# Task 2 – Teamwork and Measurement Skills Assessment

## Criteria

### Unit code, name and release number

MSMSUP106 - Work in a team (2)

MSFGN2001 - Make measurements and calculations (1)

### Qualification/Course code, name and release number

MSF31113 - Certificate III in Cabinet Making (6)

## Student details

### Student number

### Student name

## Assessment Declaration

* This assessment is my original work and no part of it has been copied from any other source except where due acknowledgement is made.
* No part of this assessment has been written for me by any other person except where such collaboration has been authorised by the assessor concerned.
* I understand that plagiarism is the presentation of the work, idea or creation of another person as though it is your own. Plagiarism occurs when the origin of the material used is not appropriately cited. No part of this assessment is plagiarised.

### Student signature and Date

Version: *1.0*

Date created: *3 July 2018*

Date modified: *17/04/2019*

For queries, please contact:

*Innovative Manufacturing, Robotics and Science SkillsPoint*

*TAFE NSW*

*98 Parry Street*

*Newcastle West*

*NSW 2302*

© 2018 TAFE NSW, Sydney   
RTO Provider Number 90003 | CRICOS Provider Code: 00591E

This assessment can be found on the [Learning Bank](https://share.tafensw.edu.au/share/access/searching.do?doc=%3Cxml%2F%3E&in=P7ac4831b-430a-4b8d-8b56-f7b32ed5b9cf&q=&type=standard&sort=rank&dr=AFTER)

The contents in this document is copyright © TAFE NSW 2018, and should not be reproduced without the permission of the TAFE NSW. Information contained in this document is correct at time of printing: 17 April 2019. For current information please refer to our website or your teacher as appropriate.

## Assessment instructions

Table 1 Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Assessment overview** | The objective of this assessment is to assess your skills as would be required to organise own activities within a team to fit with work schedules and to meet operational guidelines. This unit applies to team members who are required to use interpersonal and communication skills to plan, organise and complete their work activities according to instructions and with limited discretionary powers. |
| **Assessment Event number** | MSMSUP106 - Work in a team 2 of 2  MSFGN2001 - Make measurements and calculations 2 of 5 |
| **Instructions for this assessment** | This is a skill based assessment and will be assessing you on your ability to demonstrate skills required in the unit.  This assessment is in 3 parts:   1. Working in a team activity 2. Observation Checklists 3. Assessment feedback |
| **Submission instructions** | On completion of this assessment, you are required to upload it or hand it to your assessor for marking.  Ensure you have written your name at the bottom of each page of this assessment.  It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE and complete the assessment declaration when submitting the assessment. |
| **What do I need to do to achieve a satisfactory result?** | To successfully complete this assessment the student will be available at the arranged time to complete all the assessment criteria as outlined in the assessment instructions.  All parts of the observable task must be performed to a satisfactory level as indicated in the criteria section of the Observation Checklist.  All oral questions must be answered correctly to be deemed satisfactory in this assessment task; however, Assessors may ask questions to clarify understanding. |
| **What do I need to provide?** | Calculator, pens. |
| **Due date/time allowed/venue** | 90 minutes |
| **Assessment feedback, review or appeals** | Appeals are addressed in accordance with Every Students Guide to Assessment. |

## Part 1: Teamwork measurement activity

To complete this part of the assessment, you are required to participate in a practical demonstration of how to complete a task or activity.

These practicals will be observed by your teacher, or you can digitally record them and submit them as evidence.

Your responses will be used as part of the overall evidence requirements of the unit.

You should refer to the list of criteria provided in the Observation Checklist to understand what skills you are required to demonstrate in this section of the assessment. This Checklist outlines the Performance Criteria, Performance Evidence and Assessment Conditions you will be marked against.

Once completed you are required to submit this assessment and the tasks and activities required to be completed to your teacher for marking.

**Assessment details**

**Note:** The tasks and observations listed in this assessment document are linked to two different units of competency. Upon successful completion of this assessment, you will be granted a satisfactory result for the following assessment events:

* MSMSUP106 (Work in a team) – Assessment Task 2of 2
* MSFGN2001 (Make measurements and calculations) – Assessment Task 2 of 5

Students who don’t complete this assessment task will receive a not yet competent (NC) outcome for the two units of competency listed above.

