

Upgrade BSZ40198 to TAE40110

What is the Application Process?

| | |
|--------|---|
| Step 1 | Read the contents of this booklet |
| Step 2 | Complete the enrolment form. |
| Step 3 | Submit your evidence for your application (refer to evidence checklist below) |
| Step 4 | Submit your payment by Credit Card or direct Deposit |
| Step 5 | Your application will be processed within 5 working days of submitting your application. You will be sent the learning recourses and assessment booklets for the additional subjects. Should any additional evidence be required you will be contact by a HIA assessor |

Applications should be sent by email, fax or mail to:

Email: info@hia.edu.au

Fax: 07 3899 1160

Mail: P.O. Box 254, Morningside QLD 4170

If you have any queries about this kit please phone 1300 776 728.

Enrolment form for BSZ40198 to TAE40110 Upgrade

| | | | |
|---|--|---|----------|
| Section (1) Upgrade details | | | |
| I am applying for an upgrade from BSZ40198 to TAE 40110. | | \$450 (Tick box) <input type="checkbox"/> | |
| Section (2) Who is paying for the upgrade, you (student) or employer | | | |
| I (student) am paying for the upgrade | | (Tick box) <input type="checkbox"/> | |
| Employer is paying for the upgrade | | (Tick box) <input type="checkbox"/> | |
| Section (3) Student Details | | | |
| Name: (as will appear on your certificate) | | | |
| Address (full address) | | | |
| Telephone: | | | |
| Email: | | | |
| Date of birth: | | Gender | M F |
| Section (4) Employer details – ONLY if your employer is paying the account | | | |
| Employer Name: | | | |
| Address: | | | |
| Contact Name: | | | |
| Contact Position: | | | |
| Contact Email: | | | |
| Contact Phone: | | | |
| Section (5) Payment Details – I wish to pay by: | | | |
| Electronic Funds Transfer: BSB: 082-637 Account No.: 19-810-3506 | | (Tick box) <input type="checkbox"/> | |
| Credit Card (Visa and Master Cards ONLY) | | (Tick box) <input type="checkbox"/> | |
| CREDIT CARD DETAILS | | | |
| Card Holder Name: | | | |
| Card Number: | | | |
| Expiry Date: | | CW | |
| Signature: | | | |

This RPL evidence kit is designed to make your job as simple as possible whilst meeting all the requirements of the training package. If you are applying for an RPL because you have delivered in-house training sessions in the past we should point out training delivery is only a small component of this qualification. Much of this qualification is focused on assessment, assessment methods and Vocational Education & Training knowledge.

There are TWO (2) new competency units in this qualification that were not part of the BSZ40198. As part of this RPL kit we think you will find it easier to complete the short assignments and projects for these TWO units. By completing these relatively short assessments you will also demonstrate your currency in up-to-date VET structure and practice. These units are:

- **TAEDES402A Use Training packages and accredited course to meet client needs**
- **TAEASS403B Participate in assessment validation**

We will also provide you with electronic copies of our **three learning resources** to help in completing the above assessments and other evidence that may be required as part of this kit.

The table below breaks the course up into three distinct clusters.

| | Cluster Title | Competency units in cluster |
|---|--|---|
| 1 | Introduction to VET | TAEDES402A Use training packages and accredited courses to meet client needs (core) TAEDES401A Design and develop learning programs (core) |
| 2 | Developing and Using Assessment Tools | TAEASS401B Plan assessment activities and processes (core) TAEASS301B Contribute to assessment TAEASS402B Assess competence (core) TAEASS403B Participate in assessment validation (core) |
| 3 | Delivering Training | TAEDEL301A Provide work skill instruction TAEDEL402A Plan, organise and facilitate learning in the workplace (core) TAEDEL401A Plan, organise and deliver group-based learning (core) BSBCMM401A Make a presentation |

