# Instructions to Assessor

To ensure sufficiency of evidence, the Assessor must review a combination of types of evidence to support the RPL assessment judgement. Types of evidence may include (but are not limited to):

* Job descriptions/roles – these need supervisor verification
* Meeting minutes
* Informal training documentation and workplace training
* Work samples
* Portfolio
* Performance Management Reports
* Third Party Report
* Certified Transcripts that confirm formal training – Statements of Attainment, Certificates, Diplomas, Degrees
* Professional conversations
* Involvement in community groups and/or committees
* Emails and/or memos
* Letters and References
* Resume/work history – this needs to be supported by examples and supervisors contacted to verify the detail
* Video, audio recordings
* Photos (identifying the student and performing tasks)

In the Evidence tables under ‘Comments’ the Assessor must:

* Identify gaps by element/performance criteria
* Suggest ways to fill identified gaps (eg. formal training, direct observation, challenge tests etc.).

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The Unit Evidence Summary is to be used for **mapping evidence** submitted by the RPL student against the Unit requirements.

| **Student name** |  | | | | **Student no.** | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit name** | Communicate in the workplace | | | | **Unit code** | | | MSMSUP102 |
| **Pre-requisites** (If the unit above has any pre-requisites they should be listed below. Ensure the student has successfully obtained them prior to proceeding. Include evidence of the pre-requisite with your detailed RPL evidence): | | | | | | | | |
|  | | | | | | | | |
| **Student meets the pre-requisite requirements** | | **Yes** |  | **No** |  | **Date** |  | |

To confirm Validity of Evidence the Assessor must cross-reference all components of the unit with the evidence received to determine that competence has been demonstrated.

The components of a unit include: Each element and its performance criteria, each item of required skills or performance evidence, each item of required knowledge or knowledge evidence, and foundational skills and each item in critical aspects or assessment conditions.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome for this unit** | **RPL Granted** |  | **RPL Not Granted** | | |  |
| **Assessor feedback** |  | | | | | |
| **Assessor signature** |  | | | | | |
| **Student feedback** |  | | | | | |
| **Student signature** |  | | | **Date** |  | |
| **Evidence received** | | | | | | |
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|  |  | | | | | |
|  |  | | | | | |
|  |  | | | | | |
| **Location of evidence** |  | | | | | |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Elements and performance criteria** | | | | | |
| **1. Receive and relay messages** | | | | | |
| **1.1.** Receive message and confirm understanding |  |  |  |  |  |
| **1.2.** Accurately record the message |  |  |  |  |  |
| **1.3.** Relay message accurately to appropriate person or section within designated timelines |  |  |  |  |  |
| **2. Interpret messages** | | | | | |
| **2.1.** Clarify message if necessary |  |  |  |  |  |
| **2.2.** Take appropriate action |  |  |  |  |  |
| **2.3.** Respond to communication problems |  |  |  |  |  |
| **3. Respond to request for information** | | | | | |
| **3.1.** Acknowledge the request for information and clarify understanding |  |  |  |  |  |
| **3.2.** Access information from appropriate sources |  |  |  |  |  |
| **3.3.** Relay information to appropriate person or section in a manner appropriate for the receiver |  |  |  |  |  |
| **4. Complete workplace forms** | | | | | |
| **4.1.** Select appropriate form |  |  |  |  |  |
| **4.2.** Assemble information required for form |  |  |  |  |  |
| **4.3.** Complete workplace form |  |  |  |  |  |
| **4.4.** Submit workplace form |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Foundation Skills** | | | | | |
| Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Required skills or performance evidence** | | | | | |
| There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and: |  |  |  |  |  |
| **PE1.** Received, recorded and relayed messages, including: |  |  |  |  |  |
| * **PE1.1.** listening attentively and asking questions to confirm understanding |  |  |  |  |  |
| **PE2.** Responded to at least one request for information in accordance with procedures, including: |  |  |  |  |  |
| * **PE2.1.** using clear and concise language in both verbal and written communication |  |  |  |  |  |
| **PE3.** Completed workplace forms legibly and accurately |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Required knowledge or knowledge evidence** | | | | | |
| There must be evidence the candidate has knowledge of: |  |  |  |  |  |
| **KE1.** Sources of information |  |  |  |  |  |
| **KE2.** Communication equipment |  |  |  |  |  |
| **KE3.** Organisation procedures, including: |  |  |  |  |  |
| * **KE3.1.** telephone and communications protocols and/or procedures |  |  |  |  |  |
| * **KE3.2.** documentation and record keeping |  |  |  |  |  |
| **KE4.** Types and meaning of workplace codes, numbers, symbols, signs and colours typically used in the work environment |  |  |  |  |  |
| **KE5.** Types, purpose and importance of workplace documentation |  |  |  |  |  |
| **KE6.** Workplace expectations for acceptable language and tone, including swearing, level of formality, courteousness and respect for diversity |  |  |  |  |  |
| **KE7.** Challenges in communicating with people from culturally and linguistically diverse (CALD) backgrounds in the workplace and possible strategies |  |  |  |  |  |
| **KE8.** Communication problems and corrective actions relevant to own role |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Critical aspects or assessment conditions** | | | | | |
| Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit: |  |  |  |  |  |
| use of suitable facilities, equipment and resources, including: |  |  |  |  |  |
| workplace documentation and/or information |  |  |  |  |  |
| workplace forms. |  |  |  |  |  |
| Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors. |  |  |  |  |  |
| **Other information if required** | | | | | |
|  |  |  |  |  |  |