# Skills Assessment

**Assessment event 2 of 2**

## Criteria

### Unit code, name and release number

MSL913003 - Communicate with other people (1)

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

MSL30118 - Certificate III in Laboratory Skills (1)

## 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 my 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: 01/11/2019

Date modified: 12/02/2020

For queries, please contact:

Innovative Manufacturing, Robotics and Science SkillsPoint

Hamilton Campus

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RTO Provider Number 90003 | CRICOS Provider Code: 00591E

This assessment can be found in 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)

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## 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:   * Receive and act upon instructions * Receive and convey messages * Demonstrate appropriate interpersonal skills * Provide appropriate information |
| **Assessment Event number** | 2 of 2 |
| **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 4 parts:   1. Scenarios (A, B, C) 2. Presentations (D, E) 3. Observation Checklist 4. Assessment Feedback   Read carefully the information provided in the Specific Task instructions for clarification of parts 1 and 2. There is considerable preparation required by you prior to the actual Assessment.  Part 1 has 3 scenario tasks (A, B and C). A and B will be undertaken at the Assessment and C should be completed prior to the Assessment and submitted with all the remaining paperwork. 45 minutes is available for this task during the Assessment.  Part 2 is a presentation to your Assessor of verified laboratory work (D) and a discussion highlighting communication between yourself, a trainer and other laboratory staff (E). Ensure you seek guidance from your trainer for additional information if required, in support of your presentation. 15 minutes is available for this task during the Assessment.  The actual Assessment will be six weeks after this documentation has been distributed. |
| **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?** | Pens, required paperwork for Presentation Task |
| **Due date/time allowed/venue** | 6 weeks from issue / 1 hour (for the presentation) |
| **Assessment feedback, review or appeals** | In accordance with the TAFE NSW policy *Manage Assessment Appeals,* all students have the right to appeal an assessment decision in relation to how the assessment was conducted and the outcome of the assessment. Appeals must be lodged within **14 working days** of the formal notification of the result of the assessment.  If you would like to request a review of your results or if you have any concerns about your results, contact your Teacher or Head Teacher. If they are unavailable, contact the Student Administration Officer.  Contact your Head Teacher for the assessment appeals procedures at your college/campus. |

## Specific task instructions

The instructions and the criteria in the tasks and activities below will be used by the assessor to determine whether the tasks and activities have been satisfactorily completed. Use these instructions and criteria to ensure you demonstrate the required skills and knowledge.

If this assessment requires you to record information, your assessor will provide you with an appropriate document/template.

You should look carefully at the typical questions for each required group of documents in Part 2 to ensure those you select allow you to show your communication skills adequately*.*

**Part 1 Scenarios** (A, B, C)

Scenarios A and B are to be prepared by you, prior to the Assessment and completed at the Assessment. Your Assessor will take on roles throughout these scenarios and observe how you interact and respond to laboratory issues raised.

Scenario C is to be completed before the Assessment and submitted with the remaining documentation.

**Part 2 Verbal Presentations** (D, E)

For D, you should collect three workplace documents you have completed that relate to your communication in the laboratory. The Assessor will ask you to speak to the documents in relation to how you receive, act on and pass on information. Documents you could consider discussing include:

* report sheets
* risk assessments
* incident reports
* daily logs
* tool box meetings minutes
* induction sign-off
* SOP sign-off

For E you should provide 4 copies of emails sent to or received from your trainer and other laboratory personnel.

## Part 1: Scenarios

To complete this part of the assessment, you will be required to read and then provide responses for and take part in scenarios with your Assessor.

Your interactions and completed documentation 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 need to demonstrate in this section of the assessment. This Checklist outlines the Performance Criteria, Performance Evidence and Assessment Conditions your assessor will be marking you on.

These scenarios will be observed by your assessor.

Once completed you will need to submit this assessment to your assessor for marking.

**A: Customer Call**

Your assessor will assume the role of customer for this scenario. You will assume the role of laboratory assistant.

Task

1. Read through all the information provided in this scenario ‘Customer Call’
2. Read the workplace procedure ‘Communicate with customers’
3. Complete Table 2 Learner Message Summary with your suggested responses (prior to the Assessment)
4. Listen to the Assessor as they read the role of the customer
5. Verbally respond to your assessor in the role of the laboratory assistant following the workplace procedure provided
6. Complete the enquiry form during the conversation
7. Complete the email to the AllSci Environmental Manager Ms K.Land

(Background information that may be relevant to your responses to this scenario)

*As a laboratory assistant you are not authorised to issue results to anyone other than your direct supervisor. All outside enquiries should also be referred to the Quality Control Department as well as the person responsible for the direct enquiry. The AllSci Environmental Section only work 8:00 to 16:00 Monday to Friday.*

|  |
| --- |
| Workplace procedure – Communicate with Customers  When you are required to answer the phone, the following procedure should be followed:   * Speaking clearly, answer the phone with the following phrase:   1. Hello, welcome to AllSci. My name is \_\_\_\_\_\_\_\_\_\_\_\_. How may I assist you today? * Determine the identity of the caller:   1. Their name   2. Job title   3. Contact details (i.e. phone, mobile and email) * Establish the reason for the call:   1. What does the caller need from AllSci?   2. What information do you need to get from the caller to make sure their enquiry is addressed?   3. Ask questions to confirm you understand what the caller needs * Inform the caller of what you are going to do in response to the call * End the phone call politely, for example:   1. Thank you for your call, I will get your message to the correct team immediately * Complete the enquiry form * Submit the form to the staff member you’re taking the message for, or file the completed form |

Table 2 Learner Message Summary

| Learner Message Summary | Possible Responses/Actions |
| --- | --- |
| How will you introduce yourself? |  |
| Who is the caller? |  |
| Who do they need to speak with? |  |
| Why are they calling? |  |
| How do you check your interpretation of the call? |  |
| Determine what you are able to tell the customer. |  |
| How would you inform them that you’re unable to assist at this time, but will take a message? |  |
| Complete the Inquiry form/ workplace documentation. |  |
| Redirect the inquiry following workplace procedures and complete the email to the AllSci Environmental Manager. |  |
| What level of authority do you have to look for the analysis results? |  |
| How would you close the call appropriately? |  |

**Scenario - Customer Call**

You are employed at AllSci as a laboratory assistant. A customer has called the office after hours and the call has been redirected through to your work area. You take the call and the customer indicates they are waiting on the results of a soil survey being done by AllSci laboratories. The results were due by the close of business one week ago. The section that had been working (Environmental Management) on this request is now closed for the day.

***Laboratory assistant (you):***

Introduce yourself to the caller, following the workplace procedures

***Customer (assessor):***

Hello, I am from the ABC Company, Environmental section. I am waiting for soil survey analysis results for some samples that I delivered to your labs on 23 January. You said it would only take 5 days and it’s now the 4 February. Where are they?

***Laboratory assistant (you):***

Respond to the customer, following the workplace procedures

***Note:***

Your assessor will answer any questions you ask, and may change the rest of the script to respond to your enquiries.

***Customer (assessor):***

My name is Mr Growman, I am the chief environmental officer

***Laboratory assistant (you):***

Respond to the customer, following the workplace procedures

***Customer (assessor):***

As I already stated, I want to find out where our results are. The job number I have on the chain of custody is N123456. The samples were delivered on the 23rd of January. Can you please have the manager call me first thing tomorrow to let me know what is going on?

***Laboratory assistant (you):***

Respond to the customer, following the workplace procedures

***Customer (assessor):***

Thank you for your assistance ……….. Please make sure the enquiry is raised urgently

***Laboratory assistant (you****):*

Complete the call

Table Enquiry Form

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Enquiry Form | | | | | | |
| Date: |  | | Enquiry Reference Number | | ERN\_\_\_ | |
| Customer details: |  | | | | | |
| Contact: | Name:  Phone:  Email: | | | | | |
| Enquiry section: | Engineering | Environment Management | | Geotechnical engineering | | Project management |
| Enquiry area: | Testing | Maintenance | | Pricing | | Complaint |
| Summary (completed by receiver of enquiry) |  | | | | | |
| Actions (what needs to be done)  (Who needs to do it) |  | | | | | |
| Follow-up | By:  Date required | | | | | |
| Enquiry taken by | Print Name: Signature | | | | | |

Email

|  |  |
| --- | --- |
| Email Message | |
| To |  |
| Cc |  |
| Subject |  |
| Message:  On behalf of AllSci  Testing Avenue  Sciencetown  *We respectfully acknowledge the traditional Custodians of the Country on which we learn and work together, and commit to building relationships, respect and opportunities with Aboriginal Peoples.*  The contents of this email and its attachments are confidential and intended solely for the use of the individual or entity to whom they are addressed | |

**B: Shift Change Message**

In this scenario, your assessor will be the Laboratory Manager, Ben Collins and also the next shift laboratory assistant, Gustav Tan while you will take the role of a laboratory assistant.

