonable adjustment? What does it apply to? What can and can’t be done under the guise of reasonable adjustment?

*(Relevant resources - TAE40116 Resources/VET sector and TAE40116 Resources/Assessment)*

As a group, record your planning in the session plan below.

During planning, you will be assessed by your CBD College trainer/assessor using*Observation Checklist 1 – Deliver a training session (Appendix 1).*

You will be assessed against the following criteria

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| Access and interpreted documentation necessary for planning |
| Confirm roles, responsibility and delivery arrangements for planning and delivery |
| Use listening and questioning techniques during planning phase |
| Finalise learning materials and organise facility, technology and equipment needs in time for delivery |

**1.1 Session plan**

This is a group activity

Collaboratively develop a plan of your training sessions. You need to include the planning of the content, training activities, resources, the trainer responsible for each section and the timing.

| **Content** | **Training activities** | | **Resources** | **Trainer responsible** | **Timing** |
| --- | --- | --- | --- | --- | --- |
| **Introduction** | I  N  T  R  O A  S | 1. **Guessing game**   This is an activity which is meant to show the different between open and close questions. | -Paper and other writing materials  -Grouped participants.  - | Providing guidance during the training.  Assessing he participants  Organizing candidates in group. | 6-8 min |
| Non – Verbal communication training | E  A  R  S | 1. **Guess the emotion**   It is a fun competitive game that’s concerned with getting participants to become more aware of their feelings or emotions. Participants are split into teams and act out an emotion, such as disgust, affection, fear, anxiety, embarrassment, anger, determination. | -Paper and writing materials  - grouped candidates  - drawings or images | Organize participants  Providing guidance or instruction on what to be done  Assess the activities being done. | 6-8 min |
| Non – verbal communication | E  A  R  S | 1. **Power of body language**   Body language speaks louder than any words you can ever utter. Whether you’re telling people that you love them, you’re angry with them, or don’t care less about them, your body movements reveal your thoughts, moods, and attitudes. Both consciously and sub-consciously your body tells others what’s really going on with you. This is a great quick and fun activity that shows how powerful the effect of body language is in communicating with others. | -Pictures or images.  -Writing materials. | Help candidates to locate problems and signs or gesture.  Provide guidance on what do be done by each group. | 6-8 min |
| Reading and speaking | E  A  R  S | 1. **Square Talk**   This is a challenging activity where participants are all blindfolded and receive instructions from the trainer that should be strictly followed, the exercise enables participants to recognise the importance of communicating effectively, and understand the important aspects of communication | -recorder  -Writing materials  -reading materials  -computer | Organize participants  Providing guidance or instruction on what to be done  Assess the activities being done. | 6-8 min |
| Speaking | E  A  R  S | 1. **Back to back communication**   A classic communication skills activity that highlights the importance of asking questions for effective communication. | recorder  -Writing materials  -reading materials  -computer | Organize participants  Providing guidance or instruction on what to be done  Assess the activities being done. | 6-8 min |
| Numeracy | E  A R  S | 1. **Name game**   Instruct each participant to think of a famous person and write it secretly on a post it notes. Attach the post it to the head of their partner. A fun exercise that shows the importance of asking the right type of questions. | -Images  - computer  - writing materials | Organize participants  Providing guidance or instruction on what to be done  Assess the activities being done. | 6-8 min |
| Reading and speaking | E  A R S | 1. **Paper shapes**   A simple activity you can easily incorporate in any communication skills training intervention to show the importance of two way communication. | -Paper  -Recorder  -Writing materials  -Reading materials | Organize participants  Providing guidance or instruction on what to be done  Assess the activities being done. | 6-8 min |
| **Conclusion** | O  F  F |  |  |  | 6-8 min |

**1.2 Evaluating the effectiveness of training sessions**

After the delivery of your training session, you will be asked to review and reflect on your training.

Identify two ways you could ***evaluate*** the effectiveness of your session. How could you check if your training session was effective?

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| 1 | Survey: Survey is one of the best techniques which I used to evaluate the effectiveness of the training. First, a survey will conduct after the end of a session to establish whether participants have understood the concept. Second, the survey will be conducted after end of the training to establish the depth of knowledge acquired by the participants regarding the training topics and the application in real life. |
| 2 | Test score during and after training will also be used as an evaluation method. Participants will be given test questions after the end of each training session and the performance of each person and the general performance would be used to determine the effectiveness of the training being provided. |

**Part 2 – Deliver**

You will deliver your training session in a team teaching context. Each trainer should deliver for 6 - 8 minutes. During your delivery, you will be assessed by your CBD College trainer/assessor using*Observation Checklist 1 – Deliver a training session (Appendix 1).*

You will be assessed against the following criteria

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| During delivery, did the candidate: |
| Explain intended outcomes of training |
| Use non-verbal and verbal communication(including persuasive communication techniques) appropriate to the learners |
| Include appropriate learner activities and/or a range of delivery methods |
| Use resources, presentation aids and examples to support understanding |
| Demonstrate effective facilitation skills to ensure effective participation and group management |
| Summarise key ideas |

**Part 3 - Review**

**3.1 Effective communication**

Identify how at least three examples of effective communication were reflected or could have been reflected in your training.

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| --- | --- | --- |
| Example of effective communication  *Definition/description* | | How this effective communication was reflected or could have been reflected in your training  *(Minimum 1 paragraph answer required for each example)* |
| 1 | Active Listening | The most essential aspect of communication is to be understood and understand other people as well. Without active listening communication cannot be achieved. Therefore, active listening could have been reflected through practical work in class. The class participated in a discussion where group members are engage in an active where presentation is done and members are required to take notes. |
| 2 | Non-Verbal Communication | Non – verbal communication is the aspect of using gesture, words and body language. Non – verbal communication was reflected through the use of gesture during the training. A demonstration was done in class with two students communicating using gesture and body language. Later, participants were asked to illustrate what they have understood from the conversation. In order to get the point clear to the trainees, |
| 3 | Ask Questions | Questions were asked in random as after and before training to test the knowledge of participants. |

**3.2 Review of training**

Reflection is a vital skill for any trainer. After delivery, you will debrief and reflect on your training session as a group. Use that discussion and your own self-reflection to reflect on your training session. Reflect on both the delivery as a group and on your individual delivery. Identify what worked well, what didn’t work well and how you would improve your training for next time.

**Training reflection**

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| What aspects of your training and your group’s training worked well? What aspect of the training did the learners respond to? | Reflection on your training  *(Min* ***2 sentence*** *answer required)* | Training was majorly practically, with trainees being taken through non verbal practice, reading, and writing to ensure there is understanding of the concept. I used gesture, reading notes and scripts and recording of speeches or talks from trainees are replayed during the session to create a better understanding among the participants. |
| Reflection on your group’s training  *(Min* ***2 sentence*** *answer required)* | Practical non-verbal training worked well for the training. Within the group trainees interacted to demonstrate the effectiveness of nonverbal communication. In the reading aspect, trainees practically read louder in sequence to show how each trainee is able to read. |
| What didn’t work well? What aspects of the training and your group’s training did the learners not respond well to?  *Please ensure you are answering the question - this question is* ***NOT*** *asking you what you would do differently or how you would improve the training* | Reflection on your training  *(Min* ***2 sentence*** *answer required)* | The training generally went on well but the aspect of pronunciation and numeracy did not well work. Since some of the trainees were from countries where English is their second language. Getting acquitted with the right pronunciation did not work well as expected. |
| Reflection on your group’s training  *(Min* ***2 sentence*** *answer required)* | Group training conducted in sequences using various materials. However, the training comprised of oral speaking, image identification, loud reading and gesture designed to help group participants build their communication skills and confidence as well. |
| If you were redelivering this training in another training session, what would you change to improve it?  *(Min* ***1 paragraph*** *answer required)* | If I were to redeliver training, I would improve the practical work. More practical training would be included to help in improving the confidence of participants. First, I would grouped participants and then use more practical activities which can expose candidates to learn more communication skills. | |

**Appendix 1**

**Observation Checklist 1 - *Deliver a training session***

**This checklist is for reference only. It is completed by a CBD College assessor in the document*Checklist of competency and feedback to candidates***

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| **Observation Checklist 1 - Deliver a training session** | | | | | | |
| **Assessor:** |  | | **Date:** |  | | |
| **During planning, did the candidate:** | | | | | **Yes** | **No** |
| Access and interpreted documentation necessary for planning | | | | | X |  |
| Confirm roles, responsibility and delivery arrangements for planning and delivery | | | | | X |  |
| Use listening and questioning techniques during planning phase | | | | | X |  |
| Finalise learning materials and organise facility, technology and equipment needs in time for delivery | | | | | X |  |
| **During delivery, did the candidate:** | | | | | **Yes** | **No** |
| Explain intended outcomes of training | | | | | X |  |
| Use non-verbal and verbal communication (including persuasive communication techniques) appropriate to the learners | | | | | X |  |
| Include appropriate learner activities and/or a range of delivery methods | | | | | X |  |
| Use resources, presentation aids and examples to support understanding | | | | | X |  |
| Demonstrate effective facilitation skills to ensure effective participation and group management | | | | | X |  |
| Summarise key ideas | | | | | X |  |
| **Comment:** |  | | | | | |
| **OVERALL OUTCOME:** | | Candidates gained knowledge and skills in communication. The assessment establish high understanding of communication tips, confidence and speaking and reading. | | | | |

# **Assessment 2 – TLIK2003 Apply keyboard skills**

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| *TAE40116 Certificate IV in Training and Assessment units covered in Assessment 2 include:*  TAEASS402 Assess competence  TAEASS403 Participate in assessment validation |

**Instructions to Candidates**

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| There are three parts to Assessment 2   |  |  | | --- | --- | | **Activity** | **Activity type** | | **Part 1 -** Validate an assessment tool against the principles of assessment | Group | | **Part 2 -** Assess competence | Group | | **Part 3 –** Review assessment process | Individual |   This assessment is based on the unit TLIK2003 *Apply keyboard skills.*  Please note, some of the work you will be doing using this unit will be completed in your Classroom Workbook. Work completed in the Classroom Workbook ***is not part of your summative assessment.***  The following activities are part of your summative assessment.  **Part 1: VALIDATE**  You will work as a group with other validators to review an assessment tool against the *principles of assessment (validity, reliability, flexibility, fairness)*  **Part 2:ASSESS CANDIDATES**  You will   * conduct an assessment process to assess 4 candidates in the full unit using an assessment tool provided to you * make a judgement for each candidate * record the assessment decision, including giving feedback to each candidate   **Part 3: REVIEW**  You will   * validate the evidence collected against the rules of evidence * review the assessment process |

**Assessment 2 – TLIK2003 Apply keyboard skills**

This assessment is based on the following scenario:

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| You work for an RTO, *Smart Learning,* who has been employed to conduct and review assessment for *Organics Supermarket*. For further details on the scenario, see Classroom Workbook, Activity 1.  For details on relevant policies and procedures for Organics Supermarket and Smart Learning, see *TAE40116 Resources/Resources for CBD College Assessment Tasks and Workbook Activities/Assessment 2 and Workbook Activity 1* |

**Part1 –VALIDATE AN ASSESSMENT TOOL**

This is a group assessment.

In groups of three or four, you have been asked to conduct a validation meeting focusing on an assessment tool for *TLIK2003 Apply keyboard skills* to see whether it adheres to the principles of assessment. This assessment tool, ***Assessment 2 for TLIK2003 (Version 1)*** has been created by an external developerto cover the full unit however your manager has concerns it may not meet the principles of assessment.

In the template below, you are required to write a comment wherever you indicate a ***no*** response.

At the conclusion of the validation, write a recommendation for each aspect of the assessment tool where it did not meet the principles of assessment.

Recommendations must stipulate exactly how the tool can be improved, i.e.

* *What* is your recommendation and *where* will it be included?
* Will it involve adding to the existing instrument or
* Will you create a new instrument?
* If adding a new instrument, what type of instrument will that be?

Each group member may either record the outcomes and decisions of the assessment in their own assessment template or you may elect one person in the meeting to be a scribe.

If you decide the latter, please note:

* at the conclusion of the meeting, the scribe will need to ensure all members of the meeting are given a copy of the completed validation meeting template
* all members of the validation meeting group must agree on what is recorded
* although this is a group activity, as part of your summative assessment, you may be asked to resubmit on some decisions and recommendations, if deemed necessary by your assessor

### During the validation you will be assessed by your CBD College trainer/assessor using *Observation Checklist 2 – Assessment validation (Appendix 2).*

### You will be assessed against the following criteria

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| **Prepare for validation** |
| Discuss and confirm the approach to validation |
| Analyse relevant benchmarks for assessment and agree on the evidence needed to demonstrate competence |
| Arrange materials for validation activity |
| **Contribute to validation process** |
| Use validation documents – including mapping template, policies and procedures document |
| Demonstrate active participation in validation session using appropriate communication skills |
| Participate in validation session by applying the principles of assessment |
| Stays on task to ensure validation is completed within the timeframe |
| **Contribute to validation outcomes** |
| Collectively discuss validation findings to support improvements in the quality of assessment |
| Discuss, agree and record recommendations to improve assessment practice |

**Validation and the RTO**

For details on policies and procedures, see *Smart Learning Training and Assessment policies and procedure* document*.*

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| Reason for validation  *Why do RTOs need to conduct validation?* | RTO need to conduct validation because, a valid assessment judgement is one that confirms a learner holds all of the knowledge and skills described in a training product | |
| Frequency of validation  *According to Smart Learning policies and procedures, how often will validation occur at this RTO?* | A validation schedule is a five year plan; each training product must be reviewed at least once in that five-year period. | |
| List three areas of focus for validation  *When undertaking validation in an RTO, what are three critical aspects?* | 1 | The assessment task and the assessment  Process. |
| 2 | Candidate Evidence; The Candidate performance and The rules of evidence |
| 3 | Assessor judgements; The assessment decision that has been made, and reporting and record keeping procedures. |

**Validation of an assessment tool**

At *Smart Learning,* the following validation documents must be completed and then filed, according to workplace policies and procedures.

*(Relevant resources on validation, TAE40116 Resources/Assessment)*

|  |  |  |
| --- | --- | --- |
| Date of validation | 11/7/19 | |
| Training package code | TLI | |
| Training package name | Transport and Logistics. | |
| Unit of competency code | TLIK2003. | |
| Unit of competency name | Apply keyboard skills. | |
| Focus of this validation  *What is being validated? What part of assessment is being validated?* | An assessment tool is being validated against one principle of assessment – validity. | |
| Reason for this validation  *Why does the client want the validation completed?* | Created by an external developer and manager has concerns it may not be valid. | |
| Time of validation  *Is this occurring before, during or after assessment?* | Before. | |
| Documents used in validation  *List two documents you will use* | 1 | TLIK2003 Apply keyboards skills unit of competency |
| 2 | TLIK2003 Apply keyboards skills Assessment Tool |
| Documents appear to be accurate  *Assessment tool, mapping template* | *Yes* | |
| Documents include version control | *Yes* | |

**Assessors**

|  |  |  |
| --- | --- | --- |
| Assessors  *Include* ***full names*** *of all assessors involved in validation* | Kevin Gibson | |
| Satrughan Thapa | |
| Marilyn Chand | |
| Amir Khwaja | |
|  | |
| Qualifications and other requirements validators must collectively hold to validate this unit | 1 | TLIK2003 Apply keyboard skills |
| 2 | Cert IV - TAE40116 |
| 3 | Current Industry Experience |
| 4 | Ongoing professional development in the industry and VET |
| Legal and ethical responsibilities when validating  *Name legislation and ethical considerations that you should be mindful of when validating* | 1 | ASQA |
| 2 | Standard for RTO 2105 |
| 3 | Privacy act |

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation criteria (principles of assessment)** | **Yes (Y)** | **No (N)** | **If *No*, comment** |
| **VALIDITY** | | | |
| Elements and performance criteria are addressed |  |  | PC1.2: No evidence of implementing the knowledge related to accessing WHS policies, prior to starting the practical task.  PC1.3: No instruction to candidate related to resting period. |
| Performance evidence are addressed |  |  | PE1: No instructions on fatigue management  PE5 : No instruction given to the candidate in case of situation arises like contingency, risk, and environment.  PE6: No instruction about identifying the right keyboard and software prior to starting the task.  PE8: No instructions related to accessing manuals and using of keyboard in task 1 and 2. |
| Knowledge evidence are addressed |  |  | KE1: Knowledge Question missing related to use of keyboard and computer  KE2: Knowledge Question missing related to the procedures and guidelines relevant to WHS/OHS.  No instructions to candidate to refer Policy documents.  KE3: No question related to using keyboard and entering data and appropriate actions to prevent or solve problems. |
| Assessment conditions are addressed |  |  | AC: Instruction to refer applicable documentation, including workplace procedures, regulation, codes of practice and operation manuals, to provide to candidate is missing. |
| Level of difficulty is relevant to the AQF level  <http://www.aqf.edu.au/aqf-levels> |  |  | AC: Understanding instruction and keyboard usage |
| Assessment is based on realistic workplace activities and contexts |  |  | PE: Following correct instruction and understanding the procedures without much difficult. |
| **RELIABILITY** | | | |
| Evidence criteria/marking guides/model answers and/or assessment checklists are available to assist the assessment decision |  |  | No model answer, marking guides |
| Instructions to assessors are clear, and include time allowed and level of performance required for competency |  |  | No time limit for Part 1  Assessment benchmark, appeals, RPL and reasonable adjustment missing |
| **FLEXIBILITY** | | | |
| Instructions allow for reasonable adjustments |  |  | No instruction about reasonable adjustment missing |
| Instructions allow for recognition of existing competency/RPL |  |  | No instruction about RPL, existing competency missing |
| **FAIRNESS** | | | |
| Instructions are clear, unambiguous and in plain English |  |  | Clear instruction to refer the company policy document and recourses missing |
| Instructions include an outline of benchmark or requirements for competency |  |  | No benchmark instruction mentioned |
| Reasonable adjustments, including adjustments for LLN needs, do not compromise the integrity of the assessment |  |  | No reasonable adjustment instructions mentioned |
| Opportunity for feedback and review is provided to candidate |  |  | No feedback instruction |
| Allows for appeals against assessment decisions |  |  | No appeals instruction |

After completing the review, write a recommendation for each aspect which did not meet the principles of assessment. Recommendations must stipulate exactly how the tool can be improved i.e. *what* is your recommendation and *where* will it be included? Will it involve adding to the existing instrument or will you create a new instrument?

|  |  |  |
| --- | --- | --- |
| **Recommendations to address issues identified above:** | | |
| 1 | In Elements and performance criteria addressing the WHS/OHS guidelines on rest periods and exercises, and procedure for validating and correcting entered information needs to be added. | |
| 2 | Knowledge Question on various subject need to be added such as; use of keyboard and computer, procedures and guidelines relevant to WHS/OHS, referring to Policy documents and entering data and appropriate actions to prevent or solve problems. | |
| 3 | Need to include various information such as: model answer, marking guides, time limit for Part 1, Assessment benchmark, appeals, feedback, RPL and reasonable adjustment missing | |
| 4 | Need to add methods to observe performance regarding various issues such as  - Fatigue management  - Situation arises like contingency, risk, and environment.  - Identifying the right keyboard and software prior to starting the task and accessing manuals and using of keyboard in task 1 and 2. | |
| 5 | Including QUIZ so that enough evidence is adequately gained on specific knowledge and instructions on knowledge of rest period and exercises.  So that assessment conditions are addressed, adequately resources for relevant exercises, case studies and/or other simulations need to be assessed. | |
| Assessor responsible for completing changes to assessment tool | | Satrughan Thapa |
| Date for assessor to have completed changes by: | | *11/07/19* |

**Part2- ASSESS COMPETENCE**

**Assessment of candidates**

You will assess four employees from Organics Supermarket. Using assessment tool ***Assessment 2for TLIK2003 Apply keyboard skills (Version 2)***, you will assess four candidates in TLIK2003 *Apply keyboard skills.* This assessment tool is provided by CBD College.

