Learning Resource

MSAPMSUP200A Achieve work outcomes and MSAPMSUP210A Process and record information

[Learning Resource 1](#_Toc286926847)

[Section 1: The production process 4](#_Toc286926848)

[Components and raw materials 4](#_Toc286926849)

[Properties of raw materials and components 6](#_Toc286926850)

[The production process 7](#_Toc286926851)

[Safety and the environment 9](#_Toc286926852)

[Controlling hazards 11](#_Toc286926853)

[Section 2: Production efficiency 13](#_Toc286926854)

[Production targets 13](#_Toc286926855)

[Production performance 14](#_Toc286926856)

[Waste 15](#_Toc286926857)

[Minimising waste 17](#_Toc286926858)

[Section 3: Making improvements 19](#_Toc286926859)

[Identifying improvements 19](#_Toc286926860)

[Workplace problems 20](#_Toc286926861)

[Identifying the problem 20](#_Toc286926862)

[Investigating the problem 22](#_Toc286926863)

[Solving the problem 24](#_Toc286926864)

[Section 4: Workplace information 26](#_Toc286926865)

[Types of workplace information 26](#_Toc286926866)

[Accessing information 31](#_Toc286926867)

[Section 5: Workplace communication 33](#_Toc286926868)

[Verbal communication 33](#_Toc286926869)

[Providing information 36](#_Toc286926870)

[Giving and following instructions 37](#_Toc286926871)

[Completing workplace documentation 39](#_Toc286926872)

[Assessment instrument 42](#_Toc286926873)

[Assessment task: Observation 43](#_Toc286926874)

[Assessment task: Third Party Report 48](#_Toc286926875)

[Assessment task: Questions 53](#_Toc286926876)

[Assessment task: Workplace documents 58](#_Toc286926877)

[Assessment task: Activities 61](#_Toc286926878)

# Section 1: The production process

## Components and raw materials

Manufacturing companies make products using raw materials and components.

Raw materials are basic items that are used to make products and components. Examples of raw materials include chemicals, paper, wood, paint, steel, nuts and bolts. Components are parts of products that are used to make whole products. For example a steering wheel is a component that is used in the manufacture of a car.

Different raw materials and components are used to make different products.

For example Golf Plus manufactures golf carts. Raw materials used to make the frame and body include steel plates, steel rods, sheet aluminium and fibre glass. Components used to complete the carts include tyres, seat cushions, steering wheel, brakes, batteries, axles, suspensions, drive trains, and electrical cables.

|  |  |  |
| --- | --- | --- |
| COMPONENTS |  | RAW MATERIALS |

Steering wheel

Tyres

Seat cushions

Fibre glass

Sheet aluminium

Steel rods

Not all products need both raw materials and components. For example ABC Plastics manufactures plastic bottles. Raw materials used include polymer resins, plasticisers, pigments and additives. No components are needed.

**Activity 1.1**

What products does your workplace make?

|  |
| --- |
|  |

What are some of the raw materials used?

|  |
| --- |
|  |

What are some of the components used?

|  |
| --- |
|  |

## Properties of raw materials and components

There are two main types of properties used to describe raw materials and components: physical properties and chemical properties.

Properties that we can observe such as colour, hardness and smell are examples of physical properties. For example water is a liquid and steel is hard.

Properties that change a material are called chemical properties. For example wood is flammable. When wood burns it changes into charcoal therefore flammability is a chemical property.

The physical and chemical properties of raw materials and components are described in specifications and Material Safety Data Sheets (MSDS).

These properties are important to the smooth running of the production process and the quality of the product.

For example ABC Plastics uses a special additive to stop the hot bottles from sticking to the equipment during production. If there is a problem with the raw material and a bottle sticks to the equipment, production must stop.

**Activity 1.2**

List some of the properties of a raw material or component used in your workplace.

|  |
| --- |
|  |

Why are these properties important to the smooth running of the production process or to the quality of the product?

|  |
| --- |
|  |

## The production process

It is important to understand the steps used to turn raw materials and components into products so you can recognise when things aren’t running smoothly.

The steps needed to make a product are called the production process. The steps must work smoothly to make a quality product. If something goes wrong in one step of the process it can cause problems and affect the quality of the final product.

A flow chart is a simple diagram often used to show each step in the production process. Here’s a flow chart example of the six step production process for making bricks.

**Activity 1.3**

Draw a flow chart of the production process in your work area. Circle the parts of the production process where extra care and attention are needed.

|  |
| --- |
|  |

## Safety and the environment

There are dangers in every workplace and in every step in the production process. Therefore it is important to understand and follow workplace safety and environmental procedures to protect people, property and the environment.

A hazard is something that could be dangerous. For example there are dangers in a chemical plant that uses flammable raw materials. There is a risk of fire that could harm people, damage property and pollute the environment.

Raw materials, components and products can cause harm. For example they might be flammable or toxic. It is important to know if the materials you work with are harmful and to know the correct way to handle them. This information is found in Material Safety Data Sheets (MSDS).

Steps in the production process can also cause harm. For example a production process step could be very noisy, which may cause hearing damage or loss of concentration leading to accidents. Or maybe there could be an equipment fault that is dangerous.

You are responsible for working with your employer to find hazards in the workplace and suggesting ways of controlling the hazards to prevent harm or damage.

This is called hazard identification, risk assessment and risk control.

**Activity 1.4**

Why is it important to identify and report hazards in the workplace?

|  |
| --- |
|  |

Think of three different hazards in your workplace and complete the table below:

|  |  |  |
| --- | --- | --- |
| What is the hazard? | What harm or damage might the hazard cause to people, property and the environment? | How is the hazard controlled in your workplace? |
|  |  |  |
|  |  |  |
|  |  |  |

## Controlling hazards

To control a hazard we take action to reduce the risk of harm or damage.

