# Project Assessment

**Assessment event 2 of 3**

# Trainer & Assessor Marking Guide

## Criteria

### Unit code, name and release number

MSL933006 - Contribute to the achievement of quality objectives (1)

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

MSL30118 - Certificate III in Laboratory Skills (1)

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For queries, please contact:

Innovative Manufacturing, Robotics and Science SkillsPoint

Hamilton Campus

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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 |
| --- | --- |
| **Instructions for the trainer and assessor** | This is a project based assessment and will be assessing the student on their knowledge and performance of the unit.  This assessment is in 3 parts and includes an Assessment Feedback form:   1. Laboratory Task Review 2. Assignment 3. Assessment Checklist   You must provide the assessment to the student one month in advance of the due date to allow time for them to collect and reflect on their work in the laboratory. Each student may provide different responses and reflection in the work review. The student will also require a time period in which to collect documentation they have completed in the Laboratory along with verification from their Laboratory Supervisor/Trainer. The Assignment questions are to be completed during this period,  Model answers, sample responses or criteria for each question are provided below.  Use these to support your judgement when determining a satisfactory result.  The student’s work must contain the information indicated in this marking guide in order to deem it satisfactory. 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 criteria, it may be considered correct.  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.  Complete the assessment feedback to the student and ensure you have taken a copy of the assessment prior to it being returned to the student. |
| **About this marking guide** | All tasks and activities must responded to correctly in order to satisfactorily complete this assessment event.  Assessors will need to make a judgement call as to whether each answer/response meets the criteria based upon the:   * Rules of Evidence:   + Validity – does the answer address the assessment question and does the evidence reflect the four dimensions of competency?   + Sufficiency – is the answer 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** | Pens and pencils |
| **Assessor must provide** | The Assessment at least one month prior to the submission date. This allows for the completion of the laboratory task review. |
| **Due date and time allowed** | To be arranged |

## Specific task instructions

The instructions and the criteria in the tasks and activities below will be used by the assessor to determine if you have satisfactorily completed this assessment event. Use these instructions as a guide to ensure you demonstrate the required knowledge.

Read the observation checklist closely to ensure you are familiar with the detail expected in the work review.

## Part 1: Laboratory Task Review

To complete this part of the assessment, you will be required to complete a laboratory task review considering how your work could be improved.

Once completed you will need to submit this assessment to your assessor for marking. A maximum of 200 words for sections requiring explanations excluding for lists/tables which will often just require short (up to 20 word) responses.

**Topic of brief:**

Over at least a two week period you are to consider all the tasks you undertake in the laboratory. In the Review of laboratory task practices table provided you need to:

1. Identify 5 tasks that you consider could be improved in your laboratory practices (at least one of the tasks identified should look at the minimisation of waste during the process).
2. Identify the possible improvement(s) for each and indicate how this would contribute to sustainable work practices.
3. Indicate if the improvement would be in the area of procedure, process or equipment.
4. Indicate how you reported or actioned this.
5. Identify your strengths and limitations and opportunities you have for skill development.

Examples could include:

* + steps in a method (SOP) (Procedure)
  + availability of different methods (Procedure)
  + repeated non-conformity results occurring (Procedure and Process and Equipment)
  + equipment available (Equipment)
  + resources consumed (Process)
  + wastes generated (Process)
  + communication procedures to both internal and external customers (Process)
  + additional staff training (Process)
  + continual improvement (Process)

An example has been provided for you in the Review of Laboratory Work Practices table. You should have at least one entry for each of Process, Procedure and Equipment.

Once you have completed the table, review your entries and make a comment below on how this activity has helped you identify your own strengths and your limitations related to laboratory work. What opportunities are available for you to participate in skill development in the laboratory? (Up to 200 words for the Task Review Conclusions).

**Task Review Conclusions**

Student should make reference to activities that have enabled improvement in either their work or the performance of the laboratory in general.

They should identify that looking at their work clarifies what they do, how they do it and what is expected of them. By making suggestions for improvement they show they are thinking about their personal inputs and outputs into laboratory functions.

