

# FSKOCM003 Assessment Marking Guide

## Instructions to the Assessor

The learner must submit all assessment items to meet the evidence requirements for the unit/s of competency.

Red font indicates what should be contained, as a minimum, within each response required to be submitted.

Where students are required to develop work samples or products, examples have been provided as a guide to required expectations.

The assessor must provide an overall result of satisfactory or not yet satisfactory.

This result must be provided to the learner within ten (10) business days.

Assessment records must be retained for at least six (6) months on the company server in accordance with ASQA requirements in case of an audit.

## Marking and recording of results procedure:

When you complete all paperwork, ensure you fill in all the fields including dates, names, signatures etc.

- Step 1.** Mark the student's first assessment task
- Step 2.** Record the result for the first assessment task on the assessment cover sheet, ensure you provide feedback to the student for the assessment
- Step 3.** Mark the student's second assessment task
- Step 4.** Record the result for the second assessment task on the assessment cover sheet, ensure you provide feedback to the student for the assessment
- Step 5.** Repeat step 3 and 4 for any further assessment tasks
- Step 6.** Complete the Competency completion record. Record the results of all assessments and provide holistic feedback to the student

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## Assessment Plan – Delivery and Assessment Model

Unit Code	Unit Title	Is this unit assessed holistically with other units? If yes, please specify below	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
FSKOCM003	Participate in simple spoken interactions at work				
Assessor/s					
<b>Assessment Methods</b>					
<div> <input type="checkbox"/> Observation in the workplace  <input checked="" type="checkbox"/> Observation in a simulated environment  <input type="checkbox"/> Fault finding/Problem-solving  <input type="checkbox"/> Role Play/Case Study  <input type="checkbox"/> Game           </div> <div> <input checked="" type="checkbox"/> Open Book Exam/Test  <input type="checkbox"/> Verbal Questioning/Interview  <input type="checkbox"/> Formal Exam/Test  <input type="checkbox"/> Presentation  <input type="checkbox"/> Debate/Discussion           </div> <div> <input type="checkbox"/> Essay  <input type="checkbox"/> Project  <input type="checkbox"/> Documents  <input type="checkbox"/> Products  <input checked="" type="checkbox"/> Portfolio           </div> <div> <input type="checkbox"/> Third-party report  <input type="checkbox"/> Self-Assessment  <input type="checkbox"/> Training Records  <input type="checkbox"/> RPL  <input type="checkbox"/> Other           </div>					
<b>Assessment Instruments (please list)</b>	<b>Venue and Schedule (Location, due date, time allowed)</b>	<b>Resources and equipment required to conduct the assessment</b>			
Observation Checklist	Location: BrainstormRTO Classroom Due date: 15 / 02 /xx	Coffee order taking simulated restaurant counter / environment Observation Checklist Marking Guide			
Role Play Verbal Questions/Interview	Location: BrainstormRTO Classroom Due date: 31 / 01 / 20xx Time allowed: 30 minutes	Questioning Instrument Marking Guide			
<b>Target Learner(s)</b> (Describe the learner cohort generally and identify special needs)	Students in this program are characterised by the need for considerable LLN support. May include learners with low education levels, English as a second language, learning difficulties, or special needs. Learners may have LLN challenges and may only be able to write simple information such as basic forms with familiar content. Candidates may prefer to give answers verbally where possible and may need additional time to read and understand written information and forms.				
<b>Assessment Conditions</b> (insert from Unit of Competency) <a href="https://training.gov.au/Training/Details/BSBwhs211">https://training.gov.au/Training/Details/BSBwhs211</a>	Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals. Skills must be demonstrated using familiar oral exchanges that reflect those typically undertaken in a workplace. The following resources are to be made available: <ul style="list-style-type: none"> <li>an expert or mentor to provide support to learner if requested</li> <li>own familiar support resources</li> <li>participants for familiar spoken interactions described in performance evidence.</li> </ul> Assessors must: <ul style="list-style-type: none"> <li>satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and</li> <li>have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and</li> <li>have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, oral communication, and</li> </ul>				

