 MSFGN3001: Read and interpret work documents

Sample assessment tool

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| **Candidate’s name** |  | **Contact** |  |

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| **Assessor’s name** |  | **Contact** |  |

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| **Supervisor’s name** |  | **Contact** |  |

### Summary of evidence

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| **‘Work documents’ workbook** – satisfactorily completed | | | |
| **Learning activities** | **Yes** | **Assignments** | **Yes** |
| Section 1: Working drawings | ❑ | 1: Working drawings | ❑ |
| Section 2: Other documents | ❑ | 2: Other documents | ❑ |

| **Other evidence** (see following pages for details) | **Satisfactory** |
| --- | --- |
| **Practical demonstrations** – specific criteria and general performance evidence | ❑ |
| **Third party sign-off** – confirming the candidate’s on-the-job performance | ❑ |
| **RPL evidence** – listing previous accreditations, portfolios or other RPL evidence | ❑ |

| **Assessment result** |
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| **Competent** ❑ **Not yet competent** ❑ |

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| **Statement:** I agree that I was ready to be assessed and the assessment process was explained to me | | | |
| **Candidate’s signature** |  | **Date** |  |

| **Assessor’s comments** | | | |
| --- | --- | --- | --- |
|  | | | |
| **Assessor’s signature** |  | **Date** |  |

Practical demonstrations

The ‘Specific demonstration criteria’ listed below have been extracted from the ‘Performance evidence’ section of the ‘Assessment requirements’ for the unit of competency. They describe the essential features of the competency, and set out the specific tasks that must be demonstrated. The ‘General performance evidence’ is adapted from the elements and performance criteria.

The assessor should tick the appropriate boxes to confirm that that the candidate has physically demonstrated the performance requirements described. Where a candidate does not satisfactorily demonstrate one or more of these criteria, the assessor should mark the corresponding box with a cross, and provide further comments underneath in the ‘Assessor’s comments’ section.

| Specific demonstration criteria – the candidate has demonstrated their ability to: | Confirmed |
| --- | --- |
| Explain the meanings of symbols, terms and conventions in specifications and plans | ❑ |
| Locate, read and interpret a minimum of 10 different work documents, including:   * Australian Standards relevant to flooring technology * manufacturer technical instructions and specifications * real or simulated local work documents, including: * work plans * material safety data sheets (MSDS) * relevant building codes * job procedures * safe work instructions or equivalent | ❑  ❑  ❑  ❑  ❑  ❑  ❑ |
| **Note that the above demonstrations are built into Assignments 1 and 2** | |

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| **Description of work documents** | |
| **Document 1** |  |
| **Document 2** |  |
| **Document 3** |  |
| **Document 4** |  |
| **Document 5** |  |
| **Document 6** |  |
| **Document 7** |  |
| **Document 8** |  |
| **Document 9** |  |
| **Document 10** |  |

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| General performance evidence – the candidate has demonstrated their ability to: | **Confirmed** |
| 1. Identify key information in documents, e.g. title, version, scale, legend and keys | ❑ |
| 1. Locate and evaluate additional information needed to interpret particular documents | ❑ |
| 1. Clarify details to confirm the document’s intention, where necessary | ❑ |
| 1. Correctly interpret symbols, abbreviations, acronyms, technical terms and other information | ❑ |
| 1. Use industry-recognised terms to describe design and style features in drawings | ❑ |
| 1. Consult documents to identify work sequence, tools and equipment, tasks to be performed, and stages where checks must be made against specifications | ❑ |
| 1. Check specifications for accuracy and rectify any errors | ❑ |
| 1. Handle documents and plans carefully and keep them in good condition | ❑ |
| 1. Keep explanatory notes or additional information with the original documentation | ❑ |
| 1. File away documents after use, according to workplace procedures | ❑ |

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| **Assessor’s comments** |
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Third party sign-off

The candidate’s workplace supervisor or line manager should tick the boxes below to verify that the candidate has consistently demonstrated these performance criteria over a period of time and in a range of contexts. If any of the performance criteria have not been properly demonstrated, the supervisor should discuss the matter with the assessor and decide on an appropriate course of action.

This checklist is adapted from the ‘Performance evidence’ listed in the ‘Assessment requirements’ section of the competency. Where there are specific demonstration criteria that form an essential part of the assessment process, these have been listed in the ‘Practical demonstration’ section above.

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| **Performance evidence** – Supervisor’s statement:I acknowledge that the candidate  has confirmed their competence in the workplace by demonstrating their ability to: | **Confirmed** |
| 1. Collect, organise and interpret documents correctly | ❑ |
| 1. Communicate effectively to confirm work requirements and specifications | ❑ |
| 1. Plan activities to minimise wastage of resources, time and money | ❑ |
| 1. Work cooperatively with others | ❑ |
| 1. Use mathematical techniques to correctly interpret work documents and check the accuracy of specifications | ❑ |
| 1. Use workplace technology to access and store information | ❑ |
| 1. Recognise and explain symbols, technical terms and conventions used in specifications and plans | ❑ |
| 1. Maintain documents in good condition | ❑ |

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| **Supervisor’s comments** (including period of observation in the workplace) | | | |
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| **Supervisor’s signature** |  | **Date** |  |

Recognition of prior learning

The assessor should list any recognition of prior learning (RPL) evidence that has been used to support a judgement of competency in this unit. Evidence may include previous training, accreditations, work experience or other pursuits where the candidate has gained relevant skills or knowledge.

The assessor must sight all original documents or certified copies being presented as evidence, and keep a copy on file with this assessment tool.

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| **RPL evidence presented** |
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