# Task 2 - Skills Assessment

## Criteria

### Unit code, name and release number

MSMSUP102 - Communicate in the workplace (2)

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

MSF31113 - Certificate III in Cabinet Making (6)

## Student details

### Student number

### Student name

## Assessment Declaration

* This assessment is my original work and no part of it has been copied from any other source except where due acknowledgement is made.
* No part of this assessment has been written for me by any other person except where such collaboration has been authorised by the assessor concerned.
* I understand that plagiarism is the presentation of the work, idea or creation of another person as though it is your own. Plagiarism occurs when the origin of the material used is not appropriately cited. No part of this assessment is plagiarised.

### Student signature and Date

Version: *1.0*

Date created: *6 July 2018*

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## Assessment instructions

Table 1 Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Assessment overview** | The objective of this assessment is to assess your skills as would be required to communicate in the workplace. |
| **Assessment Event number** | 2 of 2 |
| **Instructions for this assessment** | This is a written task and will assess the student on their knowledge of the unit.  This assessment is in 5 parts:   1. Receive and Relay Messages 2. Role play – Listening, interpreting, clarifying and confirming a message 3. Respond to Request for Information 4. Complete workplace Forms 5. Identify signs 6. Student feedback |
| **Submission instructions** | On completion of this assessment, you are required to upload it or hand it to your trainer for marking  It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE and complete the assessment declaration when submitting the assessment. |
| **What do I need to do to achieve a satisfactory result?** | To achieve a satisfactory result for this assessment all questions must be answered correctly. |
| **What do I need to provide?** | Calculator, pens, note pad, USB flash drive for saving work, internet access for students off campus if completing online. |
| **Due date/time allowed** | 120 minutes |
| **Assessment feedback, review or appeals** | Appeals are addressed in accordance with [Assessment Guidelines for TAFE NSW](https://staff.tafensw.edu.au/documents/2017/11/assessment-guidelines-v02.pdf/). |

## Part 1: Receive and relay messages

### Scenario 01

The trainer/assessor will introduce themselves and advise you of the room number you will be in.

***(For onsite students, provide your workshop or onsite address)***

1.1 In the space below write the trainer/assessor’s name and the room number you will be in.

1.2 In your TAFE or job/work site induction, your teacher, assessor or supervisor has advised you of the evacuation procedure.

In the space below, write/type:

* what you have been told about
* when and how to proceed in the event of an evacuation.

1.3 In the space below write where the evacuation assembly area is for your class or work place.

1.4 Watch the TAFE NSW Harassment Video.

List **two** employee rights and **one** employee responsibility in the space below.

### Scenario 2

**Assessment details:**

To complete this task you will be observed receiving and recording a message. This will involve you listening to a phone message and completing a message form. You will be assessed against the following outcomes:

1.5 Receiving and relaying messages.

1.6 Responding to request for information.

1.7 Completing workplace forms.

1.8 Interpreting messages.

**Student instructions:**

# The steps for this task are:

**Your teacher will read out a phone message or alternatively the message will be pre-recorded and played back or sent directly to you as a simulated voice mail message.**

You will need to listen to the message, take notes, complete the message form and questions on the next page and pass it on to the appropriate person.

**Scenario context**

You are at work and you receive a phone message from a customer with the name of John Jones. He has an order with your company for a range of bathroom cabinetry.

# Message form

# While you were out

|  |  |  |
| --- | --- | --- |
| Name |  | |
| Time |  | Am - Pm |
| Date |  | |
| Respond By |  | |
| Mobile Phone |  | |
| E-mail |  | |

### Message:

1.9State what your responsibility is to deliver the above message.

1.10 Explain why swearing, being disrespectful or aggressive in your tone of voice should not be tolerated in any work place?

## Scenario 2 Observation Checklist

The Observation Checklist will be used by your teacher to mark the your performance in scenario 2. Use this Checklist to understand what skills you are required to demonstrate in this section of the assessment. This Checklist outlines the Performance Criteria, Performance Evidence and Assessment Conditions you will be marked against. All the criteria must be met. Your demonstration will be used as part of the overall evidence requirements of the unit. You may be asked questions while the demonstration is taking place or if appropriate directly after the task/activity has been completed.

