**FSKOCM03 Participate in simple spoken interactions at work**

# ASSESSMENT MAPPING MATRIX

# Version 1.0

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| **Competency Standards** | **Evidence Requirements** |
| **Element 1** **Prepare to participate in simple spoken interactions** | **Written Questionnaire** | **Practical Activity** |  |
| 1.1 Identify the purpose and audience of the spoken interaction | Q1, Q2 |  |  |
| 1.2 Identify oral communication strategies for spoken interactions | Q1, Q2 |  |  |
| **Element 2** **Use oral communication skills to participate in simple spoken exchanges** | **Written Questionnaire** | **Practical Activity** |  |
| 2.1 Use oral communication strategies for simple interactions |  | Observation checklist |  |
| 2.2 Use appropriate grammar, vocabulary and pronunciation |  | Observation checklist |  |
| 2.3 Use appropriate non-verbal communication |  | Observation checklist |  |
| **Element 3** **Review own performance** | **Written Questionnaire** | **Practical Activity** |  |
| 3.1 Seek feedback on whether exchange was appropriate for audience and purpose |  | Observation checklist |  |
| 3.2 Reflect on performance to identify areas for improvement |  | Observation checklist |  |
| **Performance Evidence/Required Skills** | **Written Questionnaire** | **Practical Activity** |  |
| Evidence of the ability to:Participate in a simple spoken interaction appropriate to audience and purpose.Evidence must be collected using spoken interactions typically found in the workplace. |  | Observation checklist |  |
| **Knowledge Evidence/Required Knowledge** | **Written Questionnaire** | **Practical Activity** |  |
| Oral communication strategies for simple spoken interactions | Q1, Q2 |  |  |
| Non-verbal communication for simple spoken exchanges | Q3 |  |  |
| Grammar, vocabulary and pronunciation for simple spoken interactions. | Q4, Q5 |  |  |
| **Foundation Skills**  |
| Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. |
| **Assessment Conditions** | **Explanation**  |
| Assessment texts and tasks reflect those typically found in the workplace. | Written questions are contextualised to a typical work environment. Practical activity can be contextualised to suit the learner’s prospective place of employment. |
| Advice and support available if requested. | Trainer assistance is available. |
| Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used. | Instructions and activities use simple English. Flexibility is applied when learners are unable to understand the task. Trainer assistance is available throughout the assessment if clarification is required. |
| Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. | Flexibility is applied when learners are unable to understand the task. Trainer assistance is available throughout the assessment if clarification is required. Questions can be modified to be more relevant to the learner. |
| Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill – oral communication. | Trainers and assessors for this qualification at least possess the TAE40110 Certificate IV in Training and Assessment. Trainers and assessors also possess the TAESS00009 Address Foundation Skills in Vocational Practice Skill Set. Refer to the Training and Assessment Strategy for more details. |