

Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*.

Aspire provides activities in its learner guides. The formative assessment marking guide provides solutions and suggested answers to activities. It also provides discussion topics.

How to use formative assessment

Formative assessment is used to help students consolidate their learning and to help trainers determine how the learners are progressing.

Formative assessment tasks can be used by learners in a variety of settings, including face to face and online. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the activities provided by Aspire. This should be done according to the interest level, the experience of the learners and the specific learning situation.

Activities

The activities provided in the learner guides are mapped to the unit of competency and include a range of question styles to suit most learners.

Each activity asks the learner to review their understanding of the content. The question styles are designed to complement the final assessment questions. This provides students with an opportunity to practise for the final assessment questions.

Solutions to activities are provided in this TAR. Activity solutions are also provided immediately as part of online activities, which are accessible via links in the eBook.

Solutions should serve as a reliable guide to the type of information that a trainer would **expect to see in a learner's response**. **The nature and variety of the activities means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and possible outcomes.**

The answers provided by the learner will vary due to a number of factors, including:

- the **learner's** personal and work-related experiences
- the situations and strategies presented by the trainer
- **the learner's or trainer's** interpretation of the activity
- the type of organisation, work practices, processes and systems encountered by the learner.

Talk with others

Discussion questions allow the learner to reflect more widely on what they have learned and their personal experiences. Discussion allows learners to apply their learning to a broader context and share responses to questions with others.

Summative assessment overview

Assessment approach

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

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

Contextualisation

Final assessment tasks provided to students may need to be contextualised. Depending on the contextualising of assessment tasks, assessors must:

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

Following the assessment rules

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

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

Plagiarism, cheating and collusion

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

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

Reasonable adjustment

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

Assessment task 2: Case study

Instructions to the assessor

What is this assessment for?

Students' correct responses to the questions show that they have the required knowledge of the topics, including:

- Check and inspect received goods
- Unload, unpack and store goods

How do students do this assessment?

This is an open book task – students can use their learner guide, the internet, and other books and resources to assist if required.

Students must answer all 15 questions correctly for this task to be completed satisfactorily. The questions are divided into two (2) case studies.

Students must respond to the questions in the spaces provided.

Students must submit their answers to all questions.

You must advise students how to submit their responses if they are using a computer to type their answers.

What do students need to complete this assessment?

Students need access to the *Student assessment workbook* or learning management system to complete the questions.

Students need access to a learner guide, the internet and/or other resources.

What evidence needs to be submitted?

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

The student will need to submit an answer to each question. This may be done by physically handing them in or sending them in electronically via email or online.

You will need to advise the student how they are to submit their responses.

Students should be advised to keep a copy of their submitted work.

When and where do students do the assessment task?

You must advise the students if the assessment is to be done in the classroom or at home.

Alternatively, assessment may take place **at the student's workplace, in consultation with the assessor.**

Section 2: Unload, unpack and store stock

During the observation, the candidate was observed consistently performing the following tasks:	Marking*	
	S	U
10. Unloading and unpacking goods in accordance with workplace procedures	<input type="checkbox"/>	<input type="checkbox"/>
11. Using safe work procedures when unloading, unpacking and storing stock	<input type="checkbox"/>	<input type="checkbox"/>
12. Identifying appropriate manual-handling techniques and equipment including PPE	<input type="checkbox"/>	<input type="checkbox"/>
13. Operating and adapting to differences in equipment in accordance with standard operating procedures	<input type="checkbox"/>	<input type="checkbox"/>
14. Seeking assistance from others as required to maintain safe and effective work	<input type="checkbox"/>	<input type="checkbox"/>
15. Following directions to store stock in appropriate areas	<input type="checkbox"/>	<input type="checkbox"/>
16. Seeking advice on appropriate storage locations and requirements for particular products	<input type="checkbox"/>	<input type="checkbox"/>
17. Implementing contingency plans when receiving goods	<input type="checkbox"/>	<input type="checkbox"/>
18. Modifying activities depending on operational contingencies, risk situations and environments	<input type="checkbox"/>	<input type="checkbox"/>
19. Working systematically with required attention to detail without injury to self or others, or damage to goods or equipment	<input type="checkbox"/>	<input type="checkbox"/>
20. Completing documentation related to receiving goods	<input type="checkbox"/>	<input type="checkbox"/>
Assessor comments/evidence submitted:		

