Assessment Task 01 – Workstation self-assessment checklist and two types of bricks (Student Version)

National Unit Details			
Code(s)	**VU22466**	**Title(s)**	**Integrate Digital Applications into Architectural Workflows**
Assessment Number	**01**	**Assessment Title**	**Workstation self-assessment checklist and two types of bricks**

Student / Assessor Instructions

To successfully complete this task, you are required to complete both parts of this assessment.

Part A:

Complete a workstation self-assessment checklist prior to proceeding any further. Template of this checklist (refer to Appendix A) is provided and should be uploaded onto Canvas prior to commencing part B.

This checklist outlines OHS/WHS requirements at your workstation, very similar to an office induction.

Your teacher will sign off on this checklist to ensure you are taking corrective measures while using the workstation.

Part B:

Prepare drawings for two types of bricks. This assessment task is an individual activity. You have to sketch the bricks in your sketch pad and transfer them onto AutoCAD so as to maximise productivity within given timeframes.

While sketching, please make sure that your research the various brick sizes used in Victoria for construction and sketch the appropriate ones (2 nos.) that are most commonly used in the building industry.

While setting up your CAD files and subsequently producing the final submission, please ensure you:

- **Comply with the industry, client and stakeholder requirements (your teacher is your client and your stakeholder).**
- **You use correct conventions and standards that are used in the industry including blocks/object library**
- **Review interim draft as necessary and modify as required**
- **This is an office simulation and therefore you have to demonstration self-management skills, initiative and enterprise skills and quality assurance check. Your teacher will from time to time brief and teach you on how to manage and comply with these skills.**

Each of the drawing will include:

1 x plan

4 x elevations

2 x sections

All submissions should be to industry standards and should be thoroughly documented.

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A template containing Swinburne Title Block and Layers would be provided on Canvas. Submission has to be a digital AutoCAD file uploaded to Canvas.

Your teacher will observe you in undertaking this task and may ask you a variety of questions relating to the task you are completing. These questions and answers provided will assist the teacher in determining your ability to be able to apply your learning to different situations and ensure you fully understand the requirements of the task.

During the task you can ask the teacher or refer to the instructions for clarification if you are uncertain on any requirements.

If you have any queries regarding this assessment task, please clarify with your teacher before commencing the assessment task. If you feel that the assessment method is not suitable for you, ask your assessor about reasonable adjustment.

What you need to submit

To meet the requirements of this assessment you are required to submit the following documents / evidence

- ☐ **Plan**
- ☐ **4 x Elevations**
- ☐ **2 x Sections**

Submit your assessments with the assessment declaration / cover sheet found at the end of this document.

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SINGLE Activity / Demonstration – Observations Assessor Instructions

The assessor is required to observe the student's performance and confirm that the activity was conducted to a satisfactory standard by checking the sections identified below, across the key stages of the activity.

If any aspect of the assessment is not performed to a satisfactory standard the assessor may request that the student review the instructions and answer any questions the student has about the activity, but the assessor should NOT indicate or guide the student's performance.

If any aspect is not performed to a satisfactory standard the overall assessment is to be assessed as Unsatisfactory.

Observation Checklist	Refer to canvas for Grade
O1 Determined digital production **(Time management)** • Individual workflows established for maximum productivity within given time frames	
O2 Analysed project requirements and produced digital data **(Overall drawing package)** • Project brief evaluated, to determine digital applications • Hardware requirements evaluated • Relevant information researched	
O3 Produced project outputs **(Accuracy and graphical presentation)** • Output methods complied with industry, client and stakeholders • Conventions and standards identified and implemented • Interim draft and digital output produced. Modifications made as necessary • Outputs evaluated to ensure compliance with planned project outcomes	

O4 Required skills
(Skills demonstration)
• Demonstrated initiative and enterprise skills to:
  ○ create and/use object data and component libraries
  ○ analyse file structure and use them effectively
• Self-management skills demonstrated for time management of output
• Numeracy skills demonstrated	

O5 Required knowledge **(Knowledge demonstration)** • OHS/WHS legislation and guidelines relevant to software use completed • Organisational quality requirements complied • File structure recognised • Developed and used file structure	

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Feedback to Student
Refer to Canvas for feedback

Assessor Name	Assessor Signature	Date

Appendix A

Workstation Self-Assessment Checklist

This checklist is designed to assist you to be more comfortable at your workstation. Use this checklist to help make the correct adjustments to the equipment and furniture at your workstation. You may need to ask your Teacher or peer for help in checking your posture and the relative positioning of your arms and legs whilst you make any adjustments.

