

About this resource

This resource is for trainers and assessors of the *TLIJ3002 Apply quality systems*. 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

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

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:

- Investigating a quality issue

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

Section 3: Completing work tasks

During the observation, the candidate was observed consistently performing the following tasks:	Marking*	
	S	U
7. Interpreting and following operational instructions and prioritising work	<input type="checkbox"/>	<input type="checkbox"/>
8. Reading and understanding instructions, procedures and information relevant to quality systems	<input type="checkbox"/>	<input type="checkbox"/>
9. Working systematically with attention to detail without injury to self or others, or damage to goods or equipment when applying quality systems	<input type="checkbox"/>	<input type="checkbox"/>
10. Monitoring quality of internal and external customer satisfaction and adjusting operation or service accordingly	<input type="checkbox"/>	<input type="checkbox"/>
11. Modifying activities depending on operational contingencies, risk situations and when environments become unstable	<input type="checkbox"/>	<input type="checkbox"/>
12. Operating and adapting to differences in equipment when modifying quality processes	<input type="checkbox"/>	<input type="checkbox"/>
13. Following regulatory requirements, workplace procedures and completing appropriate documentation when reporting and rectifying quality issues	<input type="checkbox"/>	<input type="checkbox"/>
Assessor comments/evidence submitted:		

*S=Satisfactory U=Unsatisfactory

Formative mapping

TLIJ3002 Apply quality systems

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: Work within a quality improvement system	n/a	n/a
1.1 Instructions are followed and duties are performed either individually or as a member of a work team within a quality improvement system	2B Follow instructions and procedures <ul style="list-style-type: none"> Identify areas of improvement 	Activity 4: Q1
1.2 Work is completed either individually or as a member of a work team in accordance with standards as defined in workplace policies and procedures	1A Quality assurance systems <ul style="list-style-type: none"> Using tools and methods 	
Element 2: Use quality improvement systems, tools and techniques	n/a	n/a
2.1 Variations from required standards in the quality of services and/or products are detected and reported in accordance with workplace procedures	1B Work within guidelines <ul style="list-style-type: none"> Detecting variations Reporting variations 	
2.2 Quality of operations/service is monitored and adjusted as required to ensure internal and external customer satisfaction	2C Monitor and modify quality of work <ul style="list-style-type: none"> Monitor work quality 	
2.3 Quality improvement tools and techniques are used individually and as part of a work team to systematically improve the quality of work, services and/or products	1A Quality assurance systems <ul style="list-style-type: none"> Using tools and methods 	

Summative mapping

TLIJ3002 Apply quality systems

Unit of competency	Part A – Questions	Part B – Case study	Part C – Observation
Element 1: Work within a quality improvement system			
1.1 Instructions are followed and duties are performed either individually or as a member of a work team within a quality improvement system			O3
1.2 Work is completed either individually or as a member of a work team in accordance with standards as defined in workplace policies and procedures		CS2	
Element 2: Use quality improvement systems, tools and techniques			
2.1 Variations from required standards in the quality of services and/or products are detected and reported in accordance with workplace procedures	Q8, Q9		
2.2 Quality of operations/service is monitored and adjusted as required to ensure internal and external customer satisfaction			O10
2.3 Quality improvement tools and techniques are used individually and as part of a work team to systematically improve the quality of work, services and/or products		CS1	

Section 2: Work with quality systems (Questions 4–9)

Question 4

A quality management system supports work systems and procedures that warehouses use to conduct daily business and activities.

Match the beginning of each sentence about quality management systems or procedures to the correct ending.

A. Operational work systems are supported by	a. quality systems and provide clear points of responsibility and accountability in the workplace structure.
B. Equipment systems are supported by	b. quality systems to ensure processes are current, appropriate and efficient.
C. Management systems are supported by	c. quality systems to increase the productivity and quality of goods and services provided by the organisation.
D. Operating procedures are supported by	d. quality systems to ensure equipment is checked before operations begin, is used safely and correctly, is maintained regularly, and is backed by contingency plans in case of failure.

Result
S ☐
U ☐

Question 5

When working with quality systems, housekeeping tasks need to be completed.

List some housekeeping tasks you would perform when using a quality management system.

Result
S ☐
U ☐

Question 6

Briefly describe how the site layout can contribute to quality outcomes.

Result
S ☐
U ☐

Assessment task 3: Observation

What is this assessment for?

By correctly completing this task, you will show your assessor that you have the required skills and knowledge, including:

- Quality assurance systems
- Work within guidelines
- Use quality tools as a team
- Follow instructions and procedures
- Monitor and modify quality of work

How to complete this assessment

You will undertake this assessment in front of your assessor and/or workplace supervisor.

Your assessor will explain the arrangements for this assessment including when and how the observation will be conducted and who will be conducting the assessment.

There are three(3) sections of observations that you must satisfactorily demonstrate to your assessor/supervisor. Your assessor/supervisor will record what they see into a record sheet. You may be asked to explain what you are doing and why you are doing certain tasks.

You must show that you can:

- Using quality methods and tools
- Communication and collaboration
- Completing work tasks

What do you need to complete this assessment?

Your assessor will provide everything you need to complete these tasks. This may include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, ADG Code, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

What evidence do you need to submit?

Your supervisor or assessor will complete the observation record sheet for this assessment.

You will need to sign and date the cover sheet.

Video or photo evidence may be required if parts of the assessment have been completed in your workplace under supervision. Your assessor will discuss this with you if required.