

BSBWOR301

**Organise personal work priorities and development**

**Student Assessment**

What is the purpose of this document?

The StudentPack is the document you, the student, needs to complete to demonstrate competency. This document includes the context and conditions of your assessment, the tasks to be completed by you and an outline of the evidence to be gathered.

The information includes the following:

* Information related to the unit of competency
* Guidelines and instructions to complete each task and activity
* A student evaluation form

**Student Evaluation Form**

These documents are designed after conducting thorough industry consultation. Students are encouraged to evaluate this document and provide constructive feedback to their training organisation if they feel that this document can be improved.

**Link to other unit documents**

* The Student Pack is a document for students to complete to demonstrate their competency. This document includes context and conditions of assessment, tasks to be administered to the student, and an outline of the evidence to be gathered from the student.
* The Unit Mapping is a document that contains information and comprehensive mapping with the training package requirements.
* The Unit Requirements is a document that contains information related to the unit of competency for the Training Organisation staff and students.

**Document Usage**

CAQA Resources

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# **Student and trainer details**

|  |  |
| --- | --- |
| **Student details** | |
| Full name: |  |
| Student ID: |  |
| Contact number: |  |
| Email address: |  |
| **Trainer details** | |
| Full name: |  |

# **Qualification and unit of competency**

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| --- | --- |
| **Qualification/Course/Program Details** | |
| Code: |  |
| Name: |  |
| **Unit of competency** | |
| Code: | BSBWOR301 |
| Name: | Organise personal work priorities and development |
| Releases: | 1.0 |
| Release date: | 25/March/2015 |

# **Assessment Submission Method**

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| By hand to trainer/assessor  By email to trainer/assessor  Online submission via Learning Management System (LMS)  Any other method \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Please describe here) |

# **Student declaration**

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| * I have read and understood the information in the Unit Requirements prior to commencing this Student Pack * I certify that the work submitted for this assessment pack is my own. I have clearly referenced any sources used in my submission. I understand that a false declaration is a form of malpractice; * I have kept a copy of this Student Pack and all relevant notes, attachments, and reference material that I used in the production of this Student Pack; * For the purposes of assessment, I give the trainer/assessor permission to:   + Reproduce this assessment and provide a copy to another member of staff; and   + Take steps to authenticate the assessment, including communicating a copy of this assessment to a plagiarism checking service (which may retain a copy of the assessment on its database for future plagiarism checking).   Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Date: \_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

# **Assessment Plan**

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| The student must be assessed as satisfactory in each of the following assessment methods in order to demonstrate competence in a variety of ways. | | | |
| **Evidence number/ Task number** | **Assessment method/ Type of evidence/ Task name** | | **Sufficient evidence recorded/Outcome** |
| Assessment task 1 | Knowledge Test (KT) | | S / NS (First Attempt)  S / NS (Second Attempt) |
| Assessment task 2 | Skills Test (ST) | | S / NS (First Attempt)  S / NS (Second Attempt) |
| Assessment task 3 | Project (PT) | | S / NS (First Attempt)  S / NS (Second Attempt) |
| **Outcome** | C  NYC | Date assessed: | Trainer signature: |

# **Completion of the Assessment Plan**

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| Your trainer is required to fill out the Assessment Plan Outcome records above, when:   * You have completed and submitted all the requirements for the assessment tasks for this cluster or unit of competency. * Your work has been reviewed and assessed by your trainer/assessor. * You have been assessed as either satisfactory or unsatisfactory for each assessment task within the unit of competency. * You have been provided with relevant and detailed feedback.   Every assessment has a “Feedback to Student” section used to record the following information. Your trainer/assessor must also ensure that all sections are filled in appropriately, such as:   * Result of Assessment (satisfactory or unsatisfactory) * Student name, signature and date * Assessor name, signature and date * Relevant and detailed feedback |

# **Unit Requirements**

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| You, the student, must read and understand all of the information in the Unit Requirements before completing the Student Pack. If you have any questions regarding the information, see your trainer/assessor for further information and clarification. |

Pre-Assessment Checklist: Task 1 - Knowledge Test

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| **The purpose of this checklist** |
| The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it. |
| **Section 1: Information for Students** |
| Make sure you have completed the necessary prior learning before attempting this assessment.  Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.  Make sure you understand what evidence is required to be collected and how.  Make sure you know your rights and the Complaints and Appeal process.  Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix - Appendix A and negotiate these with your trainer/assessor).  Make sure that you have access to a computer and the internet (if you prefer to type the answers).  Make sure that you have all the required resources needed to complete this assessment task.  The due date of this assessment task is in accordance with your timetable.  In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.  The request for an extension to submit your assessment work must be made before the due date. |
| **Section 2: Reasonable adjustments** |
| I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidence as required and select the correct checkbox.  I do require reasonable adjustment  I do not require reasonable adjustment |
| **Declaration (Student to complete)**  I confirm that the purpose and procedure of this assessment task has been clearly explained to me.  I confirm that I have been consulted about any special needs I might have in relation to the assessment process.  I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.  I confirm I have accessed and understand the assessment information as provided in the Training Organisation’s Student Handbook.  I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.  I confirm that I am ready for assessment.  **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Assessment method-based instructions and guidelines: Knowledge Test

