

Marking Guide / Model Answers (Assessor)

MSMSUP102 — Communicate in the workplace

RTO	[RTO name]
Training package	Manufacturing Training Package
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Marking guide (assessor use only)

This document contains model answers and decision rules. It is for assessor use only and must not be released to students.

E1 Knowledge Questions — Receiving and relaying messages (knowledge questions · E1)

Item	Question / task	Benchmark answer / decision rule	Maps to
E1-WQ1	List three sources of information you would use in the processing plant to verify or complete a message, and explain when each source is the right one to use.	Names three valid plant sources (e.g. shift supervisor, work order/job sheet, plant noticeboard, computer log, colleague). For each, gives a situation where it is appropriate (e.g. supervisor for authority/escalation; job sheet for task detail). Must show judgement about source suitability, not just a list.	1.1, KE1
E1-WQ2	Describe the communication equipment used to receive and relay a message in the plant, and explain how the plant's telephone and communication protocols govern its correct use.	Identifies at least two equipment types (e.g. two-way radio, plant telephone, intercom/PA, messaging log). Explains protocol requirements — e.g. identify self and section, confirm receipt, use call signs, keep channel clear. Links equipment to protocol correctly.	1.1, 1.3, KE2, KE3.1
E1-WQ3	Explain why messages must be accurately recorded and relayed within designated timelines, and describe how the plant's documentation and record-keeping procedures support this.	Explains consequences of inaccurate/late relay (safety, production delay, wrong action). Describes record-keeping steps — date/time, sender, receiver, message content, action taken. Connects timeliness to operational/safety impact at AQF 3 reasoning level.	1.2, 1.3, KE3.2, KE5
E1-WQ-KE3	Explain / describe: organisation procedures, including:	Response demonstrates the knowledge evidence "KE3".	KE3

E1 Observation — Receive, record and relay a message (observation · E1)

Item	Question / task	Benchmark answer / decision rule	Maps to
E1-OBS1	Receive the message: listen attentively and ask questions to confirm understanding before acting.	Learner listens without interrupting, paraphrases/asks at least one clarifying question, and confirms understanding back to the sender. Assessor marks satisfactory only if understanding is actively confirmed.	1.1, PE1.1
E1-OBS2	Record the message accurately on the plant message form.	Recorded message is legible and contains all key facts (who, what, when, action required) matching the spoken message with no material errors.	1.2, PE1
E1-OBS3	Relay the message accurately to the appropriate person/section within the designated timeline.	Learner identifies correct recipient, relays message with no loss of accuracy, and does so within the stated timeframe using appropriate equipment/protocol.	1.3, PE1

E2 Knowledge Questions — Interpreting messages (knowledge questions · E2)

Item	Question / task	Benchmark answer / decision rule	Maps to
E2-WQ1	Explain the meaning of three workplace codes, numbers, symbols, signs or colours typically used in a processing plant, and describe what action each requires of you.	Correctly interprets three plant items (e.g. hazard colour codes, safety signage, pipe/valve labels, area numbers) and states the correct response for each. Must show understanding of meaning, not just naming.	2.1, 2.2, KE4
E2-WQ2	Describe two communication problems relevant to your role and, for each, the corrective action you would take. Include when you would escalate the problem.	Identifies two realistic problems (e.g. unclear/garbled radio message, conflicting instructions, missed message). Gives a sound corrective action for each and states an escalation trigger/point (supervisor). AQF 3 contingency reasoning expected.	2.3, KE8
E2-WQ3	Explain the challenges of communicating with people from culturally and linguistically diverse (CALD) backgrounds in the plant, and describe two strategies you could use to improve understanding.	Identifies genuine challenges (language, accent, jargon, non-verbal differences). Gives two practical strategies (plain language, confirm understanding, visual aids, avoid slang, patience). Shows respect for diversity.	2.1, 2.3, KE7

E2 Observation — Interpret a message and act (observation · E2)

