# Practical assessment

**Assessment event 6 of 6**

# Trainer & Assessor Marking Guide

## Criteria

### Unit code, name and release number

MSL954003 - Relate anatomical and physiological features to laboratory samples (1)

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

MSL50118 - Diploma of Laboratory Technology (1)

MSL40118 - Certificate IV in Laboratory Techniques (1)

\*\*Amend the qualification box before distributing to the student. The information here should only contain the qualification the student is enrolled in\*\*

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For queries, please contact:

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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. Check samples and request forms 2. Assessment checklist 3. Assessment feedback   **Assessor instructions**  You will need to supply the following three samples for this task, for each student:   1. organ biopsy in a specimen jar labelled with sample number 460202176 2. whole blood sample in an EDTA vial labelled with sample number 4602020177 3. sputum sample in a specimen jar labelled with sample number 4602020178   Each sample should be labelled with the sample identification number only. The sample number is on the bar code label on each pathology request form in the assessment.  (Note that the specific samples have been chosen to ensure we meet the assessment conditions specified in the unit).  Model answers, sample responses or a criteria for each question are provided below.  Use these to support your judgement when determining a satisfactory result.  The student’s project/product 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, appropriate clothing for laboratory work |
| **Assessor must provide** | Laboratory coats, safety glasses, laboratory, 3 samples prepared as per the instructions above. |
| **Due date and time allowed** | TBA / 30 minutes |

## Part 1: Check samples and request forms

To complete this part of the assessment, the student will be required to check that the appearance of 3 samples match the information on the request form.

Using the information below and the criteria listed on the assessment checklist the student is required to answer two questions per sample.

Once completed, the student will need to submit this assessment to the assessor for marking.

**Instructions to the student:**

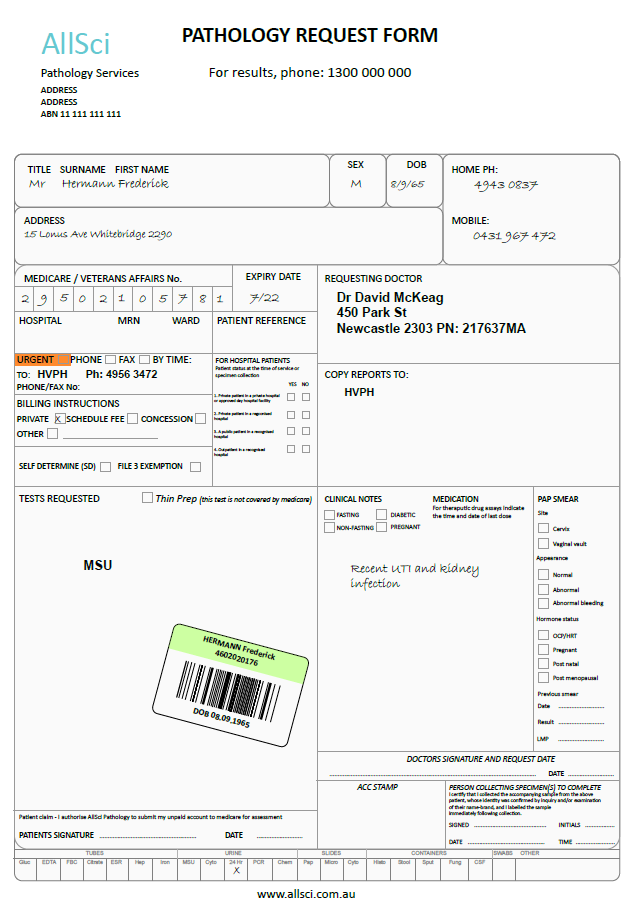
This task requires you to visually check that the appearance of each of the three samples matches the pathology request form.

Each sample is labelled only with the sample number. You will find the corresponding sample number on the bar code sticker of the request form.

When you have checked each sample against its form, answer question 1 and question 2 for each sample.

Your answers should be between 1 and 20 words each. If you answer ‘yes’ to question 1 there is no need to answer question 2.

**Sample 1**



**Sample 1 questions**

Question 1: Does the test sample appear to match the pathology request form?

