Written Task: Topic 3 Improving Performance

# Trainer & Assessor Marking Guide

### Unit code, name and release number

MSMENV272 - Participate in environmentally sustainable work practices (R2)

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

MSF31113 Certificate III in Cabinet Making (R6)

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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 written assessment and will be assessing the student on their knowledge and performance of the unit.  This assessment is in 3 parts:   1. Follow procedures to improve resource efficiency 2. Make suggestions for improvement 3. Assessment feedback   Assessment Feedback is provided at the end of the assessment document.  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 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.  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.  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 and activity must contain the information indicated in this marking guide in order for their response to be correct.  All tasks and activities must be answered 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** | Calculator, pens, note pad, USB/FLASH to download and store electronic files. Internet access and Computer for students off campus if completing online. |
| **Assessor must provide** | Computers, Learner Resources, Activity sheets, reference text, organisational policy etc. referenced in the assessment. These may be hard copy or made available online. |
| **Due date and time allowed** | *60 minutes* |

## Part 1: Follow procedures to improve resource efficiency (PE1, KE3, 3.1)

Read the questions carefully. Your answers should be a minimum of 5words but no longer than 15 words *(unless indicated otherwise).*

To complete this part of the assessment, you will be required to find two examples of a workplace (or TAFE) procedure relating to sustainability and/or resource efficiency and explain what it achieves and what is required by the procedure. For each procedure write down:

• What the procedure aims to achieve

• What you are required to do

For example, there might be a written procedure, a sign or verbal instructions that staff are given to ensure that lights are turned off, equipment is turned off. There might be another one that aims to reduce water usage, minimise waste or sort items for recycling.

**Workplace procedure 1 and Workplace procedure 2**

Name of procedure: It is not essential for the name to be provided as the procedure might be verbally given or on signage in the workplace.

What does it aim to achieve?

A satisfactory response will include any procedure (whether written or spoken, formal or informal) which address a resource efficiency issue such as reducing use of energy, water or materials or reducing the production of waste.

Use of workplace procedures to address compliance / pollution prevention was assessed in the Topic 1 written assessment. Only resource efficiency procedures should be included here.

What does the procedure require you to do?

To be satisfactory the response must indicate what the policy requires the student to do. Examples of satisfactory responses include: turning off lights, turning off equipment, sorting waste, minimising waste.

## Part 2: Make suggestions for improvement (PE1, 3.2)

Read the questions carefully. Your answers should be a minimum of 25 words but no longer than 60 words *(unless indicated otherwise).*

To complete this part of the assessment, you will be required to make suggestions to improve environmental legal compliance practices or resource efficiency at work or TAFE.

What ideas can you think of to improve environmental practices at your workplace or TAFE workshop? You might think of a way to reduce electricity, water use or waste. Perhaps there is a way to reuse or recycle items or to reduce the amount of raw materials needed. Alternatively you might think of a way to improve legal compliance at the business.

Write two suggestions in the space below.

A satisfactory response will be similar to the following and realistic for the student’s work situation. Two suggestions must be included.

Kwan noticed that the lights in the workshop are usually on when he arrives at work in the morning. He spoke to his manager and found out that it is not necessary to leave the lights on overnight. He suggested that the last person to leave each day be responsible for turning off the lights and that a reminder sign be placed near the door.

Kelly noticed that many of the offcuts in the waste bin were of a suitable size to re-use. She asked her manager if she could keep them out of the skip bin and practice (what would these students be inclined to practice).

James noticed that when the 20 litre drums of solvent are delivered they are left in the driveway until there is time for someone to move them to the chemical storage area. He is concerned that a car could break the drums by accident and they could leak to the nearby stormwater drain resulting in pollution and possibly a fine. He raises this with his manager and a new system is developed so that the drums are placed in the chemical storage areas as soon as they are delivered.

Peta has noticed that there is staining on the ground at the base of the liquid skip bin. She can sometimes see a liquid dripping out of the corner of the bin. She talks to her manager about it and when they investigate they find paint tins filled with water from washing paint brushes inside the solid waste bin. Everyone is reminded that only solid waste can go in the skip bin and equipment can only be washed in the wash area.

Dan was leaving work later than usual and the workshop was fairly quiet. As he was walking through the workshop to leave he heard a hissing noise and realised that there were leaks in the compressed air hoses. Leaking hoses means the air compressor comes on more often and uses more electricity. He spoke to his manager about this the next day and they also discovered that the compressor is left on overnight, using electricity unnecessarily. Now the compressor is always turned off at the end of the day, they regularly check hoses for leaks and fix them as soon as possible to keep electricity costs down.

Kim was asked by his manager to keep track of how often the cutting blades were changed on the (name of device). He worked out that the blades needed to be replaced at around 30 cuts. Kim read a case study which showed that blade life can be extended if dust is prevented from building up around the cutting blade. He showed this to his manager. The dust extraction system was adjusted slightly to reduce the amount of dust building up around the blade during cutting. Now the blades are giving 90 cuts before replacement, resulting is a money saving.

Part of Ben’s job each day is to empty the dust extraction collector by removing the full bags, tying them closed and placing them in the solid waste skip bin. He finds that the bags are quite thin and break easily so that each day some of the dust leaks out on the car park as he walks out to the skip bin. This builds up throughout the week and is washed to the stormwater drain whenever it rains or if it is windy it blows away onto the neighbouring properties. Ben talks to his manager about this because he knows that it is against the law to let dust blow away or wash into the stormwater drain. Now they use stronger bags and are careful to sweep up any dust in the workshop more often. This also makes the workshop safer and healthier.

How would you communicate these suggestions at work (or TAFE)?

A satisfactory response would be:

- There is a suggestion box at work and I will use that

- I am supposed to tell my manager about any problems or ideas so I would tell my manager

- They tell us when they are going to make a change to a procedure so I would wait until then because we are given the chance to comment then

- There is a form on the company intranet page

Any other response that in your professional judgement indicates the student has found out how to provide suggestions at work.