

# 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.

Students must complete each assessment task and submit it by the due date. Assessments may be completed in the classroom, online, in a workplace or a simulated workplace or by other arrangement negotiated with the assessor and student. The assessor can instruct students to finish tasks as homework where time permits.

## Assessment overview

To demonstrate competency, the student must complete the following assessment tasks. Assessors must provide students with the due date for each assessment task for this unit – students should keep a record of due dates in their *Student assessment workbook*.

Assessment Task	Description of task
1. Questions	There are three (3) sections. The student must correctly answer all 13 questions.
2. Case studies	There are two (2) case studies. The student must read the scenario, then correctly answer all six (6) 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"> <li>1. Follow requirements for controlling and ordering stock</li> <li>2. Organise a stocktake</li> <li>3. Prepare documents</li> </ol>

## 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:

- Follow principles of stock control
- Procedures for controlling stock

#### 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 six (6) 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.

## Section 1: Follow requirements for controlling and ordering stock

Observation date:  During the observation, the candidate was observed consistently performing the following tasks:	Assessor/Supervisor (please circle)	
	Marking*	
	S	U
1. Accurately processing orders for stock in accordance with workplace procedures	<input type="checkbox"/>	<input type="checkbox"/>
2. Monitoring delivery processes to meet agreed deadlines	<input type="checkbox"/>	<input type="checkbox"/>
3. Accurately maintaining stock ordering and recording systems	<input type="checkbox"/>	<input type="checkbox"/>
4. Applying relevant legislation and workplace procedures	<input type="checkbox"/>	<input type="checkbox"/>
5. Monitoring and maintaining stock levels prescribed by workplace specifications	<input type="checkbox"/>	<input type="checkbox"/>
6. Confirming required records and documentation	<input type="checkbox"/>	<input type="checkbox"/>
7. Selecting and using relevant communications and computing equipment	<input type="checkbox"/>	<input type="checkbox"/>
8. Following up or referring routine supply problems in accordance with workplace policies	<input type="checkbox"/>	<input type="checkbox"/>
9. Distributing stock in accordance with orders	<input type="checkbox"/>	<input type="checkbox"/>
10. Adapting to differences in stock and systems in accordance with standard operating procedures	<input type="checkbox"/>	<input type="checkbox"/>
11. Correctly using and recording details from purchase and supply agreements	<input type="checkbox"/>	<input type="checkbox"/>
12. Reading and interpreting relevant instructions, procedures and labels	<input type="checkbox"/>	<input type="checkbox"/>
13. Reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures	<input type="checkbox"/>	<input type="checkbox"/>
Assessor comments/evidence submitted:		

Knowledge evidence		Content	Activity
KE1	Contacts and sources of information and documentation needed when controlling and ordering stock	1B Principles of controlling and ordering stock <ul style="list-style-type: none"> <li>Systems for stock records</li> </ul>	Activity 2: Q2
KE2	Customer service policies and procedures	1A Workplace requirements <ul style="list-style-type: none"> <li>Customer service policies and procedures</li> </ul>	Activity 1: Q1
KE3	How to interpret workplace specifications and orders for supplies	1B Principles of controlling and ordering stock <ul style="list-style-type: none"> <li>Workplace specifications and orders</li> </ul>	Activity 2: Q4
KE4	Principles of stock control	1B Principles of controlling and ordering stock <ul style="list-style-type: none"> <li>Principles of stock control</li> </ul>	Activity 2: Q1
KE5	Problems that may occur and appropriate action that can be taken to resolve these problems	1C Stock security <ul style="list-style-type: none"> <li>Security problems and solutions</li> <li>Problems with stock losses</li> <li>Solutions to stock losses</li> </ul>	Activity 3: Q1
KE6	Procedures for ordering stock	1B Principles of controlling and ordering stock Principles of stock control	Activity 2: Q1
KE7	Protocols and procedures for liaising with supplier representatives, drivers and colleagues using appropriate technology	1A Workplace requirements <ul style="list-style-type: none"> <li>Protocols for using technology</li> </ul>	Activity 1: Q1
KE8	Relevant codes of practice and legislative requirements (for example, dangerous goods regulations, health and hygiene regulations)	1A Workplace requirements <ul style="list-style-type: none"> <li>Codes of practice and legislation</li> </ul>	Activity 1: Q1

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
5.3 Routine supply problems are followed up or referred to the appropriate person in accordance with workplace policy			O8
5.4 Stock is distributed in accordance with agreed allocations			O9
<b>Element 6: Complete documentation</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
6.1 Required records and documentation are confirmed			O6
6.2 Required records and documentation are completed clearly and proofread		CS5	O17
6.3 Required records and documentation are processed in accordance with workplace procedures			O18

Performance evidence	Part A – Questions	Part B – Case study	Part C – Observation
PE1 Adapting to differences in stock and systems in accordance with standard operating procedures			O10
PE2 Applying relevant legislation and workplace procedures			O4
PE3 Communicating and working effectively with others			O15
PE4 Monitoring stock levels			O5
PE5 Reading and interpreting relevant instructions, procedures and labels			O12

# Cover sheet: Assessment task 1

Unit Code	Title
TLIA3038	Control and order stock

Student to complete

**Student name:** ..... **Student DOB:** .....

**Submission date:** .....

Evidence to be submitted	Student: I have submitted	Assessor: I have a record of
Assessment task 1: Question responses	<input type="checkbox"/>	<input type="checkbox"/>

*Student declaration:*

- I declare that no part of this assessment has been copied from another person's work, except where clearly noted on documents or work submitted.*
- I declare that no part of this assessment has been completed for me by another person. I understand that plagiarism is a serious offence that may lead to disciplinary action by my training organisation.*

**Student name:** .....

**Student signature:** .....

**Date:** .....

## Section 2: Principles of stock control (Questions 6 –10)

### Question 6

Which of the following are examples of systems for ordering stock? Tick all that apply.

<input type="checkbox"/> a. Stock book
<input type="checkbox"/> b. Two-bin
<input type="checkbox"/> c. Four-bin
<input type="checkbox"/> d. RFID technology

Result

S ☐U ☐

### Question 7

Why is it important to maintain, monitor and adjust stock reorder cycles?

Result

S ☐U ☐

### Question 8

Systems are needed to make sure stock ordering and stock storage and movements records and documentation are maintained in workplace stores.

Which of the following relate to systems for stock control documentation and records? Tick all that apply.

<input type="checkbox"/> a. Quality control measures may require that no stock is to be moved from stores until the paperwork and computer entry is completed.
<input type="checkbox"/> b. Uniformity and accuracy in stock level reports depend on procedures being followed and systems being kept up to date.
<input type="checkbox"/> c. Systems must ensure that records on stock storage, discrepancies and losses are maintained.
<input type="checkbox"/> d. Records of manufacturer specifications and instructions can be maintained when there is spare time available.
<input type="checkbox"/> e. Safety information on labels and pallets is documentation that a storeperson must record.

Result

S ☐U ☐