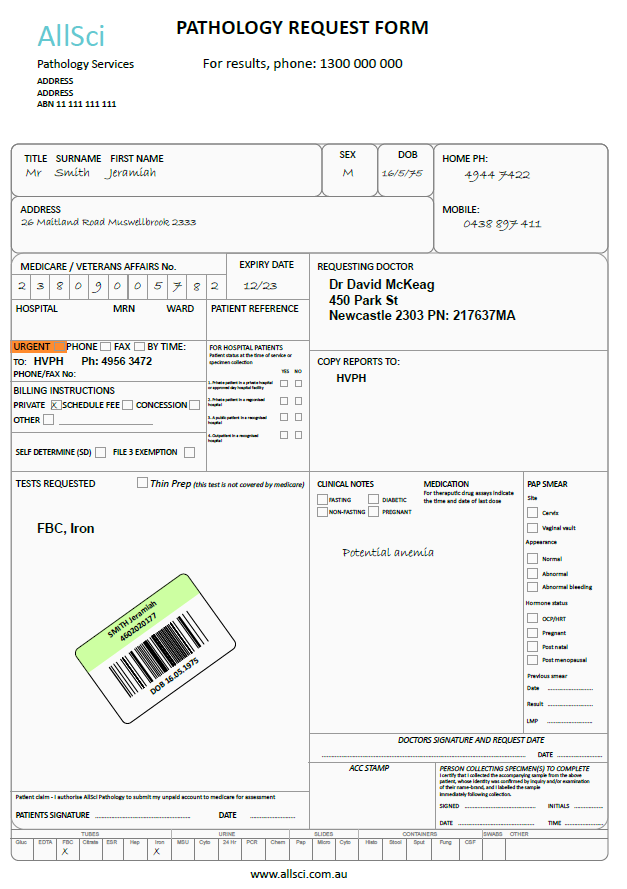
No

Question 2: If you answered ‘no’ above, what is the issue?

Alternative acceptable answers are in brackets

This is a biopsy (organ, tissue) sample and the request form is for urine (MSU)

**Sample 2**



**Sample 2 questions**

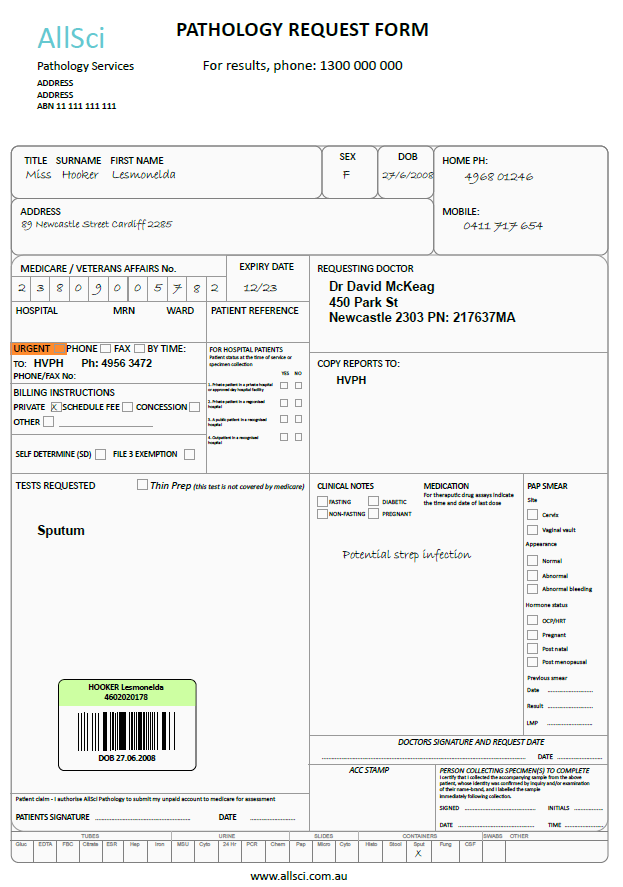
Question 1: Does the test sample appear to match the pathology request form?

No

Question 2: If you answered ‘no’ above, what is the issue?

The tube is EDTA but the request form requires FBC and Iron tubes

**Sample 3**



**Sample 3 questions**

Question 1: Does the test sample appear to match the pathology request form?

Yes

Question 2: If you answered ‘no’ above, what is the issue?

No answer required

## Part 2: Assessment Checklist

The student’s copy of the Assessment Checklist will be used by you to capture evidence of their performance in any type of 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. You may ask questions during the demonstration or if appropriate directly after the assessment has been completed noting that both the question and student response needs to be captured on the checklist.

Table 2 Assessment checklist

| Sample # | Instructions | S | U/S | Assessor Comments |
| --- | --- | --- | --- | --- |
| **1** | Student has correctly:   1. stated whether the appearance of test sample 1 matches the pathology request form for that sample (question 1) 2. described any difference between test sample 1 and the request form (question 2) |  |  | The student’s responses to questions 1 and 2 match the benchmark answers provided |
| **2** | Student has correctly:   1. stated whether the appearance of test sample 2 matches the pathology request form for that sample (question 1) 2. described any difference between test sample 2 and the request form (question 2) |  |  | The student’s responses to questions 1 and 2 match the benchmark answers provided |
| **3** | Student has correctly:   1. stated whether the appearance of test sample 3 matches the pathology request form for that sample (question 1) 2. described any difference between test sample 3 and the request form (question 2) |  |  | The student’s responses to questions 1 and 2 match the benchmark answers provided |