Assessment Project 3 - Unpacking the unit of competency – planning for assessment.

This exercise will help you identify the suggested evidence requirements for this unit of competency.

Step 1. – Read the **application** for this unit – what is the unit about?

Step 2. – Read the assessment conditions for the unit – think about WHERE the skills can be demonstrated, WHAT resources and equipment are required to be used, and WHO can conduct the assessment.

Step 3. – Unpack the performance criteria to identify the types of evidence that might be appropriate to collect. Check that the evidence is sufficient to cover the Performance Evidence requirements.

Step 4. – Plan your questions for the competency conversation by reading the Knowledge Evidence requirements.

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| **Unpacking the unit.** | | | |
| **Unit Code** | **FSKDIG001** | **Unit Title** | **Use digital technology for short and basic workplace tasks** |
| **STEP 1:** | What is the unit about? | *Summarise the application of this unit* | |
| **STEP 2:** | Where can the skills be demonstrated? | *Refer to assessment conditions* | |
| What resources and equipment are required to be used? | *Refer to assessment conditions* | |
| Who can conduct the assessment? | *Refer to assessment conditions* | |

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| **STEP 3:** Unpacking the unit – what types of evidence might be appropriate to collect? Use the elements as headings in your unpacking document. | | | | |
| **Elements** | **Performance Criteria** | **Knowledge Questions** | | **Observation Checklist** |
| 1. Prepare to use digital technology | 1.1 Identify nature and scope of short and basic workplace task that requires the use of digital technology |  |  | |
| 1.2 Clarify task requirements with suitable personnel |  |  | |
| 1.3 Identify and select digital technology required for task, with assistance |  |  | |
| 1.4 Identify and use simple terms and symbols associated with use of digital technology |  |  | |
| 2. Perform short and basic workplace task using digital technology | 2.1 Follow verbal, written or pictorial instructions to access and use digital technology |  |  | |
| 2.2 Follow workplace procedures to perform task using selected technology |  |  | |
| 3. Finalise task | 3.1 Follow simple instructions to shut down or reset technology following task completion |  |  | |
| 3.2 Review work against task requirements |  |  | |
| 3.3 Seek feedback and review performance to complete task |  |  | |
| **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: | | | | |
| * use digital technology to complete at least three short and basic workplace tasks with different required outcomes. | |  | | |
| During the above, the candidate must communicate with relevant personnel to clarify task requirements and review results, and access and follow instructions for use of selected digital technology. | | | | |
| Have you collected enough evidence to cover the Performance Evidence requirements? | | | | |
| **Knowledge evidence**  The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit, including knowledge of: | | | | |
| * basic features and functions of digital technologies used when completing short and basic workplace tasks | |  | | |
| * processes to follow highly familiar workplace instructions for the use of digital technology as outlined in relevant procedures, guides or manuals | |  | | |
| * workplace procedures for safely accessing and using digital technology | |  | | |
| * workplace protocols for ensuring privacy and safety when using digital technology | |  | | |
| * communication techniques to clarify and review digital technology task requirements. | |  | | |
| **STEP 4:** Think about the questions you will need to ask in the competency conversation – these will be based on the Knowledge Evidence requirements.  *You will write your questions in the Knowledge questions template.* | | | | |