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	<ul style="list-style-type: none"> <li>▪ have completed the following or equivalent:             <ul style="list-style-type: none"> <li>• TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or</li> <li>• a higher level education qualification, such as:                 <ul style="list-style-type: none"> <li>• TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or</li> <li>• Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.</li> </ul> </li> </ul> </li> </ul>
<b>Applicable industry or workplace standards, and Training Package advice (if any)</b>	Not applicable
<b>Stakeholders that any of the assessment arrangements need to be confirmed with</b>	Assessor, candidate, RTO administration, candidate case manager (if applicable)
<b>Special arrangements and allowable adjustments that may be made</b>	<b>Special need adaptation/s for ESL student:</b> <ul style="list-style-type: none"> <li>• Verbal Questioning rather than written – speaking slowly</li> <li>• Allow extra time if required to read and/or understand instructions</li> <li>• Allow use of Google Translator or similar to assist with understanding</li> <li>• Ensure plain, simple English in all communications</li> <li>• Assessor to complete prior pre-training of cultural issues so these can be taken into consideration</li> <li>• Additional assessor to support students</li> </ul>
<b>Recording and Reporting Procedures</b>	Mark assessments, provide feedback and determine results Update student profile with results in LMS Conduct compliance checklist Issue certification within 30 days of completion of the whole qualification Store data of results for 30 years Data is uploaded via reporting to USI Data is available for AVETMISS reports

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## Assessment Cover Sheet - Knowledge Assessment

Name of student		Date	
Name of assessor			
Unit/s (code and name)	FSKOCM003 Participate in simple spoken interactions at work		
Method of assessment	Written <input type="checkbox"/> (Time allowed – 1hr) Verbal <input type="checkbox"/>		

### Instructions

- This assessment consists of **12** questions
- Answers must be clear, concise and in your own words
- All writing, notes and responses to be done in the spaces provided, in pen
- You must answer all questions correctly to be deemed satisfactory in this assessment
- 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):**

**Feedback to student:**

**Assessor Signature:**

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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. smiling
- b. eye contact
- c. nodding their head

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

- To understand what type of coffee they want
- To know if they have any special needs, milk type, sugar.

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

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

**What type of coffee would you like?**

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

**Smile, positive body language.**

**Good morning/afternoon. Welcome to ABC Coffee. How can I help you today?**

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

**By asking questions and repeating the order 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        | <b>Informal</b> |
| • She has decided to have a cappuccino.  | <b>Formal</b> | Informal        |
| • Went to Melbourne on the weekend. Lots to tell you.                            | Formal        | <b>Informal</b> |
| • We went to Melbourne on the weekend. We have lots of things to tell you about. | <b>Formal</b> | Informal        |
| • Why not try the soy latte?   | Formal        | <b>Informal</b> |
| • May I suggest you try the soy latte?   | <b>Formal</b> | Informal        |

Q11 How would you ask for feedback from your supervisor?

**Approach them and ask how I went with my customer service.**

**Could also do it by phone.**

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

**Listen carefully. Take notes. Put a plan on paper. Practice my service using the boss’s feedback.**

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Ask for regular feedback. Reflect on the feedback.

## Assessment Cover Sheet - Observation Checklist

<b>Unit Code</b>	FSKOCM003	<b>Unit Title</b>	Participate in familiar spoken interactions at work
<b>Student Name:</b>		<b>Assessor Name:</b>	
<b>Assessment/evidence gathering conditions:</b>			
<p>Instructions:</p> <ul style="list-style-type: none"><li>Assessors are to ensure that students have read the Student Handbook and understand the assessment process.</li><li>Assessors are required to observe the student successfully carry out work tasks applicable to this unit in real or simulated work conditions.</li><li>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.</li><li>All work tasks associated with each element May be assessed together to show industry appropriate workflow.</li><li>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.</li><li>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.</li></ul> <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>			
<b>EDUCATIONAL ADJUSTMENTS MADE</b>			
<b>Formatting</b>	<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		
<b>Time</b>	<input type="checkbox"/> Extra Time <input type="checkbox"/> Rest Break <input type="checkbox"/> Administered in segments		
<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>	
<div><input type="checkbox"/> <b>Satisfactory</b> <input type="checkbox"/> <b>Not Satisfactory</b></div> <div><b>Due date for reassessment (if required):</b></div>			
<b>Feedback/Notes</b>			
<b>Assessor Signature</b>		<b>Date</b>	

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



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## Assessment Mapping Matrix

Mapping ensures the assessment instruments cover the requirements of the unit. The observation checklist should be mapped to the relevant performance criteria and all performance evidence. The knowledge questions should be mapped to relevant performance criteria and all of the knowledge evidence.