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| **Assessment type** |
| * Written Questions |
| **Instructions provided to the student:** |
| Assessment task description: |
| * This is the first (1) assessment task you must successfully complete to be deemed competent in this unit of competency. * The Knowledge Test is comprised of twenty-one (20) written questions * You must respond to all questions and submit them to your Trainer/Assessor. * You must answer all questions to the required level, e.g. provide an answer within the required word limit, to be deemed satisfactory in this task * You will receive your feedback within two (2) weeks, and you will be notified by your Trainer/Assessor when your results are available. |
| Applicable conditions: |
| * All knowledge tests are untimed and are conducted as open book assessment (this means you can refer to your textbook during the test). * You must read and respond to all questions. * You may handwrite/use a computer to answer the questions. * You must complete the task independently. * No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory. * As you complete this assessment task, you are predominately demonstrating your written skills and knowledge to your trainer/assessor. |
| Resubmissions and reattempts: |
| * Where a student’s answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed. * The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments. * For more information, please refer to the Training Organisation’s Student Handbook. |
| Location: |
| * This assessment task may be completed in:   a classroom  learning management system (i.e. Moodle),  workplace,  or an independent learning environment.   * Your trainer/assessor will provide you with further information regarding the location for completing this assessment task. |
| Instructions for answering the written questions: |
| * Complete a written assessment consisting of a series of questions. * You will be required to answer all the questions correctly. * Do not start answering questions without understanding what is required. Read the questions carefully and critically analyse them for a few seconds; this will help you to identify what information is needed in the answer. * Your answers must demonstrate an understanding and application of the relevant concepts and critical thinking. * Be concise, to the point and write answers within the word-limit given to each question. Do not provide irrelevant information. Remember, quantity is not quality. * You must write your responses in your own words. * Use non-discriminatory language. The language used should not devalue, demean, or exclude individuals or groups based on attributes such as gender, disability, culture, race, religion, sexual preference or age. Gender-inclusive language should be used. * When you quote, paraphrase, summarise or copy information from other sources to write your answers or research your work, always acknowledge the source. |
| Purpose of the assessment |
| The purpose of this assessment task is to monitor and obtain feedback on work performance and to maintain the required levels of competence.   * Knowledge of factors that affect the achievement of work objective. * Knowledge to determine your work goals and objectives. * Knowledge to prioritise your work so that all jobs are completed on time. * Knowledge of business technology. * Knowledge of variations in product quality. * Knowledge to determine your workplace training and development needs and priorities. * Knowledge of the main sources of stress. * Knowledge to Identify personal learning and professional development needs * Knowledge your immediate needs as a manager. * Knowledge of the importance of a professional development strategic plan especially in organising personal work priorities and development. * Knowledge to the importance of seeking formal and informal feedback into the review of further learning needs or improving performance from colleagues and clients on ongoing basis. * Knowledge of the organisation’s goals and objectives accordance with organisational requirements. * Knowledge to establish a training and development plan. * Knowledge to assess and prioritise own workload and deal with contingencies. * Knowledge to outline the principles and techniques of goal setting, measuring performance, time management and personal assessment of learning and development needs |

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| Task instructions |
| * This is an individual assessment. * To ensure your responses are satisfactory, consult a range of learning resources and other information such as handouts, textbooks, learner resources etc. * To be assessed as Satisfactory in this assessment task, all questions must be answered correctly. |

Assessment Task 1: Knowledge Test

**Provide your response to each question in the box below.**

|  |  |  |  |
| --- | --- | --- | --- |
| Q1: | How do you determine your work goals and objectives? How KPIs of your job description set the direction for the goals and targets that you need to work toward in order to meet the requirements and responsibilities of your role? Answer in 50-100 words. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q2: | How do you prioritise your work so that all jobs are completed on time? Mention any 5 points. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q3: | Identify three factors that affect the achievement of work objective. How do you control these factors? | Satisfactory response | |
| **Yes** | **No** |
| |  |  | | --- | --- | | *Factors:* | *To meet “satisfactory” or “exceeds” performance goals, an employee should have:* | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | | | |
| Q4: | Identify three items of business technology and explain how you use them in your workplace? | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q5: | What sort of questions must you ask to yourself to assess, monitor and adjust work performance to ensure the maintenance of job quality and customer service? Mention any 5 questions. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q6: | How do you determine your workplace training and development needs and priorities? Write your answer in 150-200 words. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Question 7: Read the given below case study and answer the following questions:  In a meat processing plant, product quality is monitored in different ways, one of which is a visual inspection. It is someone's job to look carefully at carcasses to identify defects such as:   * contamination with hair, dust or faeces * parasites * other forms of the disease * bruising.   Any defect (and the number of them) is recorded on a monitoring sheet. Action is taken (e.g. contamination removed, or the carcass is downgraded to pet food). Further action may follow, such as:   * investigating the contamination source * possible counselling or re-training if poor work practices are a contributing factor * possible penalties (e.g. loss of weekly bonus) or even dismissal for persistent or serious failure to do the job correctly.   The monitoring sheets are kept in the quality assurance manager's office.  All these procedures will be carried out according to a very specific company or government rules.  (Criteria: Routinely identify and report on variations in the quality of and products and services according to organisational requirements) | | | |
| Q7: | How can you identify the variations in the quality of services or products? How are the variations/defects reported? Write your answer in 30-50 words. | Satisfactory response | |
| **Yes** | **No** |
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| Question 8: Read the case study and answer the following questions:  Swasthi is rapidly becoming a team member that no-one wants to work with. He is becoming frustrated at the continuously high workload in the office and feels he is disadvantaged because the rest of his team see work as a social event and are happy to spend many hours there. By contrast, Swasthi wants to be at home after work enjoying time with his family. Swasthi’s job is quite technical and involves extended periods at the computer, processing complex numerical data. Swasthi starts making simple mistakes and having to spend more time fixing his errors. Sometimes, the errors are not found until the work is near completion, which means his team have to modify their own work tasks to compensate. | | | |
| Q8.1: | What are signs of stress and effects on personal wellbeing of Swasthi? Write your answer in 30-50 words. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q8.2: | What are the main sources of stress for Swasthi? Write your answer in 20-30 words. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q8.3: | How should Swasthi handle the stress? What support system or resolution strategies you suggest for him? Document any five (5). | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Question 9: Read the given below case-study and answer the following questions:  The manager of a small multimedia company is considering the training needs of three of her staff. Tanya is doing general administration work and basic word processing tasks on multimedia projects. She is very good at her job but wants to get into web design. Lucy is the head web designer. She has experience working on web design both in Australia and overseas. Mike is a web designer working on Flash animation and graphics. He has great visual flair but often runs into technical problems and has to ask Lucy for advice. You, as a manager, also want to learn more about “International business” and travel to ‘USA’ for the next International business conference.  Considering the immediate training needs and longer-term training needs, answer these mentioned below questions: | | | |
| Q9.1: | Identify personal learning and professional development needs and skill gaps for Mike and Tanya. Write your answer in 30-50 words. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q9.2: | What are your immediate needs as a manager? Your answer must be based upon the above-discussed case-study. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |

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| --- | --- | --- | --- |
| Q10: | a. Explain the importance of a professional development strategic plan, especially in organising personal work priorities and development. Write your answer in 30-50 words.  b. Outline any 3 basic components the professional development strategic plan must outline to identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with workgroups and relevant personnel. Write your answer in 50-100 words. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q11: | Complete the following activities in consultation with your colleagues and clients (if you are working) otherwise with your trainer. | Satisfactory response | |
| **Yes** | **No** |
| |  |  |  |  | | --- | --- | --- | --- | | *Work goals, objectives, key performance Indicators* | *How and when to achieve*  *(Include formal and informal advice and suggestions received)* | *Priority order* | *Plan for undertaking personal skill development activities* | | *Meeting sales targets* | *End of July* | *First* | *Attending PD on meeting the sales targets in the next two weeks* | |  |  |  |  | |  |  |  |  | | | | |
| Q12: | What is the importance of seeking formal and informal feedback into a review of further learning needs or improving performance from colleagues and clients on an ongoing basis? Write your answer in 250-300 words. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Q13: | Why is it important for employees to access, complete and record professional development opportunities? Write your answer in 50-100 words. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q14: | How can planning and prioritising contribute to the achievement of personal goals? Write your answer in 50-100 words. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q15: | Why is it necessary to prepare and establish a training and development plan and/or work plan according to organisational requirements and work objectives? Write your answer in 50-100 words. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q16: | Why is it necessary to assess and prioritise your own workload and deal with contingencies? Provide workplace scenarios, if possible. Write your answer in 30-50 words. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q17: | a. Why is it necessary for employees to have a basic understanding of the legislation and regulations relevant to their work roles? Write your answer in 50-100 words.  b. Where can they access this information? What legislation and responsibilities might they need to know the key provisions of. Document ant five (5) legislations and write your answer in 100-150 words. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q18: | Outline the principles and techniques of goal setting, measuring performance, time management and personal assessment of learning and development needs? Answer in 50-100 words. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q19: | a. What do you mean by performance feedback? Write your answer in 20-30 words.  b. Discuss the importance of giving and receiving feedback. Why is it important for employees to actively seek feedback? Write your answer in 150-200 words. | Satisfactory response | |
| **Yes** | **No** |
|  | | | |
| Q20: | Read the scenario and answer the following questions:  You want to learn more about financial management. There is nothing wrong with the state of the workplace’s finances, but you are not totally comfortable that the balance sheet always makes complete sense to you. At the end of each month, it is a stressful process for you and your senior staff members to gather all of the relevant data and ensure that everything is accounted for. It feels uncertain, but you are not sure what specifically might help.  Your board suggests that s/he would find it useful to change some of the financial reporting practices at the workplace so that the monthly balance sheet reconciliation is less of a mission for everyone.  What can assist you? Provide examples to support your answer. (50-100 words)  What are the formal and Informal self-development techniques? Provide examples to support your answer. (50-70 words) | Satisfactory response | |
| **Yes** | **No** |
|  | | | |

* 1. Assessment Results Sheet

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| --- | --- | --- | --- |
| **Outcome** | |  | | --- | | First attempt: |   Outcome (make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_(year)  Feedback:   |  | | --- | | Second attempt: |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_(year)  Feedback: |
| **Student Declaration** | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and/or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that the work I submit may be subject to verification to establish that it is my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| **Student Signature** |  |
| **Date** |  |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | I hold:  Vocational competencies at least to the level being delivered  Current relevant industry skills  Current knowledge and skills in VET, *and undertake*  Ongoing professional development in VET  *I declare that I have conducted an assessment of this student’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |
| **Office Use Only** | The outcome of this assessment has been entered into the Student Management System  on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Pre-Assessment Checklist: Task 2 - Project

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| **The purpose of this checklist** |
| The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it. |
| **Section 1: Information for Students** |
| Make sure you have completed the necessary prior learning before attempting this assessment.  Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.  Make sure you understand what evidence is required to be collected and how.  Make sure you know your rights and the Complaints and Appeal process.  Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix and negotiate these with your trainer/assessor).  Make sure that you have access to a computer and the internet (if you prefer to type the answers).  Make sure that you have all the required resources needed to complete this assessment task.  The due date of this assessment task is in accordance with your timetable.  In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.  The request for an extension to submit your assessment work must be made before the due date. |
| **Section 2: Reasonable adjustments** |
| I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidence as required and select the correct checkbox.  I do require reasonable adjustment  I do not require reasonable adjustment |
| **Declaration (Student to complete)**  I confirm that the purpose and procedures of this assessment task has been clearly explained to me.  I confirm that I have been consulted about any special needs I might have in relation to the assessment process.  I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.  I confirm I have accessed and understand the assessment information as provided in the Training Organisation’s Student Handbook.  I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.  I confirm that I am ready for assessment.  **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Assessment method-based instructions and guidelines: Project