Table 2 Observation Checklist

| Task # | Task/Activity Performed | S | U/S | Assessor Comments (Describe the student’s ability in demonstrating the required skills and knowledge) |
| --- | --- | --- | --- | --- |
| 1.5 | Receiving and relaying messages. |  |  | *Date of Observation:*  1.5a. The student has been observed receiving a phone message.  *Comments/responses*  *Date of Observation:*  1.5b. The student has used accurate, clear and concise written communication in the message details section of the message form.  *Comments/responses* |
| 1.6 | Responding to request for information. |  |  | *Date of Observation:*  1.6a. The student has responded to a request for information by including contact details and an availability time for return contact with the client in the message form.  *Comments/responses*  *Date of Observation:*  1.6b. The student has acknowledged the request for information by listing details of the client’s problem in the message form.  *Comments/responses* |
| 1.7 | Completing workplace forms. |  |  | *Date of Observation:*  1.7a. The student has completed the message form legibly and accurately.  *Comments/responses*  *Date of Observation:*  1.7b. The student has demonstrated record keeping, use of appropriate forms, completing a workplace form and submitting a workplace form by producing a message form for scenario 2.  *Comments/responses* |
| 1.8 | Interpreting messages. |  |  | *Date of Observation:*  1.8a. The student has taken appropriate action for the message by producing a message form that details the needs of the client, including accurate details of the problem.  *Comments/responses* |

## Part 2: Role play – Listening, interpreting, clarifying and confirming a message

To complete this part of the assessment, you are required to participate in a role play with the aid of a group member.

Yourself along with your group member/s will need to act out the scenario script in front of the assessor.

This demonstration will be used as part of the overall evidence requirements of the unit.

You should refer to the list of skills provided in the Observation Checklist to understand what skills you are required to demonstrate in this section of the assessment. This Checklist outlines the Performance Criteria, Performance Evidence and Assessment Conditions you will be marked against.

These role plays will be observed by your teacher, or you can digitally record and submit as evidence.

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

**Assessment details:**

To complete this task you need to be observed verbally communicating. This will involve you acting as both a client and a cabinetmaker in two separate role plays. You will be assessed against the following outcomes:

2.1 Responding to a request for information and clarifying understanding.

2.2 Receiving and confirming a message.

2.3 Clarifying a message, confirming understanding by listening and asking questions.

2.4 Using clear and concise verbal language.

**Student instructions:**

# The steps for this task are:

* Pair up with another student in your group.
* Read the two scenarios with your partner.
* You will deliver one scenario as a client and the other scenario as the cabinetmaker. List your names next to the roles listed in each scenario below.
* You will each write down some project details for the scenario where you represent the client.
* Deliver the scenario to each other:
  1. Client – Will start the conversation by discussing the details of the project while the cabinetmaker listens and takes notes.
  2. Cabinetmaker – Will ask the client questions to further clarify any missing details of the project.
  3. Cabinetmaker – Will finalise a specifications work form for the project and discuss this with the client to gain final agreement regarding the project details.
  4. You will then swap roles and deliver the second scenario.

**Role play 1: Study desk**

**Client** – Student name­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You are providing a cabinetmaker with information about a study desk project that you need made. You will verbally describe the project to the cabinetmaker and will respond to any further information required by that person. The details of the project will be made up by you.

**Cabinetmaker** – Student name­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You will talk to the client and gather enough information that would allow you to make a study desk that would match the client’s needs and specifications. You will use listening skills and verbal techniques to clarify the initial information and question the client regarding any further information you need. You will then produce a written specifications work form for the project using the provided template and ensure that the client agrees with the details that you produce. The specifications work form needs to include enough detail that would allow you to relay this information to another person.

**Both Client and Cabinetmaker**

Both participants in the role play will need to demonstrate the use of clear language that is courteous, respectful and free of swearing.

**Role play 2: Bathroom vanity**

**Client** – Student name­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You are providing a cabinetmaker with information about a bathroom vanity project that you need made. You will verbally describe the project to the cabinetmaker and will respond to any further information required by that person. The details of the project will be made up by you.

