# Instructions to Assessor

To ensure sufficiency of evidence, the Assessor must review a combination of types of evidence to support the RPL assessment judgement. Types of evidence may include (but are not limited to):

* Job descriptions/roles – these need supervisor verification
* Meeting minutes
* Informal training documentation and workplace training
* Work samples
* Portfolio
* Performance Management Reports
* Third Party Report
* Certified Transcripts that confirm formal training – Statements of Attainment, Certificates, Diplomas, Degrees
* Professional conversations
* Involvement in community groups and/or committees
* Emails and/or memos
* Letters and References
* Resume/work history – this needs to be supported by examples and supervisors contacted to verify the detail
* Video, audio recordings
* Photos (identifying the student and performing tasks)

In the Evidence tables under ‘Comments’ the Assessor must:

* Identify gaps by element/performance criteria
* Suggest ways to fill identified gaps (eg. formal training, direct observation, challenge tests etc.).

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The Unit Evidence Summary is to be used for **mapping evidence** submitted by the RPL student against the Unit requirements.

| **Student name** |  | | | | **Student no.** | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit name** | Apply manufactured board conversion techniques | | | | **Unit code** | | | MSFFM2011 |
| **Pre-requisites** (If the unit above has any pre-requisites they should be listed below. Ensure the student has successfully obtained them prior to proceeding. Include evidence of the pre-requisite with your detailed RPL evidence): | | | | | | | | |
|  | | | | | | | | |
| **Student meets the pre-requisite requirements** | | **Yes** |  | **No** |  | **Date** |  | |

To confirm Validity of Evidence the Assessor must cross-reference all components of the unit with the evidence received to determine that competence has been demonstrated.

The components of a unit include: Each element and its performance criteria, each item of required skills or performance evidence, each item of required knowledge or knowledge evidence, and foundational skills and each item in critical aspects or assessment conditions.

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| --- | --- | --- | --- | --- | --- | --- |
| **Outcome for this unit** | **RPL Granted** |  | **RPL Not Granted** | | |  |
| **Assessor feedback** |  | | | | | |
| **Assessor signature** |  | | | | | |
| **Student feedback** |  | | | | | |
| **Student signature** |  | | | **Date** |  | |
| **Evidence received** | | | | | | |
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|  |  | | | | | |
|  |  | | | | | |
| **Location of evidence** |  | | | | | |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Elements and performance criteria** | | | | | |
| **1. Prepare for work** | | | | | |
| **1.1.** Work instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |  |  |  |  |  |
| **1.2.** Cutting list and job specifications are read and interpreted |  |  |  |  |  |
| **1.3.** Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |  |  |  |  |  |
| **1.4.** Material for machining is selected and inspected for quality |  |  |  |  |  |
| **1.5.** Cutting patterns are applied to minimise waste material |  |  |  |  |  |
| **1.6.** Procedures are identified for maximising energy efficiency while completing the job |  |  |  |  |  |
| **2. Set up machines** | | | | | |
| **2.1.** Safety equipment, including emergency stops, gauges, guards and controls are checked |  |  |  |  |  |
| **2.2.** Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |  |  |  |  |  |
| **2.3.** Machines, cutting tools and jigs are identified and checked for safe and effective operation |  |  |  |  |  |
| **2.4.** Trial runs are conducted to check machine operation, accuracy and quality of finished work |  |  |  |  |  |
| **2.5.** Necessary adjustments are made to machine settings |  |  |  |  |  |
| **3. Apply conversion techniques** | | | | | |
| **3.1.** Machine start-up procedure is carried out in accordance with manufacturer instructions |  |  |  |  |  |
| **3.2.** Material is fed/placed into machine in accordance with manufacturer instructions, safe handling procedures and standard workplace operating procedures |  |  |  |  |  |
| **3.3.** Machine is operated in accordance with its designed capacity and purpose, tooling requirements and to manufacturer recommendations |  |  |  |  |  |
| **3.4.** Machine operation is monitored to ensure product quality and output |  |  |  |  |  |
| **3.5.** Waste quantities are checked and minimised |  |  |  |  |  |
| **3.6.** Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |  |  |  |  |  |
| **3.7.** Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |  |  |  |  |  |
| **4. Finalise operation and maintain equipment** | | | | | |
| **4.1.** Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |  |  |  |  |  |
| **4.2.** Machinery is cleaned and left in a safe mode |  |  |  |  |  |
| **4.3.** Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |  |  |  |  |  |
| **4.4.** Unused hardware is collected and stored for re-use or disposal following workplace procedures |  |  |  |  |  |
| **4.5.** Waste and scrap materials are dealt with following workplace procedures |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Foundation Skills** | | | | | |
| Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Required skills or performance evidence** | | | | | |
| **PE1.** Read and interpret cutting lists and job specifications to prepare for work |  |  |  |  |  |
| **PE2.** Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment |  |  |  |  |  |
| **PE3.** Identify materials used in the work process |  |  |  |  |  |
| **PE4.** Follow work instructions, operating procedures and inspection processes to: |  |  |  |  |  |
| * **PE4.1.** minimise the risk of injury to self or others |  |  |  |  |  |
| * **PE4.2.** prevent damage to goods, equipment and products |  |  |  |  |  |
| * **PE4.3.** maintain required production output and product quality |  |  |  |  |  |
| **PE5.** Apply at least five (5) different conversion operations using different operations/methods, including the: |  |  |  |  |  |
| * **PE5.1.** preparation of cutting plans to minimise waste |  |  |  |  |  |
| * **PE5.2.** selection of the correct materials |  |  |  |  |  |
| * **PE5.3.** cutting at least one (1) surfaced board requiring the use of a panel saw using a scoring blade |  |  |  |  |  |
| **PE6.** Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements |  |  |  |  |  |
| **PE7.** Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures |  |  |  |  |  |
| **PE8.** Minimise wastage of resources, including materials, time and money |  |  |  |  |  |
| **PE9.** Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Required knowledge or knowledge evidence** | | | | | |
| **KE1.** Types, characteristics, uses and limitations of manufactured board |  |  |  |  |  |
| **KE2.** Range, characteristics, uses and limitations of panel saw (with and without a scoring blade), NC beam saw and wall saw |  |  |  |  |  |
| **KE3.** Workplace: |  |  |  |  |  |
| * **KE3.1.** quality standards and procedures |  |  |  |  |  |
| * **KE3.2.** guidelines regarding acceptable tolerance levels |  |  |  |  |  |
| * **KE3.3.** safety policies and procedures |  |  |  |  |  |
| **KE4.** Procedures for reporting machinery faults and material defects |  |  |  |  |  |

| **Component of the unit is evidenced in:** | **Evidence Item 1** | **Evidence Item 2** | **Evidence Item 3** | **Evidence Item 4** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Critical aspects or assessment conditions** | | | | | |
| Assessors must: |  |  |  |  |  |
| hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors |  |  |  |  |  |
| have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification |  |  |  |  |  |
| be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry. |  |  |  |  |  |
| Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts. |  |  |  |  |  |
| Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor’s reports, projects and work samples. |  |  |  |  |  |
| Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately. |  |  |  |  |  |
| Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines. |  |  |  |  |  |
| Access is required to selected saws, materials handling equipment and unprocessed materials required to apply manufactured board conversion techniques. |  |  |  |  |  |
| **Other information if required** | | | | | |
|  |  |  |  |  |  |