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| **Assessment type** |
| * Project - Organise and complete own work schedule. |
| **Instructions provided to the student:** |
| Assessment task description: |
| * This is the second (2) assessment task you must successfully complete to be deemed competent in this unit of competency. * This assessment task requires you to complete a project. * You are required to organise and complete own work schedule. * in this assessment task. * You will receive your feedback within two weeks, and you will be notified by your trainer/assessor when results are available. * You must attempt all activities of the project for your trainer/assessor to assess your competency in this assessment task. |
| Applicable conditions: |
| * This project is untimed and is conducted as an open book assessment (this means you are able to refer to your textbook). * You must read and respond to all the criteria of the project. * You may handwrite/use computers to answer the criteria of the project. * You must complete the task independently. * No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory. * As you complete this assessment task, you are predominately demonstrating your practical skills, techniques and knowledge to your trainer/assessor. * The trainer/assessor may ask you relevant questions on this assessment task to ensure that this is your own work. |
| Resubmissions and reattempts: |
| * Where a student’s answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed. * The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments. * For more information, please refer to the Training Organisation’s Student Handbook. |
| Location: |
| * This assessment task may be completed in:   a classroom  learning management system (i.e. Moodle),  workplace,  or an independent learning environment.   * Your trainer/Assessor will provide further student information regarding the location for completing this assessment task. |
| Purpose of the assessment |
| This assessment task is designed to evaluate your following skills and abilities:   * Skill to offer a wide range of home furnishing items of good design and function, excellent quality and durability, at prices so low that the majority of people can afford to buy them * Skill to provide training to the staff to meet the required standards of customer service. * Skill to collaborate with local businesses to increase opportunities. * Skill to review the effectiveness of the marketing strategies. * Skills to use GANTT chart to prioritise work. * Skill to assess personal knowledge and skills against competency standards to determine development needs and required skills. * Reading skills to collect, review, interpret/understand and analyse/review text-based business information from a range/number of sources. |

|  |
| --- |
| Task instructions |
| * This is an individual assessment. * To ensure your responses are satisfactory, you should consult a range of learning resources and other information such as handouts, textbooks, learner resources etc. * This assessment task requires you to take on the role of Store Manager. * You must prepare the Work Plan as per the provided template to them. * For part B, GANTT chart is to be completed using MS-Excel. * Word limit to complete the task is provided in the templates. * The student must be concise, to the point and write answers according to the given word limit to each question and not provide irrelevant information. * You must write your responses in your own words. * You will be required to complete all parts of this assessment task. |

Assessment Task 2 - Project

*Scenario:*

“Sustainable Furniture” is a well-established furniture business in Australia. The business designs and sells ready-to-assemble furniture and home accessories. The business has three stores in Melbourne. They are opening a new store in Chadstone Shopping Center next month.

The business objectives are to:

* To offer a wide range of home furnishing items of good design and function, excellent quality and durability, at prices so low that the majority of people can afford to buy them.
* To provide training to the staff to meet the required standards of customer service.
* To collaborate with the local businesses to increase opportunities.
* Marketing products through social media.
* Review the effectiveness of the marketing strategies,

They have hired you as “Store Manager” for the new store. In this job role, you will hire the staff required, arrange appropriate training, review effectiveness of the marketing strategies, promote products and manage the store’s day-to-day operations. You will need to report to the owner.

The owner of the business has discussed the key areas of management along with the organisational objectives with you that he wants you to focus on.

|  |  |
| --- | --- |
| **Areas of management** | **Objectives** |
| **Hire employees** | Improve ability to recruit online across the organisation. Hire top customer service representatives. |
| **Training and development** | Identify requirements for training and development for each department and offer training to keep the chef on top of his/her game and pay top wages to ensure they stay with us. |
| **Networking** | Work with local businesses to increase collaborative opportunities |
| **Inventory management** | Effectively manage to order, receive and maintain sufficient inventory to meet production demands |
| **Performance management** | Establish departmental KPIs. |

As the store is opening next month (in 30 days), he wants you to organise these areas of management, so that the business is ready by the time the store will open.

*Task:*

Considering your role as a manager, you are to demonstrate the skills and knowledge required to organise and complete own work schedule.

You are then required to analyse the scenarios provided and then complete the following tasks:

* Part A: Set up one ‘SMART goal’ for each organisation’s area of management.
* Part B: Create a GANNT chart and use it to organise and prioritise tasks and commitments
* Part C: Create a Personal/Professional development plan
* Part D: Prepare a contingency plan
* Part E: Determine development needs, priorities and plans

***Task:***

*Part A: Set up one ‘SMART goal’ for each organisation’s area of management:*

Considering your role as a Store Manager, you are required to set up one ‘SMART goal’ for each organisation’s area of management given in the table. Your ‘SMART goal’ must align with the organisational objectives. You will need to make sure that the goals are well explained, and details are provided on how to achieve them.

You must document your response in the template provided.

|  |  |  |
| --- | --- | --- |
| **Areas of management** | **Task to complete**  **(Single sentence)** | **Goal**  **(Single sentence)** |
| **Hire employees** |  |  |
| **Training and development** |  |  |
| **Networking** |  |  |
| **Stakeholder/administrative Reports** |  |  |
| **Performance management** |  |  |

*Part B: Create a GANNT chart and use it to organise and prioritise tasks and commitments.*

In this part of the assessment task, you are required to use a GANTT chart to prioritise the work and personal work goals (completed in part A and part B).

Note: You must rank priorities.

You will need to attach a screenshot of the GAANT chart along with this unit.