Competency Code	FSKOCM03	Competency Name	Participate in simple spoken interactions at work	
Element	Performance Criteria		Assessment Tool	
			Observation Checklist	Knowledge Questions
1. Prepare to participate in familiar spoken interaction	1.1 Identify type of spoken workplace interaction		Tasks 1, 2	1
	1.2 Identify the purpose and audience of interaction		Tasks 1, 2	7, 8, 11, 12
	1.3 Identify content of interaction and required information		Tasks 1, 2	3, 4
	1.4 Identify oral communication strategies required for participation in interaction		Tasks 1, 2	2, 3, 4, 5, 6
2. Interact in spoken exchange	2.1 Use oral communication strategies for simple interactions		Tasks 1, 2	2, 3, 4, 5
	2.2 Interact using simple grammar, familiar vocabulary and mostly intelligible pronunciation		Tasks 1, 2	9, 10
	2.3 Recognise and use appropriate non-verbal communication methods		Tasks 1, 2	2, 3
3. Review interaction	3.1 Seek feedback on whether exchange was appropriate for audience and purpose		Task 3	11, 12
	3.2 Reflect on performance to identify areas for improvement, with assistance		Task 3	12
Knowledge Evidence	During the above spoken exchange the candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:			
	<ul style="list-style-type: none"> <li>common purposes and audiences of simple workplace interactions</li> </ul>			1, 6, 7, 8
	<ul style="list-style-type: none"> <li>relevant oral communication strategies that support familiar spoken interactions</li> </ul>			4, 5, 7, 8, 11, 12
	<ul style="list-style-type: none"> <li>non-verbal communication methods to clarify and confirm meaning</li> </ul>			2, 3, 7
	<ul style="list-style-type: none"> <li>simple grammar and key vocabulary of personal significance</li> </ul>			9, 10
	<ul style="list-style-type: none"> <li>simple verb tenses in sentences with one or more clauses</li> </ul>			9, 6, 7, 8
	<ul style="list-style-type: none"> <li>some differences between informal and formal registers.</li> </ul>			10
Performance Evidence	The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:			
	<ul style="list-style-type: none"> <li>participate in and review performance in at least two different simple spoken workplace interactions appropriate to audience and purpose.</li> </ul>		Tasks 1, 2, 3	
	Participation must include speaking and listening.			

Does the Assessment for this unit of competency comply with the Assessment Conditions	YES	No
<ul style="list-style-type: none"> <li>Where the assessment takes place is appropriate to the assessment conditions</li> </ul>	x	

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• Equipment and resource requirements are appropriate to the assessment conditions	x	
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**Foundation skills** essential to performance are explicit in the performance criteria of this unit of competency.

