

## Assessment support pack

# FSKLRG009 Use strategies to respond to routine workplace problems

Release 1

Aspire Version 1.1



## Assessment attempts and outcomes

Assessors should refer to their RTO's policies and procedures for specific information regarding training and assessment. Students must be provided with this information as part of their assessment instructions before they begin the final assessment.

Each assessment task will be given an outcome of either Satisfactory (S) or Unsatisfactory (U). Students must satisfactorily complete all tasks to achieve an overall outcome of Competent (C) for a unit. If one or more tasks are assessed as unsatisfactory, students will be given an overall outcome for the unit of Not Competent (NC).

Students must be provided with feedback about the outcome of their assessments in a timely period. This is to give them an opportunity to prepare for another attempt at an assessment, and to ensure they understand what they need to resubmit and why. Feedback may be provided on the assessment cover sheet and followed up with verbal explanation. Students need to be given a suitable time frame for resubmission.

Where an assessment involves a manager or supervisor providing third-party information about the student, arrangements will need to be made and agreed on for the time and date of reassessment.

## Resources and equipment required for assessment

Aspire has provided an outline of equipment and resources (where applicable) for each assessment task. Always refer to the assessment conditions outlined in the unit of competency and available at [training.gov.au](http://training.gov.au).

As a general rule, assessors need to make sure the student has access to:

- a learner guide (if they are completing an open-book assessment)
- a copy of the assessment tasks
- a computer or device for recording responses
- a workplace or simulated workplace for observations and demonstrations.

Students must complete each assessment task and submit it by the due date. Assessments may be completed in the classroom, online, in a real or simulated workplace, or by another arrangement agreed on by the assessor and the student. The assessor can instruct students to finish tasks as homework where time permits.

# Formative assessment guide

## FSKLRG009 Use strategies to respond to routine workplace problems

### 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.

# Final assessment

This final assessment is for the unit *FSKLRG009 Use strategies to respond to routine workplace problems*, 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	
3. 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.

## 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:** .....

## Assessment task 2: Project

You will be asked to complete a project on what you have learnt. Read and respond to the project instructions.

This is an open-book task. You can use a learner guide and the internet. You can also ask your assessor to assist you if required.

### Required resources

Your assessor will provide you with the following to complete the project:

- own familiar support resources

### Evidence

Your assessor will tell you how to submit your answers. Give your answers and a completed cover sheet to the assessor. Keep a copy of your work.

If you do the project in a workplace, your supervisor may need to complete a third-party report. Your assessor will discuss this with you and your employer.

### When and where will this assessment take place?

Your assessor will tell you when and where to do the assessment.

### What if the assessment is not suitable?

If you cannot complete the project in writing, discuss this with your assessor. You may be asked to complete a different project.

### What if responses are not satisfactory?

If any of your responses are unsatisfactory, your assessor will give you feedback. You may need to redo some of your responses. Your assessor will explain how to do this.

If you are not happy with your assessment result, discuss this with your assessor.

# Project record sheet

**Assessor to complete**

## Project scenario

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

### Section 1: Identify workplace problems

The student's project shows evidence of the following:	S	U
1. Select two predictable workplace problems that affect you at work. A workplace problem may be the result of: <ul style="list-style-type: none"> <li>- A workplace procedure</li> <li>- A document such as a record or form</li> <li>- Work health and safety (WHS)</li> <li>- Communication in the workplace</li> <li>- A budget</li> <li>- A lack of time to complete a task</li> <li>- Staffing</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="border: 1px solid black; height: 100px; margin-top: 10px;"></div>		
Additional questions:* <div style="border: 1px solid black; height: 100px; margin-top: 10px;"></div>		
Student responses: <div style="border: 1px solid black; height: 100px; margin-top: 10px;"></div>		
Feedback: <div style="border: 1px solid black; height: 100px; margin-top: 10px;"></div>		

S=Satisfactory U=Unsatisfactory

\*Record additional questions to address contingencies and further clarify student understanding.

# Final assessment marking guide

## FSKLRG009 Use strategies to respond to routine workplace problems

### 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

You must discuss your problem-solving strategies with your workplace trainer, mentor or supervisor.

During the observation, the student demonstrated the following:

## Section 1

1. Seek feedback from a supervisor or mentor on your proposed problem-solving strategy identified in the project.

Responses may include:

- Seek feedback from appropriate people, such as a training supervisor or mentor.
- Discuss problem-solving strategies and if they are suitable for the problem.
- Ask questions if they didn't understand the feedback in order to clarify misunderstandings.
- Repeat feedback in their own words to clarify the information.
- Ask how they would have done the job or handled the situation.
- Record the feedback so it can be referred to and acted upon.
- Ask for written comments regarding each suggested problem-solving strategy.

# Third-party report

This third-party report is for the unit *FSKLRG009 Use strategies to respond to routine workplace problems*, 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.