

Assessment support pack

BSBWRK311 Develop self-awareness

Release 1

Aspire Version 1.1



About this resource

This resource is for trainers and assessors of the unit *BSBWRK311 Develop self-awareness*, 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

- a. Explain the difference between a value and an attitude.
- b. Provide two examples of values.
- c. Provide two examples of attitudes.

Result

S U

Question 2

- a. Briefly explain why attitudes and values are important.
- b. Give **three** examples of the impact attitudes and values can have on the workplace.

Result

S U

Question 3

Explain how a diverse range of attitudes and values amongst colleagues can influence the development of self-awareness and impact on the workplace.

Section 2: Evaluate and develop strategies for improvement

The student's project shows evidence of the following:	S	U
5. Report on self-awareness and strategies for ongoing improvement		
a. Evaluating ability to enhance work performance Comments:	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing strategies for ongoing personal development Comments:	<input type="checkbox"/>	<input type="checkbox"/>
c. Committing to continuous review and revision of the action plan Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Additional questions: [†] Student responses:		
Feedback:		

S=Satisfactory U=Unsatisfactory

[†]Record additional questions to address contingencies and further clarify student understanding.

Assessment task 2: Project

By correctly completing the project the student will demonstrate that they have the required skills and knowledge to develop self-awareness.

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

Ensure that 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.

Students must satisfactorily respond to each section of the project, including all parts within each section. Evidence for completing all project requirements must be submitted. You may ask students to explain their responses if you need clarification.

Required resources

Students require access to:

- case studies and, where possible, real situations
- interaction with others.

Supporting documents

Aspire has provided the following supporting document that students can refer to and/or use as evidence:

- Action plan template

You may wish to supply your own or customise these documents to suit your needs.

Evidence

Required evidence*

- Report on personal strengths and weaknesses
- Self-awareness action plan
- Self-awareness report
- Project record sheet
- Third-party report (if applicable)

*You may need to add or remove items as necessary.

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

4. Report on self-awareness and strategies for ongoing improvement		
<p>a. Developing strategies for ongoing personal development</p> <p>Outline of the task:</p> <ul style="list-style-type: none"> • Requesting feedback and suggestions about developing personal skills • Investigating personal development opportunities, such as training or meeting with a mentor • Obtaining permission from an employer for any activities that require time away from work • Other (please describe): <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>b. Committing to continuous review and revision of the action plan</p> <p>Outline of the task:</p> <ul style="list-style-type: none"> • Asking questions or seeking advice • Altering the action plan if new issues arise or objectives become unimportant or difficult to implement • Making decisions on how to implement improvements • Suggesting new strategies or actions during feedback sessions • Other (please describe): <p>Comments:</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Feedback/overall comment:</p>		

O = Observed N/O = Not observed