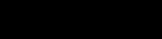



Student Name	David Nolan		
Assessor Name	Tracey Constance		
Unit Code and Title	FSKOCM003 Participate in familiar spoken interactions at work		
After assessment instrument have been completed, the competency record should be completed and signed by the assessor, the workplace supervisor (if applicable) 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.			
Assessment Tasks (please list)			Result
Observation Checklist			<input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Not Satisfactory
Knowledge Questions			<input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Not Satisfactory
The evidence presented is:	Valid <input type="checkbox"/>	Sufficient <input type="checkbox"/>	Authentic <input checked="" type="checkbox"/>
Feedback to student and remedial actions required	Current <input checked="" type="checkbox"/>		
A great start to the Knowledge Test, David, however, there are some questions which need some more work. See my comments on the test cover sheet. You have met most of the criteria in the role play, but once again, a couple of areas to work on before you can achieve a satisfactory result. See my comments on the cover sheet.			
Final Result	<input type="checkbox"/> Competent <input checked="" type="checkbox"/> Not Yet Competent	Date	10/5/2023
Student Declaration I agree with the assessment judgement and all remedial actions (if appropriate)		Assessor Declaration (TAE Student) I declare that I have conducted valid assessments fairly, flexibly and reliably.	
Signature: 		Signature: 	

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

Assessment Cover Sheet - Knowledge Assessment

Name of student	David Nolan	Date	10/05/2023
Name of assessor	Tracey Constance		
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"/>		

Instructions

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.

EDUCATIONAL ADJUSTMENTS MADE

Formatting	<input type="checkbox"/> Altered print size and layout <input type="checkbox"/> Audio Provided <input type="checkbox"/> Images to support text <input type="checkbox"/> Simplified language		
Time	<input type="checkbox"/> Extra Time <input 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):

17 May 2023

Feedback to student:

Hi David,

You've done well in the knowledge test. Some questions, however, need a bit more information to demonstrate your full understanding. The expectation with short answer questions is that you will describe what you do in industry.

Please reflect on your workplace practices and feel free to approach me for more information if you are unsure of what is required before your next attempt.

Student Signature:	David Nolan
Assessor Signature:	
Date:	10/05/2023

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	Positive	Negative	
Looking down at your feet	Positive	Negative	
Avoiding eye contact	Positive	Negative	
Shuffling, foot tapping	Positive	Negative	
Good posture	Positive	Negative	
Leaning forward	Positive	Negative	
Smiling	Positive	Negative	
Frowning	Positive	Negative	

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

A nod



Nodding is one way to use non-verbal confirmation, but also remember smiling or eye contact.

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

So you know what they said



Yes, to understand their wants and needs.

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 were you looking for? ✓

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

What can I get for you ✗

Please elaborate to include an explanation of your approach, not only what you will say. Think about your body language and your workplace's policies and procedures.

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

Say it back to them ✓

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?

What can I do better? ✗

Yes, that is a good question to ask. Please elaborate on your answer to include when or by which method you can approach them.

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

Do what the supervisor told you ✗


How will you ensure you remember the feedback that was given? Would you only do what they ask you once? Elaborate on your answer to show your full understanding of what is required.

Observation Checklist

Unit Code	FSKOCM003	Unit Title	Participate in familiar spoken interactions at work
Student Name:	David Nolan	Assessor Name:	Tracey Contance
Assessment/evidence gathering conditions:			
<p>Instructions:</p> <ul style="list-style-type: none"> 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. <p>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.</p>			
EDUCATIONAL ADJUSTMENTS MADE			
Formatting	<input type="checkbox"/> Altered print size and layout <input type="checkbox"/> Audio Provided <input type="checkbox"/> Images to support text <input type="checkbox"/> Simplified language		
Time	<input type="checkbox"/> Extra Time <input 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		
Student Declaration	I have been provided with instructions about the assessment task and understand what is required of me to achieve a satisfactory result	Student Signature	David Nolan
<input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Not Satisfactory		Due date for reassessment (if required):	17/05/2023

Feedback/Notes
<p>Hi David,</p> <p>You have met most of the criteria within today's role play.</p> <p>You've acknowledged the customer promptly and greeted him with 'what can I get you?'</p> <p>We will work on body language and greeting skills over the next week:</p> <ul style="list-style-type: none"> - It is good practice to include an introduction before asking a customer how you can help them. - Have confidence in your abilities, don't shy away from making eye contact.

Review the organisational greeting and order request standard operating procedures in preparation for the next practical class.

Assessor Signature		Date	10/05/2023
Student Signature	David Nolan	Date	10/05/2023

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
Task 1 Interaction with Customer	1	Greets the customer and asks to take their coffee order. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Smiles <input checked="" type="checkbox"/> Prompt acknowledgement of customer wanting to order coffee. <input checked="" type="checkbox"/> Open gestures <input type="checkbox"/> Eye contact <input type="checkbox"/> Positive Posture/body language <input checked="" type="checkbox"/> Greets customer with simple organisational greeting: <ul style="list-style-type: none"> o 'Welcome to ABC Coffee' o 'My name is?' o 'How may I help you today?' 	TC 10/5	
	2	Receives and acknowledges order from customer by: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Speak slowly and clearly. <input 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 checked="" type="checkbox"/> Uses appropriate grammar, language, and pronunciation during all conversation. <input checked="" type="checkbox"/> Submits coffee order to kitchen to prepare upon collection. 	TC 10/5	
Task 2 Interaction with Supervisor	1	Seeks feedback from supervisor after customer has left to confirm exchange was appropriate for taking a customer's coffee order.		TC 10/5

		<div><div><input checked="" type="checkbox"/> Asks supervisor for feedback on customer interaction.</div><div><input checked="" type="checkbox"/> Discuss customer interaction with supervisor.</div><div><input checked="" type="checkbox"/> Receives feedback from supervisor.</div><div><input type="checkbox"/> Learner provides suggestions on performance improvements to achieve overall improvement for the future.</div></div>		
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