Acoustar and Noise Measurement Services Pty Ltd is a registered training organization (RTO Registration Identifier Code 41013) under the Australian Skills Quality Authority (ASQA) providing BSB41415 Certificate IV Work Health and Safety qualification and MSS11 Sustainability Training Package (noise and noise management) units of competency.

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WELCOME!

The Acoustar course content is designed to be easy to understand. We provide practical work with theory to give a rounded understanding of a particular topic. Your trainers are practical people who work in industry and show you how to promote best practice in the workplace and avoid pitfalls in legislation, codes of practice and workplace guidelines.

Our projects relate to your work, and we guide you through each assignment so the key issues become clear and can be used in your workplace. Our study guides allow an easy progression from identifying basic issues to assessing complex solutions.

STUDY GUIDE

Your study guide has been carefully developed and customised for this unit of competency. Read and research the following information carefully. It is important not to limit your research to the sources provided.

Set Text (available from Acoustar library in pdf format):
Acoustar Study Guide (BSBCMM401 Make a presentation)

Useful websites

Each WHS jurisdiction in Australia has an internet site to allow easy access to relevant WHS legislation and information. In some jurisdictions mining and petroleum safety is administered by a separate government authority, each with its own website.

- [www.comcare.gov.au](http://www.comcare.gov.au) – Commonwealth workplace safety, rehabilitation and compensation Regulator
- [www.austlii.edu.au](http://www.austlii.edu.au) – Australian Legal Information Institute for Commonwealth, state and territory work health and safety acts and regulations
STUDYING

Your Study materials consist of a set of documents:

- This Student Study Guide
- The set text “Acoustar Study Guide”
- The assessment tasks; and
- A face-to-face tutorial program

The training program is arranged over a tutorial program and assessment tasks to be completed. A trainer-assessor will be assigned to you to help you through the program. The program is weighted towards practical work. Theory and background readings will be made available.

The assessment tasks are in three groups:

- **Learning the knowledge** underpinning the real-world building, environmental and workplace acoustics and noise control. The assessment tasks will be discussed briefly in the tutorials and are completed at home.

- **Case scenarios** dealing with real-world situations.

- **Practical** assessments that are the heart of the training program. These are done at home.

The unit is based on a minimum of 40 hours tutorial and at-home / work related activity for a person without prior knowledge. A person with prior knowledge may complete the unit in less time.

There are strict rules governing study and factual evidence of your work. Please read your assessment questions carefully.

The next section presents an overview to the content and structure of the course.
This Page Blank
BSBCMM401

Overview
### Slide 1

BSBCMM401
Make a presentation

### Slide 2

Element 1.
Prepare a presentation

### Slide 3

- Planning and documenting the presentation approach and outcomes:
  - Planning
  - Identifying objectives
  - Using learning objectives
  - Documenting the presentation approach
  - Session plans
  - Presentation duration
  - Learning resources and materials
Slide 4

- Introduction to Blooms Taxonomy

[Diagram of Blooms Taxonomy]

Slide 5

- Factors to consider during planning include:
  - venue
  - budget
  - personnel
  - presentation aids and materials
  - content creators.

Slide 6

- The importance of structure:
  - Introducing BOPPS
    - B ridge In
    - O bjective
    - P re assessment
    - P articipatory Learning
    - P ost Assessment
    - S ummary

"Hand-out BOPPPs Sheet"
**Slide 7**

- **Bridge In**
  - Tell a story
  - Build credibility
  - Create context
  - Put audience at ease
  - Literally bridge into the topic from wherever the audience is at

**Slide 8**

- **Learning objective**
  - Must be verb based
    - Understand, awareness relate are all too vague, subjective and unmeasurable
    - Depending on the type of training depends on the most appropriate verbs
    - Cognitive
    - Affective
    - Psychomotor
    
  - "Handout Verbs"

**Slide 9**

- **Pre assessment:**
  - Gather audience information and previous experience with the topic
  - Consider the age of audience members
  - Consider cultural and language background
  - Consider educational background or general knowledge
  - Consider gender
  - Consider LLN needs
  - Consider physical ability
  - Consider...
Slide 10

- Participatory Learning:
  - case studies
  - demonstrations
  - discussions
  - group work
  - oral presentations
  - questioning
  - role-plays
  - simulations.
  - activities

Slide 11

- Presentation aids and materials include:
  - computer simulations and presentations
  - diagrams, charts and posters
  - models
  - overhead projectors
  - paper-based materials
  - video and audio recordings
  - whiteboards.

