 MSAPMSUP102A: Communicate in the workplace

Sample assessment tool

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| **Candidate’s name** |  | **Contact** |  |

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| **Assessor’s name** |  | **Contact** |  |

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| **Supervisor’s name** |  | **Contact** |  |

### Summary of evidence

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| **‘Communication and teams’ workbook** – satisfactorily completed |
| **Learning activities** | **Yes** | **Assignment** | **Yes** |
| Section 1: Communicating with others | ❑ | 1. Communicating with others
 | ❑ |
| Section 2: Working in teams | ❑ |

| **Other evidence** (see following pages for details) | **Satisfactory** |
| --- | --- |
| **Practical demonstrations** – specific criteria and general performance evidence | ❑ |
| **Third party sign-off** – confirming the candidate’s consistent on-the-job performance | ❑ |
| **RPL evidence** – listing previous accreditations, portfolios or other RPL evidence | ❑ |

| **Assessment result** |
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| **Competent** ❑ **Not yet competent** ❑ |

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| **Statement:** I agree that I was ready to be assessed and the assessment process was explained to me |
| **Candidate’s signature** |  | **Date** |  |

| **Assessor’s comments** |
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| Assessed in conjunction with: *MSAPMSUP106A: Work in a team* Yes ❑ No ❑ |
| **Assessor’s signature** |  | **Date** |  |

Practical demonstrations

The assessor should tick the appropriate boxes below to confirm that that the candidate has physically demonstrated each of the performance requirements described. Where a candidate does not satisfactorily demonstrate one or more of these criteria, the assessor should mark the corresponding box with a cross, and provide further comments underneath in the ‘Assessor’s comments’ section.

This checklist of ‘General performance evidence’ is adapted from the elements and performance criteria listed in the unit of competency.

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| General performance evidence – the candidate has demonstrated their ability to: | **Confirmed** |
| 1. Confirm the meaning of messages to ensure they have been understood correctly
 | ❑ |
| 1. Accurately record messages
 | ❑ |
| 1. Relay messages accurately to appropriate people within the designated timeframe
 | ❑ |
| 1. Take appropriate action after receiving messages
 | ❑ |
| 1. Acknowledge requests for information, access the information from appropriate sources and relay the information to appropriate people or workplace sections
 | ❑ |
| 1. Select appropriate forms and assemble the required information
 | ❑ |
| 1. Complete forms accurately and submit them according to workplace procedures
 | ❑ |

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| **Assessor’s comments** |
| Date/s: Location/s:Description: |

Third party sign-off

The candidate’s workplace supervisor or line manager should tick the boxes below to verify that the candidate has consistently demonstrated these performance criteria over a period of time and in a range of contexts. If any of the performance criteria have not been properly demonstrated, the supervisor should discuss the matter with the assessor and decide on an appropriate course of action.

This checklist is adapted from the ‘Critical aspects for assessment’ section in the ‘Evidence guide’ for the unit of competency.

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| **Performance evidence** – Supervisor’s statement:I acknowledge that the candidate has confirmed their competence in the workplace by demonstrating their ability to: | **Confirmed** |
| 1. Provide and receive information in an efficient, effective, courteous and timely manner
 | ❑ |
| 1. Provide information both verbally and in writing, in accordance with workplace requirements
 | ❑ |
| 1. Apply approved procedures to workplace activities
 | ❑ |

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| **Supervisor’s comments** (including period of observation in the workplace) |
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| **Supervisor’s signature** |  | **Date** |  |

Recognition of prior learning

The assessor should list any recognition of prior learning (RPL) evidence that has been used to support a judgement of competency in this unit. Evidence may include previous training, accreditations, work experience or other pursuits where the candidate has gained relevant skills or knowledge.

The assessor must sight all original documents or certified copies being presented as evidence, and keep a copy on file with this assessment tool.

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| **RPL evidence presented** |
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