

## About this resource

This resource is for trainers and assessors of the *TLIA2011 Package goods*. It complements the corresponding Aspire learner guide.

The *Trainer and assessor resource* (TAR) provides you with ideas and guidance on how you can encourage and support learners through the training and assessment process using Aspire resources. It is designed to **help you optimise the learner's experience** and record details of their competency.

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

Folders	Documents
Introduction	How to use the TAR
Formative assessment	Formative assessment marking guide
Summative assessment	Summative assessment marking guide
Mapping	Formative mapping tool Summative mapping tool
Student assessment	Student assessment workbook

### Key features of the TAR

- The *Trainer and assessor resource* complements the Aspire learner guide (print, eBook or online).
- 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.
- Includes sample student templates for training and assessment.

#### Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to direct online or classroom discussion about the learning content.
- Clearly maps the learning content to the unit of competency requirements.

#### Summative 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.

# Formative assessment overview

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This resource complements the corresponding *Aspire Learner guide*.

Aspire provides activities in its learner guides. The formative assessment marking guide provides solutions and suggested answers to activities. It also provides discussion topics.

## How to use formative assessment

Formative assessment is used to help students consolidate their learning and to help trainers determine how the learners are progressing.

Formative assessment tasks can be used by learners in a variety of settings, including face to face and online. 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 activities provided by Aspire. This should be done according to the interest level, the experience of the learners and the specific learning situation.

## Activities

The activities provided in the learner guides are mapped to the unit of competency and include a range of question styles to suit most learners.

Each activity asks the learner to review their understanding of the content. The question styles are designed to complement the final assessment questions. This provides students with an opportunity to practise for the final assessment questions.

Solutions to activities are provided in this TAR. Activity solutions are also provided immediately as part of online activities, which are accessible via links in the eBook.

Solutions should serve as a reliable guide to the type of information that a trainer would **expect to see in a learner's response**. **The nature and variety of the activities means that**, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and possible outcomes.

The answers provided by the learner will vary due to a number of factors, including:

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

## Talk with others

Discussion questions allow the learner to reflect more widely on what they have learned and their personal experiences. Discussion allows learners to apply their learning to a broader context and share responses to questions with others.

# Summative assessment marking guide

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## Assessment questions with suggested responses

This resource complements the corresponding *Aspire Student assessment workbook* for this unit.

This *Summative assessment marking guide* provides questions, along with solutions and suggested answers.

## Assessment task 1: Questions

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### Instructions to the assessor

#### What is this assessment for?

Students' correct responses to the questions show that they have the required knowledge of the topics, including:

- Workplace rules about packaging goods
- Operational work systems and equipment
- Identifying loads, labels, packaging materials and following the work plan

#### How do students complete this assessment?

This is an open book task – students can use their learner guide, the internet, and other books and resources to assist if required.

Students must answer all 13 questions correctly for this task to be completed satisfactorily. The questions are divided into three (3) sections.

Students must respond to the questions in the spaces provided.

Students must submit an answer to each of the questions.

Advise students on how to submit their responses if they are using a computer to type their answers.

#### What do students need to complete this assessment?

Students need access to the *Student assessment workbook* or learning management system to complete the questions.

Students need access to a learner guide, the internet and/or other resources.

#### What evidence needs to be submitted?

An assessment task cover sheet must be completed and submitted with this task.

**Case study 1: Following legislation, regulations and procedures (Questions 1–4)**

*Read the case study to answer the questions that follow.*

Brenda supervises a team of warehouse workers responsible for receiving, storing, packaging and distributing ready-to-eat frozen meals to individual customers across the state. The meals include cooked meat, seafood, cooked rice, and dairy products. These foods are considered 'potentially hazardous foods' by the Australia New Zealand Food Standards Code.

To ensure the microbiological safety of the frozen meals, Brenda and her team take all practicable measures to ensure the products are received, stored, packaged and distributed at a temperature of 5°C or lower.

When Brenda and her team receive the frozen meals, they arrive pre-packaged in various plastic trays and containers. Each product is labelled by the manufacturer and includes nutritional information and traceability coding. The team checks to make sure the information on the packing slip matches the products in the order.

To package and distribute the goods according to the organisational requirements, this process must be followed:

1. Receive the customer order.
  2. Use the picking slip to collect the correct type and number of frozen meals from the cold storage facility.
  3. Pack the frozen meals into cardboard freezer storage boxes, by hand.
  4. Place the correct packing slip and customer invoice into a shipping pouch located on the top of the box.
  5. Place the boxes on a hand or platform trolley (depending on load), and transfer it to an awaiting refrigerated truck for delivery to customers.
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## Formative mapping

### TLIA2011 Package goods

The middle column in the following tables makes reference to the *Aspire Learner guide* content for this unit.