Read through the assessment tool prior to the assessment. Ensure you have a thorough understanding of how to run the assessment.

The assessment consists of two parts:

1. Written quiz
2. Direct observation of a practical task

**Assess competence -Quiz**

This written quiz will be completed by your four candidates, in their own time. In order to prepare your candidate, you are required to email each candidate to:

* alert them to the assessment and where the quiz can be found (*TAE40116 Resources/Resources for CBD College Assessment Tasks and Workbook Activities/Assessment 2 and Workbook Activity 1/Assessment 2, Part 2 – Assess competence)*
* instruct them to save the assessment file as **TLIK2003 Quiz [candidate’s name]**
* prepare them for the assessment by giving them clear instructions including
* the assessment benchmark (i.e. what do they need to do to be deemed satisfactory in this part of the assessment)
* any relevant assessment conditions (e.g. do they have access to any documents/resources, due date)
* enquire about any particular learning need that the candidate may have that may affect their ability to complete this part of the assessment
* invite them to email you with any questions or concerns about the assessment
* instruct them to email you backwhen they have completed the quiz, attaching the completed assessment to the email, and cc: smartlearningassessments@gmail.com

|  |
| --- |
| *TAE40116 Resources/Resources for CBD College Assessment Tasks and Workbook Activities/Assessment 2 and Workbook Activity 1/ Assessment 2, Part 2 – Assess competence* |

* 1. **Email correspondence**

Copy and paste the email you send to your candidates here.

|  |
| --- |
| *TAE40116 Resources/Resources for CBD College Assessment Tasks and Workbook Activities/Assessment 2 and Workbook Activity 1/ Assessment 2, Part 2 – Assess competence* |

**Assess competence –Practical assessment**

**2.2 Cultural sensitivities**

When carrying out the practical assessment, list and explain cultural sensitivity that might need to be taken into account. If you had a candidate with a different cultural background, how could you ensure they were included in the assessment process in affair and equitable way?

*(min.* ***one paragraph*** *required)*

|  |
| --- |
| *TAE40116 Resources/Resources for CBD College Assessment Tasks and Workbook Activities/Assessment 2 and Workbook Activity 1/ Assessment 2, Part 2 – Assess competence* |

**2.3Specialist support**

When carrying out the practical assessment, assume that you were planning assessment for a candidate who is visually impaired. Think about the specialist support requirements that would be needed by this candidate. List at least one example of support you could arrange for this candidate for their assessment.

*(Relevant resources - TAE40116 Resources/Assessment/Reasonable adjustment)*

|  |
| --- |
| Hi, students  Please finish the quiz and email it to me and college admin on following address  smartlearningassessments@gmail.com before 9 a.m. tomorrow. |

**2.4Assess competence – direct observation of a practical task**

During the assessment process, you must

* explain, discuss and agree on the details of the planned assessment with your candidates
* fully assess four candidates
* use the assessment instruments to gather, organise and document the evidence
* gather feedback from your candidates on the assessment process using the provided Assessment Evaluation Form *(TAE40116 Resources/Resources for CBD College Assessment Tasks and Workbook Activities/Assessment 2 and Workbook Activity 1/Assessment 2, Part 2 – Assess competence)*

During the assessment process, you will be assessed by your CBD College trainer/assessor using Observation Checklist 3 – Assess competence (Appendix 3).

You will be assessed on the following criteria:

|  |
| --- |
| To prepare the learners for assessment, did the candidate: |
| Read through assessment documentation as part of preparation |
| Arrange all assessment materials needed |
| Explain emergency procedures |
| Explain assessment activities to candidate and confirm understanding |
| Use appropriate communication and interpersonal skills |
| To assess competence, did the candidate: |
| Ensure safety of the candidate at all times |
| Maintain control of the assessment process |
| Use instruments to gather evidence |
| Ensure authentic evidence is gathered |
| Gather feedback on the assessment process via an Assessment evaluation form |

**Post assessment**

**2.5Assessment reports**

Mark or assess your candidates’ work. Make a decision on whether or not each candidate has demonstrated the relevant skills and knowledge for the unit *TLIK2003 Apply keyboard skills.* This will involve marking your candidate’s quiz and the practical checklist that was completed as part of Q2.4.

At *Smart Learning,* candidate reports must be completed and emailed to the candidate with a copy sent to the course coordinator (smartlearningcoordinator@gmail.com). The reports must be filed, according to workplace policies and procedures.

Using the assessment reports:

* give clear and constructive feedback to each candidate regarding the assessment decision
* you need to give feedback on each part of the assessment i.e. quiz and practical assessment
* record the result for each part of the assessment (S/NYS)
* record the overall assessment decision (C or NYC)
* make suggestions regarding a follow-up plan as required i.e. in the case that candidates have been deemed NYC, what are the next steps

*NB These reports provide feedback to the learner so ensure you address them directly e.g. Jillian, you demonstrated excellent skills in entering data into the laptop etc.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment reports** | | | |
| **Unit of competency:** | *TLIK2003 Apply keyboard skills* | | |
| **Assessment name:** |  | | |
| **Assessor:** | Satrughan Thapa | Date: | *11/07/19* |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Candidate 1** | | | | | | | | |
| **Email:** |  | | | **cc:** | | |  | |
| Candidate’s full name: | | Amir Khwaja | | | | | | |
| Feedback to candidate on **quiz***(minimum 2 sentences)* | | | | | | | | |
| Excellent performance and master of the use of keyboard. | | | | | | | | |
| Quiz result (Satisfactory/Not Yet Satisfactory) | | | | | Satisfactory | | | |
| Feedback to candidate on **practical assessment** *(minimum 2 sentences)* | | | | | | | | |
| Excellent performance and master of keyboard skills. Improvement needed in some areas to perfect the skills. | | | | | | | | |
| Practical assessment result (Satisfactory/Not Yet Satisfactory) | | | | | | | | Satisfactory |
|  | | | | | | | | |
| Overall result (Competent/Not Yet Competent): | | | | | | Competent | | |
| Follow up action (if required): | | | Required | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Candidate 2** | | | | | | | | |
| **Email:** |  | | | **cc:** | | |  | |
| Candidate’s full name: | |  | | | | | | |
| Feedback to candidate on **quiz***(minimum 2 sentences)* | | | | | | | | |
|  | | | | | | | | |
| Quiz result (Satisfactory/Not Yet Satisfactory) | | | | |  | | | |
| Feedback to candidate on **practical assessment***(minimum 2 sentences)* | | | | | | | | |
|  | | | | | | | | |
| Practical assessment result (Satisfactory/Not Yet Satisfactory) | | | | | | | |  |
|  | | | | | | | | |
| Overall result (Competent/Not Yet Competent): | | | | | |  | | |
| Follow up action (if required): | | |  | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Candidate 3** | | | | | | | | |
| **Email:** |  | | | **cc:** | | |  | |
| Candidate’s full name: | |  | | | | | | |
| Feedback to candidate on **quiz***(minimum 2 sentences)* | | | | | | | | |
|  | | | | | | | | |
| Quiz result (Satisfactory/Not Yet Satisfactory) | | | | |  | | | |
| Feedback to candidate on **practical assessment***(minimum 2 sentences)* | | | | | | | | |
|  | | | | | | | | |
| Practical assessment result (Satisfactory/Not Yet Satisfactory) | | | | | | | |  |
|  | | | | | | | | |
| Overall result (Competent/Not Yet Competent): | | | | | |  | | |
| Follow up action (if required): | | |  | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Candidate 4** | | | | | | | | |
| **Email:** |  | | | **cc:** | | |  | |
| Candidate’s full name: | |  | | | | | | |
| Feedback to candidate on **quiz***(minimum 2 sentences)* | | | | | | | | |
|  | | | | | | | | |
| Quiz result (Satisfactory/Not Yet Satisfactory) | | | | |  | | | |
| Feedback to candidate on **practical assessment***(minimum 2 sentences)* | | | | | | | | |
|  | | | | | | | | |
| Practical assessment result (Satisfactory/Not Yet Satisfactory) | | | | | | | |  |
|  | | | | | | | | |
| Overall result (Competent/Not Yet Competent): | | | | | |  | | |
| Follow up action (if required): | | |  | | | | | |

**Part 3- REVIEW ASSESSMENT**

**3.1 Validate against the rules of evidence**

Validate the evidence (quiz and practical assessment) you collected during the assessment of the 4 candidates in *TLIK2003 Apply keyboard skills* to see whether it ***adheres to the rules of evidence***.

Please note, for this validation you are asked to write a ***comment to justify each decision***. You need to explain why the evidence gathered does or does not meet the rules of evidence.

At the conclusion of the validation, write a recommendation for each criterion that was not covered.

Recommendations must stipulate exactly how the assessment can be improved, i.e.

* *What* is your recommendation and *where* will it be included?
* Will it involve adding to the existing instrument or
* Will you create a new instrument?
* If adding a new instrument, what type of instrument will that be?

At *Smart Learning,* the following validation documents must be completed and then filed according to workplace policies and procedures.

*(Relevant resources on validation, TAE40116 Resources/Assessment)*

|  |  |
| --- | --- |
| **Validation of an assessment tool:** | |
| Date of validation | 11/07/19 |
| Purpose of this validation | To ensure that trainees have achieved the knowledge and skills the training was intended to provide. It is also meant to certify the final result of the training. |
| Time of validation  *Is this occurring before, during or after assessment?* | Before |

**Student samples**

|  |  |
| --- | --- |
| Candidates  *Include* ***full names*** *of the candidates whose evidence is being validated* | Kevin Gibson |
| Marilyn Chand |
| Luke Eastman |
| Amir Khwaja |

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation criteria (rules of evidence)** | **Yes (Y)** | **No (N)** | **Justify your decision – please comment on each criteria and explain your decision** |
| **VALIDITY** | | | |
| Assessment produces evidence that relates directly to the unit of competency | Y |  | Efficient articulate on issues is a show of confidence or competency in language including reading and writing. |
| Evidence is based on realistic workplace activities | Y |  | Candidate showed high skills in using keyboard in |
| Assessment complexity produces evidence appropriate to the AQF level of the unit | Y |  | Excellent performance. More practice needed from candidates |
| **AUTHENTICITY** | | | |
| Assessment produces evidence of the candidate’s own ability | Y |  |  |
| Assessment process/tool includes space for the assessor to document ID verification | Y |  |  |
| **CURRENCY** | | | |
| Assessment gathers evidence of the candidate’s current knowledge and skills (from the present or recent past) | Y |  |  |
| Assessment reflects current industry practice |  |  |  |
| **SUFFICIENCY** | | | |
| Assessment produces a sufficient quantity of evidence |  |  |  |
| Assessment evidence is gathered using a range of methods |  |  |  |

After completing the validation, write a recommendation for each aspect which did not meet the principles or rules. Recommendations must stipulate exactly how the tool can be improved i.e. *what* is your recommendation and *where* will it be included?

|  |  |  |
| --- | --- | --- |
| **Recommendations to address issues identified above:** | | |
| 1 | Validity: The assessment established that candidate has developed competency in usage of keyboard hence could express themselves well. It is recommended of candidates to read full guidelines provided to improve the skills and also assist each other on areas they do not understand well. | |
| 2 | Authenticity: It is also established that candidates ability to use keyboard at workplace has improve. However, it is recommended of candidates to continue practicing to improve their confidence. | |
| 3 | Currency: | |
| 4 | Sufficient | |
| 5 |  | |
| Date to complete changes | | 11/07/19 |

**3.2 Review the assessment process**

According to Smart Learning’s quality assurance processes, the assessment process must be reviewed regularly.

Based on the feedback from your candidates and your own self-reflection, reflect on the assessment process and the evidence gathered.

*Consider whether*

* + - * *the assessment process went smoothly and as you expected*
      * *your assessment instructions were clear enough*
      * *there is an improvement that you can make to strengthen the assessment process*

|  |  |
| --- | --- |
| What aspect of the assessment process worked well?  *(Min* ***1 paragraph*** *answer required)* | The two aspects of assessments, which worked well for the training, are formative and summative assessments. The formative assessment was applied to determine what to do next and also to provide suggestion of what should be done when providing teaching.  -Assessment was conducted in a simulated environment and students had access to a computer.  -Maintained good control of the assessment process and used instruments to gather authentic evidence.  -Students demonstrated their ability to apply keyboard skills safely and effectively by completing the practical demonstration.  - Candidates satisfactorily completed all criteria in the checklist.  - Candidates removed any hazards if present, adjusted the workstation to consider posture and ergonomic settings and selected the correct keyboard for the task as per SOPs. |
| What didn’t work well? What aspects of the assessment process did the candidates have difficulty with?  *Please ensure you are answering the question - this question is* ***NOT*** *asking you what you would do differently or how you would improve your assessment*  *(Min* ***1 paragraph*** *answer required)* | Some of the candidates in the beginning had difficulties in understanding the given questions. On doing demonstration at the beginning, lack of confidence was observed. On speaking the answer in oral question voice pitch was not good. Assessor had to repeat the question and explain once again. |
| If you were delivering this assessment again, what would you change to improve it?  *(Min* ***1 paragraph*** *answer required)* | On the start of the assessment the candidates would read the entire question and ask them if they have any doubts understanding the questions. Would make them speak louder with confidence while giving oral answer. On demonstrating the performance would make them not to hesitate and perform it boldly with confidence. To help in motivating self-confidence, would tell them it is not the end, it is just a step towards and no one fails in this exam it’s just a competent and not competent. |

**These checklists are for reference only. They are completed by a CBD College assessor in the document *Checklist of competency and feedback to candidates***

**Appendix 2**

**Observation Checklist 2 – *Group validation***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Observation Checklist 2 – Group validation** | | | | | | | | **Assessor:** |  | | **Date:** |  | | | | **Prepare for validation** | | | | | **Yes** | **No** | | Discuss and confirm the approach to validation | | | | | X |  | | Analyse relevant benchmarks for assessment and agree on the evidence needed to demonstrate competence | | | | | X |  | | Arrange materials for validation activity | | | | | X |  | | **Contribute to validation process** | | | | | **Yes** | **No** | | Use validation documents; including mapping template, policies and procedure documents | | | | | X |  | | Demonstrate active participation in validation session using appropriate communication skills | | | | | X |  | | Participate in validation session by applying the principles of assessment | | | | | X |  | | Stays on task to ensure validation is completed within the timeframe | | | | | X |  | | **Contribute to validation outcomes** | | | | | **Yes** | **No** | | Collectively discuss validation findings to support improvements in the quality of assessment | | | | | X |  | | Discuss, agree and record recommendations to improve assessment practice | | | | | X |  | | **OVERALL OUTCOME:** | |  | | | | | |

**Appendix 3**

**Observation Checklist 3 – *Assess competence***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Observation Checklist 3 – Assess competence** | | | | | | | | **Assessor:** |  | | **Date:** |  | | | | **To prepare for assessment, did the candidate:** | | | | | **Yes** | **No** | | Read through assessment documentation as part of preparation | | | | | X |  | | Arrange all assessment materials needed | | | | | X |  | | Explain emergency procedures | | | | | X |  | | Explain assessment activities to candidate and confirm understanding | | | | | X |  | | Use appropriate communication and interpersonal skills | | | | | X |  | | **To assess competence, did the candidate** | | | | | **Yes** | **No** | | Ensure safety of the candidate at all times | | | | | X |  | | Maintain control of the assessment process | | | | | X |  | | Use instruments to gather evidence | | | | | X |  | | Ensure authentic evidence is gathered | | | | | X |  | | Gather feedback on the assessment process via an Assessment evaluation form | | | | | X |  | | **OVERALL OUTCOME:** | | Candidates observed the standard and procedures established throughout the sessions. | | | | | |

# **Assessment 3 – Deliver training and assessment**

**Units covered in this integrated assessment activity**

|  |
| --- |
| *TAE40116 Certificate IV in Training and Assessment units covered in Assessment 3 include:*  TAEDES401 Design and develop learning programs  TAEDES402 Use training packages and accredited courses to meet client needs  TAEDEL401 Plan, organise and deliver group-based learning  TAEDEL402 Plan, organise and facilitate learning in the workplace  TAEASS401 Plan assessment activities and processes  TAEASS402 Assess competence  TAEASS502 Design and develop assessment tools  BSBCMM401 Make a presentation  TAELLN411 Address adult language, literacy and numeracy skills |

Instructions to Candidates

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| There are four parts to Assessment 3   |  |  | | --- | --- | | **Activity** | **Activity type** | | **Part 1 –** Plan training and assessment of a unit | Individual | | **Part 2 –** Conduct two consecutive training sessions to a group of learners | Group | | **Part 3** – Review training and assessment | Individual | | **Part 4** – Develop an assessment tool to assess the full unit | Individual |   **Part 1: Plan training and assessment of a unit**  Based on a Certificate II qualification, including a unit of competency of your choice  You will   * plan training of two consecutive sessions * plan assessment of the content delivered in the training sessions   **Part 2: Conduct two consecutive training sessions**  You will conduct two consecutive training sessions of 40 minutes duration each to a group of 8 learners. In Session 2, you will assess your candidates as part of the session.  **Part 3: Review training and assessment**  You will reflect on your training and assessment, identifying areas that worked well and areas to improve upon  **Part 4: Develop an assessment tool**  You will develop the rest of the assessment tool needed to assess your unit of competency |

|  |
| --- |
| Assessment 3 – Training and Assessing |

|  |
| --- |
| This assessment is based on the following scenario:  You have been asked by your RTO, *Smart Learning*, to plan training and assessment for one of their clients who needs work-based training for their employees.  You have been asked to package a Certificate II or III qualification. The client has asked when packaging the qualification to include as much variety in the training as possible and to cater the training to the learners’ needs and characteristics.  The Certificate II/III qualification will include a unit of competency from which you will deliver two consecutive training sessions (Session 1 and Session 2). The sessions will be 40 minutes duration. You will not be training the full unit, only what can be covered in the two sessions. Towards the end of Session 2, you will assess the performance criteria being trained in that session.  The client has requested classroom based training and assessment on their site. Although you are only delivering training and assessment for one part of the unit, your RTO has instructed you to design an assessment tool for the entire unit of competency.  The following information is important when selecting your unit of competency:   * you will need to deliver training and assessment of part of the unit in a ***classroom context*** * you need to create an assessment tool for the ***full unit of competency*** * selected units of competency must have ***no more than 4 elements***   For small units of competency ideas, see *TAE40116 Resources/Resources for CBD College Assessments/Suggested (small) units of competency* |

**Part 1 – PLAN TRAINING AND ASSESSMENT**

At *Smart Learning,* the following training program documents must be completed, confirmed with stakeholders and then filed according to workplace policies and procedures.

**1.1 Package the qualification**

You have been asked to package a Certificate II or III qualification which includes your chosen unit of competency, taking into consideration the needs of your client.

