



BSBHRM413

Support the learning and development of teams and individuals

Assessor Guide

Assessment 3 of 3

Role play



Assessment Instructions

Task overview

This assessment has two [2] tasks:

- Role-play 1 – Collaborate and agree on learning plan
- Role-play 2 – Provide mentoring assistance

In this assessment, you will need to collaborate with an individual team member on a learning plan and deliver a mentoring session to build a skill.

You are required to read the scenario provided and conduct two [2] role-plays.

- For role-play 1 of the assessment, you will need **one [1]** additional participant playing the role of Brock Deneson, Assistant Educator.
- For role-play 2, you will need **one [1]** additional participant playing the role of Brock Deneson, Assistant Educator.

You will be required to record the role-play and then upload it to the LMS, together with the assessment.



Assessment Information

Submission

You are entitled to three [3] attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

the processes for conducting the assessment [e.g., allowing additional time]
the evidence gathering techniques [e.g., oral rather than written questioning, use of a scribe, modifications to equipment]

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.

Please consider the environment before printing this assessment.



Scenario

You are Lily Coates, Lead Educator at Little.ly Early Learning Centre in the Chestnut Oak room for this role-play. Your Director, Hayley Schramm, has provided feedback about the performance of Brock Deneson, Assistant Educator.

As part of this process, the Director has asked you to meet with Brock about his development needs. Based on the Director's feedback, you have previously developed a draft individual learning plan (BSBHRM413 – Assessment Task 2, Project, Step 2). You have previously invited Brock to complete a self-assessment of his skills and the response [see below]. You will use these forms as the basis of the discussion with Brock.

Self-Evaluation Form	
Name of team	<i>Chestnut Oaks Room</i>
Role	<i>Assistant Educator</i>
Name of team member	<i>Brock Deneson</i>
Please rate yourself on each of the following skills by giving yourself a score out of 10 for each skill	
Skills required [leader to transfer from Needs of the Team document]	Score
Assist in the planning and implementation of the curriculum	6
Implement all services health and hygiene policies and related regulations, ensuring the safe implementation of hygiene, cleaning, meal, sleep, medical, care and emergency practices	5
Ensure children are provided adequate opportunities for meals, sleep, play and physical activity	5
Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families	7
Comply with management and legal requirements	4
What are your greatest strengths for this responsibility? Please explain.	<i>My strengths are using the environment to find different ways for all children to get creative using different resources and natural materials indoors and outdoors, especially through art.</i>
In what areas will you require development? Please explain.	<i>I have only been in the role for 10 months, so I need more training in effective methods to meet the legal requirements of my role. I could also improve the supervision of children as I can get distracted when I'm outdoors and forget that I need to watch the children's safety.</i>
Do you have any evidence to support your strengths? For example, certificates, statements of attainment, and references.	<i>Certificate III in Early Childhood Education and Care. Certificate in Art as Creative Therapy for Children. Reference from the Director of the Children's art school.</i>
Please nominate one person your leader can contact to learn more	Name: <i>Ellen Simpson, my boss at the children's art school</i> Do you give your permission for your role leader to contact this person? x Yes <input type="checkbox"/> No

<p>about your skills in this area.</p> <p>(If you are the leader for this role, do not complete this section)</p>	
<p>Signature of team member</p>	<p><i>Brock Deneson</i></p>

Role-play Instructions

The role-play must include yourself and participants, must not exceed **15 minutes** in duration and must address all elements of the Observation Checklists below.

Participants to engage in the role-plays may be resourced using one of the following options:

1. Peers who you are already working within the industry related to your qualification.
2. Fellow students: Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

If you cannot find a participant to play the role of the other team member, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your Peers, you must fully brief all participants, providing them with the context to the role-play/meeting, a role outline to play and a copy of the observation checklist so that they can prepare for the recording.

Peers will need to state their name and job title at the start of the recording to inform consent.

Option 2: Fellow student participants

Fellow students participating in the recording must be provided with the context of their role and responsibilities in the session and have reviewed the assessment activity and observation checklist to prepare for the recording.

