

About this resource

This resource is for trainers and assessors of the unit *BSBMGT407 Apply digital solutions to work processes*. It complements the corresponding *Aspire Learner guide*.

The *Trainer and assessor resource* (TAR) 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.

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

Folders	Documents
Introduction	How to use the TAR
Formative assessment	Formative assessment marking guide
Summative assessment	Summative assessment marking guide
Mapping	Formative mapping tool Summative mapping tool
Supporting documents	Sample documents
Student assessment	Student assessment workbook

Key features of the TAR

- The *Trainer and assessor resource* complements the *Aspire Learner guide*.
- 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.

Summative 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.

Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*. Formative assessment helps students to consolidate their learning and trainers to determine how students are progressing.

How to use formative assessment

Formative assessment tasks can be used by students in a variety of settings. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the questions provided by Aspire. This should be done according to the experience of students and the specific learning situation.

Practice tasks and learning checkpoints

Aspire learner guides include practice tasks and learning checkpoints with questions about the learning content. These formative learning tasks are mapped to the unit of competency and include a range of question styles to suit most students. They allow the student to review their understanding of the content.

The question styles and content are designed to complement the final assessment questions. This provides students with an opportunity to practise before completing the final assessment. Students can access online versions of the practice tasks via links in the eBook, which provide immediate solutions and suggested responses.

The *Formative assessment marking guide* provides solutions or suggested responses to all of these questions. It also provides discussion topics with suggested responses.

Solutions should serve as a reliable guide to the information a trainer would expect to see in a student's response. The nature and variety of the activities means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and all possible outcomes.

The answers provided by the student will vary due to a number of factors, including:

- the student's personal and work-related experiences
- the situations and strategies presented by the trainer
- the student's or trainer's interpretation of the activity
- the type of organisation, work practices, processes and systems encountered by the student.

Talk with others

Discussion questions allow the student to reflect more widely on what they have learned and their personal experiences. These allow students to share their ideas with others and apply their learning to a broader context.

Suggested responses to discussion topics are provided in the *Formative assessment marking guide*.

Summative assessment overview

Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a student has achieved competency. 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 compliance 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.

Other resources by Aspire

The following Aspire resources are also available to support delivery of this unit.

Resource	General overview
Learner guide	<ul style="list-style-type: none"> Presented in plain English. Uses current industry practice, workplace examples and links to industry documents. Engages students and promotes learning through images, videos and diagrams. Provides workplace examples and topic summaries to sum up the content and consolidate learning. Formative assessment questions are provided, allowing the student to review and improve their understanding of the content. These help to prepare students for their summative assessment.
eBook	<ul style="list-style-type: none"> Incorporates all features of the learning content in an interactive learner guide. Includes links to video content and activities. Allows students to complete online activities with immediate feedback.
Online resource	<ul style="list-style-type: none"> Provides all the learning content, activities and final assessment tasks in an online format. It can be accessed by students through a training organisation's learning management system. Includes interactive learning objects to display content. Videos and/or animations are used to further engage the student. Transcripts of audio/video content are available to support learning content. Includes benchmark responses to learning activities so students can check their progress. Includes interactive summative assessment tasks. Has the facility to upload other materials/documents for assessment where required.
Student assessment workbook	<ul style="list-style-type: none"> This workbook allows the student to complete their final assessment. Written in plain English with clear and concise instructions. Tailored to the student who will be completing assessment using a simulated workplace/classroom environment. Includes an assessment plan that outlines what the student needs to do to complete the assessment, including aspects of the assessment process. An assessment agreement signed by the candidate and the assessor confirms that the student is ready for assessment and has been provided with all relevant assessment information. Cover sheets are provided for each assessment task as evidence of the student's assessment. They also provide clear instructions and feedback from the assessor to the student and any reasonable adjustment. The student is provided with clear instructions on how to complete each assessment task. A record of outcome allows you to record the student's final results for the unit.

Assessment task 1: Questions

Instructions to the assessor

Students' correct responses to the questions show that they have the required knowledge from the unit of competency.

How do students complete this assessment?

Students must respond to the questions in the spaces provided, and must answer all questions correctly for this task to be completed satisfactorily.

Students need access to the Student assessment workbook or learning management system to complete the questions. As this is an open-book task, students may also need access to a learner guide, the internet and/or other resources to complete the questions.

What evidence needs to be submitted?

An assessment task cover sheet must be completed and submitted with this task.

The student will need to submit an answer to each question. This may be done by handing in written responses, or by sending in typed responses via email or online submission. You should advise students on how to submit their responses, and to keep a copy of their submitted work.