**Cabinetmaker** – Student name­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You will talk to the client and gather enough information that would allow you to make a bathroom vanity that would match the client’s needs and specifications. You will use listening skills and verbal techniques to clarify the initial information and question the client regarding any further information you need. You will then produce a written specifications work form for the project using the provided template and ensure that the client agrees with the details that you produce. The specifications work form needs to include enough detail that would allow you to relay this information to another person.

**Both Client and Cabinetmaker**

Both participants in the role play will need to demonstrate the use of clear language that is courteous, respectful and free of swearing.

**Template – Project specifications work form**

Table 3 Project specifications

|  |  |
| --- | --- |
| Project name: | Student name (Client):  Student name (Cabinetmaker): |
| Project description: |  |
| Project sizes: |  |
| Materials: |  |
| Construction: |  |
| Project surface finish: |  |
| Installation notes: |  |
| Further information (Can include a sketch): |  |
| Client signature: | The above details represent a true indication of the required project |

The details listed above need to be legible and able to be understood by a third party, not involved in the original conversation.

## Role Play Observation Checklist

The Observation Checklist will be used by your teacher to mark your performance in the part 2 role play scenarios. Use this Checklist to understand what skills you are required to demonstrate in this section of the assessment. This Checklist outlines the Performance Criteria, Performance Evidence and Assessment Conditions you will be marked against. All the criteria must be met. your demonstration will be used as part of the overall evidence requirements of the unit. You may be asked questions while the demonstration is taking place or if appropriate directly after the task/activity has been completed.

Table 4 Observation Checklist

| Task # | Task/Activity Performed | S | U/S | Assessor Comments (Describe the student’s ability in demonstrating the required skills and knowledge) |
| --- | --- | --- | --- | --- |
| 2.1 | Responding to a request for information and clarifying understanding (Acting as client) |  |  | *Date of Observation:*  2.1a. The student has verbally delivered appropriate information about a project to the cabinetmaker.  *Comments/responses*  *Date of Observation:*  2.1b. The student has supported further understanding by answering questions from the cabinetmaker.  *Comments/responses*  *Date of Observation:*  2.1c. The student has checked and agreed on the final details listed in the project specifications work form, created by the cabinetmaker.  *Comments/responses* |
| 2.2 | Receiving and confirming a message (Acting as the cabinetmaker) |  |  | *Date of Observation:*  2.2a. The student has received verbal information for a project from the client.  *Comments/responses*  *Date of Observation:*  2.2b. The student acting as the cabinetmaker has confirmed understanding by producing a project specifications work form detailing the client’s needs.  *Comments/responses*  *Date of Observation:*  2.2c. The project specifications work form is legible and able to be understood by a third party, not involved in the original conversation.  *Comments/responses* |
| 2.3 | Clarifying a message, confirming understanding by listening and asking questions (Acting as cabinetmaker) |  |  | *Date of Observation:*  2.3a. The student acting as the cabinetmaker has used listening skills and verbal techniques to clarify the information initially delivered by the client.  *Comments/responses*  *Date of Observation:*  2.3b. The student acting as the cabinetmaker has used questioning skills to gain further understanding of the project details.  *Comments/responses* |
| 2.4 | Using clear and concise verbal language (Acting as both client and cabinetmaker) |  |  | *Date of Observation:*  2.4a. The student has used clear verbal language that was purposeful and focussed.  *Comments/responses*  *Date of Observation:*  2.4b. The student has demonstrated the use of language that was formal, courteous, respectful and free from swearing.  *Comments/responses* |

## Part 3: Respond to requests for information

A client is concerned the Bunk Beds you are producing may not meet Australian Standards. Your employer has asked you to find out the distance from the floor to the first rung of the ladder.

You will need to contact the client by phone and clarify the details they need to ease their concerns.

Click on the link below to complete this task and access the relevant standard (You will need to type standard number 4220:2010 into the web site search engine to access the standard).