Package the qualification and ensure you contextualise the qualification to meet the client’s needs. Add more rows to the template, if needed.

|  |  |  |  |
| --- | --- | --- | --- |
| Qualification name: | |  | |
| Qualification code: | |  | |
| Entry requirements: | |  | |
| Licensing requirements | |  | |
| Total number of units: | |  | |
| Number of core units: | |  | |
| Number of elective units: | |  | |
| Link to packaging rules: | |  | |
| Unit code | Unit name | | Reason for inclusion Core/elective |
|  |  | |  |
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**1.2 Plan for the unit of competency of your choice**

Please note, this plan is for the unit of competency (not the whole qualification)

**The Unit**

|  |  |
| --- | --- |
| Unit of competency name |  |
| Unit of competency code |  |
| Currency (current or superseded) |  |
| Link to unit of competency |  |
| Objective of unit of competency  *What is the purpose of this unit of competency?* |  |
| Justification of choice of this unit of competency  *How does this unit of competency meet the needs of the client?* |  |

**The Training Program**

|  |  |
| --- | --- |
| Objective of this particular trainingprogram  *What are the objectives for this particular scenario/context/learner group? What is the purpose of this training program?* |  |
| Objective of assessment  *What is the purpose of the assessment?* |  |
| Purpose of assessment tool  *What is the purpose of the assessment tool? Why do we need the tool?* |  |
| Key stakeholders  *Who has an interest in this learning? Who will you confirm planning with?* |  |

**The RTO**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Training and assessment context  *Classroom delivery, simulated work environment, work in industry/work placement* | |  | | |
| Mode of delivery  *Face to face, online, blended, on the job* | |  | | |
| Risk associated with this training  *Consider*   * *WHS Risks e.g. fire, ergonomics, lighting/ventilation, tripping hazards etc* * *Organisational risks e.g. only 1 trainer, no backup etc* | | | Risk Management  *With the risks that you have identified on the left hand column, what actions have you taken to minimize those risks/hazards?* | |
| 1 |  | | 1 |  |
| 2 |  | | 2 |  |
| 3 |  | | 3 |  |
| 4 |  | | 4 |  |
| Legal and ethical considerations associated with this training and assessment | | | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

**The Learners**

|  |  |  |
| --- | --- | --- |
| Description of the group  *e.g. age, educational background, LLN, working status* |  | |
| How learner characteristics (description of the group) will be taken into account in training  *What specifically will you do to cater for the particular learners described above?* |  | |
| Learner style  *e.g. visual/kinaesthetic etc.* |  | |
| How learner styles will be taken into account in training  *What specifically will you do to cater for theparticular learner styles?* |  | |
| Contextualisation  *How will you contextualise for this group of learners?* |  | |
| Checked training package advice on contextualization *(yes/no)* | |  |

**Adult learning theories and principles**

Identify and define one adult learning theory (e.g. cognitive learning theory) and one adult learning principle (e.g. adults have life experience and knowledge). Explain how each will be reflected in your training.

*(Relevant resources on adult learning theories and principles, TAE40116 Resources/training)*

|  |  |  |
| --- | --- | --- |
| Adult learning theory  *Definition of one adult learning theory and how it is reflected in your training* | Adult learning theory |  |
| Definition |  |
| Reflection in training  (min. ***one*** paragraph answer) |  |

|  |  |  |
| --- | --- | --- |
| Adult learning principle  *Definition of one adult learning principle and how it is reflected in your training* | Adult learning principle |  |
| Definition |  |
| Reflection in training  (min. ***one*** paragraph answer) |  |

Read through the entire unit of competency. Select the performance criteria which suits your client, their needs and the context of the training. You will be training two consecutive sessions of 40 minutes duration. Assessment of the performance criteria covered in Session 2 will occur towards the end of Session 2.

**1.3 Session plans**

Develop the session plans for one or more performance criteria in your chosen unit for delivery of two 40 minute sessions. You will use these session plans to deliver training in Part 2 of this assessment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit code** |  | **Unit name** |  | | |
| **Session 1** | | | | | |
| Element/performance criteria | Training activities  *Include* ***strategies, activities and content****which will be covered, in the* ***order*** *it will be delivered* | | | Resources | Time for training |
| Introduction |  | | |  | 5 |
| *Insert element* |  | | |  | 30 |
| *Insert performance criteria being trained* |
| Conclusion |  | | |  | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit code** |  | **Unit name** |  | | |
| **Session 2** | | | | | |
| **PC/element** | **Training activities**  *Include* ***strategies, activities and content****which will be covered, in the* ***order*** *it will be delivered* | | | **Resources** | **Time for training** |
| Introduction |  | | |  | 5 |
| *Insert element* |  | | |  | 22 |
| *Insert performance criteria being trained* |
| Conclusion |  | | |  | 3 |
| Assessment |  | | |  | 10 |

**Plan assessment**

Read and analyse the assessment requirements of your unit of competency. Develop the plan for assessing the performance criteria being trained in your second session. Plan for assessment to occur in the last ten minutes of Session 2.

Your CBD College trainer is a stakeholder in the planning of this assessment. Ensure you show your initial plan to your trainer, ask for their input into the plan for assessment, if applicable, and gain approval that you are on right track.

**1.4 Assessment method**

Provide advise to the client regarding your choice of assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| Element | **Performance criteria** | **Assessment method** | **Assessment instrument** |
| *Insert element/s being trained (include element number)* | *Insert performance criteria being trained*  *(include performance criteria number)* |  |  |
|  |  |
|  |  |
|  | |

What is the reason for your choice of assessment method/s? *Ensure you make reference to the PC being assessed and the context of the assessment. Think about what aspect of the PC is being assessed by the method/s you have chosen.*

|  |
| --- |
| E.g. I chose direct observation as it was the best method of gathering evidence of the skills involved for adjusting“*posture and ergonomic settings of chair and workstation”*. I used a quiz also, to assess the candidate’s knowledge of *“WHS/OHS guidelines”* |
|  |

What is an alternative assessment method/instrument to the recommended choice?

*If the assessment was carried out in another context or with different learners, what other assessment method could be used? Please note, if you have more than one assessment method, you will need to identify an alternative for each method.*

|  |  |
| --- | --- |
| Alternative assessment method/s | Alternative assessment instrument/s |
|  |  |

**Development of assessment**

1.5 Develop the assessment tool you will use to assess your learners at the end of Session 2.

|  |
| --- |
| The assessment tool must include:   * Instructions to assessors * Assessment instruments, including instructions to candidates * Model answers * Reference to: * recognition of prior learning * reasonable adjustment for learner needs * appeals process   The tool must adhere to the principles of assessment and rules of evidence.  Use mapping marks in the tool to demonstrate coverage of the unit of competency (Performance Criteria, Foundation Skills (if applicable),Performance Evidence and Knowledge Evidence).  For examples of mapping marks, see *CBD College Handouts, Assessment tool examples – Role play and Quiz* |

*(Relevant resources on creating assessment tools, TAE40116 Resources/Assessment)*

Please note, you do not need to submit/paste this tool here. In Assessment 3 Part 4, you will be asked to build on this assessment tool to cover the full unit of competency.

You will be required to submit this assessment tool to your assessor on Day 9 for review, just prior to using it in Session 2.

### **PART 2 DELIVER TRAINING AND ASSESSMENT**

### Now that you have planned the training and assessment of two consecutive 40 minute sessions, you will deliver the two sessions.

|  |
| --- |
| **Before delivery of each session**You will **need to develop/gather training session materials** such as:HandoutsTraining Evaluation FormsProps and equipment*Youtube* videos for demonstration purposesMusicPowerPoint presentations etc.If you do not know how to use PowerPoint/Keynote you will be responsible for researching how to use this software. |

|  |
| --- |
| **Deliver your training and assessment sessions** Deliver your training and assessment sessions to 8 learners. Ensure the training is dynamic, varied and engaging.*Assessing your students*Towards the end of Session 2, carry out your planned formal assessment that covers the performance criteria that you have trained in Session 2. Document the results if you are using a checklist or collect the assessment tasks if your learners are completing a written task. You will be assessed by your CBD College trainer/assessor using *Observation checklist 4- Deliver training and assessment* (see Appendix 4) **N.B. Your training and assessment sessions need to be 40 minutes and no longer.** |

### **Part 3 - Review**

### **Review of Training**

According to *Smart Learning’s* quality assurance policy and procedures, training and assessment processes must be reviewed regularly.

### **Monitoring learners**

### 3.1 List two examples of behaviours that you observed or that you might observe in a learner who was experiencing difficulties with training or assessment.

### *(min. 2 sentence answer required for each example)*

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |

### 3.2 How did you monitor learner progress to ensure outcomes were being achieved and individual learner needs were being met? Ensure your answer includes reference to monitoring learner progress *during* the training session as well as through assessment.

### *(min. 1 paragraph required for each answer)*

|  |  |
| --- | --- |
| Training |  |
| Assessment |  |

### **Managing learners**

### 3.3 How did you manage inappropriate behaviour to ensure learning could take place? If you did not encounter any in your particular training session, assume that you had a candidate who repeatedly used inappropriate language and made racist remarks. How would you have managed this?

### *(min. 2 paragraph answer required)*

|  |
| --- |
|  |

**Reasonable adjustment**

3.4 Explain the principles of reasonable adjustment.

*(Relevant resources - TAE40116 Resources/Assessment/Reasonable adjustment)*

|  |
| --- |
|  |

3.5 How did you make adjustments to the delivery sessions to reflect ***specific needsand circumstances.*** *N.B. This is not referring to an LLN need.*

If you did not need to make adjustments in your sessions, assume that you had a candidate who was in a wheelchair. Explain how you would make a reasonable adjustment to your ***training*** and ***assessment*** to cater to this special need.

Please note, answers must be a reflection on your training and assessment delivered. Answers should include ***specific adjustments*** to the training and assessment that occurred in Session 1 and Session 2.

|  |  |
| --- | --- |
| Training |  |
| Assessment |  |

**3.6Training reflection**

Based on the feedback from your assessor as well as your own self-reflection, reflect on your training. Identify what worked well, what didn’t work well and how you would improve your training for next time.

|  |  |
| --- | --- |
| What aspects of your training worked well? What aspect of the training did the learners respond to?  *(Min* ***1 paragraph*** *answer required)* |  |
| What didn’t work well? What aspects of the training did the learners not respond well to?  *Please ensure you are answering the question - this question is* ***NOT*** *asking you what you would do differently or how you would improve the training*  *(Min* ***1 paragraph*** *answer required)* |  |
| If you were redelivering this training in another training session, what would you change to improve it?  *(Min* ***1 paragraph*** *answer required)* |  |

### **Review of Assessment**

According to Smart Learning’s quality assurance processes, the assessment process must be reviewed regularly.

**3.7 Assessment reflection**

Based on the feedback from your assessor as well as your own self-reflection, reflect on your assessment instrument and the assessment process.

*Consider whether*

* + - * *your assessment instructions were clear enough*
      * *the answers your candidates gave were the ones you were expecting*
      * *the evidence collected covered the performance criteria being assessed*
      * *there is an improvement that you can make to strengthen the instrument*

|  |  |
| --- | --- |
| What aspect of your assessment tool and/or the assessment process worked well?  *(Min* ***1 paragraph*** *answer required)* |  |
| What didn’t work well? What aspects of the assessment process or the assessment tool did the candidateshave difficulty with?  *Please ensure you are answering the question - this question is* ***NOT*** *asking you what you would do differently or how you would improve your assessment*  *(Min* ***1 paragraph*** *answer required)* |  |
| If you were using this assessment tool or delivering this assessment again, what would you change to improve it?  *(Min* ***1 paragraph*** *answer required)* |  |

**Part 4 Develop an assessment tool**

You created an assessment tool to assess your learners in Session 2. Build on that assessment tool to create an assessment that covers your full unit of competency. You need to create an assessment tool to assess **all aspects of the unit**.

*(Relevant resources on creating assessment tools, TAE40116 Resources/Assessment)*

|  |
| --- |
| The assessment tool must include:   * Instructions to assessors * Assessment instruments, including instructions to candidates * Model answers * Reference to: * recognition of prior learning * reasonable adjustment for learner needs * appeals process   The tool must adhere to the principles of assessment and rules of evidence.  Use mapping marks in the tool to demonstrate coverage of the unit of competency (Performance Criteria, Foundation Skills (if applicable), Performance Evidence and Knowledge Evidence)  *Relevant resources on creating assessment tools, including mapping marks*   * *TAE40116 Resources/Assessment* * *TAE40116 Resources/Resources for CBD College Assessment Tasks and Workbook Activities/Assessment 7/Assessment Tool template* * *CBD College Handouts* |

Place the full assessment tool template here

  

**Appendix 4**

**Observation Checklist 4- *Train and assess***

**This checklist is for reference only. It is completed by a CBD College assessor in the document*Checklist of competency and feedback to candidates***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Observation Checklist 4 - Deliver training and assessment** | | | | | | |
| **Assessor:** | |  | | **Date:** | |  |
| **Subject:** | |  | | | | |
| **Prior to delivery** | | | **1** | **2** |  | |
| Arrange training equipment and materials | | |  |  |  | |
| Check equipment is safe and in good working order | | |  |  |  | |
| Confirm delivery arrangements with CBD College assessor and other relevant personnel | | |  |  |  | |
| Access specialist support (CBD College assessor) for LLN learner, if required (Session 2 only) | | |  |  |  | |
| Confirm with LLN learner their needs and the strategies planned to support them (Session 2 only) | | |  |  |  | |
| **Delivery** | | | **1** | **2** | **Comments** | |
| Introduce session | | |  |  |  | |
|  | |
| Cover WHS considerations (Session 1 only) | | |  |  |  | |
| Outline objectives of session | | |  |  |  | |
|  | |
| Conduct each session according to session plan, modified where appropriate to meet learner needs | | |  |  |  | |
|  | |
| Show a sound grasp on subject matter of training session | | |  |  |  | |
|  | |
| Use appropriate interpersonal skills to develop a professional relationship with learners | | |  |  |  | |
|  | |
| Use persuasive communication techniques to ensure audience interest | | |  |  |  | |
|  | |
| Use appropriate vocabulary, adjusting language, tone and pace to maintain effective interactions and engagement | | |  |  |  | |
|  | |
| Deliver training which covers the benchmark | | |  |  |  | |
|  | |
| Employ a range of delivery methods and training aids to optimise learner experiences | | |  |  |  | |
|  | |
| Use two training strategies and two customised resources to support LLN requirements (Session 2 only) | | |  |  |  | |
|  | |
| Include appropriate learner activities | | |  |  |  | |
|  | |
| Use training materials which have been contextualised and are appropriate for specific needs of the learner group | | |  |  |  | |
|  | |
| Create linkages between materials and learners’ experiences | | |  |  |  | |
|  | |
| Demonstrate effective facilitation skills to ensure effective participation and group management | | |  |  |  | |
|  | |
| Use the diversity of the group as another resource to support learning | | |  |  |  | |
|  | |
| Monitor learner progress to ensure outcomes are being achieved and individual learner needs are being met | | |  |  |  | |
|  | |
| Motivate learners | | |  |  |  | |
|  | |
| Encourage two-way feedback | | |  |  |  | |
|  | |
| Organise and operate technology | | |  |  |  | |
|  | |
| Conclude session, including summarising key ideas and concepts | | |  |  |  | |
|  | |
| Explain assessment activities to learners and confirm understanding (Session 2 only) | | |  |  |  | |
|  | |
| Conduct assessment process appropriately (Session 2 only) | | |  |  |  | |
|  | |
| Use assessment materials and two assessment strategies to support LLN requirements (Session 2 only) | | |  |  |  | |
|  | |
| Distribute and collect Training Evaluation Form (Session 1) /Training and Assessment Evaluation Form (Session 2) for review purposes | | |  |  |  | |
|  | |
| Adhere to timelines | | |  |  |  | |
|  | |
| **Post delivery** | | | **1** | **2** |  | |
| Seek and discuss feedback from CBD College assessor | | |  |  |  | |
| Appropriately discuss LLN strategies used with CBD College Assessor (Session 2 only) | | |  |  |  | |
| ***Comments:*** |  | | | | | |
| **OVERALL OUTCOME:** | | |  | | | |

# **Assessment 4 – Train and assess in the workplace**

**Units covered in this integrated assessment activity**

|  |
| --- |
| *TAE40116 Certificate IV in Training and Assessment units covered in Assessment 4 include:*  TAEDES401 Design and develop learning programs  TAEDES402 Use training packages and accredited courses to meet client needs  TAEDEL402 Plan, organise and facilitate learning in the workplace  TAEASS401 Plan assessment activities and processes |

**Instructions to Candidates**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| There are four parts to Assessment 4   |  |  | | --- | --- | | **Activity** | **Activity type** | | **Part 1 –** Plan training for an individual | Individual and pair role play | | **Part 2 –** Plan assessment for an individual | Individual and pair role play | | **Part 3 –** Review | Individual | | **Part 4 –**Adjust an assessment instrument | Individual |   This assessment is based on the unit *MEM11011B Undertake manual handling.*  **Part 1: PLANTRAINING FOR AN INDIVIDUAL**  You will   * develop a workplace training plan for an individual * role play in a meeting with that individual to plan and discuss their learning pathway   **Part 2: PLANASSESSMENT FOR AN INDIVIDUAL**  You will   * develop a workplace assessment plan for an individual * role play in a meeting with that individual to plan and discuss their assessment pathway   **Part 3: REVIEW THE LEARNING/FACILITATION RELATIONSHIP**  You will   * reflect on what worked well and what could be improved upon in terms of the learning/facilitation relationship   **Part 4: CUSTOMISE AN ASSESSMENT INSTRUMENT FOR AN INDIVIDUAL**   * adjust an existing assessment instrument to create a suitable instrument for the individual |

|  |
| --- |
| **Assessment 4 – Train and assess in the workplace** |

This assessment is based on the following scenario:

|  |
| --- |
| New employees working in the warehouse at *Organics Supermarket* are to be trained in MEM11011B *Undertake manual handling.* The supervisor/manager of these new employees is Jim Barnet. The in-house trainer of manual handling at Organics Supermarket is Gillian Armstrong.  Your RTO, *Smart Learning,* has been asked by *Organics Supermarket* to plan workplace training and assessment for an employee who has a particular learning need. This learner needs to be trained in *Undertake manual handling* however his pathway will be different to the main group.  Oliver Rickshaw, one of the new employees, has a hearing impairment. Oliver is deaf in one ear. This affects his ability to work and learn in the workplace e.g. he would have difficulty learning in a noisy warehouse environment. As a result, the main training program will need to be adjusted for this learner, given his particular need.  In addition, *Smart Learning* have been given the following information about Oliver;   * full time employee * 30 - 40 year old age bracket * is a kinaesthetic learner * has good LLN skills   You will begin by watching a clip of Oliver, who is sharing some information about himself with you. You will review the training and assessment plan which has been designed for the whole learning group and begin to plan for this particular learner’s needs. You will meet with the learner to discuss the individualised learning/assessment plan.  *Organics Supermarket* have also asked you to monitor the training plan and the program as it unfolds. |

**Introduction to learner**

Watch the clip of Oliver Rickshaw introducing himself. As you watch, make notes of any strengths and areas that may be a weakness or difficulty for Oliver in a workplace training program.

|  |
| --- |
| **Interview notes**  *Make notes here on Oliver’s skills and areas that will be difficult for him when planning work-based training and assessment.*  *Oliver needs assistant on hearing, but he is very enthusiastic, physically fit, and good eyesight.*  *Training on group could be some trouble, being left out , mis communication, or some members may not know his hearing problem. He has worked in past for long interval in warehouse and is interested in knowing how the work is done.* |

**Part 1 – Plan the Training Program**

After being introduced to Oliver, via the video clip, you need to review the training program which has been planned for the full group. Your task is to create an individualised learning plan based on Oliver’s needs.

At *Smart Learning,* the following training and assessment documents must be completed, confirmed with stakeholders and then filed according to workplace policies and procedures

Please note, you are adjusting an existing training program. You only need to complete the white cells in this plan, to make adjustments for the individual learner.

