

About this resource

This resource is for trainers and assessors of the unit *CHCCCS010 Maintain a high standard of service*, 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 |
| Mapping | Contains formative and summative mapping |

*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.

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.

Any reasonable adjustments made to assessment must be recorded. The *Aspire Student assessment* document provides a space to record this in the cover sheet for each assessment task.

Assessment attempts and outcomes

Assessors should refer to their RTO's policies and procedures for specific information regarding training and assessment. Students must be provided with this information as part of their assessment instructions before they begin the final assessment.

Each assessment task will be given an outcome of either Satisfactory (S) or Unsatisfactory (U). Students must satisfactorily complete all tasks to achieve an overall outcome of Competent (C) for a unit. If one or more tasks are assessed as unsatisfactory, students will be given an overall outcome for the unit of Not Competent (NC).

Students must be provided with feedback about the outcome of their assessments in a timely period. This is to give them an opportunity to prepare for another attempt at an assessment, and to ensure they understand what they need to resubmit and why. Feedback may be provided on the assessment cover sheet and followed up with verbal explanation. Students need to be given a suitable time frame for resubmission.

Students can be given two further attempts (total of three attempts) to complete the task and achieve a satisfactory outcome. Resubmission of unsatisfactory assessments may include completing missed items or incorrect responses, or having to demonstrate a particular skill to a particular level of competency.

Where an assessment involves a manager or supervisor providing third-party information about the student, arrangements will need to be made and agreed on for the time and date of reassessment.

Resources and equipment required for assessment

Aspire has provided an outline of equipment and resources (where applicable) for each assessment task. Always refer to the assessment conditions outlined in the unit of competency and available at training.gov.au.

As a general rule, assessors need to make sure the student has access to:

- a learner guide (if they are completing an open-book assessment)
- a copy of the assessment tasks
- a computer or device for recording responses
- a workplace or simulated workplace for observations and demonstrations.

Students must complete each assessment task and submit it by the due date. Assessments may be completed in the classroom, online, in a real or simulated workplace, or by another arrangement agreed on by the assessor and the student. The assessor can instruct students to finish tasks as homework where time permits.

Formative assessment guide

CHCCCS010 Maintain a high standard of service

Release 1

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 *CHCCCS010 Maintain a high standard of service*, Release 1.

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

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 | Due date |
|-----------------|----------|
| 1. Questions | |
| 2. Observation | |

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.

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 task 1: Questions

By correctly completing the questions you will demonstrate that you have the required knowledge to maintain a high standard of service.

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.

Your assessor will 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.

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.

Evidence 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. For online submission, you will need information on file sizes for uploads and log-in details. Your assessor will tell you how to submit your responses to this task. Ensure you keep a copy of your submitted work.

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 providing large print documents. 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.

Observation record sheet

Assessor to complete

Section 1: Establish and maintain a respectful relationship

| During the observation, the student has consistently and repeatedly demonstrating these skills to the required work standard: | Person 1 Date: | | Person 2 Date: | | Person 3 Date: | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | S | U | S | U | S | U |
| 1. Building rapport with the clients, and ensuring the service is appropriate and in each client's best interest Comments: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Demonstrating courtesy in all interpersonal interactions and respecting individual differences Comments: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Respecting and maintaining confidentiality and privacy Comments: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Accessing an interpreter service to assist in communication Comments: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Final assessment marking guide

CHCCCS010 Maintain a high standard of service

Release 1

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.

Third-party report

This third-party report is for the unit *CHCCCS010 Maintain a high standard of service*, Release 1.

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.

Third party to complete

Third-party checklist

Section 1: Establish and maintain a respectful relationship

| During the period of observation, I observed the student consistently and repeatedly demonstrating these skills to the required work standard. | Person 1 Date: | Person 2 Date: | Person 3 Date: |
|---|--------------------------|--------------------------|--------------------------|
| <p>1. Building rapport with the clients, and ensuring the service is appropriate and in each client's best interest</p> <p>Outline of the task:</p> <ul style="list-style-type: none">• Making the person feel welcome by formally introducing yourself• Using active listening skills• Using body language that indicates interest and attention, such as sitting facing the person and using an open posture• Other (please describe): <p>Comments:</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>2. Demonstrating courtesy in all interpersonal interactions and respecting individual differences</p> <p>Outline of the task:</p> <ul style="list-style-type: none">• Speaking in a friendly manner that makes clients feel welcome• Responding to individual preferences and diverse requirements of clients, such as speaking slowly or allowing sufficient time to read all the information provided• Encouraging people to make decisions about services• Other (please describe): <p>Comments:</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |