**Template 1: Workplace details**

| **Workplace details** |
| --- |
| **Name of the organization.**  **Contact details**  **Department or work area of operation.** |

**Template 2: Advantages and necessity of organisational performance development**

| Advantages and necessity of organisational performance development (200-300 words) |
| --- |
| *Need for organisational performance development in Online Media Solution*  *Five (5) benefits of organisational performance development* |

**Template 3: Performance development program**

| Performance development program (800-1000 words) |
| --- |
| *Purpose and objectives of the performance development program.*  *Management structures and wider support requirements.*  *Responsibilities of the managers*  *Relevant legislation*  *Three (3) modes and methods to conduct performance reviews.*  *Methods and resources needed to report the outcomes of the organisational performance development program.*  *Means for reporting and collating outcomes of organisational performance development.* |

**MEETING AGENDA TEMPLATE:**

| **Meeting/Project Name:** |  | | |
| --- | --- | --- | --- |
| **Date of Meeting:** (MM/DD/YYYY) |  | **Time:** |  |
| **Meeting Facilitator:** |  | **Location:** |  |

| **1. Meeting Objective** |
| --- |
|  |

| **2. Attendees** | | | |
| --- | --- | --- | --- |
| **Name** | **Department/Division** | **E-mail** | **Phone** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

| **3. Meeting Agenda** | | |
| --- | --- | --- |
| **Topic** | **Owner** | **Time** |
|  |  |  |
|  |  |  |
|  |  |  |

| **4. Pre-work/Preparation (documents/handouts to bring, reading material, etc.)** | |
| --- | --- |
| **Description** | **Prepared by** |
|  |  |
|  |  |
|  |  |
|  |  |

**MEETING MINUTES**

| **Meeting Minutes:** | | | |  | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date of Meeting:** (MM/DD/YYYY) | | | |  | | | **Time:** | | | |  | | | |
| **Minutes Prepared By:** | | | |  | | | **Location:** | | | |  | | | |
| **1. Meeting Objective** | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **2. Attendance at Meeting** | | | | | | | | | | | | | | |
| **Name** | | | **Department/Division** | | | | | **E-mail** | | | | | **Phone** | |
|  | | |  | | | | |  | | | | |  | |
|  | | |  | | | | |  | | | | |  | |
|  | | |  | | | | |  | | | | |  | |
| **3. Agenda and Notes, Decisions, Issues** | | | | | | | | | | | | | | |
| **Topic** | | | | | | | | | | **Owner** | | | | **Time** |
|  | | | | | | | | | |  | | | |  |
|  | | | | | | | | | |  | | | |  |
|  | | | | | | | | | |  | | | |  |
| **4. Action Items** | | | | | | | | | | | | | | |
| **Action** | | | | | | | | | | **Owner** | | | | **Due Date** |
|  | | | | | | | | | |  | | | |  |
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|  | | | | | | | | | |  | | | |  |
|  | | | | | | | | | |  | | | |  |
| **5. Next Meeting (if applicable)** | | | | | | | | | | | | | | |
| **Date:** (MM/DD/YYYY) | |  | | | **Time:** |  | | | **Location:** | | |  | | |
| **Objective:** |  | | | | | | | | | | | | | |

**Performance Criteria/Performance Checklist: Activity 1**

| This task must address the following performance criteria/ performance checklist. | | | |
| --- | --- | --- | --- |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| 1. Determined the advantages and necessity of organisational performance development.  * Analysed the information given in the case study and determine the need for organisational performance development. * Conducted online research and determine any five (5) benefits of organisational performance development for the workplace |  |  |  |
| 1. Developed an organisational performance development program for workplace.   Followed the guidelines provided to prepare the organisational performance development program.   * Determined the purpose and objectives of the performance development plan. * Established appropriate management structures and wider support requirements. * Determined the modes and methods of the organisational performance development program. * Determined the methods and resources needed to report the outcomes of the organisational performance development program. |  |  |  |
| 1. Consulted the following internal stakeholders.  * Discussed and consulted with managers regarding the organisational performance development program developed in Step 2. * Used listening and questioning to confirm and clarify understanding. * Requested them to provide feedback on the organisational performance development program. * Answered the questions asked by managers. |  |  |  |

| The student’s performance was: | * Not satisfactory * Satisfactory |
| --- | --- |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

**Activity 2: Contribute to the development of organisational performance development program tools and materials**

This activity is a continuation of Activity 1.