## Assessment Validation Report

<b>Preparation and Resource Requirements</b>		Participants must each have a copy of: <ol style="list-style-type: none"> <li>1. A Training and Assessment Strategy (TAS) that includes the unit being validated</li> <li>2. The relevant unit(s) of competency (carefully reviewed prior to validation)</li> <li>3. All the assessment instruments and tools relevant to the unit of competency</li> <li>4. Mapping matrices for all units being validated</li> </ol>	
<b>Unit Code</b>		<b>Unit Title</b>	
FSKOCM03		Participate in simple spoken interactions at work	
<b>Parent Qualification(s)</b>		BSB20120 Certificate II in Workplace Skills	
<b>Validation Date</b>	12/2/2021	<b>Timing of Validation</b>	<input checked="" type="checkbox"/> Prior to implementation – original version <input type="checkbox"/> After implementation and student feedback – Quality Improvement
<b>VALIDATOR VERIFICATION</b> <p>By signing below, you are verifying that to the best of your knowledge, the information contained in this document is correct and complete. In order for all participants in assessment validation meetings to be assured of the professional conduct and confidentiality of the meeting, all participants are required to sign below to express their agreement to these statements:</p> <ul style="list-style-type: none"> <li>• I will abide by copyright law and will ensure that I do not copy or use materials made available for validation except by express permission of the owner.</li> <li>• I agree to respect the personal information, performance, contribution, and professional integrity of other assessors in the validation process and agree that none of this information will be disclosed by me to other parties.</li> <li>• I agree to observe the principles of confidentiality with regard to assessment plans, process documentation, assessment tools, and candidates' work shared in the validation group.</li> <li>• I will not use this information for commercial advantage or for any other reason which is not acceptable to the moderation group or under the code of ethics for assessors.</li> </ul>			
<b>Validator Names</b>		<b>Organisation</b>	
Paul Watson		ABC Learning	
Sam Piper		ABC Learning	
<b>Assessment Methods</b>			
<input checked="" type="checkbox"/> Observation in the workplace <input type="checkbox"/> Observation in a simulated environment <input type="checkbox"/> Fault finding/Problem solving <input type="checkbox"/> Role Play/Case Study <input type="checkbox"/> Game			
<input type="checkbox"/> Open Book Exam/Test <input checked="" type="checkbox"/> Verbal Questioning/ Interview <input type="checkbox"/> Formal Exam/Test <input type="checkbox"/> Presentation <input type="checkbox"/> Debate/Discussion			
<input type="checkbox"/> Essay <input type="checkbox"/> Project <input type="checkbox"/> Documents <input type="checkbox"/> Products <input type="checkbox"/> Portfolio			
<input type="checkbox"/> Third-party report <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Training Records <input type="checkbox"/> RPL <input type="checkbox"/> Other .....			
<b>Assessment Instruments and Tools Validated</b>		<input checked="" type="checkbox"/> Observation Checklist <input type="checkbox"/> Verbal Questions/ interview record <input checked="" type="checkbox"/> Knowledge Exam/Questions <input type="checkbox"/> Project/Assignment <input type="checkbox"/> Logbook <input type="checkbox"/> Portfolio <input type="checkbox"/> 3rd Party Report	
		<input type="checkbox"/> Study Guide/Course Overview <input checked="" type="checkbox"/> Instructions to learners <input checked="" type="checkbox"/> Instructions to assessors <input checked="" type="checkbox"/> Marking Guides/exemplars <input checked="" type="checkbox"/> Mapping Matrix <input type="checkbox"/> RPL Application Kit <input type="checkbox"/> Other .....	
<b>Special arrangements regarding delivery and assessment</b>		<b>ESL Special Needs Adjustments:</b> <ul style="list-style-type: none"> <li>▪ Clear, slow pronunciation of instructions / confirmation of understanding after</li> <li>▪ Audio resources that encourage correct grammar, vocabulary &amp; pronunciation</li> <li>▪ ESL students supported with translator or electronic translation devices</li> <li>▪ Confirmation of understanding prior to the assessment prior to commencement</li> <li>▪ Practice assessments prior to the final assessment to ensure comfortable</li> <li>▪ Glossary of pictures with terms / acronyms</li> </ul>	
<b>Purpose of Validation</b>		<input checked="" type="checkbox"/> Quality Assurance <input type="checkbox"/> Audit/Internal Review	
		<input type="checkbox"/> Assessor Development <input type="checkbox"/> Revise and improve benchmarking	

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	<input type="checkbox"/> Risk Management	
<b>Benchmarks for Validation</b>	<input checked="" type="checkbox"/> Unit of competency <input type="checkbox"/> Industry standards <input type="checkbox"/> Job specifications/descriptions	<input type="checkbox"/> Codes of Practice <input type="checkbox"/> Legislation