**1.1 The Training Program**

|  |  |
| --- | --- |
| Purpose of training program  *Why is this training program, including both training and assessment, necessary? What is the objective?* | To train the employees of Organics Supermarket in lifting and moving materials manually and using basic manual handling equipment in an Organics Supermarket working environment. At the conclusion of the training, assessment will ensure employees have the skills and knowledge involved in manual handling. At the end the assessment will confirm that all trainees have qualified with the same skills and knowledge being trained. |
| Type of training program | Workplace learning – on the job |
| Purpose of individualised training program  *Why is this individualised training program necessary? What is the objective for the learner, Oliver Rickshaw?* | Oliver has hearing problem, he needs assistant on hearing and being part of the group. The target is to be in the same pace in learning as everyone while being trained. |

**The Unit**

|  |  |
| --- | --- |
| Unit of competency | MEM11011B Undertake manual handling |
| Checked for currency | Yes |
| Link to unit of competency | <https://training.gov.au/Training/Details/mem11011b> |

**Learning in the workplace**

|  |  |  |
| --- | --- | --- |
| Skill needs analysis within the workplace  *List two ways skill needs within the workplace could be identified. How could you identify what skills are needed within this workplace?* | 1 | Discussions as available- Management, Jim Barnet |
| 2 | Observations,  Trainings  And analysis |

**WHS**

After reading through the *Organics Supermarket WHS Policy and Procedure* document, consider the risks associated with this training which will occur in the workplace and identify the way these risks will be managed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of WHS information  *List at least one source of WHS information at Organics Supermarket* | | | Organic Supermarket  Work Health and Safety Policies | |
| Risk associated this training  *Consider WHS Risks e.g. fire, ergonomics, manual handling, tripping hazards etc* | | | Risk Management  *With the risks that you have identified on the left hand column, what actions have you taken to minimize those risks/hazards?* | |
| 1 | Injury to self | | 1 | Follow safety work practices , induction by trainer to make sure appropriate methods and procedures are followed |
| 2 | Machineries movement, eg- forklifts | | 2 | Identify the safe zone, isolation so training is conducted well |
| Safe use and maintenance of equipment used in training/manual handling  *How will you ensure this occurs? What materials will you need to check and maintain?* | | | This can take place following the reference the organic supermarket standard policies and procedures regarding operations, WHS policies along with related manufacturing specifications, and also following fatigue management policy | |
| Risk associated this training being at work  *Consider what are the risks in terms of the learner not meeting contractual requirements or meeting usual responsibilities at work?* | | | Risk Management  *With the risks that you have identified on the left hand column, what actions have you taken to minimize those risks/hazards? How will the learner still meet contractual requirements and responsibilities at work?* | |
| 1 | Fatigue Management | | 1 | Breaks in interval as mentioned and training sessions time |
| 2 | Productivity | | 2 | Making sure training sessions are effective and relevant to learning outcomes. Making sure they are realistic with productive result |
| Hazard reporting  *What are the reporting requirements for hazards and incidents at Organic Supermarkets?* | | | Completion of hazard id form, locating website within the safety tab or search hazard id form  Email coleted form to whs supervisor  Cc the department supervisor  Entering hazard incident form into company websites  Organicsupermarket.com.au on safety tab | |
| Health and safety in the workplace  *Who monitors health and safety in the workplace? How often does monitoring occur? What processes are used?* | | Who? | Why supervisor- monitoring WHS at organics supermarket | |
| When? | Monitored yearly in 9th month every | |
| How? | Evaluation and revise regular for WHS systems surveys of staffs med checks | |

**The Learner**

|  |  |
| --- | --- |
| Description of the learner  *e.g. age, educational background, LLN, working status* | Full time new worker  Has good line skills  38yr  Enthusiastic learner  Warehouse work experience  Hearing impairment problem |
| Learner style  *visual/kinaesthetic etc.* | Kinaesthetic |

**Individualised training program**

|  |  |  |  |
| --- | --- | --- | --- |
| Personnel responsible  Julian Armstrong  *Who is responsible for training this learner in the workplace? Who will monitor this program? How will the learner be monitored?* | Training | | Julian Armstrong |
| Monitoring | | Satrughan Thapa is responsible |
| Self-reflection and taking responsibility for learning  *How will the learner take responsibility for their learning? How/when will they self-reflect?* | Regular feedback  Set some goals weekly basis  Video of recourse.  Practice in simulated environment  Demonstration  Research in use of equipment  Do online learning for heads up before class | | |
| Stakeholders  *Who has an interest in this learning?* | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| External learning activities  *What other learning activities can be integrated with this program? What activities may be relevant for this learner?* | Pre online learning for preparation of learning  Example- video, ppt, demonstration  Pre reading the slides  Pre viewing of information and instruction online | | |

**1.2 Plan an individualised training pathway**

The following training plan has been provided for the all learners. Make adjustments to ensure this Oliver’s learning pathway is relevant and appropriate.

*(Relevant resources on reasonable adjustment, TAE40116 Resources/Assessment)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element 1 –Lift materials manually | | Time for training element 1 | | 4 hours |
| Performance criteria | Workplace training activities | Resources | Individualised learning pathway for Oliver | |
| 1.1 Material weight is determined correctly utilising most appropriate technique, and risks associated with lifting are assessed.  1.2 Lifting techniques are undertaken to National Occupational Health and Safety Commission (NOHSC) and standard operating procedures. Types of movement, methods, storage, height and position are considered. | Handouts and discussion in the warehouse on   * introducing NOHSC * Organics Supermarket manual handling procedures * correctly determining material weight   Small group activity in the warehouse – given several lifting scenarios, has small groups identify the risks associated.  Demonstration by trainer   * Correct lifting techniques for a number of scenarios. * correctly determining material weight   Small group practice of lifting scenarios, including determining risk, planning and using appropriate technique | Handouts  Goods in warehouse | -Setting the Oliver chair to the position where he can hear properly and take hearing advantage. Making sure the handouts cover topics more in depth. Notes, handouts  Using power points with highlights to important topics so he can comprehend visually  Asking questions to make sure he is in the pace  -Moving Oliver group to separate classroom so he has more advantage to follow the guidelines properly. (less other group noise.  Using demonstration with power points or subtitle in the presentation videos so he can figure out correctly and read and connect to the topic. | |
| Element 2 – Move/shift materials manually | | Time for training element 2 | | 4 hours |
| Performance criteria | Workplace training activities | Resources | Individualised learning pathway for Oliver | |
| 2.1 Appropriate equipment is selected where required.  2.2 Material is placed safely and securely on moving equipment.  2.3 Material is relocated ensuring safety of personnel and security of material.  2.4 Material is unloaded from moving equipment and placed in a safe and secure manner. | Warehouse ‘stocktaking’ – identifying equipment available in warehouse  e.g. hand trolleys, motorised and hand pallet trucks, scissor lifts, hand carts etc.  Manual handling video  http://www.youtube.com/watch?v=DVmjiDyFPMk  Ppt   * Organics Supermarket procedures for moving materials manually incl. * Placement of materials on moving equipment * Safety of personnel and material * Unloading material from moving equipment * Placing material on shelves   Pair activity - photos of various lifting and moving scenarios. In pairs, learners identify the risks and issues associated with lifting/moving.  Demonstration of moving/shifting materials in warehouse  Small group practise including working individually and in teams | Warehouse equipment including hand trolleys, motorised and hand pallet trucks, scissor lifts, hand carts  Ppt with video embedded  Photos | Subtitle use in the presentation of videos. Also Oliver can watch videos separately if he requires additional help. Frequent written questions to Oliver so he has comprehended the topic  Setting the Oliver chair to the position where he can hear properly and take hearing advantage.  Making aware about his hearing condition to his partner in group so he can make sure he speaks on the side of ear where he can hear.  Making sure the PPT is accompanied with more reading and picture demonstration so he can comprehend all the topics  Making aware about his hearing impairment condition to his partner in group so he can make sure he speaks on the side of ear where he can hear. | |

**1.3 Role play 1**

You will role play a planning meeting in pairs (one of the pair will role play as the *Smart Learning* trainer and the other as Oliver). As the trainer during the meeting, you will need to:

* discuss the group planned training program to confirm its appropriateness for the learner
* discuss the proposed individualised training pathway you have created

When you are role playing as the trainer, you will be assessed by your CBD College trainer/assessor using *Observation checklist 5– Plan training/assessment in the workplace for an individual (Appendix 5)*.

You will be assessed on the following criteria

|  |
| --- |
| Did the candidate: |
| Confirm purpose and context of training/assessment with learner |
| Agree upon the objectives and scope of the training/assessment program with learner |
| Discuss individualised training/assessment plan with learner |
| Explain training strategies and techniques planned and the reason for inclusion in training/assessment program |
| Seek feedback from learner on the outcomes planned |
| Demonstrate respect, empathy and be considerate towards the learner |
| Use appropriate interpersonal and communication skills during entire meeting |

Please note, after planning assessment in Part 2, you will conduct another role play where you will swap roles with your partner (one of the pair will role play as the Smart Learning assessor and other as Oliver).

**Part 2 – Plan an individualised assessment**

2.1 The following assessment plan has been provided for the all learners. Make adjustments to ensure this learner’s assessment journey is relevant and appropriate.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Performance criteria | Assessment method | Assessment instrument | Individualised assessment plan for Oliver |
| 1.Lift materials manually | 1.1. Material weight is determined correctly utilising most appropriate technique, and risks associated with lifting are assessed.  1.2. Lifting techniques are undertaken to National Occupational Health and Safety Commission (NOHSC) and standard operating procedures. Types of movement, methods, storage, height and position are considered. | Direct observation – on the job | Practical task with assessor checklist | No change  For oral questioning, or written questions will be arranged for you. he needs to be moved to quite room so he can hear properly or handed a list of written questions so can read. Frequent written questions to Oliver so he has comprehended the topic. |
| Oral questioning | Questions with checklist |
|  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Performance criteria | Assessment method | Assessment instrument | Individualised assessment plan for Oliver |
| 2.Move/shift materials manually | 2.1. Appropriate equipment is selected where required.  2.2. Material is placed safely and securely on moving equipment.  2.3. Material is relocated ensuring safety of personnel and security of material.  2.4. Material is unloaded from moving equipment and placed in a safe and secure manner. | Direct observation – on the job | Practical task with assessor checklist | No change  For oral questioning, or written questions will be arranged for you. He needs to be moved to quite room so he can hear properly, or handed a list of written questions so can read. Frequent written questions to Oliver so he has comprehended the topic |
| Oral questioning | Questions with checklist |
|  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Required skills | Assessment method | Assessment instrument | | Individualised assessment plan for Oliver |
| Look for evidence that confirms skills in:   * identifying relevant standards and lifting techniques * assessing weight of material * selecting lifting equipment * working and communicating in teams * assessing risks * planning * reading and interpreting routine information on written job instructions, specifications and standard operating procedures. May include drawings * following oral instructions | Direct observation – on the job | Practical task with assessor checklist | Making sure all his teams know about his hearing impairment conditions while maintaining Communication in the teams, so they make sure he is in the pace with the group  Making sure that the oral instruction is directed to his side of ear where he can hear properly  And he has a written handout | |
|  | |

|  |  |  |  |
| --- | --- | --- | --- |
| Required knowledge | Assessment method | Assessment instrument | Individualised assessment plan for Oliver |
| Look for evidence that confirms knowledge of:   * manual handling techniques * hazards of incorrect procedures * NOHSC standards for manual handling * safe work practices and procedures | Oral questioning | Questions with checklist | Question in writing and moving to a quiet room. He needs to be moved to quite room so he can hear properly or handed a list of written questions so can read. Frequent written questions to Oliver so he can comprehend well. |
|  | |

|  |  |  |  |
| --- | --- | --- | --- |
| Critical aspects of evidence | Assessment method | Assessment instrument | Individualised assessment plan for Oliver |
| Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. | Direct observation | Practical task with checklist | No change  Question in writing and moving to a quiet room.  He needs to be moved to quite room so he can hear properly or handed a list of written questions so can read. Frequent written questions to Oliver so he can comprehend well. |
| Oral questioning | Questions with checklist |
|  | |

**2.2 Role plays 2**

You will swap roles with your partner (one of the pair will now role play as the *Smart Learning* assessor and the other as Oliver). You will role play an assessment planning meeting. As the assessor during the meeting, you will need to:

* discuss the group assessment program to confirm its appropriateness for the learner
* discuss the proposed individualised assessment pathway you have created

**Part 3 – Review**

**Learner and facilitator relationship**

Think about the meeting you had with Oliver Rickshaw. Reflect on the effectiveness of the learning/facilitation relationship.

Please note, this is a reflection about the ***relationship between yourself (as the facilitator) and Oliver***. It is NOT a reflection about Oliver’s training and assessment.

|  |  |
| --- | --- |
| What aspects of your meeting worked well?  *Reflect on the positive aspects of your working relationship with Oliver at this point.* | Very friendly, and went well, he confirmed everything went well. He consented to the arrangements we have made for him.  He liked all the methods being used. He had a good understanding of what was going on. |
| What didn’t work well? What areas could you improve upon in terms of the learner/facilitator relationship?  *Include specific steps you will take to maintain or improve the working relationship.* | Instead of oral questioning written questioning would have worked better in assessments. Frequent quiz for him on checking his understanding if oral teaching was involved would be better |
| Proposed date of follow-up meeting with learner | 9/07/19  After the first meeting to follow up on the methods and plan is working or not a week time is suggested. |

**Part 4–Adjust an assessment instrument**

The following assessment instrument has been created to assess part of *MEM11011B Undertake manual handling*. It has been designed for the main learning group at *Organics Supermarket*. Use this assessment instrument and adjust it to create a suitable instrument for Oliver Rickshaw. You will need to take into account his particular learning needs.

Make adjustments to the instrument. Ensure:

* the version control procedures are followed as part of this update
* changes are obvious by ***using purple font***
* you adjust the instructions to candidate, so they are appropriate for Oliver

**Assessment instrument for**

**MEM11011B Undertake manual handling**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment instrument 1 – Writtenquiz** | | | |
| Candidate name: | | | |
| Assessor name: | | | |
| Assessment benchmark: Each question will require a satisfactory answer for candidates to be deemed S. | | | |
| Date of assessment: | Time Allowed: 10 minutes | | |
| Instructions for candidate:  This is an individual writtenquiz. This assessment involves your assessor giving you quiz paper and you can answer each question correctly to get S. | | | |
|  | | | |
| **Questions**  **Answer true or false for the following:** | | **True** | **False** |
| [1] A task involving a worker stretching, over-reaching or bending to the floor has a manual handling risk. | |  |  |
| [2] Actions and movements should be done smoothly and without pain or discomfort. | |  |  |
| [3] Tasks that require repetition or speed of movement have no link to manual handling injuries. | |  |  |
| [4] The only personal factor that influences the risk of manual handling injury is age. | |  |  |
| [5] According to the National Occupational Health and Safety Commission, there are no prescribed weight limits for lifting, because this is affected by many risk factors. | |  |  |
| **Answer the following questions:** | | **S** | **NYS** |
| [6] When lifting, name three techniques which are considered safe and which will help minimise injury.  a)  b)  c) | |  |  |
| [7] The physical environment can have a serious impact on the way in which manual handling is carried out in the workplace. Choose **one** of the following and describe the impact it might have on the way manual handling is carried out?  Option 1 – Poor lighting  Ans)-  Option 2 – Rough or uneven surfaces  Ans)- | |  |  |
| Candidate’s underpinning knowledge was: 🞏 Satisfactory 🞏Not Yet Satisfactory | | | |
| Feedback to candidate: | | | |
| Candidate’s signature: ……………………………………………………………. Date: | | | |
| Assessor’s signature:……………………………………………………………. Date: | | | |
| V:1, Smart Learning, 24/5/16 | | | |

**Appendix 5**

**Observation Checklist 5 – *Train and assess in the workplace***

**This checklist is for reference only. It is completed by a CBD College assessor in the document*Checklist of competency and feedback to candidates***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Observation Checklist 5 – Train and assess in the workplace** | | | | | | |
| **Assessor:** |  | | **Date:** |  | | |
| **Did the candidate:** | | | | | **Yes** | **No** |
| Confirm purpose and context of training/assessment with learner | | | | |  |  |
| Agree upon the objectives and scope of the training/assessment program with learner | | | | |  |  |
| Discuss individualised training/assessment plan with learner | | | | |  |  |
| Explain training strategies and techniques planned and the reason for inclusion in training/assessment program | | | | |  |  |
| Seek feedback from learner on the outcomes planned | | | | |  |  |
| Demonstrate respect, empathy and be considerate towards the learner | | | | |  |  |
| Use appropriate interpersonal and communication skills during entire meeting | | | | |  |  |
| **OVERALL OUTCOME:** | |  | | | | |

# **Assessment 5 – Address language, literacy and numeracy skills**

**Units covered in this integrated assessment activity**

|  |
| --- |
| *TAE40116 Certificate IV in Training and Assessment units covered in Assessment 5 include:*  TAEDES401 Design and develop learning programs  TAEDES402 Use training packages to meet client needs  TAEDEL401 Plan, organise and deliver group-based learning  TAEDEL402 Plan, organise and facilitate learning in the workplace  TAEASS401 Plan assessment activities and processes  TAEASS402 Assess competence  TAELLN411 Address adult language, literacy and numeracy skills |

Instructions to Candidates

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| There are four parts to Assessment 5   |  |  | | --- | --- | | **Activity** | **Activity type** | | **Part 1 –** Determine the LLN requirements of the training and the learner | Individual | | **Part 2 –** Plan support for the learner with LLN needs during training and assessment | Individual | | Delivery of training session (Assessment 3, Session 2) which includes supporting a learner with LLN needs | | | **Part 4**– Reflect and review the support given | Individual |   This assessment is based on a unit of competency of your choice.  As part of Assessment 3, you will deliver two training sessions. Within your learner group in Session 2, you will have a learner who has low language, literacy and/or numeracy skills. This assessment involves analysing and planning for this learner so you can support them during training and assessment in Session 2.  **Part 1 – DETERMINE THE LLN REQUIREMENTS OF THE TRAINING AND THE LEARNER**  You will   * determine the LLN requirements of the training specification and the workplace performance (the performance criteria you intend training in Assessment 3, Session 2) * determine the LLN requirements of the learner, to identify where they are likely to need support   **Part 2 – PLAN THE WAY YOU WILL SUPPORT THE LEARNER DURING TRAINING AND ASSESSMENT**  You will   * adjust Assessment 3, Session 2 session plan to support the LLN learner during training and assessment * customise or redesign two resources and your assessment instrument/s to make them appropriate for a learner with LLN needs  |  |  |  |  | | --- | --- | --- | --- | | **Part 3 - Delivery of training and assessment that addresses adult language, literacy and numeracy needs**  You will put your planning into practise during your Assessment 3, Session 2 delivery. You will be assessed by your CBD College trainer/assessor using *Observation Checklist 4 – Deliver training and assessment.*  You will be assessed on your ability to support the learner with LLN needs, against the following criteria:   |  | | --- | | Use two training strategies and two customised resources to support LLN requirements | | Use assessment materials and two assessment strategies to support LLN requirements | | Distribute and collect Training Evaluation Forms for review purposes | |   **Part 4 – REVIEW SUPPORT PROVIDED**  After delivering your training session (Assessment 3, Session 2), you will   * review and evaluate the effectiveness of the support provided for the learner with LLN needs |

|  |
| --- |
| **Assessment 5 – Address language, literacy and numeracy skills** |

|  |
| --- |
| This assessment is based on the following scenario:  One of the learners in your training session (Assessment 3, Session 2) has low language, literacy and/or numeracy skills. As part of your session, you will support this learner during both training and assessment.  This assessment involves you determining core skills this learner needs support in. You will plan ways to support the learner during training and assessment by creating an individualised learning pathway. You will then reflect on your training and assessment in terms of the support given to the learner.  You will be responsible for training and monitoring the progress of this learner.  Relevant resources   * *TAE40116 Resources/Resources for CBD College Assessment Tasks and Workbook Activities/Assessment 5* * *CBD College Handouts* * *CBD College online module: LLN – Address adult language, literacy and numeracy* |

# **Part 1 – Determine the LLN requirements of the training and the learner**

**1.1 Training plan**

**The Unit**

|  |  |
| --- | --- |
| Unit of competency name | Language, literacy and numeracy practice |
| Unit of competency code | Language, literacy and numeracy practice |

**Individualised training program**

|  |  |  |
| --- | --- | --- |
| Purpose of individualised training program  *Why is this individualised training program necessary? What is the objective for the learner?* | Language, literacy and numeracy training is needed to improve interaction level of employees. It is designed to build language and literacy confidence of individuals. This would be able to allow individuals to interact without difficulty and therefore, improve performance of individuals. The key objectives of learners are to gain skills and knowledge in language and literacy and to become confidence in communication. | |
| Context for training  *What is the context for this learning? Will the learner be learning on their own or as part of a group?* | Core context of learning include reading, writing and oral communication. The learners will also be taken through numeracy skills, which are required to participate in work and a variety of community activities. Most of these learning activities will be done on a group and at personal level. Group learning shall include oral communication practice, and reading to build confidence of learners in communication. Personal or own learning include writing practice. | |
| Personnel responsible  *Who is responsible for training this learner? Who will monitor this program?* | Training | Certificate IV in Training and Assessment |
| Monitoring | Supervisor |
| Evaluating effectiveness of program  *How will you evaluate your* ***own training and assessment practise****? How will you* ***evaluate the effectiveness*** *of the training and assessment support and strategies provided to the learner?* | Training will be evaluated using survey and questionnaires to determine the effectiveness of the training. The effectiveness of the training will be based on impact created by the training. Improve confidence and communication skills will mean that the training is effective. The negative feedback of the survey would be a clear indication of the effectiveness of the training provided. | |

**1.2 Analyse and determine LLN requirements of the training specification (UoC) and the workplace**

Think about the LLN skills needed within the *unit of competency* and for successful performance of the jobs/tasks the learner will be performing *in the workplace* as a result of this training.