Slide 12

- Post Assessment
  - What improved?
  - Skills or knowledge or both?
  - Was the expected objective achieved?
  - What change in behavior was achieved?
  - How can the outcomes be measured?
Slide 13

- **Summary**
  - Don’t introduce new material
  - Summarise main points
  - Draw the learnings together
  - Ensure clarity of expectations
  - Invite communications

---

Slide 14

- **Making final preparations:**
  - Organise presentation aids and materials
  - Practise using your aids and materials with the equipment provided
  - Obtain all the technical and trouble-shooting information and help you need
  - Deliver a ‘dress rehearsal’
  - Ask an observer or critical friend for feedback

---

Slide 15

- **Should you require anyone else to be involved in the presentation you will need to brief them.**
  - Any briefings that you give prior to the presentation should clearly explain what the other person is required to contribute specifically to this presentation.
- **Deciding who to brief:**
  - Timing the briefings
  - Communicating the brief
  - Why is it necessary to brief others?
  - What to include in the brief
Planning for evaluation:
- What aspects of the presentation should be evaluated?
- When will you evaluate the presentation?
- Who will be involved in providing feedback?
- How will you conduct the evaluation?

Feedback closes the presentation loop and forms part of the continuous improvement cycle.

What to evaluate:
- Content
- The facilitator/presenter
- The venue
- Support for individual participants
- Suitability of learning materials
- Effectiveness of presentation aids

Who should evaluate:
- learners
- customers
- audience members
- other people involved in the presentation
- presenter/trainer
Slide 19

- Evaluate using:
  - focus groups
  - participant surveys
  - one-on-one interviews
  - critical friends
  - action research.

Slide 20

Element 2
Deliver a presentation

Slide 21

- Using BOPPPS as our model this is how you would deliver your presentation.
  - Open with
    - welcome and introduce yourself
    - explain the purpose and structure of the presentation
    - explain housekeeping (fire, toilets, food etc)
    - explain any assessment that will take place
    - request audience feedback
  - Above all put the audience at ease
Slide 22

- Bridge in
  - Examples?
    - The topic was
      - Fishing
      - Cars
      - Noise and vibration

Slide 23

- Objectives use verbs

- Using verb handout sheet find verbs for
  - Cognitive sessions
  - Affective sessions
  - Psychomotor sessions

Slide 24

- Pre assessment
  - Use questions, self assessment sheets
  - Write on butchers paper in the session
  - Use graphs and leave up for the whole session
Using presentation aids and materials to create participatory learning:
- Computer simulations
- Computer presentations
- Diagrams, charts and posters
- Models
- Overhead projectors
- Paper-based materials
- Video and audio recordings
- Whiteboards
- Examples

Presenters and trainers need to be able to interpret the cues given by participants to reliably identify whether they need to modify their delivery style or change the content of the presentation.

Dealing effectively with cues:
- Negative attitudes
- Lack of understanding
- Constraints
Persuasion may be defined as the process of motivating someone through communication to change a particular attitude or behaviour.

Communication techniques:
- Verbal communication
- Active listening and questioning techniques
- Paraphrasing
- Nonverbal communication

Communicating persuasively:
- Establish your credibility
- Use evidence
- Create work pictures

Ensure you have a strategy in place for providing opportunities for audience participation and managing questions.

You may need to adjust the presentation after reassessing delivery style so it is more responsive to the target audience.
Slide 31

- Reinforcing key concepts:
  - What are the key concepts and ideas?
  - When will I reinforce the key concepts and ideas?
  - What methods will I use to summarise information?

Slide 32

- Post assessment
  - Use questions, self assessment sheets
  - Write on butchers paper in the session
  - Refer to the graphs from the pre assessment

Slide 33

- Strategies for summarising key concepts and ideas:
  - Announce that you are about to summarise the key points.
  - Tell a story that demonstrates the application of the ideas or concepts and use it to lead into a summary.
  - Keep the summary brief and to the point.
  - Use a visual aids such as a slide to summarise key points.
  - Use the expectations list
Element 3
Review the presentation

Implementing the selected technique:
- Focus group
- Participant surveys
- Critical friend
- Interviews
- Action research

Asking participants to complete a survey at the conclusion of your presentation offers such advantages as:
- a high response rate
- often very positive feedback
- participants feeling good at the end of the session.
Slide 37

- The survey may be designed to gather data that may be easily measured and reported; however, surveys are usually not very effective for gathering detailed feedback from participants.

