

Third Party Observations/Demonstrations

Learner's name	Gemma Martin
Assessor's name	
Unit of Competence (Code and Title)	BSBWOR301: Organise personal work priorities and development
Assessment	Third party
Due date of assessment	
Third party's name	Grace Martin
Third party's position	Director
Third party's relation to learner	Supervisor
Name of workplace	RHM Building Innovations
Third party's telephone and email	1300 858 746 grace@rhmbi.com.au

Part 1 – Preliminary questions for the third party

What is your relationship to the learner?	Employer - Supervisor
How long have you worked with the learner?	Sept. 2015 - Current.
How closely do you work with the learner in the area being assessed?	Directly
What is your technical experience and/or qualification (s) in the area being assessed? (Include any assessment or training qualifications.)	Business Manager
In your opinion, does the learner: ➤ Perform tasks to the industry standards? ➤ Manage job tasks effectively? ➤ Implement safe working practices? ➤ Solve problems on the job? ➤ Work well with others? ➤ Adapt to new tasks? ➤ Adapt to unusual or non-routine situations?	Gemma works well in all of the listed areas, asks questions & follows through.

(Please circle yes or no)

Do you understand which evidence/tasks the learner has provided/performed that you are required to comment on?

Yes

No

Has the assessor explained the purpose of the learner's assessment?

Yes

No

Are you aware that the learner will see a copy of this form?

Yes

No

Are you willing to be contacted should further verification of this statement be required?

Yes

No

Part 2 – Main questions for the third party

Please indicate the type of evidence the learner has provided you with for each criteria:

- **Direct** – such as an observation of workplace performance by an assessor
- **Indirect** – such as a portfolio of evidence
- **Supplementary** – such as supervisor reports.

Please indicate if your observations were real-time (in the workplace) or simulated (demonstrations in a simulated environment).

Please provide your response, based on your observation (direct/indirect/supplementary) in the area marked below – attach an additional sheet(s) if required. In responding, please make sure to specify the manner of observation and address the following, to the extent appropriate:

- What did the learner do?
- When did s/he do it?
- When or over what period of time did s/he do it?
- How did s/he do it?
- What was the outcome?

Remember, as a third party, your information should be purely factual and not represent your opinion on the learner's competency.

Third party observation

Tasks	Third party response based on observation (direct/indirect/supplementary – please indicate)
1. Ensure that work goals, objectives or Key Performance Indicators (KPIs) are understood, negotiated and agreed in accordance with organisational requirements. The learner should: ➤ Organise and complete work tasks to the required standard and deadlines ➤ Look at their job description to be clear on the relevant objectives and KPIs ➤ Discuss adjusting work goals with their line manager if they are too challenging or unrealistic to achieve.	Type of observation/evidence: EOM, Procedures, & weekly What did the learner do? Entered staff timesheets & payroll detail. Entered transactions for When did s/he do it? Over what period of time? EOM Monthly & Weekly Ongoing. How did s/he do it? Followed through with organisation procedures. What was the outcome? KPI met. Other relevant comments/evidence:
2. Assess and prioritise workload to ensure tasks are completed within identified timeframes. The learner should: ➤ Create a to-do list or a task list to prioritise when tasks need to be completed ➤ Implement the Eisenhower's urgency/importance principle to assess and prioritise workload ➤ Make sure tasks are completed in the right timescales.	Type of observation/evidence: Daily use of electronic diary, in tray & emails. What did the learner do? Managed work flow inline with importance. When did s/he do it? Over what period of time? Ongoing daily. How did s/he do it? Monitored Electronic diary & other What was the outcome? Meets deadlines. Other relevant comments/evidence:

3. Identify factors affecting the achievement of work objectives and incorporate contingencies into work plans. The learner should: ➤ Plan workload ahead and look out for any potential problems ➤ Prepare for any factors that may affect their ability to achieve work objectives ➤ Implement contingency plans at work to minimise impact.	Type of observation/evidence: Phone calls & Walk ins What did the learner do? Delegate tasks when needed. When did s/he do it? Over what period of time? On going as required. How did s/he do it? Verbally ask coworker to take calls etc. What was the outcome? Able to meet deadlines. Other relevant comments/evidence:
4. Use business technology efficiently and effectively to manage and monitor scheduling and completion of tasks. The learner should: ➤ Use business technology efficiently in the workplace to organise work schedules ➤ Input activities to monitor and manage scheduling ➤ Make decisions about the priority order of tasks.	Type of observation/evidence: Manage & monitor Outlook, Service M8 & Excel. What did the learner do? Input data, review changes, monitor regularly When did s/he do it? Over what period of time? Daily How did s/he do it? Managed data input & output. What was the outcome? All staff are able to monitor information. Other relevant comments/evidence:

5. Accurately monitor and adjust personal work performance through self-assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs. The learner should: ➤ Use self-assessment tools to monitor personal work performance ➤ Keep track of your progress and compliance with legislation, work processes and KPIs. ➤ Use results of self-assessment to plan, prioritise and make adjustments.	Type of observation/evidence: Monitor calendar & To do list What did the learner do? Time management When did s/he do it? Over what period of time? Daily - regularly How did s/he do it? Check appointment, task & to do list. What was the outcome? Achieved tasks Other relevant comments/evidence:
6. Ensure that feedback on performance is actively sought and evaluated from colleagues and clients in the context of individual and group requirements. The learner should: ➤ Seek feedback from various sources and methods to monitor performance ➤ Use reflective behaviour strategies to consider their performance ➤ Evaluate feedback to determine what action they need to take.	Type of observation/evidence: Discussion & feedback from co-workers & clients. What did the learner do? Verbally & electronically asked stakeholders. When did s/he do it? Over what period of time? As required. How did s/he do it? Spoke directly & sent feedback requests on email What was the outcome? Comfortable with performance. Other relevant comments/evidence:

7. Routinely identify and report on variations in the quality of and products and services according to organisational requirements. The learner should: ➤ Review the quality of products and services provided in the job role ➤ Check that their work meets the organisation's requirements and standards and report the findings ➤ Take the necessary action to improve quality of products and services.	Type of observation/evidence: checking order confirmations What did the learner do? The importance of being thorough When did s/he do it? Over what period of time? As required. How did s/he do it? check order against confirmations. What was the outcome? Able to pick up any errors & rectify. Other relevant comments/evidence:
8. Identify signs of stress and effects on personal wellbeing. The learner should: ➤ Monitor behaviour at work to identify signs of stress ➤ Display awareness and acknowledgement of stress ➤ Use support mechanisms around them to help counter and manage it.	Type of observation/evidence: Performs self assessment What did the learner do? Self checks, work flow & effect. When did s/he do it? Over what period of time? Ongoing. How did s/he do it? Aware of own well being & asks for support What was the outcome? As above. Other relevant comments/evidence:

9. Identify sources of stress and access appropriate supports and resolution strategies. The learner should: ➤ Raise awareness of stress and identify the different sources ➤ Use a range of coping strategies to manage it positively ➤ Implement long-term solutions to deal with stress in the workplace.	Type of observation/evidence: Associated stress with work/Life balance. What did the learner do? Asked for assistance when needed. When did s/he do it? Over what period of time? Ongoing How did s/he do it? Changed work hours to suit work/life. What was the outcome? Affectively manages work/life. Other relevant comments/evidence:
10. Identify personal learning and professional development needs and skill gaps using self-assessment and advice from colleagues and clients in relation to role and organisational requirements. The learner should: ➤ Use self-assessment to assess own abilities against the job requirements and identify gaps in knowledge and skills ➤ Ask colleagues and clients for their feedback and advice on how they have performed ➤ Implement plans for developing their own knowledge and skills.	Type of observation/evidence: Confidence in speaking to external stakeholders ^{face} < phone What did the learner do? Practice dealing with all stakeholders especially external. When did s/he do it? Over what period of time? Ongoing - W.I.P. How did s/he do it? Answering calls with ^{walking} confidence & directing them to appropriate area. What was the outcome? Building confidence Other relevant comments/evidence:

11. Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel. The learner should: ➤ Produce a list of possible development opportunities and put them in order of priority ➤ Liaise with the line manager and anyone else involved to get input and support ➤ Implement and plan the development activities.	Type of observation/evidence: As per question 10, I discussed with me. What did the learner do? Actively answering phone calls & greeting walk ins. When did s/he do it? Over what period of time? Ongoing. How did s/he do it? Followed through What was the outcome? Building confidence. Other relevant comments/evidence:
12. Access, complete and record professional development opportunities to facilitate continuous learning and career development. The learner should: ➤ Access opportunities independently or through the approval and support of managers ➤ Make arrangements to complete the learning activities ➤ Keep a record of any development opportunities they have undertaken.	Type of observation/evidence: Performance Reviews. What did the learner do? Attended & participated in 2 way discussions. When did s/he do it? Over what period of time? bi annually. How did s/he do it? Followed through with improvements What was the outcome? Building confidence. Other relevant comments/evidence:

13. Incorporate formal and informal feedback into review of further learning needs. The learner should: ➤ Gather feedback about their progress from people who have been involved in providing or supporting the learning ➤ Use the feedback to review progress and inform plans for further learning and development activities.	Type of observation/evidence: As per Q12 of self assessment. What did the learner do? Pushed personal boundaries to build confidence. When did s/he do it? Over what period of time? Ongoing. How did s/he do it? Listen to coworkers, how to deal with external stakeholders What was the outcome? Building confidence. Other relevant comments/evidence:
14. Prepare a work plan according to organisational requirements and work objectives. The learner should: ➤ Use organisational requirements and objectives to produce a work plan.	Type of observation/evidence: Maintain a 'to do' list & monitor diary. What did the learner do? Punctual, team oriented, follow policies & procedures shares experience. When did s/he do it? Over what period of time? Ongoing. How did s/he do it? Participated in team meetings, events etc. What was the outcome? Team work achieved. Other relevant comments/evidence:

15. Use business technology to schedule, prioritise and monitor completion of tasks in a work plan. The learner should: ➤ Use business technology to produce work plan ➤ Use technology software to schedule, prioritise and monitor tasks.	Type of observation/evidence: Maintain & monitor Services MS, Excel & MYOB What did the learner do? Enter data into Service MS, Excel & MYOB When did s/he do it? Over what period of time? Daily How did s/he do it? Entering new information on jobs, orders, sales, etc. What was the outcome? Monitoring software to current detail Other relevant comments/evidence:
16. Assess and prioritise own work load and deal with contingencies. The learner should: ➤ Use to-do and task lists to assess and prioritise work load ➤ Prioritise and manage work load to deal with contingencies.	Type of observation/evidence: Gemma has daily, weekly & monthly to do lists. What did the learner do? Uses checklist to manage own workload before assisting others When did s/he do it? Over what period of time? Ongoing How did s/he do it? Self checks for workload. Ongoing monitoring req. What was the outcome? Completes own work load & assists others when possible. Other relevant comments/evidence:

17. Monitor and assess personal performance against job role requirements by seeking feedback from colleagues and clients. The learner should: ➤ Review job role requirements and responsibilities ➤ Monitor and assess personal performance against these requirements ➤ Seek feedback on performance from colleagues and clients.	Type of observation/evidence: <i>Acceptance of feedback.</i> What did the learner do? <i>Takes feedback from co-workers & external stakeholders about self &</i> When did s/he do it? Over what period of time? <i>team Ongoing / as required.</i> How did s/he do it? <i>face to face, phone & email communication</i> What was the outcome? <i>Growth in confidence & knowledge</i> Other relevant comments/evidence:
18. Identify personal development needs and access, complete and record skill development and learning. The learner should: ➤ Access skill development and learning activities ➤ Complete and record details of any activities taken.	Type of observation/evidence: <i>Completing Traineeship</i> What did the learner do? <i>Research similar roles & made note of any areas lacking knowledge.</i> When did s/he do it? Over what period of time? <i>Every couple of months</i> How did s/he do it? <i>Online & discussions with co-workers.</i> What was the outcome? <i>Building knowledge.</i> Other relevant comments/evidence:

19. Learning: The learner should: ➤ Employs a range of approaches and investigative techniques to source the knowledge necessary to arrange personal learning experiences.	Type of observation/evidence: Utilises assorted resources What did the learner do? Discuss ideas & issues with co-workers. Research online When did s/he do it? Over what period of time? As required. How did s/he do it? Asks questions, clarifies findings What was the outcome? Ongoing learning. Other relevant comments/evidence:
20. Reading: The learner should: ➤ Interprets textual information to determine organisation's procedures, own work performance and objectives.	Type of observation/evidence: Read & interprets written plans & data. What did the learner do? Reads procedures, policies, plans etc to gather information. When did s/he do it? Over what period of time? As required. How did s/he do it? Increasing knowledge by interpreting info at hand. What was the outcome? Ongoing learning Other relevant comments/evidence:

21. Writing: The learner should: ➤ Prepare written reports and workplace documents that communicate information clearly and effectively.	Type of observation/evidence: Prepares reports What did the learner do? Enters data for reports to be generated. When did s/he do it? Over what period of time? Ongoing How did s/he do it? Gathers & maintain data for internal reporting What was the outcome? Able to reconcile entered data Other relevant comments/evidence:
22. Oral communication: The learner should: ➤ Clearly give and receive feedback using specific and relevant language ➤ Use listening and questioning techniques to confirm understanding.	Type of observation/evidence: Participates in meetings & shares new info. What did the learner do? Actively participates in meetings & shares new information to stakeholders When did s/he do it? Over what period of time? Ongoing How did s/he do it? shared information as appropriate. What was the outcome? Increased confidence & learning Other relevant comments/evidence:

23. Numeracy: The learner should: ➤ Understand responsibilities and scope of role and complies with organisational policies, procedures and protocols.	Type of observation/evidence: Understanding What did the learner do? Enters transactions into MYOB as per business requirement When did s/he do it? Over what period of time? Ongoing How did s/he do it? Enters info from orders, sales to ensure integrity. What was the outcome? MYOB reports accurate. Other relevant comments/evidence:
24. Interact with others: The learner should: ➤ Select the appropriate form, channel and mode of communication for a specific purpose relevant to own role ➤ Foster and nurture a culture of constructive and respectful feedback ➤ Proactively collaborate with others to achieve specific goals.	Type of observation/evidence: Chooses the correct medium for communicating What did the learner do? Able to decide suitable method of communicating with varied stakeholders When did s/he do it? Over what period of time? Ongoing How did s/he do it? phone/text - field works phone/email - Other contacts face to face - walk ins What was the outcome? Effective communication Other relevant comments/evidence:

25. Get the work done:

The learner should:

- Plan and organise work commitments to ensure deadlines and objectives are met
- Use formal analytical thinking techniques to recognise and respond to routine problems
- Use digital systems and tools to enter, store and monitor information.

Gemma works well within her timeframe & is able to manage/monitor self performance & her ability to assist others. Gemma actively seeks additional work when time permits & also asks for assistance if needed. Gemma is responsible in keep track of commitments for herself & the business.

Third party declaration

To the best of my knowledge and belief, and after making diligent enquiries where relevant, I declare that the contents of this Third Party Report are true, correct and complete and represent my views. I have not colluded with the learner and have not discussed my responses to the Third Party Report with the learner or anyone acting on behalf of the learner.

Third party's name:

Grace Martin

Third party's signature:

G Martin

Date:

25/3/19

Assessor's third party checklist

This should be used by the trainer/assessor to document that observations/demonstrations carried out by the third party are satisfactory, as relevant to the performance criteria of this unit. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) in the observations or if reassessment is required.

Learner's name		
Assessor's name		
Unit of Competence (Code and Title)		
Date(s) of assessment		
Have the third party observations been carried out correctly and successfully?	Yes	No (Please circle)
Has the third party covered all relevant criteria in their observations?	Yes	No (Please circle)
Comments		
Provide your comments here:		
The learner's performance was:	Not yet satisfactory	Satisfactory
If not yet satisfactory, date for reassessment:		
Learner's signature		
Assessor's signature		

Assessor Observations/Demonstrations

Assessor observation

Tasks	Observer response based on observation (direct/indirect/supplementary – please indicate)
1. Ensure that work goals, objectives or Key Performance Indicators (KPIs) are understood, negotiated and agreed in accordance with organisational requirements. The learner should: ➤ Organise and complete work tasks to the required standard and deadlines ➤ Look at their job description to be clear on the relevant objectives and KPIs ➤ Discuss adjusting work goals with their line manager if they are too challenging or unrealistic to achieve.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:
2. Assess and prioritise workload to ensure tasks are completed within identified timeframes. The learner should: ➤ Create a to-do list or a task list to prioritise when tasks need to be completed ➤ Implement the Eisenhower's urgency/importance principle to assess and prioritise workload ➤ Make sure tasks are completed in the right timescales.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:

3. Identify factors affecting the achievement of work objectives and incorporate contingencies into work plans. The learner should: ➤ Plan workload ahead and look out for any potential problems ➤ Prepare for any factors that may affect their ability to achieve work objectives ➤ Implement contingency plans at work to minimise impact.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:
4. Use business technology efficiently and effectively to manage and monitor scheduling and completion of tasks. The learner should: ➤ Use business technology efficiently in the workplace to organise work schedules ➤ Input activities to monitor and manage scheduling ➤ Make decisions about the priority order of tasks.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:

5. Accurately monitor and adjust personal work performance through self-assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs. The learner should: ➤ Use self-assessment tools to monitor personal work performance ➤ Keep track of your progress and compliance with legislation, work processes and KPIs. ➤ Use results of self-assessment to plan, prioritise and make adjustments.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:
6. Ensure that feedback on performance is actively sought and evaluated from colleagues and clients in the context of individual and group requirements. The learner should: ➤ Seek feedback from various sources and methods to monitor performance ➤ Use reflective behaviour strategies to consider their performance ➤ Evaluate feedback to determine what action they need to take.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:

7. Routinely identify and report on variations in the quality of and products and services according to organisational requirements. The learner should: ➤ Review the quality of products and services provided in the job role ➤ Check that their work meets the organisation's requirements and standards and report the findings ➤ Take the necessary action to improve quality of products and services.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:
8. Identify signs of stress and effects on personal wellbeing. The learner should: ➤ Monitor behaviour at work to identify signs of stress ➤ Display awareness and acknowledgement of stress ➤ Use support mechanisms around them to help counter and manage it.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:

9. Identify sources of stress and access appropriate supports and resolution strategies. The learner should: ➤ Raise awareness of stress and identify the different sources ➤ Use a range of coping strategies to manage it positively ➤ Implement long-term solutions to deal with stress in the workplace.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:
10. Identify personal learning and professional development needs and skill gaps using self-assessment and advice from colleagues and clients in relation to role and organisational requirements. The learner should: ➤ Use self-assessment to assess own abilities against the job requirements and identify gaps in knowledge and skills ➤ Ask colleagues and clients for their feedback and advice on how they have performed ➤ Implement plans for developing their own knowledge and skills.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:

11. Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel. The learner should: ➤ Produce a list of possible development opportunities and put them in order of priority ➤ Liaise with the line manager and anyone else involved to get input and support ➤ Implement and plan the development activities.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:
12. Access, complete and record professional development opportunities to facilitate continuous learning and career development. The learner should: ➤ Access opportunities independently or through the approval and support of managers ➤ Make arrangements to complete the learning activities ➤ Keep a record of any development opportunities they have undertaken.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:

13. Incorporate formal and informal feedback into review of further learning needs. The learner should: ➤ Gather feedback about their progress from people who have been involved in providing or supporting the learning ➤ Use the feedback to review progress and inform plans for further learning and development activities.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:
14. Prepare a work plan according to organisational requirements and work objectives. The learner should: ➤ Use organisational requirements and objectives to produce a work plan.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:

15. Use business technology to schedule, prioritise and monitor completion of tasks in a work plan. The learner should: ➤ Use business technology to produce work plan ➤ Use technology software to schedule, prioritise and monitor tasks.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:
16. Assess and prioritise own work load and deal with contingencies. The learner should: ➤ Use to-do and task lists to assess and prioritise work load ➤ Prioritise and manage work load to deal with contingencies.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:

17. Monitor and assess personal performance against job role requirements by seeking feedback from colleagues and clients. The learner should: ➤ Review job role requirements and responsibilities ➤ Monitor and assess personal performance against these requirements ➤ Seek feedback on performance from colleagues and clients.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:
18. Identify personal development needs and access, complete and record skill development and learning. The learner should: ➤ Access skill development and learning activities ➤ Complete and record details of any activities taken.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:

19. Learning: The learner should: ➤ Employs a range of approaches and investigative techniques to source the knowledge necessary to arrange personal learning experiences.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:
20. Reading: The learner should: ➤ Interprets textual information to determine organisation's procedures, own work performance and objectives.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:

21. Writing: The learner should: ➤ Prepare written reports and workplace documents that communicate information clearly and effectively.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:
22. Oral communication: The learner should: ➤ Clearly give and receive feedback using specific and relevant language ➤ Use listening and questioning techniques to confirm understanding.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:

23. Numeracy: The learner should: ➤ Understand responsibilities and scope of role and complies with organisational policies, procedures and protocols.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:
24. Interact with others: The learner should: ➤ Select the appropriate form, channel and mode of communication for a specific purpose relevant to own role ➤ Foster and nurture a culture of constructive and respectful feedback ➤ Proactively collaborate with others to achieve specific goals.	Type of observation/evidence:
	What did the learner do?
	When did s/he do it? Over what period of time?
	How did s/he do it?
	What was the outcome?
	Other relevant comments/evidence:

25. Get the work done:

The learner should:

- Plan and organise work commitments to ensure deadlines and objectives are met
- Use formal analytical thinking techniques to recognise and respond to routine problems
- Use digital systems and tools to enter, store and monitor information.

Assessor's checklist

This should be used by the trainer/assessor to document the learner's performance during observations/demonstrations, as relevant to the performance criteria of this unit. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) in the observations or if reassessment is required.

Learner's name		
Assessor's name		
Unit of Competence (Code and Title)		
Date(s) of assessment		
Have all observations been performed fully and as required to assess the competency of the learner?	Yes	No (Please circle)
Has sufficient knowledge been displayed by the learner during all observations?	Yes	No (Please circle)
Comments		
Provide your comments here:		
The learner's performance was:	Not yet satisfactory	Satisfactory
If not yet satisfactory, date for reassessment:		
Learner's signature		
Assessor's signature		