For all relevant core skill, identify the trigger words, skills and/or tasks. You need to identify at least one example for each relevant core skill. Then estimate the Australian Core Skills Framework (ACSF) level of each example.

*(Relevant resources on LLN, TAE40116 Resources/Training and CBD College LLN online learning)*

|  |  |  |
| --- | --- | --- |
| Core skills | Trigger words/skills identified in the  unit of competency (PC) and the workplace | Estimate of ACSF level  *Level 1/2/3/4/5* |
| *e.g. reading and interpreting routine information on WHS policy documents* | *e.g. level 3* |
| Reading | 3.1 Identify relevant procedures and formats for written information | Level 2 |
| Writing | 3.3 Ensure written information meets required standards of style, format and detail | Level 2 |
| Oral communication | 1.3 Seek advice on the communication method/equipment most appropriate for the task | Level 2 |
| Numeracy | N/A | N/A |
| Learning | 3.4 Seek assistance and/or feedback to aid communication skills development | Level 2 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1.3 Determine LLN skills of the learner**  You are going to use three sources of information to assist you to identify the level of the learner’s core skills:   * An information from the LLN learner has completed * Information from an LLN specialist * An interview with the LLN learner   **Source 1 – Information form – this form has been completed by the LLN learner.**   |  |  |  | | --- | --- | --- | | Fill out an information form | | | | Target core skills This task covers ASCF:   * Reading and Writing at Level 1 * Reading and Writing at Level 2. | | | | Target audience This task is a generic task suitable to any context. | | | | Content coverage This task covers skills to complete a simple form, typical of those found in many contexts. The task is graded in that the first six fields are at Reading and Writing Level 1 and then the fields request more complex information and may be less familiar to the candidate, so the skill level moves to Level 2.  The task could be contextualised to add fields suitable to the context in which it will be delivered.  Please note: on its own this task is not sufficient to assess an ACSF level. To allow the candidate to demonstrate more comprehensive evidence provides them with another task at the appropriate level and context. | | | | Instructions to assessor The task requires the candidate to:   * Read the headings on the left of the form * Write responses to provide information about them.   Ensure the candidate understands the task before commencing. Provide the appropriate support for the level and conclude when you think the candidate has reached their highest level of performance.  This short task should be used in conjunction with other tasks to make a judgement about Reading and Writing skill levels. | | | | ACSF mapping | | | | **Question** | **ACSF skill level indicator** | **Domains of Communication** | | Fields 1 - 5 | 1.03 1.04 1.05 1.06 | Personal and community Workplace and employment and/or Education and training | | Fields 6 - 12 | 2.03 2.04 2.03 2.04 | | Field 14 | 1.03 1.04 1.05 1.06 | |

**Source 2 – Information from an LLN specialist**

An LLN specialist has undertaken some pre-training assessment on the learner. Read through the following information about the learner, given to you by the LLN specialist.

|  |  |
| --- | --- |
| **Information from an LLN specialist**   |  | | --- | | The learner:   * gets on well with her work colleagues. She communicates with them in an informal way. In more formal contexts, such as meetings, the learner is not confident and does not take an active role * uses key words and search engine to find basic and familiar information only * reads simple texts only e.g. her pay slips, most staff memos etc. * uses only familiar computer technology to calculate data. The learner struggles with unfamiliar computer technology * prefers not to answer the telephone * participates in face to face oral communication in familiar contexts * prefers not to write, particularly long and involved written texts * enters simple data into a computer system, particularly using routine content * works well within a team when supported by a mentor * approaches colleagues for help when necessary | |

**Source 3 - Interview with the learner**

In the clip you will watch, a learner with LLN needs is being interviewed by a trainer. The trainer is gathering information about the learner’s core skills.

Watch the interview with the LLN learner and take notes on the learner’s skill level. When thinking about core skills, note down:

* what are the learner’s strengths?
* what are the areas of weakness?

|  |
| --- |
| **Interview notes**  *Skills*  *-basic calculator*  *No manuals reading*  *Basic email*  *Basic internet e.g. Facebook*  *Basic computer entering name and no.*  *Basic calculation*  *Basic reading*  *Visual learner* |
|  |

**The learner**

|  |  |
| --- | --- |
| Description of the learner  *e.g. Age, educational background, sex, working status* | Charlene Halbert  Age- 47  Education background-10  Sex- female  Working status- not employed |
| Learner style  *visual/kinaesthetic etc.* | Visual |
|  |  |

**Identify LLN skills of the learner**

Using the three pieces of information you have on the learner (the form completed by the learner, the information from the LLN specialist and your notes from the interview) and the Australian Core Skills Framework, identify the LLN skill level you think the learner may be working at.

|  |  |
| --- | --- |
| Core skills | Estimate of ACSF level |
| Reading | Level 1 |
| Writing | Level 2 |
| Oral communication | Level 2 or 3 |
| Numeracy | Level 1 |
| Learning | Level 1 |

**Support Requirements**

**Identify support requirements**

1.4 Using the information above completes the following table to identify if your learner requires support during your training session.

|  |  |  |  |
| --- | --- | --- | --- |
| Core skills | Estimate of ACSF level of the training specification/workplace performance  *See Q1.2* | Estimate of ACSF level of the learner  *See Q1.3* | Does the learner require support?  *Yes or No* |
| Reading | Level 2 | Level 1 | Yes |
| Writing | Level 2 | Level 2 | No |
| Oral communication | Level 2 | Level 2 or 3 | No |
| Numeracy | N/A | Level 1 | No |
| Learning | Level 2 | Level 1 | Yes |

1.5 List *two sources of support* for this learner within or external to the RTO which could *compliment the training program*. Explain how you would go about accessing such support. Please note, this is **not i**dentifying support that *you* will give the learner in your session. You need to think about other sources of support.

|  |  |  |
| --- | --- | --- |
| Sources of support | | How to access |
| *e.g. Adult Migrant English Program (AMEP) tutor/tuition* | | *I would email the AMEP to organise this tuition https://www.education.gov.au/adult-migrant-english-program* |
| 1 | English Learning Centre (ELC) |  |
| 2 |  |  |

1.6 Identify *two resources* which could *support this learner’s LLN skill development*. Explain how you would go about accessing these resources. Please note, this is **not** identifying resources you will use in your training, such as PowerPoint or handouts. These are resources that will help the ***learner’s skill development.***

|  |  |  |
| --- | --- | --- |
| Resources | | How to access |
| *e.g. Ideas that work video – Develop your learners’ reading skills* | | *Ideasthatwork.com.au* |
| 1 |  |  |
| 2 |  |  |

**1.7 Cultural and social sensitivities**

### What are the cultural or social issues that you may need to be sensitive to when interacting with learners who require LLN support?

### List and explain two that may cause you to have to communicate with some sensitivity when dealing with these learners*.*

*(Min* ***2 sentence*** *answer required for each point)*

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |

**Part 2 - Plan an Individualised Program**

During this planning stage, if necessary you will **consult with a LLN specialist** (your CBD college trainer) regarding your ideas and planning of support for your LLN learner. You will then incorporate these ideas into your planning.

|  |  |
| --- | --- |
| Name of LLN Specialist consulted: |  |

**2.1 Individualised session plan**

In the first column, paste the training and assessment activities you have planned for Assessment 3, session 2.

Create an individualised learning pathway for your LLN learner by recording adjustments you will make or support you will give during the training and assessment. In addition, identify any specialist support you will access for your LLN learner during the assessment, if required.

You will need to carry out this support during your training session (Assessment 3, Session 2). You will also need to be ready to discuss these modifications with your CBD College assessor after Session 2, as part of your post-delivery discussion.

NB You must identify at least two ways you will support the learner during training and two ways you will support the learner during assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Session 2 – Individualised Training Plan | | | |
| Training activities | | Adjustments for learner with LLN needs  *You must identify a minimum of two strategies or adjustments of training* | Time for training |
| Introduction | *Paste your introduction from Assessment 3, Session 2 Session plan* |  |  |
| Body | *Paste your training activities from Assessment 3, Session 2 Session plan* |  |  |
| Conclusion | *Paste your conclusion from Assessment 3, Session 2 Session plan* |  |  |
| Assessment activities | | Adjustments for learner with LLN needs  *You must identify a minimum of two strategies or adjustments for assessment*  *Identify the specialist support you will access, if required* | Time for assessment |
| Assessment | *Describe your assessment activities or process from Assessment 3, Session 2* |  |  |

**2.2 Self-reflection and responsibility**

Encouraging learners to take responsibility for their learning and to self-reflect is a vital step. How will you do this with your LLN learner?

|  |
| --- |
|  |

**2.3 Learning Resources**

Choose **two learning resources** you plan on using during your Assessment 3, Session 2 training session. Identify how you will customize or redesign the resources for use during your training session to make them more accessible for a student with LLN needs.

|  |  |  |
| --- | --- | --- |
| Learning resources  *e.g. Powerpoint, handouts, poster* | 1. |  |
| 2. |  |
| How will these resources be customised?  *Explain how you will design/customise these resources so they are more accessible to the learner with LLN needs* |  | |

## Part 3 - DELIVER TRAINING AND ASSESSMENT THAT SUPPORTS YOUR LEARNER WITH LLN NEEDS

### Now that you have planned the way you will support your learner during training and assessment, you will be delivering the training and assessment as part of Assessment 3, Session 2.

|  |  |  |  |
| --- | --- | --- | --- |
| **Deliver training and assessment that addresses adult language, literacy and numeracy needs** During your training and assessment session (Assessment 3, Session 2), support your learner with LLN needs using:your planned training and assessment strategiesyour customised resources *Gathering feedback*  Gather feedback on the support given to your LLN learner by asking them to complete a *Training Evaluation Form.*  You will be assessed by your CBD College trainer/assessor using *Observation Checklist 4 – Deliver training and assessment.*  You will be assessed on your ability to support the learner with LLN needs, against the following criteria:   |  | | --- | | Use two training strategies and two customised resources to support LLN requirements | | Use assessment materials and two assessment strategies to support LLN requirements | | Distribute and collect Training Evaluation Forms for review purposes | |

**Part 4 - Review of Support for LLN Learner**

Based on the feedback from your assessor, the LLN learner and your own self-reflection, reflect on the training and assessment strategies you used and support you gave the learner who had LLN needs.

**4.1 Training reflection**

|  |  |
| --- | --- |
| What aspect of the support given to the LLN learner during ***training*** worked well? What did the learner respond to?  *(Min* ***1 paragraph*** *answer required)* |  |
| What didn’t work well?  What aspects of the training did the LLN learner not respond well to?  *Please ensure you are answering the question - this question is* ***NOT*** *asking you what you would do differently or how you would improve the training*  *(Min* ***1 paragraph*** *answer required)* |  |
| If you were using this strategy/support in another ***training session***, what would you change to improve it?  Or  How else could you support a learner with this particular LLN need during ***training***?  *(Min* ***1 paragraph*** *answer required)* |  |

**4.2 Assessment reflection**

|  |  |
| --- | --- |
| What aspect of the support given to the LLN learner worked well during the ***assessment process***? What aspect did the learner respond to?  *(Min* ***1 paragraph*** *answer required)* |  |
| What didn’t work well?What aspects of the assessment did the LLN learner find difficult or not respond well to?  *Please ensure you are answering the question - this question is* ***NOT*** *asking you what you would do differently or how you would improve the assessment*  *(Min* ***1 paragraph*** *answer required)* |  |
| If you were using this strategy/support in another ***assessment session***, what would you change to improve it?  Or  How else could you support a candidate with this particular LLN need during ***assessment***?  *(Min* ***1 paragraph*** *answer required)* |  |

# **Assessment 6 – Recognition of prior learning**

**Units covered in this integrated assessment activity**

|  |
| --- |
| *TAE40116 Certificate IV in Training and Assessment units covered in Assessment 6include*:  TAEDES402 Use training packages to meet client needs  TAEASS401 Plan assessment activities and processes  TAEASS502 Design and develop assessment tools  TAEASS402 Assess competence |

**Instructions to Candidates**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| There are two parts to Assessment 6.   |  |  | | --- | --- | | **Activity** | **Activity type** | | **Part 1 –** Plan, implement and review an RPL assessment | Individual | | **Part 2 –** Plan and develop an RPL assessment process | Individual and pair |   **Part 1: PLAN, IMPLEMENT AND REVIEW RPL ASSESSMENT**  This assessment is based on the unit *TLIK2003 Apply keyboard skills*  Using the Unit of Competency*TLIK2003 Apply keyboard skills*  You will   * develop an RPL assessment plan * create instructions for assessors and candidates * implement the plan, gathering and reviewing candidate evidence * customise and use evidence gathering tools * make a judgment of candidate competency and document the outcome * review the assessment process   **Part 2: PLANNING AND DEVELOPING AN RPL ASSESSMENT PROCESS**  This assessment is based on the unit *PSPGEN007 Use technology in the workplace*  You will   * develop an RPL assessment plan * create instructions for assessors and candidates * design and develop RPL evidence gathering tools * seek peer feedback on your assessment plan and tool, recording the comments and identified amendments |

|  |
| --- |
| **Assessment 6- Recognition of Prior Learning Assessment**  **(Part 1)** |

This assessment is based on the following scenario:

Your manager at *Smart Learning* has been impressed with your recent work. She has asked you to take on a special project, which involves designing and implementing an RPL assessment process for the unit *TLIK2003 Apply keyboard skills*.

*Smart Learning* already have a candidatewho is seeking RPL in *TLIK2003 Apply keyboard skills*and would like you to trial your design on this candidate.

The candidate, Ajit Reddy:

- has been working for over 10 years in an industry where keyboard skills are required and often in use

- is currently working in the warehouse at Books Alive where he uses the in-house computer system to process and pack orders

- has a high level of language, literacy and numeracy skills

- believes he has adequate evidence of the skills and knowledge relating to *Apply keyboard skills*

You have been asked to create a RPL assessment plan for Ajit. You will also need to develop assessor and candidate instructions. The RPL assessment process must be designed and conducted in accordance with the principles of assessment (valid, reliable, flexible, fair).

You will need to review the candidate’s evidence portfolio. In accordance with *Smart Learning’s Training and Assessment policies* and the RPL assessor instructions, accurately document and map the evidence against the *unit TLIK2003 Apply keyboard skills*to determine the candidate’s progress towards competency.

Your manager has suggested, if the candidate presents insufficient evidence, a written competency interview would be a good way to fill any evidence gaps and has given you a standard template to customise. Once all evidence has been reviewed, you will need to make a judgment of competency documenting the outcome and feedback in accordance with your RTO’s policies and procedures.

*Note*: Templates are provided to support you in this activity, helping you to plan and structure your process. Hints in *italicized* text are included in the templates to guide you along the way.

*(Relevant resources on RPL, TAE40116 Resources/Assessment and CBD College Handouts)*

# **Part 1 -PLANNING, IMPLEMENTING AND REVIEWING RPL ASSESSMENT**

At *Smart Learning,* the following RPL plan must be completed, confirmed with stakeholders and then filed according to workplace policies and procedures.

Before beginning planning:

* thoroughly read the unit *TLIK2003 Apply keyboard skills*and *Smart Learning Training and Assessment Policies and Procedures*
* access the provided assessment resources and information

*(See TAE40116 Resources/Resources for CBD College Assessment tasks/Assessment 6 and Workbook Activity 2*and *CBD College Handouts)*

|  |
| --- |
| *Note,* ***TAE40116 Classroom Workbook*** *Activity 2 will assist you with completing this assessment task* |

**1.1 Development of an RPL plan**

For the unit *TLIK2003 Apply keyboard skills*and for the candidate, Ajit Reddy, you will need to prepare a recognition plan. The plan needs to include:

* details of the unit of competency
* context and legal requirements
* details of the recognition process
* details of how evidence may be presented for recognition
* instructions for assessor and candidate

In developing your plan, you will need to consider what RPL is and isn’t, who is eligible to apply and the steps involved in the process. Once you have examined the unit you can begin to think about possible evidence that could be used to demonstrate candidate competence for each criterion. Lastly consider the information assessors and candidates would need to know about the process.

Please complete the following template to aid you in planning and developing your RPL process.

|  |  |  |
| --- | --- | --- |
| **Recognition of Prior Learning (RPL) Plan** | | |
| Unit of competency code |  | |
| Unit of competency name |  | |
| Unit description/application |  | |
| Licensing/Regulatory |  | |
| Prerequisites |  | |
| Eligibility for this recognition process  *For this particular unit, explain what sort of candidate is eligible for RPL* |  | |
| Objective of this assessment  *What is the purpose of this assessment?* |  | |
| Contextualisation  *Consider how the assessment will be contextualised for this candidate* |  | |
| Assessor requirements  *Consider minimum legal assessor requirements* | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| Legal and ethical requirements associated with this RPL process  *Consider relevant legislation, WHS, codes of conduct* | 1 |  |
| 2 |  |
| 3 |  |
| RPL Assessor  *Full name* |  | |
| Outline the steps involved in the RPL process |  | |

**Instructions to guide assessors and candidates**

*Smart Learning Training and Assessment Policies and Procedures* will assist you with writing some of the details of these instructions

|  |  |
| --- | --- |
| **Instructions for RPL Assessors and Candidates**  **TLIK2003 Apply keyboard skills** | |
| Submission requirements  *When and where evidence should be submitted*  *Number of attempts/submissions allowed* |  |
| Assessment timeframes  *Time taken to assess student’s submission* |  |
| Reasonable adjustments |  |
| Appeals |  |
| Evidence requirements  *What evidence can be submitted (provide examples)* |  |
| Evidence gaps  *What will the process be if insufficient evidence is supplied* |  |
| Documenting evidence, outcomes and providing feedback  *What, how and when does evidence need to be documented and feedback/outcomes communicated* |  |

|  |  |
| --- | --- |
| RTO |  |
| RPL developer full name |  |
| Version control |  |

**1.2 Gather and implement an RPL assessment**

You have been informed that Ajit Reddy has paid his enrolment fee and has been enrolled as an RPL student.