When and where do students do the assessment task?

Advise students if the assessment is to be done in the classroom or at home. Alternatively, assessment may take place at the student's workplace, in consultation with their employer.

You must provide students with the due date for the assessment, which can be recorded in the assessment plan.

What if the assessment is not suitable?

You may choose to modify this assessment to suit a candidate's needs. For example, you may offer the candidate the option to undertake an oral assessment instead.

You must record the reasonable adjustment and evidence collected in the assessment cover sheet for this assessment. Any adjustments to this assessment must comply with the unit requirements and the RTO's policies and procedures.

What happens when answers are not satisfactory?

If any student is unable to satisfactorily complete any of the questions, you must give the student feedback and record this feedback on the assessment cover sheet.

Students must be provided with an opportunity for reassessment. Each student is allowed three attempts at this assessment.

Question 6

Briefly explain **two** key elements to consider when evaluating whether digital technology and information options are fit for purpose.

Suggested response

Responses may include two of the following:

- Key performance indicators can help you evaluate the extent to which you are generating meaningful value for your business through your online presence.
- Consider where and how target customers prefer to shop for the types of products being sold.
- Consider the costs associated with setting up your own e-commerce store versus online marketplace fees.
- Determine labour hours required to manage online stores and process customer orders.
- Consider customer interaction to accommodate the different ways customers can access your business.
- Examine and assess workplace policies and procedures relating to digital information and technology use.
- Analyse the effectiveness of digital storage solutions.
- Assess and monitor the security of company software and payment systems.
- Test all aspects of the mobile user experience, including functional, performance and contextual elements.
- Conduct on-demand mobile application monitoring and analytics to improve user experience.
- Examine end-to-end mobile security with real-world mobile app testing across device networks and servers.

Question 7

Why is it important to continually review trends and innovations in digital technology?

Suggested responses

- Technology is continually changing the way we do business. To remain current and relevant, you must keep up to date with the latest trends and technologies in the digital workplace, and know exactly how they will affect your business.
- Continually reviewing digital innovations will help you to select digital solutions that improve your work processes and help you to remain competitive in the digital marketplace.

Question 8

Briefly explain why you need to identify and adopt digital media protocols and conventions.

Assessment task 2: Project

Instructions to the assessor

By correctly completing the project the student will demonstrate that they have the required skills and knowledge to apply digital solutions to work processes.

How do students complete this assessment?

Students must satisfactorily respond to each section of the project, including all parts within each section.

Students need access to the *Student assessment workbook* or learning management system to complete the project as well as a learner guide, the internet and/or other resources.

Students need supporting documents, such as an IT policy, procedure and protocols document; intellectual property policy or statement; and presentation evaluation forms. Aspire has provided several supporting documents.

For the presentation, students may need a suitable room with an LCD projector, and a computer with appropriate software and a USB drive.

You need to ensure the topic chosen by the student is suitable to address the project requirements. If you are using a simulated work environment with case studies, make sure the case studies are realistic and reflect workplace practice. Role-plays and an observation checklist may need to be developed. The students being assessed and any other participants will need to be briefed beforehand. This will ensure reliability and validity of the assessment.

Note: To complete Section 4, students must be provided with a scenario or case study related to intellectual property requirements. Aspire has provided a sample scenario in the *Student assessment workbook*. You may wish to adapt or contextualise this to meet the needs of your students.

Evidence to be submitted

Students need to submit:

- A completed assessment task cover sheet
- Four typed reports
- One oral presentation

The presentation must be observed by the assessor or provided as a set of slides, screenshots, handouts, video or similar if the assessor is unable to observe the presentation. There must be physical evidence that the presentation took place.

Presentation evaluation forms should be provided to the student to hand out to audience members so they can gather feedback on the presentation they will complete as part of

Project marking guide

Assessor/supervisor to complete

Project scenario

Describe the scenario that the student will complete as part of the project.

