# Task 2 - Skills Assessment

# Trainer & Assessor Marking Guide

## 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)

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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 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   To prepare students for Part 1 – receive & relay messages, the assessor must:   1. clearly introduce themselves and advise the room number by writing it up on a board at the front of the room 2. direct students to note the procedures for evacuation 3. ensure students note the room and assessors details 4. ensure students watch the TAFENSW Harassment Video   Scenarios may need to be clarified with students on a case-by-case basis.  Model answers, sample responses or criteria for each question are provided below. Use these to support your judgment 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.  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 student's name appears on the bottom of each page of the submitted assessment. |
| **About this marking guide** | The student’s response to each question must contain the information indicated in this marking guide in order for their response to be correct.  All questions must be answered correctly in order to satisfactorily complete this assessment event.  Assessors will need to make a judgment 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 for saving work, internet access for students off campus if completing online |
| **Assessor must provide** | Computers, Learner Resources, Activity sheets, reference text, organisational policies, TAFE NSW Harassment video which is referenced in the assessment. These may be hard copy or made available online. |
| **Time allowed** | 120 minutes |

## Part 1: Receive and relay messages

### Scenario 1

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

***(For onsite students their workshop address is required)***

* 1. In the space below write the trainer/assessor’s name and the room number you will be in. (PE1, PE1.1, 1.1)

The trainer/assessor’s name, correctly spelled.

The correct room number (e.g. B Block Room 4)

The student’s onsite/workplace location.

1.2 In your TAFE or job/work site induction, your teacher, assessor or supervisor has advised you of the evacuation procedure. (PE1, PE1.1, 1.1)

In the space below, write/type:

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

Responses may vary, a satisfactory answer must contain details about when and how to proceed in the event of an evacuation.

TAFE;

Workplace;

1.3 In the space below write where the evacuation assembly area is for your class or work place. (PE1, PE1.1, 1.1)

Responses may vary, a satisfactory answer must contain details about when and how to proceed in the event of an evacuation.

TAFE;

Workplace;

1.4 Watch the TAFE NSW Harassment Video. (PE1.1)

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

*Rights:*

It’s OK to be different.

It’s OK to be yourself

Learn in an environment free of discrimination, harassment & bullying

Be treated fairly and with respect by teachers, other staff and students

*Responsibilities:*

Respect other people’s rights.

To create a Bullying, Harassment free, safe learning environment.

### Scenario 2

**Assessment details:**

To complete this task the student needs to be observed receiving and recording a message. This will involve the student listening to a phone message and completing a message form. The student 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:

The Teacher will need to read out the following phone message or alternatively the message can be pre-recorded and played back or sent directly to the students as a simulated voice mail message (Do not give the students a printed copy of the message).

The students 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**

The student is at work and has received 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.

**Phone message (To be read out by the class teacher)**

Hi, Harry its John Jones and it is 8:45 on Monday the 21st of May. I would like to know if it is possible to change the colour of the doors on the vanity. Can you please call me back today, I am available after 3pm. My contact phone number is 077777525213 and my email address is [jjones@home.com.au](mailto:jjones@home.com.au)

**Note:** The message should be dictated slowly with pauses at the end of each sentence.

# Message form

# While you were out

|  |  |
| --- | --- |
| Name | Mr John Jones |
| Time | 8:45 Am - Pm |
| Date | 21st May |
| Respond By | 3pm today |
| Mobile Phone | 077775256213 |
| E-mail | jjones@home.com.au |

### Message:

### *Responses will vary, a satisfactory answer must contain the request to change the colour of the vanity doors & a customer call back by the end of the day.*

### Harry, John Jones rang and would like to change the color of the vanity doors. He needs to hear back from you after 3pm today.

1.9State what your responsibility is to deliver the above message. (PE1, PE2, 1.3, 3.3)

To ensure the message gets to the employer in time for them to respond.

1.10 Explain why swearing, being disrespectful or aggressive in your tone of voice should not be tolerated in any work place? (KE6)

Clients and staff can find some or all offensive. Consideration for other people makes for a better work environment.

## Scenario 2 Observation Checklist

The Observation Checklist will be used by you to mark the students’ performance in scenario 2. 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 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. PE1  *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. 1.2, PE2.1  *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. PE2  *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. 3.1  *Comments/responses* |
| 1.7 | Completing workplace forms. |  |  | *Date of Observation:*  1.7a. The student has completed the message form legibly and accurately. PE3  *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. 4.1, 4.3, 4.4, KE3.2  *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. 2.2  *Comments/responses* |

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

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

The student along with their group member/s will need to act out the scenario script in front of the assessor.