The hierarchy of control is a tool that contains a list of actions that can be taken to control hazards. To use the tool start at the top of the list and work your way down to find the best risk control.

Here’s an example of a hierarchy of control for a noisy air pressure hose that is used for cleaning and could damage people’s hearing.

**Activity 1.5**

Using one of the hazards that you identified in the previous activity, complete the following hierarchy of control.

|  |  |
| --- | --- |
| Description of hazard: | |
| Hierarchy of control | Action |
| Eliminate |  |
| Substitute |  |
| Engineering controls |  |
| Administrative controls |  |
| Personal protective equipment |  |

# Section 2: Production efficiency

## Production targets

Production efficiency means safely making quality products at the lowest cost. When this happens customers get products they are happy with, people and the environment are safe and the company makes money.

Production efficiency is very important to management. To make sure that they achieve production efficiency, management sets production targets.

For example management at Golf Plus have set a production target of 5,000 golf carts per year at a maximum cost of $1,500 per golf cart. All 5,000 golf carts must meet the quality specification.

Production targets make sure that:

* The right amount of product is made.
* The right quality of product is made.
* The cost of production is minimised.

Different workplaces have different production targets. It is important that you understand the production targets in your work area and that you and your work team work towards meeting those targets safely. It is no good rushing to complete a job and placing yourself or others in danger or damaging the product or the process. Remember to always follow procedures and work safely to meet the production targets.

**Activity 2.1**

List three production targets in your work area. Describe how the work that you do helps the company meet each target.

|  |  |
| --- | --- |
| Production targets | What I do to help |
| 1. |  |
| 2. |  |
| 3. |  |

## Production performance

To find out if we are meeting production targets we need to measure production performance. Measuring production performance tells us if we need to do something to increase production efficiency.

For example, to meet the Golf Plus production target of 5,000 golf carts per year, workers must make 20 quality golf carts per day and 100 quality golf carts per week. At the end of each day workers at Golf Plus count how many quality golf carts they made and record the amount on their daily production report. At the end of each week their supervisor adds up all the golf carts made for the whole week. If they have made 100 or more then they have met their weekly production target and are likely to meet their yearly production target. If the total is less than 100 then they will need to find out why because they may not meet their yearly production target.

There are many ways of measuring and recording production performance. Examples include daily production sheets, quality reports, control charts and material usage reports. It is important that you know how to use those found in your work area.

**Activity 2.2**

Describe how each of the production targets from the previous activity is measured in your workplace.

|  |
| --- |
|  |
|  |
|  |

## Waste

It is difficult to meet production targets if there is too much waste.

Waste is anything that reduces production efficiency such as wasted time and wasted materials which all cost money.

When there is waste:

* The wrong amount of product is made.
* Poor quality products are made.
* The cost of production is expensive.

Reducing waste improves production efficiency which means that you can do more with less.

We must learn to recognise waste before we can do anything about it.

Below are some of the many types of waste.

**Overproduction** is when too many products are made. Time is wasted making unnecessary products and money is wasted on storage.

**Waiting** is when people or machines have nothing to do even though they should be working. Waiting can be caused by equipment faults, poor processes and faulty raw materials.

**Transport** waste happens when items are moved more than necessary. This is a waste of time and energy. An example of transport waste is when the raw material storage area is too far from the production line. Also, the more an item is moved and handled, the more likely it is to get damaged, misplaced or lost.

**Processing** waste is when more steps are added to the production process than is needed. For example faulty goods that have to be reworked waste time and energy.

**Inventory** waste is when the amount of raw materials, components or products is more than what is needed. The extra storage and handling of inventory adds unnecessary costs.

**Motion** waste is when people or equipment move more than necessary. For example every time a worker can’t find the right tool to do their job, they waste time.

**Defects** are when poor quality products are made. For example, if a product is contaminated, it may need to be scrapped and made again.

**Activity 2.3**

List three examples of waste in your work area.

|  |
| --- |
|  |
|  |
|  |

## Minimising waste

Sometimes waste is easy to find. For example a major spill could cause production to stop for a day to clean up and make the work area safe. It could also contaminate the product so that it must be made again.

Sometimes waste is hidden, such as the worker who spends 15 minutes waiting to be told what to do before they can start work. That adds up to 65 hours wasted every year! These small day to day wastes add up over time and often go unnoticed until we look for them.

Workers should try to minimise waste where they can. Noticing when equipment is not running well, or suggesting a safer and simpler way of doing something, such as moving one piece of equipment closer to another, can lead to less waste. Small changes can make a big difference in reducing waste.

**Activity 2.4**

List three types of waste in your work area. Suggest ways in which that waste could be minimised.

|  |  |
| --- | --- |
| Waste example | How it could be minimised |
|  |  |
|  |  |
|  |  |

# Section 3: Making improvements

## Identifying improvements

Making improvements is an important way to reduce waste and increase production efficiency.

There are two ways to make improvements.

One way is to make large changes such as buying new equipment. This costs a lot of money and takes time to get up and running.

The other way is to make small changes. A small change might mean moving the tools a worker needs for their job closer to their work station. Small changes like this don’t cost much and the difference they make to reducing waste and increasing production efficiency adds up over time.

You can help make improvements by thinking of ways to do things better. The workplace has procedures telling you how to identify and suggest improvements and it is important that you know what these are.

**Activity 3.1**

Write down an example of an improvement that was made in your workplace and how you helped.

|  |
| --- |
|  |

## Workplace problems

Improvements can be made by finding solutions to workplace problems.

Here is a simple step by step guide showing how this can be done:

## Identifying the problem

The first step is to identify the problem so that you can find the solution.

One way of identifying problems is by counting the number and type of product defects. For example, at a cushion manufacturer, cushion covers made are inspected and any defects found are recorded on a tally chart. Defects include faulty zippers and weak stitching. This information is recorded on a daily production sheet and made into the chart below. From this information it is easy to see that stitching faults are the most common problem identified.

Monitoring equipment also identifies problems. Monitoring equipment involves collecting process information to check whether the equipment is running normally and safely. For example at a glass manufacturer workers regularly check oven temperatures. A sudden drop in temperature may mean that the equipment is faulty and needs to be repaired.

Sometimes the way people work together can cause problems such as when there is conflict in the workplace. For example at a metal forge workers are responsible for letting the warehouse operator know when the finished product is ready. If workplace conflict makes it difficult for workers in these two areas to communicate, it may cause delays.

Problems can also happen in the way work is planned and organised. For example if the supervisor on a laminating line doesn’t heat up the equipment before the shift begins, workers can’t start production.

Safety and emergency situations are serious problems that can harm people, property and the environment. It is always important to report incidents and hazards as soon as possible using workplace procedures. Incident reports and hazard reports are checked regularly by management and used to identify problems and make improvements to make the workplace safer.

**Activity 3.2**

Write down an example of a problem that was identified in your workplace.

|  |
| --- |
|  |

## Investigating the problem

Once a problem has been found, it is necessary to investigate what caused it before suggesting solutions.

To find the cause of a problem you must look at the information available. This is why we collect and record workplace information.

Sometimes it is easy to see why a problem is occurring, for example when a faulty piece of equipment causes a product defect. Other times the cause of a problem is harder to identify because it may be hidden by other problems. More time and effort is needed to find the reason for this kind of problem.

There are many methods used to investigate and solve problems and it is important to follow your company’s procedures for investigating problems.

One popular method used is the ‘5 Whys’ where you simply ask the question ‘why?’ five times. Here’s an example:

Problem: The stitching is coming apart on cushions.

Sometimes there are many causes to a problem. In the example above the combination of a faulty sewing machine and an inexperienced operator may have caused a similar problem.

Finding the cause of a problem is often done by teams of workers. A team can investigate a problem better than one worker on their own because different people look at the same information in different ways and come up with different ideas.

**Activity 3.3**

Explain how workplace information was used to investigate a problem in your workplace.

|  |
| --- |
|  |

## Solving the problem

When we know what is causing a problem we can look for possible solutions.

A useful way to find solutions is to brainstorm for ideas. To brainstorm, simply write down as many ideas as possible without worrying about whether the ideas are practical or useful. The more ideas you have the more chance you have of finding the best solution.

Follow these three rules when brainstorming:

1. The more ideas the better.
2. There is no such thing as a bad idea.
3. Use early ideas to come up with even more ideas.

This will give you as many ideas as possible. You can then assess what is good and bad about each idea and choose the best one. The idea can then be implemented and checked to see if it has solved the problem.

Most workplaces are happy for anyone to make suggestions for improvement. With your experience and your understanding of the production process, your ideas and suggestions are important. You may have great ideas for fixing problems or improving processes in your area.

**Activity 3.4**

Give an example of a suggestion you made that helped fix a problem in the workplace.

|  |
| --- |
|  |

# Section 4: Workplace information

## Types of workplace information

In the workplace there are many types of information needed for many different reasons.

Here are some examples of workplace information:

1. Policies and procedures

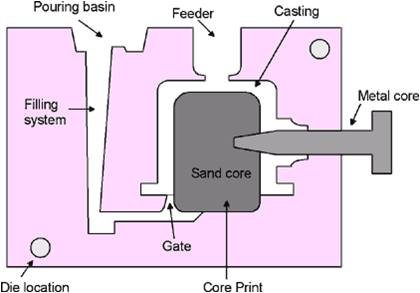
Policies and procedures are instructions for how to do things safely and correctly in the workplace. They are sometimes also called work instructions or standard operating procedures.

An incident procedure is a typical example of a procedure found in the workplace. It describes what to do if there is a safety incident and how to complete an incident report.

Policies and procedures can be presented in many different ways and often contain step by step instructions and process flow charts. Here’s an example of a simple flow chart from a sheet metal work instruction.

1. Equipment information

Information about the equipment used can be found in equipment specifications, operating manuals and maintenance logs. These documents can also include schematics. A schematic is a drawing that shows you the parts of a system without too much detail. Here’s an example of a schematic of a gravity die casting.

