

Assessment support pack

FSKLRG008 Use simple strategies for work-related learning

Release 1

Aspire Version 1.1



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.

Formative assessment guide

Unit code and title

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.

Learning checkpoints

Learning checkpoint: Day 1

Question 1

If you prefer face-to-face learning, how do you prefer to learn? Tick the correct answer.

- ☐ On your own
- ☐ Online
- ☐ In a classroom

Solution

- ☐ On your own
- ☐ Online
- ☒ In a classroom

Question 2

What do you need to think about when deciding on your learning goals? Tick the correct answer.

- ☐ They need to be related to your job
- ☐ They must lead to study
- ☐ They must take a long time to reach.

Solution

- ☒ They need to be related to your job
- ☐ They must lead to study
- ☐ They must take a long time to reach.

Question 3

What learning style is best for people who prefer to learn by being shown how to do a task? Tick the correct answer.

- ☐ Print-based learning
- ☐ Practical learning
- ☐ Structured learning

Final assessment

This final assessment is for the unit *FSKLRG008 Use simple strategies for work-related learning*, 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. Project	

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.

Assessment agreement

Make sure you understand what is required of you before signing this agreement.

Please sign and date this agreement before you begin the assessment process.

I understand the following:

- ☐ The assessment has been explained to me.
- ☐ I can discuss any special needs I have with my assessor.
- ☐ How the assessment decision will be made.
- ☐ I can re-attempt the assessment if I need to.
- ☐ I can discuss my assessment result if I am unhappy with the decision.
- ☐ I have been told the date, time and place for assessment.

Student name:

Student signature:

Date:

Assessor name:

Assessor signature:

Date:

Evidence to submit

- ☐ Report on two learning goals
- ☐ Learning plan
- ☐ Review of learning plan

Final assessment marking guide

FSKLRG008 Use simple strategies for work-related learning

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.

Assessment task 1: Questions

Students' correct responses to the questions show that they have the required skills and knowledge to *Use simple strategies for work-related learning*

Students need access to the assessment questions or learning management system to complete this task. As this is an open-book task, students may access a learner guide, the internet and/or other resources to complete the questions.

Students should respond to the questions in the spaces provided. They must answer all questions correctly for this task to be completed satisfactorily.

Evidence

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 handing in written responses, or by sending in responses via email or online submission. You should advise students on how to submit their responses, and to keep a copy of their submitted work.

When and where will this assessment take place?

Advise 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 their employer.

You must provide students with the due date for the assessment, which can be recorded in the assessment plan. You must also specify the length of time allowed, if applicable.

What if the assessment is not suitable?

You may choose to modify this assessment to suit a student's needs. For example, you may offer the student the option to respond to verbal questions instead.

You must record the reasonable adjustment and evidence collected in the assessment task cover sheet. Any adjustments to this assessment must comply with the unit requirements and the RTO's policies and procedures.

What if answers are not satisfactory?

If any student is unable to satisfactorily complete any of the questions, you must give the student feedback and record this feedback on the assessment task cover sheet.

Students must be provided with an opportunity for reassessment. You may also recommend future training if the learner has not satisfactorily achieved all criteria.

Students have the right to appeal their assessment result. They need to be referred to the RTO policies and procedures.