Their 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 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.

These role plays will be observed by you, or you can request the student to digitally record and submit as evidence.

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

**Assessment details:**

To complete this task the student needs to be observed verbally communicating. This will involve the student acting as both a client and a cabinetmaker in two separate role plays. The student 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:  Must be listed here | Student name (Client): Must be listed here  Student name (Cabinetmaker): Must be listed here |
| Project description: | Must include details of:   * Project use * Project style * Colour scheme * Doors * Drawers |
| Project sizes: | Must include details of:   * Overall height, width and depth of project |
| Materials: | Must include details of:   * Type of materials * Species of timber (if solid timber used) * Material colours for components * Edge treatments (if manufactured board used) |
| Construction: | Must include details of:   * Construction methods |
| Project surface finish: | Must include details of:   * Surface finish if timber or veneered components are used (Including polish and paint) |
| Installation notes: | Must include details of:   * What room * Room access * Built in installation or free standing |
| Further information (Can include a sketch): | Can include details of:   * Anything not listed above * Free hand sketch   (This box can be left empty) |
| Client signature:  Client must sign here | 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 you to mark the students’ performance in the part 2 role play scenarios. 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 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. 3.1, 3.3, PE1, PE2  *Comments/responses*  *Date of Observation:*  2.1b. The student has supported further understanding by answering questions from the cabinetmaker. 3.1  *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. 3.1  *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. 1.1, 4.2, PE1  *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. 1.1, 1.2, 4.3, 4.4, PE1, PE3  *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. 1.2, 3.3, 4.3, PE3  *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. 2.1, PE1.1  *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. PE1.1  *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. PE2.1  *Comments/responses*  *Date of Observation:*  2.4b. The student has demonstrated the use of language that was formal, courteous, respectful and free from swearing. KE6  *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? (PE1, KE1, KE2, 3.2, 4.2)

The standard is accessed either through the hyperlink provided or by using their local TAFE library or LibGuide.

The correct distance according to the standard is ***500mm.***

The relevant section of the standard is ***Construction 5.8.2 Rungs and steps (treads)***

3.2 How would you communicate the relevant information from the Australian Standard to the staff assisting in the production of the bunk beds? (PE1, PE1.1, PE2, KE2, 1.3, 3.1)

Provide electronic or hard copy evidence to confirm the height of the first rung.

3.3 How would you find the customer contact details? (PE1, PE2, KE1, KE2, 3.2)

Look up the customer file, find their phone number, email and or postal address.

3.4 What information would you provide to the client to ease their concerns? (PE1, PE2, 3.3)

The information directly relating to their concern, in this case, the distance of 500mm from the floor to the first rung of the bunk bed ladder, and explaining that you sourced the information from the correct version of the Australian Standard 4220:2010.

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? (KE3.1)

“Hello this is John from Port Joinery….. “, “Port Joinery, this is John…” or similar.

Must include their name and the name of their company/employer.

3.6 What would be the edge detail code for a shelf that was 768mm long and 280mm wide? (KE4)

1 Long = (1L)

## 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. (PE1, PE2, PE3, KE3.2, 3.3, 4.1, 4.3)

Students can divide their 6 hours across the first three tasks as they choose. The following is guidance.

Table 5 Job card

|  |  |  |  |
| --- | --- | --- | --- |
| Job Card | Employee | Day | Hours |
| 1/ Sort out components | [Student’s name] | Mon | 1 |
| 2/ Edge as per cutting list codes | [Student’s name] | Mon | 2 |
| 3/ Machine components for assessable | [Student’s name] | Mon | 3 |
| 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. (PE1, PE2, 3.3)

Hello Jane. I have completed steps one to three of the cabinet job. I am not at work tomorrow (Tuesday) but the cabinet needs to be completed by the end of Tuesday because Mr Jones wants to collect it on Wednesday morning. Harry can complete the remaining 6 tasks.

4.3 How would you explain to someone who has limited English speaking and understanding on how to deliver a product to a customer? (KE2, KE7, KE8, 2.3)

Sketches, Draw a freehand map, Electronic GPS tracking in their language

## Part 5: Identify signs

Fill in the blanks below.

5.1 (PE1, KE4)



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

5.2 (PE1, KE4)

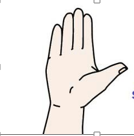


Dangersigns are used to refer to life threatening hazards. This sign would be seen over the entrance to a confined space.

5.3 (PE1, KE4)

[](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 warning. In this case, the sign is saying ‘keep clear’.

5.4 (PE1, KE4)

The most universally understood hand signal is stop.

## 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.***