# 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** | Prepare cutting list from plans and job specifications | | | | **Unit code** | | | MSFFM3010 |
| **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. Read plans and job specifications** | | | | | |
| **1.1.** Job specifications, set-out rods and plans are used to determine the job requirements, including cutting list, dimension, design, quality materials and processes |  |  |  |  |  |
| **1.2.** Job components are established according to job specification and workplace procedures |  |  |  |  |  |
| **1.3.** Geometry of components are established according to specifications |  |  |  |  |  |
| **2. Prepare cutting lists** | | | | | |
| **2.1.** Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |  |  |  |  |  |
| **2.2.** Cutting list is checked and set out in accordance with workplace procedures, plans and specifications |  |  |  |  |  |
| **2.3.** Components are identified and described using common workplace terminology |  |  |  |  |  |
| **2.4.** Sizes and tolerance of components are established and documented in accordance with workplace procedures |  |  |  |  |  |
| **2.5.** Processing requirements are identified and documented |  |  |  |  |  |
| **2.6.** Dimensional allowances for further processing are identified and documented |  |  |  |  |  |
| **3. Read and interpret cutting lists** | | | | | |
| **3.1.** Cutting list is read and interpreted in accordance with the job requirements |  |  |  |  |  |
| **3.2.** Quantities and dimensions are interpreted |  |  |  |  |  |
| **3.3.** Quality standards and waste factors are considered |  |  |  |  |  |
| **3.4.** Processing methods are established |  |  |  |  |  |
| **3.5.** Processing time is identified |  |  |  |  |  |

| **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.** Locate, interpret and apply relevant information |  |  |  |  |  |
| **PE2.** Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment |  |  |  |  |  |
| **PE3.** Identify materials and tools used in the work process |  |  |  |  |  |
| **PE4.** Follow work instructions, operating procedures and manufacturers' instructions to: |  |  |  |  |  |
| * **PE4.1.** minimise the risk of injury to self and others |  |  |  |  |  |
| * **PE4.2.** prevent damage to goods, equipment and products |  |  |  |  |  |
| * **PE4.3.** maintain optimum production output and product quality |  |  |  |  |  |
| **PE5.** Interpret production plans and prepare cutting lists on a minimum of four (4) occasions with lists each having at least ten (10) different components and, overall, the lists incorporating four (4) different types of material |  |  |  |  |  |
| **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.** Characteristics of materials and tooling used and use of products programmed |  |  |  |  |  |
| **KE2.** Identification of equipment, processes and procedures |  |  |  |  |  |
| **KE3.** Pattern techniques for optimising materials |  |  |  |  |  |

| **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 plans and specifications, standard cutting list formats and workplace standard processing procedures. |  |  |  |  |  |
| **Other information if required** | | | | | |
|  |  |  |  |  |  |