Slide 38

- A successful interview relies on you being able to:
  - develop rapport and show empathy with the other person
  - use active listening
  - use different types of questioning
  - use appropriate body language
  - build trust
  - behave ethically
  - use culturally appropriate communication
  - show appreciation for the other person’s contribution.

Slide 39

- A focus group led by a skilled moderator or facilitator is a very good method for exploring reactions, generating ideas and eliciting opinions.
Slide 41

- The recommendations section of a report should state:
  - the rationale behind the proposal
  - the costs and benefits of implementing each of the recommendations
  - any supporting evidence for the recommendations.

Slide 42

- The organisation that was responsible for the presentation will also be keen to receive a report of how the target audience reacted to the core message or central idea of the presentation.
• Strategies to improve training presentations include the following:
  - Seek advice from an experienced trainer.
  - Revise the learning program or delivery plan.
  - Contextualise content to make it relevant.
  - Use a different presentation strategy or technique.
  - Combine presentation strategies and techniques.
  - Seek advice from a specialist.

• Underpinning knowledge questions 1-16
  - Brief and Bullet points
• Practical assessment
  - Preparation for presentation, Activity 1
• Presentation must haves
  - Structure
  - Intro that covers room whs
  - Course notes/hanouts
  - Cover all required topics (12) in 30 minutes [time mgt]
  - Feedback form
BSBCMM401

Course Content
COURSE CONTENT

This Study Guide describes the performance outcomes, skills and knowledge required to implement an organisation’s continuous improvement systems and processes. Particular emphasis is on using systems and strategies to actively encourage your participation in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

The BSB07 Business Services Training Package was developed by the Innovation and Business Skills Australia Industry Skills Council in consultation with industry stakeholders including employers, unions, peak bodies, professional associations, regulatory bodies, registered training organisations (RTOs) and other relevant parties. The training package specifies the skills and knowledge required to perform effectively in the workplace.

Individual units of competency are nationally agreed statements that describe work outcomes and can stand alone when applied in the workplace.

Q. What is ‘competency’?

A. Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Every job requires a specific set of knowledge and skills and this varies depending on the type and complexity of the job. Competency assessment is about providing a way of building the skills and knowledge people need to perform a job. It is a combination of work practice and knowledge learned through training programs or own study.

To be competent in a task you must have the necessary skills and knowledge to do so. This is the purpose of our training program.

This unit applies to those with responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools, such as:

- identifying areas for improvement
- developing plans to make improvements
- implementing and monitoring improvements in environmental performance.

A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation. Evidence must be strictly relevant to the particular workplace role.
# Elements and Performance Criteria

*Elements* describe the essential outcomes of a unit of competency. *Performance criteria* describe the performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the *evidence* guide.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare a presentation</td>
<td>1.1. Plan and document presentation approach and intended outcomes</td>
</tr>
<tr>
<td></td>
<td>1.2. Choose presentation strategies, format and delivery methods that match the</td>
</tr>
<tr>
<td></td>
<td>characteristics of the target audience, location, resources and personnel needed</td>
</tr>
<tr>
<td></td>
<td>1.3. Select presentation aids, materials and techniques that suit the format and</td>
</tr>
<tr>
<td></td>
<td>purpose of the presentation, and will enhance audience understanding of key concepts</td>
</tr>
<tr>
<td></td>
<td>and central ideas</td>
</tr>
<tr>
<td></td>
<td>1.4. Brief others involved in the presentation on their roles/responsibilities within</td>
</tr>
<tr>
<td></td>
<td>the presentation</td>
</tr>
<tr>
<td></td>
<td>1.5. Select techniques to evaluate presentation effectiveness</td>
</tr>
<tr>
<td>2. Deliver a presentation</td>
<td>2.1. Explain and discuss desired outcomes of the presentation with the target audience</td>
</tr>
<tr>
<td></td>
<td>2.2. Use presentation aids, materials and examples to support target audience</td>
</tr>
<tr>
<td></td>
<td>understanding of key concepts and central ideas</td>
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<tr>
<td></td>
<td>2.3. Monitor non-verbal and verbal communication of participants to promote attainment</td>
</tr>
<tr>
<td></td>
<td>of presentation outcomes</td>
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<tr>
<td></td>
<td>2.4. Use persuasive communication techniques to secure audience interest</td>
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<td></td>
<td>2.5. Provide opportunities for participants to seek clarification on central ideas</td>
</tr>
<tr>
<td></td>
<td>and concepts, and adjust the presentation to meet participant needs and preferences</td>
</tr>
<tr>
<td></td>
<td>2.6. Summarise key concepts and ideas at strategic points to facilitate participant</td>
</tr>
<tr>
<td></td>
<td>understanding</td>
</tr>
<tr>
<td>3. Review the presentation</td>
<td>3.1. Implement techniques to review the effectiveness of the presentation</td>
</tr>
<tr>
<td></td>
<td>3.2. Seek and discuss reactions to the presentation from participants or from key</td>
</tr>
<tr>
<td></td>
<td>personnel involved in the presentation</td>
</tr>
<tr>
<td></td>
<td>3.3. Utilise feedback from the audience or from key personnel involved in the</td>
</tr>
<tr>
<td></td>
<td>presentation to make changes to central ideas presented</td>
</tr>
</tbody>
</table>
### Definitions to assist in understanding the Performance Criteria