You will also need to provide justification for your priorities. You must document your response in the template provided.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Priorities** | | | | |
| **Priority** | **SMART goal**  **(Single sentence)** | **Tools** | **Timeframe** | **Justification**  **(20-30 words)** |
|  |  |  |  |  |
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*Part C:* *Create Personal/Professional development plan*

Based on the priorities that you set up in the previous assessment task, you are required to create a plan of action to measure your work and personal goals. To do so, you must prepare a ‘Personal/professional development plan’ using the template provided.

In the template provided, you are required to set milestones throughout the month that can enable you to measure your performance.

This task is to be completed for your top priority five (5) work and personal goals.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** |  | | | |
| **Personal/Professional development plan** | | | | |
| **Work and personal goals** | **Task** | **Activities** | **Timeframe** | **KPI** |
|  |  |  |  |  |
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*Part D: Prepare a contingency plan*

The owner is concerned about the fact that whether they will be able to recruit quality customer service representatives within the specified timeframe or provide them with the training to develop the required skills.

The owner wants you to prepare a contingency plan to address this issue. The objective of the contingency plan is to address the shortage of quality customer service representatives if they are not able to recruit the required number of quality employees within the specified timeframe.

**Contingency Plan Template**

|  |  |  |  |
| --- | --- | --- | --- |
| **Contingency plan** | | | |
| **Company name:** | | | |
| **Person Developing the plan:** | | | |
| **Name:** | **Position:** | | |
| **Risk identified:** | | | |
| **Strategies/activities to minimize the risk** | | **By when** | **By whom** |
|  | |  |  |
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*Part E: Determine development needs, priorities and plans*

In this part of the assessment task, you are required to assess your personal knowledge and skills for the personal and work goals (refer to part a) against competency standards to determine development needs, priorities and plans.

To do so, you need to visit [**http://training.gov.au**](http://training.gov.au) **(Refer to Appendix C for instructions)**, assess personal and work goals, assess development needs and find a unit of competency that can assist you in the achievement of the SMART goals.

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional goals** | | | |
| **Priority** | **SMART Goal** | **Development needs** | **Unit of Competency** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Personal goals** | | | |
| **Priority** | **SMART Goal** |  | **Unit of Competency** |
|  |  |  |  |
|  |  |  |  |

Performance Criteria/Performance Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| Your task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| 1. Created a “SMART goal’ for each area of management.  * *‘SMART goals’ aligned with the organisational objectives.* * *Goals were well explained, and details are provided on how to achieve them.* |  |  |  |
| 1. Created a “SMART” personal work goal for each area of management.  * *Provided justification of the choices of personal goals by providing an explanation of how they align with the organisation.* * *Demonstrated that a healthy work-life balance has been maintained.* |  |  |  |
| 1. Created a GANTT chart to manage work priorities and commitments using MS-Excel.  * *Ranked priorities for work and personal work goal* * *The justification provided for the priorities were appropriate.* |  |  |  |
| 1. Prepared contingency plan |  |  |  |
| 1. Created a personal/professional *development plan.*  * *Identified activities* * *Set timeframes* * *Identified KPI’s to measure performance.* |  |  |  |
| 1. Assessed personal knowledge and skills for the personal and work goals-against competency standards to determine development needs, priorities and plans.  * *Visited* [*http://training.gov.au*](http://training.gov.au)*, assessed personal and work goals as well as development needs and found a unit of competency that is relevant to the SMART goal.* |  |  |  |

* 1. Assessment Results Sheet

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | |  | | --- | | First attempt: |   Outcome (make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)  Feedback:   |  | | --- | | Second attempt: |   Outcome (make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)  Feedback: |
| **Student Declaration** | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that the work I submit may be subject to verification to establish that it is my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| **Student Signature** |  |
| **Date** |  |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | I hold:  Vocational competencies at least to the level being delivered  Current relevant industry skills  Current knowledge and skills in VET, *and undertake*  Ongoing professional development in VET  *I declare that I have conducted an assessment of this student’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |
| **Office Use Only** | The outcome of Assessment has been entered into the Student Management System  on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Pre-Assessment Checklist: Task 3 - Project

|  |
| --- |
| **The purpose of this checklist** |
| The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it. |
| **Section 1: Information for Students** |
| Make sure you have completed the necessary prior learning before attempting this assessment.  Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.  Make sure you understand what evidence is required to be collected and how.  Make sure you know your rights and the Complaints and Appeal process.  Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix and negotiate these with your trainer/assessor).  Make sure that you have access to a computer and the internet (if you prefer to type the answers).  Make sure that you have all the required resources needed to complete this assessment task.  The due date of this assessment task is in accordance with your timetable.  In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.  The request for an extension to submit your assessment work must be made before the due date. |
| **Section 2: Reasonable adjustments** |
| I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidence as required and select the correct checkbox.  I do require reasonable adjustment  I do not require reasonable adjustment |
| **Declaration (Student to complete)**  I confirm that the purpose and procedures of this assessment task has been clearly explained to me.  I confirm that I have been consulted about any special needs I might have in relation to the assessment process.  I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.  I confirm I have accessed and understand the assessment information as provided in the Training Organisation’s Student Handbook.  I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.  I confirm that I am ready for assessment.  **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Assessment method-based instructions and guidelines: Project