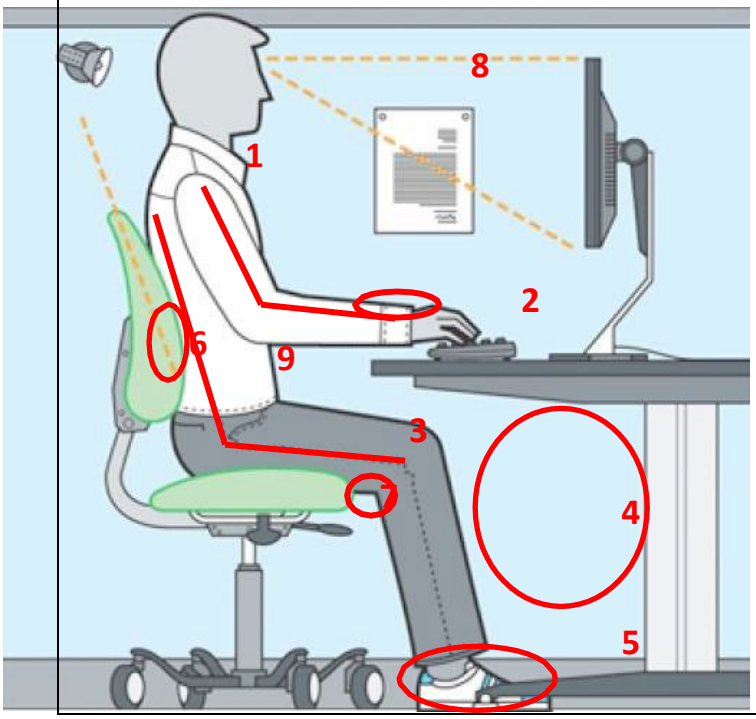
This checklist should be used:

- When you commence work as part of your induction
- On relocation to another office temporarily or permanently
- If you feel uncomfortable or experience pain when sitting at your workstation

If you have sustained an injury or developed a medical condition e.g. arthritis and there is a possibility that the medical condition or injury is likely to impact on comfort at your work station; please contact the OHS Consultant to discuss the need to assess your workstation and systems of work.

Name:		**Date of self-assessment:**	
Division / Department		**Location (room):**	

Please refer to the diagram below as you work through the self-assessment

Seated Workstations	Key Features
	1. Shoulders relaxed, wrists slightly lower than elbows 2. Neutral wrist position 3. Thighs roughly parallel to the floor 4. Sufficient leg room under desk 5. Feet flat on floor or a footrest 6. Backrest supporting lumbar area 7. Distance between front of seat and back of knees 8. Top of monitor at or slightly below eye level 9. Backrest angle should be roughly between 90 – 110 degrees

http://www.iknowl.co/2373-proper-ergonomic-office-setup/charming-proper-ergonomic-office-setup-office-ergonomics-workstation/