Assessor to complete

Section 1: Identify digital workplace information

The student's project shows evidence of the following:	Satisfactory completion	Comments
1. Identification and description of a current workplace problem or work process than can be improved using a digital solution		
Responses may include: <ul style="list-style-type: none"> • Inefficient communication between employees or departments. • Costly to have regional or interstate staff attend meetings at head office. • Email systems cannot send files over 10 MB in size. 	<input type="checkbox"/>	
2. Description of a digital solution that could resolve the problem or improve work processes		
a. Identifying and describing the digital solution Responses may include: <ul style="list-style-type: none"> • ESN and collaboration software such as: <ul style="list-style-type: none"> – live video streaming – intranet – instant messaging – discussion forums – issues tracking – internal blogs – podcasts. • Video conferencing software such as: <ul style="list-style-type: none"> – Skype for Business – Cisco Jabber – Google Hangouts. • Online file-sharing software programs such as: <ul style="list-style-type: none"> – Dropbox 	<input type="checkbox"/>	

Formative mapping

BSBMGT407 Apply digital solutions to work processes

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Utilise digital workplace information			
1.1 Identify available workplace digital applications for communications, technologies and networks	1A Identify and use digital information <ul style="list-style-type: none"> Identify available digital workplace applications 	1	LC 1: Q1, Q2
1.2 Locate and use digital information as an integral part of workplace operations	1A Identify and use digital information <ul style="list-style-type: none"> Locate and use digital information in the workplace 	1	LC 1: Q3
1.3 Review digital information sources for validity and reliability	1B Review digital information, trends and technologies <ul style="list-style-type: none"> Review and evaluate digital technology and service options 	3	LC 1: Q8
1.4 Create, store and retrieve information in digital format	1A Identify and use digital information <ul style="list-style-type: none"> Create information in a digital format Store and retrieve information in a digital format 	2	LC 1: Q3, Q6
1.5 Continuously review trends and innovations in relevant digital technology suitable for workplace innovation	1B Review digital information, trends and technologies <ul style="list-style-type: none"> Monitor trends and innovations in digital technology 	3	LC 1: Q9

Summative mapping

BSBMGT407 Apply digital solutions to work processes

Note: The mapping indicators for Task 2 relate to the project record sheet in the *Student assessment workbook* and to the project marking guide in the *Summative assessment marking guide*.

Unit of competency	Task 1 – Questions	Task 2 – Project
Element 1: Utilise digital workplace information		
1.1 Identify available workplace digital applications for communications, technologies and networks	Q1	P2
1.2 Locate and use digital information as an integral part of workplace operations	Q2, Q3	P6
1.3 Review digital information sources for validity and reliability	Q5	P3
1.4 Create, store and retrieve information in digital format		P8
1.5 Continuously review trends and innovations in relevant digital technology suitable for workplace innovation	Q7	P5
Element 2: Lead work processes in a digital environment		
2.1 Select, integrate and use digital services in workplace operations		P2, P6
2.2 Review and select digital solutions that are fit for purpose		P4
2.3 Integrate new digital innovations into workplace operations		P6, P8
2.4 Identify and adopt digital media protocols and conventions	Q8	P7
2.5 Train, encourage and support team members in the application of digital solutions		P8, P9

Presentation evaluation form

Presenter: Date: Topic:	Evaluator <input type="checkbox"/> Colleague <input type="checkbox"/> Manager <input type="checkbox"/> Other (specify).....
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To what extent did the presentation represent the following features?	Yes	Somewhat	No	Comments
1. Used slides/digital media to enhance presentation				
2. Used language and features that were appropriate to the audience				
3. Clearly communicated the problem and digital solution to improve work processes				
4. Presenter exhibited a good understanding of the topic				
5. Presenter provide clear information on legislation and regulations relevant to the digital solution or new work process				
6. Presenter provide clear information on organisational policies and procedures relevant to the digital solution or new work process				
7. Presenter provided clear instructions on how staff will implement the solution				
8. Presenter outlined the training, mentoring and/or support that is available to employees				
9. Presenter involved the audience				
10. Provided time for questions and feedback				

Additional comments

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Intellectual property statement

1. Intellectual property

The Company invests significant time and resources into creating its original products, and reserves its legal rights to claim its loss and damage or an account of profits made resulting from infringements of its intellectual property (IP).

It should be noted that:

- All products owned by the Company are protected by IP, including but not limited to copyright, patents and trademarks. All IP rights in these products are owned by the Company, unless otherwise stated.
- Products may not be copied except in accordance with the terms and conditions of a signed and valid agreement, or if written permission has been obtained from the Company.
- Purchasing the product from the Company does not transfer the title or ownership of the IP to you.
- Purchasing the Company does not grant you any rights in connection with any trademarks or service marks of the Company.
- Products owned by the Company must not be reverse-assembled or reverse-compiled, or directly or indirectly allowed or caused by a third party to be reverse-assembled or reverse-compiled in whole or in part.

2. Copyright

Copyright on all material and all IP residing in material on this website, including (but not limited to) graphics, text, layout, logos, trademarks and samples, is owned by the Company unless otherwise indicated.

