

## Assessment support pack

# FSKDIG003 Use digital technology for non-routine workplace tasks

Release 1

Aspire Version 1.1



# About this resource

This resource is for trainers and assessors of the unit *FSKDIG003 Use digital technology for non-routine workplace tasks*. It complements the corresponding *Aspire Learner guide*.

The *Assessment support pack* provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

This resource is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment Third-party report
Mapping	Contains formative and summative mapping
PowerPoint	PowerPoint slides for training purposes

## Key features

- The *Assessment support pack* complements the *Aspire Learner guide*.
- It 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.

### Formative assessment

- Includes Learning checkpoint questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements in a customisable Excel spreadsheet.

### Final 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.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

# Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*. Formative assessment helps students to consolidate their learning and trainers to determine how students are progressing.

## How to use formative assessment

Formative assessment tasks can be used by students in a variety of settings. 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 questions provided by Aspire. This should be done according to the experience of students and the specific learning situation.

## Learning checkpoints

Aspire learner guides include learning checkpoints with questions about the learning content. These formative learning tasks are mapped to the unit of competency and allow the student to review their understanding of the content.

The question styles and content are designed to complement the final assessment questions. This provides students with an opportunity to practise before completing the final assessment.

The *Formative assessment guide* provides questions, along with solutions.

The answers provided by the student may vary due to a number of factors, including:

- the student's personal and work-related experiences
- the situations and strategies presented by the trainer
- the student's or trainer's interpretation of the activity
- the type of industry, organisation or work practices encountered by the student.

## Talk with others

Discussion questions allow the student to reflect more widely on what they have learnt and their personal experiences. These allow students to share their ideas with others and apply their learning to a broader context.

Suggested responses to discussion topics are provided in the *Formative assessment guide*.

The 'Talk with others' discussion is suitable for use with students:

- in a large class group, or for smaller groups discussions
- in a workplace where co-workers can be asked what they think.

# Final assessment overview

## Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student 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 to meet various vocational contexts. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- ensure that the performance and knowledge evidence 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 students 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 student's particular needs.

Any reasonable adjustments made to assessment must be recorded. The *Aspire Student assessment* document provides a space to record this in the cover sheet for each assessment task.

# Formative assessment guide

## FSKDIG003 Use digital technology for non-routine workplace tasks

### Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* for this unit.

Aspire provides questions in its learner guides. Questions are divided into practice tasks, which appear throughout the learning content, and learning checkpoints, which appear at the end of each topic.

This *Formative assessment guide* replicates these questions, and provides solutions and suggested responses.

## *Student assessment*

### FSKDIG003 Use digital technology for non-routine workplace tasks



# Final assessment

This final assessment is for the unit *FSKDIG003 Use digital technology for non-routine workplace tasks*, Release 1.

An assessor will review your work to make sure it is satisfactory.

## Assessment plan

Add the due dates for each task to the table below.

Assessment task	Due date
1. Questions	
2. Observation	

## Submitting assessments

Complete each assessment task and submit your answers to the assessor.

You must also complete a cover sheet for each assessment task.

Your assessor will provide feedback and a copy of your work.

If you believe your assessment result is not right, you should discuss this with your assessor.

# Observation instructions

You will be observed completing **three (3)** non-routine workplace tasks that use digital technology. This could include:

- Using a handheld scanner
- Reading a meter or scales
- Creating a spreadsheet on a computer
- Searching a database or inventory system

## Section 1: Preparing for the tasks

1. Confirm the purpose and outcome of each task, such as in an email or in a discussion.
2. Select appropriate digital technology to complete each task.

## Section 2: Performing the tasks

3. Find and follow workplace instructions to use digital technology safely, such as a procedure or an instruction manual.
4. Adjust instructions to suit workplace changes, such as new or upgraded equipment.
5. Follow workplace procedures and security protocols to use and shut down technology, such as following an internet usage policy.

## Section 3: Reviewing your performance

6. Review performance against required outcomes and plan ways to improve.

### Evidence to submit

- ☐ Self-evaluation checklist



# Observation record sheet

### Assessor to complete

## Observation scenario

Describe the scenario the student will undertake to complete the project.

## Section 1: Preparing for the tasks

[illegible]

# Final assessment marking guide

## FSKDIG003 Use digital technology for non-routine workplace tasks

### Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* and *Student assessment* for this unit.

This *Final assessment marking guide* provides task instructions, along with suggested responses.

The assessment process must be conducted in accordance with the RTO's policies and procedures.

# Observation marking guide

The student must complete **three** non-routine workplace tasks that use digital technology.

## Section 1: Preparing for the tasks

During the observation, the student demonstrated the following:

### 1. Confirming the purpose and outcome of each task

This may include:

- Identifying the nature and scope of the task, such as:
  - Operating computerised settings on a printer or scanner
  - Weighing an item using digital scales
  - Communicating with a customer via email or phone
  - Using a touch screen to enter information
  - Entering information into a database or spreadsheet on a computer
- Identifying the purpose for doing the task, such as:
  - Sending a message to a supervisor
  - Finding a measurement
  - Recording information about a product
  - Finding information on the internet
- Identifying the outcome of the task, such as:
  - Getting an accurate measurement
  - Identifying the product code to locate an inventory item
  - Communicating information via text message or email
  - Entering and storing information correctly so it can be accessed later
  - Using information to respond to a customer enquiry

### 2. Selecting appropriate digital technology to complete each task

This may include:

- Selecting the appropriate equipment, such as the correct software program to enter data
- Accessing the correct computer program to input information, such as a spreadsheet
- Locating suitable equipment, such as digital scales for weighing heavy parcels

# Third-party report

This third-party report is for the unit *FSKDIG003 Use digital technology for non-routine workplace tasks*, Release 1.

## For the assessor

### When to use another party to collect assessment evidence

A third-party report can be provided to workplace supervisors whose responsibility it is to monitor the student while they are in the workplace. The supervisors are usually the people observing and supervising the student when you are not present. They will monitor the consistency of the student's performance during work placement.

The report has a list of tasks the student is expected to complete in the workplace. The third-party will provide observations and feedback of the student's performance in various work tasks required for assessment of the unit.

By providing information and signing the document, the third-party is verifying that the student has demonstrated they have the required skills and knowledge to meet industry and workplace standards.

The third-party will not decide if the student is competent. It is your responsibility as the assessor to make that decision. The feedback provided by the third-party can be used as evidence you will be gathering to determine the student's final result.

To ensure consistency between what you and the third-party are expecting to observe in the student's performance, the third-party can be provided with a copy of a marking guide.