

Formative assessment overview

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 overview

Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a learner has achieved competency. Assessment confirms that the learner 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. Depending on the contextualising of assessment tasks, assessors must:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's compliance manager for approval
- check the performance and knowledge evidence will 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 learners 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 learner's particular needs.

Assessment task 2: Case study

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:

- Pick and despatch an order
- Identify workplace order picking procedures
- Preparing the order for despatch

How do students do 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 21 questions correctly for this task to be completed satisfactorily. The questions are divided into three (3) case studies.

Students must respond to the questions in the spaces provided.

Students must submit their answers to all questions.

You must advise students 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.

The student will need to submit an answer to each question. This may be done by physically handing them in or sending them in electronically via email or online.

You will need to advise the student how they are to submit their responses.

Students should be advised to keep a copy of their submitted work.

When and where do students do the assessment task?

You must advise the 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 the assessor.

Section 1: Plan the picking order

Observation date: During the observation, the candidate was observed consistently performing the following tasks:	Assessor/Supervisor (please circle)	
	Marking*	
	S	U
1. Planning work requirements and assembling appropriate equipment and documentation	<input type="checkbox"/>	<input type="checkbox"/>
2. Interpreting workplace procedures for order picking and related workplace documentation	<input type="checkbox"/>	<input type="checkbox"/>
3. Reading, interpreting and following instructions, procedures, signs and labels relevant to picking and processing orders	<input type="checkbox"/>	<input type="checkbox"/>
4. Applying relevant legislation and workplace procedures	<input type="checkbox"/>	<input type="checkbox"/>
5. Applying precautions and required action to minimise, control or eliminate hazards that may exist when picking and processing orders	<input type="checkbox"/>	<input type="checkbox"/>
6. Identifying and locating stock allocation and location systems	<input type="checkbox"/>	<input type="checkbox"/>
7. Identifying and locating warehouse zones where required products are stored	<input type="checkbox"/>	<input type="checkbox"/>
8. Estimating the size, shape and special requirements of goods/loads	<input type="checkbox"/>	<input type="checkbox"/>
9. Identifying relevant stock and goods coding and labelling, including the Australian Dangerous Goods (ADG) Code and International Maritime Dangerous Goods (IMDG) Code markings	<input type="checkbox"/>	<input type="checkbox"/>
10. Communicating and working effectively with others when picking and processing orders	<input type="checkbox"/>	<input type="checkbox"/>
11. Monitoring work activities in terms of planned schedule	<input type="checkbox"/>	<input type="checkbox"/>
Assessor comments/evidence submitted:		

*S=Satisfactory U=Unsatisfactory

Unit of competency	Content	Activity
2.2 Warehouse zones where required products are stored, are identified and located	2A Plan the picking order <ul style="list-style-type: none"> Locate warehouse zones 	
2.3 Pick path is established	2A Plan the picking order <ul style="list-style-type: none"> Plan the pick path 	
2.4 Appropriate pallet/s for orders are selected and stacked to minimise stock damage and to maximise stability, as required	2B Select and use equipment <ul style="list-style-type: none"> Select and stack pallets safely 	Activity 4: Q1
2.5 Products are selected and consolidated	2C Pick and despatch orders <ul style="list-style-type: none"> Select and consolidate products 	
2.6 Products/pallets are located in despatch areas	2C Pick and despatch orders <ul style="list-style-type: none"> Locate products and pallets in the despatch area 	Activity 5: Q2
2.7 Products are assembled to meet workplace schedules	2C Pick and despatch orders <ul style="list-style-type: none"> Assemble products to meet workplace schedules 	Activity 5: Q1
2.8 Orders are consolidated, secured, arranged and placed in storage zones in accordance with schedules	2C Pick and despatch orders <ul style="list-style-type: none"> Consolidate, secure, arrange and place orders in storage zones 	Activity 5: Q2
Element 3: Record stock levels	n/a	n/a
3.1 Storage areas are checked and stocks are noted for replenishment in accordance with workplace procedures	2C Pick and despatch orders <ul style="list-style-type: none"> Check stock in storage Replenish stock 	Activity 5: Q3
3.2 Workplace records are completed in accordance with workplace	2C Pick and despatch orders	

Knowledge evidence		Part A – Questions	Part B – Case study	Part C – Observation
KE2	Equipment used during picking and processing operations and the precautions and procedures to be followed in its use	Q8, Q11		O12
KE3	Housekeeping standards and procedures	Q4		
KE4	Operational work systems, equipment, management and site operating systems for picking and processing orders	Q7–Q9, Q11, Q13		
KE5	Problems that may occur when picking and processing an order and appropriate action that can be taken to resolve these problems	Q10, Q12		
KE6	Regulations relevant to picking and processing orders, including relevant bond, quarantine or other legislative requirements	Q1–Q3	CS6	
KE7	Relevant WHS/OHS and environmental protection procedures and guidelines	Q2		
KE8	Site layout and obstacles	Q9, Q10		
KE9	Workplace procedures and policies for picking and processing orders	Q5		O2, O3

Foundation skills		Part A – Questions	Part B – Case study	Part C – Observation
FS1	Learning	Q1		O2, O3
FS2	Reading		CS2, CS3	O2, O3
FS3	Writing		CS4	O21

Assessment agreement

Make sure you read through this workbook and understand what is required of you before signing this agreement.

Sign and date this agreement before you begin the assessment process.

I, _____,
(insert name)

- ☐ I agree that the purpose and steps for this assessment have been explained to me.
- ☐ I have discussed with my assessor (or trainer) any special needs that I have for these assessments.
- ☐ How the assessment decision will be made has been discussed with me.
- ☐ How my assessment outcome will affect me and the opportunities to re-attempt the assessment, if required, has been discussed with me.
- ☐ I understand that I have the right to request an appeal if I am unhappy with the assessment decision.
- ☐ I have accessed and understood general information on the assessment that has been provided.
- ☐ I have been given enough notice of the date, time and place for the assessment.

Student name: _____

Student signature: _____

Date: _____

Assessor name: _____

Assessor signature: _____

Date: _____

Question 3

You must follow laws and regulations for picking and processing orders to keep the workplace safe. Which of the following statements are relevant laws and regulations for picking and processing orders?

Select yes or no for each statement.

a. <i>Environment Protection Act 1993</i> (Cth)	Yes/No
b. <i>Racial Discrimination Act 1975</i> (Cth)	Yes/No
c. <i>Heavy Vehicle National Law Act 2012</i> (HVNL) (Cth)	Yes/No
d. <i>Australian National Registry of Emissions Units Act 2011</i> (Cth)	Yes/No
e. International Air Transport Association (IATA) Dangerous Goods Regulations (DGR)	Yes/No

Result

S ☐

U ☐

Question 4

General maintenance of work areas and housekeeping is important for safety in the workplace.

Which of the following are common tasks relating to housekeeping standards and procedures? Tick all that apply.

<input type="checkbox"/> a. Removing tripping hazards
<input type="checkbox"/> b. Keeping work areas and surfaces clean
<input type="checkbox"/> c. Minimising and cleaning up spills
<input type="checkbox"/> d. Goods identification numbers and codes

Result

S ☐

U ☐

Question 5

Why is it important to follow workplace policies and procedures for picking and processing orders?

Result

S ☐

U ☐