

# 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.

## 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.

Students must complete each assessment task and submit it by the due date. Assessments may be completed in the classroom, online, in a workplace or a simulated workplace or by other arrangement negotiated with the assessor and student. The assessor can instruct students to finish tasks as homework where time permits.

## Assessment overview

To demonstrate competency, the student must complete the following assessment tasks. Assessors must provide students with the due date for each assessment task for this unit – students should keep a record of due dates in their *Student assessment workbook*.

Assessment Task	Description of task
1. Questions	There are three (3) sections. The student must correctly answer all 12 questions.
2. Case studies	There are two (2) case studies. The student must read the scenario, then correctly answer all nine (9) questions.
3. Observation	There are three (3) sections. The student must show they can do each of the following: <ol style="list-style-type: none"> <li>1. Identify and act on signs of fatigue</li> <li>2. Apply workplace rules about fatigue and safety</li> <li>3. Implement strategies to manage fatigue</li> </ol>

**Case study 1: Dealing with a fatigued employee (Questions 1–5)**

*Read the case study, then answer the questions that follow.*

Dylan is a pick/pack supervisor at Warehouse Manufacturing Supplies, a 24-hour warehouse that services the international mineral resources and maritime industries. Dylan is working the 12 am – 6 am shift with Stuart, a new storeman working in bulk selections. During the shift, Dylan notices that Stuart is slurring his words and having trouble concentrating when doing simple counting tasks. He is also yawning a lot and rubbing his eyes. Dylan asks Stuart if he is okay. Stuart replies that he is just a bit tired but okay to work.

Dylan takes Stuart aside and explains that he has a duty of care to comply with company policies and procedures and the WHS Regulations. Stuart looks confused, so Dylan explains the requirements to identify hazards and minimise risks in the workplace. He tells Stuart that he might be breaching the chain of responsibility rules if he continues to work while fatigued. He could cause a serious incident or get injured by machinery due to poor concentration.

Dylan tells Stuart to go to the crib room (a room with a bed for workers to rest) for a 20-minute powernap and then take a 5-minute walk to the shop to get a snack. When Stuart gets back, he is feeling better and completes his shift without any further problems.

At the end of the shift, Dylan gives Stuart copies of the company policies and procedures about managing fatigue in the workplace. These detail what actions must be taken to identify and respond to fatigue in the workplace. The policies also state the shift times and mandatory breaks, as well as procedures for swapping shifts with co-workers. Dylan reiterates the importance of workplace safety, and asks Dylan to read the documents carefully.

The next day Dylan and Stuart are working the 6 pm – 12 am shift. Stuart tells Dylan that he is fit for duty, and has read and understood the company policies and procedures. The shift starts well, but towards the end of shift Stuart puts a forklift tine through a box and fails to notice a cable caught under the wheel. Dylan yells at him to stop, but Stuart is slow to respond and gets the cable tangled.

Dylan takes Stuart into an office to fill out an incident report and to discuss the incident formally. Dylan again notices signs of fatigue and asks Stuart questions about his lifestyle, including how much sleep he has had, what he had for dinner and whether he gets regular exercise. At first Stuart is surprised because he can't see how what he does in his own time is any of Dylan's business.

Dylan explains that lifestyle choices contribute to fatigue, which is a hazard to workplace safety and could also lead to long-term health problems. Stuart admits that he has been having trouble adjusting to shift work. He has been drinking extra coffee to try to stay awake at work, and when he gets home he has trouble sleeping. Today he overslept, skipped taking his dog for a walk, and got takeaway to eat in the car on his way to work.

Dylan tells Stuart about his own fatigue-management strategies: sensible eating, exercise and a good sleep routine. He makes sure to eat regular meals and snacks to give him energy to complete his shift work. He wears a Fitbit to ensure he is getting enough exercise, and aims for 8 hours of sleep between shifts. He has made his bedroom dark and cool for when he has to sleep during the day.

Dylan gives Stuart a brochure on healthy lifestyle choices that he got from the health and safety representative (HSR). Dylan says Stuart should look at official government websites such as regulators and other government bodies because their advice is based on research and evidence. He warns Stuart to be careful of advice from the internet, magazines or friends because it may not be correct. Dylan also suggests that Stuart visit his GP to talk about fatigue and check for any underlying health conditions that could be contributing to his problems.

Stuart is grateful for Dylan's advice and support. He recognises that he can't keep going with a quick-fix approach, such as having a powernap. Dylan and Stuart agree to have a follow-up meeting in a few weeks to see how Stuart is going with his fatigue management strategies.

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## 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:

- Fatigue in the workplace
- Workplace rules about fatigue and safety
- Fatigue management strategies

#### 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:

- Identify and act on signs of fatigue
- Apply workplace rules about fatigue and safety
- Implement strategies to manage fatigue

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.