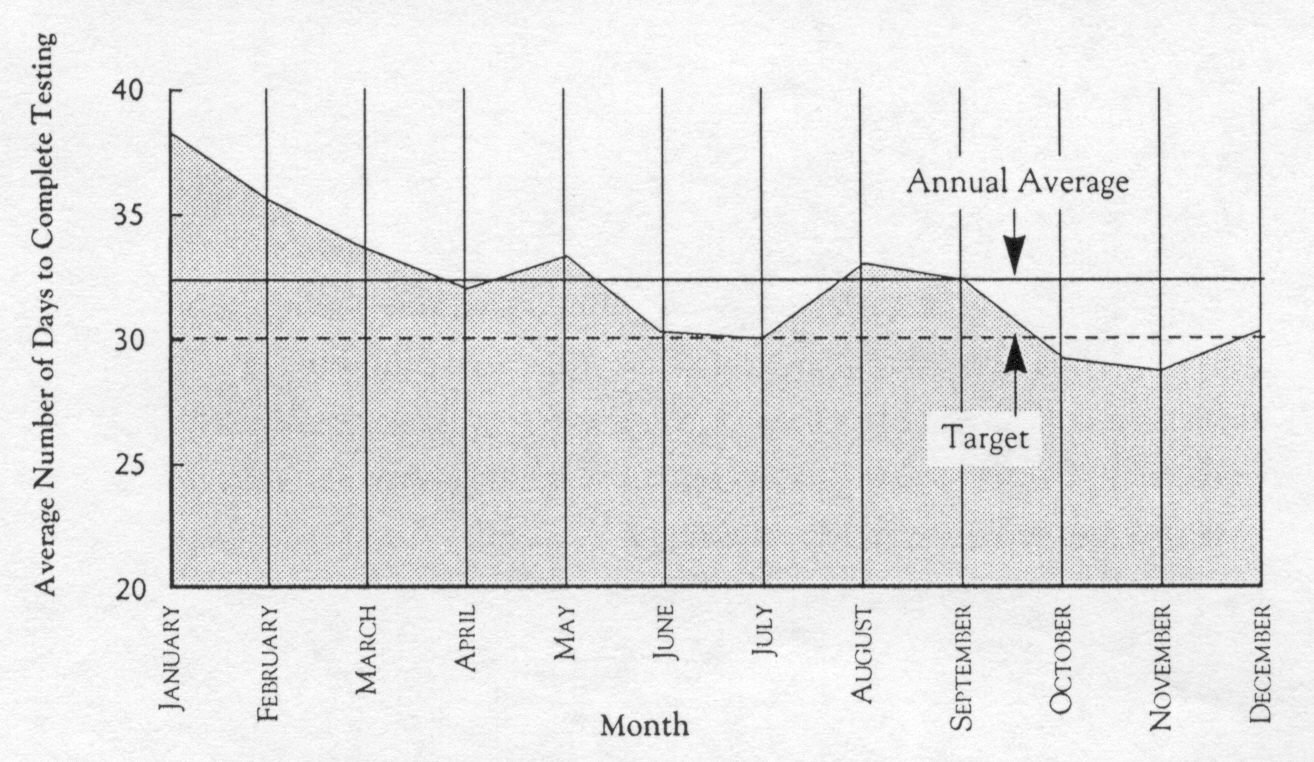


1. Organisational goals

Organisational goals describe what the workplace wants to achieve. At the management level the goals might describe the profit the workplace wants to make. In production, the goals might describe the yearly, monthly, weekly and daily production targets.

1. Production measures

Production measures are used to tell us how production is performing against the production targets. The information is often presented as charts and graphs to make it easier to understand. Here’s an example of a typical run chart:



1. Safety and environmental requirements

Safety and environmental information is found in policies, procedures and manuals. It is also found in signs and symbols, Material Safety Data Sheets (MSDS) and permits.

Signs and symbols can be found throughout the workplace and provide a quick reminder of how to work safely. Here’s an example of a sign found in a noisy work area reminding workers to wear hearing protection:



A Material Safety Data Sheet (MSDS) gives us safety and environmental information about materials used in the workplace. It tells you what the material is made from, how dangerous it is, how it should be handled and stored, what to do if there is a spill and how it should be disposed of.

A permit to work is used to protect people doing hazardous job tasks. Examples of permits to work include confined space permits and hot work permits. The permit to work describes the job task, the work practices and the safety requirements that must be followed. Only the person who holds the permit to work is allowed to do the hazardous job task.

1. Job cards

Job cards give clear information about what to make, how much to make and which equipment or production line to use to complete a specific job. Job cards can have information about the customer, such as a name, customer order number and usually expected delivery date.

1. Material labels and component labels

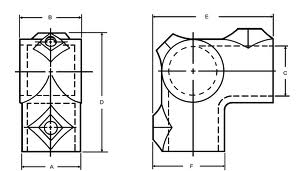
All materials and components should be labelled so that they can be easily identified. Information found on material labels and component labels can include a material code or part number, barcode, colour, size, weight, quantity and safety information.

1. Quality requirements

Information about quality is found in policies and procedures and many other different workplace documents.

Industry codes and standards describe what industry has decided is the minimum requirement for all manufacturers. For example industry product standards tell us how a product should look and behave regardless of which company makes it.

Specifications give quality information about materials, products and components. For example a product specification may include information about a product’s required colour, weight, texture, surface finish and fire rating. Sometimes specifications include engineering drawings. These are very detailed pictures of what a product or component should look like, often from different angles like the one below.



Non compliance reports are used when a raw material, component, product or process does not meet the required standards and describe what improvements need to be made.

Quality data contains information about the quality of products, materials, components, equipment and processes collected over time. Quality data can be found in quality records such as inspection sheets, run sheets, logs, daily production reports and quality reports. Often quality data is presented as a quality graph such as a control chart like the example below.



1. Training information

Training information is found in training and assessment materials used to train workers.

**Activity 4.1**

List four types of workplace information you use in your job and where each is found.

|  |  |
| --- | --- |
| Workplace information | Where it is found |
|  |  |
|  |  |
|  |  |
|  |  |

## Accessing information

Workplace information may be found on notice boards, in folders and filing cabinets and on computers. It is important that you know what information you need to do your job safely and correctly, where to find the information and how to access it.

The way to access information is different in every workplace. Some information, such as safety information, may be easy to find and close to where you work.

Sometimes information can be difficult to access. Some workplace information may contain sensitive information that has restricted access or cannot leave the workplace. Security procedures may have to be followed to request access to and use these documents. Some requests may have to be made verbally, by talking to someone in person or on the telephone, and some will have to be in writing, usually by filling out a form or sending an email.

For other types of information, such as equipment manuals, you may need to ask your supervisor. This may be because it is important for the company to know who has the document and to make sure it is returned. And to make sure that the document handed out is the most up to date.

It is important to know the correct procedures for accessing information in your workplace.

**Activity 4.2**

Describe the procedure for accessing the following types of information in your workplace.

|  |  |
| --- | --- |
| Types of information | How it is accessed |
| Material Safety Data Sheets (MSDS) |  |
| Product specifications |  |
| Incident reports |  |
| Production targets |  |

# Section 5: Workplace communication

## Verbal communication

Verbal communication is an important way of sharing information in the workplace. Examples of verbal communication include giving instructions, having a conversation, reporting problems, asking for help and giving information.

There are two types of verbal communication:

1. Direct

Direct verbal communication happens when people speak face to face. This is the most effective type of verbal communication because the people can see and hear each other. Seeing another person’s facial expressions and gestures makes it easier to communicate. For example you can usually see if someone is confused by the way they look at you when you are speaking.

1. Indirect

Indirect verbal communication happens when people use equipment such as a telephone or a two-way radio. This is harder than direct verbal communication because the people can’t see each other and have to rely only on what is said to understand each other. Using equipment also means relying on the equipment being in good working order. Equipment breakdown or poor reception may cause problems.

Problems can happen when there are misunderstandings.

For example during shift handovers the incoming shift has to know about any problems and what stage the process is up to if a task is not complete. It is important to make sure that all information given to the next shift is clearly understood. If they do not have all the information they need there is a risk to safety and production.

Problems can also happen when a person doesn’t speak up when they should, for example when there is a conflict in job priorities. Conflicting job priorities happen when workers have many tasks to do but they don’t know which is the most important and in what order to do them. Guessing can lead to problems and therefore it is important to find the right person, such as a supervisor, and ask for advice.

Here’s a list of things to do to avoid communication problems:

1. Speak clearly

How you speak to another person, including the words that you use and the tone of your voice, is important. Use a pleasant tone and choose words that you think the other person can understand.

1. Listen carefully

The way you listen is just as important as the way you speak. When listening concentrate on what the other person is saying and ask questions if you do not understand or need more information.

1. Check understanding

Repeating information back to the other person is an effective way to make sure you have understood. They can then correct any mistakes and provide more information if necessary.

1. Be courteous

This means taking turns to listen, staying calm and respecting what the other person has to say. Staying calm allows us to think more clearly and listen more effectively. It also reduces the risk of the other person becoming angry and emotional.

1. Stay on topic

It is important to stay on the topic and not be distracted by unimportant details. Information that is not clear or takes too long to be understood may cause problems. For example not communicating clearly about a spill may mean the spill takes longer to clean up increasing the danger and delaying production.

1. Take notes

Taking notes when speaking to someone, especially on the phone, is very useful. Notes can then be passed on to the other person to check that you both understand and agree on what was discussed.

**Activity 5.1**

List three examples of verbal communication in your workplace.

|  |
| --- |
|  |
|  |
|  |

## Providing information

Workers sometimes ask other workers questions to collect important workplace information. For example when new equipment is installed the engineer may ask the operator if they noticed any problems.

When someone asks for information it is important to listen carefully and ask questions if you do not understand what they want. It is a good idea to check if you have understood by repeating the question back to the person asking.

Yes, today and for yesterday too.

So you want me to tell you if there were any problems today?

Once you have understood what is being asked you can respond. Remember that it’s important to answer accurately and promptly.

Sometimes you may need time to collect information before you can answer the question. In the example above the worker may need to have a look at the daily production report to check if there were any problems. To get this information the worker needs to know where to look and if there are any security procedures such as a password to log on to the computer to access the report.

Always provide the information in a way that can be understood. This means organising the information logically and being concise. Only provide relevant information. Extra information just means that the person asking the question will need to waste time sorting it out.

Sometimes you may be asked a question that you do not know the answer to or you do not have the authority to answer. For example the production manager may ask you a question only your supervisor can answer. If this happens simply let them know that they will need to talk to your supervisor.

If your supervisor is not available you could take a message. Be clear and concise when writing down messages so that the information is easy to read and understand. Make sure the details of the person wanting the information, such as name, position title, and phone, fax or email are included.

A message has to be left where it can easily be seen. It is no good placing it on a desk full of papers where it can be hard to find. There may be specific places to leave messages in your workplace such as noticeboards or trays. It is very important to check that the message hasn’t got lost and has got to the right person.

**Activity 5.2**

Write down two examples of when you were asked to provide information in your workplace.

|  |
| --- |
|  |
|  |

## Giving and following instructions

Everyone in the workplace gives and receives instructions.

We receive instructions when someone asks us to do something. For example when your supervisor describes how a job needs to be done you are receiving an instruction.

When receiving an instruction it is important to listen carefully so that you know what to do safely and correctly. Therefore stop what you are doing and concentrate on listening to the person speaking. Ask questions if you are not sure or need more information. For example if you are given instructions to take something to the warehouse, be sure that you have all the details such as exactly where to find it, where to leave it and what paperwork is needed. Repeat what they have said back so that they know you have understood or can correct you if there are any misunderstandings. Not understanding and following instructions can lead to waste and safety problems. Remember that safety always comes first and therefore if you don’t know what to do, don’t try to guess, instead ask for help.

We give instructions when we ask someone to do something. For example when you ask the forklift driver to take the finished product to the warehouse you are giving an instruction.

When giving instructions first think about what you want the other person to do by imagining yourself doing the task. Think about the logical steps needed to do the task safely and correctly following workplace procedures. Make sure that you include all the information that the other person needs. Check that the other person is listening and explain the instruction in a way that is polite, clear and concise. Use words the other person understands so that it is easily understood. Don’t make the instruction more complicated than needed and be consistent to avoid confusion. Check that the other person knows by asking them to explain what they are going to do. Ask them questions such as why, how, what, where and when to make sure that they have all the details they need.

**Activity 5.3**

Give an example of a workplace instruction you received.

|  |
| --- |
|  |

Give an example of a workplace instruction you gave.

|  |
| --- |
|  |

## Completing workplace documentation

Workplace documentation such as reports, logs and forms are used to collect workplace information. For example daily inspection sheets record the results of the product checks, who did them and what time they were done. This information is used to make sure that the product meets the specification and may be supplied to the customer as proof.

Workplaces have different types of documents for different types of situations. Some must be completed in writing, and others have to be filled in electronically using a computer.

Workplace information is collected to make decisions that help the workplace run smoothly and safely. For example the shift log may record problems with the equipment or the product and list incomplete tasks and maintenance issues. If information is left out, problems can occur or existing problems can become more serious.

When completing workplace documentation always make sure of the following:

1. Collect all the information you need

When filling out a workplace document make sure you have all the information you need. For example, when completing an incident report, you may need to speak with witnesses and check the safety procedures. It is important to know how to find the information you need and have it ready.

1. Use the correct document and use it correctly

Use the right document for the right situation. Read the questions and follow the instructions on the workplace document carefully. For example to report an incident, use the incident report and complete every section as instructed. Information about which document to use and how to use them is found in workplace procedures. If you are not sure, ask someone for help.

1. Be accurate and complete

The information that you include must be accurate. Think about what you are writing and don’t guess. Wrong information, such as writing down the wrong unit of measurement, can cause serious problems. For example the wrong quantity of raw material on a stock sheet can lead to unnecessary cost when more raw material is ordered and it is not needed.

Fill in documents completely, including any signatures and dates. Don’t leave blank spaces where an answer is needed as this will only confuse the reader. It is better to write ‘Not known’ or similar in response to a question you don’t know the answer to. That way the reader can see that you have thought about the question and not just missed it. Unanswered questions waste time when someone has to check why information wasn’t given.

Once completed, check the document for mistakes and that it was completed according to workplace procedures.

1. Be clear and concise

Use clear language that is easy to understand and keep to the important details. Think about who is going to read the document and make sure that they are going to understand the information. For example it may be okay to use material codes to communicate with people within your workplace. If the document will be read by someone outside your workplace, you may need to include a material description as they may not understand the meaning of the codes.

When filling in details by hand write clearly so that people can read your writing.

1. Be on time

Documents must be filled in promptly. Delays in reporting information can lead to problems. When equipment has to be checked and reported on at certain times, it is important to keep to those times. For example a reported fault in a piece of equipment may be fixed before a spill occurs if the information is received in time.

Delays can occur when a document has to be signed by someone who is absent or unavailable. Be aware of what you can do when difficulties like this occur. For example the workplace procedures may identify someone else with the authority to sign the document instead.

1. File or forward the document correctly

All completed documents must be filed in the correct place or forwarded to the right person according to workplace procedures. Often the form itself has instructions on what to do with it or who it must go to. Sometimes the document has to go to many people and copies have to be made.

A document that cannot be found quickly and easily can cause problems. Missing forms, log books and reports can lead to serious problems such as waste, safety problems and legal issues.

**Activity 5.4**

List three types of documents you use in the workplace and why they are important.

|  |
| --- |
|  |
|  |
|  |

# Assessment instrument

This assessment instrument is designed to be used after training in the following competencies:

* MSAPMSUP200A: Achieve work outcomes
* MSAPMSUP210A: Process and record information.

The purpose of this assessment is to confirm that you can perform to the standard expected in the workplace as expressed in the units of competency above.

The assessment combines the following assessment methods:

* Observation Checklist to record skills demonstrated in the workplace.
* Third Party Report to record skills observed by a third party observer.
* Questions to demonstrate underpinning knowledge.
* Examples of workplace documents.
* Learning activities.

You should feel free to ask questions and clarify anything that is unclear or you think is unfair during the assessment.

## Assessment task: Observation

### Instructions to candidate

This method of assessment involves observation of workplace performance as part of normal workplace activities.

The observation will be conducted at a time and place and over a period of time agreed between you and your assessor/observer. You will be provided with the resources and equipment you need for the observation.

The Observation Checklist will be used by your assessor/observer to record evidence demonstrated for the unit of competency and the employability skills. You will need to demonstrate your workplace performance against each of the criteria.

At the end of the observation your assessor/observer will make an overall decision about your performance and provide feedback.

|  |  |  |  |
| --- | --- | --- | --- |
| MSAPMSUP200A Observation Checklist | | | |
| Did the candidate: | Yes | No | Not observed |
| Identify raw material components and their application in production | | | |
| Outline the properties of materials/components used in the production process? | 🞏 | 🞏 | 🞏 |
| Describe or construct a flow chart of the production process relevant to the area/plant? | 🞏 | 🞏 | 🞏 |
| Outline parts of the production process where extra care and attention are required? | 🞏 | 🞏 | 🞏 |
| Identify the safety and environmental requirements for relevant materials and processes? | 🞏 | 🞏 | 🞏 |
| Identify production targets in work area | | | |
| Identify production targets for work area and work roles taking account of OHS requirements? | 🞏 | 🞏 | 🞏 |
| Identify techniques used to measure production performance against workplace targets/standards? | 🞏 | 🞏 | 🞏 |
| Recognise key areas effecting production efficiencies | | | |
| Explain importance of reducing waste of resources? | 🞏 | 🞏 | 🞏 |
| Identify potential sources of waste/production inefficiencies? | 🞏 | 🞏 | 🞏 |
| Outline possible approaches to minimise waste/ inefficiencies? | 🞏 | 🞏 | 🞏 |
| Demonstrate effective techniques to ensure waste/ production minimisation within scope of job? | 🞏 | 🞏 | 🞏 |
| Implement actions to achieve production targets | | | |
| Identify the role of the individual and/or the team in achieving production targets? | 🞏 | 🞏 | 🞏 |
| Carry out required role to achieve production targets? | 🞏 | 🞏 | 🞏 |
| Participate in an improvement activity in accordance with organisation procedures | | | |
| Explain organisation procedures for identifying and suggesting improvements? | 🞏 | 🞏 | 🞏 |
| Explain the use of information in developing improvements related to work area? | 🞏 | 🞏 | 🞏 |
| Investigate a problem? | 🞏 | 🞏 | 🞏 |
| Suggest options for causes of problem? | 🞏 | 🞏 | 🞏 |
| Suggest options for improvement? | 🞏 | 🞏 | 🞏 |
| Discuss a proposed improvement with appropriate people? | 🞏 | 🞏 | 🞏 |

|  |  |  |  |
| --- | --- | --- | --- |
| The candidate’s performance was: | Not satisfactory 🞏 | | Satisfactory 🞏 |
| Comments: | | | |
| Candidate’s name: | | Signature: | |
| Assessor/Observer name: | | Signature: | |

|  |  |  |  |
| --- | --- | --- | --- |
| MSAPMSUP210A Observation Checklist | | | |
| Did the candidate: | Yes | No | Not observed |
| Access information | | | |
| Identify the need for information? | 🞏 | 🞏 | 🞏 |
| Request appropriate information? | 🞏 | 🞏 | 🞏 |
| Access information in accordance with procedures? | 🞏 | 🞏 | 🞏 |
| Comply with security procedures in accessing appropriate information? | 🞏 | 🞏 | 🞏 |
| Provide appropriate information | | | |
| Deal with enquiries promptly and courteously? | 🞏 | 🞏 | 🞏 |
| Establish details of enquiry by questioning and summarising? | 🞏 | 🞏 | 🞏 |
| Provide appropriate information relevant to enquirer's request? | 🞏 | 🞏 | 🞏 |
| Organise information clearly, concisely and logically? | 🞏 | 🞏 | 🞏 |
| Provide information in a form that is readily understood by others? | 🞏 | 🞏 | 🞏 |
| Provide information in a timely manner? | 🞏 | 🞏 | 🞏 |
| Redirect enquiries to relevant personnel for resolution where outside the operator's area of responsibility? | 🞏 | 🞏 | 🞏 |
| Give and follow routine instructions | | | |
| Give accurate, clear and concise instructions that are consistent with the skills of the receiver? | 🞏 | 🞏 | 🞏 |
| Ensure that interaction with others is efficient, effective, responsive, courteous and supportive? | 🞏 | 🞏 | 🞏 |
| Confirm that instructions are understood? | 🞏 | 🞏 | 🞏 |
| Follow prescribed and routine work related sequences? | 🞏 | 🞏 | 🞏 |
| Provide reports | | | |
| Complete all workplace reports clearly and accurately in accordance with procedures? | 🞏 | 🞏 | 🞏 |
| Report all relevant information clearly and concisely? | 🞏 | 🞏 | 🞏 |

|  |  |  |  |
| --- | --- | --- | --- |
| The candidate’s performance was: | Not satisfactory 🞏 | | Satisfactory 🞏 |
| Comments: | | | |
| Candidate’s name: | | Signature: | |
| Assessor/Observer name: | | Signature: | |

## Assessment task: Third Party Report

### Instructions to candidate

This method of assessment involves review of workplace performance as part of normal workplace activities.

The third party will be a supervisor or colleague familiar with your workplace performance.

The Third Party Report will be used by your third party to record evidence demonstrated for the unit of competency and the employability skills.

At the end of the report your third party will make an overall decision about your performance and provide feedback.

|  |  |  |  |
| --- | --- | --- | --- |
| MSAPMSUP200A Third Party Report | | | |
| Does the candidate: | Yes | No | Unsure |
| Identify raw material components and their application in production | | | |
| Outline the properties of materials/components used in the production process? | 🞏 | 🞏 | 🞏 |
| Describe or construct a flow chart of the production process relevant to the area/plant? | 🞏 | 🞏 | 🞏 |
| Outline parts of the production process where extra care and attention are required? | 🞏 | 🞏 | 🞏 |
| Identify the safety and environmental requirements for relevant materials and processes? | 🞏 | 🞏 | 🞏 |
| Identify production targets in work area | | | |
| Identify production targets for work area and work roles taking account of OHS requirements? | 🞏 | 🞏 | 🞏 |
| Identify techniques used to measure production performance against workplace targets/standards? | 🞏 | 🞏 | 🞏 |
| Recognise key areas effecting production efficiencies | | | |
| Explain importance of reducing waste of resources? | 🞏 | 🞏 | 🞏 |
| Identify potential sources of waste/production inefficiencies? | 🞏 | 🞏 | 🞏 |
| Outline possible approaches to minimise waste/ inefficiencies? | 🞏 | 🞏 | 🞏 |
| Demonstrate effective techniques to ensure waste/ production minimisation within scope of job? | 🞏 | 🞏 | 🞏 |
| Implement actions to achieve production targets | | | |
| Identify the role of the individual and/or the team in achieving production targets? | 🞏 | 🞏 | 🞏 |
| Carry out required role to achieve production targets? | 🞏 | 🞏 | 🞏 |
| Participate in an improvement activity in accordance with organisation procedures | | | |
| Explain organisation procedures for identifying and suggesting improvements? | 🞏 | 🞏 | 🞏 |
| Explain the use of information in developing improvements related to work area? | 🞏 | 🞏 | 🞏 |
| Investigate a problem? | 🞏 | 🞏 | 🞏 |
| Suggest options for causes of problem? | 🞏 | 🞏 | 🞏 |
| Suggest options for improvement? | 🞏 | 🞏 | 🞏 |
| Discuss a proposed improvement with appropriate people? | 🞏 | 🞏 | 🞏 |

