

<b>Student Name</b>	Lilly Le		
<b>Assessor Name</b> (TAE Student)	Matt Li		
<b>Unit Code and Title</b>	FSKOCM003 Participate in spoken interactions		
<p>After assessment instrument have been completed, the competency record should be completed and signed by the assessor, the workplace supervisor (if applicable) and student. If competency is not achieved at the first attempt, strategies to address gaps in performance need to be identified and times for reassessment arranged.</p>			
<b>Assessment Tasks (please list)</b>	<b>Result</b>		
<b>Knowledge Questions</b>	<input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory		
<b>Observation Checklist</b>	<input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Not Satisfactory		
	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory		
<b>The evidence presented is:</b>	<b>Valid</b> <input type="checkbox"/>	<b>Sufficient</b> <input type="checkbox"/>	<b>Authentic</b> <input checked="" type="checkbox"/>
			<b>Current</b> <input checked="" type="checkbox"/>
<b>Feedback to student and remedial actions required</b>	<p>Good work, Lilly.</p> <p>Just a couple of questions to fix then resubmit.</p>		
<b>Final Result</b>	<input type="checkbox"/> Competent <input checked="" type="checkbox"/> Not Yet Competent	<b>Date</b>	5/5/2023
<b>Student Declaration</b> I agree with the assessment judgement and all remedial actions (if appropriate)	<b>Assessor Declaration (TAE Student)</b> I declare that I have conducted valid assessments fairly, flexibly and reliably.		
Signature: <i>Lilly Le</i>	Signature:		

<b>To be completed by the Assessor</b> (TAE Student)	
Did you moderate any assessment judgements? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO (If YES – provide details of moderation conversation)	N/A
How did you contextualise the assessment for this student?	N/A

## Assessment Cover Sheet - Knowledge Assessment

Name of student	Lilli Le	Date	
Name of assessor	Matt Li		
Unit/s (code and name)	FSKOCM003 Participate in familiar spoken interactions at work		
Method of assessment	Written <input checked="" type="checkbox"/> Verbal <input type="checkbox"/>		

<b>Instructions</b>
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This assessment consists of **12** questions.

- Answers must be clear and concise.
- You must answer all questions correctly to be deemed competent in this unit.
- Re-assessment of any incorrect responses will be undertaken verbally and noted on the assessment.
- Identified special needs students may be able to undertake this assessment in a slightly different way please speak with your assessor if you believe that you are eligible for a modified assessment item.

<b>EDUCATIONAL ADJUSTMENTS MADE</b>
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Formatting	<input type="checkbox"/> Altered print size and layout <input type="checkbox"/> Audio Provided <input type="checkbox"/> Images to support text <input checked="" type="checkbox"/> Simplified language		
Time	<input checked="" type="checkbox"/> Extra Time <input checked="" type="checkbox"/> Rest Break <input type="checkbox"/> Administered in segments		
Assistive Technology	<input type="checkbox"/> Word Processor <input type="checkbox"/> Speech to text <input type="checkbox"/> Calculator		
Environmental	<input type="checkbox"/> Alternate location <input type="checkbox"/> Reduced audience <input type="checkbox"/> Support person present		


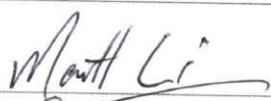
☒ **Satisfactory**  
☐ **Not Satisfactory**

Due date for reassessment (if required):

N/A

Feedback to student:	
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Good

Student Signature:	
Assessor Signature:	
Date:	5/5/23

# Knowledge Assessment

Q1: Which of the following are examples of verbal communication? Circle the correct answers.

- ☒ a) Talking to a customer
- ☒ b) Talking to co-workers
- ☒ c) Giving and responding to simple instructions
- ☐ d) Sending an email

Q2 For each of the body language examples below, circle whether you think it is a positive or negative behaviour

Maintaining eye contact	<input checked="" type="radio"/> Positive	<input type="radio"/> Negative
Looking down at your feet	<input checked="" type="radio"/> Positive	<input checked="" type="radio"/> Negative
Avoiding eye contact	<input type="radio"/> Positive	<input checked="" type="radio"/> Negative
Shuffling, foot tapping	<input type="radio"/> Positive	<input checked="" type="radio"/> Negative
Good posture	<input checked="" type="radio"/> Positive	<input type="radio"/> Negative
Leaning forward	<input type="radio"/> Positive	<input checked="" type="radio"/> Negative
Smiling	<input checked="" type="radio"/> Positive	<input type="radio"/> Negative
Frowning	<input type="radio"/> Positive	<input checked="" type="radio"/> Negative

Q3. What non-verbal confirmation would you look for from the customer?

*smil, sayn helo lookin at eyes*

Q4. Why is it important to listen to your customers?

*2 here wot they say*

Q5. Questioning styles

Open questions require little thought and can be answered with a one-word answer.

☒ True

☐ False

Closed questions require the person to give a detailed response.

☒ True

☐ False



Q6. Give an example of an "open" question you could ask a customer.

what type of coffi wud u like?

Q7. How would you greet a customer upon entering the cafe?

hello

Q8. How would you confirm the customer's order?

ask them agin

Q9 In the sentence below, circle the correct word so the sentence reads well.

