

Assessment support pack

FSKOCM007 Interact effectively with others at work

Release 1

Aspire Version 1.1



About this resource

This resource is for trainers and assessors of the unit *FSKOCM007 Interact effectively with others 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	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 guide

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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.

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 project:

- own familiar support resources
- participants for 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 instructions

Section 1: Communicating with others

Communicate with others in **two (2)** workplace interactions. Use both verbal and non-verbal communication and answer some questions.

Interactions might include:

- Giving instructions to others
 - Responding to spoken instructions
 - Responding to customer questions and complaints
 - Explaining how to do something
 - Taking phone calls from customers or other staff
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1. Use communication strategies that suit the audience and purpose of the interaction. For example, you may need to use the correct pace by not speaking too fast or too slow.
 2. Use non-verbal communication and listening skills, such as gestures and facial expressions.
 3. Use the correct grammar and pronunciation, such as saying technical words correctly.
 4. Listen to others, such as co-workers, and respond to their questions.
 5. Check that the person has understood the information you have given.

Section 2: Seeking feedback

6. Ask a supervisor or co-worker for feedback about your interaction.
7. Reflect on your strengths and weaknesses, and how your interactions could be improved.

Final assessment marking guide

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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 interact effectively with others 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 interact effectively with others 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 refer to and/or use as evidence:

- Scenario 1
- Scenario 2

Required resources

Assessment must ensure access to the following:

- own familiar support resources
- participants for interactions described in performance evidence.

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.

Third-party report

This third-party report is for the unit *FSKOCM007 Interact effectively with others 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.

Task instructions

The student needs to complete a range of tasks under your supervision.

Please observe the student's work to ensure it meets the required standards of the organisation, including following organisational policies and procedures, and meeting the relevant legislative requirements.

The student must undertake the following tasks:

- Participate in a familiar spoken interaction in the workplace, such as talking with co-workers, participating in workplace meetings, giving and responding to simple instructions, receiving and passing on simple messages, making an inquiry, or reporting a problem.
- Include a range of communication strategies that are suitable for the audience and purpose, such as basic grammar and pronunciation, listening skills and questioning.
- Ask for feedback on their interactions, such as the things they did well and ways they can improve.

For these tasks the student will require access to:

- own familiar support resources
- participants for interactions described in performance evidence.