

## About this resource

This resource is for trainers and assessors of the *TLIA3039 Receive and store 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
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.

## Assessment task 3: Observation

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### Instructions to the assessor

#### What is this assessment for?

By correctly completing this task the student will demonstrate that they have the required skills and knowledge of the topics, including:

- Policies and procedures for receiving and storing stock
- Stock control
- Apply policies and procedures
- Meet WHS requirements
- Communicate effectively with others

#### How do students complete this assessment?

Advise the students on the specific arrangements, such as when and how the observation will be conducted.

Students must satisfactorily demonstrate each of the two (2) sections of observations. Assessors (or supervisors) will record what they see.

The student must show that they can:

1. Applying legislation and workplace procedures
2. Completing tasks

Assessors or supervisors may ask students additional questions to determine if students understand what they are doing and why they are doing certain tasks.

#### What do students need to complete this assessment?

Students need access to the following:

- A suitable workplace or simulated environment
- The full range of resources (refer to the assessment conditions section in unit of competency for a full list of resources for assessment)

#### What evidence should be submitted?

- An observation record sheet should be completed with signatures of the assessor and/or supervisor. Note: it is important to clearly identify the parts of the assessment completed by the assessor and the parts completed by the 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).

## Section 2: Completing tasks

During the observation, the candidate was observed consistently performing the following tasks:	Marking*	
	S	U
4. Reading and understanding instructions, procedures and labels	<input type="checkbox"/>	<input type="checkbox"/>
5. Working systematically with required attention to detail without injury to self or others, or damage to goods or equipment	<input type="checkbox"/>	<input type="checkbox"/>
6. Monitoring work activities in the work schedule	<input type="checkbox"/>	<input type="checkbox"/>
7. Selecting and using communication and computer equipment	<input type="checkbox"/>	<input type="checkbox"/>
8. Communicating and working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>
Assessor comments/evidence submitted:		

\*S=Satisfactory U=Unsatisfactory

## Formative mapping

TLIA3039 Receive and store stock

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

Unit of competency	Content	Activity
<b>Element 1: Take delivery of stock</b>	<b>n/a</b>	<b>n/a</b>
1.1 Incoming stock is accurately checked against orders and delivery documentation in accordance with workplace procedures	2A Apply policies and procedures <ul style="list-style-type: none"> <li>Check incoming stock</li> </ul>	Activity 3: Q1
1.2 Variations are accurately identified, recorded and communicated to appropriate person	2A Apply policies and procedures <ul style="list-style-type: none"> <li>Identify and report discrepancies and variances</li> </ul>	Activity 3: Q4
1.3 Items are inspected for damage, quality, use-by dates, breakages and discrepancies, and records are made in accordance with workplace policy	2B Meet WHS requirements <ul style="list-style-type: none"> <li>Check and report stock quality</li> </ul>	Activity 4: Q4
<b>Element 2: Store stock</b>	<b>n/a</b>	<b>n/a</b>
2.1 Hazards are identified, risks are assessed and control measures are implemented	1A Policies and procedures for receiving and storing stock <ul style="list-style-type: none"> <li>Safety requirements</li> </ul>	Activity 1: Q2
2.2 Stock is promptly and safely transported to appropriate storage area without damage	2B Meet WHS requirements <ul style="list-style-type: none"> <li>Transport stock to storage</li> </ul>	Activity 4: Q4

## Summative mapping

*TLIA3039 Receive and store stock*

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
<b>Element 1: Take delivery of stock</b>	n/a	n/a	n/a
1.1 Incoming stock is accurately checked against orders and delivery documentation in accordance with workplace procedures		CS1	
1.2 Variations are accurately identified, recorded and communicated to appropriate person		CS2	
1.3 Items are inspected for damage, quality, use-by dates, breakages and discrepancies, and records are made in accordance with workplace policy		CS6	
<b>Element 2: Store stock</b>	n/a	n/a	n/a
2.1 Hazards are identified, risks are assessed and control measures are implemented		CS5	
2.2 Stock is promptly and safely transported to appropriate storage area without damage		CS3	
2.3 Stock is stored in appropriate location within area and in accordance with workplace security procedures		CS4	

## Section 1: Policies and procedures (Questions 1–3)

### Question 1

When you are receiving and storing stock, there are policies and procedures that you must follow.

Match the policy or procedure to the information.

A. Customer service policies relate to	a. using equipment for work purposes only.
B. Communication policies relate to	b. hazardous substances, dangerous goods and quarantine conditions.
C. Stock labelling procedures relate to	c. treating customers with respect.
D. Equipment policies relate to	d. lifting awkward items.
E. Manual-handling procedures relates to	e. interacting with drivers, suppliers and co-workers in a confidential and professional manner.




**Result**

 S ☐

 U ☐

### Question 2

Match the image of PPE to its purpose.

A 	a. Used to provide protection from high-level noise or sustained exposure to noise.
B 	b. Used to provide protection from airborne contaminants such as dust, gases or smoke.
C 	c. Used to provide protection from hazards such as dust, particles, chemical splattering or smoke.

**Result**

 S ☐

 U ☐

## Assessment task 2: Case study

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### What is this assessment for?

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

- Checking for discrepancies
- Assessing and managing risks
- Receiving and shipping stock

### 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 8 questions correctly for this task to be completed satisfactorily. The questions are divided into three (3) case studies.

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.