Task:

1. Read through all the information provided in this scenario “Shift Change Message”
2. Complete Table 4 Learner Message Summary with your suggested responses (prior to the Assessment).
3. Listen to your assessor as they read the role of the laboratory manager.
4. Respond to your assessor in the role of laboratory assistant, ensuring you have clarified the message that must be passed to the following technician.
5. Complete the message template.
6. Pass on the message to the next shift laboratory assistant.

Table 4 Learner Message Summary

| Learner Message Summary | Possible Responses/Actions |
| --- | --- |
| How will you acknowledge the Laboratory Manager? |  |
| What information is important? |  |
| What questions will you ask to confirm you understand the message? |  |
| Do you require any additional information from the laboratory manager? |  |
| What kind of interpersonal skills should you use when speaking to the laboratory manager? (You should identify at least 2) |  |
| What kind of interpersonal skills should you use when giving the message to the next shift technician? |  |
| How will you acknowledge Gustav? |  |
| How will you make sure the next technician knows that the message is very important? |  |

**Scenario – Shift change message**

*Your laboratory manager has come to see you in the lab before they leave for the day. The manager has requested that you take a message for the next shift supervisor. You will need to record the message and pass the information on to the shift technician when they start their shift.*

**Laboratory manager (assessor):**

Please pass on the following message to the afternoon shift laboratory assistant. It is very important.

A batch of samples is due to arrive from the local hospital around 9 pm tonight.

The samples are to be checked against the chain of custody form, noting in particular the correct ID number and time of sampling.

When the samples have been checked, they are to be placed in the cool room for testing on dayshift tomorrow.

If the samples have not arrived by 10 pm the technician is to call the hospital laboratory on 08 4768 4937.

Tell Gustav that he will need to let me know that the samples have arrived or if there is a problem. My mobile number is 0538457569.

**Laboratory assistant (you):**

Politely respond to the laboratory manager (assessor).

You can ask any questions of the laboratory manager (assessor) that you need to. You should clarify all information with the manager before completing the message template below.

Table Message form

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Message form** | | | | | |
| Date: | | | Time: | | |
| Message for: | | | | | |
| Message from: | | | | | |
| Reason: |  | Phoned | |  | Please call |
|  |  | Came to see you | |  | Will call again |
|  |  | Wants to see you | |  | Rush |
|  |  | Returned your call | |  | Special attention |
| Message: | | | | | |
| Message taken by: | | | | | |

**Laboratory assistant (you):**

Acknowledge Gustav (Assessor) and indicate you have important information for him from the Manager. You have it written down as well as letting him know verbally.

**Guastav (Assessor):**

The Assessor will respond to questions you may have asked.

1. **Practical timetabling clash**

You are working as the Science Assistant in your local High School. It is practical assessment time for the HSC Chemistry class. There are 45 students scheduled to complete the 3 tasks. The Chemistry teacher has given you 2 days’ notice of the tasks (as seen in the Practical Request form below) and wants all students to undertake each task at the same time. You have checked and noted that equipment limitations mean this will not be possible. The three available laboratories hold only 20 people at a time and the school has only 15 sets of equipment for each task. There are 3 supervising teachers available for the scheduled time. The practical methods are on file and you have access to this paperwork. The Science Team are required to provide 7 days’ notice to the Science Assistant for student Based Practical Examinations.

Practical Request

Class: All Yr 12 Chemistry students

Date: Periods 3 and 4 Monday Week 5 Term 2

Topic: Assessment Task 2

Notes: The Chemistry class Practical Assessment tasks are:

* Preparation of 250 mL of 0.05 M sodium carbonate solution with checking of final pH against a known solution.
* pH determination of five salt solutions using indicators and pH meter.
* Determination of heat of combustion of a fuel.

Teacher: Teacherarium Table

Risk Assessment completed: Yes /  No

Administration advised of Assessment Event:  Yes / No

**TASK**

Your instructions are:

1. to complete Table 6 Basic Questions which follows below (to be completed before the Assessment Task)
2. provide the initial responses from you to the Head Teacher and the Chemistry Teacher (to be completed before the Assessment Task) in Table 7 Initial Response.

**Note:** you do not have to solve the problem but rather show how important the communication pathways would be to forming an acceptable solution.

Table Basic questions

| Basic questions | Responses |
| --- | --- |
| What is your dilemma as the Science Assistant? |  |
| What additional information would be beneficial in this situation? |  |
| Who would you approach as the science assistant? |  |
| What could be the dilemma of the Chemistry teacher when the problem is identified? |  |
| What role do you see the Head Teacher taking? |  |
| Do you have a solution that will work for you and not inconvenience students of staff? |  |
| Why would positive interpersonal interactions be important in this situation? |  |

Table Initial Response

|  |  |
| --- | --- |
| Initial Response to: |  |
| Head Teacher |  |
| Chemistry Teacher |  |

## Part 2: Presentations

To complete this part of the assessment, you will be required to present to your assessor the documents requested in D and E. The Assessor will discuss these documents with you.