PRINCIPLES OF ASSESSMENT		Yes	No	COMMENT/EVIDENCE
VALI DITY	The assessment strategies, methods and tools are clearly articulated on the TAS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	TAS not provided
	Industry has been consulted in the development of the TAS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	TAS not provided
	Assessment methods are valid for assessing the relevant knowledge, skill, and attitude	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Meet the requirements of the UoC.
	Assessments ensure that students can perform and manage tasks to complete a whole work activity to industry standard (Task and Task Management Skills)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment included a workplace task
	Assessments ensure that students can respond appropriately to problems and irregularities (Contingency Skills)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Assessment to include a contingency in observation eg more than 1 customer / incorrect order
	The assessment tasks, methods and instruments are based on realistic workplace activities and contexts (Job Role/Environment Skills)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment written to a real world coffee shop environment
	A mapping matrix shows that the assessment instruments relate directly to the units of competence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Refer to Mapping Matrix
	Knowledge, skills, and attitude are assessed through suitable assessment instruments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessed by Knowledge Questions and Observation Checklist
	Any applicable organisational and legal requirements were confirmed or addressed prior to the assessment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Safety check of coffee shop was completed prior to assessment.
	The Assessment Conditions of the unit have been adhered to	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessed in a real environment with customers. Support person provided.
FAIRN ESS	The assessment plan was followed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment plan prepared and ready for implementation.
	Learners were fully informed about the assessment process, conditions, and requirements for competency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Students received sufficient information via Student handbook and assessment instruments.
	Assessment methods are non-discriminatory and inclusive	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Discrimination and Diversity policies applied throughout the assessment process.
	The written language used on documentation intended for learners is clear and concise	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Simple English and vocabulary has been used.
	The assessments are suited to the requirements of the unit of the unit of competency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessed at AQF level 1
	The learner was supported and guided throughout the process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Support provided by trainers to ensure academic progression.
	Assessment timeframes and/or due dates are realistic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Refer to Assessment Plan

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	Provision is made for the assessor to give feedback to the learner and vice versa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student Feedback field needs to be added to assessment templates
	Learners are given information about, and the opportunity to appeal assessment results and be reassessed if necessary	<input type="checkbox"/>	<input type="checkbox"/>	Information provided at induction and in Student Handbook.

PRINCIPLES OF ASSESSMENT		Yes	No	COMMENT/EVIDENCE
FLEX IBILI TY	The assessment strategy caters for and supports the language, literacy, and numeracy needs of all learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Special needs catered for eg support person, etc.
	Assessment methods and tools can be modified to suit the special needs of learners?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Special needs catered for as required.
	Assessment methods and tools can be contextualised for specific workplaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Could contextualise to a different workplace
	Assessments allow for learners to be assessed in various contexts? e.g., on or off the job, or in a simulated environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Can be assessed in simulated environment if required.
RELIA BILIT Y	Assessment instruments consistently follow approved formatting standards, i.e., template, version control, correct/plain English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add version control prior to release
	Marking guides, exemplars or checklists are available and utilized	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Marking guide provided
	Assessor guides and instructions for collecting, marking, and recording evidence are available to ensure that assessors make consistent decisions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Instruction were found to be straight forward
	The assessments were implemented, correctly and consistently where multiple assessors are involved	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Multiple assessors obtained consistent results
RULES OF EVIDENCE		Yes	No	COMMENT/EVIDENCE
VALI D	All the Elements and Performance Criteria are addressed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Refer to Mapping Matrix
	Knowledge Evidence is addressed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Refer to Mapping Matrix
	Performance Evidence is addressed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Refer to Mapping Matrix
	Assessment Conditions are adhered to	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Refer to Mapping Matrix
	Foundation Skills are addressed by appropriate learning and assessment strategies?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Not applicable
SUFFI	Knowledge, skills, and attitude have all be adequately assessed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Refer to Mapping Matrix

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<b>CIEN T</b>	Evidence is collected over time and in a range of situations or contexts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assessment conducted via Knowledge questions and Observation Checklist covering two scenarios.
<b>AUT HENT IC</b>	Appropriate procedures are used to verify that the assessments submitted are the students' work. If yes, please specify procedures used in the comments section	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Students sign to say work is their own
<b>CUR R ENT</b>	Assessment procedures ensure that evidence produced or submitted is from the present or very recent past	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evidence is from current assessment period.

### ACTION PLAN

What needs to be improved?	Who is responsible?	Date to be completed by?
Assessment could include a contingency in 2nd observation e.g. more than 1 customer / incorrect order	Trainer	1/3/2021
Student Feedback field needs to be added to assessment templates	Admin Staff	5/3/2021
Add version control prior to release	Admin Staff	5/3/2021