# 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** | Work in a team | | | | **Unit code** | | | MSMSUP106 |
| **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. Identify work activities** | | | | | |
| **1.1.** Identify task requirements of the team |  |  |  |  |  |
| **1.2.** Identify own tasks that are part of the team requirement |  |  |  |  |  |
| **1.3.** Prioritise team and individual activities as directed |  |  |  |  |  |
| **2. Organise daily work plan** | | | | | |
| **2.1.** Break work activities down into small achievable components |  |  |  |  |  |
| **2.2.** Record activities as required by procedures |  |  |  |  |  |
| **2.3.** Seek assistance from other team members when difficulties in achieving allocated tasks arise |  |  |  |  |  |
| **3. Participate in a team** | | | | | |
| **3.1.** Use communication and interpersonal skills to ensure effective teamwork |  |  |  |  |  |
| **3.2.** Acknowledge information and feedback provided by other team members in work group |  |  |  |  |  |
| **3.3.** Acknowledge team roles and support team members in achieving their role |  |  |  |  |  |

| **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.** Participated in at least 1 work team to achieve allocated tasks |  |  |  |  |  |
| **PE2.** Used communication and interpersonal skills with: |  |  |  |  |  |
| * **PE2.1.** team members |  |  |  |  |  |
| * **PE2.2.** team leaders |  |  |  |  |  |
| * **PE2.3.** supervisors. |  |  |  |  |  |

| **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.** Organisation procedures, including: |  |  |  |  |  |
| * **KE1.1.** record keeping requirements |  |  |  |  |  |
| **KE2.** Own role in team and meeting team requirements and the role of other team members, team leaders and supervisors |  |  |  |  |  |
| **KE3.** Organisation work standards and how the team contributes to them |  |  |  |  |  |
| **KE4.** Interpersonal and communication techniques that promote effective teamwork including: |  |  |  |  |  |
| * **KE4.1.** listening |  |  |  |  |  |
| * **KE4.2.** questioning |  |  |  |  |  |
| * **KE4.3.** paraphrasing |  |  |  |  |  |
| * **KE4.4.** non-verbal communication |  |  |  |  |  |
| * **KE4.5.** giving and receiving feedback. |  |  |  |  |  |

| **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, as well as, using suitable facilities, equipment and resources. |  |  |  |  |  |
| Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors. |  |  |  |  |  |
| **Other information if required** | | | | | |
|  |  |  |  |  |  |