The student will need to state their name and that they are a student [as their job title] at the start of the recording to inform consent.

Role-play 1 – Collaborate and agree on learning plan

Role-play Characters

- The student will be the Lead Educator, Lily Coates, room leader in the Chestnut Oaks room at Little.ly Early Learning Centre
- A peer/ fellow student will be Assistant Educator Brock Deneson.

Instructions

In this role-play, you will participate in discussion with one (1) Participant, who will take the role of Assistant Educator, Brock Deneson.

The role-play should be organised at a location where participants can hold a discussion. This could be an environment set with chairs at a table.

- The student will review the self-evaluation form about Brock Deneson's performance in his role as Assistant educator. The student will review the draft individual learning plan they developed in BSBHRM413 - Assessment Task 2, Project Step 2.

- The student playing the role of Lead Educator, Lily Coates, will work collaboratively with the participant [peer/fellow student] playing the role of Assistant Educator, Brock Deneson. They will collaborate to evaluate his performance and identify areas for improvement.
- The student will discuss the content of the self-evaluation and provide an opportunity for the individual staff member to self-assess their performance, including the self-rating of skills, strengths and improvement areas. The participant, acting as Brock Deneson, will provide the following information during the self-assessment opportunity:
 - *I have experience and skills in art therapy for children*
 - *I am still getting my head around the legal requirements of my role. I need assistance to improve this area of my practice.*
- The student should provide feedback from the Director about a need for Brock Deneson to improve his skills during supervision. The student will confirm that this performance feedback has been used as the basis of the draft learning plan. The participant, playing the role of Brock Deneson, will react as embarrassed to be singled out by the Director and be uncomfortable receiving this feedback, saying, '*I am new to the role and need more help here.*' The student will discuss Brock's reactions to the Director's feedback and provide reassurance that training and support can be offered to address this identified need.
- The student will work collaboratively to negotiate with the participant playing the role of Brock Deneson to review and further develop the individual learning plan to ensure it meets Brock's needs. The negotiation will add the additional learning area of '*effective methods to meet the legal requirements of the role*'. The discussion will agree on the changes, negotiate and agree on schedules and arrangements for the learning tasks.
- During the negotiation, you will:
 - collaborate with the participant playing Brock Deneson to achieve joint outcomes
 - use a vocabulary that is appropriate to the context of a learning and development discussion
 - use listening and questioning techniques to confirm or show understanding of different perspectives
 - select and use appropriate conventions and protocols when communicating with a co-worker in the context of a performance discussion.

Scenario Update

Now that the Learning Plan for Assistant Educator Brock Deneson has been agreed upon and the area of improving supervision has been identified as a learning need. You will meet with Brock to coordinate the workplace learning opportunities to facilitate the achievement of the required competency. You will use the Workplace Learning preparation Plan developed in BSBHRM413 – Assessment Task 2, Project - Step 2.

Role-play 2: Provide mentoring assistance

Role-play Characters

- The student will be the Lead Educator, Lily Coates, room leader in the Chestnut Oaks room at Little.ly Early Learning Centre
- A peer/ fellow student will be Assistant Educator Brock Deneson.

Instructions

In this role-play, you will mentor one (1) participant, who will take the role of Assistant Educator Brock Deneson. You will demonstrate your facilitation and mentoring techniques and your ability to interact with the learner. The role-play should be organised at a location where participants can hold a discussion. This could be an environment set with chairs at a table.

