

## Assessment support pack

# FSKOCM003 Participate in familiar spoken interactions at work

Release 1

Aspire Version 1.1



# About this resource

This resource is for trainers and assessors of the unit *FSKOCM003 Participate in familiar spoken interactions at work*. 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
Mapping	Contains formative and summative mapping
Learning support	PowerPoint Delivery plan Video transcripts

## 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 Learning checkpoint 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.

## Learning checkpoints

Aspire learner guides include learning checkpoints with questions about the learning content. These formative learning tasks are mapped to the unit of competency and 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.

The *Formative assessment guide* provides questions, along with solutions.

The answers provided by the student may 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 industry, organisation or work practices 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*.

The 'Talk with others' discussion is suitable for use with students:

- in a large class group, or for smaller groups discussions
- in a workplace where co-workers can be asked what they think.

# 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 to meet various vocational contexts. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- 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.

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.

# Final assessment

This final assessment is for the unit *FSKOCM003 Participate in familiar spoken interactions at work*, Release 1.

An assessor will review your work to make sure it is satisfactory.

## Assessment plan

Add the due dates for each task to the table below.

Assessment task	Due date
1. Questions	
2. Observation	

## Submitting assessments

Complete each assessment task and submit your answers to the assessor.

You must also complete a cover sheet for each assessment task.

Your assessor will provide feedback and a copy of your work.

If you believe your assessment result is not right, you should discuss this with your assessor.

## Assessment task 1: Questions

You will be asked to complete questions on what you have learnt. Answer all questions in the spaces provided.

This is an open-book task. You can use a learner guide and the internet. You can also ask your assessor to assist you if required.

### **Evidence**

Your assessor will tell you how to submit your answers. Give your answers and a completed cover sheet to the assessor. Keep a copy of your work.

### **When and where will this assessment take place?**

Your assessor will tell you when and where to do the assessment.

There is no time limit to complete the assessment.

### **What if the assessment is not suitable?**

If you cannot respond to the questions in writing, discuss this with your assessor. You may be asked to answer the questions another way, such as saying your answers out loud.

### **What if answers are not satisfactory?**

If any of your answers are unsatisfactory, your assessor will give you feedback. You may need to redo some of your answers. Your assessor will explain how to do this.

If you are not happy with your assessment result, discuss this with your assessor.

## Assessment task 2: Observation

You will be asked to demonstrate what you have learnt. Your assessor will explain what you need to do and may ask you questions about what you are doing.

You can ask your assessor to assist you if required.

### Required resources

Your assessor will provide you with the following to complete the assessment task:

- an expert or mentor to provide support if requested
- own familiar support resources
- participants for familiar spoken interactions described in performance evidence.

### Evidence

Give a completed cover sheet to the assessor.

If you do this task in a workplace, your supervisor may need to complete a third-party report. Your assessor will discuss this with you and your employer.

### When and where will this assessment take place?

Your assessor will tell you when and where to do the assessment.

### What if the assessment is not suitable?

If you cannot complete the assessment task, discuss this with your assessor. You may be asked to complete a different task.

### What if the observation is not satisfactory?

If any of the skills you demonstrate are unsatisfactory, your assessor will give you feedback. You may need to redo them. Your assessor will explain how to do this.

If you are not happy with your assessment result, discuss this with your assessor.

# Observation record sheet

**Assessor to complete**

## Observation scenarios

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

<b>Scenario 1</b>
<b>Scenario 2</b>



# Final assessment marking guide

## FSKOCM003 Participate in familiar spoken interactions at work

### 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 responses.

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

## Assessment task 1: Questions

Students' correct responses to the questions show that they have the required skills and knowledge to participate in familiar spoken interactions at work.

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

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

### Evidence

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 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 will this assessment take place?

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. You must also specify the length of time allowed, if applicable.

### What if the assessment is not suitable?

You may choose to modify this assessment to suit a student's needs. For example, you may offer the student the option to respond to verbal questions instead.

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

### What if 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 task cover sheet.

Students must be provided with an opportunity for reassessment. You may also recommend future training if the learner has not satisfactorily achieved all criteria.

Students have the right to appeal their assessment result. They need to be referred to the RTO policies and procedures.

## Assessment task 2: Observation

By correctly completing the observation, the student will demonstrate that they have the required skills and knowledge to participate in familiar spoken interactions at work.

If any part of the assessment will be conducted in the student's workplace, you must first discuss this with the student's employer.

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

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

### Supporting documents

Aspire has provided the following supporting documents that students can use to complete this assessment task:

- Scenario 1
- Scenario 2

### Evidence

Students need to submit a completed assessment task cover sheet as well as the following items.

#### Required evidence\*

- ☐ Completed observation checklist
- ☐ Third-party report (if applicable)

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

Students need to submit their evidence by handing in physical copies or by sending in electronic copies via email or online submission. Advise students on how they are to submit their responses, and to keep a copy of their submitted work.

If components of this assessment are undertaken in a workplace, a third-party report may need to be completed by a supervisor. You may need to provide them with a copy of the observation marking guide. Discuss this with the student's employer, if relevant.

Video or photo evidence may be suitable for some parts of the assessment task. You will need to discuss the appropriate method for collecting and submitting this evidence, if relevant.

### When and where will this assessment take place?

This observation may be undertaken in a simulated environment or a vocational training context.

# Third-party report

This third-party report is for the unit *FSKOCM003 Participate in familiar spoken interactions at work*, 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.