# Task 2 – Teamwork Measurement Skills Assessment

# Trainer & Assessor Marking Guide

## 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)

Version: *1.0*

Date created: *19 July 2018*

Date modified: *17/04/2019*

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RTO Provider Number 90003 | CRICOS Provider Code: 00591E

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## Assessment instructions

Table 1 Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Instructions for the trainer and assessor** | This is a skill based assessment and will be assessing the student on their ability to demonstrate skills required in the unit.  This assessment is in 3 parts:   1. Teamwork measurement activity 2. Observation Checklists 3. Assessment Feedback   Model answers, sample responses or a criteria for each task or activity is provided below.  Use these to support your judgement when determining a satisfactory result.  The student’s response to each question must contain the information indicated in this marking guide in order for their response to be correct. However, if a student provides information other than indicated below, and in the professional opinion of the assessor it is appropriate and meets the intent of the question, it may be considered correct.  Complete the Observation Checklist for each task and activity and the Assessment Feedback to the student. Ensure you have taken a copy of the assessment prior to it being returned to the student.  The Assessment Feedback page must be signed by both the student and the assessor so the student displays that they have received, understood and accepted the feedback.  Ensure the students name appears on the bottom of each page of the submitted assessment. |
| **About this marking guide** | The student’s response to each task or activity must contain the criteria indicated in this marking guide in order for their response to be correct.  All tasks and activities must be completed correctly in order to satisfactorily complete this assessment event.  Assessors will need to make a judgement call as to whether each response meets the criteria based upon the:   * Rules of Evidence:   + Validity – does the answer address the skill required and does the evidence reflect the four dimensions of competency?   + Sufficiency – is the task or activity sufficient in terms of length and depth?   + Currency – has the work been done so recently as to be current?   + Authenticity – is this work the student’s own authentic work? * Principles of Assessment   + Fairness – individual student’s needs are considered in the assessment process   + Flexibility – assessment is flexible to the individual student   + Validity – any assessment decision is justified, based on the evidence of performance of the student   + Reliability – evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment * Dimensions of competency   + Task skills   + Task Management Skills   + Contingency Planning Skills   + Job Role Environment Skills |
| **Student must provide** | Calculator, pens. |
| **Assessor must provide** | Measuring equipment (tape measures, steel rules, scale rules). |
| **Due date/time allowed/venue** | 90 minutes |

## Part 1: Teamwork measurement activity

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

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

The student’s 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 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.

Once completed the student is required to submit this assessment and the tasks and activities required to be completed to you 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, students 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 the student will work with a team of others to complete a set task based on a cutting list activity. The student will be assessed against the following outcomes:

**MSMSUP106 (Work in a team)**

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

**MSFGN2001 (Make measurements and calculations)**

1. Working with others in a team, develop a co-operative approach, communicate ideas and report work outcomes and problems
2. Selecting and using an appropriate range of measuring equipment
3. Correctly interpreting work documents and determining materials quantities from plans
4. Checking measurements using mathematical calculations techniques
5. 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). MSMSUP106 - 1.1, 2.2, 3.1, 3.3, PE2.1, PE2.2, KE1.1, KE1.2, KE2, KE3, KE4, KE4.1, KE4.2, KE4.3. MSFGN2001 - PE2, PE8, PE9

This answer must be logical with topic headings, and include the group decisions for each point of discussion. The answer must include details of each bullet point listed above. The answers for this question must be similar to the other members of the group.

* 1. What time frame has your supervisor set for the completion of the task? MSMSUP106 - KE2. MSFGN2001 - PE2, PE8, PE9

120 mins

(2 hours)

* 1. 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. MSMSUP106 - 1.3, 2.1, PE2.1, PE2.2, KE2, KE3. MSFGN2001 - PE2, PE8, PE9

This response must include the following as a minimum:

Organising the equipment needed.

The group establishing an understanding of the drawing (i.e. the names of the components).

The group members measuring components from the drawing and using a calculation technique for checking component sizes.

The group members completing the cutting list.

The group team leader checking the accuracy of the cutting list with the class trainer.

* 1. List all of the activities in the task that you are personally responsible for. MSMSUP106 - 1.2, 3.3, KE2, KE3. MSFGN2001 - PE2, PE8, PE9

This response must link to the tasks listed in question 1.3

* 1. Who is your supervisor for this task? Write down the role of the supervisor for this task. MSMSUP106 - PE2.3. MSFGN2001 - PE2, PE8, PE9

The name of the nominated supervisor (Normally the class Trainer) and their role.

## 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. MSMSUP106 - 3.1, 3.3, PE2.1, KE4, KE4.4, KE4.5. MSFGN2001 – 5.3, 5.4, PE8

The name of the group member is listed. The response includes two items of improvement. The responses are written in formal form using positive language.

* 1. 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. MSMSUP106 - 3.2, PE2.1, KE4, KE4.4, KE4.5. MSFGN2001 - 5.3, 5.4, PE8

Email has been sent and it matches the details listed in question 1.6.

Learner has listed the name of the student and the date of the email

* 1. 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. MSMSUP106 - 2.3. MSFGN2001 - 5.3, 5.4, PE8

At least one problem is listed with a description of why it was a problem.

* 1. How did your group solve the problem listed in question 1.8? MSMSUP106 - 2.3. MSFGN2001 - 5.3, 5.4, PE8

How the problem was resolved is listed

* 1. 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. MSMSUP106 - 2.2. MSFGN2001 - 5.3, 5.4, PE8

At least one item of improvement is listed and details of why this step should have been done 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. See MSMSUP106 unit mapping document for further details.

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. MSMSUP106 - 3.1, PE1, PE2.1, PE2.2, KE4.1, KE4.2, KE4.3, KE4.4, KE4.5  *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. MSMSUP106 - 3.1, PE1, PE2.1, PE2.2, KE4.1, KE4.2, KE4.3, KE4.4, KE4.5  *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. MSMSUP106 - 2.2, 2.3, 3.1, PE1, PE2.1, PE2.2, KE1.1, KE4.4  *Comments/responses*  2.2 Learner has recorded the outcomes of each discussion point of the meeting. MSMSUP106 - 2.2, 2.3, 3.1, PE1, PE2.1, PE2.2, KE1.1, KE4.4  *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. MSMSUP106 - 1.1, 1.3, 2.1, 3.3, PE1, PE2.1, PE2.2, KE4.1, KE4.2, KE4.3, KE4.4, KE4.5  *Comments/responses*  3.2 Learner has recorded a written set of job roles and tasks, as negotiated with the group. MSMSUP106 - 1.1, 1.3, 2.1, 3.3, PE1, PE2.1, PE2.2, KE4.1, KE4.2, KE4.3, KE4.4, KE4.5  *Comments/responses*  3.3 Learner has recorded which members of the group are responsible for each job role and task. MSMSUP106 - 1.1, 1.3, 2.1, 3.3, PE1, PE2.1, PE2.2, KE4.2, KE4.3, KE4.4, KE4.5  *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. MSMSUP106 - 3.2, PE2.1, PE2.2, KE4.4, KE4.5  *Comments/responses*  4.1 Learner has provided a written copy of the feedback to the class trainer. MSMSUP106 - 3.2, PE2.1, PE2.2, KE4.4, KE4.5  *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. MSMSUP106 - PE1, PE2.1, PE2.2, PE2.3  *Comments/responses*  5.2 Learner has checked the accuracy of the cutting list with the nominated supervisor. MSMSUP106 - PE1, PE2.1, PE2.2, PE2.3  *Comments/responses* |

**Note:** Observations 6-10 are linked to unit MSFGN2001 Make measurements and calculations. See MSFGN2001 unit mapping document for further details.

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. MSFGN2001 - PE2, PE8  *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. MSFGN2001 - PE2, PE9  *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. MSFGN2001 - PE8  *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. MSFGN2001 - PE8  *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). MSFGN2001 - 1.1, 2.3, PE4, PE7  *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. MSFGN2001 - PE1  *Comments/responses*  8.2 Learner has correctly determined materials quantities for a project from a drawing. MSFGN2001 - PE7  *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. MSFGN2001 - 2.4, 2.5, 3.1, 3.2, 3.3, PE3, PE4, PE6, PE7  *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. MSFGN2001 - 1.2, 3.4, 4.1, PE7  *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. MSFGN2001 - 4.2, PE7  *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. MSFGN2001 - 3.1, PE5, PE7  *Comments/responses* |

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**  **(Learners to list min. 1 remark per part. Answers don’t need to be verbatim)** |
| 1 | TOP PANEL | 1 | 474 | 410 | 18 | Solid timber | 3 boards domino jointed, moulding to front and side edges |
| 2 | FALSE END PANELS | 2 | 500 | 389.5 | 17 | Veneered P/B | 0.5mm veneer lipping front edge. |
| 3 | DRAWER FRONT | 1 | 129 | 395 | 17 | Veneered P/B | 0.5mm veneer lipping to all edges. |
| 4 | DOOR PANEL | 1 | 363 | 395 | 17 | Veneered P/B | 0.5mm veneer lipping to all edges. |
| 5 | END PANELS | 2 | 500 | 353 | 16 | White Mel. | 1mm white lipping front edge. |
| 6 | BOTTOM PANEL | 1 | 368 | 353 | 16 | White Mel. | 1mm white lipping front edge. |
| 7 | CONSTRUCTION RAILS | 2 | 368 | 75 | 16 | White Mel. | 1 mm white lipping front edge. |
| 8 | BACK PANEL | 1 | 500 | 400 | 16 | White Mel | Screw fix to the back edges of ends, bot & rail. |
| 9 | KICK BASE FRONT AND BACK PANELS | 2 | 365 | 80 | 16 | Particle Board | Screwed and glued together. Laminated on front & sides. |
| 10 | KICK BASE SIDES | 2 | 365 | 80 | 16 | Particle Board | Length dimension modified to avoid confusion. |
| 11 | KICK BASE TOP RAILS | 2 | 365 | 80 | 16 | Particle Board | Screwed fixed and glued together. |
| 12 | DRAWER BACK | 1 | 336 | 73 | 12 | White Mel | 0.5mm white lipping top edge. |
| 13 | DRAWER BOTTOM | 1 | 336 | 350 | 12 | White Mel | Screw fixed to drawer back |
|  |  |  |  |  |  |  |  |
| 14 | KICK BASE LAMINATE (Supply as 1 length) | 1 | 1200 | 100 | 1 | Laminate | Laminate both sides first then front last. |
|  |  |  |  |  |  |  |  |
| 15 | HINGES & MOUNT PLATE | 2 |  |  |  |  | Hettich |
| 16 | METABOX DRAWER SIDES | 1pr |  |  |  |  | Hettich |
|  |  |  |  |  |  |  |  |
| 17 | MELAMINE EDGING (Supply as 1 length) |  | 2500 | 21 | 0.5 | Melamine edging | White |
| 18 | VENEER EDGING (Supply as 1 length) |  | 3600 | 21 | 0.5 | Veneer edging | To match Veneered P/B |
|  |  |  |  |  |  |  |  |

Appendix 2 – Project drawing



Appendix 3 – Project specifications

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**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

Screw fixed to carcase with top rails