

About this resource

This resource is for trainers and assessors of the *TLIA3015 Complete receiptal/despatch documentation*. 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
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.

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:

- Process for picking and packing orders
- Completing orders and documentation

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 6 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.

Case study 1: Process for picking and packing orders (Questions 1–3)

Read the case study to answer the questions that follow. You can also watch the video provided to see how the situation may look in the workplace.

Serap has a busy job as a picker and packer in a warehouse that stores and handles packaged food products and frozen seafood supplied to the restaurant and catering industry. The process she follows for picking and packing is based on the organisation's procedures and involves:

- reading and interpreting order requests
- noting the products required
- identifying the location of the products in the warehouse
- preparing a schedule for the collection of product items
- picking the products from the warehouse shelves
- checking the goods against orders
- sorting and assembling goods for the orders
- packaging the orders ready for despatch
- moving the orders ready for despatch.

Monday is the busiest day of the week and Serap has four different orders to fill for four different customers. All the orders must leave today, but one order has been given priority and two other orders need to be completed as soon as possible to meet transport schedules.

Serap thinks about the task she has to complete and considers the documentation she needs. She likes to be organised and knows that specific documents are used for different tasks so there is consistency across the business.

Serap considers the job and thinks about the time it will take to put the orders together. An error in reading an order could lead to the wrong product being selected, which can take up valuable time or mean that the wrong item is shipped to the customer. Based on her workplace knowledge and experience, she knows that the frozen product will not take long to locate in the freezer storage. It will stay in the freezer in the loading zone until required.

Serap knows that the policy for maintaining the freezer's temperature is to pick all the frozen products at the same time (this is to ensure she doesn't go in and out of the freezer too often, which reduces the freezer's temperature). Serap prepares a schedule for the order of the pick and uses a yellow highlighter to indicate the frozen products so she can select them at the same time for multiple orders. Her knowledge of the products means she can organise the documentation for the pick in order of priority. This will help her to work faster and meet her deadlines.

Watch the case study video [00m:52s] [here](#).



<https://vimeo.com/aspirelr/v1932>

Formative mapping

TLIA3015 Complete receipt/despatch documentation

The middle column in the following tables makes reference to the *Aspire Learner guide* content for this unit.

Unit of competency	Content	Activity
Element 1: Analyse order to identify work requirements to fill order	n/a	n/a
1.1 Order request documentation is interpreted	1B Documentation processes <ul style="list-style-type: none"> Types of documents 	Activity 2: Q1
1.2 Product/s in order are noted and workplace location/s are identified	1B Documentation processes <ul style="list-style-type: none"> Procedures for completing documentation Note products and identifying locations 	Activity 2: Q1
1.3 Workplace and product knowledge are used to organise documentation	1B Documentation processes <ul style="list-style-type: none"> Operation for work systems Workplace knowledge to organise documentation 	Activity 2: Q1
1.4 Required schedules for order movement are identified and noted as required	1B Documentation processes <ul style="list-style-type: none"> Identify schedules for order movement 	Activity 2: Q1
1.5 Special aspects of order, such as dangerous/hazardous goods or temperature controlled goods, are identified and information on required documentation procedures and relevant regulatory	1B Documentation processes <ul style="list-style-type: none"> Operation for work systems 	Activity 2: Q1

Summative mapping

TLIA3015 Complete receipt/despatch documentation,

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
Element 1: Analyse order to identify work requirements to fill order	n/a	n/a	n/a
1.1 Order request documentation is interpreted		CS1	
1.2 Product/s in order are noted and workplace location/s are identified		CS1–CS3	
1.3 Workplace and product knowledge are used to organise documentation		CS2	
1.4 Required schedules for order movement are identified and noted as required		CS2	
1.5 Special aspects of order, such as dangerous/hazardous goods or temperature controlled goods, are identified and information on required documentation procedures and relevant regulatory requirements is identified, accessed and interpreted		CS3	
Element 2: Follow workplace order documentation processes	n/a	n/a	n/a
2.1 Workplace procedures for order documentation are identified		CS4	
2.2 Workplace documentation is completed in accordance with workplace procedures and relevant regulatory requirements		CS4	

Cover sheet: Assessment task 2

Unit Code	Title
TLIA3015	Complete receipt/despatch documentation

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 2: Case study question responses	<input type="checkbox"/>	<input type="checkbox"/>

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 4

WHS and environmental protection procedures and guidelines may require that order documentation includes specific information.

Which of the following workplace procedures are applicable to order documentation? Tick all that apply.

<input type="checkbox"/> a. WHS procedures for selecting and using appropriate PPE for handling goods in an order
<input type="checkbox"/> b. WHS documents to complete when there is an injury or incident in receipt or despatch
<input type="checkbox"/> c. Guidelines for the storage and security of order documents
<input type="checkbox"/> d. Procedures for recording temperature variations for cold storage
<input type="checkbox"/> e. Guidelines for record keeping for the storage, handling, use or supply of specific chemicals for goods sold to customers.

Result S U

Question 5

Workplace policies and procedures are used when completing receipt/despatch documentation.

Which of the following are examples of workplace policies and procedures for completing receipt/despatch documentation? Tick all that apply.

<input type="checkbox"/> a. Procedure for checking goods against the order form
<input type="checkbox"/> b. Procedure for despatch schedules and priorities for order movement
<input type="checkbox"/> c. Policy for receiving stolen goods
<input type="checkbox"/> d. Policy for distribution of date-sensitive products
<input type="checkbox"/> e. Policy for securing and placing goods in storage zones

Result S U

Question 6

A business has certain requirements and standards in place to ensure a safe workplace for its workers.

Which of the following are important safety requirements for the completion of orders? Tick all that apply.

<input type="checkbox"/> a. The completion of orders often requires the hiring of casual staff.
<input type="checkbox"/> b. Daily WHS housekeeping means the safe storage of documentation.
<input type="checkbox"/> c. WHS housekeeping is about managing and maintaining an area or piece of equipment.
<input type="checkbox"/> d. A site layout plan can be used by emergency services during an emergency because it shows the