<table>
<thead>
<tr>
<th><strong>Presentation strategies</strong> may involve:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• case studies</td>
</tr>
<tr>
<td>• demonstration</td>
</tr>
<tr>
<td>• discussion</td>
</tr>
<tr>
<td>• group and/or pair work</td>
</tr>
<tr>
<td>• oral presentations</td>
</tr>
<tr>
<td>• questioning</td>
</tr>
<tr>
<td>• simulations and role-play</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentation format and delivery methods</strong> may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• advertising copy</td>
</tr>
<tr>
<td>• audio</td>
</tr>
<tr>
<td>• direct marketing copy</td>
</tr>
<tr>
<td>• individual presentation</td>
</tr>
<tr>
<td>• public relations copy</td>
</tr>
<tr>
<td>• scripts</td>
</tr>
<tr>
<td>• storyboards</td>
</tr>
<tr>
<td>• team presentation</td>
</tr>
<tr>
<td>• verbal presentation</td>
</tr>
<tr>
<td>• video</td>
</tr>
<tr>
<td>• visuals</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Characteristics</strong> may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• age</td>
</tr>
<tr>
<td>• cultural and language background</td>
</tr>
<tr>
<td>• educational background or general knowledge</td>
</tr>
<tr>
<td>• gender</td>
</tr>
<tr>
<td>• language, literacy and numeracy needs</td>
</tr>
<tr>
<td>• physical ability</td>
</tr>
<tr>
<td>• previous experience with the topic</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentation aids and materials</strong> may include:</th>
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</thead>
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<tr>
<td>• computer simulations and presentations</td>
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<tr>
<td>• diagrams, charts and posters</td>
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<td>• models</td>
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<tr>
<td>• overhead projector</td>
</tr>
<tr>
<td>• paper-based materials</td>
</tr>
<tr>
<td>• video and audio recordings</td>
</tr>
<tr>
<td>• whiteboard</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentation techniques</strong> may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• animation</td>
</tr>
<tr>
<td>• comparative advertising</td>
</tr>
<tr>
<td>• live action</td>
</tr>
<tr>
<td>• music</td>
</tr>
<tr>
<td>• signature elements such as:</td>
</tr>
<tr>
<td>• slogans</td>
</tr>
<tr>
<td>• logotypes</td>
</tr>
<tr>
<td>• packaging</td>
</tr>
<tr>
<td>• sound effects</td>
</tr>
<tr>
<td>• use of a guest speaker</td>
</tr>
</tbody>
</table>
## Definitions to assist in understanding the Performance Criteria

| | use of black and white  
| | use of colour  
| | use of humour  

## Techniques to evaluate presentation effectiveness may include:

| | action research  
| | critical friends  
| | focus group interviews  
| | one-on-one interviews with participants and other personnel involve in the presentation  
| | written feedback provided by participants  

What skills and knowledge do I need to demonstrate?

Skill set

Every job requires a specific set of skills and knowledge and this varies depending on the type and complexity of the job. Competency assessment is about providing a way of building the skills and knowledge people need to perform a job. It is a combination of work practice and knowledge learned through training programs or own study.

Improved skills & knowledge – improved performance capability

The key to competency assessment is that it is based on actual skills and knowledge that a person can demonstrate in the workplace or other contexts. In this unit the competencies are benchmarked against a pre-set of performance criteria.

