About this resource

This resource is for trainers and assessors of the *TLIA2014 Use product knowledge to complete work operations*. It complements the corresponding Aspire learner guide.

The *Trainer and assessor resource* (TAR) provides you with ideas and guidance on how you can encourage and support learners through the training and assessment process using Aspire resources. It is designed to help you optimise the learner's experience and record details of their competency.

The TAR is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	How to use the TAR
Formative assessment	Formative assessment marking guide
Summative assessment	Summative assessment marking guide
Mapping	Formative mapping tool Summative mapping tool
Sample documents	Sample documents (if applicable)
Student assessment	Student assessment workbook

Key features of the TAR

- The *Trainer and assessor resource* complements the Aspire learner guide (print, eBook or online).
- Includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.
- Includes sample student templates for training and assessment.

Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to direct online or classroom discussion about the learning content.
- Clearly maps the learning content to the unit of competency requirements.

Summative assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.

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 marking guide

Assessment questions with suggested responses

This resource complements the corresponding Aspire *Student assessment workbook* for this unit.

This *Summative assessment marking guide* provides questions, along with solutions and suggested answers.

Assessment task 1: Questions

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:

- Identifying products
- Managing products

How do students complete 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 10 questions correctly for this task to be completed satisfactorily. The questions are divided into two (2) sections.

Students must respond to the questions in the spaces provided.

Students must submit an answer to each of the questions.

Advise students on 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.

Assessment task 3: Observation

Instructions to the assessor

What is this assessment for?

By correctly completing this task the student will demonstrate that they have the required skills and knowledge of the topics, including:

- Identifying products against specified criteria
- Locating and identifying products
- Handle and store goods
- Communicate effectively

How do students complete this assessment?

Advise the students on the specific arrangements, such as when and how the observation will be conducted.

Students must satisfactorily demonstrate each of the five (5) sections of observations. Assessors (or supervisors) will record what they see.

The student must show that they can:

1. Understand codes and markings on goods
2. Store and handle goods
3. Estimate requirements for goods and loads
4. Use quality assurance procedures
5. Use documentation and communication

Assessors or supervisors may ask students additional questions to determine if students understand what they are doing and why they are doing certain tasks.

What do students need to complete this assessment?

Students need access to the following:

- A suitable workplace or simulated environment
- The full range of resources (refer to the assessment conditions section in unit of competency for a full list of resources for assessment)
- A description of the context, scenario and/or tasks that students will need to complete when demonstrating the observations. As the assessor, you will need to outline and record the context, scenario and tasks for the observations. Record this in the textbox (Scenario for Assessment Part C) provided in the Student assessment workbook.

Unit of competency	Content	Activities
Element 3: Use inventory and labelling systems to identify and locate products	**n/a**	**n/a**
3.1 Inventory and labelling systems are used to locate products within the workplace	2A Identify product information • Apply storage and handling requirements	
3.2 Goods are physically located and identified	1B Managing products • Cataloguing and labelling systems	

Performance evidence		Content	Activities
PE1	Adapting to differences in products and services in accordance with standard operating procedures	2A Identify product information • Apply storage and handling requirements	
PE2	Applying relevant legislation and workplace procedures	2A Identify product information • Apply legislation and workplace procedures	
PE3	Communicating and working effectively with others when handling, transporting and storing products and providing information on products and services	2C Communicate effectively	Activity 5: Q1, Q2, Q4
PE4	Completing documentation related to work activities	2A Identify product information • Report	
PE5	Estimating the size, shape and special requirements of goods and loads	2B Handle and store goods • Manual handling	Activity 4: Q1

Dimensions of competency*	Part A – Questions	Part B – Case study	Part C – Observation
Task skills			O1
Task management skills			O3
Contingency management skills			O10
Job/role environment skills			O11

Assessment conditions	
AC1	As a minimum, assessors and assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.
AC2	Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.
AC3	Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
AC4	Resources for assessment include: • a range of relevant exercises, case studies and/or other simulations • relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.
For more information about conditions relating to assessor requirements, see your RTO's policies and procedures.	

Cover sheet: Assessment task 1

Unit Code	Title
TLIA2014	Use product knowledge to complete work operations

Student to complete

Student name: .... **Student DOB:** ....

Submission date: ....

Evidence to be submitted	Student: I have submitted	Assessor: I have a record of
Assessment task 1: Question responses	☐	☐

Student declaration:

- *I declare that no part of this assessment has been copied from another person's work, except where clearly noted on documents or work submitted.*

- *I declare that no part of this assessment has been completed for me by another person. I understand that plagiarism is a serious offence that may lead to disciplinary action by my training organisation.*

Student name: ....

Student signature: ....

Date: ....

Question 6

When writing a report regarding damaged or contaminated goods, there is specific information that must be included. What information must be included in the report?

	Result	**S □**	**U □**

Question 7

Cataloguing and labelling systems are used to manage products in a warehouse.

Which of the following statements are correct? Select yes or no for each statement.

a. A cataloguing system creates a unique system number for each product.	Yes/No
b. A labelling system uses storage locations to generate labels that contain a unique storage location.	Yes/No
c. A cataloguing system may use barcodes or an alphanumeric method of labelling.	Yes/No
d. A labelling system groups products into categories and classifications.	Yes/No

	Result	**S □**	**U □**

Question 8

Different types of goods require different storage areas and must be moved with appropriate equipment.

Match the beginning of the sentence to the end of the sentence about storage areas and appropriate equipment.

A. Perishable goods, such as food, pharmaceuticals or flowers	a. need to be stored and handled according to the requirements outlined on the SDS.
B. Fragile goods	b. need to be stored in temperature- and humidity-controlled environments and stock levels closely monitored. Equipment used will depend on the specific characteristics of the goods.
C. Dangerous goods	c. need to be stored depending on the elements the goods are composed of. Equipment and storage requirements may apply.
D. Composite goods	d. need to be stored in a protected area positioned away from high-traffic areas to prevent items from jolts and bumps. Equipment used may include a hand trolley or pallet jack to provide control and manoeuvrability.

	Result	**S □**	**U □**