

## About this resource

This resource is for trainers and assessors of the *TLIE3012 Consolidate manifest documentation*, Release 1. 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
Sample documents	Sample documents (if applicable)
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 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 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:

- Completing manifest documentation
- Dealing with discrepancies

#### 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 10 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.

## 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:

- Information about consolidating manifest documentation
- Workplace procedures
- Interpret and use information
- Deal with problems
- Check and complete documents

#### 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 three (3) sections of observations. Assessors (or supervisors) will record what they see.

The student must show that they can:

1. Interpret and use information when consolidating manifest documentation
2. Deal with problems in manifest documentation
3. Check and complete manifest documents

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)
- A description of the context, scenario and/or tasks that students will need to complete when demonstrating the observations. As the assessor, you will need to outline and record the context, scenario and tasks for the observations. Record this in the textbox (Scenario for Assessment Part C) provided in the Student assessment workbook.

Foundation skills		Content	Activities
FS9	Problem-solving	2B Deal with problems <ul style="list-style-type: none"> <li>Report and fix problems</li> <li>Use contingency plans</li> <li>Modify activities</li> </ul>	Activity 4: Q1, Q2
FS10	Innovation and creation	2C Check and complete documents <ul style="list-style-type: none"> <li>Monitor processes</li> </ul>	Activity 5: Q4
FS11	Technology and digital literacy	1B Information you need <ul style="list-style-type: none"> <li>Use technology</li> </ul>	Activity 2: Q4

Dimensions of competency*	Content	Activities
Task skills	Throughout	Throughout
Task management skills	2A Interpret and use information <ul style="list-style-type: none"> <li>Follow operational instructions</li> <li>Prioritise your work</li> </ul>	Activity 3: Q1
Contingency management skills	2B Deal with problems <ul style="list-style-type: none"> <li>Report and fix problems</li> <li>Use contingency plans</li> <li>Modify activities</li> </ul>	Activity 4: Q1, Q2
Job role/environment skills	2A Interpret and use information <ul style="list-style-type: none"> <li>Work and communicate effectively with others</li> </ul>	Activity 3: Q4

Foundation skills		Part A – Questions	Part B – Case study	Part C – Observation
FS10	Innovation and creation		CS8	
FS11	Technology and digital literacy	Q1–Q3	CS6, CS10	O11

Dimensions of competency*		Part A – Questions	Part B – Case study	Part C – Observation
Task skills		Q1		O1, O10
Task management skills			CS5	O2
Contingency management skills			CS7–CS9	O3, O5
Job/role environment skills			CS1, CS6, CS7	O4, O5

Assessment conditions	
AC1	As a minimum, assessors and assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.
AC2	Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.
AC3	Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

# Cover sheet: Assessment task 1

Unit Code	Title
TLIE3012	Consolidate manifest documentation, Release 1

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:** .....

**Case study 1: Completing manifest documentation (Questions 1–6)**

*Read the case study to answer the questions that follow.*

Omar has been instructed to send a dangerous goods freight order to New Zealand. He needs to gather the relevant documents, and collect information regarding the Australian Dangerous Goods (ADG) Code and freight regulations so that the goods are handled, transported and stored safely. He has never had to send a shipment to New Zealand before, so he works systematically to check and follow workplace procedures so that the manifest documents will be in order.

He accesses and reads the procedures and delivery instructions, then examines the labels on the goods and the supplied instructions attached to the goods. He realises he will need to collect several documents from others so that he can then consolidate the manifest documents. These include the delivery instructions, consignee notes and shipping instructions from other staff. He reads the import and customs declaration forms, and the dangerous goods declaration information.

Omar collates and completes the documents. He enters the relevant information into the record system, including identification codes, manifest codes and dangerous goods declaration details. He then alerts his supervisor, Jill, who checks the documents and record system as per workplace procedures.

As he prepares the documentation, Omar keeps an eye on the time to make sure he is being efficient in his work tasks. He needs to be mindful of the schedule for the pick-up of the goods and he doesn't want to cause any delays. He uses a checklist to monitor and track that he has completed all of the tasks, and has the required information for consolidating the documents.

Jill confirms that the manifest, identification codes and dangerous goods declaration have been entered into the record system accurately. These can now be printed, ready to forward to the freight company in accordance with the ADG Code and New Zealand regulations.

**CS Question 1**

Omar carefully checks the manifest documentation. He knows these are legal requirements that provide guidelines on the correct way to handle, transport and store goods.

Give two examples of sources of information that Omar could access when completing the manifest documentation.

**Result****S** ☐**U** ☐**CS Question 2**

Omar must interpret and apply the workplace procedures, the ADG Code and freight regulations to his work tasks. How does Omar make sure he prioritises the important tasks and follows instructions, procedures and regulations when doing his job?