Ajit’s evidence portfolio can be found -

***TAE40116 Resources/Resources for CBD College Assessment Tasks and Workbook Activities/Assessment 6 and Workbook Activity 2/Ajit Reddy’s RPL Evidence***

Once you have Ajit’s evidence opened, identify the candidate’s application form in the evidence portfolio. Transcribe the details in the Candidate RPL Application below.

Candidate RPL Application

|  |  |
| --- | --- |
| Candidate name  *Full name* |  |
| Contact details |  |
| Unique Student Identifier (USI) |  |
| Submission date  *Today’s date:* |  |
| Submission Agreement signed  *yes/no* |  |
| Authenticity Statement signed  *yes/no* |  |
| Payment received | *Yes/no* |
| *$ amount* |
| Specific learning need or circumstances |  |
| Reasonable adjustments to be made as a result of specific need  *Explain any adjustments you will make to the assessment process, if applicable* |  |

**1.3 Review the candidate’s portfolio of evidence**.

As you look at each piece of evidence, decide which aspect/s of the unit it addresses (performance criteria, performance evidence, knowledge evidence).

* Below in the Evidence Review template (evidence provided section), describe the evidence and how it relates to each criterion.
* You may notice there are some areas of the unit, which are not covered by evidence. Document these in the assessor notes section.
* Assessor notes section should be used to indicate strength of evidence and any other relevant information.
* Decide for each criterion whether it is sufficiently covered by appropriate, authentic, and current evidence. Insert an outcome (Yes/No) for each criterion. This will help you identify the evidence gaps.
* Evidence must be documented accurately, promptly and in accordance with *Smart Learning’s Training and Assessment policies* and RPL assessor instructions.

*Note one piece of evidence may cover more than one part of the unit.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence Review Template**  *TLIK2003 Apply keyboard skills* | | | | |
| **Elements of competency** | | **Evidence provided** | **Assessor notes** | **Outcome Y/N** |
| 1. Apply WHS/OHS principles | 1.1 Information on WHS/OHS requirements when using keyboard/keypad devices is accessed and interpreted |  |  |  |
| 1.2 Posture and ergonomic settings of chair and workstation are adjusted following WHS/OHS guidelines |  |  |  |
| 1.3 WHS/OHS guidelines on rest periods and exercise are followed when using computer keyboards, calculators or other data entry devices |  |  |  |
| 2. Enter data | 2.1 Text and numeric data are entered into a computer, calculator or other data entry device using a keyboard or keypad as part of workplace tasks |  |  |  |
| 2.2 Entered information is checked and corrected using a keyboard or keypad |  |  |  |
| **Performance evidence** | | **Evidence provided** | **Assessor notes** | **Outcome Y/N** |
| Evidence of the ability to:   * applying fatigue management knowledge and techniques | |  |  |  |
| * applying precautions and required action to minimise, control or eliminate hazards that exist when using keyboards to enter data | |  |  |  |
| * applying relevant legislation and workplace procedures | |  |  |  |
| * interpreting and following operational instructions and prioritising work | |  |  |  |
| * modifying activities depending on operational contingencies, risk situations and environments | |  |  |  |
| * operating and adapting to differences in keyboards, software and computer equipment in accordance with standard operating procedures | |  |  |  |
| * operating electronic infotechnology and computer equipment to required protocol | |  |  |  |
| * reading and interpreting instructions, procedures, information and manuals relevant to using keyboards to enter data | |  |  |  |
| * working systematically with required attention to detail without injury to self | |  |  |  |
| **Knowledge evidence** | | **Evidence provided** | **Assessor notes** | **Outcome Y/N** |
| * procedures for the use of keyboards and computer equipment in the workplace | |  |  |  |
| * relevant WHS/OHS procedures and guidelines concerning the use of computer equipment in the workplace, including recommended posture, ergonomic settings of chair and work station, and the use of rest periods and exercise | |  |  |  |
| * typical problems that can occur when using keyboards to enter data and related appropriate action that can be taken to prevent or solve these problems | |  |  |  |
| * work health and safety(WHS)/occupational health and safety (OHS) hazards and risks when using computer equipment for work tasks, and ways of controlling the risks involved. | |  |  |  |
| V1.EvidenceReview template.18.2.19 JG: TLIK2003 | | | | |

**1.4 Customise an assessment instrument**

You may notice there are some areas of the unit, which are not covered by evidence. To help fill these gaps, develop some questions to ask the candidate.

* Document your questions in the Competency Interview template below (question section).
* Review your questions to ensure they will gather useful and relevant information to fill the evidence gaps.
* This assessment instrument should be designed and used in accordance with the principles of assessment and rules of evidence.
* The right-hand column of the template will be completed as part of question 1.5.

*Note: It is not enough for the candidate to say they can do something, they need to describe what, how, when, where. Use open questions. Ask for specific examples*.

|  |  |  |  |
| --- | --- | --- | --- |
| **Competency Email** | | | |
| Candidate full name: |  | | |
| **Competency email**  *List the questions you will ask your candidate or the evidence you will request:* | **Question or evidence request** | | **Candidate’s evidence provided in response to email request**  **(NB This will be completed as part of Q1.5)** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 | *Insert or delete rows as needed* |  |
| Overall comment regarding the assessment of **competency interview evidence**  *Include comments regarding strength of evidence provided, coverage of gaps etc.*  N.B. This will be completed as part of Q1.5 |  | | |
| Assessor full name |  | | |
| Date |  | | |
| Version control |  | | |

**1.5 Correspondence activity**

RPL written competency interview with Ajit Reddy

This activity is to be done individually.

**Step 1**

As the RPL assessor, write an email to the candidate thanking them for their submission. Briefly outline areas that have been covered, providing positive feedback on their progress. Explain there are some gaps in their submission and you would like to gather further evidence. Copy and paste your competency questions or evidence request into the email. Send your email to reddyajit186@gmail.com

**Step 2**

The candidate will email you back with his answers. Document the candidate’s responses in the Competency Interview template above. Consider what areas have now been fully addressed with sufficient evidence. Are there any remaining evidence gaps? Make a note of your thoughts in the additionalcomments section of the template.

**1.6 Making a judgment of competency**

Complete the Evidence Matrix and Assessment Report.

* Consider whether you have gathered sufficient, valid, authentic and current evidence of learner competence against the unit requirements
* Record your judgment in the template
* Insert a Yes (Y) in each cellin the portfolio of evidence and competency interview columns where evidence demonstrates competence
* Provide feedback to the RPL candidate in the Assessment Report at the bottom of the matrix
* The matrix and report should be completed and submitted in accordance with *Smart Learning’s Training and Assessment* policies and procedures

*Note: For the candidate to be deemed competent and awarded RPL, you must have a ‘Y’ in at least one of the two categories of evidence for each aspect of the unit.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evidence Matrix** | | | | | |
| **Unit of competency:** | | | | | |
| **Candidate name:** | | | **Date:** | | |
| **Elements of competency** | | | | **Portfolio of evidence** | **Competency interview** |
| 1. Apply WHS/OHS principles | 1.1 Information on WHS/OHS requirements when using keyboard/keypad devices is accessed and interpreted | | |  |  |
| 1.2 Posture and ergonomic settings of chair and workstation are adjusted following WHS/OHS guidelines | | |  |  |
| 1.3 WHS/OHS guidelines on rest periods and exercise are followed when using computer keyboards, calculators or other data entry devices | | |  |  |
| 2. .Enter data | 2.1 Text and numeric data are entered into a computer, calculator or other data entry device using a keyboard or keypad as part of workplace tasks | | |  |  |
| 2.2 Entered information is checked and corrected using a keyboard or keypad | | |  |  |
| **Assessment requirements** | | | | **Portfolio of evidence** | **Competency interview** |
| Performance evidence  Evidence of the ability to:   * applying fatigue management knowledge and techniques | | | |  |  |
| * applying precautions and required action to minimise, control or eliminate hazards that exist when using keyboards to enter data | | | |  |  |
| * applying relevant legislation and workplace procedures | | | |  |  |
| * interpreting and following operational instructions and prioritising work | | | |  |  |
| * modifying activities depending on operational contingencies, risk situations and environments | | | |  |  |
| * operating and adapting to differences in keyboards, software and computer equipment in accordance with standard operating procedures | | | |  |  |
| * operating electronic infotechnology and computer equipment to required protocol | | | |  |  |
| * reading and interpreting instructions, procedures, information and manuals relevant to using keyboards to enter data | | | |  |  |
| * working systematically with required attention to detail without injury to self | | | |  |  |
| Knowledge evidence   * procedures for the use of keyboards and computer equipment in the workplace | | | |  |  |
| * relevant WHS/OHS procedures and guidelines concerning the use of computer equipment in the workplace, including recommended posture, ergonomic settings of chair and work station, and the use of rest periods and exercise | | | |  |  |
| * typical problems that can occur when using keyboards to enter data and related appropriate action that can be taken to prevent or solve these problems | | | |  |  |
| * work health and safety(WHS)/occupational health and safety (OHS) hazards and risks when using computer equipment for work tasks, and ways of controlling the risks involved. | | | |  |  |
| **RPL Assessment Report** | | | | | |
| Competency decision  *For the candidate to be deemed competent and awarded RPL, you must have a ‘Y’ in* ***at least one*** *of the two categories of evidence* ***for each aspect*** *of the unit.* | | □Competent  □Not yet competent | | | |
| Assessor feedback to the candidate  *Give specific feedback*  *(Min* ***1 paragraph*** *answer required)* | |  | | | |
| Assessor full name | |  | | | |
| Version control | |  | | | |

**1.7Review the assessment process**

Based on your own self-reflection, how could you improve the RPL process and evidence gathering tools? What specific amendments will you make to improve the tool design?

|  |  |  |
| --- | --- | --- |
| Critique of process and tools  *(Min 1* ***paragraph****answer required)*  *Consider:*   * *Were your instructions for the candidate and assessor clear enough?* * *Did the candidate provide the evidence you were expecting?* * *Did your design gather sufficient, valid, authentic and current evidence?* * *Is your process and design reliable, flexible, fair and valid?* * *How you could strengthen and streamline the process and tools?* |  | |
| Amendments to improve the tool design  *(Identify at least* ***2 amendments,****Min 1* ***paragraph****required for each amendment)* | 1 |  |
| 2 |  |

|  |
| --- |
| **Assessment 6- Recognition of Prior Learning Assessment**  **(Part 2)** |

This assessment is based on the following scenario:

Your previous RPL design and development work with *Smart Learning* was well received, with your manager nominating you for employee of the month. You have now been asked to design and develop a second RPL assessment process, this time for the unit *PSPGEN007 Use technology in the workplace*.

Your manager explains you only need to develop the RPL assessment plan and corresponding evidence gathering tools for *PSPGEN007 Use technology in the workplace*. *Smart Learning* stakeholders, including a CBD assessor, will review the design and tools*.* You do not need to implement the process or assess a candidate.

Your manager reminds you as part of assessment tool development, you will also need to create assessor and candidate instructions, which this time she would like written as separate instructions for assessors and instructions for candidates.

The RPL assessment process must be designed in accordance with *Smart Learning’s Training and Assessment policies* and the principles of assessment (valid, reliable, flexible, fair). The RPL tools must be designed to gather valid, reliable, sufficient and authentic evidence of the unit *PSPGEN007 Use technology in the workplace*.

*Note*: The templates below will support you in this activity, helping you structure your process. Hints in *italicized* text are included in the template to guide you along the way.

# **Part 2 - PLANNING AND DEVELOPING AN RPL ASSESSMENT PROCESS**

At *Smart Learning,* the following RPL plan must be completed, confirmed with stakeholders and then filed according to workplace policies and procedures. Your manager has made several assessment resources for the unit *PSPGEN007 Use technology in the workplace* available to you. Before beginning planning:

* thoroughly read the unit *PSPGEN007 Use technology in the workplace*
* access the provided assessment resources and information
  + Using and maintaining technology
  + Sample RPL assessor instructions
  + Sample RPL candidate instructions
  + Sample third party report
  + Sample evidence matrix and assessment report
  + Smart Learning Training and Assessment policies and procedures

*(See TAE40116 Resources/Resources for CBD College Assessment tasks/Assessment 6 and Workbook Activity 2/Assessment 6*and *CBD College handouts)*

**2.1Development of an RPL plan**

Prepare a recognition planfor the unit *PSPGEN007 Use technology in the workplace*. The plan needs to include:

* details of the unit of competency
* context and legal requirements
* details of how evidence may be presented for recognition
* instructions for candidates
* instructions for assessors

In developing your plan, you will need to consider what RPL is and isn’t, who is eligible to apply and the steps involved in the process. Once you have examined the unit you can begin to think about possible evidence that could be used to demonstrate candidate competence for each criterion. Lastly consider the information assessors and candidates would need to know about the process.

*Please note, this is not an RPL plan written for a specific candidate. It is a* ***general plan****, written for any future candidates who are applying for RPL, and their assessors.*

Please complete the following template to aid you in planning and developing your RPL process.

|  |  |  |  |
| --- | --- | --- | --- |
| **Recognition of Prior Learning (RPL) Plan** | | | |
| Unit of competency code |  | | |
| Unit of competency name |  | | |
| Unit description/application |  | | |
| Licensing/Regulatory information |  | | |
| Prerequisites  *Yes/No* |  | | |
| Description of candidates  *E.g. typical industry, experience, education background, level of LLN etc.* |  | | |
| Context  *Consider how the assessment will be contextualised for the candidates* |  | | |
| Assessor requirements  *Consider minimum legal assessor requirements* | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| Legal and ethical requirements associated with this RPL process  *Consider relevant legislation, WHS, codes of conduct* | 1 |  | |
| 2 |  | |
| 3 |  | |
| Principles of assessment  *As a designer of an RPL assessment, consider how you will meet the principles of assessment*   * *validity* * *reliability* * *flexibility* * *fairness* | Validity | |  |
| Reliability | |  |
| Flexibility | |  |
| Fairness | |  |

**Instructions to guide assessors and candidates**

Please note, for this assessment plan and tool, you are required to create separate instructions to assessors and instructions to candidates.

|  |  |  |
| --- | --- | --- |
| **PSPGEN007 Use technology in the workplace -Instructions for RPL Assessors**  ***Please note, these instructions should be written clearly for ASSESSORS -***  ***they should differ from instructions to candidates*** | | |
| Assessment timeframes  *Submission and marking* |  | |
| Interpreting evidence to make a judgement  *Consider how assessors must apply each rule of evidence when reviewing submissions and making the final judgement* | Valid |  |
| Current |  |
| Sufficient |  |
| Authentic |  |
| Reasonable adjustments |  | |
| Evidence gaps  *What should assessors do if insufficient evidence is supplied* |  | |
| Documenting evidence, outcomes and providing feedback  *What, how and when does evidence need to be document and feedback/outcomes communicated* |  | |

|  |  |  |
| --- | --- | --- |
| **PSPGEN007 Use technology in the workplace -Instructions for RPL Candidates**  ***Please note, these instructions should be written clearly for CANDIDATES –***  ***they should differ from instructions to assessors*** | | |
| Submission requirements  *When and where evidence should be submitted*  *How and to whom evidence should be submitted*  *Number of attempts/submissions allowed* |  | |
| Evidence requirements  *What evidence can be submitted specific to PSPGEN007 (provide examples)*  *E.g. third party report* |  | |
| Submitting evidence that meets the rules of evidence  *What are the requirements in terms of submitting evidence that is valid, current, sufficient and authentic* | Valid |  |
| Current |  |
| Sufficient |  |
| Authentic |  |
| Assessment of evidence  *How evidence will be assessed*  *Marking timeframes* |  | |
| Evidence gaps  *What happens if there are gaps?* |  | |
| Feedback and outcome  *How judgement of competency will be made*  *How and when outcome and feedback will be provided* |  | |
| Reasonable adjustments |  | |
| Appeals |  | |

|  |  |
| --- | --- |
| RTO |  |
| RPL developer full name |  |
| Version control |  |

**2.2 Developing an RPL assessment tool**

Develop in full a RPL Third Party Report for the unit *PSPGEN007 Use technology in the workplace*. The evidence gathering tool should include the following:

* clear assessor instructions
* clear candidate instructions
* evidence gathering/assessment instrument key features (space for names, signatures, date, version control etc)
* instructions in the instrument to guide the third party in completing the report
* customised unit criteria (elements, performance criteria, performance evidence, knowledge evidence)

To get you started, a basic framework for the RPL assessment tool has been provided below. Consider informationthe candidate and third party would need to know about RPLand howto complete the report.

*Note: The tool must be designed to record evidence that is valid, sufficient, current and authentic. It must adhere to the principles of assessment (valid, reliable, flexible and fair).*

*See Resources for CBD College Assessment Tasks and Workbook Activities/Assessment 6 and Workbook Activity 2/Sample third party report for ideas. You may use the sample report as a guide, however you may not copy and paste large chunks of the report. Your design should be appropriately adjusted for the unit and context.*

|  |  |  |
| --- | --- | --- |
| **Assessor Instructions**  **Third Party Report**  ***Please note, these instructions should be written clearly for ASSESSORS -***  ***they should differ from instructions to candidates*** | | |
| Unit of competency code |  | |
| Unit of competency name |  | |
| Purpose and use  *Provide clear instructions for assessors. Explain:*   * *what a TPR is* * *how assessors can use the report* | Third Party Report |  |
| Use |  |
| Appropriate persons  *Explain from whom reports can be accepted e.g.: supervisor, manager* |  | |
| Value of the report in the overall judgement of competency  *Can reports be the sole piece of evidence? Why/why not?* |  | |
| Authenticity issues |  | |

|  |  |  |
| --- | --- | --- |
| **Candidate Instructions**  **Third Party Report**  ***Please note, these instructions should be written clearly for CANDIDATES-***  ***they should differ from instructions to assessors*** | | |
| Unit of competency code |  | |
| Unit of competency name |  | |
| Purpose  *Explain how third party reports can be used to support a claim for competency* |  | |
| Instructions for use  *Provide clear instructions for candidates. Explain:*   * *what candidates should do with the report template* * *who can and can’t provide a report* | Use |  |
| Suitable persons |  |
| Assessment and verification  *Explain:*   * *what the assessor will do with the completed report* * *verification actions assessor may take* | Assessment |  |
| Verification |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Third Party Report** | | | | |
| **Unit code** |  | | **Unit name** |  |
| **Candidate and Third Party Details**  *Complete the following white section of the template to gather basic contact details. Consider space to record candidate name, third party name, position, nature and length of relationship to candidate, contact details…etc.* | | | | |
| <*Insert details*> | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
|  | |  | | |
| **Instructions to the third party**   * *Provide information outlining the purpose of the report, appropriate persons, and authenticity issues* * *Provide instructions to guide the third party in completing the report.*   *(e.g.: how should the ‘yes/no and comments’ boxes be completed)* | |  | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Elements and Performance Criteria**  *For each element insert the PC.* ***Customise the language so it is relevant and easy for the third party to understand. Note PC should not be copied and pasted directly from the unit- customisation is necessary.***  *EG: PC may be written as a statement or question. E.g.: does the candidate…...?* | | **Yes** | **No** | **Comments** |
| Element 1  *Insert Element* |  | | | |
| Performance Criteria  *Insert Performance Criteria in the white space below* ***(customising the PC is necessary)*** | | | | Please provide specifics examples describing how the candidate has performed these activities. |
|  | |  |  |  |
|  | |  |  |  |
|  | |  |  |  |
| *Insert extra rows as needed* | |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element 2:  *Insert Element* |  | | | |
| Performance Criteria  *Insert Performance Criteria in the white space below* ***(customising is necessary)*** | | | | Please provide specifics examples describing how the candidate has performed these activities. |
|  | |  |  |  |
|  | |  |  |  |
|  | |  |  |  |
| *Insert extra rows as needed* | |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Requirements** | | | |
| Performance Evidence  *Insert performance evidence in the white space below* ***(customising is necessary)*** | | | Please provide specifics examples describing how the candidate has done these activities. |
| *<Insert details>* |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Knowledge Evidence  *Insert knowledge evidence in the white space below* ***(customising is necessary)*** | | | | Please provide specifics examples describing how the candidate has done these activities. |
| *<Insert details>* | |  |  |  |
|  | |  |  |  |
|  | |  |  |  |
|  | |  |  |  |
|  | |  |  |  |
| **RTO Assessor Section:**  *Complete the following white section to guide the third party and assessors in filling the template in and documenting verification details. Consider space to record names, signatures, dates, verification etc.* | | | | |
| *<Insert details>* |  | | | |
|  |  | | | |
|  |  | | | |
| Version Control | *<Insert version control details>* | | | |

**2.3 Developing an RPL assessment matrix and report**

Develop in full an RPL assessment matrix and report for the unit *PSPGEN007 Use technology in the workplace*. The instrument should include the following:

* key features (space for names, signatures, date, version control etc.)
* clear instructions for use
* reference to the unit (you may copy and paste elements, performance criteria, performance evidence, knowledge evidence directly from the unit)

The instrument must adhere to the principles of assessment and rules of evidence.

