

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.

Summative assessment overview

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.

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:

- Assessing equipment
- Procedures for testing equipment
- Plan the test
- Apply legislation and procedures
- Make recommendations

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 14 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.

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:

- Following procedures to test equipment and identify hazards

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 the question correctly for this task to be completed satisfactorily. The question is in one (1) case study.

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.

Performance evidence		Content	Activity
PE 11	Selecting and using relevant meters, gauges, equipment and tools when testing equipment and isolating faults	2B Apply legislation and procedures • Select and use testing devices	
PE 12	Working systematically with required attention to detail without injury to self or others, or damage to goods or equipment	2B Apply legislation and procedures • Select and use testing devices	Activity 4: Q4

Knowledge evidence		Content	
KE1	Characteristics, capabilities and limitations of equipment concerned	1A Assessing equipment • Equipment checks	Activity 1: Q3
KE2	Documentation and record requirements	1A Assessing equipment • Equipment checks	Activity 1: Q4
KE3	Fault-finding techniques including identification of cost/time effective rectification procedures	1A Assessing equipment • Equipment checks	Activity 1: Q1
KE4	Faults that may occur with equipment, and appropriate action that can be taken to report and/or rectify identified equipment or component faults	1B Procedures for testing equipment • Safety requirements	
KE5	Guidelines relating to the safe use of machinery and equipment, including tagging unserviceable or damaged items	1B Procedures for testing equipment • Safety requirements	
KE6	Housekeeping standards and procedures	1A Assessing equipment • Equipment checks	Activity 1: Q1

Performance evidence		Part A – Questions	Part B – Case study	Part C – Observation
PE7	Monitoring and prioritising work activities in terms of planned schedule			O7
PE8	Operating electronic communications equipment to required protocol			O12
PE9	Reading, interpreting and following relevant instructions, procedures, information and signs			O5
PE10	Reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures			O8
PE11	Selecting and using relevant meters, gauges, equipment and tools when testing equipment and isolating faults	Q9		O4
PE12	Working systematically with required attention to detail without injury to self or others, or damage to goods or equipment			O6

Knowledge evidence		Part A – Questions	Part B – Case study	Part C – Observation
KE1	Characteristics, capabilities and limitations of equipment concerned	Q2		
KE2	Documentation and record requirements	Q3		
KE3	Fault-finding techniques, including identification of cost/time effective rectification procedures	Q1		
KE4	Faults that may occur with equipment, and appropriate action that can be taken to report and/or rectify identified equipment or component faults	Q10		

Cover sheet: Assessment task 1

Unit Code	Title
TLIB3002	Test equipment and isolate faults

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:

Question 4

Before communicating, filing notes or taking any actions, observations need to be checked and clarified. There are ways to check and clarify findings from preliminary observations.

Which of the following statements are correct? Select yes or no for each statement.

a. Compare – Observations may be checked against previous observations or reports to look for patterns that can be used to identify the cause of the fault.	Yes/No
b. Observe – Technical staff responsible for maintenance or repair of the equipment may watch the worker go through the test to double-check and clarify issues.	Yes/No
c. Dispute – Findings must be disputed with the technical staff to ensure observations are correct.	Yes/No
d. Confirm – A supervisor may check your observations before an official report is made.	Yes/No

Result

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Question 5

When recording observations there is specific information that must be included.

Which of the following must be included in observation records? Tick all that apply.

<input type="checkbox"/> a. The name of person undertaking observation
<input type="checkbox"/> b. The date and time of observations
<input type="checkbox"/> c. Location
<input type="checkbox"/> d. Type/model number of equipment

Result

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Section 2: Preparing and planning for the test (Questions 6–13)

Question 6

Before the test can be conducted, the scope of the test must be determined.

Which of the following may be referred to in order to determine what must be included in the equipment test? Tick all that apply.

<input type="checkbox"/> a. The manufacturer's instructions
<input type="checkbox"/> b. Standard operating procedures (SOPs)
<input type="checkbox"/> c. Human resources procedures
<input type="checkbox"/> d. Workplace policies and procedures

Result

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