These are described the section “Elements and Performance Criteria” This is different to other approaches where there is no requirement to demonstrate knowledge and skills – like approaches where people just answer questions as a test of their general or specific knowledge and skills.

The problem with testing is that it doesn’t guarantee that a person will be able to do something – it just verifies that they know something. To assist you our approach is:

- Assess yourself against a set of competencies.
- Compile a list of evidence that shows your level of competency.
- Identify your development needs.
- Study the assessment questions (“Learning”) and work through the Project (“Understanding, Skill and Application of Knowledge”)
- Send your completed Project to your Trainer / Assessor for Assessment. You are awarded competence in this Unit if you can demonstrate the required level of skills and knowledge.
## Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.2, 1.3, 2.2</td>
<td>▪ Reviews and analyses documents to identify information relevant to a specific presentation</td>
</tr>
<tr>
<td>Writing</td>
<td>1.1, 3.3</td>
<td>▪ Develops material to convey ideas and information to target audience in an engaging way</td>
</tr>
</tbody>
</table>
| Oral Communication      | 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2 | ▪ Presents information using words and non-verbal features appropriate to the audience and context  
  ▪ Uses listening and questioning techniques to gather information required to develop or modify presentations  
  ▪ Interprets audience reactions and changes words or non-verbal features accordingly |
| Interact with others    | 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 3.2 | ▪ Selects and uses appropriate conventions and protocols to encourage interaction or to present information  
  ▪ Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals  
  ▪ Recognises the need to alter personal communication style in response to the needs or expectations of others |
| Get the work done       | 1.1-1.5, 2.2, 2.5, 3.1-3.3 | ▪ Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes  
  ▪ Uses feedback from others, analytical and lateral thinking to review current practices and develop new ideas  
  ▪ Uses the main features and functions of digital tools to complete work tasks |
The required performance and knowledge for this Unit

During the Assessment your Trainer will be looking for evidence that you have achieved the required performance and knowledge. For most items the evidence can be presented in your Project.

**Performance Evidence**

Evidence of the ability to:

- prepare and deliver presentations related to occupation or area of interest which demonstrate the use of:
  - effective presentation strategies and communication principles
  - aids and materials to support the presentation
- select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations.

**Knowledge Evidence**

To complete the unit requirements safely and effectively, the individual must:

- identify information collection methods that will support review and feedback of presentations
- identify regulatory and organisational obligations and requirements relevant to presentations
- describe the principles of effective communication
- describe the range of presentation aids and materials available to support presentations.
# Skills self-assessment

In this section you are asked to make a realistic assessment of your skills BEFORE starting the Unit. If you are unsure mark the Level as ‘Low’. Your trainer will use this assessment to help you complete the Unit.

## Prepare a presentation

<table>
<thead>
<tr>
<th>Task</th>
<th>Current Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and document presentation approach and intended outcomes</td>
<td></td>
</tr>
<tr>
<td>Choose presentation strategies format and delivery methods that match the characteristics of the target audience location resources and personnel needed</td>
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</tr>
<tr>
<td>Select presentation aids materials and techniques that suit the format and purpose of the presentation and will enhance audience understanding of key concepts and central ideas</td>
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<tr>
<td>Brief others involved in the presentation on their roles/responsibilities within the presentation</td>
<td></td>
</tr>
<tr>
<td>Select techniques to evaluate presentation effectiveness</td>
<td></td>
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</tbody>
</table>

## Deliver a presentation

<table>
<thead>
<tr>
<th>Task</th>
<th>Current Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain and discuss desired outcomes of the presentation with the target audience</td>
<td></td>
</tr>
<tr>
<td>Use presentation aids materials and examples to support target audience understanding of key concepts and central ideas</td>
<td></td>
</tr>
<tr>
<td>Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes</td>
<td></td>
</tr>
<tr>
<td>Use persuasive communication techniques to secure audience interest</td>
<td></td>
</tr>
<tr>
<td>Provide opportunities for participants to seek clarification on central ideas and concepts and adjust the presentation to meet participant needs and preferences</td>
<td></td>
</tr>
<tr>
<td>Summarise key concepts and ideas at strategic points to facilitate participant understanding</td>
<td></td>
</tr>
</tbody>
</table>

| Review the presentation | Current Skill level |
| Implement techniques to review the effectiveness of the presentation |  | High | Medium | Low |
| Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation |  | High | Medium | Low |
| Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented |  | High | Medium | Low |
What is evidence?

