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| Assessment Title | Assessment 1: Participate in meetings |

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| Unit code/s and title/s | NAT10937002 Communicate collaboratively in formal contexts |
| Qualification code/s and title/s | 10937NAT Diploma of English Proficiency |
| Business unit/Work group | Health, Community and Foundation Skills/FSAE |
| Author | Nadine Schoen/Nick Biris |
| Assessment method/s | Observation/product |

## Assessor Instructions

Task description

This task is active participation in a meeting. The student will work as part of a team (in the group meeting task) and also individually (in the writing an agenda task). Students should use the conclusion of their report (NAT10937008) for use in their agenda and to present for discussion and debate in their meeting. Where students have not completed that unit, assessors will suggest alternative topics. Meeting groups can comprise five or six individuals.

The meeting may be recorded with verbal student consent for reviewing purposes only.

This task relates to elements 1 and 2 of the unit.

Instructions

Distribute and discuss the student instructions (ASI Assessment 1). Answer any student questions about the task and confirm topics.

Allow students at least three weeks to prepare their agendas (suggested agenda template on page 2 of this document).

Written Agendas will be marked by the lecturer and returned to the student in advance of their meeting starting, in order to allow the student time to make any corrections and copies for the committee meeting members. Students must distribute their final version at least one (1) week prior to the meeting,

Set up the group meetings with space for at least 5 students per meeting group (suggested seating arrangement on page 3 of this document).

Observe the presentation, or recording of the presentation, and mark the student performance using the Observation Checklist in the Assessment Task Checklist document and determine the assessment outcome.

Complete the Assessment Outcome section on the Assessment Task Checklist coversheet.

Resources/Preparation required

Lecturer can determine the group members, or the students can form their own group. Preferable number in a group is 6 and no less than 5.

Time allowed

Each meeting will be 30 minutes

Location

Classroom or other learning space.

Assessment conditions

The assessor can provide support prior to the commencement of the meeting, including answering questions to clarify, but not during the meeting.

Decision making

To receive a result of Satisfactory, the student must demonstrate all observable behaviours in line with the Assessment Task Checklist.

Providing feedback

Provide feedback on the agenda within one week.

Provide feedback within 2 weeks of the assessment event.

If re-assessment is required, provide information to the student and determine a re-assessment date.

Assessment retention

Documentation including supporting papers/forms must be retained in accordance with the TAFE SA Assessment Retention Schedule

Allowable adjustments

If the student has not met all the performance criteria in the meeting, the assessor may ask questions to prompt, after the meeting.

Other information

The following information is contained in the Unit and Assessment Outline:

* recognition of prior learning
* academic misconduct (plagiarism and cheating)
* academic appeals

EXAMPLE AGENDA

**AGENDA**

**Meeting Title (eg The Australian Government must take responsibility for domestic violence in Aboriginal communities)**

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| --- | --- |
| **Date:** | **Minute Taker:** |
| **Time:** | **Apologies:** |
| **Location:** | **Objective:** E.g. To determine that domestic violence in Aboriginal communities should be a national priority with the implementation of specific programs that address the issue |
| **Chair:** | **Attendees:** |
| **Documentation required:**  E.g. links to sources; | **Committee Member’s names:** |
| **Content:**  E.g.  1:00 - 1:02: Acknowledgement of country [Chair]  1:02 - 1:05: Set rules of meeting and expectation of committee members [Chair]  1:05 - 1:10: raising the issue and introducing Chair’s point of view   * defining domestic violence in Aboriginal Australia in the historical context of colonialism and capitalistic oppression * introducing the idea of lateral violence which in turn leads the oppressed to become oppressors   [Chair]  1:10 - 1:25: 5 minutes per committee member to ask questions and make comments [committee members]  1:25 - 1:30: summarising, recommendations and voting (optional) [Chair] | |

SEATING SUGGESTION FOR MEETINGS

Minute Taker

Chair

TABLE

Committee member

Committee member

Committee member

Committee member