*S=Satisfactory U=Unsatisfactory

Foundation skills		Content	Activity
FS9	Problem-solving	1A Workplace procedures for receiving goods • Problems when receiving goods 2A Check and inspect goods • Minimise, control and eliminate hazards	Activity 1: Q4, Activity 3: Q1
FS10	Innovation and creation	2B Unload, unpack and store goods • Respond to problems	Activity 4: Q3
FS11	Technology and digital literacy	2A Check and inspect goods • Estimate the size, shape and special requirements of goods	Activity 3: Q4

Dimensions of competency*	Content	Activity
Task skills	Throughout	Throughout
Task management skills	1A Workplace procedures for receiving goods	Activity 1: Q3
Contingency management skills	1A Workplace procedures for receiving goods • Problems when receiving goods	Activity 1: Q4 Activity 3: Q1
Job role/environment skills	2B Unload, unpack and store goods • Respond to problems	Activity 4: Q3

*NB: For the purposes of mapping, Aspire has here indicated the most relevant instances where each dimension of competency has been covered. Each dimension of competency may be covered in other parts of the content.

Foundation skills		Part A – Questions	Part B – Case study	Part C – Observation
FS8	Making decisions		CS11	O18
FS9	Problem-solving		CS11	O18
FS10	Innovation and creation		CS11	O18
FS11	Technology and digital literacy		CS7	O20

Dimensions of competency*		Part A – Questions	Part B – Case study	Part C – Observation
Task skills		Throughout	Throughout	Throughout
Task management skills		Q4	CS15	O11
Contingency management skills			CS10	O17
Job/role environment skills		Q1, Q5	CS2	O3

Assessment task 1: Questions

What is this assessment for?

Providing correct responses to the questions shows the assessor you have the required knowledge of the topics, including:

- Workplace procedures for receiving goods
- Documentation requirements for receiving goods

How to complete this assessment?

This is an open book task – you can use the learner guide, internet, and other books and resources to help you if required.

You must answer all 12 questions correctly for this task to be completed satisfactorily. The questions are divided into two (2) sections.

You must submit your answers either by completing the written workbook or by submitting them online. Your assessor will tell you how to submit your responses to this task.

What do you need to complete this assessment?

You need access to your learner guide, the internet and other resources.

What evidence do you need to submit?

You will need to submit your answers to your assessor, either by writing them in this workbook or electronically via email or online.

You must submit the completed assessment cover sheet.

Ensure you keep a copy of your submitted work.

When and where to do this assessment

This task may be done in the classroom or at home. Alternatively, it may be undertaken in your workplace in consultation with your employer.

Your assessor will tell you what to do and when your work should be completed and submitted by. You can record this in the assessment plan at the beginning of this workbook.

What if the assessment is not suitable for your needs?

If you are unable to respond to the questions in writing, your assessor may be able to provide you with an alternative method, such as asking you verbal questions. Discuss this with your assessor.

What happens if answers are not satisfactory?

If any of your responses are unsatisfactory, your assessor will give you feedback.

Question 3

When receiving goods, there are codes, legislation and regulations that must be upheld.

Match the code, legislation or regulation on the left to the information on the right.

A. Quarantine legislation	a. applies to the international transport of dangerous goods by sea.
B. Environment protection legislation	b. applies to importers, exporters and business operations involved in receiving goods.
C. The ADG Code	c. apply to how goods and loads are lifted and shifted.
D. The IMDG Code	d. applies to any substance that may be dangerous when stored or transported.
E. WHS manual-handling regulations	e. relates to the Environment Protection and Biodiversity Conservation Act 1999 (Cth).

Result S U

Question 4

Describe how WHS manual handling regulations apply to unloading, unpacking and storing stock.

Result S U

Question 5

Operational systems ensure efficiency and safety.

Which of the following are ways operational systems are used when receiving goods? Select all that apply.

- a. Calculating long service leave allowances
- b. Moving stock
- c. Using resources
- d. Planning and organising

Result S U