**RPL Assessment Kit**

**– BSBCMM411 Make presentations**

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| **Instructions to assessors** |
| This assessment kits consists of the following   * **Evidence Review** * **Competency Interview** * **Observation/Demonstration Checklist (optional)** * **Competency Interview Record**   **Instructions:**  Assessor checks the portfolio to confirm that:   * + the portfolio is well-organised. The assessor may return a poorly organised portfolio to the candidate for improvement before proceeding.   Assessor reviews the evidence   * The assessor reviews the evidence and notes the quality of evidence provided for each unit. * The assessor uses the evidence review table and maps the evidence to the criteria of the unit. * The assessor identifies any gaps and may contact the candidate to organise a ‘competency conversation’—i.e., a RPL assessment interview (in this case, the RPL assessor may choose to gather some of the required knowledge evidence, verbally; the RPL assessor must detail answers to questions for verbal evidence provided). * Contact one or more of the third party referees the candidate names in their portfolio—the RPL assessor should only do this if they have questions about the evidence the candidate has submitted and feels that the referee can clarify. * Contact the candidate and ask them for more evidence.   Assessor makes assessment decision   * The assessor makes a decision of competence for each unit applied for. * The assessor informs the candidate of the outcome. |

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| **Name of Candidate** | |  | | | | |
| **Unit Code and Title** | | BSBCMM411 Make presentations | | | | |
| **Name of Assessor** | |  | | | | |
| **UPON RPL INQUIRY OR APPLICATION, WAS THE CANDIDATE?** | | | | | | **Check** |
| Issued the relevant documents including: Application form, RPL Handbook, refund policy? | | | | | |  |
| Provided with a copy of the unit(s) of competency and had it explained? | | | | | |  |
| Given guidance on the types and examples of evidence that relate to the unit(s)? | | | | | |  |
| **Method of Submission** | | Mail  Email | In person  Courier | Dropbox/Drive  Other | **Due Date** |  |
| **Submitted Date** |  |
| **Portfolio of Evidence Submitted** | | | | | | |
| **Item #** | **Item Description** | | | | | |
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| **Unit code and title**  **EVIDENCE REVIEW**  **BSBCMM411 MAKE PRESENTATIONS** | | **Evidence Item #’s** | **Check if fully addressed** |
| **Element** |  | | |
| **Prepare presentation** | 1.1 Plan presentation approach and intended outcomes |  |  |
| 1.2 Identify target audience, location, and resources requirements |  |  |
| 1.3 Select presentation strategies, format, and delivery methods according to presentation requirements |  |  |
| 1.4 Select techniques to evaluate presentation effectiveness |  |  |
| **Deliver presentation** | 2.1 Summarise key concepts and ideas and present to target audience |  |  |
| 2.2 Provide opportunity for audience to seek clarification on presentation information |  |  |
| 2.3 Confirm target audience understand key concepts and ideas, and that identified presentation objectives have been achieved |  |  |
| **Review presentation** | 3.1 Evaluate effectiveness of the presentation |  |  |
| 3.2 Seek and discuss feedback and any reactions to the presentation from participants and relevant stakeholders |  |  |
| 3.3 Make changes to presentation based on feedback received |  |  |
| **Performance Evidence – has the student provided evidence of his/her ability to:** | * prepare and deliver at least two different presentations. |  |  |
| In the course of the above, the candidate must: |  |  |
| * use aids and materials to support the presentation |  |  |
| * select and implement methods to review the effectiveness of presentation and document suggested improvements. |  |  |
| **Knowledge Evidence**  **– can the student demonstrate knowledge to complete tasks:** | * information collection methods that support review and feedback of presentations |  |  |
| * organisational and legislative obligations and requirements relevant to presentations |  |  |
| * structure of presentations according to intended outcomes |  |  |
| * principles of effective communication including:   + persuasive communication techniques   + verbal and non-verbal communication |  |  |
| * presentation methods |  |  |
| * different aids, materials and techniques that can be used for presentations. |  |  |
| **Foundation Skills -** *This section describes those language, literacy, numeracy, and employment skills that are essential to performance but not explicit in the performance criteria.*  Foundation skills are an integral part of a unit of competency and must be assessed. A unit’s performance criteria can explicitly include foundation skills essential for performance. Alternatively, if foundation skills are not explicit in the performance criteria they must be described in the ‘foundation skills’ field of the unit of competency. (ASQA VAC 7.4) | | | |
| **Reading** | * Reviews and analyses documents to identify information relevant to a specific presentation |  |  |
| **Writing** | * Develops material to convey ideas and information to target audience in an engaging way |  |  |
| **Oral communication** | * Presents information using words and non-verbal features appropriate to the audience and context * Uses listening and questioning techniques to gather information required to develop and modify presentations |  |  |
| **Problem solving** | * Interprets audience reactions and changes words and non-verbal features accordingly |  |  |
| **Planning and organising** | * Demonstrates sophisticated control over oral, visual, and written formats, drawing on a range of communication practices to achieve goals |  |  |
| **Initiative and enterprise** | * Selects and uses appropriate conventions and protocols to encourage interaction and to present information * Recognises the need to alter personal communication style in response to the needs and expectations of others |  |  |
| **Self-management** | * Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes |  |  |
| **Technology** | * Uses the main features and functions of digital tools to complete work tasks |  |  |

The assessor must provide the following information during the competency interview and complete the checklist below.