For this assessment you will work with a team of others to complete a set task based on a cutting list activity. You will be assessed against the following outcomes:

**MSMSUP106 (Work in a team)**

* Participating in a group meeting.
* Recording the details and outcomes of the meeting.
* Communicating with other team members to negotiate a set of job roles and tasks
* Providing feedback to another team member on their performance
* Meeting the outcome of a set task as a group, by producing an accurate cutting list from a drawing.

**MSFGN2001 (Make measurements and calculations)**

* Working with others in a team, develop a co-operative approach, communicate ideas and report work outcomes and problems
* Selecting and using an appropriate range of measuring equipment
* Correctly interpreting work documents and determining materials quantities from plans
* Checking measurements using mathematical calculations techniques
* Recording materials quantities, using the correct format, detail and accuracy

**Student instructions**

# The steps for this task are:

## Scenario:

The responses recorded in this question sheet, will be based on the learner’s experience of working with a team of others to complete a set task. The group will have a team leader, team members and your supervisor for the task will be the class trainer. The set task will be based on a cutting list activity. The cutting list template, project specification list and the project drawing are attached at the end of this assessment document (Appendix 1, 2 & 3). The activity will involve the following:

1. Hold a group meeting to work out:
   * Who will be the team leader?
   * The roles that need to be carried out to complete the task.
   * Who in the group will be responsible for each role?
   * What equipment the group will need?
2. As a group the learner’s will then complete activities 1.1-1.5 of this assessment – **Planning to work as a team**.
3. Next the group will complete a **cutting list** (Appendix 1), using the group’s own planning notes as a guide. To support this process your group will use the attached drawing (Appendix 2) and the attached project specifications list (Appendix 3). Upon the completion of the cutting list, the group will need to check the accuracy with the class trainer.
4. Finally, the group will complete activities 1.6-1.10 of this assessment – **Working as a team evaluation**

**Note: All members of the group must complete their own copy of this assessment document, and hand it in to the trainer for marking.**

## Planning to work as a team

* 1. Record the notes from your group meeting. Your notes must include the following details:
* The date of the meeting.
* The names of each member of the group.
* Who will be the team leader?
* What roles need to be carried out to complete the task?
* Who in the group will be responsible for each role?
* What equipment the group will need?

(The format of these notes must include a topic heading for each discussion point and the decisions made on each point. The answers for this question will be compared with the answers of the other members of your group).

* 1. What time frame has your supervisor set for the completion of the task?
  2. In logical order, list all of the steps involved in completing the cutting list task. Your group will use this as a guide while completing the task.
  3. List all of the activities in the task that you are personally responsible for.
  4. Who is your supervisor for this task? Write down the role of the supervisor for this task.

## Working as a team evaluation

* 1. Choose one member of your group and write their name below. Think about how they communicated during the group meeting and how they performed their allocated tasks. Come up with two things that this person could improve. Write these down using positive language and in a way that could be sent to the person in an email.
  2. Send the feedback in question 1.6, to this person in an email. You must Cc your trainer into this email. Write below the email address of this person and the date that the email was sent.
  3. List at least one problem that came up during the task. This can include during either the group meeting or the cutting list activity. Your answer must include both a description of the problem and why it was a problem.
  4. How did your group solve the problem listed in question 1.8?
  5. Looking back on the whole task, list at least one thing you would have done differently. Your answer must include why you would have done it differently.

## Part 2: Observation Checklist

The Observation Checklist will be used to mark the students’ performance in the working in a team activity. Use this Checklist to understand what skills the student is required to demonstrate in this section of the assessment. This Checklist outlines the Performance Criteria, Performance Evidence and Assessment Conditions you will be marking the student on. All the criteria must be met. The student’s demonstration will be used as part of the overall evidence requirements of the unit. You may ask questions while the demonstration is taking place or if appropriate directly after the task/activity has been completed.