Item	Question / task	Benchmark answer / decision rule	Maps to
E2-OBS1	Clarify the message where it is unclear or incomplete.	Learner recognises the ambiguity and asks targeted clarifying questions until the message is understood; does not act on an unclear message.	2.1, PE1.1
E2-OBS2	Take appropriate action based on the interpreted message.	Action taken is correct for the interpreted message and consistent with plant procedures; where beyond own role, learner escalates appropriately.	2.2, PE1
E2-OBS3	Respond to the communication problem encountered.	Learner identifies the problem and applies a corrective action (repeat back, change channel, seek supervisor) that resolves or escalates it appropriately.	2.3, PE1.1

E3 Knowledge Questions — Responding to requests for information (knowledge questions · E3)

Item	Question / task	Benchmark answer / decision rule	Maps to
E3-WQ1	For a request for information in the plant, explain how you would identify and access the appropriate source, and give an example source for two different kinds of request.	Explains matching the request to the right source; gives two correct examples (e.g. SDS for chemical query, job sheet/register for production query, supervisor for authority). Shows judgement in source selection.	3.2, KE1
E3-WQ2	Explain the workplace expectations for acceptable language and tone when responding to a request — including formality, courteousness, avoiding swearing, and respect for diversity — and why they matter.	States expectations clearly (professional, courteous, no swearing, appropriate formality, respectful of diverse backgrounds) and explains why (respect, teamwork, reputation, safety of communication).	3.3, PE2.1, KE6
E3-WQ3	Explain how you would tailor the way you relay information so it suits the receiver, giving one verbal and one written example.	Explains adjusting language, detail and channel to the receiver; gives a verbal example (clear/concise spoken) and a written example (legible note/form). Uses clear concise language principle.	3.1, 3.3, PE2.1, KE2

E3 Observation — Respond to a request for information (observation · E3)

Item	Question / task	Benchmark answer / decision rule	Maps to
E3-OBS1	Acknowledge the request and clarify your understanding of what is needed.	Learner acknowledges the request promptly and confirms/clarifies the exact information required before proceeding.	3.1, PE2
E3-OBS2	Access the required information from an appropriate source.	Learner selects and uses the correct source and obtains accurate, relevant information.	3.2, PE2
E3-OBS3	Relay the information using clear and concise language, appropriate for the receiver and in accordance with procedures.	Information is delivered accurately, in clear concise verbal and/or written form, with tone and detail matched to the receiver, following plant procedures.	3.3, PE2, PE2.1

E4 Knowledge Questions — Completing workplace forms (knowledge questions · E4)

Item	Question / task	Benchmark answer / decision rule	Maps to
E4-WQ1	Describe three types of workplace documentation used in the plant, their purpose, and explain why accurate completion is important.	Names three documents (e.g. shift log, incident report, maintenance request, production record) with correct purpose. Explains importance (traceability, safety, compliance, decisions). AQF 3 reasoning about consequences of poor records.	4.1, KE5
E4-WQ2	Explain the plant's documentation and record-keeping procedures for completing and submitting a form — including how you know which form to use and where/how to submit it.	Describes selecting the correct form for the task, completing all required fields accurately and legibly, and the submission/routing procedure (who receives it, where filed/logged). References record-keeping procedure.	4.1, 4.4, KE3.2

E4 Observation — Complete and submit a workplace form (observation · E4)

Item	Question / task	Benchmark answer / decision rule	Maps to
E4-OBS1	Select the appropriate form for the scenario.	Learner chooses the correct form for the task without prompting.	4.1, PE3
E4-OBS2	Assemble the information required for the form.	Learner gathers all necessary and accurate information before completing the form.	4.2, PE3
E4-OBS3	Complete the workplace form legibly and accurately.	All required fields completed, legible, accurate, no material errors or omissions.	4.3, PE3
E4-OBS4	Submit the completed form according to plant procedure.	Form submitted/routed to the correct person or location following procedure and within any required timeframe.	4.4, PE3

Decision rules

- Mark each item **Satisfactory (S)** or **Not Yet Satisfactory (NYS)** against the benchmark above.
- An activity is judged **Satisfactory** only when *all* of its items are Satisfactory.
- The unit is judged **Competent** only when all activities — including any observation — are Satisfactory, gathered under the assessment conditions specified for the unit.
- Where a response is close but incomplete, provide feedback and offer reassessment in line with the principles of assessment.