

About this resource

This resource is for trainers and assessors of the *TLIJ2001 Apply quality procedures*. 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.

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.

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:

- Dealing with a quality fail

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 2 questions correctly for this task to be completed satisfactorily. The questions are divided into 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:

- Quality concepts, principles and procedures
- Quality improvement

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 three (3) sections of observations. Assessors (or supervisors) will record what they see.

The student must show that they can:

1. Use quality concepts
2. Identify changes, adapting processes and reporting problems
3. Conduct trials

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.

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. Additional copies of the checklist may

Performance evidence		Content	Activities
PE8	Working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.	2A Apply quality procedures <ul style="list-style-type: none"> Conduct trials 	Activity 3: Q1

Knowledge evidence		Content	Activities
KE1	Focus of operation of work systems, equipment or management, site and organisational operating procedures	1A Quality assurance concepts <ul style="list-style-type: none"> Individual and organisational performance 	
KE2	Housekeeping standards and procedures	1B Ensuring quality improvement <ul style="list-style-type: none"> Quality related problems 	Activity 2: Q3
KE3	Impact of job on enterprise and individual performance	1A Quality assurance concepts <ul style="list-style-type: none"> Individual and organisational performance 	Activity 1: Q2
KE4	Relevant work health and safety (WHS)/occupational health and safety (OHS) procedures and guidelines	1B Ensuring quality improvement <ul style="list-style-type: none"> Investigate cause of quality fail 	Activity 2: Q1
KE5	Typical quality-related problems that may arise in work operations and products, and related options for action and solutions	1B Ensuring quality improvement <ul style="list-style-type: none"> Quality related problems 	
KE6	Workplace or site layout	1B Ensuring quality improvement <ul style="list-style-type: none"> Investigate cause of quality fail 	Activity 2: Q1
KE7	Workplace quality assurance and improvement principles and procedures.	1A Quality assurance concepts <ul style="list-style-type: none"> Improvement principles and procedures 	Activity 1: Q1

Summative mapping

TLIJ2001 Apply quality procedures

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
Element 1: Apply quality concepts	n/a	n/a	n/a
1.1 Responsibility is taken for quality of own work when providing services or products to meet external and internal customer needs	Q6		
1.2 Work is completed in accordance with workplace standards as defined in enterprise policies and procedures	Q2		
1.3 Basic quality concepts are applied to work activities	Q2		
Element 2: Trial improvements	n/a	n/a	n/a
2.1 improvements to work processes are planned and trialled		CS1	
2.2 Trials of improvements to work processes are checked for expected outcomes and compliance with workplace requirements		CS1	
Element 3: Implement improvement	n/a	n/a	n/a
3.1 Improvement initiatives trialled and confirmed as successful are implemented in accordance with enterprise procedures		CS1, CS2	
3.2 Work is completed in accordance with workplace policies and procedures	Q4		

Final assessment

How to work through this final assessment

This final assessment is for the unit *TLIJ2001 Apply quality procedures*

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	Due date
1. Questions	There is one (1) section. The student must correctly answer all 6 questions.	
2. Case studies	There is one (1) case study. The student must read the scenario, then correctly answer all 2 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"> 1. Use quality concepts 2. Identify changes, adapting processes and reporting problems 3. Conduct trials 	

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.

Question 4

Quality policies, procedures and processes form the basis for continuous improvement. Which of the following statements are true?

Select yes or no for each statement.

a. Policies and procedures ensure completed activities and tasks comply with workplace standards, legislation, regulations and codes of practice.	Yes / No
b. When there is a quality issue, workplace policies and procedures may be referred to for current best practice.	Yes / No
c. Policies and procedures need to be rewritten even if they were not the reason for a quality fail.	Yes / No
d. Processes include compliance requirements that aim to ensure all tasks are completed consistently.	Yes / No

Result **S** **U**

Question 5

Match the beginning of each sentence about when you need to undertake certain actions to the correct ending.

A. You may need to investigate WHS practices in relation to quality assurance if	a. equipment is situated where it is affected by moisture or dust, or high-demand goods are not stored close to the despatch area, resulting in delivery delays and customer dissatisfaction.
B. The warehouse site layout can affect the provision of quality goods and services if	b. there are lapses in the required standards – staff may need additional training, clarified work instructions or monitoring to complete tasks.
C. You may need to investigate housekeeping practices in relation to quality assurance if	c. the quality fail has resulted in a WHS incident.

Result **S** **U**

Question 6

Workers should ensure quality assurance standards when providing services or products to meet customer needs.

What are some ways workers can take responsibility for their work in regard to quality assurance?

Result **S** **U**