*See TAE40116 Resources/Resources for CBD College Assessment tasks and Workbook Activities/Assessment 6 and Workbook Activity 2/Sample Evidence Matrix and Assessment Report for ideas*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evidence Matrix** | | | | | |
| ***Instructions to assessors:***  *<Insert instructions for assessors, instructing them on how to complete this matrix>* | | | | | |
| **Unit of Competency:** *<Insert unit name and code>* | | | | | |
| **Candidate Name:** | | | **Date:** | | |
| **Elements of competency** | | | | **Evidence 1** | **Evidence 2** |
| 1.  *<Insert element>* | *<Insert performance criteria>* | | |  |  |
|  | | |  |  |
|  | | |  |  |
|  | | |  |  |
| 2.  *<Insert element>* | *<Insert performance criteria>* | | |  |  |
|  | | |  |  |
|  | | |  |  |
|  | | |  |  |
| **Foundation skills** | | | | **Evidence 1** | **Evidence 2** |
| *<Insert foundation skills>* | | | |  |  |
| **Assessment Requirements** | | | | **Evidence 1** | **Evidence 2** |
| Performance evidence  *<Insert performance evidence>* | | | |  |  |
|  | | | |  |  |
|  | | | |  |  |
|  | | | |  |  |
|  | | | |  |  |
|  | | | |  |  |
| Knowledge evidence  *<Insert knowledge evidence>* | | | |  |  |
|  | | | |  |  |
|  | | | |  |  |
|  | | | |  |  |
|  | | | |  |  |
| **RPL Assessment Report** | | | | | |
| *<Ensure your report includes the necessary features for an RPL assessor to record the competency decision e.g. competency decision, space feedback to the candidate, assessor name, version control etc.>* | |  | | | |
|  | |  | | | |
|  | |  | | | |
|  | |  | | | |

**2.4 Review of assessment tool**

This activity is to be done with a colleague or peer, who will review your RPL assessment plan and tool – ideally the person has some experience in training and assessment.

Ask your reviewer for feedback on your RPL plan and assessment tool. Ask them to think about the clarity of instructions and the evidence gathering instruments. They need to critically review the design, highlight positive aspects and areas for further development. Use the box below to record feedback from your peer.

Consider:

* suitability of planned approach
* clarity of instructions
* evidence gathering instruments
* other relevant feedback

|  |  |  |
| --- | --- | --- |
| Name of reviewer (your peer or colleague): | |  |
| Position or experience in training and assessment: | |  |
| Date: | |  |
| Positive aspects about the RPL plan and tool |  | |
| Areas for improvement in the RPL plan and tool |  | |

**2.5 Critical reflection and amendments**

This is an individual activity.

Based on feedback received from others (e.g.: peers, reviewer, CBD College trainer accessed on Help Days) and your own self-reflection, how could you improve the RPL plan and evidence gathering tools? What specific amendments will you make to improve the tool design?

|  |  |  |
| --- | --- | --- |
| Critique of process and tools  *(Min 1* ***paragraph*** *answer required)*  *Consider:*   * *Were your instructions for the candidate and assessor clear enough?* * *Will your design gather sufficient, valid, authentic and current evidence?* * *Is your process and design reliable, flexible, fair and valid?* * *How you could strengthen and streamline the and tools?* |  | |
| Amendments to improve the tool design  *(Identify at least* ***2 amendments,*** *Min 1* ***paragraph*** *required for each amendment)* | 1 |  |
| 2 |  |

# **Assessment 7 – Train and assess**

**Units covered in this integrated assessment activity**

|  |
| --- |
| *TAE40116 Certificate IV in Training and Assessment units covered in Assessment 7 include:*  TAEDES401 Design and develop learning programs  TAEDES402 Use training packages to meet client needs  TAEDEL401 Plan, organise and deliver group-based learning  TAEASS401 Plan assessment activities and processes  TAEASS403 Participate in assessment validation  TAEASS502 Design and develop assessment tools |

**Instructions to Candidates**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| There are five parts to Assessment 7   |  |  | | --- | --- | | **Activity** | **Activity type** | | **Part 1 –** Plan training and assessment of a unit of competency | Individual | | **Part 2–** Develop an assessment tool | Individual | | **Part 3 –** Trial the assessment tool | Pair | | **Part 4–** Validate assessment evidence against the principles of assessment and rules of evidence | Individual | | **Part 5–**Review the tool | Individual |   This assessment is based on the unit *CUAACD101 Use basic drawing techniques*  **Part 1: PLANTRAINING AND ASSESSMENT**  Based on the qualification *CUA20215 Certificate II in Creative Industries* and the unit *CUAACD101 Use basic drawing techniques*  You will   * package the qualification * develop a training plan for the full unit, *CUAACD101 Use basic drawing techniques* * develop an assessment plan for the full unit   **Part 2: DEVELOP AN ASSESSMENT TOOL**  You will   * develop an assessment tool to assess *CUAACD101 Use basic drawing techniques* * use mapping marks to demonstrate coverage of the unit   **Part 3: TRIAL ASSESSMENT**  You will   * ask a peer to trial the assessment and gather feedback from them   **Part 4: VALIDATE THE TOOL AGAINST THE PRINCIPLES OF ASSESSMENT AND RULES OF EVIDENCE**  You will review the assessment tool against the *principles of assessment (validity, reliability, flexibility, fairness)* and the evidence collected against the*rules of evidence (validity, sufficiency, authenticity, currency)*  **Part 5: REVIEW ASSESSMENT**  You will   * review the tool to ensure it incorporates the dimensions of competency * reflect on your assessment tool and the assessment process * make changes to improve the assessment tool to ensure this final version meets the principles of assessment and rules of evidence |

**Assessment 7 – Training and assessment**

This assessment is based on the following scenario:

|  |
| --- |
| You work for an RTO, *Smart Learning,* who has been employed to design training and assessment for *Staging FX.* For details on relevant Smart Learning policies and procedures, see *Smart Learning Training and Assessment policies and procedure* document*.*  *Staging FX’s* main business is creating costume, props and sets for professional and amateur productions. *Staging FX* has a number of employees including skilled set designers, costume designers, set constructors, seamstresses, lighting technicians and sound technicians. Staging FX traditionally work with small sets and stages. They do not work on what would be considered construction sites*.*  The design team are the first point of contact with *Staging FX* clients. These employees create quick sketches and concept drawings, based on the client’s brief, of costume, set and prop requirements. These sketches and drawings are then used as the starting point for the design and creation process to create costumes, sets and props.  *Staging FX*are wanting to train their new employees in *CUA20215 Certificate II in Creative Industries.* They would like their new employees to be trained in sketching and drawing techniques as a priority.  You are told the current new employees   * are full time employees * have a high level of language, literacy and numeracy skills * are mainly kinesthetic and visual learners * are in the 18-30-year age bracket   The first unit you need to plan training and assessment for is *CUAACD101 Use basic drawing techniques*. When planning, Staging FX have asked for the training program to be as efficient in delivery as possible. This planning of training and assessment will be shown to all stakeholders for approval prior to delivery.  Apart from yourself, the stakeholders in this training are   * *Staging FX* design team * the employees involved in the training * *Smart Learning* training manager   Documents referred to in this scenario - *TAE40116 Resources/Resources for CBD College Assessment Tasks and Workbook Activities/Assessment 7* |

**Part 1 – PLAN TRAINING AND ASSESSMENT**

At *Smart Learning,* the following training and assessment documents must be completed, confirmed with stakeholders and then filed, according to workplace policies and procedures. Your training manager has made several learning resources for *CUAACD101 Use basic drawing techniques* available to you.

Before beginning planning

* thoroughly read through the qualification, *CUA20215 Certificate II in Creative Industries,* and the unit of competency, *CUAACD101 Use basic drawing techniques*

Access and review

* *An introduction to Staging FX* and *Staging FX WHS Policy* document
* Documents relating to drawing
* *Basic Drawing Techniques*
* *Drawing Materials and Tools*
* *Safety Instructions – drawing tools and materials*

*(See TAE40116 Resources/Resources for CBD College Assessment tasks and Workbook Activities/Assessment 7)*

|  |
| --- |
| *Note,* ***TAE40116 Classroom Workbook*** *Activity 1 will assist you with completing this assessment task* |

**1.1 Package the qualification CUA20215 Certificate II in Creative Industries**

You have been asked to package the qualification *CUA20215 Certificate II in Creative Industries.*

Staging FX have indicated they would like the following content areas covered through unit inclusion, if possible:

* prop construction skills
* following a design process
* creative and critical thinking
* basic drawing techniques
* develop drawing skills to communicate ideas

As they work with many indigenous groups, they would also like to include the unit *AHCILM305 Work with an Aboriginal Community or organisation*.

Package the qualification and ensure you contextualise the qualification to meet the client’s needs.

|  |  |  |  |
| --- | --- | --- | --- |
| Qualification code | |  | |
| Qualification name | |  | |
| Entry requirements | |  | |
| Licensing requirements | |  | |
| Total number of units | |  | |
| Number of core units | |  | |
| Number of elective units | |  | |
| Link to packaging rules  *Paste the link to the packaging rules for this qualification* | |  | |
| Unit code | Unit name | | Reason for inclusion (core/elective) |
|  |  | |  |
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**1.2 Plan for CUAACD101 Use basic drawing techniques**

Please note, this plan is for the unit of competency (not the whole qualification)

*Smart Learning Training and Assessment Policies and Procedures* will assist you with writing some of the details of these instructions

**The Unit**

|  |  |
| --- | --- |
| Unit of competency code |  |
| Unit of competency name |  |
| Currency (current or superseded) |  |
| Link to unit of competency |  |
| Objective of unit of competency  *What is the purpose of this unit of competency?* |  |
| Justification of choice of this unit of competency  *How does this unit of competency meet the needs of the client?* |  |

**The Training Program**

|  |  |  |
| --- | --- | --- |
| Objective of this particular trainingprogram  *Given the context and the candidates,why is this training program necessary? What is the purpose of this training program?* |  | |
| Objective of assessment  *What is the purpose of the assessment* |  | |
| Purpose of assessment tool  *What is the purpose of the assessment* ***tool*** |  | |
| Key stakeholders  *Who has an interest in this learning? Who will you confirm planning with?* | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| Existing resources utilised  *List two resources or documents you will access and use in the development of your session plans*  *e.g. unit of competency, specific documents supplied by CBD College, specific resources sourced elsewhere* | 1 |  |
| 2 |  |

**Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| Existing assessment resources utilised  *List two resources or documents you will access and use in the development of your assessment tool* | 1 |  | |
| 2 |  | |
| Storage and access to assessment tool  *Once designed, where will the assessment tool be stored? Who will have access to retrieve it, as needed?* | Storage | |  |
| Access | |  |

**The RTO**

For details on policies and procedures, see *Smart Learning Training and Assessment policies and procedure* document*.*

|  |  |  |  |
| --- | --- | --- | --- |
| Training and assessment context  *Classroom delivery, simulated work environment, work in industry/work placement* |  | | |
| Mode of delivery  *Face to face, online, blended, on the job* |  | | |
| Learner records  *Where will they be stored?*  *How will they be stored i.e. in what condition will they be stored?* | Where? | |  |
| How? | |  |
| Access to learner records  *Who will have access?* | 1 |  | |
| 2 |  | |
| 3 |  | |
| Legal and ethical considerations associated with this training and assessment | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 5 |  | |

**WHS**

After reading through the *Staging FX WHS Policy* document, consider the risks associated with this training which will occur in the workplace and identify the way these risks will be managed.

|  |  |  |  |
| --- | --- | --- | --- |
| Source of WHS information  *List at least one source of WHS information at Staging FX* | |  | |
| Risk associated with this training and assessment  *Consider*   * *WHS Risks e.g. fire, ergonomics, lighting/ventilation, tripping hazards etc* * *Organisational risks e.g. only 1 trainer, no backup etc* | | Risk management  *With the risks that you have identified on the left hand column, what actions have you taken to minimize those risks/hazards?* | |
| 1 |  | 1 |  |
| 2 |  | 2 |  |
| 3 |  | 3 |  |
| 4 |  | 4 |  |
| Hazard reporting  *According to Staging FX WHS Policy, what are the reporting requirements for hazards and incidents at Staging FX?* | | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| Safe use and maintenance of equipment used in training  *How will you ensure this occurs? What materials will you need to check and maintain?* | |  | |
| Personal Protective Equipment (PPE)  *According to Staging FX WHS Policy, what PPE should be worn?* | |  | |

**Language Literacy and Numeracy Requirements**

|  |  |
| --- | --- |
| Core skills needed by learners in this training program  *Identify which core skills are needed by learners during* ***the training and assessment*** *of this unit(yes/no)* | |
| Reading |  |
| Writing |  |
| Oral Communication |  |
| Numeracy |  |
| Learning |  |

**Education and Support Services**

|  |  |
| --- | --- |
| Support should include:  identifying particular requirements such as literacy, numeracy, English language or physical capabilities  and  developing strategies to make support available where gaps are identified.  This may include providing:   * Language, Literacy & Numeracy (LLN) support * assistive technology * additional tutorials, and/or * other mechanisms, such as assistance in using technology for online delivery components | |
| Support available to learners during training  *Give specific examples of support* |  |
| Support available to learners during assessment  *Give specific examples of support* |  |
| Processes applied for students considered to be “at risk”  *Refer to* ***Smart Learning Training and Assessment Policy and Procedures*** |  |

**The Learners**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Description of the group  *e.g. age, educational background, level of English, religion, working status* |  | | | |
| How the learner characteristics (description of group) will be taken into account in planning and delivering training  *What specifically will you do to cater for the particular learners described above?* |  | | | |
| Resources to identify learner styles  *List two resources you could utilise to identify learner style*  *(See TAE40116 Resources/Training)* | 1 |  | | |
| 2 |  | | |
| Learner style  *e.g. visual/kinaesthetic* |  | | | |
| How learner styles will be taken into account in planning and delivering training  *What specifically will you do to cater for the particular learner styles?* |  | | | |
| Contextualisation advice from [Creative Arts and Culture Training Package Implementation Guide](https://vetnet.education.gov.au/Pages/TrainingPackages.aspx)   1. *To access this guide, click on the link above* 2. *Once there, selectCreative Arts and Culture Training Package* 3. *Open CUA v4.1 Implementation Guide.pdf* 4. *Page 56* 5. *List three relevantpieces of advice* | | | 1 |  |
| 2 |  |
| 3 |  |
| Contextualisation  *Using this advice and your knowledge of the context/learners, how will you contextualise for this group of learners?*  *(See TAE40116 Resources/Assessment)* |  | | | |

**1.3 Plan training**

Develop the plan for training *CUAACD101 Use basic drawing techniques.* This is an overall training plan, identifying how each performance criteria will be trained. It is **not a session plan**i.e. introduction, conclusion and order of activities are not relevant here.

Record what strategies, training activities and content will be used to train each performance criteria in the unit.

NB Some resources have been provided to you. Review these and include them in your planning, if applicable.

*(see TAE40116 Resources/Resources for CBD College Assessment and Workbook Activities/Assessment 7)*

|  |  |  |
| --- | --- | --- |
| **Element 1 –**Prepare for drawing | | Performance criteria   * 1. Clarify purpose of drawings with appropriate people   2. Identify tools and materials required for basic drawing techniques   3. Select appropriate tools and materials for basic drawing techniques |
| **Training Plan**  *Include strategies, activities and content being used to cover each Performance Criteria* | | |
|  | | |
| Resources required to train Element 1 |  | |

|  |  |  |
| --- | --- | --- |
| **Element 2–**Produce basic drawings | | Performance criteria  2.1 Apply a limited range of techniques to represent objects of ideas  2.2 Follow safety instructions when handling tools and materials  2.3 Seek feedback on drawings from relevant people and refine drawings as required |
| **Training Plan**  *Include strategies, activities and content being used to cover each Performance Criteria* | | |
|  | | |
| Resources required to train Element 2 |  | |

**Time for training**

It has been agreed with *Smart Learning* and *Staging FX* that the time for **training** of the full unit of competency, *Use basic drawing techniques,* will be 35 hours.

Allocate an appropriate time for training for each element you have planned above*.*

|  |  |
| --- | --- |
| Time for ***training*** Element 1 |  |
| Time for ***training*** Element 2 |  |

**1.4 Plan assessment**

Develop the plan for assessing *CUAACD101 Use basic drawing techniques.* When planning, take into account the context in which the assessment will take place.