|  |  |  |  |
| --- | --- | --- | --- |
| The candidate’s performance was: | Not satisfactory 🞏 | | Satisfactory 🞏 |
| Comments: | | | |
| Candidate’s name: | | Signature: | |
| Third party name: | | Signature: | |

|  |  |  |  |
| --- | --- | --- | --- |
| MSAPMSUP210A Third Party Report | | | |
| Does the candidate: | Yes | No | Unsure |
| Access information | | | |
| Identify the need for information? | 🞏 | 🞏 | 🞏 |
| Request appropriate information? | 🞏 | 🞏 | 🞏 |
| Access information in accordance with procedures? | 🞏 | 🞏 | 🞏 |
| Comply with security procedures in accessing appropriate information? | 🞏 | 🞏 | 🞏 |
| Provide appropriate information | | | |
| Deal with enquiries promptly and courteously? | 🞏 | 🞏 | 🞏 |
| Establish details of enquiry by questioning and summarising? | 🞏 | 🞏 | 🞏 |
| Provide appropriate information relevant to enquirer's request? | 🞏 | 🞏 | 🞏 |
| Organise information clearly, concisely and logically? | 🞏 | 🞏 | 🞏 |
| Provide information in a form that is readily understood by others? | 🞏 | 🞏 | 🞏 |
| Provide information in a timely manner? | 🞏 | 🞏 | 🞏 |
| Redirect enquiries to relevant personnel for resolution where outside the operator's area of responsibility? | 🞏 | 🞏 | 🞏 |
| Give and follow routine instructions | | | |
| Give accurate, clear and concise instructions that are consistent with the skills of the receiver? | 🞏 | 🞏 | 🞏 |
| Ensure that interaction with others is efficient, effective, responsive, courteous and supportive? | 🞏 | 🞏 | 🞏 |
| Confirm that instructions are understood? | 🞏 | 🞏 | 🞏 |
| Follow prescribed and routine work related sequences? | 🞏 | 🞏 | 🞏 |
| Provide reports | | | |
| Complete all workplace reports clearly and accurately in accordance with procedures? | 🞏 | 🞏 | 🞏 |
| Report all relevant information clearly and concisely? | 🞏 | 🞏 | 🞏 |

|  |  |  |  |
| --- | --- | --- | --- |
| The candidate’s performance was: | Not satisfactory 🞏 | | Satisfactory 🞏 |
| Comments: | | | |
| Candidate’s name: | | Signature: | |
| Third party name: | | Signature: | |

## Assessment task: Questions

### Instructions to candidate

This method of assessment involves answering questions to demonstrate underpinning knowledge.

Questions can be answered in writing or verbally in an interview. Interviews will be conducted at a time and place and over a period of time agreed between you and your assessor. Your assessor will record your responses. You will be provided with the resources and equipment you need.

You will need to answer all questions.

At the end of the questions your assessor will make an overall decision about your performance and provide feedback.

|  |
| --- |
| Question Sheet |
| 1. How are hazards identified and controlled? Explain using an example of a typical hazard in your workplace and the hierarchy of control. |
| 1. Describe the production targets in your work area and how they are measured. |
| 1. How do you and your team contribute to the achievement of production targets? |
| 1. Give examples of waste and production inefficiencies in your work area. Why is it important they be reduced? |
| 1. Explain the procedures for identifying and suggesting improvement in your work area. |
| 1. Describe some of the problems that can happen when accessing information and how you can respond. |

|  |  |  |  |
| --- | --- | --- | --- |
| The candidate’s performance was: | Not satisfactory 🞏 | | Satisfactory 🞏 |
| Comments: | | | |
| Candidate’s name: | | Signature: | |
| Assessor name: | | Signature: | |

## Assessment task: Workplace documents

### Instructions to candidate

This method of assessment requires you to provide examples of workplace documents that you have completed as part of your normal workplace activities.

You will need to provide five samples of workplace documents that you have completed recently. These may include incident reports, daily production reports, equipment logs and non compliance reports:

The Workplace Documents Checklist will be used by your assessor to record evidence demonstrated for the unit of competency and the employability skills. You will need to demonstrate your workplace performance against each of the following criteria:

* clear
* accurate
* concise
* correct spelling and grammar
* complies with work procedures
* complete.

At the end of the assessment your assessor will make an overall decision about your performance and provide feedback.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Workplace documents checklist | | | | | |
| Documents provided (document name and date completed):  1.  2.  3.  4.  5. | | | | | |
| Documents provided are: | 1. | 2. | 3. | 4. | 5. |
| Clear | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 |
| Accurate | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 |
| Concise | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 |
| Correct spelling and grammar | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 |
| Complies with work procedures | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 |
| Complete | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 | Yes🞏  No 🞏 |

|  |  |  |  |
| --- | --- | --- | --- |
| The candidate’s performance was: | Not satisfactory 🞏 | | Satisfactory 🞏 |
| Comments: | | | |
| Candidate’s name: | | Signature: | |
| Assessor name: | | Signature: | |

## Assessment task: Activities

### Instructions to candidate

This method of assessment involves completing the activities in the learning resource to demonstrate underpinning knowledge.

Activities can be completed in writing or verbally in an interview. Interviews will be conducted at a time and place and over a period of time agreed between you and your assessor. Your assessor will record your responses. You will be provided with the resources and equipment you need.

You will need to complete all activities.

Your assessor will make an overall decision about your performance and provide feedback.