

About this resource

This resource is for trainers and assessors of the *TLIA3017 Identify products and store to specifications*, Release 1. 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

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

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

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:

- Identifying products
- Workplace procedures

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

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:

- Identifying products

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 7 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.

Students need to be able to access a copy of a safety data sheet, which can be found in the sample documents section of this TAR or at the back of the student workbook.

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.

Formative mapping

TLIA3017 Identify products and store to specifications, Release 1

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

Unit of competency	Content	Activities
Element 1: Identify and categorise products	n/a	n/a
1.1 Products are identified in terms of specified criteria in accordance with workplace procedures	1A Identifying products <ul style="list-style-type: none"> Product characteristics 	
1.2 Products are categorised in terms of specified criteria in accordance with workplace requirements	1A Identifying products <ul style="list-style-type: none"> Categorising products 	
Element 2: Match products to locations based on specified criteria	n/a	n/a
2.1 Locations for products are determined based on specified criteria	1A Identifying products <ul style="list-style-type: none"> Equipment and storage areas 	
2.2 Labels, inventory systems and other information sources are used to assist in identifying products, and handling and storage requirements	1A Identifying products <ul style="list-style-type: none"> Equipment and storage areas 	Activity 1: Q1
Element 3: Assist individuals to solve stock identification and location problems	n/a	n/a
3.1 New stock items are identified and particular product information is brought to the attention of relevant personnel	1A Identifying products <ul style="list-style-type: none"> Use new product knowledge 	
3.2 Stock queries are predicted and team members are assisted to locate and	1A Identifying products	

Summative mapping

TLIA3017 Identify products and store to specifications, Release 1

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
Element 1: Identify and categorise products	n/a	n/a	n/a
1.1 Products are identified in terms of specified criteria in accordance with workplace procedures		CS1	
1.2 Products are categorised in terms of specified criteria in accordance with workplace requirements		CS3	
Element 2: Match products to locations based on specified criteria	n/a	n/a	n/a
2.1 Locations for products are determined based on specified criteria		CS5	
2.2 Labels, inventory systems and other information sources are used to assist in identifying products, and handling and storage requirements	Q1		
Element 3: Assist individuals to solve stock identification and location problems	n/a	n/a	n/a
3.1 New stock items are identified and particular product information is brought to the attention of relevant personnel		CS4	
3.2 Stock queries are predicted and team members are assisted to locate and assimilate information relevant to these products	Q2		
3.3 Personnel are assisted with routine and non-routine stock enquiries and actions are taken to update product information for relevant personnel	Q3		

Assessment task 2: Case study

What is this assessment for?

Providing correct responses to the questions shows the assessor you have the required knowledge of the topics, including:

- Identifying products

How to complete this assessment

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

You must answer all 7 questions correctly for this task to be completed satisfactorily.

Write your answers in this workbook following the instructions provided.

If you are using a computer to type your answers, your assessor will tell you how to submit your responses to this task.

You must submit your answers either by completing the written workbook or by submitting them online. Your assessor will tell you how to submit your responses to this task.

What do you need to complete this assessment?

You need access to your learner guide, the internet and other resources.

You need to access a copy of the safety data sheet found at the end of this section. Alternatively, speak to your assessor to obtain a copy.

What evidence do you need to submit?

You need to submit your answers to your assessor, either by writing them in this workbook or electronically via email or online.

You must submit the completed assessment cover sheet.

Ensure you keep a copy of your submitted work.

When and where to do this assessment

This task may be done in the classroom or at home. Alternatively, it may be undertaken in your workplace in consultation with your employer.

Your assessor will tell you what to do and when your work should be completed and submitted by. You can record this in the assessment plan at the beginning of this workbook.

Final assessment

How to work through this final assessment

This final assessment is for the unit *TLIA3017 Identify products and store to specifications*, Release 1.

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

This final assessment has three (3) sections that you must complete.

Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

Assessment task	Description of task	Due date
1. Questions	There are two (2) sections. The student must correctly answer all 11 questions.	
2. Case studies	There is one (1) case study. The student must read the scenario, then correctly answer all 7 questions.	
3. Observation	There are three (3) sections. The student must show they can do each of the following: <ol style="list-style-type: none"> Using information to determine, plan and organise processes Improving processes Communicating new processes 	

How to submit assessments

You must submit your completed assessments to your assessor. Instructions for what to submit for assessment are detailed in each assessment task.

How to appeal an assessment result

If you believe your assessment result is not right you should discuss this with your assessor. They will direct you to your student handbook, which will have information about how to appeal an assessment result.