This activity requires you to contribute to the development of organisational performance development program tools and materials.

To do so, you are required to follow the steps given in Checklist 2 and complete the templates associated with each step.

The Supervisor or trainer/assessor will:

* Supervise and observe the student performing this activity.
* Place a tick mark against each step given in the checklist after the student performs/implements the step.
* Sign off the checklist and ask the student for the submission of templates associated with each step.

| **For trainer/assessor: For the simulated environment**   * The trainer/assessor or supervisor must ensure that the student is made familiar with the existing workplace practices. * The trainer/assessor must ensure that the student has access to the workplace equipment and resources. * The trainer/assessor or supervisor must ensure that the student has been assigned or nominated two (2) internal stakeholders. * The trainer/assessor or supervisor must observe the student performing the activity. |
| --- |

*Checklist 2: Contribute to the development of organisational performance development program tools and materials*

| **Steps** | **Place a tick mark, once completed** |
| --- | --- |
| **Step 1:** Create the following set of tools and resources the modes and methods of the organisational performance development program developed in Activity 1.   * Key performance indicators of the team members assigned. * Procedure to conduct performance appraisals. * A flow chart illustrating an implementation of the performance review process.   + Use MS Word to prepare a flowchart.   + Include different stages in the implementation of the performance review process. * Conduct online research and determine any five (5) benefits of organisational performance development. * Develop a GROW model of coaching staff members.   Follow the guidelines provided to prepare a set of tools and resources for the modes and methods of the organisational performance development program.   * The tools and resources must be developed using Template 4-7. * The word limit to complete the set of tools and resources for the modes and methods of the organisational performance development program are given in the templates. |  |
| **Step 2:** Establish organisational performance development policies and procedures for the workplace and document the outcomes using Template 8.  Follow the guidelines provided to establish organisational performance development policies and procedures.   * The organisational performance development program must be developed using Template 8. * Word-limit to complete the performance development program is 500-600 words. * To establish organisational performance development policies and procedures, you must:   + Create organisational performance development procedures.   + Develop procedures and requirements that cover important accountabilities and responsibilities. * The organisational performance development policies and procedures must include the following:   + Purpose of the performance development policies and procedures.   + Scope of the performance development policies and procedures.   + Organisational performance development procedures.   + Accountabilities and responsibilities of the following:     - Managers     - Staff members   + Documentation requirements |  |
| **Sign off:**  Supervisor’s signature:  Sign-off date: | |

**Template 4: Key performance indicators**

| Key performance indicators (Three (3) each) |
| --- |
| *Key performance indicators of the team members* |

**Template 5: Procedure to conduct performance appraisals**

| Procedure to conduct performance appraisals (200-300 words) |
| --- |
|  |

**Template 6: Benefits of organisational performance development**

| Benefits of organisational performance development (200-300 words) |
| --- |
|  |

**Template 7: GROW model of coaching staff members**

| GROW model of coaching staff members (200-300 words) |
| --- |
|  |

**Template 8: Performance development policies and procedures**

| Performance development policies and procedures (500-600 words) |
| --- |
| *Purpose of the performance development policies and procedures.*  *Scope of the performance development policies and procedures.*  *Organisational performance development procedures.*  *Accountabilities and responsibilities of the following:*   * *Managers* * *Staff members*   *Documentation requirements* |

**Performance Criteria/Performance Checklist: Activity 2**

| This task must address the following performance criteria/ performance checklist. | | | |
| --- | --- | --- | --- |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| 1. Created the following set of tools and resources the modes and methods of the organisational performance development program developed in Activity 1. Included the followed information:  * Key performance indicators for the team members. * Procedure to conduct performance appraisals. * A flow chart illustrating an implementation of the performance review process.   + Use MS Word to prepare a flowchart.   + Include different stages in the implementation of the performance review process. * Conducted online research and determine any five (5) benefits of organisational performance development for the workplace. * Developed a GROW model of coaching staff members. |  |  |  |
| 1. Followed the guidelines provided to prepare a set of tools and resources for the modes and methods of the organisational performance development program. |  |  |  |
| 1. Established organisational performance development policies and procedures for the workplace.   Followed the guidelines provided to establish organisational performance development policies and procedures.   * + Created organisational performance development procedures.   + Developed procedures and requirements that cover important accountabilities and responsibilities. * Organisational performance development policies and procedures included the following:   + Purpose of the performance development policies and procedures.   + Scope of the performance development policies and procedures.   + Organisational performance development procedures.   + Accountabilities and responsibilities of the following:     - Managers     - Staff members   + Documentation requirements |  |  |  |

