# Assessment Mapping (for streamlined units from new Training Packages)

*This document is used to demonstrate content validity of the assessment tool*

Table 1 Main details

| Details | Unique description |
| --- | --- |
| **Unit Code, name and release number** | MSL933006 - Contribute to the achievement of quality objectives (1) |
| **Skills Team** |  |
| **Region/Campus** |  |
| **SkillsPoint (owned by)** | Innovative Manufacturing, Robotics and Science |

*NOTES:*

* *Event columns can be added or deleted as required*
* *Rows for elements and performance criteria, etc. can be added or deleted as required*
* *Each component of the unit must be mapped to at least* ***one assessment criteria*** *or* ***question*** *in one or more assessment events*
* *Do NOT delete the section labelled Foundation Skills. If the Foundation skills ARE EXPLICIT in the performance criteria, they do not need to be listed. However, if the Foundation skills ARE NOT incorporated in the performance criteria they must be listed and mapped.*
* *Dimensions of Competency must be considered when selecting assessment types to ensure that the range of tasks you have chosen cover the following:*
  + *Task Skills*
  + *Task Management Skills*
  + *Contingency Planning Skills*
  + *Job Role Environment Skills*

## Unit component mapping to assessment event/s

Table 2 Unit component mapping to assessment event/s

| Element number | Element name | Performance criteria number | Performance criteria description | Learning resources | Knowledge Assessment 1 of 3 | Project Assessment 2 of 3 | Skills Assessment 3 of 3 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Apply quality control procedures | 1.1 | Record data for quality control purposes |  | Q11, 13, 15, 23, 32 | Part 2.5 | Task C 1 Control chart |
| 1.2 | Recognise and report non-conformances in keeping with job role and quality procedures |  | Q22, 23, 33, 37 | Part 2.6 | Task B 1-3  Task C 2.b |
| 2 | Contribute to quality improvements | 2.1 | Review own work practices for opportunities to continuously improve performance |  |  | Part 1.5 |  |
| 2.2 | Identify and report opportunities for improvements in procedures, processes and equipment in work area |  | Q27 | Part 1.3  Part 2.6 | Task B  Corrective Action Report  Task C 2 |
| 3 | Maintain commitment to workplace quality standards in own work | 3.1 | Maintain an objective of 'right first time' |  | Q12, 24,29 |  | Task B  Investigation Report  Corrective action report |
| 3.2 | Conduct work in accordance with sustainability work practices |  | Q14, 28 | Part 1.2 |  |
| 3.3 | Minimise waste and rework in accordance with workplace guidelines |  | Q6, 28 | Part 1.1 |  |
| 3.4 | Demonstrate 'job ownership' for whole tasks through a commitment to finish and follow-up |  | Q18 | Part 1 |  |
| 3.5 | Ensure that personal actions conform with the code of ethics relevant to the workplace |  | Q1, 3, 16 |  |  |
| 4 | Assist in maintaining customer relationships | 4.1 | Demonstrate an understanding of the business goals, products and services of the workplace when dealing with customers in relation to own function |  | Q2, 25, 26 | Part 2.6 | Task B  Task C |
| 4.2 | Communicate appropriately with customers in keeping with knowledge and authority limitations and quality requirements |  | Q5, 10, 30 | Part 2.6 | Task B  Email  Task C |
| 5 | Update knowledge and skills as required | 5.1 | Recognise own strengths and limitations |  | Q8, 36a | Part 1.5 |  |
| 5.2 | Take advantage of opportunities for skill development |  | Q4, 7, 17, 36b | Part 1.5 |  |

## Foundation skills NOT explicit in the performance criteria

Table 3 Foundation skills NOT explicit in the performance criteria

| Foundation skills | Description | Learning resources | Knowledge Assessment  1 of 3 | Project Assessment  2 of 3 | Skills Assessment  3 of 3 |
| --- | --- | --- | --- | --- | --- |
| Oral communication skills | FS1. Oral communication skills to work effectively with others in a team to improve productivity and efficiency, and to resolve simple customer inquiries. |  |  |  | Task A |

## Performance evidence

Table 4 Performance evidence

| Performance evidence | Description | Learning resources | Knowledge Assessment  1 of 3 | Project Assessment  2 of 3 | Skills Assessment  3 of 3 |
| --- | --- | --- | --- | --- | --- |
|  | There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and: |  |  |  |  |
| PE1 | Applied workplace quality control principles and procedures to laboratory/field work to achieve quality outcomes for at least two different laboratory tasks or ‘jobs’, including: |  | | | |
| PE1.1 | * communicating with customers |  |  | Part 2.6 | Task B  Email  Task C  Email |
| PE1.2 | * recording and reporting results. |  | Q9 | Part 2.5  Part 2.6 | Task B  email  Task C  Control chart |

## Knowledge evidence

Table 5 Knowledge evidence

| Knowledge evidence | Description | Learning resources | Knowledge Assessment  1 of 3 | Project Assessment  2 of 3 | Skills Assessment  3 of 3 |
| --- | --- | --- | --- | --- | --- |
|  | There must be evidence the candidate has knowledge of: |  |  |  |  |
| KE1 | Role of laboratory services to the workplace and customers |  | Q3, 20, |  |  |
| KE2 | Quality requirements of the candidate's job role and functions |  | Q1, 11, 12,15,31 | Part 2.1, 2.2 |  |
| KE3 | Workplace procedures associated with the candidate's routine technical duties |  | Q21, 22 |  |  |
| KE4 | Layout of the workplace, divisions and laboratory |  | Q30 |  |  |
| KE5 | Lines of communication |  | Q5, 30 |  |  |
| KE6 | Products and services provided by the workplace |  | Q30 |  | Task B  Task C |
| KE7 | Scheduling of tests and procedures to meet customer requirements |  | Q 19, 35 |  |  |
| KE8 | Fundamental role of internal and external audits |  | Q34 |  |  |
| KE9 | Recording, reporting and document control requirements |  | Q13, 38 | Part 2.6 |  |
| KE10 | Continuous improvement and waste minimisation principles |  | Q2, 4, 6, 7, 8,14, 16, 17, |  | Task C |
| KE11 | Accreditation and regulatory requirements relating to quality objectives, such as Australian and international standards and the National Association of Testing Authorities (NATA) requirements as they relate to the job role. |  |  | Part 2.3  Part 2.4 |  |

## Assessment conditions

Table 6 Assessment conditions

| Assessment conditions | Description |
| --- | --- |
|  | Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:   * use of suitable facilities, equipment and resources, including:   + workplace quality system as set out in quality manuals and workplace procedures   + standard operating procedures (SOPs).   Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors. |