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| --- |
| **Assessment type** |
| * Project - Complete a set of activities based on the information given in the case scenario and outcomes of assessment task 2. |
| **Instructions provided to the student:** |
| Assessment task description: |
| * This is the third (3) assessment task you must successfully complete to be deemed competent in this unit of competency. * This assessment task requires you to complete a project. * You are required to complete a set of activities based on the information given in the case scenario and outcomes of assessment task 2 in this assessment task. * You will receive your feedback within two weeks, and you will be notified by your trainer/assessor when results are available. * You must attempt all activities of the project for your trainer/assessor to assess your competency in this assessment task. |
| Applicable conditions: |
| * This project is untimed and is conducted as an open book assessment (this means you are able to refer to your textbook). * You must read and respond to all the criteria of the project. * You may handwrite/use computers to answer the criteria of the project. * You must complete the task independently. * No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory. * As you complete this assessment task, you are predominately demonstrating your practical skills, techniques and knowledge to your trainer/assessor. * The trainer/assessor may ask you relevant questions on this assessment task to ensure that this is your own work. |
| Resubmissions and reattempts: |
| * Where a student’s answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed. * The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments. * For more information, please refer to the Training Organisation’s Student Handbook. |
| Location: |
| * This assessment task may be completed in:   a classroom  learning management system (i.e. Moodle),  workplace,  or an independent learning environment.   * Your trainer/Assessor will provide further student information regarding the location for completing this assessment task. |
| Purpose of the assessment |
| This assessment task is designed to evaluate your following skills and abilities:   * Skill to develop and maintain professional competency and to help business excel. * Skill in managing business resources and customer needs. * Skill to plan the purchases. * Skill in handling online transactions. * Skills to Select suppliers and prepare contracts. * Skill to report the customer issue to the management. * Reading skills to collect, review, interpret/understand and analyse/review text-based business information from a range/number of sources. * Written and oral/speech communication skills to organise and deliver information to effectively communicate personal priorities and professional development processes to a range of stakeholders/interested people. |

|  |
| --- |
| Task instructions |
| * This is an individual assessment. * To ensure your responses are satisfactory, you should consult a range of learning resources and other information such as handouts, textbooks, learner resources etc. * You will need the outcomes of assessment task 2 to complete this task. * You will be required to take on the role of Store Manager. * This task is divided into four parts:   + Part A: Roleplay   + Part B: Send an Email   + Part C: Identify, evaluate, select and use development opportunities   + Part D: Revisiting the plan * Time-limit to complete part A of this assessment task is 10-15 minutes. * Word limit to complete the assessment task is provided in the templates. * The student must be concise, to the point and write answers according to the given word limit to each question and not provide irrelevant information. * You must write your responses in your own words. * You will be required to complete all parts of this assessment task. |

Assessment Task 3 - Project

**Project task:**

This assessment task is divided into the following four parts:

* Part A: Roleplay
* Part B: Send an Email
* Part C: Identify, evaluate, select and use development opportunities
* Part D: Revisiting the plan

***Part A: Roleplay***

This part of the assessment task has two subparts:

* + - * Discussion with the colleagues and employees
      * Discussion with the clients

*Scenario:*

The store has been running successfully for the last six months. The employees, clients and colleagues have been reasonably happy with the performance and the work culture of the organisation. You have requested a formal feedback session to develop and maintain professional competency and to help business excel.

*Sub-part i:*

In this subpart, you are required to engage in discussion with the Business Manager and customer service representative team leader.

You will play the role of Store Manager. The role of the Business Manager will be played by your trainer/assessor. The role of customer service representative team leader will be allocated to the students. At the conclusion the scenario, each student will switch with the other students to ensure everyone experiences each role fully. If there is an insufficient number of students, the trainer will assume multiple roles for the scenario, rotating roles at the conclusion of each exercise. If the student is required to participate in multiple roles for the exercise, they will also switch after each round, of the role-play scenario.

During the discussion/role play, you will seek feedback Business Manager and the customer service representative team leader on the key areas of management.

|  |
| --- |
| You will ask Business Manager:   * If he/she is satisfied with the operations of the business. * If there is something that he needs to improve on. * If there are any professional development needs and skill gaps in your performance.   Business Manager will:   * Be quite satisfied with the inventory management system in place. * Be quite happy with your results. * Suggest that the business can further excel if it works with local businesses to increase collaborative opportunities. * He/she further wants you to take on the responsibility of purchasing for the next six months. Your duties would include:   + Managing business resources and customer needs   + Planning purchases   + Handling online transactions   + Selecting suppliers and preparing contracts |
| You will ask Customer service representative team leader:   * If he is satisfied with his customer service standards currently in the organisation. * Any training requirements for the staff members.   Customer service representative team leader will:   * Be quite happy with customer service standards. * Request for regular training sessions to improve employee competencies. |

You must document the feedback in the template provided.

*Sub-part ii:*

In this subpart, you are required to engage in discussion with two clients “Client A and Client B”.

You will play the role of Store Manager. The role of Client A will be played by your trainer/assessor. The roles of Client B will be allocated to the students. At the conclusion of the scenario, each student will switch with the other students to ensure everyone experiences each role fully. If there is an insufficient number of students, the trainer will assume multiple roles for the scenario, rotating roles at the conclusion of each exercise. If the student is required to participate in multiple roles for the exercise, they will also switch after each round, of the role-play scenario.

*Scenario:*

Giving preference to client satisfaction, you have decided to gather feedback from them regarding the store operations. You have decided to have an informal discussion with the clients so that you can rectify any problem there may be. At the moment there are two customers/clients in the store that visit the place on a regular basis. You need to approach them to gather their valuable feedback and experience so that you can improve the store operations and maintain professional competency as well.

During the role-play, you are required to:

* Approach these two clients and request them to provide feedback.
* Ask them the following questions:
  + Are they happy with the customer service they are receiving?
  + Does the store have a good variety of products?
  + Whether there is anything that they dislike about the store?
  + How Would You Rate Our Staff’s Ability to Meet Your Needs?
  + How Would You Rate the Cleanliness of the store?

Client 1 will:

* Agree to provide feedback.
* Offer positive feedback on the questions asked.