| The student’s performance was: | * Not satisfactory * Satisfactory |
| --- | --- |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

**Activity 3: Coordinate organisational performance development communications**

This activity is a continuation of Activity 2.

This activity requires you to coordinate organisational performance development communications.

To do so, you are required to follow the steps given in Checklist 3 and complete the templates associated with each step.

The Supervisor or trainer/assessor will:

* Supervise and observe the student performing this activity.
* Place a tick mark against each step given in the checklist after the student performs/implements the step.
* Sign off the checklist and ask the student for the submission of templates associated with each step.

| **For trainer/assessor: For the simulated environment**   * The trainer/assessor or supervisor must ensure that the student is made familiar with the existing workplace practices. * The trainer/assessor must ensure that the student has access to the workplace equipment and resources. * The trainer/assessor or supervisor must ensure that the student has been assigned or nominated two (2) team members. * The trainer/assessor or supervisor must ensure that the student is provided with the opportunity to consult with the team members and develop plans for personal growth. * The trainer/assessor or supervisor must observe the student performing the activity. |
| --- |

*Checklist 3: Coordinate organisational performance development communications.*

| **Steps** | **Place a tick mark, once completed** |
| --- | --- |
| **Step 1:** Consult with the two (2) team members assigned and develop a personal development plan for each.   * Determine the team member’s current state considering roles and responsibilities. * Determine your team member’s desired state. * Determine the actions to be implemented to reach the desired state. * Set a timeline for meeting your short-term improvement needs. * Further, document the following using Template 9 and Template 10 for each team member.   + Two (2) areas of improvement   + Strategies to address the areas of improvement.   + Resources required   + Key performance indicators   + Person responsible   Note: You must consider and address cultural differences and diversity issues in all organisational performance development communications.  Further, you must also document the following using Template 11.   * What communication protocols did you implement while communicating with the team members? * How did you address cultural differences and diversity issues during the performance development communication? |  |
| **Step 2:** Use data and reporting tools and monitor organisational performance development for a period of one month.  Follow the guidelines provided:   * Implement the performance improvement plan developed in Step 1. * Monitor the performance of the team members against the KPIs established in the improvement plans. * Complete organisational performance development record-keeping and reporting requirements according to organisational policies and procedures developed in Activity 2. * Use data and reporting tools to generate reports of the performance. * Submit the performance reports of the team members to the supervisor or trainer/assessor.   Further, document the following using Template 12.   * What did monitor organisational performance development? * What are the performance development record-keeping and reporting requirements of the workplace? * What data and reporting tools did you use to generate reports of the performance? |  |
| **Sign off:**  Supervisor’s signature:  Sign-off date: | |

**Template 9: Improvement plan (Team member 1)**

| Improvement plan (Team member 1) | | | | |
| --- | --- | --- | --- | --- |
| Areas of improvement (Two) | Strategies to address the areas of improvement.  (Two for each area of improvement) | Resources required | Key performance indicators | Person responsible |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |

**Template 10: Improvement plan (Team member 2)**

| Improvement plan (Team member 2) | | | | |
| --- | --- | --- | --- | --- |
| Areas of improvement (Two) | Strategies to address the areas of improvement.  (Two for each area of improvement) | Resources required | Key performance indicators | Person responsible |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |

**Template 11: Recording cultural differences and diversity issues**

| **Recording cultural differences and diversity issues (200-300 words)** |
| --- |
| *What communication protocols did you implement while communicating with the team members?*  *How did you address cultural differences and diversity issues during the performance development communication?* |

