

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.

Other resources by Aspire

The following Aspire resources are also available to support delivery *TLIA3016 Use inventory systems to organise stock control*, Release 1.

| Resource | General overview |
|------------------------|--|
| Learner guide | <ul style="list-style-type: none"> Presented in plain English. Uses current industry practice, workplace examples and links to industry documents. Engages students and promotes learning through images, videos and diagrams. Provides workplace examples and topic summaries to sum up the content and consolidate learning. Activities provide for formative assessment, allowing the learner to review and improve their understanding of the content. Questions also help to prepare students for their summative assessment. |
| eBook | <ul style="list-style-type: none"> Incorporates all features of the learning content in an interactive learner guide. Includes links to video content and activities. Allows learners to complete online activities with immediate feedback. |
| Online resource | <ul style="list-style-type: none"> Provides all the learning content, activities and final assessment tasks in an online format that can be accessed by learners through a training organisation's learning management system. Interactive learning objects to display content. Videos and/or animations to further engage the learner. Transcripts of audio/video content to support the learning content. Benchmark responses to activities so learners can check their progress. Interactive summative assessment tasks. The facility to upload other materials/documents for assessment where required. |

You must provide students with the due date for the assessment, which can be recorded in the assessment plan section of their workbook.

What if the assessment is not suitable?

You may choose to modify this assessment to suit a candidate's needs. For example, you may offer the candidate the option to undertake oral assessment.

You must record the reasonable adjustment and evidence collected in the assessment cover sheet for this assessment.

Any adjustments to this assessment must comply with the unit requirements and with the RTO's policies and procedures.

What happens when answers are not satisfactory?

If any answers are marked as unsatisfactory, the candidate will need to redo the question/s.

The student must be provided with an opportunity for reassessment. The student is allowed three (3) attempts at this assessment.

Section 2: Manage risks

| During the observation, the candidate was observed consistently performing the following tasks: | Marking* | |
|--|--------------------------|--------------------------|
| | S | U |
| 6. Modifying activities depending on operational contingencies, risk situations and environments | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Operating and adapting to differences in equipment in accordance with standard operating procedures | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with workplace procedures | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessor comments/evidence submitted: | | |

*S=Satisfactory U=Unsatisfactory

Section 3: Work with others

| During the observation, the candidate was observed consistently performing the following tasks: | Marking* | |
|--|--------------------------|--------------------------|
| | S | U |
| 9. Communicating effectively with others | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Selecting and using relevant computing and office communications | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Reading, interpreting and following relevant instructions, procedures, information and signs | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Giving clear directions on tasks to be performed | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessor comments/evidence submitted: | | |

*S=Satisfactory U=Unsatisfactory

Formative mapping

TLIA3016 Use inventory systems to organise stock control, Release 1

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: Identify inventory and stock control systems in use in the workplace | n/a | n/a |
| 1.1 Workplace inventory and stock control equipment, software and systems are identified | 1C Inventory systems <ul style="list-style-type: none"> Operational inventory systems | Activity 3: Q4 |
| 1.2 Reasons for common database approach to inventory records and documentation in the warehouse are explained | 1C Inventory systems <ul style="list-style-type: none"> Inventory records and documentation | Activity 3: Q3 |
| 1.3 Procedures for identifying and reporting discrepancies or variances are identified | 1B Workplace procedures <ul style="list-style-type: none"> Discrepancies and variances | |
| Element 2: Use reorder procedures to maintain stock levels | n/a | n/a |
| 2.1 Stock level maintenance checking is conducted | 1B Workplace procedures <ul style="list-style-type: none"> Policies and procedures | |
| 2.2 Stock is reordered to meet stock level maintenance requirements in accordance with workplace policies and procedures | 1B Workplace procedures <ul style="list-style-type: none"> Reordering policies and procedures | Activity 2: Q4 |
| 2.3 Data is accurately entered and extracted from the inventory/records system using appropriate workplace procedures | 2B Complete stocktake activities <ul style="list-style-type: none"> Conduct stocktake | Activity 5: Q5 |

Summative mapping

TLIA3016 Use inventory systems to organise stock control, Release 1

| Unit of competency | Part A – Questions | Part B – Case study | Part C – Observation |
|--|--------------------|---------------------|----------------------|
| Element 1: Identify inventory and stock control systems in use in the workplace | n/a | n/a | n/a |
| 1.1 Workplace inventory and stock control equipment, software and systems are identified | Q7 | | |
| 1.2 Reasons for common database approach to inventory records and documentation in the warehouse are explained | Q7 | | |
| 1.3 Procedures for identifying and reporting discrepancies or variances are identified | | CS1 | |
| Element 2: Use reorder procedures to maintain stock levels | n/a | n/a | n/a |
| 2.1 Stock level maintenance checking is conducted | | | O3 |
| 2.2 Stock is reordered to meet stock level maintenance requirements in accordance with workplace policies and procedures | | CS2 | |
| 2.3 Data is accurately entered and extracted from the inventory/records system using appropriate workplace procedures | | | O4 |
| Element 3: Organise cyclical stock counts and report discrepancies or variances | n/a | n/a | n/a |
| 3.1 Process for cyclical stock count is planned and work is allocated to team members | Q11 | | |
| 3.2 Clear directions on tasks to be performed are given | | | O12 |

Assessor to complete

Please complete the following information:

| Attempt 1 | Attempt 2 | Attempt 3 |
|--|--|--|
| <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory |
| Assessment date: | Assessment date: | Assessment date: |

Please provide feedback and/or record any reasonable adjustments made for this assessment.

If the result is unsatisfactory, please include the arrangements that have been made for reassessment and/or additional training that may be required.

Please also record results and any required resubmissions or reasonable adjustment details in the Record of outcome document.

Assessor declaration:

I declare that this assessment has been conducted as per the training organisation's assessment procedures and the instructions provided for this assessment task, and that I have provided appropriate feedback to the student.

Assessor name:

.....

Assessor signature:

.....

Date:

.....

Case study: Workplace procedures for inventory control (Questions 1–2)

Read the case study, then answer the questions that follow.

Simon works in a warehouse that manages fast-selling luxury items. When conducting the monthly stocktake, Simon notices that the stock count and the amount showing in the inventory system are not the same. He is unsure whether the difference should be reported as a major or a minor discrepancy.

CS Question 1

Simon needs to follow procedures for identifying and reporting discrepancies.

What is a procedure that Simon could use to identify and report the discrepancy?

Result**S** ☐**U** ☐**CS Question 2**

What is a reordering procedure that Simon could use? Explain how he could use it to meet and maintain the appropriate stock level of the luxury goods.

Result**S** ☐**U** ☐