

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 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:

- Identify purpose of documentation and requirements
- Interpret, analyse and organise workplace documentation

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 seven (7) 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:

- Completing a delivery of dangerous goods

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 four (4) questions correctly for this task to be completed satisfactorily. The questions are covered by 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.

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

TLIE2008 Process workplace documentation

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

Unit of competency	Content	Activity
Element 1: Plan documentation	n/a	n/a
1.1 Purpose of workplace documentation is identified and confirmed	1A The purpose of documentation	Activity 1: Q4
1.2 Information for completing workplace documentation is collected, interpreted, analysed and organised as required	1B Organising information to complete documentation <ul style="list-style-type: none"> Documentation requirements Sources of information Workplace documentation 	Activity 2: Q1
Element 2: Complete documentation	n/a	n/a
2.1 Required documentation is prepared and/or forms are completed, in accordance with workplace policies and procedures	2A Prepare documentation <ul style="list-style-type: none"> Follow workplace policies and procedures 	Activity 3: Q1, Q4
2.2 Information is entered into computer-based documents, as required	2B Complete documentation <ul style="list-style-type: none"> Use computer-based systems Enter information into computer-based systems 	Activity 4: Q1
2.3 Logs or diaries are maintained accurately and in a timely manner, in accordance with workplace requirements	2B Complete documentation <ul style="list-style-type: none"> Complete workplace logs and diaries 	

Knowledge evidence		Part A – Questions	Part B – Case study	Part C – Observation
KE4	Relevant procedures and duty-of-care requirements	Q1		
KE5	Requirements for workplace documentation, forms, logs or diaries	Q4	CS2, CS3	
KE6	Sources of information for completing workplace documentation, forms, logs or diaries	Q5		
KE7	Typical problems in processing workplace documentation and appropriate action and solutions	Q6		

Foundation skills		Part A – Questions	Part B – Case study	Part C – Observation
FS1	Learning	Q5		O1
FS2	Reading	Q2		O2
FS3	Writing		CS3	O5
FS4	Oral communication			O7
FS5	Numeracy			O4
FS6	Teamwork			O7
FS7	Planning and organising	Q2		O5
FS8	Making decisions			O5

Cover sheet: Assessment task 1

Unit Code	Title
TLIE2008	Process workplace documentation

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

List two requirements for processing workplace documentation, forms, logs or diaries.

Result

S ☐U ☐

Section 2: Interpret, analyse and organise workplace documentation (Questions 5–7)

Question 5

Match the beginning of the sentence to the correct ending.

A. Information to help complete procedures and checklists includes	a. so appropriate action can be taken within appropriate time frames.
B. Information contained in documents accompanying parcels, vehicles or containers includes	b. relevant legislation, regulations and code of practice, such as WHS codes of practice or environmental protection legislation.
C. The reason information needs to be interpreted and analysed is	c. manifests, barcodes and goods and container identification.

Result

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Question 6

Problems that may occur when processing workplace documentation and appropriate action must be taken to reach a solution.

Which of the following problems and actions related to workplace documents are correct?

Select yes or no for each statement.

a. Incorrect information can be avoided by paying attention to detail, and looking for spelling mistakes, dates that don't match, and orders or instructions that don't make sense.	Yes/No
b. If data becomes lost, complete as much information as possible and place question marks where data is missing.	Yes/No
c. Out-of-date information on forms requires advice from a professional body or supervisor.	Yes/No
d. Technical problems mean that work needs to be saved and basic troubleshooting procedures used. Technical support or a supervisor should be informed.	Yes/No

Result

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