How this RPL kit works

| | |
|--------------------------------|--|
| Work Experience | <p>You will need to supply the following information:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A copy of your BSZ40198 Certificate and transcript. <input type="checkbox"/> A current Resume/CV <input type="checkbox"/> Current Job Description <input type="checkbox"/> Evidence of Professional Development for Vocational Education and Training |
| Cluster 1: Introduction | <p>If you are currently working in the VET sector and performing assessment and have engaged in VET Professional Development you are required to provide the following evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional Development evidence using the Evidence of VET Professional Development form on page 5. |
| | <p>If you are NOT working in the VET sector you are required to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the assignment for the competency unit TAEDES402A Use training packages and accredited courses to meet client needs. <p>For the competency unit TAEDES401A Design and develop learning programs you are required to provide evidence of a client training proposal and complete the accompanying form.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide evidence of a proposal you have sent a client for the delivery of a training session. <input type="checkbox"/> Complete the <i>Learning Program Template</i> on page 6. <p>If you are unable to provide this evidence you will need to complete the assignment for TAEDES401A.</p> |
| Cluster 2: Assessment | <p>If you are currently working in the VET sector and performing assessments</p> <p>If you currently work in the VET industry and perform assessments including workplace assessments then you are required to provide the following evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> You will need to provide samples of THREE completed assessments with three different students. These assessments MUST include more than one method of assessment for each learner (for example assignment, case study, simulated demonstration, workplace observation checklist – these are all examples of assessment methods/instruments). <input type="checkbox"/> ONE of the three assessments must be for an RPL. If you are not familiar with RPL please call us for guidance and assistance. <input type="checkbox"/> Complete the Third Party Evidence report. This must be signed by someone with a current TAE40110 and a copy of their TAE40110 qualification must be supplied with the Third Party Evidence report. |

| | |
|--------------------------------|---|
| | <p>If you are NOT currently working in the VET sector</p> <p>If you are unable to provide evidence of recent assessment you will be provided with the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessed TWO different learners with TWO different assessment tools. <input type="checkbox"/> After completing these assessments there are TWO templates for you to complete on pages 10 and 11. <input type="checkbox"/> The second part of this project will require you to complete an RPL assessment with one or more learners. Refer to pages 12 and 13. <input type="checkbox"/> Complete the Third Party Evidence report. This must be signed by someone with a current TAE40110 and a copy of their TAE40110 qualification must be supplied with the Third Party Evidence report. <input type="checkbox"/> TAEASS403B Participate in assessment validation You are required to complete the Assessment Book for this competency. |
| Cluster 3: Delivery | <p>If you are currently working in the VET sector and delivering training</p> <p>If you currently work in the VET industry and delivering training then you are required to provide the following evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of three training sessions you have delivered in the last 12 months and a supporting lesson plan and course attendance sheet for each of the three training sessions. At least 2 of these training sessions MUST be of 40 minutes or longer duration. <input type="checkbox"/> Complete the Third Party Evidence report. This must be signed by someone with a current TAE40110 and a copy of their TAE40110 qualification must be supplied with the Third Party Evidence report. |
| | <p>If you are NOT currently working in the VET sector</p> <p>If you are NOT currently work in the VET industry and delivering training then you are required to provide the following evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of three training sessions you have delivered in the last 12 months and a supporting lesson plan and course attendance sheet for each of the three training sessions. At least 2 of these training sessions MUST be of 40 minutes or longer duration. <input type="checkbox"/> Complete the Third Party Evidence report. This must be signed by someone with a current TAE40110 and a copy of their TAE40110 qualification must be supplied with the Third Party Evidence report. |

SECTION (1) Introduction to VET

There are TWO competency units in this section:

1. TAEDES402A Use training packages and accredited courses to meet client needs
2. TAEDES401A Design and develop learning programs

1. TAEDES402A Use training packages and accredited courses to meet client needs

THE EVIDENCE YOU ARE REQUIRED TO PROVIDE

If you are currently working in the VET sector (i.e. working for a Registered Training Organisation), you should be able to provide recent professional development for the Training Industry. Please note this professional development should be specific for the VET industry and NOT in your area of expertise.

OR

If you are not working in the VET sector you will need to complete the assignment for this competency unit.

TAEDES402A Use training packages and accredited courses to meet client needs

Evidence of VET Professional Development

Evidence of recent professional development in Training & Assessment

You must complete this form and return it with your evidence

Please summarise your VET Professional Development over the last 2 years.

Such evidence could include at least one of the following:

- ☐ Attendance of industry conference or forum such as VELG or ACPET conference
- ☐ Member of HTAN (Hunter Trainers and Assessors Network) or other association
- ☐ Attendance of course from Department of Education and Training, ACPET or other provider of VET workshops.
- ☐ Subscription to industry magazine (e.g. RTO Management Magazine).
- ☐ Attendance at more than one internal workshop from an RTO accompanied by attendance records.
- ☐ Other forms of appropriate evidence that demonstrate ongoing engagement in VET practice.