**Note:** Observations 1-5 are linked to unit MSMSUP106 Work in a team.

Table 2 Observation Checklist MSMSUP106

| Task # | Task/Activity Performed | S | U/S | Assessor Comments (Describe the student’s ability in demonstrating the required skills and knowledge) |
| --- | --- | --- | --- | --- |
| 1 | Participating in a group meeting |  |  | *Date of Observation:*  1.1 Learner has participated in a group meeting.  *Comments/responses*  1.2 Learner has used appropriate communications skills with other team members including listening skills, questioning skills, paraphrasing and appropriate non-verbal communications.  *Comments/responses* |
| 2 | Recording the details and outcomes of the meeting |  |  | *Date of Observation:*  2.1 Learner has recorded the main discussion points of the meeting.  *Comments/responses*  2.2 Learner has recorded the outcomes of each discussion point of the meeting.  *Comments/responses* |
| 3 | Communicating with other team members to problem solve and negotiate a set of job roles and tasks |  |  | *Date of Observation:*  3.1 Learner has been involved in problem solving and negotiating with other members of the group.  *Comments/responses*  3.2 Learner has recorded a written set of job roles and tasks, as negotiated with the group.  *Comments/responses*  3.3 Learner has recorded which members of the group are responsible for each job role and task.  *Comments/responses* |
| 4 | Providing feedback to another team member on their performance |  |  | *Date of Observation:*  4.1 Learner has provided feedback to at least one member of the group.  *Comments/responses*  4.1 Learner has provided a written copy of the feedback to the class trainer.  *Comments/responses* |
| 5 | Meeting the outcome of a set task as a group, by producing an accurate cutting list from a drawing |  |  | *Date of Observation:*  5.1 Learner has met the outcome of the task by providing a completed copy of the project cutting list to the trainer.  *Comments/responses*  5.2 Learner has checked the accuracy of the cutting list with the nominated supervisor.  *Comments/responses* |

**Note:** Observations 6-10 are linked to unit MSFGN2001 Make measurements and calculations.

Table 3 Observation Checklist MSFGN2001

| Task # | Task/Activity Performed | S | U/S | Assessor Comments (Describe the student’s ability in demonstrating the required skills and knowledge) |
| --- | --- | --- | --- | --- |
| 6 | Working with others in a team, develop a co-operative approach, communicate ideas and report work outcomes and problems |  |  | *Date of Observation:*  6.1 Leaner has communicated with a group and discussed the requirements of a set task. Set task: Taking measurements from a drawing.  *Comments/responses*  6.2 Leaner has worked with a group to negotiate and establish the logical sequence for steps in a measurement task, including the responsibilities for each member of the group and the equipment to be used.  *Comments/responses*  6.3 Leaner has recorded the outcome from the group meeting and has produced notes for the logical sequence for steps the task and the responsibilities for each member of the group.  *Comments/responses*  6.4 Leaner has reported any problems after the completion of the set task, including notes for what went wrong and what should be done differently.  *Comments/responses* |
| 7 | Selecting and using an appropriate range of measuring equipment |  |  | *Date of Observation:*  7.1 Learner has selected and used a range of measuring equipment appropriate for measuring from a drawing. Range can include: Tape measure, steel rule, scale rule, computer (CAD program).  *Comments/responses* |
| 8 | Correctly interpreting work documents and determining materials quantities from plans |  |  | *Date of Observation:*  8.1 Learner has accurately interpreted a drawing, by correctly naming the parts for a project.  *Comments/responses*  8.2 Learner has correctly determined materials quantities for a project from a drawing.  *Comments/responses* |
| 9 | Checking measurements using mathematical calculations techniques |  |  | *Date of Observation:*  9.1 Learner has checked measurements for accuracy by using calculations techniques and equipment for establishing component sizes from a drawing. Equipment includes: Calculator.  *Comments/responses* |
| 10 | Recording materials quantities, using the correct format, detail and accuracy |  |  | *Date of Observation:*  10.1 Leaner has recorded the component quantities on a cutting list, using the correct measurement units and format for each type of material.  *Comments/responses*  10.2 Leaner has recorded the component quantities to the correct level of detail. Detail includes: Quantity of each part, Length, width, thickness.  *Comments/responses*  10.3 Leaner has recorded the component quantities to the correct level of accuracy. Part sizes are correct according to the specifications of the project.  *Comments/responses* |

## Part 3: Assessment Feedback

*NOTE: This section* ***must*** *have the assessor signature and student signature to complete the feedback.*

### Assessment outcome

Satisfactory

Unsatisfactory

### Assessor Feedback

Was the assessment event successfully completed?

