

About this resource

This resource is for trainers and assessors of the unit *BSBXTW301 Work in a team*, Release 2. 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 both 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.

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 guide* provides questions, along with solutions or suggested responses. 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 questions 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 learnt 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 guide*.

Formative assessment guide

BSBXTW301 Work in a team

Release 2

This resource is for assessors. It complements the corresponding Aspire *Learner guide* for this unit.

Aspire provides questions in its learner guides. Questions are divided into practice tasks, which appear throughout the learning content, and learning checkpoints, which appear at the end of each topic.

This *Formative assessment guide* replicates these questions, and provides solutions and suggested responses.

Final assessment

This final assessment is for the unit *BSBXTW301 Work in a team*, Release 2.

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

Are you ready for assessment?

Complete the following self-assessment checklist to confirm that you feel ready to successfully undertake a final assessment.

Element	Performance criteria
1. Identify individual work tasks within a team	<input type="checkbox"/> 1.1 Identify own responsibilities according to organisational policies and procedures
	<input type="checkbox"/> 1.2 Identify own role and task requirements within team
	<input type="checkbox"/> 1.3 Articulate team structure and roles of other team members
	<input type="checkbox"/> 1.4 Plan and prioritise own tasks according to given time frames and team requirements
2. Contribute effectively to team goals	<input type="checkbox"/> 2.1 Identify team goals and own responsibilities relevant to achieving team goals
	<input type="checkbox"/> 2.2 Contribute ideas and information in team planning discussions
	<input type="checkbox"/> 2.3 Share knowledge and skills with team members to enable effective teamwork and seek or offer support as required
3. Work effectively with team members	<input type="checkbox"/> 3.1 Communicate clearly and respectfully with team members, considering the needs of those from diverse backgrounds and roles
	<input type="checkbox"/> 3.2 Collaborate effectively with team members, including those who are working remotely on workplace issues
	<input type="checkbox"/> 3.3 Seek and provide assistance and feedback to team members where appropriate
4. Communicate effectively with team leaders	<input type="checkbox"/> 4.1 Receive and confirm understanding of task instructions or directions
	<input type="checkbox"/> 4.2 Communicate personal commitments in a timely manner
	<input type="checkbox"/> 4.3 Identify and report any issues preventing the completion of workplace tasks, according to organisational requirements
	<input type="checkbox"/> 4.4 Seek and act upon feedback to improve personal performance and/or behaviour

If there are any areas you have not covered or do not feel confident about, discuss with your assessor or workplace supervisor before beginning the assessment.

Assessment task 1: Questions

By correctly completing the questions you will demonstrate that you have the required skills and knowledge to work in a team.

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

Respond to all questions in the spaces provided. You must answer all questions correctly for this task to be completed satisfactorily. Ask your assessor to clarify any aspect you are unsure about in this assessment task.

Evidence

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 will this assessment take place?

Your assessor will advise you where the assessment will take place. The 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 also tell you when your work should be submitted by. You can record this in the assessment plan. Your assessor may give you a time limit to complete the task and a word count for each question.

What if the assessment is not suitable?

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 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.

If you are not happy with your assessment result, you have the right to lodge an appeal. Ask your assessor or contact your RTO for more information.

Assessment task 2: Project

By correctly completing the project you will demonstrate that you have the required skills and knowledge to work in a team.

You need access to the project instructions to complete this task. As this is an open-book task, you may also access a learner guide, the internet and/or other resources.

Your assessor will explain the arrangements for this assessment, including when it is due and how the project will be conducted.

You must satisfactorily complete all sections of the project and submit these to your assessor. Ask your assessor to clarify any aspect you are unsure about in this assessment task. You may be asked to explain your responses if the assessor needs any clarification.

Required resources

Assessment must include access to a safe working or simulated environment.

Evidence

You need to submit a completed assessment task cover sheet and evidence as outlined in the project instructions.

Submit your documents by handing in physical copies or by sending in electronic copies via email or online. Confirm with your assessor how to submit your documents. Always keep a copy of your submitted work.

If components of this assessment are undertaken in a workplace, a third-party report may need to be completed by a supervisor. Your assessor will discuss this with you and your employer, if relevant.

When and where will this assessment take place?

This project may be undertaken in a workplace, in a classroom or online. This should be done in consultation with your assessor and your employer, if relevant.

Your assessor will provide you with the due date, which can be recorded in the assessment plan. Your assessor may also specify the length of time allowed and the expected word count, if applicable.

What if the assessment is not suitable?

If you are unable to complete the project in the way described here, you may need to discuss an alternative method for completing it with your assessor.

Assessment task 3: Observation

By correctly completing the observation, you will demonstrate that you have the required skills and knowledge to work in a team.

Your assessor will explain the arrangements for this assessment, including when it will occur and how the observation will be conducted.