Briefly explain how you have engage in VET professional development

Please provide evidence of the above. Evidence could include – certificates of attendance, signed attendance records, receipts for attending relevant seminars.

OR

I confirm the above information is true and correct. This information can be verified by:

(Name of person who can verify above information) _____

Your relationship to above person: _____

Contact number (for verification purposes): _____

Name: _____ Signature: _____ Date: _____

2. TAEDES401A Design and develop learning programs

If you are currently delivering training for clients all you need to do is provide the following evidence:

- ☐ A proposal you have sent a client for the delivery of a training session.
- ☐ Please complete the template below for your attached proposal

Learning Program Template

| | | | | | | |
|---|--------------------------------|----------------------------|--|--|--------------------------|---------------------------|
| Program title | | | | | | |
| Target group | | | | | | |
| Entry Requirements | | | | | | |
| Expected delivery duration | Total hours | | <i>Made up of:</i> <i>Class off-the-job component</i> <i>On-the-job component</i> <i>Self- directed learning.</i> <i>Other</i> | | | |
| Delivery model <i>(Brief description of the methods of delivery)</i> | e.g. lecture and role play | | | | | |
| Assessment | Class based assessment methods | | | Work based or independent assessment methods | | |
| Circle the assessment methods that will be used | <i>Observation Checklists</i> | <i>Q&A – oral</i> | <i>Demonstration simulation</i> | <i>Workplace observation Checklists</i> | <i>Log books</i> | <i>Third party report</i> |
| | <i>Class based activities</i> | <i>Class presentations</i> | <i>Written tests</i> | <i>Projects</i> | <i>Portfolio of work</i> | <i>Journal</i> |

| | | | | | <i>samples</i> | |
|--|-------------------|---------------------|------------------|---------------------|---------------------------|--------------|
| | <i>Group work</i> | <i>Case studies</i> | <i>Role play</i> | <i>Written task</i> | <i>Performance review</i> | <i>Other</i> |
| Assessment model (Brief description of when the assessments will occur) | | | | | | |

| | |
|--|---|
| Facilities | Room /Location details |
| Equipment | Items needed (e.g. Projector) |
| Learning resources to support this program | List only (e.g. Book of readings) |
| WH&S | <p>Will a WH&S risk and hazard assessment be conducted in the training location?</p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/> When By whom</p> |
| Review of Learning Program | Outline how the program will be reviewed: |

SECTION (2) Assessment

There are FOUR competency units in this section:

1. TAEASS401B Plan assessment activities and processes
2. TAEASS301B Contribute to assessment
3. TAEASS402B Assess competence
4. TAEASS403B Participate in assessment validation

THE EVIDENCE YOU ARE REQUIRED TO PROVIDE

This competency has two (2) work based projects

- ☐ Project 1 – Conduct assessments for two (2) different competency units using two (2) learners for each competency unit. Attach the completed assessments.
- ☐ Complete Templates 1 and 2 on the following pages for one of your assessments.
- ☐ Project 2 – Assess one learner for Recognition of Prior Learning

Terminology:

In this project we introduce the industry terminology “Assessment tool” and “Assessment Instrument”.

An “**Assessment tool**” is made up of a number range of assessment methods/instruments used to assess a person’s competence. Such a tool should contain a mapping document which demonstrates the range of assessment instruments covering all performance criteria, all skills, knowledge and critical aspects of assessment as defined in the competency unit. An assessment tool should contain a minimum of two and preferably three or more assessment instruments.

An “**Assessment instrument**” is a methods of assessment such as an assignment, case study, Observation/demonstration, simulated demonstration verbal questioning, etc.

Project 1

Conduct assessments for two (2) different competency units using two (2) learners for each competency unit.

The assessment tools used must contain a range of assessment instruments (minimum 3 different assessment methods/instruments) for each competency unit.

Assessment tools:

1. Students may develop their own assessment tools as part of the competency unit; OR
2. Students may source assessment tools from their workplace or other sources provided they meet the above requirements; OR
3. Students may use the two assessment tools provided.
 - a. SITXHRM301 Coach others in job skills
 - b. BSBCMM201A Communicate in the workplace

After completing the assessments:

After completing the assessments students are required to complete the (2) templates on the following pages for ONE of the units of competency.

1. Template (1) Record the assessment outcomes by completing the "Assessment Summary" templates.
2. Template (2) Review of Assessment Judgements using the template provided. This template is used for you to explain how you decided each Learner was Competent or Not Yet Competent.