Opportunities for continual improvement and skill development for the technician may include:

* targeted method training
* Piggybacking or mentoring in the workplace
* External courses available as Personal Development

Table Review of work practices

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Review of laboratory task practices | | | | | | |
| Date | Task | Identified Possible Improvement | Procedure | Process | Equipment | Report/Action |
| *23/9/20* | *Preparing soil sample for further analysis* | *Prior to analysis soil must be prepared by placing through a 2mm sieve. There is only one 2mm sieve available and this needs to be cleaned between samples and if wet will take time to dry. There is a lot of time waiting to prepare the samples while waiting on sieve to dry. If additional sieves were available it would be possible to prepare samples quicker and have these ready for the analyst resulting in a faster turn around time for the customer. . If additional sieves were available the procedure could be modified to instruct technician to prepare the next sample when a set of sieves is drying. By having an additional 5 sieves, these could all be drying at the same time, this would reduce the overall time required in the ovens for drying thus making the process more sustainable as heating costs could be lowered. The additional sieves would result in less waste of water as a couple of sieves could be put through the cleaning process together minimising the amount of water required and then disposed of* | *X* | *X* | *X* | *Reported to Soil Chemist and enquiries made to purchasing officer re the cost of 5 additional 2mm sieves.* |
|  |  | Student responses are to be similar to the example provided above. The entire table (rows) does not need to be completed, however the student should be able to indicate at least **one** entry for **each** of **procedure, process and equipment**.  Student task has space for 5 entries. |  |  |  |  |

## Part 2: Assignment

To complete this part of the assessment, you will be required to identify quality tools that are in use in your laboratory.

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

**Brief:**

Your laboratory will have in place a number of quality tools designed to ensure the results from the laboratory are the most accurate and reliable possible. Reported sample results are generally required to have been substantiated by reference to some form of quality tool.

The questions within this assignment look at these quality tools, your work and organisations that are involved in laboratory quality.

Answer the questions that follow considering your laboratory.

1. The table below identifies a number of quality tools or procedures that a laboratory may have as part of its quality management system. You are to identify within the table those that are applicable to your laboratory and say what contribution to quality they make.

**Examples ticked to show what is in place in the student laboratory. May differ at each delivery location**

Table Quality tools

| Quality tool | Found in my laboratory Yes/ No |
| --- | --- |
| Standard Operating Procedure | Yes /  No |
| Equipment calibration | Yes /  No |
| Blanks | Yes /  No |
| Standard samples | Yes /  No |
| Spikes | Yes /  No |
| Replicates | Yes /  No |
| Reference samples | Yes /  No |
| Chain of custody | Yes /  No |
| Traceability | Yes /  No |
| Control charts | Yes /  No |
| HACPP | Yes /  No |
| Certification | Yes /  No |
| Audit (internal) | Yes /  No |
| Audit (external) | Yes /  No |
| Sampling plan | Yes /  No |
| Non-conformance identification | Yes /  No |
| Measurement variation | Yes /  No |
| Statistical analysis | Yes /  No |
| Maintenance schedules | Yes /  No |
| Staff training | Yes /  No |
| Continuous improvement schemes | Yes /  No |
| Team meetings/toolbox talk | Yes /  No |
| Workplace ‘buddy’ system | Yes /  No |

1. For all (at least 10) of the Yes responses in question 1 above indicate how the identified ‘tool’ contributes to the Quality of the Laboratory. If you didn’t have 10 as ‘yes’, you are to select and answer (to make up to 10) from the list of ‘No’ responses and indicate how you think these could contribute to the Quality of the Laboratory. Your responses should be no more than 50 words for each ‘quality tool’.

