

## About this resource

This resource is for trainers and assessors of the *TLIE3004 Prepare workplace documents*. 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.

# Summative assessment overview

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## 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.

## 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:

- Returning damaged goods
- Completing a dangerous goods declaration

#### 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 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.**

**Case study 1: Returning damaged goods (Questions 1–2)**

*Read the case study to answer the questions that follow. You can also watch the video provided to see how the situation may look in the workplace.*

Sally has recently been employed as an administrative assistant for a large medical supplies business. In her new role she needs to communicate with customers if there is a problem with an order.

Two weeks after its despatch, a carton of 24 one-litre containers of hand sanitiser is returned to the warehouse of the medical supplies company in the battered original box in which it was despatched. The products had been ordered by an aged care home. One of the containers has been damaged and has leaked. The 'Returned and damaged goods policy' of Sally's company, which is published on its website, states that customers must notify the company before returning goods. Returning goods in the original box contravenes the policy stated on the website that goods must be returned in another box and must be returned in a new, saleable condition.

Sally rings the aged care facility and explains the situation. The staff member responsible for ordering the items is on induction training. Her supervisor, Steve, explains that the items do not fit the facility's wall dispensers, which require 500 ml containers of the product. Sally explains that her organisation can only accept returned goods if the conditions specified on the organisation's website are met. They agree that both organisations will experience costs as a result of the errors. Sally's organisation can only resell the items if they are cleaned and sold individually. This would not be cost-effective as her organisation supplies in bulk. Steve's organisation is not entitled to credit or replacement goods as the conditions for returning goods have not been met. Sally agrees to provide a written record for the aged care facility to explain the financial loss it has incurred.

Watch the case study video [02m:44s] [here](https://vimeo.com/aspirelr/v1930).



<https://vimeo.com/aspirelr/v1930>

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## Formative mapping

### *TLIE3004 Prepare workplace documents*

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: Plan workplace document</b>	<b>n/a</b>	<b>n/a</b>
1.1 Purpose and audience for document are identified	1A Types and purposes of workplace documents <ul style="list-style-type: none"> <li>A document's purpose</li> <li>The audience for a document</li> </ul>	Activity 1: Q1–Q4
1.2 Appropriate format for document is established to meet workplace requirements	1C Legal, WHS, regulatory and workplace requirements for completing forms and documents <ul style="list-style-type: none"> <li>Regulatory requirements</li> <li>Legislation, regulations and forms</li> </ul>	Activity 3: Q1–Q4
1.3 Relevant information is identified and selected for inclusion in document	2A Confirm requirements and plan the document <ul style="list-style-type: none"> <li>Cater for the audience and the purpose</li> </ul>	Activity 4: Q1, Q2
<b>Element 2: Prepare workplace document</b>	<b>n/a</b>	<b>n/a</b>
2.1 Document is drafted in accordance with workplace procedures and conventions for sentence construction, grammar, spelling, style, punctuation and vocabulary appropriate for reader/s	1B Writing conventions, format and layout 2D Draft, check and present documents	Activity 2: Q1–Q4
2.3 Document is edited and presented in a final version appropriate to the task	2D Draft, check and present documents <ul style="list-style-type: none"> <li>Revise your document</li> </ul>	Activity 7: Q2, Q5, Q6
<b>Element 3: Complete workplace forms</b>	<b>n/a</b>	<b>n/a</b>

## Summative mapping

*TLIE3004 Prepare workplace documents*

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
<b>Element 1: Plan workplace document</b>	n/a	n/a	n/a
1.1 Purpose and audience for document are identified	Q1		
1.2 Appropriate format for document is established to meet workplace requirements	Q3, Q4	CS1	
1.3 Relevant information is identified and selected for inclusion in document		CS2	O1
<b>Element 2: Prepare workplace document</b>	n/a	n/a	n/a
2.1 Document is drafted in accordance with workplace procedures and conventions for sentence construction, grammar, spelling, style, punctuation and vocabulary appropriate for reader/s	Q2		O4
2.2 Document is edited and presented in a final version appropriate to task			O5
<b>Element 3: Complete workplace forms</b>	n/a	n/a	n/a
3.1 Work-related form is interpreted to identify information required for its completion		CS4	O9
3.2 Required information for completion of form is gathered from relevant sources in accordance with workplace procedures		CS4	O10
3.3 Form is completed in accordance with workplace policy and procedures, and applicable regulations and codes	Q6	CS3	O11

## Section 1: Purpose of documents and audience (Question 1)

### Question 1

Workers must understand the purpose of workplace documents and their intended audience.

Match the beginning of each sentence to the end of the sentence.

A. Workplace procedures/SOPs provide	a. a record of operations over time to supervisors and compliance agencies.
B. Logbooks provide	b. clear, consistent information to workers, supervisors, suppliers and customers.
C. Incident or WHS report forms provide	c. safety information to supervisors, managers, and health and safety representatives.
D. Maintenance schedules provide	d. instructions to workers about how to do a task.
E. Standard documents and forms provide	e. reminders to workers to regularly check and service equipment.

Result

S ☐U ☐

## Section 2: Writing conventions, format and layout (Questions 2–5)

### Question 2

Workers need to follow the organisation's procedures about writing conventions or rules. This ensures everyone can easily read and understand the information.

Match the beginning of each sentence to the end of the sentence.

A. Vocabulary	a. can be checked using computer software or a hard-copy or online dictionary.
B. Sentence construction	b. must be appropriate for the reader and avoid using jargon.
C. Grammar and punctuation	c. may be simple, compound, complex and compound-complex but should be as short as possible.
D. Spelling	d. tells you about the organisation's preferred fonts, heading styles and use of the company logo.
E. A style guide	e. can be easily checked by reading a paragraph out loud.

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:

- Returning damaged goods
- Completing a dangerous goods declaration

### 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 four (4) questions correctly for this task to be completed satisfactorily. The questions are divided into two (2) 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.

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.