You are not permitted in any way to reproduce, modify, translate, transmit, distribute or use material on this website or any part of it for commercial purposes without first obtaining written approval from the Company.

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These terms are subject to the conditions prescribed under the Australian *Copyright Act 1968* (Cth).

Effective Date	June 2016
Related policies/procedures/protocols	IT policy, procedure and protocols

IT policy, procedure and protocols

1. General Information

1.1 Information backup

The organisation has daily, weekly and monthly backups scheduled to run overnight on a regular basis.

The backup stores data from the following:

- Organisation server – C: Drive
- Microsoft Exchange mailboxes
- Microsoft information stores
- Home directory – H: Drive
- Image bank

Once the data has been safely backed up, it is stored off-site at the Operations Manager's discretion.

1.2 IT security

You must report any unusual activity (e.g. computers crashing, programs not opening, suspicious emails from an unknown sender) to the IT Coordinator immediately, who will take further action.

The IT Coordinator is responsible for informing staff of any potential virus threats and training staff in protocols with regards to virus protection.

1.3 Reporting faults

On commencement of employment, and after any system changes have been implemented, you will be provided with appropriate training to ensure you can perform your role at the expected standard. It is up to you to ensure you are correctly using the computer you have been allocated.

If an error occurs in your computer's operating system, software or hardware, you must immediately report this to the IT Coordinator via email, phone or face to face. The IT Coordinator's response time will be determined by the severity of the problem and the current workload. If the IT Coordinator is away from the office, refer to the absentee plan located in the IT section of the company intranet.

1.4 Hardware, software and communication equipment

You are to use the organisation's approved hardware, software and communication equipment.

Under no circumstances are you to implement or utilise unauthorised or unlicensed software or hardware. This will be monitored at all times by the IT Coordinator.

You are prohibited from using personal software or hardware at work.

Final assessment

This final assessment is for the unit *BSBMGT407 Apply digital solutions to work processes*.

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

This final assessment has three assessment tasks that you must complete.

Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

Assessment task		Description of task	Due date
1.	Questions	The student must correctly answer all 10 questions.	
2.	Project	There are four sections. The student must show evidence of the following: <ol style="list-style-type: none"> 1. Identify digital workplace information 2. Evaluate digital solutions 3. Implement digital work processes and train employees 4. Recognise and apply intellectual property requirements 	

Submitting assessments

You must submit your completed assessments to your assessor. Instructions on what to submit are detailed in each assessment task.

Each assessment task you complete must have a signed cover sheet. Cover sheets are provided for each of the assessment tasks in this workbook.

When the assessment has been completed and marked, your assessor may provide you with a completed copy for your own records.

If you believe your assessment result is not right you should discuss this with your assessor. They will direct you to your student handbook, which will have information about how to appeal an assessment result.

Assessment agreement

Make sure you read through this workbook and understand what is required of you before signing this agreement.

Please sign and date this agreement before you begin the assessment process.

- ☐ I agree that the purpose and steps for this assessment have been explained to me.
- ☐ I have discussed with my assessor (or trainer) any special needs that I have for these assessments.
- ☐ How the assessment decision will be made has been discussed with me.
- ☐ How my assessment outcome will affect me and the opportunities to re-attempt the assessment, if required, has been discussed with me.
- ☐ I understand that I have the right to request an appeal if I am unhappy with the assessment decision.
- ☐ I have accessed and understood general information on the assessment that has been provided.
- ☐ I have been given enough notice of the date, time and place for the assessment.

Student name:

Student signature:

Date:

Assessor name:

Assessor signature:

Date:

Assessment task 1: Questions

By correctly completing the questions you will demonstrate that you have the required skills and knowledge to apply digital solutions to work processes.

How to complete this assessment

This is an open-book task – you can use a learner guide, the internet, and other books and resources to assist you if required.

You must answer all questions correctly for this task to be completed satisfactorily.

What evidence do you need to submit?

You must submit the completed assessment cover sheet and your answers to your assessor, either by handing in written responses, or by sending in typed responses via email or online submission. Your assessor will tell you how to submit your responses to this task. Ensure you keep a copy of your submitted work.

When and where to do this assessment

This task may be done in the classroom or at home. Alternatively, it may be undertaken in your workplace in consultation with your employer.

Your assessor will tell you what to do, and when your work should be submitted by. You can record this in the assessment plan at the beginning of this workbook.

What if the assessment is not suitable for your needs?

If you are unable to respond to the questions in writing, your assessor may be able to provide you with an alternative method, such as asking you verbal questions. Discuss this with your assessor.