Client 1 will:

* Agree to provide feedback.
* Discuss the issue that the product that they bought from the store was faulty. When they tried to return the product at another store/branch of the business, they asked them to return the product at the store from where they have bought it.

You must document the feedback for subpart (i) and (ii) in the template provided.

|  |  |
| --- | --- |
| **Feedback provided by:** | **Feedback** |
|  |  |
|  |  |
|  |  |
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***Part B: Send an Email***

This part is in continuation with part A.

In this part of the assessment task, you need to report the customer issue to the management. You need to send an email to the Quality Officer and Business Manager regarding this matter.

In the email, you need to discuss:

* Your concern regarding product quality and lack of quality customer service provided at the other store that can impact the business.

***Part C: Identify, evaluate, select and use development opportunities***

In this part of the assessment task, you are required to identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence.

*Scenario:*

During the role-play, Business Manager provided you with the following feedback:

* Suggested that the business can further excel if it works with local businesses to increase collaborative opportunities.
* He/she further wanted you to take on the responsibility of purchasing for the next six months. Your duties would include:
  + Managing business resources and customer needs
  + Planning purchases
  + Handling online transactions
  + Selecting suppliers and preparing contracts

Task:

Considering the feedback provided, you are required to:

* Identify skills that you need to maintain managerial competency for purchasing activities, evaluate them, select and document the development opportunities that would suit to personal learning style/s to develop and maintain those skills.
* Identify and document in what ways can you improve your professional competency to participate with local businesses to increase collaborative opportunities.
* Document the signs of stress and effects on personal wellbeing.
* Document the sources of stress and access appropriate supports and resolution strategies.

|  |  |  |
| --- | --- | --- |
| **Activities** | **Skills required**  **(Single sentence)** | **Development opportunities**  **(Single sentence)** |
| Participate in collaborative opportunities |  |  |
| Managing business resources and customer needs |  |  |
| Planning purchases |  |  |
| Handling online transactions |  |  |
| Selecting suppliers and preparing contracts |  |  |
| Signs of stress and effects on personal wellbeing | | |
|  | | |
| Sources of stress and access appropriate supports and resolution strategies | | |
|  | | |

***Part D: Revisiting the plan***

After 6 months of implementation of your personal/professional development plan, provide an explanation on how you would revisit your plan after the scenarios explained above (Part A to C) took place. (100-150 words)

|  |
| --- |
|  |

Performance Criteria/Performance Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| Your task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| 1. Engage in discussion with the colleagues, employees and clients to seek feedback. |  |  |  |
| 1. Managed business resources and customer needs |  |  |  |
| 1. Email written was professional and incorporated all the contents. |  |  |  |
| 1. Documented skills required to maintain managerial competency for purchasing activities, evaluated them, selected and documented the development opportunities that would suit to personal learning style/s to develop and maintain those skills. |  |  |  |
| 1. Documented ways to improve professional competency to participate with local businesses to increase collaborative opportunities. |  |  |  |
| 1. Documented the signs of stress and effects on personal wellbeing |  |  |  |
| 1. Documented the sources of stress and access appropriate supports and resolution strategies |  |  |  |
| 1. Selected the appropriate form, channel and mode of communication |  |  |  |
| 1. Collaborated with others to achieve specific goals |  |  |  |
| 1. Used listening and questioning techniques to confirm understanding |  |  |  |
| 1. The explanation provided on details to make changes to the plan were in accordance with the documented plan and the outcomes of previous parts. |  |  |  |

Appendix A: Reasonable Adjustments

|  |
| --- |
| **Write (task name and number) where reasonable adjustments have been applied:** |
|  |
| **Reasonable Adjustments** |
| * Students with carer responsibilities, cultural or religious obligations, English as an additional language, disability etc. can request for reasonable adjustments. * Please note, academic standards of the unit/course will not be lowered to accommodate the needs of any student, but there is a requirement to be flexible about the way in which it is delivered or assessed. * The Disability Standards for Education requires institutions to take reasonable steps to enable the student with a disability to participate in education on the same basis as a student without a disability. * The trainer/assessor must complete the section below “Reasonable Adjustment Strategies Matrix” to ensure the explanation and correct strategy have been recorded and implemented. * The trainer/assessor must notify the administration/compliance and quality assurance department for any reasonable adjustments made. * All evidence and supplementary documentation must be submitted with the assessment pack to the administration/compliance and quality assurance department. |