Role-play 2:

- The student will meet with one (1) participant, playing the role of Assistant Educator Brock Deneson, to deliver a training session. You will coordinate a workplace learning opportunity to facilitate the individual staff member's achievement of competencies by providing mentoring on effective supervision to the learner.
- During the mentoring, you will use the Workplace Learning Preparation Plan developed in BBSBHRM413 – Assessment Task 2, Project – Step 2. The student will use the content of Little.ly policy HS4 Supervision of Children to support the content they will deliver.
- The participant (peer/fellow student) playing the role of Assistant Educator, Brock Deneson, continues to react defensively about being singled out by the Director. They are uncomfortable receiving the training, saying, "*This is unfair as other staff talk to each other too during outdoor time. Why am I the only one getting training? This will be a black mark against my name.*" The student will use strategies to effectively facilitate consensus by negotiating with Brock to achieve agreeable outcomes in the potentially contentious situation.
- During the delivery of the learning opportunity, you will manage resources and timelines relevant to learning activities according to the workplace learning preparation plan you developed.
- During the delivery of the learning opportunity, you will use learning delivery methods are relevant to the participant according to the workplace learning preparation plan you developed.
- You will use verbal communication techniques during the mentoring to establish a supportive and learning environment for the individual staff member, including using:
 - vocabulary that is appropriate to the context of providing mentoring
 - listening and questioning techniques to confirm understanding and be supportive of different perspectives
 - appropriate conventions and protocols during the communication with the staff member during the work context of mentoring.
- Once you have delivered the training session, you will monitor and review the implementation of the workplace learning plan and assess the learner's competency. You will complete a Competency Completion Form to maintain sound records about the training delivered.
- You will receive feedback during the implementation of the learning plan using the Workplace Learning Feedback and Evaluation Form – Part 1 Feedback to trainer. The learner who participated in the training session will complete the form [or you may ask verbal questions and record their answers on the form.]
- You will then evaluate the feedback received and self-evaluate your performance to identify improvements for future learning opportunities. You will record this on the Workplace Learning Feedback and Evaluation Form – Part 2 Self-evaluation by trainer.
- You will monitor the developed learning plan to improve the efficiency and effectiveness of learning. You will use the feedback gathered from the participant and adjust the learning plan to improve the plan. You will record the status of learning and improvements to the plan on the Learning Plan.

Recording instructions

Your role-play must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams.

- Role-play 1- Collaborate and agree on learning plan - must be clearly labelled *BSBHRM413_03_Role play 1 <<Student Name>>* and submitted with your assessment for marking.
- Role-play - Provide mentoring assistance - must be clearly labelled *BSBHRM413_03_Role play_Step 2 <<Student Name>>* and submitted with your assessment for marking.

Consent to participate in the recording must be captured for all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Assessor Observation Checklist

Assessor instructions:			
The assessor must watch the recording and complete the below Observation Checklist to ensure the student has met all requirements. Throughout the role-play, the student will provide information and receive feedback relating to the role-play that has been provided to the participant.			
Below is a table for you to assess the student if they have demonstrated competency in this task.			
Observation Checklist			
<i>To be completed by the assessor</i>			
Role-play 1 – Collaborate and agree on learning plan			
During the Role Play, the student must demonstrate the following:		Observed	Assessor Comments
1	<p>Use the details in the self-evaluation form (above), the individual learning plan (developed in BSBHRM413 - Assessment Task 2, Project Step 2) and self-assessment information to work collaboratively with one (1) staff member to evaluate their performance and identify areas for improvement.</p> <p>Look for:</p> <p>The student must review the self-evaluation of the individual's performance, improvement areas, and the draft learning plan. The student uses this information as the basis of the discussion about the learning plan.</p> <p>The student provides an opportunity for the individual staff member to self-assess their performance, including discussing the self-rating of skills, strengths and improvement areas.</p> <p>The student provides feedback from the Director about a need to improve his skills, discusses the individual staff member's reactions to the Director's feedback, and provides reassurance that training and offers support to address the identified need.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2	Work collaboratively to negotiate developments to the individual learning plan and ensure it meets the individual's needs.		