**Competency Interview Record**

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| 1. **TASK SUMMARY:** Identify at least 6 appropriate questions to ask the candidate to clarify their’ knowledge of the unit of competency **BSBCMM411 Make presentations** 2. The questions are to be asked by the assessor to the candidate during a real or mock competency interview. You will conduct this interview making sure that you take care of the introductions and provide the information as part of this. 3. **WHAT NEEDS TO BE KEPT FOR EVIDENCE?** 4. The assessor is to record the candidate’s responses and any extra questions asked to fill in gaps in the evidence supplied towards the performance and knowledge evidence criteria of the unit. All fully completed documents need to be submitted. 5. **SUPPORT** 6. The assessor can guide the candidate as needed to ensure a fair opportunity has been given to demonstrate competency.   The assessor must identify any reasonable adjustment needed and provide details in the appropriate section/s | | | | |
| **WELCOME AND GENERAL INFORMATION** | | | **Check if covered** | |
| Welcome the candidate, introduce yourself and make the candidate comfortable | | |  | |
| Explain what you will be doing during the interview, e.g., asking questions, taking notes, recording the session | | |  | |
| Explain “Competent” and “Not Yet Competent” outcomes and how these are determined | | |  | |
| Explain how feedback and outcomes will be communicated to the candidate | | |  | |
| Explain the appeals process | | |  | |
| Ask if the candidate has any special needs and if they are ready to proceed | | |  | |
| **ASSESSOR NOTES, COMMENTS AND FEEDBACK**  (Information provided or discussed, including a summary of candidate responses to questions and any further evidence provided, such as demonstrations, products etc.) | | | | |
| Interview date: | | Time taken: | | |
| **#** | **QUESTION** | **CANDIDATE RESPONSE** | | **Check if satisfactory** |
| Q1 |  |  | |  |
| Q2 |  |  | |  |
| Q3 |  |  | |  |
| Q4 |  |  | |  |
| Q5 |  |  | |  |
| Q6 |  |  | |  |
| **Comments:** | | | | |
| **Reasonable adjustments** | | | | |

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| **ASSESSMENT OUTCOMES** | |
| **Additional evidence required: Yes  No  (list additional evidence)** | Method of submission |
| Mail  Email  In person  Dropbox  Courier  Other |
| **Date required by (if YES):** | |

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| **Rules of Evidence** | | | |
| **Is the evidence provided:** | **YES** | **NO** | **Explain why you have selected YES or NO** |
| **VALID?** |  |  |  |
| **AUTHENTIC?** |  |  |  |
| **CURRENT?** |  |  |  |
| **SUFFICIENT?** |  |  |  |

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| **Attempt 1** | | |
| **COMPETENT - RPL Granted**  **NOT YET COMPETENT**  **- Additional Evidence Required** | **Assessor Signature** |  |
| **Date** |  |

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| **Attempt 2** | | |
| **COMPETENT - RPL Granted**  **NOT YET COMPETENT**  **- Additional Evidence Required** | **Assessor Signature** |  |
| **Date** |  |

## OBSERVATION/DEMONSTRATION CHECKLIST (optional)

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| 1. **TASK SUMMARY: (optional)** 2. **Demonstration Task** Describe the task here 3. The candidate is asked to present a short presentation on a subject of their own choice of no longer than 5 minutes duration   **Assessor Instructions:**  This checklist below is to be used by the assessor to record observations of the candidate performing the required task(s) for the unit **BSBCMM411 Make presentations.** **This unit requires 2 different presentations to be delivered.**  If the candidate did not demonstrate the required skills, the assessor may pose questions or hypothetical situations based on the knowledge of their work environment and/or the unit requirements.  If evidence presented by the candidate is sufficient some aspects may not need to be demonstrated and should be ticked N/A | | | | |
| **Did the candidate:** | **Yes** | **No** | **N/A** | **Comments** |
| 1. Present to different groups using different presentation styles? |  |  |  |  |
| 1. Set-up and organize the venue, where applicable |  |  |  |  |
| 1. Inform those involved in the presentation of their roles or responsibilities |  |  |  |  |
| 1. Plan upcoming presentations considering the audience, venue, and timing available effectively |  |  |  |  |
| 1. Create or modify existing supporting material |  |  |  |  |
| 1. Trial, practice and/or revise the planned presentation |  |  |  |  |
| 1. Explain the goals and objectives of presentation to the audience |  |  |  |  |
| 1. Use a range of presentation aids, material, and examples to support ideas and keep audience engaged |  |  |  |  |
| 1. Use persuasive communication techniques |  |  |  |  |
| 1. Summarises key concepts at crucial times of the presentation |  |  |  |  |
| 1. Thank audience for the opportunity to make the presentation |  |  |  |  |
| 1. Actively seek feedback from participants on their presentation |  |  |  |  |
| 1. Evaluate their own personal performance in the planning and delivery of presentations |  |  |  |  |
| **Reasonable adjustments (leave blank if none)** | | | | |