Students must attach copies of learner/participant records with their names and signatures as part of their evidence for this competency unit.

Template (1) Assessment Summary

| | |
|-------------------------------|--|
| Unit of Competency | |
| Assessment Instrument: | <i>(i.e. Written Assignment, Direct Observation, Verbal Questions)</i> |
| Assessor Name: | |
| Assessment Date: | |

| COMPETENCY DETAILS | | |
|--|--------------------------|--------------------------|
| | Learner (1) Name: | Learner (2) Name: |
| Describe the Assessment Context <i>(Type of assessment and where it was conducted)</i> | | |
| Assessment Decision <i>(Competent or Not yet competent)</i> | | |
| FEEDBACK TO LEARNER | | |
| Reinforcement of learner's good performance | | |
| Gaps in learner's performance and areas for further improvements | | |

Assessor name: _____ Date: _____

Template (2) Review of Assessment Judgements

Explain how you decided each Learner was Competent or Not Yet Competent for each assessment tool?

| | |
|--------------------------|--|
| Learner (1) Name: | |
| Assessment Instrument 1: | |
| Assessment Instrument 2: | |
| Assessment Instrument 3: | |

| | |
|--------------------------|--|
| Learner (2) Name: | |
| Assessment Instrument 1: | |
| Assessment Instrument 2: | |
| Assessment Instrument 3: | |

Project 2 - Assess at least one learner for RPL

Instructions to student/candidate:

You are required to complete an RPL assessment on one learner.

As part of this assignment you are required to design an RPL assessment tool for the competency unit **BSBINM202A - Handle mail**

Hints on completing your RPL assessment document:

When designing your RPL document understand that many potential learners, particularly at certificate II and III level may have years of experience but would be unable to provide a detail portfolio of evidence. In such instances it would be logical to use some of your newly developed assessment tools to support a learner's limited portfolio of evidence. To this extent it would be reasonable to visit their workplace and perform Direct Observations of their work performance, verbal questions to support the direct observation evidence and supporting third party evidence from the learner's workplace supervisor. These tools could be used in conjunction with a limited portfolio of evidence to perform an RPL.

Any gaps in performance criteria, skills, knowledge or critical aspects of evidence could be support by asking the learner to perform additional assessment tasks.

For more information on RPL processes a good web site is <http://www.westone.wa.gov.au/>. Click on "our Products" and "Browse RPL Resources" on the left of the page.

This web site contains a range of RPL assessment tools you can review.

You can readily search for information on RPL using a search engine such as Google. Please note; many of the resources you locate may no longer be considered best practice. RPL is supposed to be easy and unthreatening and this can only be accomplished by writing quality assessment tools to meet the learner's profile and is dependent upon the level of qualification. RPL tools for Certificate Levels II and III should be less reliant on portfolios of evidence and more reliant on gathering information from the workplace. RPL tools for certificate IV level and higher may need to consider using a combination of detailed portfolio of evidence, interview/demonstration tools, challenge tests or workplace projects.

After completing the RPL assessment tool, apply the RPL tool to the following scenario. Note you may wish to consider this scenario when developing your RPL tool.

Scenario:

Peter is 48 years of age and has worked in the internal mail room at the head office for a large insurance company for 15 years. Prior to working in the mail room Peter has had numerous other jobs including working as a store person in a factory and retail environment. Peter's literacy skills are limited; whilst he can read and write and regularly reads the newspaper his handwriting and grammar are poor.

The Learning and Development team at the insurance company would like Peter to obtain and RPL in a number of basic business units including the unit **BSBINM202A - Handle mail**

You are required to assist Peter in developing evidence for his RPL.

Assess Peter against the RPL tool you have developed for this competency. Explain the type of evidence Peter could supply to support his RPL. Explain how you will assess Peter using the range of RPL assessment tools you have developed.

RPL Assessment Tool

TAEASS403B Participate in Assessment Validation

THE EVIDENCE YOU ARE REQUIRED TO PROVIDE

You are required to complete the Assessment Book for this competency.

Third Party Evidence Sheet – Assess Competence

TAEASS401B Plan assessment activities and processes

TAEASS301B Contribute to assessment

TAEASS402B Assess competence

This Third Party Evidence Sheet can only be signed by a person who holds a current TAE40110 Certificate IV in Training & Assessment.