Evidence is a body of facts that proves or supports a belief or proposition to support your competency in this unit. An Assessment needs to contain evidence from your own work and understanding.

The rules of evidence are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure:

- Validity
- Sufficiency
- Authenticity
- Currency

**Validity**
The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

**Sufficiency**
The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a learner’s competency.

**Authenticity**
The assessor is assured that the evidence presented for assessment is the learner’s own work.

**Currency**
The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

**What evidence do I need to provide?**

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Unit.
# Evidence Guide

| Overview of assessment | Evidence of the following is essential:  
|------------------------|----------------------------------------------------------------------------------|
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | - preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate’s occupation or area of interest  
- knowledge of the principles of effective communication. |
| Context of and specific resources for assessment | Assessment must ensure:  
|------------------------------------------------|----------------------------------------------------------------------------------|
|                                                   | - access to an actual workplace or simulated environment  
- access to office equipment, documentation and resources. |
| Method of assessment | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:  
|------------------------------------------------|----------------------------------------------------------------------------------|
|                                                   | - demonstration of preparation, delivery and evaluation of a presentation  
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate  
- observation of presentations  
- review of selected presentation aids, materials and techniques  
- review of briefing provided for others involved in the presentation  
- evaluation of techniques implemented to review the effectiveness of the presentation. |
| Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:  
<table>
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<th></th>
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<tbody>
<tr>
<td></td>
<td>- other general administration units.</td>
</tr>
</tbody>
</table>
What is an assessment?

**Assessment** is the process of checking your competence to perform to the standard detailed in each element’s performance criteria against a set of pre-determined benchmarks.

**Principles of assessment**
To ensure quality outcomes, assessment should ensure:

- Fairness
- Flexibility
- Validity
- Reliability

**Fairness**
The individual learner’s needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

**Flexibility**
Assessment is flexible to the individual learner by:

- reflecting the learner’s needs;
- assessing competencies held by the learner no matter how or where they have been acquired; and
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

**Validity**
Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:

- assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- assessment of knowledge and skills is integrated with their practical application;
- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
- judgment of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability
Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

How will I be assessed?

The assessment activities are in the Assessment Guide and designed to enable you to collect evidence for assessment and to assess your skills and knowledge.

Work through the activities. While the activities are listed separately they are designed to build up into an integrated project which is described at the end of the assessment guide.

You should clearly reference your work with full citations for any quotes or references, and list all materials that provided background information for completion of an activity.

While access to an actual workplace is desirable, part of the assessment may be through simulated project activity, scenarios, case studies, role-plays or actual activities.

The integrated project and presentation activity in each assessment guide provides you with an opportunity to consolidate your learning. Ideally the project will be an application of what you have learnt as applied to a workplace, thus providing evidence of your ability to transfer and apply skills and knowledge to new situations.

A mentor, or an appropriate third party familiar with your work, can help provide an independent evaluation of your ability to work consistently and effectively at the required level.

Underpinning Knowledge and Practical Assignments
This is where you show that you have achieved an acceptable level of competence in skills and knowledge for this Unit.

Confidentiality
When collecting material, please ensure that you protect the confidentiality of colleagues, workers and other persons, and block out any sensitive information.

All evidence and coursework you send to Acoustar will be treated in the strictest confidence by your Trainer / Assessor and not made available to any third party.
Assessments

There are three formal assessments:

1. Classwork and completing the Underpinning Knowledge questions with the help of others and your trainer
2. Completing the Case Scenarios in your own time but with the help of others and your trainer as needed
3. Completing the Practical Assessments in your own time and by yourself. You can ask your trainer for assistance.

In addition the Skills and Knowledge questions cover the range of topics in the Foundation Skills. These questions are in the ‘Underpinning Knowledge - Tutorials’ section.