**Template 12: Data and reporting tools**

| **Data and reporting tools (200-300 words)** |
| --- |
| *What did monitor organisational performance development?*  *What are the performance development record-keeping and reporting requirements of the workplace?*  *What data and reporting tools did you use to generate reports of the performance?* |

**Performance Criteria/Performance Checklist: Activity 3**

| This task must address the following performance criteria/ performance checklist. | | | |
| --- | --- | --- | --- |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| 1. Consulted with the two (2) team members assigned and developed a personal development plan for each.  * Determined the team member’s current state considering roles and responsibilities. * Determined your team member’s desired state. * Determined the actions to be implemented to reach the desired state. * Set a timeline for meeting your short-term improvement needs. * Further, documented the following using for each team member.   + Two (2) areas of improvement   + Strategies to address the areas of improvement.   + Resources required   + Key performance indicators   + Person responsible |  |  |  |
| 1. Used data and reporting tools and monitor organisational performance development for a period of one month.   Followed the guidelines provided:   * Implemented the performance improvement plan developed in Step 1. * Monitored the performance of the team members against the KPIs established in the improvement plans. * Completed organisational performance development record-keeping and reporting requirements according to organisational policies and procedures. * Used data and reporting tools to generate reports of the performance. * Submitted the performance reports of the team members to the supervisor or trainer/assessor. |  |  |  |

| The student’s performance was: | * Not satisfactory * Satisfactory |
| --- | --- |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

**Activity 4: Assess the organisation’s performance development program.**

This activity requires you to assess the organisation’s performance development program.

To do so, you are required to follow the steps given in Checklist 4 and complete the templates associated with each step.

The Supervisor or trainer/assessor will:

* Supervise and observe the student performing this activity.
* Place a tick mark against each step given in the checklist after the student performs/implements the step.
* Sign off the checklist and ask the student for the submission of templates associated with each step.

| **For trainer/assessor: For the simulated environment**   * The trainer/assessor must ensure that the student has access to the workplace equipment and resources. * The trainer/assessor or supervisor must observe the student performing the activity. |
| --- |

*Checklist 4: Assess the organisation’s performance development program.*

| **Steps** | **Place a tick mark, once completed** |
| --- | --- |
| **Step 1:** Evaluate the organisational performance development program against the agreed-upon outcomes (Established in performance development program – Activity 1) and report via applicable management structures (Established in performance development program – Activity 1).  Document the following using Template 13.   * Agreed outcomes. * Actual performance * Variance in performance * Management structures used for reporting |  |
| **Step 2:** Document improvement opportunities for future organisational performance development programs based on program evaluation.   * Prepare an evaluation report for the management using Template 14.   + Analyse the outcomes of the performance development program.   + Determine two (2) improvement opportunities for future organisational performance development programs based on program evaluation.   + Determine how each improvement opportunity will be addressed.   + Include the following information in the evaluation report.     - Introduction to the report     - Two (2) improvement opportunities     - Recommendations to address the areas of improvement. |  |
| **Sign off:**  Supervisor’s signature:  Sign-off date: | |

**Template 13: Evaluation of the organisational performance development program**

| **Evaluation of the organisational performance development program (200-300 words)** |
| --- |
| *Agreed outcomes.*  *Actual performance*  *Variance in performance*  *Management structures used for reporting* |

**Template 14: Evaluation report**

| **Evaluation report (200-300 words)** |
| --- |
| *Introduction to the report*  *Two (2) improvement opportunities*  *Recommendations to address the areas of improvement* |

**Performance Criteria/Performance Checklist: Activity 4**

| This task must address the following performance criteria/ performance checklist. | | | |
| --- | --- | --- | --- |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| 1. Evaluated the organisational performance development program against the agreed-upon outcomes (Established in performance development program – Activity 1) and reported via applicable management structures (Established in performance development program – Activity 1).   Documented the following using Template 13.   * Agreed outcomes. * Actual performance * Variance in performance * Management structures used for reporting |  |  |  |
| Documented improvement opportunities for future organisational performance development programs based on program evaluation.   * Prepared an evaluation report for the management using Template 14.   + Analysed the outcomes of the performance development program.   + Determined two (2) improvement opportunities for future organisational performance development programs based on program evaluation.   + Determined how each improvement opportunity will be addressed.   + Included the following information in the evaluation report.     - Introduction to the report     - Two (2) improvement opportunities     - Recommendations to address the areas of improvement. |  |  |  |

| The student’s performance was: | * Not satisfactory * Satisfactory |
| --- | --- |
| Feedback to student: | |
| Student signature |  |
| Observer signature |  |