If no, was the resubmission/re-assessment successfully completed?

Was reasonable adjustment in place for this assessment event?  
*If yes, ensure it is detailed on the assessment document.*

Comments:

### Assessor name, signature and date:

### Student acknowledgement of assessment outcome

Would you like to make any comments about this assessment?

### Student name, signature and date

***NOTE: Make sure you have written your name at the bottom of each page of your submission before attaching the cover sheet and submitting to your assessor for marking.***

Appendix 1 – Project cutting list

Table 4 project cutting list

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learner Name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Names of other group members:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | **Cutting list BEDSIDE CABINET**  **Note: All members of the group must complete their own copy of this assessment document, and hand it in to the trainer for marking.** | | | | |
|
|
|
| No | **PART NAME** | **QTY** | **L** | **W** | **T** | **MATERIAL** | **REMARKS**  **(You must list min. 1 remark per part)** |
| 1 | TOP PANEL |  |  |  |  |  |  |
| 2 | FALSE END PANELS |  |  |  |  |  |  |
| 3 | DRAWER FRONT |  |  |  |  |  |  |
| 4 | DOOR PANEL |  |  |  |  |  |  |
| 5 | END PANELS |  |  |  |  |  |  |
| 6 | BOTTOM PANEL |  |  |  |  |  |  |
| 7 | CONSTRUCTION RAILS |  |  |  |  |  |  |
| 8 | BACK PANEL |  |  |  |  |  |  |
| 9 | KICK BASE FRONT AND BACK PANELS |  |  |  |  |  |  |
| 10 | KICK BASE SIDES |  |  |  |  |  |  |
| 11 | KICK BASE TOP RAILS |  |  |  |  |  |  |
| 12 | DRAWER BACK |  |  |  |  |  |  |
| 13 | DRAWER BOTTOM |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 14 | KICK BASE LAMINATE (Supply as 1 length) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 15 | HINGES & MOUNT PLATE |  |  |  |  |  |  |
| 16 | METABOX DRAWER SIDES |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 17 | MELAMINE EDGING (Supply as 1 length) |  |  |  |  |  |  |
| 18 | VENEER EDGING (Supply as 1 length) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

Appendix 2 – Project drawing



Appendix 3 – Project specifications

****

**Bedside Cabinet**

**Specifications**

Overall size - **598** h **x 474** w **x 410** d

***Top panel****……………….* Solid timber top, 3 boards glued together using the Domino machine.

***End panels****………………* 16mm melamine board

0.5mm Melamine edging to front edge

Screw fixed to bottom, construction rails and back panel

***False end panels****………* 17mm veneered board

0.5mm veneer edging to front edge

Screw fixed to carcase

***Bottom*** *pane…………...* 16mm melamine board

0.5mm Melamine edging to front edge

Screw fixed to end panels and carcase back

***Construction rails****…….* 16mm melamine board

0.5mm Melamine edging to front edge

Screw fixed to ends and carcase back

Pre-drilled (counter sunk) for fixing of top panel

***Back panel****……………….* 16mm melamine board

Screw fixed to ends, bottom and construction rails

***Door panel****……………….* 17mm veneered board

0.5mm veneer edging to all edges

2mm gaps to sides and top

3mm break to front edge of false ends

***Door hinges****……………..* Hettich Ecomat 110o concealed hinge

35mm cup

***False drawer front***….. 17mm veneered board

0.5mm veneer edging to all edges

4mm gap to top and 2mm gaps to sides and bottom

Attached to drawer box by mounting brackets

***Drawer box & runners****...........* Hettich MultiTech drawer (9 127 879) - 350mm deep, 86mm high

Drawer back 12mm white melamine

0.5mm Melamine edging to top edge

Drawer bottom 12mm white melamine

Allow 16mm space for runners

***Kick base****……………………………..*16mm raw particle board

Front and back sit between sides, screw fixed

1mm Laminate to front and side faces