

## *Assessment support pack*

# BSBITU312 Create electronic presentations

Release 1

Aspire Version 1.1



# About this resource

This resource is for trainers and assessors of the unit *BSBITU312 Create electronic presentations*, Release 1. It complements the corresponding *Aspire Learner guide*.

The *Assessment support pack* provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

This resource is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment Third-party report
Supporting documents*	Sample documents and templates
Mapping	Contains formative and summative mapping
PowerPoint	PowerPoint slides for training purposes

\*The supporting documents folder is inside the summative assessment folder.

## Key features

- The *Assessment support pack* complements the *Aspire Learner guide*.
- It includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

### Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements in a customisable Excel spreadsheet.

### Final assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

# Final assessment overview

## Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

## Contextualisation

Final assessment tasks provided to students may need to be contextualised. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's assessment manager for approval
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

## Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

## Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

## Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Where students have disabilities, time should be spent with them learning about what modifications could be made to assessment to make it more accessible for their individual needs. For example, the student may be offered to complete a verbal interview with their assessor instead of a written assessment.

### Question 1

Ergonomics is about creating comfortable working conditions by adapting workstations, tools and equipment to each worker's needs.

Give **three** examples of how you can set up your workstation so it meets ergonomic requirements.

**Result**S U 

### Question 2

Briefly describe the key features of **three** different applications that can be used to produce presentations.

**Result**S U 

### Question 3

Give an example of each of the following and explain how they would affect the operations of a business:

- a. Legislation
- b. Standards
- c. Codes of practice

**Assessor to complete**

Evidence	Received
Two screenshots of help functions	<input type="checkbox"/>
Two screenshots displaying locations of saved files	<input type="checkbox"/>
Two slide show presentations with accompanying handouts and speaker notes	<input type="checkbox"/>
Third-party report (if required)	<input type="checkbox"/>

Attempt 1	Attempt 2	Attempt 3
Assessment date:	Assessment date:	Assessment date:
<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Please provide feedback and/or record any reasonable adjustments made for this assessment.

If the result is unsatisfactory, include the arrangements that have been made for reassessment and/or additional training that may be required.

Please also record results and any required resubmissions in the record of outcome document.

**Assessor declaration**

*I declare that this assessment has been conducted as per the training organisation's assessment procedures and the instructions provided for this assessment task, and that I have provided appropriate feedback to the student.*

**Assessor name:**

\_\_\_\_\_

**Assessor signature:**

\_\_\_\_\_

**Date:**

\_\_\_\_\_

# Project record sheet

**Assessor to complete**

## Project scenario

Describe the scenario the student will undertake to complete the project.

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## Section 1: Preparing to create presentations

The student's project shows evidence of the following:	S	U
<b>1. *Following organisational ergonomic and WHS policies and procedures to set up the workstation and operate the computer</b>  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. *Verbally clarifying the organisational and task requirements of each presentation with a supervisor, content author or presenter</b>  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Additional questions: <sup>†</sup>  Student responses:		
Feedback:		

S=Satisfactory U=Unsatisfactory

\*Item must be observed.

<sup>†</sup>Record additional questions to address contingencies and further clarify student understanding.

This third-party report is for the unit *BSBITU312 Create electronic presentations, Release 1*.

**Name/s of third party persons:** \_\_\_\_\_

**Name of organisation:** \_\_\_\_\_

**Phone no:** \_\_\_\_\_

**Email address:** \_\_\_\_\_

**Relationship to student  
(Please indicate your position  
in the organisation):** \_\_\_\_\_

Third-party confirmation:

- I confirm that I have had an opportunity to discuss requirements of this task with the assessor.
- I confirm that the student completed the above tasks to an acceptable workplace standard without assistance.
- I have provided the student with access to organisational documents such as policies and procedures, if required.
- I agree to provide clarification to the assessor and supporting information if requested.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### **Student to complete**

**Student name:** \_\_\_\_\_

**Student Id:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Student confirmation:

- I confirm that I have read and followed the workplace policy and procedures and instructions that were given to me.
- I confirm that I have completed this task independently and have been observed following appropriate procedures or instructions for the task.
- I have been provided with feedback on my performance.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_