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Chair & Posture	Instructions	Acceptable Y/N	Comments/Further Action
Chair	Check how the mechanisms on your chair work so you can adjust it to suit you and your workstation. ▪ seat height ▪ back rest height ▪ back rest angle ▪ seat tilt (if applicable)		
Seat height	*Check the elbow and knee angles in the diagram!* Adjust seat height so that the work surface / keyboard is slightly below elbow height when the shoulders are relaxed and a neutral wrist position is maintained. *Refer **1 & 2** on diagram above.* Check that the feet are supported and thighs are roughly parallel to the floor or tilted slightly forward. *Refer **3 & 5** on diagram above.*		
Backrest	Adjust backrest (vertically) so that the lumbar support fits in the lumbar curve of your lower back. *Refer **6** on diagram above.* Adjust backrest (horizontally) so there is a couple of fingers' space between the front edge of seat and the backs of your knees. *Refer **7** on diagram above.* Backrest angle should be roughly between 90 – 110 degrees. *Refer **9** on diagram above.*		
Seat tilt *(if applicable)*	Adjust seat tilt so that your hips and the tops of your thighs are at right angles (or slightly greater). Not all chairs have a tilt adjustment - this is OK as long as you can maintain a right angle (or slightly greater) between your thighs and hips. *Refer **3** on diagram above.* This helps to ensure there is no undue pressure on the back of your thighs.		
Sitting posture	An upright or slightly reclined posture is recommended – ensure the backrest supports your lower back. *Refer **6** and **9** on diagram above.*		

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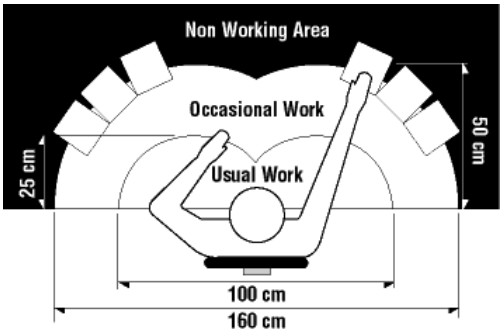
Desk, keyboard & mouse	Instructions	Acceptable Y/N	Comments/Further Action
Leg clearance at workstation	Space under the desk should be sufficient to allow free leg movement without obstruction. *Refer **4** on diagram above.* Depth should allow a proper sitting position while giving foot/knee clearance.		
Keyboard-to-user distance	Keyboard-to-user distance should allow you to relax your shoulders with elbows close to your body and at approximately right angles		
Keyboard slope	Position keyboard flat or only slightly sloped to avoid a cocked wrist position. *Refer **2** on diagram above.*		
Keyboarding posture	Keep wrists in line with forearm. Avoid supporting your wrists on the hard desk surface while typing. *Generally wrist rests should not be used to support the wrists whilst keying – they should be used to provide support when resting between keying tasks.*		
Mouse	Position mouse close to and preferably on the same level as the keyboard, keeping the elbow close to the body. **Do not operate the mouse with the arm stretched out.** *Think about switching to left hand mouse use as this will allow you to bring the mouse in closer to the keyboard*		
Monitor	**Instructions**	**Acceptable Y/N**	**Comments/Further Action**
Monitor height	Adjust monitor height so top of screen is at or slightly lower than eye level. *Refer **8** on diagram above.*		
Screen-to-user distance	Viewing distance is approximately an arm's length away. *Refer **8** on diagram above.*		
Monitor alignment with user	Monitor and keyboard should be placed directly in front of user. Avoid twisted postures.		
Visual comfort of screen	Monitor should be positioned to avoid glare (ideally, at a right angle to the window/ strong light source) Characters on the screen should be clear, have no flicker and be of suitable size.		

Work Layout	Instructions	Acceptable Y/N	Comments/Further Action
Placement of frequently used items	Keep frequently used items (eg telephone, books, and stationery) close at hand so that you can reach these items without stretching.  Your phone should be placed on the non-dominant hand side of your computer e.g. if you are right handed, place the phone on the left hand side of the computer.		
Placement of source documents	Use a document holder if working from other documents extensively – **do not place documents on the desk in front of the keyboard or flat on the desk to one side.** Ideally the document holder should be positioned between the keyboard and screen to avoid neck twisting/flexion or positioned close to the screen on one side (and alternated if possible).		

