

## About this resource

This resource is for trainers and assessors of the *TLIA2021 Despatch stock*. 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
Sample documents	Sample documents (if applicable)
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 legislation and regulations
- Warehouse systems and operations
- Problem-solving

#### 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 10 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.

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## 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:

- Making final checks on an order
- Dealing with contingencies

#### 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 5 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.**

You must provide students with the due date for the assessment, which can be recorded in the assessment plan section of their workbook.

## Formative mapping

*TLIA2021 Despatch stock*

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

Unit of competency	Content	Activities
<b>Element 1: Analyse order to identify work requirements</b>	n/a	n/a
1.1 Order request and consignment note documentation is interpreted	2B Identify despatch requirements <ul style="list-style-type: none"> <li>Despatch operation requirements</li> </ul>	Activity 5: Q1
1.2 Required schedules for despatch are identified	2B Identify despatch requirements <ul style="list-style-type: none"> <li>Check schedules</li> </ul>	Activity 5: Q3
1.3 Product(s) in order are identified	2B Identify despatch requirements <ul style="list-style-type: none"> <li>Identify products in order</li> </ul>	
1.4 Workplace and product knowledge is used to plan sequence of work	2A Work safely and effectively <ul style="list-style-type: none"> <li>Work systematically</li> </ul>	Activity 4: Q3
1.5 Appropriate materials handling equipment is selected within required work health and safety (WHS)/occupational health and safety (OHS) regulations and timeframe for the despatch	2C Follow picking processes <ul style="list-style-type: none"> <li>Goods handling equipment</li> </ul>	Activity 6: Q1
<b>Element 2: Follow workplace order picking processes to prepare goods for despatch</b>	n/a	n/a
2.1 Goods for despatch are selected and checked against product	2C Follow picking processes	

## Summative mapping

*TLIA2021 Despatch stock*

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
<b>Element 1: Analyse order to identify work requirements</b>	n/a	n/a	n/a
1.1 Order request and consignment note documentation is interpreted			O8
1.2 Required schedules for despatch are identified			O9
1.3 Product/s in order are identified			O10
1.4 Workplace and product knowledge is used to plan sequence of work			O5
1.5 Appropriate materials handling equipment is selected within required work health and safety (WHS)/occupational health and safety (OHS) regulations and timeframe for the despatch			O15
<b>Element 2: Follow workplace order picking processes to prepare goods for despatch</b>	n/a	n/a	n/a
2.1 Goods for despatch are selected and checked against product knowledge, labels and other identification systems			O13
2.2 Products are sorted, assembled and consolidated			O16
2.3 Orders are secured and placed in storage/despatch zones, in accordance with schedule			O18

# 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 legislation and regulations (Questions 1–3)

### Question 1

Workplace policies and procedures help you work safely and effectively when despatching goods.

Match the wording on the left to the information on the right to complete these statements about policies and procedures.

A. A policy is	a. give detailed information about workplace processes and to ensure that all despatch operations are carried out consistently.
B. A procedure is	b. prevent injury or harm to everyone in the workplace when activities and tasks are being completed.
C. The purpose of despatch operations procedures is to	c. a document that outlines best practice principles, guidelines and legal obligations.
D. The purpose of WHS procedures is to	d. a set of instructions that workers must follow in order to complete tasks safely and efficiently.

**Result**
**S** ☐
**U** ☐

### Question 2

Australian organisations have a legal responsibility to care for the environment. This should be outlined in their policies and procedures.

Which of the following are examples of environmental protection practices you may need to carry out in a warehouse? Tick all that apply.

<input type="checkbox"/> a. Minimising use of materials
<input type="checkbox"/> b. Caring for resources
<input type="checkbox"/> c. Using materials for one use only
<input type="checkbox"/> d. Sorting waste correctly
<input type="checkbox"/> e. Cleaning up spills and package breakages

**Result**
**S** ☐
**U** ☐

### Question 3

There are standards, codes and regulations that govern the way despatch activities are carried out.

Select yes or no for each statement.

a. The purpose of the ADG is to outline the requirements for transporting dangerous	Yes / No
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