Possible responses for the ‘tools’ identified

1. SOP: provides the user of a procedure with everything that is necessary about a particular operation. It should be continually monitored and updated.
2. Equipment calibration: ensuring equipment is functioning correctly and document maintenance will indicate if equipment is maintaining a consistent output
3. Blanks: “samples” known to contain no analyte which are taken through various parts of the procedure to determine sources of contamination. In some cases a high blank could put the final answer outside the allowed variation of the measurement
4. Standard samples: standards with similar matrices to the sample, allows for correction due to matrix interference
5. Spikes: addition of known amounts of analyte to ‘samples’ of known concentration to see if the measurement value is increased by the expected amount
6. Replicates: at least duplicates (often triplicates) using the same method (or in some cases a different method) to ensure method is reproducible (and result is precise)
7. Reference samples: Samples of known result. Run alongside a batch of samples. A correct result for the reference sample would indicate the method was reliable.
8. Chain of custody: important as it indicates what has ‘happened’ to the sample from the time of sampling.
9. Traceability: provide a way of back tracking a result to see where a problem may have arisen. It provides details concerning where the sample was, what was done to the sample at a particular time.
10. Control charts: provides an instanteous ‘picture’ of the stability of a process. It is easy to see if the process is trending to be out of specification (upper and lower control limits)
11. HACPP: identifies potential hazards and the points at which they are controlled in a process. Provide a means of monitoring the control
12. Certification: allows user of the product to be assured that the laboratory has been through series of inspections by a neutral organisation and is continually monitoring its processes
13. Audit (external): completed by people/organisations outside the business. For example it may be a Certification group such as NATA or a customer requiring auditing of the process.
14. Audit (internal): completed by representatives of the organisation to review processes to see if there are any gaps between documented and practised systems of work.
15. Sampling plan: indicates when, where and what has to be sampled, tested and reported
16. Non-conformance identification: allows for provide that is out of specification to be removed. For a many step process this could be to identify the issue early and correct or remove from the process
17. Measurement variation: depending on the method there will be a differing degree of variation caused just by the equipment in operation. For very sensitive work it would be best to use equipment with a low variation for instance a 4 dp place as opposed to a 2 dp balance.
18. Maintenance schedules: provide a timeline for maintenance of equipment/instruments to ensure they are functioning efficiently
19. Staff training: ensures process is understood continual process of staff development and allows for staff skills to be kept up to date.
20. Team meetings/toolbox talk: provides a communication avenue that can discuss problems, advise employees of changes to process etc
21. Workplace ‘buddy’ system: particularly useful for ‘new’ employees as it builds a sense of confidence and provides someone to talk to. May also be used for an existing employee when they move into a different area of the laboratory.

To respond to the following questions (3 & 4) you will need to research NATA and also Australian Standard AS ISO/IEC17025:18 via the TAFE Library site. The TAFE Library website will be able to provide access to the Australian Standard for your research.

1. NATA is the Australian body that is responsible for the accreditation of Australian laboratories. NATA accreditation provides an enterprise with many benefits. List five benefits of having laboratory accreditation from NATA:

*Student response can include, but is not limited to:*

Provides confidence to consumers about product and services

NATA has an online directory of accredited laboratories making it easy for customers to choose.

NATA accreditation is recognised internationally

NATA is signatory to Mutual Recognition Arrangements (NATA accredited facilities are recognised overseas)

Provides a benchmark for laboratories to assist them in maintaining competence

Many industries specify NATA accreditation for suppliers of testing services

Access to free on-line publications (GLP, international standards, technical information etc)

Specialised training courses, discounted for members

Use of NATA accreditation symbol easily recognised

1. A Laboratory in seeking NATA registration, would use Australian Standard AS ISO/IEC 17025:18 *General requirements for the competence of testing and calibration laboratories* as a guideline for its operations.

**7. Process Requirements** (of the standard) covers many features expected of a testing or calibration laboratory. Read this section of the standard and decide (list your reasons) whether your laboratory, if it applied for accreditation would meet the requirements for the following sections. If it does not meet the requirements what would be required to be compliant.

7.3 Sampling

7.7 Ensuring validity of results

7.9 Complaints

7.11 Control of data and information management

(As a guide no more than 50 words for each of the requirements)

Student response can include, but based on laboratory, is not limited to:

**Sampling:** If yes student should indicate there are sampling plans in place depending on the particular job requirement. If no, student should indicate no sampling plan in place

**Result validity:** If yes, student should indicate how results are checked for validity by including things such as use of reference materials, alternative procedures on calibrated instruments/equipment, working standards, replicates, intralaboratory comparisons. If the response is no, student should indicate which validity checks are missing.

**Complaints**: If yes the student should indicate there is a documented process for receiving, evaluating and making decisions regarding complaints. The process should be available to any interested parties, There should be updates available regarding the complaint. If the response is no, the student should indicate what the laboratory would need to update to be compliant.