[Australian Standards document AS/NZS 4220:2010](https://tafecat.tafensw.edu.au/tafecatalog/logon.shtml?eResource=http://www.saiglobal.com/online/autologin.asp?br=true%26userid=8527066229)

Alternatively, you can use your local TAFE library or LibGuide.

Access to Australian Standards is available for all TAFE NSW students and requires a [TAFE NSW Portal](https://www.tafensw.edu.au/logins) username and password.

Now answer the following questions.

3.1 How did you access the standard? What is the correct distance from the floor to the first rung of the ladder? Which section of the standard gave you the answer?

3.2 How would you communicate the relevant information from the standard to the staff assisting in the production of the bunk beds?

3.3 How would you find the customer contact details?

3.4 What information would you provide to the client to ease their concerns?

3.5 Imagine You are answering the phone at work and your name is John, you work for Port Joinery. Give a written example below of how you would answer the phone?

3.6 What would be the edge detail code for a shelf that was 768mm long and 280mm wide?

## Part 4: Complete workplace forms

**Scenario 5**

It is Monday afternoon. Earlier today you started a cabinet job and in six hours you have completed all tasks up to and including component machining. You cannot complete the job today though. The cabinet is for Mr Jones and must be finished by tomorrow afternoon as he is picking it up the morning after. You are not working tomorrow and need to communicate the situation to your supervisor Jane.

4.1 Complete the job card below as far as you can by filling out the shaded area on the job card with your name, the day you carried out the tasks and an estimate of the hours to complete each step.

Table 5 Job card

|  |  |  |  |
| --- | --- | --- | --- |
| Job Card | Employee | Day | Hours |
| 1/ Sort out components |  |  |  |
| 2/ Edge as per cutting list codes |  |  |  |
| 3/ Machine components for assessable |  |  |  |
| 4/ Fit hardware and assemble cabinet |  |  |  |
| 5/ Fit doors and drawers |  |  |  |
| 6/ Assemble base and fit |  |  |  |
| 7/ Assemble top and make cut outs |  |  |  |
| 8/ Fit top |  |  |  |
| 9/ Clean and quality check and adjust |  |  |  |

4.2 Write a clear and accurate message for your supervisor to explain what stage the job is now at, explaining why it is not complete, what needs to be done to finish it and when it is needed by the customer.

4.3 How would you explain to someone who has limited English speaking and understanding on how to deliver a product to a customer?

## Part 5: Identify signs

Fill in the blanks below.

5.1



A red circle specifies a\_\_\_\_\_\_\_\_\_\_\_\_\_. This sign says that the speed limit is 5 kilometres per hour.

5.2

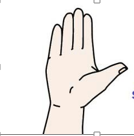


\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_signs are used to refer to life threatening hazards. This sign would be seen over the entrance to a confined space.

5.3

[](https://www.bing.com/images/search?view=detailV2&ccid=nYJYEfGl&id=B3E1AD9F41124AE96A7B45491E47FCE36670C1E9&thid=OIP.nYJYEfGlpuekUEQCQmBibQHaFU&mediaurl=http://www.safetysign.com/images/catlog/product/large/E5118.png&exph=431&expw=600&q=forklift+safety+signs&simid=608047301659987874&selectedIndex=2)

A yellow back ground with a black letters or images means \_\_\_\_\_\_\_\_\_\_. In this case, the sign is saying ‘keep clear’.

5.4

The most universally understood hand signal is\_\_\_\_\_\_\_\_\_\_\_\_.

## Part 6: Assessment Feedback

*NOTE: This section* ***must*** *have the assessor signature and student signature to complete the feedback.*

### Assessment outcome

Satisfactory

Unsatisfactory

### Assessor Feedback

Was the assessment event successfully completed?

If no, was the resubmission/re-assessment successfully completed?

Was reasonable adjustment in place for this assessment event?  
*If yes, ensure it is detailed on the assessment document.*

Comments:

### Assessor name, signature and date:

### Student acknowledgement of assessment outcome

Would you like to make any comments about this assessment?

### Student name, signature and date

***NOTE: Make sure you have written your name at the bottom of each page of your submission before attaching the cover sheet and submitting to your assessor for marking.***