CATAPULT

TLIPC0003

Apply effective work practices

Unit/Assessment Mapping (Extract)

Unit mapping

KQ: Knowledge questions	KQ	P	PA
P: Project			
PA: Practical assessment			

Elements and performance criteria

1 Plan, organise and complete daily work

1.1	Work instructions and priorities are identified and interpreted in consultation with appropriate personnel	Q 1.1		YES
1.2	Appropriate work plan or daily routine is determined and agreed with appropriate personnel	Q 1.2		YES
1.3	Materials, resources or information needed to complete work is determined, collected and organised	Q 1.3		YES
1.4	Work tasks are completed within designated timelines, quality standards and instructions	Q 1.4		YES
1.5	Problems that arise are dealt with in a practical, timely and appropriate manner and assistance is sought when required	Q 1.5.a, Q 1.5.b		YES
1.6	Feedback from appropriate personnel is acted upon in accordance with own job role and workplace procedures	Q 1.6		YES

2 Communicate effectively

2.1	Appropriate lines of communication with appropriate personnel and customers are identified	Q 2.1		YES
2.2	Effective communication skills are used to gather and convey information	Q 2.2		YES

3 Work with others

3.1	Work roles of self and team members are identified	Q 3.2.a, Q 3.2.b		YES
3.2	Individual responsibilities and duties to the team are undertaken in a positive and respected manner that promotes cooperation and good working relationships	Q 3.2.a, Q 3.2.b		YES

4 Use workplace technology

4.1	Appropriate workplace technology is selected and used in accordance with workplace procedures and manufacturer instructions	Q 4.1.a, Q 4.1.b		YES
4.2	Workplace technology is inspected to ensure it is not damaged and is working properly, and precautions are taken to reduce risks	Q 4.2		YES
4.3	Appropriate action is taken when problems with workplace technology occur	Q 4.3		YES
4.4	Workplace technology is cared for according to workplace and manufacturer guidelines and instructions	Q 4.4		YES

KQ: Knowledge questions			
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P: Project	**KQ**	**P**	**PA**
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Elements and performance criteria

5   Solve work problems

		KQ	P	PA
5.1	Problems are identified and solutions are developed within scope of individual responsibility to rectify them	Q 5.1		YES
5.2	Assistance is sought from appropriate personnel, as required	Q 5.2.a, Q 5.2.b		YES
5.3	Workplace problems are reported using appropriate workplace procedures, as required	Q 5.3		YES

6   Adapt to change

		KQ	P	PA
6.1	New work requirements or situations are identified, clarified and adapted to	Q 6.1.a, Q 6.1.b		YES
6.2	Range of possible options to deal with workplace challenges are considered	Q 6.2		YES
6.3	Flexibility to trial new ideas and techniques is demonstrated	Q 6.3		YES

KQ: Knowledge questions P: Project PA: Practical assessment	KQ	P	PA
Knowledge evidence			
Basic principles of teamwork in the workplace	Q 3.1, Q 3.2.a, Q 3.2.b	P	
Procedures for identifying and using relevant workplace technology when carrying out workplace calculations	Q 4.1.a, Q 4.1.b	P	
Roles and responsibilities of individuals and team members	Q 1.1, Q 1.2, Q 1.4, Q 1.6, Q 3.2.a, Q 3.2.b	P	
Technology used in the workplace, relevant manufacturer instructions and processes for their use	Q 4.1.a, Q 4.1.b, Q 4.2, Q 4.3, Q 4.4	P	
Typical problems in the workplace and appropriate action and solutions	Q 1.5.a, Q 1.5.b, Q 5.1, Q 5.2.a, Q 5.2.b, Q 5.3, Q 6.1.a, Q 6.1.b, Q 6.2	P	
Workplace policies and procedures	Q 1.1, Q 1.3, Q 1.5.a, Q 1.5.b, Q 3.2.a, Q 3.2.b, Q 4.4	P	

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Performance evidence

Adapting and modifying activities depending on differing workplace contexts and environment			YES
Applying relevant legislative requirements and workplace policies and procedures			YES
Communicating effectively			YES
Completing required workplace tasks			YES
Following relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental protection procedures			YES
Identifying and correctly using materials and other technology required to complete workplace tasks			YES
Interpreting and following a designated work plan or set of instructions for a job			YES
Planning daily routine and workplace tasks			YES
Recognising limitations, asking for help and seeking clarification or information about work requirements and procedures			YES
Taking initiative and using appropriate techniques to problem solve and to complete tasks			YES
Working cooperatively and collaboratively with others to complete tasks			YES

Trainer/assessor instructions and requirements

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

Catapult Smallprint offer:
- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:
- elements and performance criteria
- performance evidence
- knowledge evidence

Information for Registered Training Organisation only

RTOs must conduct their own validation and mapping to verify that the assessment tools and instruments used:
- enable the collection of evidence that complies with the Principles of Assessment and the Rules of Evidence
- can be used by different trainer/assessors to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities.

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).

Learning resource

The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:
- a set of true or false questions
- a set of multiple choice questions

These questions are self-marking and do not form part of the assessment. They provide an opportunity for learners to test their understanding of the topics.

The learning resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:
- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

Assessment workbook

The trainer/assessor must explain to learners:
- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:
- knowledge questions
- project
- practical assessment

Assessment agreement

The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for special needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

Foundation skills checklist

The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

The foundation skills checklist in this resource is a general listing of the base foundation skills that are required to successfully complete any unit of competency

Foundation skills are:

- LLN Skills
    - reading
    - writing
    - oral communication
    - numeracy
- Employability skills
    - navigating the world of work
    - interacting with others
    - getting the work done

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are explicit in the performance criteria of the unit of competency
- in others specific foundation skills are identified for individual units of competency
- in others all foundation skills are identified separately

The trainer/assessor should source and use foundation skills assessment methodologies that suit the learner cohort.

Skills recognition

The trainer/assessor needs to determine how they wish to use this section.

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

Knowledge questions

The knowledge questions address the learner's understanding of the information covered in:

- the elements and performance criteria for this unit
- the knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

The trainer/assessor will determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/assessor must provide clear instructions to the learner regarding:

- the manner in which responses should be presented, for example: hand written in the space provided, in a word-processed document, verbally, on-line
- whether additional questions need to be answered

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

Project

Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The assessor will decide how the project will be used and must advise learners about whether they need to complete it.

Practical assessment

Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace, as simulations, or as a series of relevant role plays. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations and role plays replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

Completion record

The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:
- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

The completion record should be signed by the learner and trainer/assessor.