

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 and suggested responses to guide discussion.

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.

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.

Observation marking guide

Note: You do not have to use this observation marking guide. It provides guidance only, and assessors may need to contextualise it for the particular workplace or environment in which the observations take place.

Prior to undertaking construction work, the candidate was observed performing the following tasks:	Marking*	
	S	U
1. Demonstrating the correct fitting of eye protection to themselves	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrating the correct fitting of a hard hat to themselves	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrating the correct fitting of a high-visibility retro reflective vest to themselves	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrating the correct fitting of hearing protection to themselves	<input type="checkbox"/>	<input type="checkbox"/>
Assessor comments/evidence submitted:		

*S= Satisfactory U=Unsatisfactory

Assessment task 4: Oral questions

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:

- Identifying and controlling workplace hazards
- Use of PPE and emergency equipment
- Responding to an incident or emergency
- WHS documentation, communication and reporting
- Health and safety work roles

How do students complete this assessment?

This is an oral assessment task – students must provide a verbal response directly to the assessor.

Students must answer all 15 questions correctly for this task to be completed satisfactorily. The questions are divided into four (4) sections.

As the assessor, you must **record the student's response to each** question in the spaces provided on the Verbal record sheet (see *Student assessment workbook*).

Students must complete this assessment unassisted.

What do students need to complete this assessment?

Students will need to have access to safety signs and emergency equipment, or to images of them. A poster containing the required images can be found in the supporting documents folder in this resource.

What evidence needs to be submitted?

- A verbal question record sheet must be completed.
- A task cover sheet needs to be completed by you as the assessor and signed by the student.
- Video or photo evidence may be collected as part of this assessment. This evidence must be verified. If this is required you will need to provide information to the student as to how this is to be completed and submitted.

Formative mapping

CPCCWHS1001 Prepare to work safely in the construction industry, 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 health and safety legislative requirements of construction work	n/a	n/a
1.1 Basic roles, responsibilities and rights of duty holders are identified and explained according to jurisdictional health and safety legislative requirements	1A Health and safety laws and your work <ul style="list-style-type: none"> Health and safety laws in each state and territory Roles and duty holders in construction work Your rights as a worker 	Activity 1: Q1–Q4
1.2 Duty of care requirements are identified	1B Understand duty of care	Activity 2: Q1–Q4
1.3 Construction safe work practices are identified and explained	1C Work safely on construction sites	Activity 3: Q1–Q3
Element 2: Identify construction hazards and risk control measures	n/a	n/a
2.1 Basic principles of risk management are identified	2A Basic principles of risk management	Activity 4: Q1, Q2 Activity 5: Q1–Q5 Activity 6: Q1
2.2 Construction hazards are identified and discussed	2B Hazards on construction sites	Activity 7: Q1

Unit of competency		Part A – Questions	Part B – Case study	Part C – Observation	Part D - Oral explanation
3.3	Safety signs and symbols are identified and explained				E8
3.4	Procedures for reporting hazards, incidents and injuries are identified	Q20			
Element 4: Identify incident and emergency response procedures		n/a	n/a	n/a	n/a
4.1	Procedures for responding to incidents and emergencies are identified and explained	Q20			E3, E4
4.2	Procedures for accessing first aid are identified	Q22			
4.3	Types and purpose of fire safety equipment are identified and discussed				E5–E7

Performance evidence		Part A – Questions	Part B – Case study	Part C – Observation	Part D - Oral explanation
PE1	Identify and orally report two construction hazards				E1
PE2	Orally explain how risk could be reduced or removed in relation to those two hazards				E2
PE3	Select appropriate personal protective equipment (PPE) to control the risk				E2, E3

Knowledge evidence		Part A – Questions	Part B – Case study	Part C – Observation	Part D - Oral explanation
KE10	<p>Safe work practices that should be followed in construction work, including:</p> <ul style="list-style-type: none"> accessing and using site amenities for drinking water, hand washing and toilets following safety procedures when performing work tasks and using equipment identifying and reporting hazards, incidents and injuries in the workplace keeping the work area clean, tidy and free from debris not using or being affected by drugs and/or alcohol while at work preventing bullying and harassment in the workplace selecting and using required PPE smoking only in designated areas storing and removing waste and debris in designated areas 	Q4, Q6, Q7, Q9	CS2–CS4	O1–O4	E2
KE11	<p>Meanings and symbols associated with construction safety signs, symbols and tags, including:</p> <ul style="list-style-type: none"> emergency information signs: exits, emergency equipment and first aid fire signs: location of fire alarms and fire-fighting equipment hazard signs and symbols: danger and warning regulatory signs and symbols: prohibition, mandatory and limitation or restriction safety and lockout tags: danger and out-of-service tags 				E8

Foundation skills are implicit in the performance criteria, performance evidence and knowledge evidence components of the unit of competency. As such, they have been mapped to assessment questions and observations that relate to these components. For example:

“Learning” may relate to assessment tasks dealing with understanding and following procedures.

“Numeracy” may relate to assessment tasks dealing with understanding numbering sequences in legislation or processes.

“Digital literacy” may relate to assessment tasks dealing with reporting, recording and communication.

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:

Case study (Questions 1–4)

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

Bill is just finishing his break when his supervisor, Jack, comes over. Jack hands Bill a key to the equipment shed and asks him to get a nail gun and see Tony. Jack says Tony needs a quick job done that will only take five minutes.

Bill goes into the shed where the power tools are stored. There's only one nail gun in the shed. Bill plugs in the nail gun to check that it works. But then he feels the grip of the gun getting hot and smells a faint burning smell.

Bill is cautious about using the equipment because it may be faulty. He knows his boss is under pressure to complete the build on time. Bill doesn't want to have to explain to Jack that he can't do what he was asked because he knows that Tony will give him a hard time and call him weak.

However, Bill knows that under his state WHS law, he has the right to refuse to work if he thinks it is unsafe and that he may be hurt. He decides to go back and explain to Jack that the job can't be done straight away due to the faulty nail gun.

CS Question 1

What duty does Bill have under health and safety laws now that he has identified the faulty nail gun?

Result**S** ☐**U** ☐**CS Question 2**

Which of the following are procedures Bill should follow when reporting the incident with the nail gun to his boss? Tick all that apply.

- ☐ a. Bill must report the incident as a safety risk to his boss.
☐ b. Bill should leave the nail gun in the shed, but place it in a corner so it won't be seen.
☐ c. Bill should remove the nail gun from the shed so no one else can use it.
☐ d. Bill should speak to the health and safety representative (HSR) about the incident.

Result**S** ☐**U** ☐