About this resource

This resource is for trainers and assessors of the unit *BSBITU213 Use digital technologies to communicate remotely*, Release 1. It complements the corresponding Aspire *Learner guide*. The *Assessment support pack* provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

This resource is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment Third-party report
Supporting documents*	Sample documents and templates
Mapping	Contains formative and summative mapping
PowerPoint	PowerPoint slides for training purposes

*The supporting documents folder is inside the summative assessment folder.

Key features

- The *Assessment support pack* complements the Aspire *Learner guide*.
- It includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements in a customisable Excel spreadsheet.

Final assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

Final assessment overview

Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's assessment manager for approval
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Where students have disabilities, time should be spent with them learning about what modifications could be made to assessment to make it more accessible for their individual needs. For example, the student may be offered to complete a verbal interview with their assessor instead of a written assessment.

Suggested responses

Email	Type	Action
An email from a regular supplier identifying special offers on products that are available for that month.	*Work-related, not urgent*	*Follow your organisational policy regarding purchasing and advertisements. This may be to forward the email to an appropriate person for consideration, or to ignore and delete the email.*
A tender (quote) that is being sent to a client detailing the costs of a new advertising campaign.	Work-related, highly confidential	Send details in hard copy. Notify the client it is in the mail.
A major client wants the managing director to contact her urgently.	Work-related, urgent	Contact the manager by phone or in person.
Email with the subject line: Improve your love life.	Junk mail, potentially contains a virus	Delete without opening.
Claire must confirm that all recipients read the email she is sending them regarding next month's health and safety meeting.	Work-related, important	Turn on 'Notify when email is read'.
Claire's friend has sent her a message with photos of a party they attended last week.	Personal	Open and respond to the message during her break.

Part B

Read the case study, then answer the questions that follow.

Case study

Robert is the managing director of Larger Than Life. He has spent a considerable amount of time preparing a proposal for a potential new client. He has prepared a document that includes images of the various methods (print advertisements, billboards and storyboards for television advertisements) that would be used to promote the client's products. The costs of the campaign are included.

Robert is tired and wants to go home. It is important that the members of the advertising and sales team receive the email and review the proposal before it is sent to the client in the morning. He quickly types in the email addresses of the six team members, and sends the emails with the attachment, then shuts down his computer and leaves.

Final assessment

This final assessment is for the unit *BSBITU213 Use digital technologies to communicate remotely*, Release 1.

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

Assessment task	Due date
1. Questions	
2. Project	

Submitting assessments

You must submit your completed assessments to your assessor. Instructions on what to submit are detailed in each assessment task.

Each assessment task you complete must have a signed cover sheet. Cover sheets are provided for each of the assessment tasks.

When the assessment has been completed and marked, your assessor may provide you with a completed copy for your own records.

If you believe your assessment result is not right you should discuss this with your assessor. They will direct you to your student handbook, which will have information about how to appeal an assessment result.

Cover sheet: Assessment task 1

Unit code	Title
BSBITU213	Use digital technologies to communicate remotely

Student to complete

Student name:
....

Student ID:
....

Submission date:
....

Student declaration

I declare that no part of this assessment has been copied from another person's work, except where clearly noted on documents or work submitted.

I declare that no part of this assessment has been completed for me by another person. I understand that plagiarism is a serious offence that may lead to disciplinary action by my training organisation.

Student signature:
....

Date:
....

Project record sheet

Assessor to complete

Project scenario

Describe the scenario the student will undertake to complete the project.

| |
| |

Section 1: Selecting appropriate digital applications

The student's project shows evidence of the following:	S	U
1. Report on the most suitable methods for digital communication		
a. Identifying the purpose and intended audience for the communication Comments:	☐	☐
b. Identifying the content of proposed communication and whether it is commercially sensitive Comments:	☐	☐
c. Selecting the most appropriate digital communication application by checking relevant sources of information and clarifying with personnel when necessary Comments:	☐	☐
Additional questions:* Student responses:		
Feedback:		

S=Satisfactory U=Unsatisfactory

*Record additional questions to address contingencies and further clarify student understanding.

Final assessment marking guide

BSBITU213 Use digital technologies to communicate remotely

Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* and *Student assessment* for this unit.

This *Final assessment marking guide* provides task instructions, along with suggested answers.

