

## Assessment support pack

# FSKLRG018 Develop a plan to organise routine workplace tasks

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.

# 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

## FSKLRG018 Develop a plan to organise 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.

# Cover sheet: Assessment task 1

Unit code	Title
FSKLRG018	Develop a plan to organise routine workplace tasks

## 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:

.....

# Project record sheet

**Assessor to complete**

## Project scenario

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

The student's project shows evidence of the following:	S	U
<b>Section 1: Analysing work tasks</b>		
1. Identify what may happen if the tasks are poorly organised.  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
2. List the procedures and materials you need to use to complete the tasks.  Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Additional questions:*		
Student responses:		
Feedback:		

S=Satisfactory U=Unsatisfactory

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

# Final assessment marking guide

## FSKLRG018 Develop a plan to organise 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.

## Assessment task 2: Project

By correctly completing the project the student will demonstrate that they have the required skills and knowledge to develop a plan to organise routine workplace tasks.

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:

- Planning template

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\*

- ☐ Feedback report
- ☐ Two final plans
- ☐ Third-party report (if applicable)

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



# Project marking guide

You will need to write a report about how you planned and organised **two (2)** different workplace tasks. Your trainer or supervisor will help you identify suitable work tasks such as:

- Using the phone or email
- Working with documents
- Serving customers
- Planning meetings
- Working safely.

The student's project shows evidence of the following:

## Section 1: Analysing work tasks

### 1. Identify what may happen if the tasks are poorly organised.

This may include:

- Identifying that being unorganised can affect the efficiency of the business
- Identifying that poor planning can affect other people, such as co-workers, customers, supervisors and external people (e.g. contractors and suppliers).
- Examples include:
  - Customer queries going unanswered via phone or email
  - Loss of business reputation due to poor service
  - Loss of earnings for the business
  - Waste of resources, such as time and human resources
  - Increased WHS risk due to lack of instructions or procedures on safety.

### 2. List the procedures and materials you need to use to complete the tasks.

This may include:

- Choosing the appropriate resources in the planning stages
- Identifying the right resources to make the task more efficient
- Identifying materials to complete tasks, such as technologies to communicate (e.g. email, phones and databases) and office equipment (e.g. documents, printers and computers).
- Identifying procedures to complete tasks, such as answering the phone, completing templates for documents and feeding the animals.

## Section 2: Planning and organising work tasks

- Select **two (2)** workplace tasks and complete the following questions for each task.

### 3. Identify the purpose of each task.

This may include:

- Confirming with a supervisor or co-worker on the purpose of the task
- Identifying the reason for the task, such as:
  - Using the phone to speak with customers or other staff
  - Replying to emails promptly to confirm an order
  - Updating data bases and records with customer details