

# 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 overview

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## 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

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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:

- Rotate and replenish stock
- Reporting incidents

### 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 24 questions correctly for this task to be completed satisfactorily. The questions are divided into two (2) 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.**

checklist may need to be supplied to supervisors if the observations are to be conducted by both an assessor and a supervisor.

- A task cover sheet needs to be completed by you as the assessor and may also need to be completed by the supervisor (if applicable).
- Video or photo evidence may be collected as part of this assessment. This evidence must be verified by a supervisor or assessor. If this is required you will need to provide information to the student on how this is to be completed and submitted.

### **When and where do the students do this task?**

The observations may take place in:

- a simulated commercial environment with an assessor
- a real workplace with a supervisor or an assessor (if your supervisor is unavailable)
- a combination of the two assessment environments (with a supervisor and an assessor and completed partly in the workplace and partly in a simulated environment).
- The assessor must make sure the students know where the observations will take place.
- Assessors will provide dates for the assessment, which should be recorded in the assessment plan found in the beginning of their workbook.

### **What if the assessment is not suitable?**

The assessor may choose to modify this assessment to suit **a candidate's needs**.

The assessor must record the reasonable adjustment and evidence collected in the assessment cover sheet for this assessment.

Any adjustments to this assessment must comply with the unit requirements and the RTO's policies and procedures.

### **What happens if the observations are not satisfactory?**

If the student is unable to satisfactorily complete any or all of the observations, the assessor must give feedback to the student and record this feedback on the assessment cover sheet.

The student must be provided an opportunity for reassessment. The student is allowed three (3) attempts at this assessment.

### **Using third-party observers**

As part of the assessment process, it may be necessary to collect evidence from a workplace to assist you to make an assessment judgement.

Third parties may be people such as supervisors, trainers or other team members who report what they see or hear **in relation to the student's performance**. Evidence collected in this manner is called third-party evidence.

Performance evidence		Content	Activity
	protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards	<ul style="list-style-type: none"> <li>Select and use required personal protective equipment</li> </ul>	
PE10	Working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.	2B Rotate stock <ul style="list-style-type: none"> <li>Work systematically</li> </ul>	Activity 4: Q5

Knowledge evidence		Content	Activity
KE1	Australian codes and regulations relevant to replenishing stock	1A Workplace rules about replenishing stock <ul style="list-style-type: none"> <li>Codes and regulations</li> </ul>	Activity 1: Q1
KE2	Computer records and documentation requirements for replenishing stock	1A Workplace rules about replenishing stock <ul style="list-style-type: none"> <li>Processes for record management and inventory reports</li> </ul>	Activity 1: Q4
KE3	Focus of operation of work systems, equipment, management and site operating systems for replenishing stock	1B Inventory control systems and equipment <ul style="list-style-type: none"> <li>Operational inventory systems</li> <li>Site operating systems and equipment</li> </ul>	Activity 2: Q3, Q4
KE4	Housekeeping standards and procedures	1A Workplace rules about replenishing stock <ul style="list-style-type: none"> <li>Housekeeping standards and procedures</li> </ul>	Activity 1: Q1
KE5	Principles of operation and functions of stock control systems	1B Inventory control systems and equipment <ul style="list-style-type: none"> <li>Principles and functions of inventory systems</li> </ul>	Activity 2: Q1

## Summative mapping

*TLIA2020 Replenish stock,*

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
<b>Element 1: Participate in stock rotation activities</b>	n/a	n/a	n/a
1.1 Stock levels are counted against appropriate documentation		CS17	O5
1.2 Stock levels are recorded and reported		CS19	O6
1.3 Stocks are replenished, adjusted or rotated in accordance with workplace procedures		CS10	O7
1.4 Stock re-ordering processes are activated when appropriate		CS11	O8
1.5 Routine and non-routine problems with products or storage systems are reported in accordance with workplace procedures		CS19	O2
<b>Element 2: Interpret and fill replenishment request</b>	n/a	n/a	n/a
2.1 Order request documentation is interpreted		CS12	O9
2.2 Product/s in order are noted and workplace location/s are identified		CS9, CS13	O10
2.3 Workplace and product knowledge is used to plan sequence of work		CS21	O4

# 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: \_\_\_\_\_

## Section 1: Workplace rules about replenishing stock (Questions 1–6)

### Question 1

Legislation, regulations and codes of practice must be understood and followed when replenishing stock.

Which of the following are workplace rules for replenishing stock? Tick all that apply.

<input type="checkbox"/> a. Work Health and Safety (WHS) regulations
<input type="checkbox"/> b. Code of Practice for the Storage and Handling of Dangerous Goods
<input type="checkbox"/> c. The Australia New Zealand Food Standards Code
<input type="checkbox"/> d. Inventory Control Code of Practice

Result

S ☐U ☐

### Question 2

Environment protection procedures and guidelines apply to all warehouse activities including replenishing stock. You need to know how to reduce waste when replenishing stock.

Which of the following are ways to reduce waste when replenishing stock?

Select yes or no for each statement.

a. Specifying the purchase of less-toxic and more easily reusable products	Yes/No
b. Ensuring excess stock is ordered and stockpiled in various areas	Yes/No
c. Avoiding ordering more stock than is needed	Yes/No
d. Organising and rotating stock to ensure that older stock is used first	Yes/No
e. Minimising individual area stockpiling by centralising storage areas	Yes/No

Result

S ☐U ☐

### Question 3

How do inventory systems assist to maintain housekeeping standards and procedures?

Result

S ☐U ☐