	<p>Look for:</p> <p>The participant role-playing Brock Deneson will provide the scripted feedback.</p> <p>The student will collaboratively develop learning plans to match the skill needs of the individual and the competency standards relevant to the industry.</p> <p>The student will:</p> <ul style="list-style-type: none"> • collaborate with the individual to achieve agreement on learning plans that will meet their needs • negotiate the addition to the learning plan of <i>'effective methods to meet the legal requirements of the role'</i>. • engage in discussion to jointly agree on the changes, negotiate and agree on schedules and arrangements for the learning tasks. • collaborate with the individual to achieve joint outcomes. 		
3a	<p>Use oral communication during the negotiation, including:</p> <ul style="list-style-type: none"> • a vocabulary that is appropriate to the context of a learning and development discussion <p>Look for:</p> <p>Demonstrate oral communication skills, including:</p> <ul style="list-style-type: none"> • use vocabulary appropriate to establish a supportive environment, such as respectful interactions and encouraging the team member to contribute and receive feedback. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3b	<p>Use oral communication during the negotiation, including:</p> <ul style="list-style-type: none"> • listening and questioning techniques to confirm or show understanding of different perspectives <p>Look for:</p> <p>Demonstrate oral communication skills, including:</p> <ul style="list-style-type: none"> • use listening and questioning techniques to confirm or show understanding of different perspectives, such as active listening techniques, clarifying understanding, asking open-ended questions, and using positive verbal and nonverbal language. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	

3c	<p>Use oral communication during the negotiation, including:</p> <ul style="list-style-type: none"> select and use appropriate conventions and protocols when communicating with a co-worker in the context of a performance discussion. <p>Look for:</p> <p>Demonstrate oral communication skills, including:</p> <ul style="list-style-type: none"> use conventions and protocols such as adapting communication style to suit a performance and development discussion, such as being tactful when delivering feedback from the Director, offering support to build their practice and being positive about development opportunities. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Role-play 2 – Provide mentoring assistance			
4	<p>Deliver mentoring to facilitate the achievement of staff competencies.</p> <p>Look for:</p> <p>The student delivered training to the learner on effective supervision. The delivery includes:</p> <ul style="list-style-type: none"> provide learning based on the Workplace Learning Preparation Plan you developed in BBSBHRM413 – Assessment Task 2, Project - Step 2. provides content relevant to the area of learning. Such as training on Little.ly policy HS4 Supervision of Children to support the content. deliver information that was clear and relevant to the area of learning. provide the learner with the opportunity to practice and ask questions. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5	<p>Use strategies to effectively facilitate consensus by negotiating to achieve agreeable outcomes in a potentially contentious situation.</p> <p>Look for:</p> <p>The student uses strategies to effectively facilitate consensus by negotiating with the learner to achieve agreeable outcomes in the potentially contentious situation. For example, being thoroughly prepared, remaining respectful, identifying common ground and negotiating a consensus agreement.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

6	<p>Coordinates the learning opportunity by managing resources and timelines relevant to learning activities according to the developed Workplace Learning Preparation Plan.</p> <p>Look for:</p> <p>The student ensures that planned and implemented activities use support materials relevant to the area of learning, the availability of equipment and resources and facilitate learning, e.g., access to policies.</p> <p>The student delivers the learning according to planned timelines in the session plan in the Workplace Learning Preparation Plan.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7	<p>Ensure the learning delivery methods are relevant to the participant.</p> <p>Look for:</p> <p>The student ensures learning delivery methods are appropriate to the learning goals and learning style of the participant and relevant to the area of learning, e.g., the uses of learning tools such as role-plays.</p> <p>The student delivers the learning according to planned activities in the session plan in the Workplace Learning Preparation Plan.</p>		
8a	<p>Use verbal communication techniques during the mentoring to establish a supportive learning environment, including:</p> <ul style="list-style-type: none"> • using vocabulary that is appropriate to the context of mentoring <p>Look for:</p> <p>Demonstrated oral communication skills that established a supportive learning environment:</p> <ul style="list-style-type: none"> • using vocabulary appropriate to the learning context of mentoring and communicating respectfully with learners. Conventions included asking open-ended questions and using active listening techniques. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8b	<p>Use verbal communication techniques during the mentoring, including:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	<ul style="list-style-type: none"> listening and questioning techniques to confirm understanding and be supportive of different perspectives <p>Look for:</p> <p>Demonstrated oral communication skills including:</p> <ul style="list-style-type: none"> using listening and questioning techniques to confirm or show understanding of different perspectives. Conventions included asking open-ended questions and using active listening techniques. 		
8c	<p>Use verbal communication techniques during the mentoring, including:</p> <ul style="list-style-type: none"> using appropriate conventions and protocols during the communication with the learner during the work context of mentoring. <p>Look for:</p> <p>Demonstrated oral communication skills including:</p> <ul style="list-style-type: none"> using conventions and protocols such as adapting communication style to suit learners where required, encouraging learners to participate in activities and discussions and using facilitation techniques to meet the needs of individual learners and their learning preferences. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9	<p>Use the Workplace Learning Feedback and Evaluation Form to gather feedback from the learner and self-evaluation to identify areas of improvement required for future workplace learning and training.</p> <p>Look for:</p> <p>The learner (playing the role of Brock Deneson) will complete Part 1 of the form based on their impressions of the mentoring session. There is no word count, and example answers have only been provided as a guide. The student may ask verbal questions and record the answers on the form on behalf of the learner.</p> <p>The student will complete Part 2 of the form to evaluate the feedback received and identify improvements for their delivery of future training opportunities. The responses will vary but will demonstrate the student's ability to use feedback to identify improvements to their delivery and facilitation skills and the efficiency and effectiveness of the learning.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