Assessment Conditions

Information for assessors:

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- equipment, materials and business software packages for making a presentation
- business technology
- interaction with others.
BSBCMM401

Underpinning Knowledge
Underpinning Knowledge

Instructions to the student

- Read all of the questions for this unit of competency before commencing.
- Answer all the questions for this unit of competency. Keep in mind you are studying a Nationally Recognised Certificate IV unit of competency.
- Your answers must reflect the depth of knowledge and understanding expected of a person who can work without supervision, and demonstrate a level of judgement and decision making.
- This assessment is to be conducted in a supervised classroom environment. Computers may be used for the purpose of presenting the answers in a neat and professional manner.
- You must complete all your own work without assistance from other persons and/or sources:
  - The assessor will take steps/make arrangements to ensure students do not share their work and/or answers
  - The assessor will predetermine the timeframe for the assessment and advise the students
  - The assessor will make arrangements to receive the completed assessment via email, USB, printed or similar
- Unless otherwise specified, your answers should be 100 to 250 words.
- All questions and tasks must be true and correct to be assessed as satisfactory.
- Complete the assessment sign off sheet with your assessor.
Underpinning Knowledge Questions

**Question 1**
Briefly describe the Adult Learning Principles that are described in the FARMOP model.

**Question 2**
Briefly describe the learning theories listed in the table below:

<table>
<thead>
<tr>
<th>Learning Theory</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive learning theory</td>
<td></td>
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<tr>
<td>Andragogy</td>
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<tr>
<td>Pedagogy</td>
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<tr>
<td>Information processing</td>
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<tr>
<td>Behavioural learning theory</td>
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<tr>
<td>Constructivist theory</td>
<td></td>
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<tr>
<td>Situational</td>
<td></td>
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</tbody>
</table>

**Question 3**
For each of the VAK learner styles listed below, provide a list of suitable delivery methods / aids.

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Suitable methods / aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td></td>
</tr>
<tr>
<td>Auditory</td>
<td></td>
</tr>
<tr>
<td>Kinaesthetic</td>
<td></td>
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</table>

**Question 4**
What documents make up the learning program documentation?

**Question 5**
In the learning environment, what information and documentation can be used to find out about the needs of your learners?
Question 6
What is the purpose of a session plan?

Question 7
What constitutes training materials?

Question 8
What can a trainer / facilitator gain by monitoring learner verbal / non-verbal communication?

Question 9
Research and identify the legislation, regulations, codes and procedures that may be applicable to training delivery. Consider:
- Anti-discrimination legislation
- Ethical principles
- Codes of practice
- Privacy laws
- Environmental issues
- Occupational health & safety

For each briefly detail the obligations of the trainer.

Question 10
Answer the following questions about unacceptable behaviour in a group training context:
   a) What constitutes unacceptable behaviour in a group learning environment?
   b) How do you manage unacceptable behaviour? Provide an example that demonstrates adherence to organisational procedures.
   c) What behaviours may indicate that a learner is experiencing difficulties?

Question 11
What records should a training organisation maintain for SNR/AQTF compliance? How is the delivery of training documented in your organisation?

Question 12
Describe the methods available to evaluate training delivery.

Question 13
Detail the resources and equipment that should be confirmed prior to a training session. What additional support is available for learners with special needs? Provide two (2) examples.
Question 14
When developing a learning/facilitation relationship in the workplace, describe how you would:
   a) Gain the trust of the learner.
   b) Motivate the learner to take responsibility for their learning and development.
   c) Ensure that all instructions and advice are clearly understood by the learner.
   d) Sequence learning tasks.
   e) Gauge the learner’s progress.
   f) Provide constructive feedback.
   g) Ensure the use of appropriate terminology and language.

Question 15
Describe the techniques you may use to ensure that learning is transferred into the workplace.

Question 16
When a learning pathway has reached its completion:
   a) Describe why closure is important.
   b) List three (3) ways in which you can gain feedback from your learner(s).
   c) Describe how the effectiveness of the training can be measured.
BSBCMM401

Practical Assessment
Practical Assessment

Instructions to the Student

- Read the study material included in your Study Guide. Read relevant texts from the list of suggested reading websites provided. Read each of the practical activity assessments for this unit of competency before commencing.

- Answer all of the requirements of the practical activities. Keep in mind you are studying a Nationally Recognised Unit of Competency. Your answers must reflect the depth of knowledge and understanding expected of a person who can work without supervision and demonstrate a level of judgement and decision making.

- The assessment tasks are to be completed in your own time.

- Notes, textbooks and computers may be used. Be prepared to:
  - View www.youtube.com
  - Utilise search engines like www.google.com.au
  - Research the websites of organisations specialising in business, management, technology and similar

- You must complete all your own work without assistance from other persons:
  - The assessor will take steps / make arrangements to ensure students do not share their work and / or answers
  - The assessor will predetermine the timeframe for the assessment and advise the student
  - The assessor will make arrangements to receive the completed assessment via email, USB, printed or similar

- All aspects of your practical activities must be assessed as satisfactory in order to achieve a satisfactory result for this assessment.