|  |  |  |
| --- | --- | --- |
| Reasonable Adjustment Strategies Matrix (Trainer/Assessor to complete) | | |
| **Category** | **Possible Issue** | **Reasonable Adjustment Strategy**  **(select as applicable)** |
| 🞎 LLN | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Confidence | 🞎 Verbal assessment  🞎 Presentations  🞎 Demonstration of a skill  🞎 Use of diagrams  🞎 Use of supporting documents such as wordlists |
| 🞎 Non-English Speaking Background | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Cultural background  🞎 Confidence | 🞎 Discuss with the student and supervisor (if applicable) whether language, literacy and numeracy are likely to impact on the assessment process  🞎 Use methods that do not require a higher level of language or literacy than is required to perform the job role  🞎 Use short sentences that do not contain large amounts of information  🞎 Clarify information by rephrasing, confirm understanding  🞎 Read any printed information to the student  🞎 Use graphics, pictures and colour coding instead of, or to support text  🞎 Offer to write down, or have someone else write, oral responses given by the student  🞎 Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the student’s needs |
| 🞎 Indigenous | 🞎 Knowledge and understanding  🞎 Flexibility  🞎 Services  🞎 Inappropriate training and assessment | 🞎 Culturally appropriate training  🞎 Explore understanding of concepts and practical application through oral assessment  🞎 Flexible delivery  🞎 Using group rather than individual assessments  🞎 Assessment through completion of practical tasks in the field after demonstration of skills and knowledge. |
| 🞎 Age | 🞎 Educational background  🞎 Limited study skills | 🞎 Make sure font size is not too small  🞎 Trainer/Assessor should refer to the student’s experience  🞎 Ensure that the time available to complete the assessment takes account of the student’s needs  🞎 Provision of information or course materials in an accessible format.  🞎 Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures  🞎 Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write  🞎 Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue  🞎 Changes to course design, e.g. substituting an assessment task  🞎 Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift |
| 🞎 Educational background | 🞎 Reading  🞎 Writing  🞎 Numeracy  🞎 Limited study skills and/or learning strategies | 🞎 Discuss with the Student previous learning experience  🞎 Ensure learning and assessment methods meet the student’s individual need |
| 🞎 Disability | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Numeracy  🞎 Limited study skills and/or learning strategies | 🞎 Identify the issues  🞎 Create a climate of support  🞎 Ensure access to support that the student has agreed to  🞎 Appropriately structure the assessment  🞎 Provide information or course materials in an accessible format, e.g. a textbook in braille  🞎 Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures  🞎 Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write  🞎 Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue  🞎 Changes to course design, e.g. substituting an assessment task  🞎 Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift |

| **Explanation of reasonable adjustments strategy used** |
| --- |
|  |

|  |  |
| --- | --- |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | *I declare that I have attached all relevant evidence to provide reasonable adjustment. The training package guidelines and criteria have not been compromised in the process of providing reasonable adjustment to the student. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided an explanation of the reasonable adjustments strategy used, as required.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |

Appendix B: Learner Evaluation Form

Please complete this evaluation form as thoroughly as you can, in order for us to continuously improve our training quality. The purpose of the evaluation form is to evaluate the areas below:

* logistics and support
* facilitation
* training material
* assessment

Your honest and detailed input is, therefore, of great value to us, and we appreciate your assistance in completing this evaluation form!

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Unit of Competency Name | |  | Trainer/Assessor Name | |  | | | |
| Student Name (Optional) | |  | **Dates of Training** | |  | | | |
| Employer/Worksite (if applicable) | |  | **Date of Evaluation** | |  | | | |
| A | **Logistics and Support Evaluation** | | | | | | | |
| No. | **Criteria/Question** | | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 1 | The communication regarding the required attendance and time to study to pass this unit was correct | | |  |  |  |  |  |
| 2 | The staff were efficient and helpful. | | |  |  |  |  |  |
| 3 | The training equipment and material used was effective and prepared. | | |  |  |  |  |  |
| 4 | The training venue was conducive to learning (set-up for convenience of students, comfortable in terms of temperature, etc.) | | |  |  |  |  |  |
| Additional Comments on Logistics and Support | | | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Criteria/Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| B | **Trainer/Assessor Evaluation** | | | | | |
| 1 | The trainer/assessor was prepared and knowledgeable on the subject of the program |  |  |  |  |  |
| 2 | The trainer/assessor encouraged student participation and input |  |  |  |  |  |
| 3 | The trainer/assessor made use of a variety of methods, exercises, activities and discussions |  |  |  |  |  |
| 4 | The trainer/assessor used the material in a structured and effective manner |  |  |  |  |  |
| 5 | The trainer/assessor was approachable and respectful of the learners |  |  |  |  |  |
| 6 | The trainer/assessor was punctual and kept to the schedule |  |  |  |  |  |
| 7 | The trainer/assessor was easy to understand and used the correct language |  |  |  |  |  |
| Additional Comments on Training | | | | | | |
|  | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Criteria/Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| C | **Learning Evaluation** | | | | | |
| 1 | The learning outcomes of the unit are relevant and suitable. |  |  |  |  |  |
| 2 | The content of the unit was relevant and suitable for the target group. |  |  |  |  |  |
| 3 | The length of the training was suitable for the unit. |  |  |  |  |  |
| 4 | The learning material assisted in the learning of new knowledge and skills to apply in a practical manner. |  |  |  |  |  |
| 5 | The learning material was free from spelling and grammar errors |  |  |  |  |  |
| 6 | Handouts and exercises were clear, concise and relevant to the outcomes and content. |  |  |  |  |  |
| 7 | Learning material was generally of a high standard, and user-friendly |  |  |  |  |  |
| Additional Comments on Learning Evaluation | | | | | | |
|  | | | | | | |

**Appendix C:**

You want to look for a course to help you develop your coaching skills.

The best place to start is to visit [www.training.gov.au](http://www.training.gov.au) to look up courses.

* Click on “Courses & training providers”.
* You type “Diploma of Leadership and Management in the Keyword search field and your preferred location”.
* Select a qualification to find out more information. Ensure the qualification you select does not have superseded under the unit code. As this means, it is no longer available.
* At the top of the page, there are a number of tabs available: ‘Course Overview’, ‘Training providers’ and, ‘Career Pathway’, ‘Student outcomes’, ‘Course details. You should explore all of these tabs. Read all the information available on the qualification. You should then click on the tab course details. Scroll down this page, and you will see all the units of competency that are able to be completed within the qualification.
* Select a unit of competency by clicking on the blue unit title.
* Now you will see more information on that unit of competency. Repeat steps 5-7 until you find a unit of competency you are interested in which, matches your identified development needs.
* Make a note of the unit code and title.
* Now go back to Training.gov.au
* Select ‘National Register of VET’
* In the ‘Quick Search’ box to the right of the screen, enter your unit code or unit title in the search field.
* Click on the code for your unit of competency
* On this screen, you will see all the information you require to fully understand the elements and performance criteria that apply to this unit of competency.