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# About this guide

This guide is for trainers and assessors of unit *CPCCCM1014A Conduct workplace communication*. It complements the corresponding Aspire learner guide.

As a trainer, you must develop and use training and assessment strategies that embrace the learner's needs, educational background, preferred learning style and meet the requirements of the training package.

This guide provides ideas on how you can encourage and support learners through the training and assessment process. It is designed to optimise the learner's experience of *CPCCCM1014A Conduct workplace communication* and record details of their competency.

The guide is divided into five sections:

Section 1: Unit of competency

Section 2: Training requirements

Section 3: Assessment resources

Glossary

References

## How to use Aspire's learner guides

Aspire's learner guides are structured to meet the requirements of the unit of competency. The learner guide's preliminary pages include:

- competency information
- employability skills information
- an introduction to the industry and the unit of competency.

Each chapter matches an element in the unit of competency. Chapters are in plain English so they are easy for the learner to understand. The section headings within each chapter match the performance criteria.

The learner guide content describes procedures and current industry practice and includes examples, checklists, documents, images and real-life case studies. There are also illustrations or diagrams to add interest and aid learning.

The learner guide section tasks and assessment activities consolidate learning. It is up to you and the learner to decide which ones are necessary. Remember, these tasks and

## 1.2 Range statement

This unit of competency may be relevant to a wide range of workplace contexts. The range statement relates to the whole unit of competency. It allows for different work environments and situations that affect performance. Trainers should include other operating contexts, where appropriate.

The Aspire *CPCCCM1014A Conduct workplace communication* learner guide covers all aspects of the range statement as outlined below.

Signage interpretation includes:

- directional signs
- facility or location signs and hazards
- site safety signs
- traffic signs.

Safety (OHS) is to be in accordance with state or territory legislation and regulations, organisation safety policies and procedures, and project safety plan and may include:

- handling of materials
- hazard control
- hazardous materials and substances
- organisational first aid
- personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
- use of firefighting equipment
- use of tools and equipment
- workplace environment and safety.

Information includes:

- diagrams and sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions, where specified
- MSDS
- memos
- regulatory and legislative requirements

## 1.4 Evidence guide

The evidence guide offers suggestions for assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for the training package.

### Critical aspects for assessment

Evidence must confirm the ability to:

- locate, interpret and apply relevant information
- comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- safely and effectively use communication equipment
- communicate and work effectively and safely with others
- interpret all signage accurately
- complete tasks successfully following instruction
- convey pieces of information to other workers accurately
- fill out workplace documents accurately
- frame questions at an on-site meeting in a range of contexts or occasions over time.

### Context of and specific resources for assessment

This unit is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of required underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies

## **1.7 Recognition process**

The recognition process is where learners match their previous training, work or life experience with the required skills and knowledge outlined in a qualification. This process is also known as recognition of prior learning (RPL) or recognition of current competence (RCC).

To have skills and knowledge formally acknowledged, a learner must supply a range of evidence to verify competency. The trainer then needs to assess this evidence against the criteria for the qualification.

Evidence of competency may include work samples, journals and third-party testimonials. Learners may also need to be observed undertaking set tasks and/or answer set questions.

## 2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for all their training programs. The training and assessment approach adopted by RTOs must accord with the learner's needs, current workplace contexts and the requirements of the training package.

RTOs must comply with the AQTF standards, which means they must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

### Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy.

- ☐ Details of the training organisation including contact person
- ☐ The unit/s of competency to be delivered in the program of study
- ☐ Pathways
- ☐ The learner or target group
- ☐ Delivery mode/s
- ☐ Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- ☐ Methods of assessment and evidence gathering
- ☐ Program duration and delivery schedule
- ☐ Session locations including workplace assessment information
- ☐ Delivery and assessment staff
- ☐ Assessment validation process

## Section 3:

# Assessment resources

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

This section contains an alternative final assessment and model answers to the assessment activities in the corresponding Aspire learner guide. The Aspire assessment activities have also been mapped in section 3.5. Trainers and assessors can use this mapping information to complete the assessment records in section 3.6.

It is an important responsibility of trainers and assessors to complete the assessment records themselves. This ensures all additional assessment activities deemed appropriate, outside those in the Aspire learner guide, are included in these records; for example, recording observation assessments.

Section three contains the following information:

- 3.1 Alternative final assessment
- 3.2 Solutions to assessment activities
- 3.3 Solutions to final assessments
- 3.4 Evidence of competency
- 3.5 Assessment mapping
- 3.6 Assessment records

## Gathering evidence

Evidence can be gathered through:

- real work/real-time activities through observation and third-party reports
- structured activities.

Evidence can also be gathered through:

- **formative assessments:** where assessment is progressive throughout the learning process and validated along the way by the trainer – also known as assessment *for* learning
- **summative assessment:** where assessment is an exercise or simulation at the end of the learning process – also known as assessment *of* learning.

## Evaluating evidence

The following steps may help you evaluate evidence.

**Step 1:** Evidence is gathered.

**Step 2:** Rules of evidence are applied – evidence is valid, sufficient, current and authentic.

**Step 3:** Evidence meets the full requirements of the unit/s of competency.

**Step 4:** The assessment process is valid, reliable, fair and flexible.

**Step 5:** The trainer or assessor makes a straightforward and informed judgment about the candidate and completes assessment records.



## 3.6 Assessment records

To comply with the critical aspects of assessment and evidence outlined in the unit of competency, learners must provide evidence of the specified required skills and knowledge. These should be assessed in the workplace or in a simulated workplace.

Trainers can use the following assessment forms to record the learner's evidence of competency.

- The **pre-assessment checklist** helps the trainer determine if the learner is ready for assessment.
- The **self-assessment record** allows the learner to assess their own abilities against the requirements of the unit of competency.
- The **required skills checklist** facilitates the observation process; allows trainers to identify skill gaps and provide useful feedback to learners.
- The **required knowledge checklist** can be used to record the learner's understanding of the required knowledge; to identify knowledge gaps and to provide useful feedback to learners.
- The **portfolio of evidence checklist** helps the trainer annotate or detail aspects of the learner's portfolio of evidence.
- The **workplace assessment checklist** can be used by the learner's supervisor to show workplace-based evidence of competence.

## Portfolio of evidence checklist

<b>Institution:</b> <b>Candidate's name:</b> <b>Unit of competency:</b> CPCCCM1014A Conduct workplace communication <b>Trainer/assessor:</b> <b>Date:</b>		
Description of evidence to include in portfolio	Assessor's comments	Tick if
		<input type="checkbox"/> Valid <input type="checkbox"/> Sufficient <input type="checkbox"/> Current <input type="checkbox"/> Authentic
		<input type="checkbox"/> Valid <input type="checkbox"/> Sufficient <input type="checkbox"/> Current <input type="checkbox"/> Authentic
		<input type="checkbox"/> Valid <input type="checkbox"/> Sufficient <input type="checkbox"/> Current <input type="checkbox"/> Authentic
		<input type="checkbox"/> Valid <input type="checkbox"/> Sufficient <input type="checkbox"/> Current <input type="checkbox"/> Authentic
<b>Candidate signature:</b>		
<b>Assessor/trainer signature:</b>		