Yesterday I had/have a really bad day. I wake/woke up at 9 o'clock because I forgot/forget to set my alarm clock the night before. I get/got up as fast as I can/could and I placed/put on my work uniform. I ran into the kitchen and make/made myself a cup of coffee. Then I drank/drink the coffee very fast and I ran/run to bus stop. It is/was a terrible morning!

Q10 Are the following statements formal or informal? Circle the correct answer.

- She's decided to have a cappuccino.  
Formal Informal
- She has decided to have a cappuccino.  
Formal Informal
- Went to Melbourne on the weekend. Lots to tell you.  
Formal Informal
- We went to Melbourne on the weekend. We have lots of things to tell you about.  
Formal Informal
- Why not try the soy latte? Formal Informal
- May I suggest you try the soy latte? Formal Informal

**Q11** How would you ask for feedback from your supervisor?

*speck to her between cstomas*



**Q12** How might you use feedback to improve your performance at work?

*Tri to do beter nex time*



# Observation Checklist

<b>Unit Code</b>	FSKOCM003	<b>Unit Title</b>	Participate in familiar spoken interactions at work
<b>Student Name:</b>	Lilli Le	<b>Assessor Name:</b>	Math Li

## Assessment/evidence gathering conditions:


### Instructions:

- Assessors are to ensure that students have read the Student Handbook and understand the assessment process.
- Assessors are required to observe the student successfully carry out work tasks applicable to this unit in real or simulated work conditions.
- Assessors must reference the unit of competence and training materials to ensure that they are fully conversant with the standards required before signing off on a student's satisfactory performance.
- All work tasks associated with each element May be assessed together to show industry appropriate workflow.
- Observation of the student should be completed over a number of occasions and in different contexts where possible. This helps to ensure that sufficient evidence is collected for a reliable judgment to be made about the skills the student has demonstrated against the requirements of the unit. Each task should be formatively assessed during the training process. The "date observed" columns are to be signed off as summative assessment when the assessor observes the student confidently perform the tasks correctly, completely and without supervision.
- If questions are asked during the observation, notes and student responses can be noted in the "feedback/notes" section or the back of the document.

If a student is observed incorrectly performing a task, the assessor should make a note in the comments sections along with the date. The student should then be retrained or reminded how the task should be performed correctly.

## EDUCATIONAL ADJUSTMENTS MADE

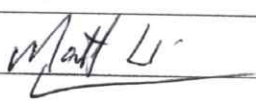
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<b>Assistive Technology</b>	<input type="checkbox"/> Word Processor <input type="checkbox"/> Speech to text <input type="checkbox"/> Calculator		
<b>Environmental</b>	<input type="checkbox"/> Alternate location <input type="checkbox"/> Reduced audience <input type="checkbox"/> Support person present		

<b>Student Declaration</b>	I have been provided with instructions about the assessment task and understand what is required of me to achieve a satisfactory result	<b>Student Signature</b>	
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☒ **Satisfactory**  
☐ **Not Satisfactory**

Due date for reassessment (if required):

## Feedback/Notes

Assessor Signature		Date	5/5/23
Student Signature		Date	

# Observation Checklist

Candidate instructions (provided verbally):

This Observation Checklist will be conducted via a **role-play in two (2) parts** where you are required to,

- **Interact with a customer** by verbally receiving and acknowledging a coffee order within a coffee shop environment.
- **Interact with your supervisor**, on completion of the customer interaction, to seek the feedback on your performance and any improvements identified.

Work Activity	#	Observation Item	Assessor Initial/Date	Assessor Initial/Date
<b>Task 1</b>  <b>Interaction with Customer</b>	1	Greet the customer and asks to take their coffee order. <input checked="" type="checkbox"/> Smiles <input type="checkbox"/> Prompt acknowledgement of customer wanting to order coffee. <input checked="" type="checkbox"/> Open gestures <input checked="" type="checkbox"/> Eye contact <input checked="" type="checkbox"/> Positive Posture/body language <input type="checkbox"/> Greet customer with simple organisational greeting: <ul style="list-style-type: none"> <li>o 'Welcome to ABC Coffee'</li> <li>o 'My name is?'</li> <li>o 'How may I help you today?'</li> </ul>	MLi 5/5/23	
	2	Receives and acknowledges order from customer by: <input checked="" type="checkbox"/> Speak slowly and clearly. <input checked="" type="checkbox"/> Uses correct order request 'can I take your order please?' <input checked="" type="checkbox"/> Repeats back customer's order to reconfirm understanding. <input type="checkbox"/> Uses appropriate grammar, language, and pronunciation during all conversation. <input type="checkbox"/> Submits coffee order to kitchen to prepare upon collection.	MLi 5/5/23	
<b>Task 2</b>  <b>Interaction with Supervisor</b>	1	Seeks feedback from supervisor after customer has left to confirm exchange was appropriate for taking a customer's coffee order. <input checked="" type="checkbox"/> Asks supervisor for feedback on customer interaction. <input checked="" type="checkbox"/> Discuss customer interaction with supervisor. <input checked="" type="checkbox"/> Receives feedback from supervisor. <input checked="" type="checkbox"/> Learner provides suggestions on performance improvements to achieve overall improvement for the future.		MLi 5/5/23