**Control of data and information management:** If yes, student would indicate processes that are in place to prevent unauthorised access, tampering, loss. Can be a manual system as long as data integrity is maintained. If no, student should indicate what would be required to bring it up to standard.

1. Provide copies of four different laboratory tasks you have undertaken that show:
2. Results you have taken for the tasks
3. Reporting of the final results

The copies will need to be verified by your Laboratory Trainer as a true record of your work.

Complete the table below for each document provided:

Table Assessment instructions

| Task | Analysis completion date | Results within specification Yes/No  Actions | Reported to |
| --- | --- | --- | --- |
| Students have 4 spaces for identifying results/reporting  One example is provided | | | |
| Sizing analysis | 15/05/2019 | Yes | Senior Analyst 15/05/2019 |

6. It has been identified that AllSci Oven 1 has had some operational issues.

The Quality Control Team have identified a possible problem with results issued for samples analysed using Oven 1 during the period 8/02/2019 to 12/02/2019. There has been no external customer issue raised. The purpose of this investigation is to ensure that future issues are identified early and corrective action is taken.

The following are provided for you to consider and make recommendations.

* Email from the Quality Control Team to Laboratory Team Leader
* Results of Oven Temperatures for Ovens 1 and 2
* Control Charts (Oven temperatures ovens 1 and 2)
* Maintenance Records for Ovens 1 and 2

You are required to read the email from the Quality Control Team to the Laboratory Team Leader, consider the information provided and make recommendations using:

1. the Investigation Report
2. the Corrective Action Report
3. email to Team Leader indicating the investigation has been completed

Internal email (Quality Control to Team Leader)

|  |  |
| --- | --- |
| Email Message | |
| To | Laboratory Team Leader |
| Cc | Quality Control Manager |
| Subject | Oven 1 |
| Message:  The analysis of the reported daily values for Oven 1 has highlighted an issue during the period 8/02/2019 to 12/02/2019.  It is possible that the unstable nature of the oven during this time may have caused incorrect results to be published to customers.  Please arrange for an investigation and paperwork completion for:   1. possible causes of the oven variation not being rectified earlier 2. possible results that should be investigated further 3. corrective action to overcome future problems   Your team response is requested within 3 working days.  Regards  A Inspection  Quality Team Co-ordinator  AllSci  *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 | |

**Oven temperature Results and Control Charts for Ovens 1 and 2.**

Oven 1 Control Chart Readings Oven 1

|  |  |
| --- | --- |
| Date | Reading |
| 1/02/2019 | 104.5 |
| 2/02/2019 | 105 |
| 3/02/2019 | 105 |
| 4/02/2019 | 106 |
| 5/02/2019 | 108 |
| 6/02/2019 | 106 |
| 7/02/2019 | 105.5 |
| 8/02/2019 | 102 |
| 9/02/2019 | 101.5 |
| 10/02/2019 | 101 |
| 11/02/2019 | 100 |
| 12/02/2019 | 106 |
| 13/02/2019 | 106 |
| 14/02/2019 | 106.5 |
| 15/02/2019 | 106 |
| 16/02/2019 | 106 |
| 17/02/2019 | 105 |
| 18/02/2019 | 105 |

Oven 2 Control Chart Readings Oven 2

|  |  |
| --- | --- |
| Date | Reading |
| 1/02/2019 | 104.5 |
| 2/02/2019 | 105 |
| 3/02/2019 | 105 |
| 4/02/2019 | 106 |
| 5/02/2019 | 105 |
| 6/02/2019 | 106 |
| 7/02/2019 | 105.5 |
| 8/02/2019 | 105.5 |
| 9/02/2019 | 105 |
| 10/02/2019 | 104.5 |
| 11/02/2019 | 105 |
| 12/02/2019 | 105.5 |
| 13/02/2019 | 106 |
| 14/02/2019 | 105.5 |
| 15/02/2019 | 105.5 |
| 16/02/2019 | 106 |
| 17/02/2019 | 105 |
| 18/02/2019 | 105 |

Maintenance Records Oven 1 and 2.



