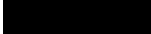
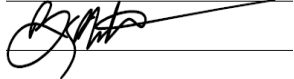


Student Name	Sarah Elliot		
Assessor Name	Belinda Smith		
Unit Code and Title	FSKOCM003 Participate in familiar spoken interactions at work		
After assessment instrument have been completed, the competency record should be completed and signed by the assessor, the workplace supervisor (if applicable) 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 checked="" type="checkbox"/> Satisfactory <input 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"/> Current <input checked="" type="checkbox"/>
Feedback to student and remedial actions required	Good work on your role-plays, Sarah. You really showed you understood and practiced active listening skills. Well done. In your Knowledge Questions assessment, you have a few questions with the wrong answer. Please review your training manual, revise your answers, and submit by next Friday (19.5.23)		
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	<i>Sarah Elliott</i>	Date	10/5/2023
Name of assessor	Belinda Smith		
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):

Feedback to student:

Sarah you have a few questions to resubmit where you have the wrong answer. Please review your training manual and resubmit these questions by Friday next week.

Student Signature:	
Assessor Signature:	
Date:	10/5/2023

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?

Nodding when they agree with what I'm saying

Smiling

Eye contact

Open body language – for instance not crossing their arms or trying to move away from me



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

To make them feel important and to ensure I provide them with the right advice, services or products



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.

How can I help you?

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

Hi, you can sit anywhere where you can find a spot, order through the QR code or at the till. Let me know if I can help you with anything

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

I say: Just checking I have it all here.. and then I repeat the order

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?

Hi John, can you let me know if I do anything wrong?





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

I will use it to see if I can do it better in the future. If I don't know how to improve what I'm doing, I will ask my supervisor.



Observation Checklist

Unit Code	FSKOCM003		Unit Title	Participate in familiar spoken interactions at work
Student Name:	Sarah Elliott		Assessor Name:	Belinda Smith
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	
X <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory			Due date for reassessment (if required):	

Feedback/Notes			
Good work on your role plays, Sarah. You really showed you understood and practiced active listening skills. Well done.			
Assessor Signature		Date	9-10/5/2023
Student Signature		Date	9-10/5/2023

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 checked="" type="checkbox"/> Eye contact <input checked="" 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?' 	9/5/2023 BS	
	2	Receives and acknowledges order from customer by: <ul style="list-style-type: none"> <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 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. 	9/5/2023 BS	
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. <ul style="list-style-type: none"> <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. 		10/5/2023 BS