Unit of competency	Content	Activity
<b>Element 1: Select materials and pack products</b>	<b>n/a</b>	<b>n/a</b>
1.1 Packaging specifications and order packaging documentation are correctly interpreted	2B Package goods <ul style="list-style-type: none"> <li>Interpret packaging specifications</li> <li>Interpret order documentation</li> </ul>	Activity 4: Q1
1.2 Packaging technology suitable for the goods to be packed is selected	2B Package goods <ul style="list-style-type: none"> <li>Select and use relevant packaging equipment</li> </ul>	Activity 4: Q3
1.3 Packaging materials are identified and matched to specifications	2B Package goods <ul style="list-style-type: none"> <li>Select and use appropriate packaging materials</li> </ul>	
1.4 Work plan is followed, materials are used economically and appropriate packaging is used to minimise loss and damage in transit or storage	2B Package goods <ul style="list-style-type: none"> <li>Use appropriate packaging to minimise loss and damage</li> <li>Use packaging materials economically</li> </ul>	
1.5 Work is planned in accordance with work health and safety (WHS)/occupational health and safety (OHS) requirements	2A Apply workplace rules for packaging goods <ul style="list-style-type: none"> <li>Plan work according to WHS requirements</li> </ul>	Activity 3: Q1
1.6 Completed packed goods are stacked to minimise damage from within and outside	2B Package goods <ul style="list-style-type: none"> <li>Stack packaged goods and loads</li> </ul>	

Dimensions of competency*	Part A – Questions	Part B – Case study	Part C – Observation
Task skills			O3
Task management skills	Q4, Q5	CS1	
Contingency management skills		CS6	O8
Job/role environment skills			O13

Assessment conditions	
AC1	As a minimum, assessors and assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.
AC2	Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.
AC3	Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
AC4	Resources for assessment include: <ul style="list-style-type: none"> <li>• a range of relevant exercises, case studies and/or other simulations</li> <li>• relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry</li> <li>• applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.</li> </ul>
For more information about conditions relating to assessor requirements, see your RTO's policies and procedures.	

Question 13

Match the image on the left to the information on the right.

<p>A</p> 	<p>b. The maximum stacking load must be stated as 'x kg max'. Packages and loads bearing this symbol should be stored in the uppermost layer.</p>
<p>B</p> 	<p>c. Substances with this symbol are extremely flammable. They may be in solid, liquid, gas and/or vapour form. Some may catch fire easily if they are exposed to air; some heat up quickly if large quantities are stored; and some release flammable gases if they are exposed to water.</p>
<p>C</p> 	<p>d. Substances with this symbol can explode under certain conditions.</p>
<p>D</p> 	<p>a. This symbol should be applied to packages and loads containing items that could be easily broken.</p>

Result

S ☐

U ☐

CS Question 4

What information should be included on customer packing slip?

Result

S ☐

U ☐

**Case study 2: Managing hazards (Questions 5–6)**

*Read the case study to answer the questions that follow.*

Kevin works in the warehouse at a large clothing distribution company that uses an automated materials handling system to receive, store, package and distribute clothing products to customers all over Australia. The large warehouse distribution centre uses automated conveyors and sortation systems. Part of Kevin's role is to continuously monitor packaging equipment and work activities to ensure safe, efficient and cost-effective warehouse operations.

Warehouse personnel records show that all workers have been adequately trained to safely operate the conveyor belt according to standard operating procedures and WHS requirements.

When Kevin walks through the warehouse, he notices it is noisier than usual. He asks Luke and Tanya to come into the storeroom where he selects earplugs for them to use. Kevin notices that Luke's gloves are worn, so he selects a set of appropriate gloves for him to wear. Kevin notices that Tanya has worn joggers to work today. When he asks Tanya about her shoes, she tells Kevin that the sole of her work boot has come off, so she wasn't able to wear them today. Kevin tells Tanya that she is not able to work on the warehouse floor without her steel-toed boots. Kevin arranges for Tanya to work in the office and calls for a replacement worker.

CS Question 5

Kevin needs to minimise, control or eliminate hazards in the warehouse.

Which of the following are ways that Kevin managed the hazards he identified? Tick all that apply.

- ☐ a. Kevin issued PPE to Luke and Tanya.
- ☐ b. Kevin noticed Luke's worn gloves and gives him another pair.
- ☐ c. Kevin talked with Tanya about her footwear.
- ☐ d. Kevin told Tanya she needs to wear steel-toed boots to work in the office.

Result

S ☐

U ☐