**Routine Maintenance Record**

Item: Drying Oven 1

ID Number: DO12000 Acquisition Year: 2000

Frequency of maintenance: Fortnightly, unless Daily control check indicates a problem

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Routine Maintenance Outcome | Corrective action if required | Analyst |
| 1/12/2018 | Temperature check OK |  | XX |
| 15/12/2018 | Temperature check OK |  | XA |
| 29/12/2018 | Temperature check OK |  | ZR |
| 12/01/2019 | Temperature check OK |  | AX |
| 26/01/2019 | Temperature check OK |  | BT |
| 8/02/2019 | Additional check NS | Daily check identified temperature below Control limit. Thermostat adjusted to increase temperature | BT |
| 9/02/2019 | Temperature check NS | Thermostat adjusted again to increase temperature | XX |
| 12/02/2019 | Additional check NS | Electrician called to check the thermostat. Electrician changed thermostat. Oven 1 taken out of service. Additional checks required for 2 days to ensure temperature remains stable. Instrument not to go online until stability is evident. Laboratory Team Leader notified. | BT |
| 13/02/2019 | Additional check  OK | Oven appears stable | BT |
| 14/02/2019 | Additional check  OK | Oven appears stable.  Oven brought back online. | BT |
| 23/02/2019 | Temperature check OK |  | XX |
| 9/03/2019 | Temperature check OK |  | BT |
|  |  |  |  |
|  |  |  |  |



**Routine Maintenance Record**

Item: Drying Oven 2

ID Number: DO22018 Acquisition Year: 2018

Frequency of maintenance: Fortnightly, unless Daily control check indicates a problem

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Routine Maintenance Outcome | Corrective action if required | Analyst |
| 1/12/2018 | Temperature check OK |  | BT |
| 15/12/2018 | Temperature check OK |  | BT |
| 29/12/2018 | Temperature check OK |  | BT |
| 12/01/2019 | Temperature check OK |  | BT |
| 26/01/2019 | Temperature check OK |  | BT |
| 9/02/2019 | Temperature check OK |  | BT |
| 23/02/2019 | Temperature check OK |  | BT |
| 9/03/2019 | Temperature check OK |  | BT |
|  |  |  |  |
|  |  |  |  |

1. 

| INVESTIGATION REPORT | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Date | 12/08/2019 | Enquiry Reference Number | NA | | Investigation Report Number | | IRN1001 |
| Customer complaint | | Quality Control | | External audit | | Internal Audit | |
| Staff suggestion | | Management review | | Risk Assessment | | Other \_\_\_\_\_\_\_\_\_\_\_ | |
| Results of investigation   1. Initial verification of results: Control chart and temperature values for Oven 1. indicate there was an issue that needed to be addressed. Oven 2 shows considerable stability during the same time. 2. Possible causes of problem: (student should identify at least 2 possible responses here)  * Thermometer may have been faulty * Thermostat may have been faulty * Technician may have been reading thermometer incorrectly * Door may have been left ajar  1. Sample checking (one possible response is provided below)   Samples were traced back to the oven that was used for the test. All results fall within the expected results over the investigation period. It is not expected that issues would arise with reported values.  It is noted that there were a number of people (6) were doing the temperature checks on Oven 1. | | | | | | | |
| Action to be taken:   1. Changes to be made   Further training be provided to all employees regarding:   * the use of the control chart data * reading the temperatures * actions to be taken if temperature falls outside the control limits * actions to be taken for follow-up to issue  1. Implementation strategy  * Further staff training in workplace protocols * Checklist to be drawn-up and completed with maintenance paperwork * Information re equipment passed on at Shift changeovers | | | | | | | |
| Investigation to be reviewed by: Laboratory Team Leader | | | | | | | |
| Implementation of actions reviewed by:  Quality Systems Manager: Yes Date:  Laboratory Shift Supervisors: Yes Date:  Laboratory Personnel: Yes Date: | | | | | | | |
| Date of final sign-off of completion: | | | | | | | |

1. 