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Work Practices	Instructions	Acceptable Y/N	Comments/Further Action
Micro/ Posture breaks	When using your mouse/keyboard repetitively remember to take micro breaks. This may be a short pause to relax hand postures, look away from the computer or stand and stretch your legs. Every 20-30 minutes take a posture break and **MOVE** for a couple of minutes		
Workstation Stretches	Stretch your body to reverse your posture, allowing muscles to relax. See: **https://www.swinburne.edu.au/media/intranet/documents/hr/ohs/workstation-stretches-poster.pdf** **https://www.swinburne.edu.au/media/intranet/documents/hr/ohs/body-stretches-poster.pdf**		
Alternate tasks	Break up long periods of continuous computer use by performing tasks with different demands such as photocopying or filing. Avoid 'batching' of work and try to rotate tasks regularly.		
Telephone Use	If you are right handed it is often better to hold the phone in your left hand so you can take notes with your right. Avoid tilting head/neck to cradle the telephone. Use your hand to hold the receiver, wear a headset or use the speaker, if possible. *A headset is recommended if you are performing combined telephone and keyboard tasks for extended periods.*		
Spectacle Use	If you require spectacles, single strength lenses are recommended. Bifocals or graduated lenses are usually not suitable for computer use. This can be dependent upon the user. Spectacles for computer use should be discussed with your optometrist.		

Teacher Name ……

Signature……..

Date……..

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General Information	
Decision Making Rules	**Each activity in the assessment task must be satisfactorily completed for the task to be assessed as satisfactory.** **Every task must be satisfactorily completed to be assessed as competent in the unit.** ** For graded units, competence must be demonstrated before a mark can be given.*
Plagiarism	**There are serious penalties for plagiarism that may include repeating a new assessment task or being withdrawn from the unit / course.** **Students must ensure that all assessments are their own work (or group work and clearly noted as such).** **Please refer to www.swinburne.edu.au/corporate/registrar/plagiarism/index.html**
Reasonable Adjustment	**Students may request reasonable adjustment for assessment tasks.** **Reasonable adjustment usually involves varying:** ▪ **the processes for conducting the assessment (eg: allowing additional time, varying the venue)** ▪ **the evidence gathering techniques (eg: oral rather than written questioning, use of a scribe, modifications to equipment)** **However, the evidence collected must allow the student to demonstrate all requirements of the unit.** **If students have any other issue that may impact their ability to undertake the assessment, they should discuss the matter with their teacher.**
Re-submission *(where tasks are not satisfactorily completed)*	**Assessment tasks that are not satisfactory can be resubmitted up until the end of the unit as scheduled on the Unit Outline. The timing of this may depend on the equipment required for this assessment task.** **Resubmissions received after the scheduled unit end date may not be accepted unless approved by the teacher prior to the end date.** **Note: Assessment tasks submitted for the first time after the unit end date as scheduled in the Unit Outline will not be assessed and the student should re-enrol into the unit.**
Special consideration	**Students may apply for Special Consideration where personal circumstances have adversely affected their task result or ability to undertake an assessment. A Special Consideration form can be completed prior to, but no later than 3 days after, the date of assessment and submitted to the relevant manager.**
Work Health & Safety	**Activities may require the use of equipment or participation in group exercises. If the teacher identifies any unsafe activity or potentially dangerous situations, the teacher can stop the assessment at any time.**
Appeals process	**Swinburne's online review and appeal application forms are accompanied by instructions to help students understand what a 'reviewable decision' is should they wish to apply for a review, and what grounds of appeal are available should they wish to apply for an appeal. Link to review and appeals on website.**

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Student Declaration / Cover Sheet			
Name			
ID Number		Contact Number	

Teacher Name	

Unit Details	
Unit Code(s)	Unit Title(s)

Assessment Task	
Title	Due Date

Extension Details (where applicable)	
Extension Date for Submission Granted Until	

STUDENT DECLARATION (tick the boxes below before signing)

- ☐ **This assessment is my own work.**
- ☐ **I am aware that penalties exist for plagiarism. Refer to the Plagiarism and Misconduct page.**
- ☐ **I have retained a copy of this assessment.**

Student signature	
Date	