You need access to the *Student assessment* or learning management system to complete this task. You may also need access to a learner guide, the internet and/or other resources.

You must complete the observation task unassisted by the observer or other personnel.

You must satisfactorily complete all sections of this task. Your assessor will record their observations in a record sheet. Ask your assessor to clarify any aspect you are unsure about in this assessment task. You may be asked to explain some parts of the demonstration if the assessor needs any clarification.

Required resources

Assessment requires students to have access to a safe working or simulated environment.

Evidence

You need to submit a completed assessment task cover sheet and other evidence as outlined in the observation instructions.

Submit your documents by handing in physical copies or by sending in electronic copies via email or online. Confirm with your assessor how to submit your documents. Always keep a copy of your submitted work.

If components of this assessment are undertaken in a workplace, a third-party report may need to be completed by a supervisor. Your assessor will discuss this with you and your employer, if relevant.

When and where will this assessment take place?

This observation may be undertaken in a workplace or in simulated environment. This should be done in consultation with your assessor and your employer, if relevant.

Your assessor will tell you the due date for the observation. You can record the date in the assessment plan.

What if the assessment does not suit your needs?

If you are unable to complete the observation in the way described here, you may need to discuss an alternative method for completing it with your assessor.

Observation instructions

You will be observed sharing your ideas and knowledge to contribute to the achievement of the team's goals during a planning session.

1. Confirm your understanding of task instructions, such as making sure you have all the details to complete the task.
2. Seek assistance and act on feedback to improve your personal performance.
3. Provide information and feedback that can support the team to achieve its goals, such as ideas to solve problems.
4. Identify and report issues according to organisational requirements, such as unclear instructions.
5. Communicate clearly and respectfully with team members, considering the needs of those from diverse backgrounds and roles.
6. Use technology to collaborate with team members, including those who are working remotely.
7. Communicate your personal commitments in a timely manner.

Final assessment marking guide

BSBXTW301 Work in a team

Release 2

This resource is for assessors. It complements the corresponding Aspire *Learner guide* and *Student assessment* for this unit.

This *Final assessment marking guide* provides task instructions, along with suggested answers.

The assessment process must be conducted in accordance with the RTO's policies and procedures.

Observation marking guide

During the observation, the student demonstrated the following:

1. Confirming understanding of task instructions

This may include:

- Ensuring instructions are understood by asking follow-up questions to confirm understanding
- Clarifying expectations about the task requirements with the team leader, such as quality standards and deadlines
- Following up with an email to confirm instructions have been received and understood

2. Seeking assistance and acting on feedback to improve personal performance

This may include:

- Providing positive feedback to acknowledge the work of team members
- Asking for help or advice when needed
- Responding to feedback by improving the way work tasks are completed
- Asking for feedback on interactions with others, such as meeting team and organisational values
- Requesting coaching or mentoring from supervisors and experienced team members
- Developing an action plan to follow up on recommendations, such as undertaking formal or informal training

3. Providing information and feedback that can support the team to achieve its goals

This may include:

- Sharing knowledge of previous work or personal experiences
- Providing feedback to the team leader, such as time spent performing tasks and relationships with team members
- Making suggestions on roles and responsibilities based on team member strengths
- Making recommendations for technology to support teamwork, such as project management software and file-sharing systems

4. Identifying and reporting issues according to organisational requirements

This may include:

- Reporting issues to the team leader and offering possible solutions
- Discussing perceived or actual barriers to completing tasks, such as:
 - lack of communication
 - lack of trust among team members
 - unclear instructions
 - failing processes
 - lack of required resources, such as technology
- Collaborating with other team members to share ideas and solve problems

5. Communicating clearly and respectfully with team members, considering the needs of those from diverse backgrounds and roles

This may include:

- Using language suitable to the audience, such as plain English and non-verbal communication

Third-party report

This third-party report is for the unit *BSBXTW301 Work in a team*, Release 2.

For the assessor

When to use another party to collect assessment evidence

A third-party report can be provided to workplace supervisors whose responsibility it is to monitor the student while they are in the workplace. The supervisors are usually the people observing and supervising the student when you are not present. They will monitor the consistency of the student's performance during work placement.

The report has a list of tasks the student is expected to complete in the workplace. The third-party will provide observations and feedback of the student's performance in various work tasks required for assessment of the unit.

By providing information and signing the document, the third-party is verifying that the student has demonstrated they have the required skills and knowledge to meet industry and workplace standards.

The third-party will not decide if the student is competent. It is your responsibility as the assessor to make that decision. The feedback provided by the third-party can be used as evidence you will be gathering to determine the student's final result.

To ensure consistency between what you and the third-party are expecting to observe in the student's performance, the third-party can be provided with a copy of a marking guide.