* 1. **Assessment Results Sheet**

| Outcome | | First attempt: | | --- |   Outcome (make sure to tick the correct checkbox):  Satisfactory (S) ☐ or Not Satisfactory (NS) ☐  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)  Feedback:   | Second attempt: | | --- |   Outcome (make sure to tick the correct checkbox):  Satisfactory (S) ☐ or Not Satisfactory (NS) ☐  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)  Feedback: |
| --- | --- | --- | --- |
| Student Declaration | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that the work I submit may be subject to verification to establish that it is my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| Student Signature |  |
| Date |  |
| Trainer/Assessor Name |  |
| Trainer/Assessor Declaration | I hold:  ☐ Vocational competencies at least to the level being delivered  ☐ Current relevant industry skills  ☐ Current knowledge and skills in VET, *and undertake*  ☐ Ongoing professional development in VET  *I declare that I have conducted an assessment of this student’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.* |
| Trainer/Assessor Signature |  |
| Date |  |
| Office Use Only | Outcome of Assessment has been entered into the Student Management System  on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Appendix A: Reasonable Adjustments**

| Write (task name and number) where reasonable adjustments have been applied: |
| --- |
|  |
| Reasonable Adjustments |
| * Students with carer responsibilities, cultural or religious obligations, English as an additional language, disability etc. can request for reasonable adjustments. * Please note, academic standards of the unit/course will not be lowered to accommodate the needs of any student, but there is a requirement to be flexible about the way in which it is delivered or assessed. * The Disability Standards for Education requires institutions to take reasonable steps to enable the student with a disability to participate in education on the same basis as a student without a disability. * The trainer/assessor must complete the section below “Reasonable Adjustment Strategies Matrix” to ensure the explanation and correct strategy have been recorded and implemented. * The trainer/assessor must notify the administration/compliance and quality assurance department for any reasonable adjustments made. * All evidence and supplementary documentation must be submitted with the assessment pack to the administration/compliance and quality assurance department. |

| Reasonable Adjustment Strategies Matrix (Trainer/Assessor to complete) | | |
| --- | --- | --- |
| Category | Possible Issue | Reasonable Adjustment Strategy  (select as applicable) |
| ◻ LLN | ◻ Speaking  ◻ Reading  ◻ Writing  ◻ Confidence | ◻ Verbal assessment  ◻ Presentations  ◻ Demonstration of a skill  ◻ Use of diagrams  ◻ Use of supporting documents such as wordlists |
| ◻ Non-English Speaking Background | ◻ Speaking  ◻ Reading  ◻ Writing  ◻ Cultural background  ◻ Confidence | ◻ Discuss with the student and supervisor (if applicable) whether language, literacy and numeracy are likely to impact on the assessment process  ◻ Use methods that do not require a higher level of language or literacy than is required to perform the job role  ◻ Use short sentences that do not contain large amounts of information  ◻ Clarify information by rephrasing, confirm understanding  ◻ Read any printed information to the student  ◻ Use graphics, pictures and colour coding instead of, or to support, text  ◻ Offer to write down, or have someone else write, oral responses given by the student  ◻ Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the student’s needs |
| ◻ Indigenous | ◻ Knowledge and understanding  ◻ Flexibility  ◻ Services  ◻ Inappropriate training and assessment | ◻ Culturally appropriate training  ◻ Explore understanding of concepts and practical application through oral assessment  ◻ Flexible delivery  ◻ Using group rather than individual assessments  ◻ Assessment through completion of practical tasks in the field after demonstration of skills and knowledge. |
| ◻ Age | ◻ Educational background  ◻ Limited study skills | ◻ Make sure font size is not too small  ◻ Trainer/Assessor should refer to the student’s experience  ◻ Ensure that the time available to complete the assessment takes account of the student’s needs  ◻ Provision of information or course materials in an accessible format.  ◻ Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures  ◻ Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write  ◻ Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue  ◻ Changes to course design, e.g. substituting an assessment task  ◻ Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift |
| ◻ Educational background | ◻ Reading  ◻ Writing  ◻ Numeracy  ◻ Limited study skills and/or learning strategies | ◻ Discuss with the Student previous learning experience  ◻ Ensure learning and assessment methods meet the student’s individual need |
| ◻ Disability | ◻ Speaking  ◻ Reading  ◻ Writing  ◻ Numeracy  ◻ Limited study skills and/or learning strategies | ◻ Identify the issues  ◻ Create a climate of support  ◻ Ensure access to support that the student has agreed to  ◻ Appropriately structure the assessment  ◻ Provide information or course materials in an accessible format, e.g. a textbook in braille  ◻ Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures  ◻ Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write  ◻ Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue  ◻ Changes to course design, e.g. substituting an assessment task  ◻ Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift |

| **Explanation of reasonable adjustments strategy used** |
| --- |
|  |

| Trainer/Assessor Name |  |
| --- | --- |
| Trainer/Assessor Declaration | *I declare that I have attached all relevant evidence to provide reasonable adjustment. The training package guidelines and criteria have not been compromised in the process of providing reasonable adjustment to the student. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided explanation of reasonable adjustments strategy used, as required.* |
| Trainer/Assessor Signature |  |
| Date |  |

**Appendix B: Learner Evaluation Form**

Please complete this evaluation form as thoroughly as you can, in order for us to continuously improve our training quality. The purpose of the evaluation form is to evaluate the areas below:

* logistics and support
* facilitation
* training material
* assessment

Your honest and detailed input is therefore, of great value to us, and we appreciate your assistance in completing this evaluation form!

| Unit of Competency Name | |  | Trainer/Assessor Name | |  | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name (Optional) | |  | Dates of Training | |  | | | |
| Employer/Work site (if applicable) | |  | Date of Evaluation | |  | | | |
| A | Logistics and Support Evaluation | | | | | | | |
| No. | Criteria/Question | | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 1 | The communication regarding the required attendance and time to study to pass this unit was correct | | |  |  |  |  |  |
| 2 | The staff were efficient and helpful. | | |  |  |  |  |  |
| 3 | The training equipment and material used was effective and prepared. | | |  |  |  |  |  |
| 4 | The training venue was conducive to learning (set-up for convenience of students, comfortable in terms of temperature, etc.) | | |  |  |  |  |  |
| Additional Comments on Logistics and Support | | | | | | | | |

| No. | Criteria/Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| --- | --- | --- | --- | --- | --- | --- |
| B | Trainer/Assessor Evaluation | | | | | |
| 1 | The trainer/assessor was prepared and knowledgeable on the subject of the program |  |  |  |  |  |
| 2 | The trainer/assessor encouraged student participation and input |  |  |  |  |  |
| 3 | The trainer/assessor made use of a variety of methods, exercises, activities and discussions |  |  |  |  |  |
| 4 | The trainer/assessor used the material in a structured and effective manner |  |  |  |  |  |
| 5 | The trainer/assessor was approachable and respectful of the learners |  |  |  |  |  |
| 6 | The trainer/assessor was punctual and kept to the schedule |  |  |  |  |  |
| 7 | The trainer/assessor was easy to understand and used the correct language |  |  |  |  |  |
| Additional Comments on Training | | | | | | |
|  | | | | | | |

| No. | Criteria/Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| --- | --- | --- | --- | --- | --- | --- |
| C | Learning Evaluation | | | | | |
| 1 | The learning outcomes of the unit are relevant and suitable. |  |  |  |  |  |
| 2 | The content of the unit was relevant and suitable for the target group. |  |  |  |  |  |
| 3 | The length of the training was suitable for the unit. |  |  |  |  |  |
| 4 | The learning material assisted in the learning of new knowledge and skills to apply in a practical manner. |  |  |  |  |  |
| 5 | The learning material was free from spelling and grammar errors |  |  |  |  |  |
| 6 | Handouts and exercises were clear, concise and relevant to the outcomes and content. |  |  |  |  |  |
| 7 | Learning material was generally of a high standard, and user-friendly |  |  |  |  |  |
| Additional Comments on Learning Evaluation | | | | | | |
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