# Instructions to Assessor

To ensure sufficiency of evidence, the Assessor must review a combination of types of evidence to support the RPL assessment judgement. Types of evidence may include (but are not limited to):

* Job descriptions/roles – these need supervisor verification
* Meeting minutes
* Informal training documentation and workplace training
* Work samples
* Portfolio
* Performance Management Reports
* Third Party Report
* Certified Transcripts that confirm formal training – Statements of Attainment, Certificates, Diplomas, Degrees
* Professional conversations
* Involvement in community groups and/or committees
* Emails and/or memos
* Letters and References
* Resume/work history – this needs to be supported by examples and supervisors contacted to verify the detail
* Video, audio recordings
* Photos (identifying the student and performing tasks)

In the Evidence tables under ‘Comments’ the Assessor must:

* Identify gaps by element/performance criteria
* Suggest ways to fill identified gaps (eg. formal training, direct observation, challenge tests etc.).

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The Unit Evidence Summary is to be used for **mapping evidence** submitted by the RPL student against the Unit requirements.

| **Student name** |  | | | | **Student no.** | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit name** | Make measurements and calculations | | | | **Unit code** | | | MSFGN2001 |
| **Pre-requisites** (If the unit above has any pre-requisites they should be listed below. Ensure the student has successfully obtained them prior to proceeding. Include evidence of the pre-requisite with your detailed RPL evidence): | | | | | | | | |
|  | | | | | | | | |
| **Student meets the pre-requisite requirements** | | **Yes** |  | **No** |  | **Date** |  | |

To confirm Validity of Evidence the Assessor must cross-reference all components of the unit with the evidence received to determine that competence has been demonstrated.

The components of a unit include: Each element and its performance criteria, each item of required skills or performance evidence, each item of required knowledge or knowledge evidence, and foundational skills and each item in critical aspects or assessment conditions.

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| --- | --- | --- | --- | --- | --- | --- |
| **Outcome for this unit** | **RPL Granted** |  | **RPL Not Granted** | | |  |
| **Assessor feedback** |  | | | | | |
| **Assessor signature** |  | | | | | |
| **Student feedback** |  | | | | | |
| **Student signature** |  | | | **Date** |  | |
| **Evidence received** | | | | | | |
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|  |  | | | | | |
| **Location of evidence** |  | | | | | |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Elements and performance criteria** | | | | | |
| **1. Identify appropriate measurements and equipment** | | | | | |
| **1.1.** Appropriate measuring equipment for the task is selected |  |  |  |  |  |
| **1.2.** Measuring units to be used, and the detail required, is identified from work documents |  |  |  |  |  |
| **1.3.** Measuring equipment condition and calibration is checked to confirm it is fit for purpose |  |  |  |  |  |
| **2. Perform measurements** | | | | | |
| **2.1.** Range of results that may be obtained is estimated |  |  |  |  |  |
| **2.2.** Relevant external factors affecting measurement accuracy are identified and taken account of |  |  |  |  |  |
| **2.3.** Measurements are performed using appropriate techniques |  |  |  |  |  |
| **2.4.** Measurements are compared against the range of expected results |  |  |  |  |  |
| **2.5.** Numerical information is checked for accuracy and correctness |  |  |  |  |  |
| **3. Perform calculations** | | | | | |
| **3.1.** Measurement data to be used for calculations is identified from work instructions |  |  |  |  |  |
| **3.2.** Appropriate calculation methods and techniques and tools are determined |  |  |  |  |  |
| **3.3.** Calculations are carried out and results checked and confirmed as accurate |  |  |  |  |  |
| **3.4.** Material quantities are estimated using relevant standard packaging units |  |  |  |  |  |
| **4. Record measurements and calculations as required** | | | | | |
| **4.1.** Measuring and calculation results are accurately recorded in the appropriate format |  |  |  |  |  |
| **4.2.** Results are recorded to the required level of detail |  |  |  |  |  |
| **5. Recognise routine and non-routine problems** | | | | | |
| **5.1.** Known faults that can occur during measurement activity are recognised |  |  |  |  |  |
| **5.2.** Necessary action on causes of routine faults is identified and taken |  |  |  |  |  |
| **5.3.** Any problems are logged as required |  |  |  |  |  |
| **5.4.** Non-routine problems are identified and reported to designated person |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Foundation Skills** | | | | | |
| Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Required skills or performance evidence** | | | | | |
| **PE1.** Interpret work documents correctly |  |  |  |  |  |
| **PE2.** Plan and organise activities, including selecting and checking appropriate measuring equipment |  |  |  |  |  |
| **PE3.** Use mathematical ideas and techniques to correctly complete measurements, calculate material quantities and spatial size |  |  |  |  |  |
| **PE4.** Use a range of measuring, calculating and recording devices |  |  |  |  |  |
| **PE5.** Record results accurately |  |  |  |  |  |
| **PE6.** Perform calculations accurately and check results |  |  |  |  |  |
| **PE7.** Work from specific project plans or briefs, determine and cost the material quantities for a minimum of three (3) different furnishing projects |  |  |  |  |  |
| **PE8.** Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems |  |  |  |  |  |
| **PE9.** Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Required knowledge or knowledge evidence** | | | | | |
| **KE1.** Purpose and techniques for using measuring and calculating equipment |  |  |  |  |  |
| **KE2.** Mathematical principles for making basic calculations |  |  |  |  |  |
| **KE3.** Work documentation for instructions and recording |  |  |  |  |  |
| **KE4.** Requirements for minimising damage to materials and completed products while undertaking measurement |  |  |  |  |  |
| **KE5.** Requirements of working with others in a team |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Critical aspects or assessment conditions** | | | | | |
| Assessors must: |  |  |  |  |  |
| hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors |  |  |  |  |  |
| have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification |  |  |  |  |  |
| be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry. |  |  |  |  |  |
| Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts. |  |  |  |  |  |
| Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor’s reports, projects and work samples. |  |  |  |  |  |
| Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately. |  |  |  |  |  |
| Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines. |  |  |  |  |  |
| Access is required to relevant measuring, calculating and recording equipment, quality standards and enterprise procedures. |  |  |  |  |  |
| **Other information if required** | | | | | |
|  |  |  |  |  |  |