

About this resource

This resource is for trainers and assessors of the *TLIE3002 Estimate/calculate mass, area and quantify dimensions documentation*, Release 1. 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:

- Checking the weight and volume of a load

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 four (4) questions correctly for this task to be completed satisfactorily. The questions follow one (1) case study.

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.

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:

- Work according to legislation and regulations
- Make calculations
- Work with others

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 four (4) sections of observations. Assessors (or supervisors) will record what they see.

The student must show that they can:

- Making estimations and calculations
- Interpreting and completing documentation
- Completing job tasks
- Communicating

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)

What evidence should be submitted?

- An observation record sheet should be completed with signatures of the assessor and/or supervisor. Note: it is important to clearly identify the parts of the assessment completed by the assessor and the parts completed by the supervisor.
- A task cover sheet needs to be completed by you as the assessor and may also need to be completed by the supervisor (if applicable).

Formative mapping

TLIE3002 *Estimate/calculate mass, area and quantify dimensions*, 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: Estimate loads for transport or storage	n/a	n/a
1.1 Order forms/work orders are read and requirements are noted	1A Regulations and guidelines <ul style="list-style-type: none"> Documentation requirements 	
1.2 Shape, balance characteristics, dimensions and mass of load/s are identified	1B Calculations <ul style="list-style-type: none"> Load characteristics 	Activity 2: Q1
1.3 Area/volume required for storage is estimated	2B Make calculations <ul style="list-style-type: none"> Calculate mass, area and volume 	Activity 4: Q4
1.4 Weights and volumes are totalled to calculate load requirements of transport or storage system	2B Make calculations <ul style="list-style-type: none"> Calculate mass, area and volume 	
Element 2: Estimate load limits of transport and/or storage	n/a	n/a
2.1 Allowable load limits for storage and/or transport systems are identified in accordance with workplace procedures	1A Regulations and guidelines <ul style="list-style-type: none"> Load requirements 	Activity 1: Q5
2.2 Capacity of transport and storage systems in terms of mass, area and volume is calculated	2B Make calculations <ul style="list-style-type: none"> Calculate mass, area and volume 	

Summative mapping

TLIE3002 Estimate/calculate mass, area and quantify dimensions, Release 1

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
Element 1: Estimate loads for transport or storage	n/a	n/a	n/a
1.1 Order forms/work orders are read and requirements are noted			O4
1.2 Shape, balance characteristics, dimensions and mass of load/s are identified			O1
1.3 Area/volume required for storage is estimated			O2
1.4 Weights and volumes are totalled to calculate load requirements of transport or storage system		CS4	
Element 2: Estimate load limits of transport and/or storage	n/a	n/a	n/a
2.1 Allowable load limits for storage and/or transport systems are identified in accordance with workplace procedures		CS1	
2.2 Capacity of transport and storage systems in terms of mass, area and volume is calculated			O3
Element 3: Organise load	n/a	n/a	n/a
3.1 Load/s is restricted to allowable range		CS2	

Assessment agreement

Make sure you read through this workbook and understand what is required of you before signing this agreement.

Sign and date this agreement before you begin the assessment process.

I, _____,
(insert name)

- ☐ I agree that the purpose and steps for this assessment have been explained to me.
- ☐ I have discussed with my assessor (or trainer) any special needs that I have for these assessments.
- ☐ How the assessment decision will be made has been discussed with me.
- ☐ How my assessment outcome will affect me and the opportunities to re-attempt the assessment, if required, has been discussed with me.
- ☐ I understand that I have the right to request an appeal if I am unhappy with the assessment decision.
- ☐ I have accessed and understood general information on the assessment that has been provided.
- ☐ I have been given enough notice of the date, time and place for the assessment.

Student name: _____

Student signature: _____

Date: _____

Assessor name: _____

Assessor signature: _____

Date: _____

Section 2: Making estimations (Questions 3–5)

Question 3

Workplace policies outline why you must estimate the weight, area, volume, quantity and dimensions of goods. Workplace procedures provide guidance on how to make estimations and calculations.

Why should workplace policies and procedures be followed when estimating the weight, area, volume, quantity and dimensions of goods before transporting and storing them?

Result**S** ☐**U** ☐

Question 4

A load of goods that needs to be transported is too heavy for the forklift and exceeds the weight limit of the storage rack.

What action can be taken to solve this problem?

Result**S** ☐**U** ☐

Question 5

You are storing goods that are irregular sizes and when you place them in the storage area, some fall off the pallet jack and are damaged because the storage area is too small.

What actions could you have taken to prevent this from happening?

Result**S** ☐**U** ☐