The Third Party must provide their contact details and a copy of their TAE40110 Certificate IV in Training & Assessment.

| | |
|------------------------|--|
| Student Name: | |
| Date Submitted: | |

Instructions to Third Party (workplace Manager):

For these evidence tools the candidate/student is required to review the information with their Manager.

The Manager is required to confirm whether the candidate/student has provided sufficient evidence over a period of time in their work performance, skills and knowledge for each aspect of the units of competency. Where they have provided sufficient evidence the third party (candidate/student's manager) confirms their performance is satisfactory by ticking the appropriate box(s).

Where the Third Party does not believe the candidate/student has provided sufficient evidence they should tick the "Not Satisfactory" box and write comments on areas they believe the candidate/student requires further training.

Where applicable attach evidence of tasks performed in the workplace to support third party evidence. Examples of third party evidence could include any paper work, forms, meeting minutes, relating to this unit of competency.

Daniels Associates Trainer/assessor will review all third party evidence with the Manager.

| # | The candidate/student has demonstrated the following, over a reasonable period to enterprise standards: For any of the statements below that are deemed "Not Satisfactory" mark the appropriate box and mark the "Response" in the column to the right as "Not Satisfactory". | Response | |
|---|--|--------------------------|--------------------------|
| | | Not Satisfactory | Satisfactory |
| 1 | Prepare for assessment I confirm I have witnessed the person I am supporting for this Third Party Evidence has performed the following tasks: <i>Evidence:</i> <ul style="list-style-type: none"><input type="checkbox"/> Prior to assessment review assessment plan and confirm any legal or licensing requirements<input type="checkbox"/> Understand and interprets range of assessment methods to be used<input type="checkbox"/> Identifies any materials required to complete assessment and prepares appropriate materials. | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|---|--|--------------------------|--------------------------|
| | <ul style="list-style-type: none"> <input type="checkbox"/> Discuss assessment processes with candidate and employer (if applicable) prior to conducting assessment. <input type="checkbox"/> Confirm appropriate time for assessment with student and employer. | | |
| 2 | Gather quality evidence I confirm I have witnessed the person I am supporting for this Third Party Evidence has performed the following tasks: Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Give clear directions to student both prior to and during assessment process. <input type="checkbox"/> Conduct a range of assessment activities including written assignment, verbal questioning, observation of work tasks, simulated assessments. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Complete reporting requirements I confirm I have witnessed the person I am supporting for this Third Party Evidence has performed the following tasks: Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Guide candidate through assessment process using 2-way communication, actively listening and appropriate questioning techniques <input type="checkbox"/> Address any special needs if applicable or any learning difficulties <input type="checkbox"/> Address any WHS requirements during assessment | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Make the assessment decision I confirm I have witnessed the person I am supporting for this Third Party Evidence has performed the following tasks: Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the range of evidence provided and compare to assessment benchmarks <input type="checkbox"/> Make assessment decisions based on evidence provided. <input type="checkbox"/> Provide feedback to candidate on assessment outcome | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Record and report the assessment decision I confirm I have witnessed the person I am supporting for this Third Party Evidence has performed the following tasks: Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Record and report assessment decisions to all parties. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Review the assessment process I confirm I have witnessed the person I am supporting for this Third Party Evidence has performed the following tasks: Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Review assessment process and own performance. | <input type="checkbox"/> | <input type="checkbox"/> |

Manager comments about the candidate/student's overall performance.

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Is re-assessment necessary?

☐ No

☐ Yes (Proposed date for re-assessment)

Date: _____

If this assessment is being completed by a Third Party Observer please complete the information below

Name:

Address:

Phone:

Relationship to Student:

Qualification Attached

**The Third Party must attach a copy of their qualification
TAE40110 Certificate IV in Training and Assessment**

TAEDEL301A Provide work skill instruction

BSBCMM401A Make a presentation

TAEDEL401A Plan, organise and deliver group-based learning

TAEDEL402A Plan, organise and facilitate learning in the workplace

THE EVIDENCE YOU ARE REQUIRED TO PROVIDE

1. You are required to provide evidence of delivering THREE training sessions in the workplace.

You must submit the following evidence for each presentation/training session.

- ☐ Copies of THREE Lessons on Power Point or similar presentation media
- ☐ Include at least ONE learning activity in ONE of your presentations. This activity should not take any longer than 5-10 minutes to complete.
- ☐ Copies of THREE Lesson plans to accompany each of the presentations
- ☐ Third Party Report signed by a person holding a current TAE40110

Third Party Evidence Sheet - Delivering a training session

This Third Party Evidence Sheet can only be signed by a person who holds a current TAE40110 Certificate IV in Training & Assessment.

