

## About this resource

This resource is for trainers and assessors of the *TLIA3019 Organise receival 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
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

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## 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.

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# Summative assessment marking guide

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## 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

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### 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:

- Product characteristics
- Meeting deadlines
- Work health and safety
- Using equipment
- Monitoring work and managing problems
- Documentation

#### 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 13 questions correctly for this task to be completed satisfactorily. The questions are divided into six (6) 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.

**Case study 1: Implementing new procedures (Questions 1–5)**

*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.*

Kylie is the loading dock supervisor for Harold's, a regional department store that stocks general items and household goods. Harold's is adding general groceries, refrigerated and frozen goods to its current lines. A new cool room and freezer have been added to the existing store facility and both are large enough to allow access through the doorway using pallet jacks. The centre of the cool room and freezer is kept clear for palletted goods, so workers can deposit goods quickly and spend minimal time in cold temperatures.

Kylie creates a receival procedure that prioritises the movement of chilled and frozen goods into storage and outlines how to allocate goods to the appropriate storage area. This is to ensure that goods are in the freezer or cool room within 20 minutes of delivery. Goods may be moved using a forklift, but if a forklift driver is not available, pallets can be shifted from the delivery landing with a pallet jack and workers can remove the goods off the pallets later. The new procedure includes personal protective equipment (PPE) requirements for working in the freezer and cool room, which includes wearing thermal clothing, hoods and gloves.

Kylie writes a set of procedures and discusses the new process with her manager, Jack. They decide to set a meeting to discuss the new process and put the following on the agenda:

- planning PPE training for workers who will be working in the freezer and cool room
- meeting WHS requirements for monitoring equipment safety by making sure it is completely dry before entering the freezer to prevent ice from forming on the equipment
- explaining how goods deteriorate if they are not unpacked and stored within the 20-minute deadline
- outlining WHS requirements, such as wearing PPE
- monitoring new process by regularly talking to workers to see whether the PPE is adequate for the conditions
- explaining why long periods of time in the cool or freezer areas should be avoided
- organising worker supervision to make ensure they are using the PPE correctly and that they are not staying in cold environments for long periods of time.

Watch the case study video [02m:18s] [here](#).



<https://vimeo.com/aspirelr/v1941>

## Formative mapping

### *TLIA3019 Organise receival operations*

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

Unit of competency	Content	Activity
<b>Element 1: Plan and organise receival operations</b>	<b>n/a</b>	<b>n/a</b>
1.1 Knowledge of product characteristics and workplace procedures are applied to stock analysis	1A Stock characteristics <ul style="list-style-type: none"> <li>Characteristics of stock</li> </ul>	Activity 1: Q1 Activity 2: Q1
1.2 Resources, including manual handling equipment, employee competencies, storage areas and goods management equipment, are identified to match product characteristics	1B Site, resources and requirements <ul style="list-style-type: none"> <li>Identify resources to match stock</li> </ul>	Activity 2: Q1
1.3 Deadlines are scheduled to enable receival of stock in storage zones	1D Scheduling <ul style="list-style-type: none"> <li>Consult to learn timelines</li> </ul>	Activity 4: Q2, Q3
1.4 Work processes are planned to meet specified deadlines	2A Plan and work systematically	Activity 5: Q1, Q2
<b>Element 2: Organise the storage of stock</b>	<b>n/a</b>	<b>n/a</b>
2.1 Employees, equipment and storage areas are allocated and supervised	1B Site, resources and requirements <ul style="list-style-type: none"> <li>Allocate resources to ensure safety</li> </ul>	Activity 2: Q4 Activity 4: Q1
2.2 Individuals are informed of work requirements and deadlines	1B Site, resources and requirements <ul style="list-style-type: none"> <li>Communicate about expectations</li> </ul>	Activity 2: Q4

## Assessment mapping

TLIA3019 Organise receival operations

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
<b>Element 1: Plan and organise receival operations</b>	n/a	n/a	n/a
1.1 Knowledge of product characteristics and workplace procedures are applied to stock analysis	Q1	CS1, CS2	
1.2 Resources including manual-handling equipment, employee competencies, storage areas and goods management equipment are identified to match product characteristics		CS3	
1.3 Deadlines are scheduled to enable receival of stock in storage zones	Q2		
1.4 Work processes are planned to meet specified deadlines	Q3		
<b>Element 2: Organise the storage of stock</b>	n/a	n/a	n/a
2.1 Employees, equipment and storage areas are allocated and supervised	Q8	CS4	
2.2 Individuals are informed of work requirements and deadlines		CS5	
2.3 Work processes are monitored to ensure human resources and equipment are maintained at productive levels in accordance with workplace procedures and work health and safety (WHS)/occupational health and safety (OHS) requirements	Q9		
2.4 Discrepancies in stocks are noted and reported in accordance with workplace procedures	Q10		
<b>Element 3: Complete documentation</b>	n/a	n/a	n/a

# Final assessment

## How to work through this final assessment

This final assessment is for the unit *TLIA3019 Organise receival operations*

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

This final assessment has three (3) sections that you must complete.

## Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

Assessment Task	Description of task
1. Questions	There are six (6) sections. The student must correctly answer all 13 questions.
2. Case studies	There is one (1) case study. The student must read the scenario, then correctly answer all five (5) questions.
3. Observation	There are three (3) sections. The student must show they can do each of the following: <ol style="list-style-type: none"> <li>1. Applying legislation and workplace procedures</li> <li>2. Complete work tasks</li> <li>3. Communication</li> </ol>

## How to submit assessments

You must submit your completed assessments to your assessor. Instructions for what to submit for assessment are detailed in each assessment task.

## How to appeal an assessment result

If you believe your assessment result is not right you should discuss this with your assessor. They will direct you to your student handbook, which will have information about how to appeal an assessment result.

## Cover sheets

Each assessment task that you complete must have a signed cover sheet. Cover sheets are provided for each of the assessment tasks in this workbook. When the assessment has been completed and marked, your assessors may provide you with a completed copy for your own records.

# Cover sheet: Assessment task 1

Unit Code	Title
TLIA3019	Organise receival 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	<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:** .....