The assessment process must be conducted in accordance with the RTO's policies and procedures.

Assessment task 1: Questions

Students' correct responses to the questions show that they have the required skills and knowledge to use digital technologies to communicate remotely.

Students need access to the assessment questions or learning management system to complete this task. As this is an open-book task, students may access a learner guide, the internet and/or other resources to complete the questions.

Students should respond to the questions in the spaces provided. They must answer all questions correctly for this task to be completed satisfactorily.

Evidence

An assessment task cover sheet must be completed and submitted with this task.

The student will need to submit an answer to each question. This may be done by handing in written responses, or by sending in typed responses via email or online submission. You should advise students on how to submit their responses, and to keep a copy of their submitted work.

When and where will this assessment take place?

Advise students if the assessment is to be done in the classroom or at home. Alternatively, assessment may take place at the student's workplace, in consultation with their employer.

You must provide students with the due date for the assessment, which can be recorded in the assessment plan. You must also specify the length of time allowed and the expected word count for each question, if applicable.

What if the assessment is not suitable?

You may choose to modify this assessment to suit a student's needs. For example, you may offer the student the option to respond to verbal questions instead.

You must record the reasonable adjustment and evidence collected in the assessment task cover sheet. Any adjustments to this assessment must comply with the unit requirements and the RTO's policies and procedures.

What if answers are not satisfactory?

If any student is unable to satisfactorily complete any of the questions, you must give the student feedback and record this feedback on the assessment task cover sheet.

Students must be provided with an opportunity for reassessment. Each student is allowed three attempts at this assessment.

Students have the right to appeal their assessment result. They need to be referred to the RTO policies and procedures.

Assessment task 2: Project

By correctly completing the project the student will demonstrate that they have the required skills and knowledge to use digital technologies to communicate remotely.

Students need access to the *Student assessment* or learning management system to complete this task. As this is an open-book task, students may also access a learner guide, the internet and/or other resources.

Ensure that the topic chosen by the student is suitable to address the project requirements. If you are using a simulated work environment with case studies, make sure the case studies are realistic and reflect workplace practice. Role-plays and an observation checklist may need to be developed. The students being assessed and any other participants will need to be briefed beforehand. This will ensure reliability and validity of the assessment.

Students must satisfactorily respond to each section of the project, including all parts within each section. Evidence for completing all project requirements must be submitted. You may ask students to explain their responses if you need clarification.

Required resources

Students must have access to:

- industry technology
- relevant organisational policies and procedures
- relevant workplace documentation and resources
- industry applications/platforms for communicating digitally.

Evidence

Students need to submit a completed assessment task cover sheet as well as the following items.

Required evidence*
❑ Report on digital communication application
❑ Copies of emails sent and received
❑ Drafts and final versions of emails and attachments
❑ Screenshot of security settings or filters
❑ Plan for monitoring and managing digital communications
❑ Screenshots of folder structures
❑ Screenshots of archived and deleted emails
❑ Contact list
❑ Completed project record sheet
❑ Third-party report that verifies the student's performance in the workplace (if applicable)

*You may need to add or remove items as necessary.

Third-party checklist

During the period of observation, I observed the student consistently and repeatedly demonstrating these skills to the required work standard.	Observation date/s:	
	O	N
1. **Report on the most suitable method for digital communication**		
a. Identifying the purpose and intended audience for the communication Outline of the task: • Deciding the best way to communicate your information or message, such as via text message • Considering the tone and language suitable for the audience, such as a reminder in an email • Confirming purpose and intended audience with a supervisor or colleague • Other (please describe): Comments:	☐	☐
b. Identifying the content of proposed communication and whether it is commercially sensitive Outline of the task: • Determining the content of the communication, such as the dates of upcoming meetings or deadlines or the amount of stock to order • Confirming with a supervisor who has authorisation to receive commercially sensitive information • Other (please describe): Comments:	☐	☐
c. Selecting the most appropriate digital communication application by checking relevant sources of information (such as policies and procedures) and clarifying with relevant personnel when necessary Outline of the task: • Sending and receiving emails via the email service used by the organisation, such as Microsoft Outlook • Identifying when text messages must be sent, such as communicating with customers about an upcoming appointment • Other (please describe): Comments:	☐	☐