# Skills & Written Assessment – Task 3

# Trainer & Assessor Marking Guide

## Criteria

### Unit code, name and release number

MSMWHS200 - Work safely (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 assess the student on their ability to demonstrate skills required in the unit.  This assessment is in 3 parts:   1. Personal Protective Equipment (PPE) 2. Handling and Storage practical Observation 3. Observation checklist   Model answers, sample responses or 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/scenario and document 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 student’s 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** | Safety boots, protective eyewear, dust mask, Safety gloves, Pens & Pencil, USB flash-drive to store and download files, A4 folder and paper. |
| **Assessor must provide** | Fume respirator, Computers, data sheets, reference text, organisational policy etc. referenced in the assessment. These may be hard copy or made available to the student online. Assessor will need to support students accessing libguides/Australian standards or provide hard copy of relevant standards pages.  One sheet of particle board measuring 2400 x 1200 x 16mm and weighing more than 30 kg |
| **Due date/time allowed/venue** | *120 minutes* |

## Part 1: Personal Protective Equipment

To complete this part of the assessment, the student is required to fill in the spaces provided with the correct information on the following topics. This can be submitted electronically or handed in as a hard copy submission.

The student’s responses will be used as part of the overall evidence requirements of the unit.

For this assessment students need to find information from their learner resources, the internet and relevant Australian Standards for information about the types of PPE listed below. Write your answers in the spaces provided.

To access the Australian Standards they will need TAFE NSW login details. You may be required to help students with access.

Use the link *(hold the control button down and click left mouse button)* here to [TAFE NSW Libguides](https://tafecat.tafensw.edu.au/tafecatalog/logon.shtml?eResource=http://www.saiglobal.com/online/autologin.asp?br=true%26userid=8527066229) to access the Australian Standards or go to:

<https://tafecat.tafensw.edu.au/tafecatalog/logon.shtml?eResource=http://www.saiglobal.com/online/autologin.asp?br=true%26userid=8527066229>

### Eye Protection

Hint: try using “Australian standards for eye protection as a search term and look for a guide to selection and use.

1. Australian Standard number is: 2.3, PE1.2

AS/NZS 1336:2014

1. According to the standard, when must you wear your eye protection? 1.4

When there is significant risk of eye and face injury.

1. According to the standard, what are the three impact ratings suitable for eye protection and what are their codes? KE5

Medium impact (I or F)

High impact (V or B)

Extra high impact (A)

1. According to the standard, the use of tinted eyewear is recommended outdoors. List at least three reasons why tinted eyewear is NOT recommended for use INDOORS. 2.1

Reduces vision.

Makes it hard to read measurements and architectural plan details.

Can create blind spots on machines.

Can give the illusion of a blank screen on some angles from a computer screen

Can change the colour of a material.

Sunglasses are not tested for impact and do not have the correct rating to meet the standards

1. Identify the brand, Australian Standards code and impact rating of your current personal protective eyewear. PE1.3, 2.3

Students will list brand, Australian Standards Code and impact rating of their personnel protective eyewear. Assessor is to check and confirm physically with the student’s eyewear or with a photo submitted by the student.

1. Provide three examples of situations when you must wear eye or face protection at TAFE. KE5

1. When you enter the workshop area.

2. When you use any power tool.

3. When you use any machine

Further acceptable responses: When at risk of an eye injury, when at risk of a face injury.

### Foot Protection

Hint: try using “protective footwear” as a search term and look for a guide to selection, care and use.

1. Australian Standard number is:2.3 KE5

AS/NZS 2210.1:2010

Provide two ways in which protective footwear can protect your safety in your workplace. KE5

Impact from falling items, provide non-slip sole, insulation from electricity, protection from sharp objects, ankle support and protection.

1. What is the compression rating tested on safety boots? 2.3, KE5

10kN

Name the area of the TAFE college where you must wear your protective footwear. KE5

As soon as you walk into a practical room or workshop

### Ear Protection

Hint: try using “hearing and ear protection” as a search term and look for a guide to selection, care and use.

1. Australian Standard number is: 2.3, KE5

AS/NZS 1270:2002 (R2014)

1. When must you use hearing protection at TAFE? KE5

When operating power tools or machinery, and when next to someone who is operating them.

1. Provide at least one reason why you should not share hearing protection? KE3

The size might not fit over the ears and block out noise, contagious viruses,

1. Name two different types (styles) of hearing protection. KE5

Ear plugs, ear muffs.

## Part 2: Handle and Store Materials 2.4, 4.2, 5.1, PE1.1, PE1.2, PE1.3, KE3.1,KE3.2, KE3.3

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. Practicals will be observed by you, the assessor, 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.

### Task

The student is required to take one sheet of particle board measuring 2400 x 1200 x 16mm and weighing

more than 30 kg from a horizontal rack or from a pack on the ground and carry it at least 5 metres.