- Save your work on your computer. Backup your work and secure the backup in an alternate, safe location. For example, save a backup copy on an external drive or another computer.

- Email your work to your assessor. Plan to present your work to your trainer / assessor at your next class tutorial.

- Complete the assessment sign off sheet with your assessor.
Practical Assessment Questions

Introduction
These practical activities require you (the student) to demonstrate that you can deliver training to groups and individuals in the workplace.

Prepare, deliver and evaluate the effectiveness of at least two (2) presentations related to your occupation or area of interest.

You must provide evidence that you have the ability to:

- Plan and document presentation approach and intended outcomes
- Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed
- Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas
- Use persuasive communication techniques to secure audience interest
- Summarise key concepts and ideas at strategic points to facilitate participant understanding
- Demonstrate literacy skills to prepare the presentation information

Your presentation must:
- Be culturally appropriate and use communication skills that relate to people from diverse backgrounds and people with diverse abilities
- Arrange for a diverse audience for at least one (1) of your presentations

During your presentations you must demonstrate:
- Facilitation and presentation skills to communicate central ideas of a message in an informative and engaging manner
- Verbal and non-verbal techniques to sustain participant engagement

Each Presentation Session
For each session you will be required to address the following:

1. In preparation for the session, record how you (create a template / checklist to assist with this task):
   a) Confirmed your role and responsibilities
   b) Confirmed the availability of materials and resources
   c) Identified and managed any risks and constraints (time, money, availability etc.)
   d) Accessed, interpreted and adhered to any:
      i. OHS requirements
      ii. Organisational policy / procedures
      iii. Available training program plans
      iv. National competencies, training packages or endorsed courses
   b. Documented any identified needs or requirements of your learners, and how you will address these for or during your session
2. Prepare a session plan, including:
   a) Course title, session information, location, date, etc.
   b) Alignment with nationally recognised and/or work-based competencies
   c) Timings
   d) Activities
   e) A list of questions you can ask your learners to support learning
   f) Resources required (e.g. presentation aids, materials, examples)

3. Prepare a presentation resource(s) for your learners, contextualising existing resources where applicable.

4. Deliver the session (observed by your trainer).
   Note: Your assessor will complete an observation checklist when viewing your presentation.

5. Conduct a review of your delivery by discussing your performance with your learners at the conclusion of the session. Take notes of their responses and incorporate them into a session review of at least half a page, including your own reflection on your strong and weak points.
## COVER SHEET

### ASSIGNMENTS SUBMITTED FOR ASSESSMENT

#### STUDENT DETAILS

Your assignments may be submitted by email. Please state whether the answers submitted are for:

- Underpinning Knowledge questions
- Practical questions

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tbody>
<tr>
<td>USI:</td>
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<tr>
<td>Contact details:</td>
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<td>Phone:</td>
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<tr>
<td>ASSIGNMENT</td>
<td>Underpinning Knowledge Practical</td>
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<td>ASSIGNMENT QUESTIONS Nos.</td>
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<tr>
<td>ANSWERED and SUBMITTED</td>
<td></td>
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<tr>
<td>Student Declaration</td>
<td>I declare that this work, when submitted, is my own work</td>
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<td>........................................................................</td>
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<td>Date:</td>
<td></td>
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<td>Assessor Only: Date assessed:</td>
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</table>

Email to: admin@acoustar.qld.edu.au
SUBMISSION OF ASSIGNMENT
VIA STUDENT PORTAL
INSTRUCTIONS TO THE STUDENT

1. Read the study material included in this Study Guide. Read relevant texts and from the list of suggested reading websites provided. Read each of the practical activity assessments for this unit of competency before commencing.

2. Upon enrolment, you should have received an invitation to log into the Acoustar Student Portal. Go to your account on the Acoustar Student Portal:
   a. Visit acoustar.qld.edu.au
   b. Click Student Info and then Portal Login
   c. If you do not have a User Name or Password, please contact us.

3. Enter into your course by clicking the course that you have enrolled into. You now have access to the Student Resources and the Assignment Questions for each Unit.

4. Attempt the Assignment Questions; you must satisfactorily complete each Assignment.

If you require assistance, please contact us:

admin@acoustar.qld.edu.au

07 3355 9707 (Business hours)