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

You should refer to the list of criteria in the Observation Checklist to understand what you need to demonstrate in this section of the assessment. This Checklist outlines the assessment criteria used to assess your performance.

Once completed you will need to submit this assessment (with copies of your documents) to your assessor for marking.

1. **Completed workplace documents for discussion**

You are required to present and discuss three verified copies of different workplace documents you have completed. The documents for discussion should show that you can:

* receive information
* act on information
* pass on information.

The documents should relate to your role in the laboratory, this could include (but is not limited to) items such as:

* report sheets
* risk assessments
* incident reports
* daily logs
* tool box meeting minutes
* induction sign-off
* SOP sign-off.

You should prepare for the discussion with the Assessor by completing Tables 8 and 9.

Typical skills you could identify in Table 8 Document Identification, could include (but is not limited to):

* report writing/completion indicating work is legible, neat and accurate
* receiving information relating to safety, work role or work flow
* interpersonal skills such as active listening, team participation, flexibility, sensitivity
* problem solving
* time management.

Table Document Identification

| Type of document selected | Communication skills required |
| --- | --- |
| 1. |  |
| 2. |  |
| 3. |  |

Table 9 Discussion questions/responses, requires you to prepare responses to typical questions the Assessor will wish to discuss.

Table Discussion questions/responses

| Question | Response |
| --- | --- |
| 1. Where are the blank documents located in the laboratory? |  |
| 1. What information is required to complete the documents? |  |
| 1. Where is this information obtained? |  |
| 1. What training has been provided for you to complete the document? |  |
| 1. What is the importance of the documents to the laboratory? |  |
| 1. How is the information contained in the documents passed on in the laboratory? |  |
| 1. Skills required to complete the document? |  |
| 1. How do laboratory procedures reflect equal opportunity anti-discrimination and non-harassment legislative requirements? |  |

1. **Emails for discussion**

You are required to provide examples of emails (4) that relate to your role in the laboratory.

The emails required should show you have:

* responded to requests for information i.e. provided information and
* requested information

From:

* your trainer and
* a fellow laboratory assistant

In preparation for the discussion with your Assessor you should complete Table 10 Email list, and the following discussion question.

Why are emails a useful communication technique?

Table Email list

|  |  |  |
| --- | --- | --- |
|  | To/From | Importance of Information Provided/requested |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |

## Part 3: Observation Checklist

The Observation Checklist will be used by your assessor to mark your performance in the skills events. The Checklist lists the assessment criteria used to determine whether you have successfully completed this assessment event. All the criteria must be met. Your demonstration will be used as part of the overall evidence requirements of the unit. The assessor may ask questions while the demonstration is taking place or if appropriate directly after the task/activity has been completed.

Table 11 Observation Checklist

| Part | Task/Activity Performed | S | U/S | Assessor Comments (Describe the student’s ability in demonstrating the required skills and knowledge) |
| --- | --- | --- | --- | --- |
|  |  |  |  | Date of Observation:  *Assessors are to record their observations in sufficient detail to demonstrate their judgement of the student’s performance against the criteria required.* |
| 1 | A: Participate in the customer call scenario ensuring you:   * Complete Table 2 – Learner message summary * Follow the workplace procedure “communicate with customers” * Complete Table 3 – Enquiry form * Complete email to environmental Manager |  |  |  |
| B: Participate in “Shift change message” scenario ensuring you:   * Complete Table 4 – Learner message summary * Participate with the assessor in the shift change message scenario * Respond to assessor clarifying the message to be passed on to the technician * Compete the message form (Table 5) * Verbally passes on message to the next shift laboratory assistant |  |  |  |
| C: Read information regarding “Practical Timetabling Clash” to identify a timetabling problem and   * Complete Table 6 – Basic questions * Provide initial responses to the Head Teacher and the Chemistry Teacher by completing Table 7 |  |  |  |
| 2 | D: Identify three verified laboratory documents that you have completed and   * Complete Table 8 – Document identification * Complete Table 9 – Discussion questions * Discuss with your assessor the documents and the answers you have provided in Table 9 |  |  |  |
|  | E: Provide examples of four (4) emails that relate to your role in the laboratory and   * Complete Table 10 – Email list * Discuss usefulness of emails as a communication technique in the laboratory |  |  |  |

## Part 4: 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.***