What happens if answers are not satisfactory?

If any of your responses are unsatisfactory, your assessor will give you feedback. You may need to redo some or all of the questions – your assessor will explain the details for your reassessment. In most cases you will be allowed a maximum of three attempts.

Cover sheet: Assessment task 1

Unit code	Title
BSBMGT407	Apply digital solutions to work processes

Student to complete

Student name: Student ID:

Submission date:

Student declaration

- *I declare that no part of this assessment has been copied from another person's work, except where clearly noted on documents or work submitted.*
- *I declare that no part of this assessment has been completed for me by another person. I understand that plagiarism is a serious offence that may lead to disciplinary action by my training organisation.*

Student name:

Student signature:

Date:

Question 10

Give **two** examples of IP risks to the organisation in relation to digital technology.

Result

S ☐U ☐

Project instructions

As part of this project, you need to create a digital workplace strategy to identify, evaluate and implement digital solutions to address a workplace problem. You need to give a presentation that trains employees in applying the digital solution to improve work processes. You also need to write a report about intellectual property requirements and risks.

You will need to search for information and present your findings. Research can include accessing people in the industry or searching online.

The project is comprised of four sections:

- Identify digital workplace information
- Evaluate digital solutions
- Implement digital work processes and train employees
- Recognise and apply intellectual property requirements

Section 1: Identify digital workplace information

Develop a digital workplace strategy that outlines a digital solution to a workplace problem or helps to improve a work process.

Submit a report that covers the following criteria:

1. Identify and describe a workplace problem or work process than can be improved using a digital solution. Examples include:
 - Inefficient communication between employees and departments
 - Email systems cannot send files over 10MB in size
 - Costly to have regional or interstate employees attend meetings
2. Identify and describe a digital solution that could resolve the problem or improve a work process. Examples include:
 - ESN and collaboration digital tools, applications and software
 - Video conferencing software
 - Online file sharing and/or storage software programs

Section 2: Evaluate digital solutions

Evaluate the digital solution you have suggested and the information you based your decisions on.

Submit a report that covers the following criteria:

1. Describe the information sources that you used to select the digital solution, and how you evaluated the information as valid and reliable. This may involve evaluating the information source for:

Assessor to complete

Evidence	Received
Project record: Section 1	<input type="checkbox"/>
Project record: Section 2	<input type="checkbox"/>
Project record: Section 3	<input type="checkbox"/>
Project record: Section 4	<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 or reasonable adjustment details 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/supervisor to complete

Project scenario

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

Student assessment workbook

Assessor to complete

Section 1: Identify digital workplace information

The student's project shows evidence of the following:	S	U
1. Identification and description of a current workplace problem or work process than can be improved using a digital solution Comments:	<input type="checkbox"/>	<input type="checkbox"/>
2. Description of a digital solution that could be applied to resolve the problem or improve work processes Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Assessor comments/evidence submitted:		

S=Satisfactory U=Unsatisfactory

Section 2: Evaluate digital solutions

The student's project shows evidence of the following:	S	U
3. Description of the information sources that were used to select the digital solution and how the information was evaluated as valid and reliable Comments:	<input type="checkbox"/>	<input type="checkbox"/>
4. Description of how the digital solution is suitable to resolve the problem or improve the work process and how it is fit for purpose Comments:	<input type="checkbox"/>	<input type="checkbox"/>
5. Description of how the student will keep up to date with digital trends Comments:	<input type="checkbox"/>	<input type="checkbox"/>

Record of outcome

Unit code	Title
BSBMGT407	Apply digital solutions to work processes, Release 1

Assessor to complete

Candidate name:

.....

Assessor name:

.....

Assessor email:

.....

Assessor phone:

.....

Please record the assessment decision for the required assessment tasks for this unit in the summary table below. Task cover sheets should accompany any other assessment evidence and be kept with this record of outcome.

Assessment task	Attempt 1 result	Attempt 2 result	Attempt 3 result	Evidence submitted
Task 1: Questions	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Task 2: Project	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> S <input type="checkbox"/> U Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No

S = Satisfactory U = Unsatisfactory

Note: The candidate is allowed a maximum of three attempts of each assessment task. A satisfactory result must be recorded at least once for each task for a competent result to be recorded below.

Assessor declaration

I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.

Evidence collected has been confirmed as:

☐ Valid ☐ Sufficient ☐ Current ☐ Authentic

FINAL RESULT	
<input type="checkbox"/> Competent	<input type="checkbox"/> Not competent

Assessor name:

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Assessor signature:

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Date:

.....