	A sample has been provided in Workplace Learning Feedback and Evaluation Form		
10	<p>Gather and analyse information to decide the learner's competency after the training has been delivered. Records the outcomes of the training opportunity according to service procedures.</p> <p>Look for:</p> <p>The student monitors the progress of the learner during the mentoring session.</p> <p>The student bases their decision on the planned measures of success in the Workplace Learning Preparation Plan and observations of the learner's skill building during the mentoring/training session.</p> <p>The student records the competency outcomes on the Competency Completion Form for the learner after the training. The records are maintained using correct technical and organisational vocabulary, such as meeting the organisation's policies and procedures for record-keeping, ensuring that all records are kept confidential and secure and using appropriate format, template and layout.</p> <p>A sample has been provided in the Competency Completion Form.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11	<p>Monitor and adjust the developed learning plan to improve the efficiency and effectiveness of learning using the feedback gathered from the participant.</p> <p>Look for:</p> <p>The student uses the feedback from the participant to monitor and adjust the learning plan to ensure it aligns with the participants needs, for example, and that the type of training was suitable, and improvements were recorded e.g., outcome of face-to-face training added as completed and competent and based on feedback from the participant an additional goal added for follow up mentoring.</p> <p>The student records the outcome of the monitoring and improvements in the Individual Learning Plan Review.</p>		

Attachment: Role-play 2

Workplace Learning Feedback and Evaluation Form

Workplace Learning Feedback and Evaluation Form	
Name of person receiving workplace learning:	Brock Deneson
Trainer's name:	Lily Coates
Topic:	Effective supervision of children in outdoor areas
Please provide feedback to the trainer by completing Part 1 of this template:	
Part 1 – Feedback to trainer	
Were you provided with relevant workplace learning opportunities?	Yes – the coaching was all relevant to my role as Assistant Educator.
Were the learning delivery methods appropriate to your learning style?	Yes – I have a kinaesthetic learning style, and the trainer accommodated this using role plays and demonstrations so I could receive the teaching.
Did your trainer use language and vocabulary that was appropriate and easy to understand?	Yes – if there were any technical terms, these were explained fully
What is one thing that you feel the trainer did well?	Design the activities so that they were interesting and met my needs
Is there anything you would have liked the trainer to do differently?	Conduct some mentoring in the workplace with actual children so I can see them apply the skills in actual situations. This would help me.
Part 2 – Self-evaluation by trainer	
What did I do well during the workplace learning session? (List at least two [2] things) (10-20 words)	Building a good rapport with the learner Facilitating the content and sharing information
What could I have done better during the workplace learning session? (List at least one [1] thing) (40-60 words)	Taken less time. There were some things that the learner could already do – they just needed some coaching in the context. I should have realised this and shortened that part of the delivery. I could have given them the policy to read before the mentoring, so they were familiar with the requirements and procedures.
What learning and development would I benefit from? (10-20 words)	More training in facilitation to build my confidence and skills. Maybe I can be mentored to get more experience?
What improvements will I make for next time? (10-20 words)	Identify the learner's skills and build on these rather than training everything. Provide resources to the learner ahead of time.