| CORRECTIVE ACTION REPORT | | | | | |
| --- | --- | --- | --- | --- | --- |
| Date | 12/08/2019 | Enquiry Reference Number | NANA | Investigation Report Number | IRN0101 |
| Reason for Rectification: (Circle)  Customer complaint Quality Control External audit  Staff suggestion Risk assessment Internal audit  Proficiency testing Management review Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| This report should be read in conjunction with the investigation report number identified above: | | | | | |
| Actions to be taken: (responses will vary and the following points are provided as examples of possible responses)  All staff to be trained in actions to take if instruments fall outside the control limits.  All staff to be trained in identifying changing conditions indicated by the control chart (such as going out of control, or trend upwards or downwards).  When an instrument is taken out of service and quarantined, daily reporting of instrument check value is to be made.  The job role associated with the daily check is to be clearly delineated so that it is more likely the same person would be doing the test and notice the change.  Checklist to be designed to accompany maintenance record. | | | | | |
| Implementation will be monitored how and by whom:  Implementation managed by Shift Trainers with Toolbox talks providing relevant information to technicians at the change of shift. | | | | | |
| C:\Users\dhatton2.AD\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\SMOGARE2\AllSci.png would expect to see an improvement in: (circle those applicable)  Customer Service Productivity Efficiency  Quality Control Safety Audit outcomes | | | | | |
| Authorised by: Date: | | | | | |

1.  Email

|  |  |
| --- | --- |
| Email Message | |
| To | Team Leader |
| Cc |  |
| Subject | Oven 1 |
| Message:  Hi Team Leader  The internal investigation into the issues with Oven 1 has concluded. The Investigation Report and the Corrective Action Reports are attached  Regards  Shift technician  *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 | |

## Part 3: Assessment Checklist

The student’s copy of the Assessment Checklist will be used by you to capture evidence of their performance in the project. This checklist outlines all the required criteria you will be marking the student on. All criteria must be met. The following checklist contains benchmark responses for you to use when assessing to ensure reliability of judgement.

| PART | Instructions | S | U/S | Assessor Comments |
| --- | --- | --- | --- | --- |
|  |  |  |  | *Assessors are to record their observations in sufficient detail to demonstrate their judgement of the students performance against the criteria* |
|  |  |  |  | *Benchmark responses are provided within the document for all parts of this assessment.* |
| **1** | 1. Student has provided 5 examples from over a two week period |  |  | Student has identified 5 tasks as per completed example in benchmark response in part 1 |
| 1. Student has noted possible improvements |  |  | Student has made reference to improvements in their laboratory work as per benchmark response in Part 1. |
| 1. Student has identified if the improvement is to Procedure or Process or Equipment |  |  | Student has identified whether the improvement is to Procedure or Process or Equipment as per benchmark response. (Noting there must be at least one response against each of Procedure, Process or Equipment |
| 1. Student has noted the actions taken for improvements suggested |  |  | Student has recorded what they have done about their review of a particular task. As per benchmark response |
| 1. Student has identified their own strengths and limitations (at least one of each) and opportunities for skill development |  |  | Student has reviewed their work and commented on how they have been able to identify what they are good at and what areas of their work may require additional support, providing at least one of each. They should have indicated how skill development could be continued, as per benchmark response |
| **2** | 1. Student identifies applicable quality tools that are found in their laboratory |  |  | Student has selected either Yes or No in the table for all tools provided as per the benchmark response |
| 1. Student has discussed 10 tools in relation to quality in the laboratory |  |  | 10 of the Quality tools identified as in the laboratory are discussed. Where 10 were not identified as Yes, the student is to choose sufficient tools to discuss to make the responses equal 10. Benchmark responses are provided for all tools, the student only needs to discuss 10. |
| 1. Student has provided 5 benefits of NATA accreditation |  |  | Student has provided 5 responses. Benchmark responses are provided |
| 1. Student has provided responses to 7.3, 7.7, 7.9 and 7.11 of Australian Standard as they relate to a laboratory they are familiar with |  |  | Suggested responses provided in benchmark responses |
| 1. Student attaches verified documents for 4 different tasks showing results collected and reporting of final results |  |  | Benchmark response is available and student has provided copies of results taken and reported for 4 different laboratory tasks. Student has completed the table identifying the documents and laboratory trainer has verified the documents as a true copy of the students work. |
| 1. Student has responded to the operational issue and completed the Investigation and corrective action request. |  |  | Benchmark response provided. Student should have completed the three documents requested by the Laboratory Team Leader. |