# 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** | Read and interpret work documents | | | | **Unit code** | | | MSFGN3001 |
| **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 document type and purpose** | | | | | |
| **1.1.** Key information is identified, such as title, version, scale, legend and keys |  |  |  |  |  |
| **1.2.** Any relevant explanatory or additional information needed to interpret the document is located and evaluated |  |  |  |  |  |
| **1.3.** Clarification is sought to confirm the intention of information where necessary |  |  |  |  |  |
| **2. Read and interpret the document** | | | | | |
| **2.1.** Information, such as symbols, abbreviations, acronyms and technical terms, are identified and interpreted |  |  |  |  |  |
| **2.2.** Document information is compared to component or supplier advice for use of the materials and, where relevant, Australian Standards |  |  |  |  |  |
| **2.3.** Design and style features shown in drawings are identified by industry recognised terms |  |  |  |  |  |
| **3. Plan own work sequence** | | | | | |
| **3.1.** Work sequence, required tools and equipment, and tasks to be performed are identified from the documents |  |  |  |  |  |
| **3.2.** Work sequence is planned, identifying stages where checks against specifications must be made |  |  |  |  |  |
| **3.3.** Specifications noted in the work plan are checked for accuracy against the drawings and specifications, and any errors are rectified |  |  |  |  |  |
| **4. Maintain document files** | | | | | |
| **4.1.** Plans and documents are handled carefully and maintained intact |  |  |  |  |  |
| **4.2.** Any explanatory documentation, additional information and/or modification information is kept with the work plan and original documentation according to workplace procedures |  |  |  |  |  |
| **4.3.** All documentation is replaced in workplace filing or storage system for retrieval by others, as required |  |  |  |  |  |

| **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.** Collect, organise and understand information related to the range of work documents relevant to the sector |  |  |  |  |  |
| **PE2.** Communicate ideas and information to enable confirmation of work requirements and specifications |  |  |  |  |  |
| **PE3.** Plan and organise activities to minimise wastage of resources, including materials, time and money |  |  |  |  |  |
| **PE4.** Work with others and in a team by recognising dependencies and using cooperative approaches to optimise information management |  |  |  |  |  |
| **PE5.** Use mathematical ideas and techniques to correctly interpret the content of work documents |  |  |  |  |  |
| **PE6.** Identify alternative methods of accessing and sources of work information, including using workplace technology related to work documentation, its access and storage |  |  |  |  |  |
| **PE7.** Recognise and explain the meanings of symbols, technical terms and conventions of specifications and plans |  |  |  |  |  |
| **PE8.** Check accuracy of copied specifications |  |  |  |  |  |
| **PE9.** Maintain condition of documentation |  |  |  |  |  |
| **PE10.** Locate, read and interpret a minimum of ten (10) selected/specified work documents which must include: |  |  |  |  |  |
| * **PE10.1.** Australian Standards relevant to the sector |  |  |  |  |  |
| * **PE10.2.** manufacturer technical instructions and specifications |  |  |  |  |  |
| * **PE10.3.** real or simulated local work documents, including: |  |  |  |  |  |
| work plans |  |  |  |  |  |
| material safety data sheets (MSDS) |  |  |  |  |  |
| relevant building codes |  |  |  |  |  |
| job procedures |  |  |  |  |  |
| safe work instructions or equivalent |  |  |  |  |  |

| **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.** Different types of work documents used in the furnishing industry and their function |  |  |  |  |  |
| **KE2.** Conventions and symbols of plans, drawings and specifications |  |  |  |  |  |
| **KE3.** Workplace procedures for maintenance of documentation |  |  |  |  |  |

| **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 a range of drawings, standards, plans, specifications and cutting lists relevant to the work, safety procedures, regulations, quality standards, enterprise procedures, and all necessary facilities and associated equipment. |  |  |  |  |  |
|  |  |  |  |  |  |
| **Other information if required** | | | | | |
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