Competency Completion Form

Competency Completion Form	
Team member name	Brock Deneson
This team member has demonstrated competency in the following skills: Effective supervision of children	
This team member requires further support in the following skills: None	
Further support, if required, will be given in the following ways: Not required	
Leader's name:	Lily Coates
Leader's signature:	Lily Coates
Date:	Today's date

Individual Learning Plan Review

Individual Learning Plan				
Name of team	Chestnut Oak room			
Team member name	Brock Deneson			
Leader name	Lily Coates			
Goals of the learning plan [5-10 words]	Effectively supervise children in outdoor play areas at all times.			
What is the team member's preferred learning style? [1-3 words]	Kinaesthetic			
How will this learning style be accommodated? [5-10 words]	Hands-on learning opportunities, demonstrations, modelling, role-plays			
Job tasks [10-20 words]	Learning needs [5-15 words]	Method of learning [2-10 words]	When [includes timeframe of date and time]	Monitor and review [Actions and comments] [2-10 words]
Effectively supervise children in all high-risk play spaces at all times	Confirm and reinforce supervision skills and techniques	On-the-job coaching to be shown skills	Daily for 2 weeks during afternoon outdoor play, 3.00 p.m. to 4.00 p.m. commencing 30 July 20XX	In progress
Communicate and arrange supervision points before and during supervision of outdoor play	Familiarising with HS4 Supervision of Children Policy – staff communication responsibilities	Training session – using role plays	Training session - 2:00 p.m.– 3.30 p.m., 25 July 20XX	Face-to-face session completed on xx/xx/20xx. Competency achieved by Brock.
Engage with children in meaningful ways during outdoor play experiences	Engagement with children during outdoor play Familiarise with CR1 Interactions with Children and Families Policy	Modelling, practice skills	Daily for 2 weeks during morning play 9:00 a.m.–11:00 a.m., commencing 20 Aug 20XX	Planned

Effectively supervise children	Confirm and reinforce supervision skills and techniques received during face-to-face training session	Follow up mentoring session to reinforce training delivered	Daily for 2 weeks during afternoon outdoor play, 3.00 p.m. to 4.00 p.m. commencing 24 Sept 20XX	Brock requested additional mentoring- goal added
Signature of team member	Signed			
Signature of role leader	Signed			

Assessment Checklist

Students must have completed all tasks within this assessment before submitting. This includes:

Role-play 1 – Seeking feedback from a parent	
Record and submit role play video	<input type="checkbox"/>
Role-play 2 – Provide mentoring assistance	
Record and submit role play video	<input type="checkbox"/>
Workplace Learning Feedback and Evaluation Form	<input type="checkbox"/>
Competency Completion Form	<input type="checkbox"/>
Individual Learning Plan Review	<input type="checkbox"/>



Congratulations, you have reached the end of Assessment 3!

© UP Education Australia Pty Ltd 2022

Except as permitted by the copyright law applicable to you, you may not reproduce or communicate any of the content on this website, including files downloadable from this website, without the permission of the copyright owner.

Reproduced and modified under license by UP Education Online Pty Ltd.

Copyright Agency License:

WARNING

This material has been reproduced and communicated to you by or on behalf of UP Education in accordance with section 113P of the Copyright Act 1968 (the Act).

The material in this communication may be subject to copyright under the Act. Any further reproduction or communication of this material by you may be the subject of copyright protection under the Act.

Do not remove this notice.

© RTO Advice Group Pty. Ltd. as trustee for RTO Trust [ABN 88 135 497 867] t/a Eduworks Resources [2021]