# Skills assessment 2

**Assessment event 3 of 5**

# Trainer & Assessor Marking Guide

## Criteria

### Unit code, name and release number

MSL973019 - Perform microscopic examination (1)

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

MSL50118 - Diploma of Laboratory Technology (1)

MSL40118 - Certificate IV in Laboratory Techniques (1)

MSL30118 - Certificate III in Laboratory Skills (1)

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

Version: 1.0

Date created: 03/10/2019

Date modified: 11/11/2019

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 |
| --- | --- |
| **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. Köhler illumination 2. Observation Checklist 3. Assessment feedback   Student must demonstrate their Köhler illumination as per the observation checklist.  Students should have correct Köhler illumination at each objective to pass this task.  If student does not have the correct technique, you may question them to determine where they went wrong. If they come up with the answer themselves, you may use your expert judgement to determine whether or not they have made competency for this assessment.  **Observation checklist**  If student has not successfully illuminated the slide with the Köhler method, you could recommend they check the slide again before calling you back to check.  You should not give the students more than one chance to show you correct illumination technique. If they need assistance on the second objective, they are not ready to pass this assessment task.  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** | Pens, appropriate clothing – long pants and sleeves, closed shoes and long hair tied back.  Personal protective equipment (PPE) – safety glasses and lab coat |
| **Assessor must provide** | Microscope, laboratory, objectives and objective oil, a slide for viewing  Equipment and reagents listed in the following documents, as well as a copy of each per person attending the assessment event:  Standard Operating Procedure *M403: Compound light microscopy*.  Please note that standard operating procedures and forms will be available on Learning Bank at the start of 2020. Contact IMRS SkillsPoint if you require a copy earlier. |
| **Due date/time allowed/venue** | TBA / 45 minutes / microbiology laboratory |

## Part 1: Köhler illumination

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.

**Part A: Kohler illumination**

This task is designed to assess your competency in the Köhler illumination technique.

For this task, you will be provided with a slide prepared by your assessor. Your task is to successfully achieve correct Köhler illumination at 10x, 40x, and 100x magnification of the slide.

**To complete this task, you will be provided:**

* Standard operating procedure *M403: Compound light microscopy*
* The materials, reagents and equipment to complete this task
* A prepared slide

**Step 1: Read and review**

1. Read *M403: Compound light microscopy*, steps 7.4, 7.5 and 7.6

**Step 2: Complete task**

1. Follow all steps in *M403: Compound light microscopy*, section 7.4 to achieve a Köhler illumination of 10x.

**STOP!** Your assessor needs to observe your Köhler illumination before you proceed further.

1. Follow all steps in *M403: Compound light microscopy*, section 7.5 to achieve a Köhler illumination of 40x.

**STOP!** Your assessor needs to observe your Köhler illumination before you proceed further.

1. Follow all steps in *M403: Compound light microscopy*, section 7.6 to achieve a Köhler illumination of 100x.

**STOP!** Your assessor needs to observe your Köhler illumination before you proceed further.

## Part 2: Observation Checklist

The Observation Checklist will be used by you to mark the students’ performance in any of the previous three event types. 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.

Table 3 Observation Checklist

| Item # | Observation | S | U/S | Assessor Comments  (Describe the student’s ability in demonstrating the required skills and knowledge) |
| --- | --- | --- | --- | --- |
|  | Köhler illumination – each student must be able to satisfactorily set each objective (4x, 10x, 100x) |  |  | Student has correctly illuminated the slide, as per *M403 – Compound light microscopy*, sections 7.4, 7.5 and 7.6.  For all objectives:   1. Slide and coverslip clean 2. Specimen centred and focussed 3. Condenser focussed and adjusted 4. Condenser centred 5. Field iris diaphragm adjusted   For the 100x objective, the student:   1. Immersion oil applied correctly |
|  |  |  |
| 1 | 10x |  |  |
| 2 | 40x |  |  |
| 3 | 100x |  |  |