#### 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. Additional copies of the

Unit of competency	Content	Activity
2.2 Factors that increase the risk of fatigue-related accidents and incidents are minimised	2C Implement strategies to manage fatigue <ul style="list-style-type: none"> <li>Minimise risk of fatigue-related incidents</li> </ul>	Activity 6: Q2
2.3 Fatigue management strategies are implemented in accordance with workplace policy	2C Implement strategies to manage fatigue	Activity 6: Q1
2.4 Lifestyle choices are made that promote the effective long-term management of fatigue	2B Apply workplace rules about fatigue and safety <ul style="list-style-type: none"> <li>Make lifestyle choices to promote long-term fatigue management</li> </ul>	Activity 5: Q3
2.5 Effective practices in combating fatigue are adopted and applied	2B Apply workplace rules about fatigue and safety <ul style="list-style-type: none"> <li>Adopt effective practices to combat fatigue</li> </ul>	Activity 5: Q2
2.6 Personal fatigue management strategies are communicated to relevant people	2B Apply workplace rules about fatigue and safety <ul style="list-style-type: none"> <li>Communicate personal fatigue management strategies to relevant people</li> </ul>	
2.7 Appropriate counter measures are planned to combat fatigue	2A Identify and act on signs of fatigue <ul style="list-style-type: none"> <li>Plan how to manage your fatigue</li> </ul>	Activity 4: Q4

Performance evidence	Content	Activity
PE1 Adapting to changes in rosters and standard operating procedures as they relate to fatigue management	2C Implement strategies to manage fatigue <ul style="list-style-type: none"> <li>Adapt to changes in rosters and SOPs as they relate to fatigue management</li> </ul>	
PE2 Adjusting lifestyle patterns to ensure	2B Apply workplace rules about fatigue and safety	

Knowledge evidence		Part A – Questions	Part B – Case study	Part C – Observation
KE1	Causes and effects of fatigue on workers	Q2	CS1	
KE2	Factors that increase fatigue-related accidents	Q5	CS3	
KE3	How fatigue affects workplace performance	Q3	CS3	
KE4	How fatigue contributes to workplace accidents	Q4	CS3	
KE5	Lifestyles that promote effective long-term fatigue management	Q12	CS8	
KE6	Relevant fatigue management codes, regulations, permit and licence requirements	Q7, Q8	CS5	
KE7	Relevant work health and safety (WHS)/occupational health and safety (OHS) regulations as they relate to fatigue	Q7	CS5	
KE8	Risks and hazards created by workplace fatigue	Q6	CS3	
KE9	Sources of information on fatigue	Q10	CS7	
KE10	Strategies and ways of managing fatigue	Q11	CS8	
KE11	Ways of recognising fatigue	Q1	CS1	
KE12	Workplace policies and procedures related to fatigue management and the control of factors that can contribute to fatigue and fatigue-related accidents	Q9	CS5	

## Cover sheet: Assessment task 2

Unit Code	Title
TLIF2010	Apply fatigue management strategies

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 2: Case study 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:** .....

**CS Question 1**

Dylan notices that Stuart is fatigued.

Which of the following signs alert Dylan to the fact that Stuart is fatigued? Tick all that apply.

- |                                                                                                      |
|------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> a. Stuart says he is okay to work.                                          |
| <input type="checkbox"/> b. Stuart is yawning and rubbing his eyes.                                  |
| <input type="checkbox"/> c. Stuart is having trouble concentrating when doing simple counting tasks. |
| <input type="checkbox"/> d. Stuart puts a forklift tine through a box.                               |
| <input type="checkbox"/> e. Stuart is quick to respond to Dylan's instruction to stop the forklift.  |

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

Dylan wants to help Stuart minimise the effects of fatigue and to comply with the organisation's fatigue management procedures.

Which of the following actions did Dylan take to address Stuart's fatigue problem? Tick all that apply.

- |                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> a. Dylan told Stuart to go to the crib room for a 20-minute powernap, take a short walk and have a snack before coming back to his duties.                          |
| <input type="checkbox"/> b. Dylan explained to Stuart how lifestyle factors can cause fatigue at work.                                                                                       |
| <input type="checkbox"/> c. Dylan gave Stuart copies of the company policies and procedures to read and provided advice on appropriate sources of fatigue management and health information. |
| <input type="checkbox"/> d. Dylan told Stuart that powernaps are a good long-term strategy for shift workers.                                                                                |
| <input type="checkbox"/> e. Dylan scheduled a follow-up meeting in two weeks to review outcomes.                                                                                             |

**Result****S** ☐**U** ☐**CS Question 3**

Stuart's fatigue affected his workplace performance and led to a workplace incident.

How did fatigue affect Stuart's workplace performance? Tick all that apply.

- |                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Stuart slurred his words, meaning team communication was impaired.                            |
| <input type="checkbox"/> Stuart lost work time because of the powernap.                                                |
| <input type="checkbox"/> Stuart was slow to respond to Dylan's instruction to stop, increasing the risk of injury.     |
| <input type="checkbox"/> Stuart caused damage to goods and equipment.                                                  |
| <input type="checkbox"/> Stuart realised that he was fatigued and took steps to address it before anything went wrong. |

**Result****S** ☐**U** ☐