Identify the assessment methods and corresponding instruments you will use to assess each part of the unit.

|  |  |  |  |
| --- | --- | --- | --- |
| Element | **Performance criteria** | Assessment methods | Assessment instruments |
| 1. Prepare for drawing | 1.1 Clarify purpose of drawings with appropriate people  1.2 Identify tools and materials required for basic drawing techniques  1.3 Select appropriate tools and materials for basic drawing techniques |  |  |
|  |  |
|  |  |
|  | |

|  |  |  |  |
| --- | --- | --- | --- |
| Element | **Performance criteria** | Assessment methods | Assessment instruments |
| 2. Produce basic drawings | 2.1 Apply a limited range of techniques to represent objects or ideas  2.2 Follow safety instructions when handling tools and materials  2.3 Seek feedback on drawings from relevant people and refine drawings as required |  |  |
|  |  |
|  |  |
|  | |

|  |  |  |  |
| --- | --- | --- | --- |
| Foundation skills | **Description** | Assessment methods | Assessment instruments |
| Reading | * Comprehends safe handling instructions for tools and materials |  |  |
| Oral communication | * Uses questioning and active listening techniques to confirm task purpose and seek feedback |  |  |
| Navigate the world of work | * Follows defined safety procedures when handling tools and materials |  |  |
| Get the work done | * Decides on tools, materials and techniques required to complete tasks, with the assistance of others |  |  |

|  |  |  |
| --- | --- | --- |
| **Performance evidence** | Assessment methods | Assessment instruments |
| Evidence of the ability to:   * identify tools, materials and techniques required to produce drawings * use a range of basic drawing techniques to produce and refine drawings that represent objects or ideas   Note: If a specific volume or frequency is not stated, then evidence must be provided at least once. |  |  |
|  |  |
|  |  |
|  | |

|  |  |  |
| --- | --- | --- |
| **Knowledge evidence** | Assessment methods | Assessment instruments |
| To complete the unit requirements safely and effectively, the individual must:   * list materials and tools commonly used for drawing and explain how to use them safely * describe different types of drawing techniques |  |  |
|  |  |
|  |  |
|  | |

|  |  |
| --- | --- |
| **Assessment conditions** | |
| List the minimum qualifications/requirements assessors need to satisfy NVR/AQTF. |  |
|  |
|  |
|  |
| **Indicate how the following conditions will be met in assessment** | |
| Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments.  The assessment environment must include access to materials and tools used in drawing work. |  |

|  |  |
| --- | --- |
| RTO: |  |
| Assessment developer full name: |  |
| Version control: |  |

**Part 2 - Develop an assessment tool**

2.1 You have been asked to create an assessment tool to assess the entire unit *CUAACD101 Use basic drawing techniques*

|  |
| --- |
| The assessment tool must include:   * Instructions to assessors * Assessment instruments, including instructions to candidates * Model answers * Reference to: * recognition of prior learning * reasonable adjustment for learner needs * appeals process   The tool must adhere to the principles of assessment and rules of evidence.  Use mapping marks in the tool to demonstrate coverage of the unit of competency (Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence).  *Relevant resources on creating assessment tools, including mapping marks*   * *TAE40116 Resources/Assessment* * *TAE40116 Resources/Resources for CBD College Assessment Tasks and Workbook Activities/Assessment 7/Assessment Tool template* * CBD College Handouts |

Copy the assessment tool template here

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**2.2 Assessment integration**

*Staging FX* are interested in integrating *CUAACD101 Use basic drawing techniques*with*CUAACD201 Develop drawing skills to communicate ideas.* Compare the two units of competency and identify how an integrated assessment would be different to the assessment you are planning just for the unit *CUAACD101 Use basic drawing techniques.*

Advise *Staging FX* on two changes you would make to the assessment if these two units were trained and assessed together. List *and explain* the reason for the changes you would make.

### *(min. 1 paragraph required for each answer)*

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |

**2.3Evaluating the effectiveness of the assessment tool**

*Smart Learning* ensure their assessment tools are trialled and reviewed before being used in an assessment context with candidates. As part of a trial and review process, list one way you could evaluate the effectiveness of your assessment tool.

|  |
| --- |
|  |

**Part 3 – Trial assessment tool and gather feedback**

You will trial your assessment tool on a peer to validate the robustness and suitability of the design. Your peer will be role playing as a candidate being assessed in *CUAACD101 Use basic drawing techniques.*You will need to **conduct the full assessment process** with your peer/candidate in order to trial your tool.

**Before trialling**

Ensure you have gathered and organised:

* a copy of your assessment tool which assesses the full unit of competency – you could name this copy as *CUAACD101 Use basic drawing techniques Candidate Trial v1*
* Smart Learning Assessment Evaluation form *(TAE40116 Resources/Resources/Resources for CBD College Assessment Tasks and Workbook Activities/Assessment 7)*
* any resources required to complete the assessment e.g. drawing materials, pens etc.

**Trialling the assessment tool**

To trial the assessment tool, ensure you:

* explain to your peer the purpose of the assessment tool and the purpose of the trial
* use your assessment tool to formally conduct the assessment
* document the candidate’s evidence on the assessment instruments you have designed
* retain all candidate evidence and the completed assessment instruments
* gather feedback on the trial from your peer (the candidate) using the *Assessment Evaluation Form*

On completion of the trial, insert photographs or scans of your candidate’s where indicated below:

* completed trial tool
* completed and signed *Smart Learning Assessment Evaluation Form*

**3.1 Trial the tool**

Paste evidence of the trial heree.g.: scanned or photograph of completed candidate quiz, completed observation checklist

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**3.2Gather feedback on the trial**

Paste the completed and signed assessment evaluation form here

*Please note, the evaluation form needs to be signed by the person completing it*

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**Part 4 - Validate the assessment tool against the principles of assessment and rules of evidence**

This is an individual assessment.

Use your assessment tool and the evidence you gathered during your trial (Part 3). Validate your assessment tool and evidence against the principles of assessment and rules of evidence. Use the template below to ensure all principles of assessment are addressed in your designand the evidence that was collected in your trial meets the rules of evidence. Write a comment wherever you indicate ***no*** as a response.

If all items are marked ***yes***, consider how application of the principles and/ or rules could be strengthened in your design.

**At least 3 comments** and related recommendations must be included in the validation below.

A mapping document is available for use during this validation *TAE40116 Resources/Resources for CBD College assessments/Assessment 7*

|  |  |  |
| --- | --- | --- |
| **Validationof assessment tool** | | |
| Date of validation |  | |
| Training package code |  | |
| Training package name |  | |
| Unit of competency code |  | |
| Unit of competency name |  | |
| Reviewer name |  | |
| Documents used in validation  *List two documents you will use* | 1 |  |
| 2 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation criteria (principles of assessment)** | **Yes (Y)** | **No (N)** | **If *No*, comment** |
| **VALIDITY** | | | |
| Elements and performance criteria are addressed |  |  |  |
| Foundation skills are addressed |  |  |  |
| Performance evidence are addressed |  |  |  |
| Knowledge evidence are addressed |  |  |  |
| Assessment conditions are addressed |  |  |  |
| Level of difficulty is relevant to the AQF level  <http://www.aqf.edu.au/aqf-levels> |  |  |  |
| Assessment is based on realistic workplace activities and contexts |  |  |  |
| **RELIABILITY** | | | |
| Evidence criteria/marking guides/model answers and/or assessment checklists are available to assist the assessment decision |  |  |  |
| Instructions to assessors are clear and include time allowed and level of performance required for competency |  |  |  |
| **FLEXIBILITY** | | | |
| Instructions allow for reasonable adjustments |  |  |  |
| Instructions allow for recognition of existing competency/RPL |  |  |  |
| **FAIRNESS** | | | |
| Instructions are clear, unambiguous and in plain English |  |  |  |
| Instructions include an outline of benchmark or requirements for competency |  |  |  |
| Reasonable adjustments, including adjustments for LLN needs, do not compromise the integrity of the assessment |  |  |  |
| Opportunity for feedback and review is provided to candidate |  |  |  |
| Allows for appeals against assessment decisions |  |  |  |
| **Evaluation criteria (rules of evidence)**  *Use the evidence collected in your trial to evaluate against this criteria* | **Yes (Y)** | **No (N)** | **If NO, comment** |
| **VALIDITY** | | | |
| Assessment produces evidence that relates directly to the unit of competency |  |  |  |
| Evidence is based on realistic workplace activities |  |  |  |
| Assessment complexity produces evidence appropriate to the AQF level of the unit |  |  |  |
| **AUTHENTICITY** | | | |
| Assessment produces evidence of the candidate’s own ability |  |  |  |
| Assessment process/tool includes space for the assessor to document ID verification |  |  |  |
| **CURRENCY** | | | |
| Assessment gathers evidence of the candidate’s current knowledge and skills (from the present or recent past) |  |  |  |
| Assessment reflects current industry practice |  |  |  |
| **SUFFICIENCY** | | | |
| Assessment produces a sufficient quantity of evidence |  |  |  |
| Assessment evidence is gathered using a range of methods |  |  |  |

After completing the review, write a recommendation for each aspect which did not meet the principles or rules. Recommendations must stipulate exactly how the tool can be improved i.e. *what* is your recommendation and *where* will it be included? Will it involve adding to the existing instrument or will you create a new instrument?

|  |  |
| --- | --- |
| **Recommendations to address issues identified above:** | |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 | *Insert or delete rows as needed* |

**Part 5 - REVIEW THE ASSESSMENT TOOL**

**5.1 Review the assessment tool against the dimensions of competency**

Review your assessment tool for *CUAACD101 Use basic drawing techniques* to see whether the ***dimensions of competency have been incorporated***. You need to explain why your tool does or does not assess each dimension of competency.

At the conclusion, write a recommendation for each issue identified. Recommendations must stipulate exactly how the tool can be improved i.e. *what* is your recommendation and *where* will it be included? Will it involve adding to the existing instrument or will you create a new instrument?

|  |  |  |  |
| --- | --- | --- | --- |
| **Review Criteria**  **Have the following dimensions been assessed?** | **Yes** | **No** | **Justify your decision –comment on each dimension and explain your decision** |
| **Does the assessment gather evidence of**  **TASK SKILLS?**  Does it assess the candidate’s ability to undertake specific task/s required to complete a work activity to the required standard. This means being able to perform the individual actions as well as the whole task. |  |  |  |
| **Does the assessment gather evidence of**  **TASK MANAGEMENT SKILLS?**  Does it assess the candidate’s ability to manage a number of different tasks to complete a whole work activity. This means working efficiently to meet deadlines, handle a sequence of interrelated tasks, and progress smoothly between tasks. |  |  |  |
| **Does the assessment gather evidence of CONTINGENCY MANAGEMENT SKILLS?**  Does it assess the candidate’s ability to respond to problems and irregularities when undertaking a work activity, such as:   * breakdowns * changes in routine * unexpected or atypical results or outcomes * difficult or dissatisfied clients. |  |  |  |
| **Does the assessment gather evidence of JOB/ROLE ENVIRONMENT SKILLS?**  Does it assess the candidate’s ability to deal with the responsibilities and expectations of the work environment when undertaking a work activity, such as:   * working with others * interacting with clients and suppliers * complying with standard operating procedures * observing enterprise policy and procedures. |  |  |  |

|  |  |  |
| --- | --- | --- |
| Recommendations to address issues identified above: | | |
| 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 5 | *Insert or delete rows as needed* | |
| Date to complete changes | |  |

**5.2Review the assessment process and tool**

In line with *Smart Learning’s* continuous improvement policies, review your assessment tool and the assessment process based on

* your own self-reflection of the trial and review processes
* feedback from yourpeer via the Assessment Evaluation Form

|  |  |
| --- | --- |
| According to your peer and your own self-reflection, what aspect of your assessment tool and/or the assessment process worked well?  *(Min* ***1 paragraph*** *answer required)* |  |
| What didn’t work well?  *(Min* ***1 paragraph*** *answer required)* |  |

**5.3 Amend assessment tool**

List the adjustments you will maketo the assessment tool in order to further improve it. You must identify all amendments based oneach part of the trial and review

|  |  |
| --- | --- |
| Amendments based on: | |
| Validation against the principles of assessment and rules of evidence  (Part 4) |  |
| Review against the dimensions of competency (Part 5) |  |
| Self-reflection and feedback from trial (Part 5) |  |

**5.4 UPDATED ASSESSMENT TOOL**

Adjust your assessment tool accordingly. Ensure:

* you follow the version control procedures as part of this update
* you make your changes obvious by ***using purple font***

Please note, this final assessment tool should include adjustments you have made as a result of:

* validation against the principles of assessment and rules of evidence (Part 4)
* review against the dimensions of competency (Part 5)

*Smart Learning* has requested you file the ***updated*** assessment tool templates here

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# **Assessment 8 – Essential knowledge for trainers and assessors**

**Units covered in this integrated assessment activity**

|  |
| --- |
| *TAE40116 Certificate IV in Training and Assessment units covered in Assessment 8 include:*  TAEDES401 Design and develop learning programs  TAEDES402 Use training packages and accredited courses to meet client needs  TAEDEL401 Plan, organise and deliver group-based learning  TAEASS401 Plan assessment activities and processes  TAEASS402 Assess competence  TAEASS502 Design and develop assessment tools |

**Instructions to Candidates**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| There is one part to Assessment 8   |  |  | | --- | --- | | **Activity** | **Activity type** | | **Part 1** – Demonstrate knowledge of training and assessing in the VET sector | Individual |   Provide responses in your own words to these short answer questions regarding training and assessing in the VET sector. |

|  |
| --- |
| Assessment 8 – Essential knowledge for trainers and assessors |

This is an individual assessment.

Complete the following template after thoroughly researching each question.

N.B. Answers must be in *your own words.* Do not copy and paste answers from the internet or your resource material.

*(Relevant resources, TAE40116 Resources and CBD College online learning modules)*

**Training and assessing in the VET sector**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AQF** | | | | | | | | | | |
| 1. What is the AQF and what is its purpose? | | AQF | | |  | | | | | |
| Purpose | | |  | | | | | |
| 2. What is the difference between a Certificate II qualification and a Certificate III qualification? Make reference to three **characteristics** and **features of learning outcomes** for each qualification. | Certificate II | | | | 1 | |  | | | |
| 2 | |  | | | |
| 3 | |  | | | |
| Certificate III | | | | 1 | |  | | | |
| 2 | |  | | | |
| 3 | |  | | | |
| **Training packages and accredited courses** | | | | | | | | | | |
| 3. What is a training package? | |  | | | | | | | | |
| 4. Where can you access online information on training packages? | |  | | | | | | | | |
| 5 List and explain three benefits of using training packages? | | 1 |  | | | | | | | |
| 2 |  | | | | | | | |
| 3 |  | | | | | | | |
| 6. List and explain three endorsed components of a training package  *What is the purpose and role of each endorsed component?* | | 1 |  | | | | | | | |
| 2 |  | | | | | | | |
| 3 |  | | | | | | | |
| 7. List two non-endorsed components of a training package | | 1 |  | | | | | | | |
| 2 |  | | | | | | | |
| 8. What is an accredited course? How does it differ to a training package? Who accredits these courses? | | Definition | | | | | |  | | |
| How it differs | | | | | |  | | |
| Accreditation agency | | | | | |  | | |
| 9. What role do the following have in developing and endorsing training packages?   * Australian Industry and Skills committee (AISC) * Industry Reference Committees (IRC) * Skills Service Organisations (SSO) | | AISC | |  | | | | | | |
| IRC | |  | | | | | | |
| SSO | |  | | | | | | |
| 10. Using www.training.gov.au, provide an example of a current ***training package***  *code and name* | | Code | |  | | | | | | |
| Name | |  | | | | | | |
| 11. From any training package you can find on www.training.gov.au, provide an example of a current ***qualification****code and name* | | Code | |  | | | | | | |
| Name | |  | | | | | | |
| 12. From the qualification you have referred to above, provide an example of a current***unit of competency***  *code and name* | | Code | |  | | | | | | |
| Name | |  | | | | | | |
| 13. As an assessor and/or assessment developer of a ***streamlined*** *unit of competency*, what are five key parts of any unit that you look at to determine competence? | | 1 |  | | | | | | | |
| 2 |  | | | | | | | |
| 3 |  | | | | | | | |
| 4 |  | | | | | | | |
| 5 |  | | | | | | | |
| **Contextualisation** | | | | | | | | | | |
| 14. What is *contextualisation*? | |  | | | | | | | | |
| 15. What can and can’t be done to a Unit of Competency under the guise of *contextualisation*? | | Permitted | | | |  | | | | |
| Not permitted | | | |  | | | | |
| **Training and Assessment** | | | | | | | | | | |
| 16. What is a training and assessment strategy (TAS)? | |  | | | | | | | | |
| 17. What is a learning plan? | |  | | | | | | | | |
| 18. Define and explain RPL? | |  | | | | | | | | |
| 19. The assessments used in the VET sector are*competency-based*. List and explain three main features of *competency-based assessment*.  *Minimum 2 sentence answer per feature* | | 1 |  | | | | | | | |
| 2 |  | | | | | | | |
| 3 |  | | | | | | | |
| 20. How does *competency-based assessment* differ from *norm-referenced assessment?* | |  | | | | | | | | |
| 21. What is the *Code of Practice for assessors*?  *Define the Code of Practice for assessors* | |  | | | | | | | | |
| 22. List three responsibilities an assessor has when working under the *Code of Practice.* | | 1 |  | | | | | | | |
| 2 |  | | | | | | | |
| 3 |  | | | | | | | |
| 23. You have been asked to make adjustments to the packaging of the *Certificate IV in Training and Assessment* so that it meets the packaging rules of the new training package. Make the necessary changes to *TAE40110* to ensure *TAE40116* meets the packaging rules. Include *BSBCMM401 Make a presentation* as an elective. | | TAE40110 | | | | | | | TAE40116 | |
| TAEDEL401A Plan, organise and deliver group-based learning  TAEDEL402A Plan, organise and facilitate learning in the workplace  TAEASS401B Plan assessment activities and processes  TAEASS402B Assess competence  TAEASS403B Participate in assessment validation  TAEDES401A Design and develop learning programs  TAEDES402A Use training packages and accredited courses to meet client needs  BSBCMM401 Make a presentation  TAELLN411 Address adult language, literacy and numeracy skills  TAEASS502 Design and develop assessment tools | | | | | | |  | |
| 24. When conducting ***training in the workplace***, identify two workplace health and safety (WHS) implications. Think about what impact workplace training may have on stakeholders.Explain how you will you manage these potential risks. | | Risk or implication | | | | | | | Risk management | |
| 1 |  | | | | | | 1 |  |
| 2 |  | | | | | | 2 |  |
| 25. Research the **Business Services** trainingpackage. Fill in the blanks and interpret the code numbers for the training package, a qualification and a UoC from this package (see next page). | | See next page – insert names and codes where indicated | | | | | | | | |

**Business Services Training package**

|  |  |
| --- | --- |
| Code: |  |
| Name: |  |

**Qualification**

|  |  |
| --- | --- |
| Code: |  |
| Name: |  |

|  |  |
| --- | --- |
| Identifies the training package: |  |
| Identifies the AQF level of qualification: |  |
| Identifies the listing number: |  |
| Identifies the year endorsed: |  |

**Unit of Competency**

|  |  |
| --- | --- |
| Code: |  |
| Name: |  |

|  |  |
| --- | --- |
| Identifies the training package: |  |

|  |
| --- |
| **Submitting assessment tasks** |

**Due date of assessments**

Due date is no later than 12 months from the first day of the face to face component of your course.

On completion of all of assessment tasks, please email **this file only** to:

Sydney students - [tae@certivsydney.com.au](mailto:tae@certivsydney.com.au)

Melbourne students - [tae@certivmelbourne.com.au](mailto:tae@certivmelbourne.com.au)

Perth students - [tae@certivperth.com.au](mailto:tae@certivperth.com.au)

**N.B. Only ONE file is accepted, please do not send other attachments.**

Please ensure

* all assessment activities are **complete**, including names/dates and all details on all templates
* answers are **in your own words**. Do not copy and paste from the internet on short answer questions. We have software to detect plagiarism.
* answers are **comprehensive.** This is a Certificate IV level course and one-word answers will not be accepted.

***Please do not submit your file until you have ensured that all activities meet these requirements and are complete.***

**Marking procedure**

Once we have received your assessment file, you will be sent an acknowledgement email from CBD College

|  |  |
| --- | --- |
| **Assessment** | **Timing of marking/delivery** |
| Assessment tasks | 15 business days |
| **Delivery of certification** | |
| TAE Academic Transcript and TAE Certificate | Within 10 business days of being deemed as competent. *These are posted to the address listed on your student portal* |

**Resubmissions**

* You may be required to resubmit certain tasks if your answers are too brief or deficient in some way.
* You will be notified by email if you need to resubmit your work.
* After the initial assessment, CBD College will allow a further two resubmissions before a $199 fee will be charged each time a student wishes to be given a further chance to resubmit their work.

*If you have any questions, please do not hesitate to email the course coordinator at the above email addresses or phone 02 808 125 19.*