The second part of the task is to move it back to the original location using a different technique.

Step 1: Complete a job plan/risk assessment for each move, identifying the correct number of people to lift each sheet.

Step 2: Get the job plans/risk assessments approved by your assessor before moving sheets.

Step 3: Move sheet as per job plan/risk assessment.

Step 4: Move the sheet to its original location using the second job plan/risk assessment and a different technique.

Ensure that you approve two job plans/risk assessments per student, one for each move.

## Task 1 Job Plan: first move risk assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Task 1 | Method | Risk | Risk Control |
| Move sheet, Clear path from sheets to new storage area | Observation, manual moving/removal of hazards. | Trip hazards | Dust mask, safety boots, gloves, pick up rubbish and remove hazards |
| Pick up sheet and move to new stack. | Two person lift to skate, E handles or trolley. Roll to designated spot and lift into position. | Cuts from sharp edges, strains, trolley to slip | Using correct lifting procedures onto skate/trolley. Wear gloves and safety boots. |

## Task 2 Job Plan: second move risk assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Task 2 | Method | Risk | Risk Control |
| Return sheet, clear area and ensure no trip hazards | Observation, manual moving/removal of hazards. | Trip hazards | Dust mask, safety boots, gloves, pick up rubbish and remove hazards |
| Pick up sheet and return to original location | Two person lift to skate, E handles or trolley. Roll to designated spot and lift into position. | Cuts from sharp edges, strains, trolley to slip | Using correct lifting procedures onto skate/trolley. Wear gloves and safety boots. |
| Secure area and ensure sheet is stacked neatly | Observation, manual moving/removal of hazards. | Pinch points, Trip hazards | Dust mask, safety boots & gloves, pick up rubbish and remove |

## Observation Checklist

You will use this checklist to mark the student’s performance in Part 3 of this assessment. Use this checklist to understand what skills the student is required to demonstrate in this section of the assessment. The student’s demonstration is 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 is complete.

Table 22 Observation Checklist

| Task | | Handle and store items/materials | S | U/S | Assessor Comments (Describe the student’s ability in demonstrating the required skills and knowledge) |
| --- | --- | --- | --- | --- | --- |
| 1 | Complete job plans/risk assessment. | |  |  | Job plan/risk assessment should address two person lift, PPE, techniques on moving and lifting. |
| 2 | Assess lifting techniques and select the appropriate moving tool. Ensure the tool is safe to use. | |  |  | Students are made aware of the weight of the board and of the available moving tools. They should use a two person lift to place the sheet on the moving tool. Inspect moving tool for faults and free movement. |
| 3 | Ensure path is clear of hazards and sheet is ready to lift and move. The put down area needs to be clear and stable to take sheet. | |  |  | Clear any hazards and ensure a stable platform to place sheet on moved. |
| 4 | Select appropriate PPE. | |  |  | Gloves, Safety boots, eyewear, protective clothing and dust mask. |
| 5 | Use correct lifting technique to selected moving tool. | |  |  | Two person lift. Break suction to float sheet to get a grip. With a straight back lift sheet to moving tool, (trolley, skate, E handles). Strap to moving tool if required. |
| 6 | Move sheet to put down position. | |  |  | Two person lift, keep sheet secure and stable. |
| 7 | At the put down position use correct lifting technique to lift sheet from moving tool and place in position. | |  |  | Two person lift onto stable platform from moving tool. Safely lay the board down without injury or incident. |
| 8 | For the return of the board the student would assess lifting techniques and select the appropriate moving tool. Ensure the tool is safe to use. | |  |  | Students are made aware of the weight of the board and of the available moving tools. They should use a two person lift to place the sheet on the moving tool. Inspect moving tool for faults and free movement. |
| 9 | Ensure path is clear of hazards and sheet is ready to lift and move. The return put down area needs to be clear and stable to take sheet. | |  |  | Clear any hazards and ensure a stable platform to place sheet on moved. |
| 10 | Select appropriate PPE. | |  |  | Gloves, safety boots, eyewear, protective clothing and dust mask. |
| 11 | Use correct lifting technique to selected moving tool. | |  |  | Two person lift. Lift sheet to moving tool, (trolley, skate, E handles). Strap to moving tool if required. “*Different to first moving tool*”. |
| 12 | Move sheet to put down position. | |  |  | Two person lift, keep sheet secure and stable. |
| 13 | At the put down position use correct lifting technique to lift sheet from moving tool and place in position. | |  |  | Two person lift onto stable platform from moving tool. Safely lay the board down without injury or incident. |
| 14 | Check sheet is stacked and secure. Store moving tools in appropriate position. Clear put down area from debris. | |  |  | Ensure sheet is not sticking out creating a hazard and it is secure. Post use check on moving tools. Ensure temporary put down station is clear from debris. |