

Assessment support pack

FSKLRG011 Use routine 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.

Other resources by Aspire

The following Aspire resources are also available to support delivery of this unit.

Resource	General overview
Learner guide	<ul style="list-style-type: none">• Presented in plain English.• Features include one topic per page, use of colour to aid learning.• Uses current industry practice and workplace examples.• Engages students and promotes learning through images, videos with transcripts.• Provides summaries of the content to consolidate learning.• Formative assessment questions are provided, allowing the student to review and improve their understanding of the content. These help to prepare students for their summative assessment.
eBook	<ul style="list-style-type: none">• Incorporates all features of the learning content in an interactive learner guide.• Includes links to video content and activities.

Formative assessment guide

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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.

Talk with others

Trainers can use these discussion topics in the following ways:

- If you are in a classroom, form a discussion group with your students.
 - If the students are in a workplace, they can brainstorm these points with colleagues.
1. What are the ways you prefer to learn? Does it depend on what you are learning? How do you learn things best for work?

Suggested responses

- Some learners prefer to learn in a face-to-face interaction, such as learning in a classroom where they can get immediate help.
 - Learning in a group is a good way to share and discuss ideas before completing an individual task.
 - Technology such as computers are useful for many learners because they can edit and work in a draft format before submitting it to a trainer or supervisor for feedback.
2. Does your preferred learning style help you overcome a weakness or build on your strengths?

Suggested responses

- A weakness in learning, such as lack of confidence, may be enhanced by a print-based learning style because the learner can feel more prepared by reading documents before they are required to understand them.
- A preference for visual learning can be an advantage for someone who has difficulty reading or with literacy as they can use visual cues to help enhance their learning.
- Flexible learning can be a strength for a learner who lacks money to travel as they can learn remotely using the internet.

Assessment task 1: Questions

You will be asked to complete questions on what you have learnt. Answer all questions in the spaces provided.

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.

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.

When and where will this assessment take place?

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

There is no time limit to complete the assessment.

What if the assessment is not suitable?

If you cannot respond to the questions in writing, discuss this with your assessor. You may be asked to answer the questions another way, such as saying your answers out loud.

What if answers are not satisfactory?

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

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

Cover sheet: Assessment task 1

Unit code	Title
FSKLRG011	Use routine strategies for work-related learning

Student to complete

Student name:

.....

Student ID:

.....

Submission date:

.....

Student statement

None of this assessment has been copied from another person's work, except where clearly noted on documents or work submitted.

None of this assessment has been completed for me by another person. I understand that plagiarism is a serious offence that may lead to disciplinary action by my training organisation.

Student signature:

.....

Date:

.....

Final assessment marking guide

FSKLRG011 Use routine strategies for work-related learning, Release 1

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 routine 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.

Assessment task 2: Project

By correctly completing the project the student will demonstrate that they have the required skills and knowledge to identify own learning goals and needs and develop a formal learning plan to participate in a vocational or workplace learning environment.

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

Ensure that the topic chosen by the student is suitable to address the project requirements. If you are using a simulated work environment with case studies, make sure the case studies are realistic and reflect workplace practice. Role-plays and an observation checklist may need to be developed. The students being assessed and any other participants will need to be briefed beforehand. This will ensure reliability and validity of the assessment.

Students must satisfactorily respond to each section of the project, including all parts within each section. Evidence for completing all project requirements must be submitted. You may ask students to explain their responses if you need clarification.

Required resources

Assessment must provide students access to:

- Own familiar support resources.

Supporting documents

Aspire has provided the following supporting documents that students can use to complete the assessment task:

- Learning plan template
- Self-evaluation checklist

You may wish to supply your own or customise these documents to suit your needs.

Evidence

Students need to submit a completed assessment task cover sheet as well as the following items.

Required evidence*

- ☐ Report
- ☐ Personal learning plan
- ☐ Reviewed learning plan
- ☐ Third-party report (if applicable)

*You may need to add or remove items as necessary.