The Third Party must provide their contact details and a copy of their TAE40110 Certificate IV in Training & Assessment.

| Student Name: | | | | |
|---|---|--|--------------------------|----------|
| DO – Direct Observation & Verbal Question Sheet One sheet to be used for each session/lesson – total of 2 sessions/lesson | | | | |
| Units of Competency: | | TAEDEL301A Provide work skill instruction TAEDEL401A Plan, organise and deliver group-based learning BSBCMM401A Make a presentation | | |
| # | Did the student demonstrate the following to enterprise standards: | Response | | |
| | | Not Satisfactory | Satisfactory | Comments |
| 1 | Presentation Preparation and Content of Presentation. | | | |
| 1.1 | Introduction: The presentation introduction clearly summarised the topics to be presented. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1.2 | Format: Student has demonstrated basic skills in developing a PowerPoint presentation. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1.3 | Format: Wording was well summarised without having too many words on a page. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1.4 | Main body of Presentation: Main body of presentation built a story and was consistent in its content and logical sequence in the flow of information. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1.5 | Main body of Presentation: Presented a logical argument, story and factual information. Key concepts well explained and clear to the audience what the key concepts were. Roles and responsibilities of team members was clear. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1.6 | Conclusion: The conclusion summarised the main points of the presentation and was logical in its summation of the main body of the presentation. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2 | Presentation Delivery | | | |
| 2.1 | Student presented information clearly and concisely and was easy to follow during their presentation | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | | |
|-----------------------------------|--|--------------------------|--------------------------|--|
| 2.2 | Student presented in a fashion that was easy to listen to and watch. Students speech was modulated and not monotone. Student's body language was relaxed. Student did not fidget or over use their hands. Language used was suitable for audience. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2.3 | Student's presentation content and presentation skills combined to provide a persuasive argument. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2.4 | Student's presentation was well paced and used the allocated time appropriately; Student did not finish too early and was not rushed to make their conclusions. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2.4 | Student allowed adequate time to answer questions and answer questions succinctly and correctly. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3 | Feedback review. | | | |
| 3.1 | Student implemented techniques to review the effectiveness of presentation through question and answer. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3.2 | Student sought feedback from participants or key personnel involved in the presentation. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3.3 | Student collected and utilised feedback from audience or key personnel involved in the presentation to make changes to central ideas presented. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Verbal Questions | | | | |
| 1 | Explain the type of information and data you collected for this presentation. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2 | Explain how you made sure the data and information was appropriate to the presentation. That is, where did you get the data from? | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3 | Tell me who you consulted for assistance on the presentation and why you consulted with that person. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4 | Assessor questions student on central theme of their presentation and how they arrived at conclusions. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5 | Student has demonstrated knowledge of relevant industry legislation related to their presentation including WHS, EEO, anti-discrimination, licensing requirements, environmental laws. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Feedback to student: | | | | |

| | | |
|--|--|---|
| <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | | |
| <p>Is re-assessment necessary? <input type="checkbox"/> Yes <input type="checkbox"/> No (Proposed date for re-assessment)</p> <p style="text-align: right;">Date: _____</p> | | |
| <p>Follow up: Further training, coaching, practice on the job, date for next assessment:</p> | | |
| <p>The student's overall performance was:</p> | <p><input type="checkbox"/> Satisfactory (S)</p> | <p><input type="checkbox"/> Not yet satisfactory (NS)</p> |
| <p>The student has been provided with feedback and informed of the assessment result and the reasons for the decision.</p> <p>Student signature:</p> | | <p>Date:</p> |
| <p>Assessor has reviewed the above performance, skills and knowledge with the student and supervisor and believes the information provided in this evidence tool is valid and reliable.</p> <p>Assessors Signature:</p> | | <p>Date:</p> |
| <p>If this assessment is being completed by a Third Party Observer please complete the information below</p> | | |
| <p>Name:</p> | | |
| <p>Address:</p> | | |
| <p>Phone:</p> | | |
| <p>Relationship to Student:</p> | | |
| <p>Qualification Attached</p> | <p>The Third Party must attach a copy of their qualification TAE40110 Certificate IV in Training and Assessment</p> | |