

ACT Board of Senior Secondary Studies

Public Consultation Report

Shape Paper: Furniture Making and Construction A/M/V

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the Shape Paper writing team.
- Amendments to the Shape Paper have been made where required, as a result of the consultation process.

Public Consultation Report

Furniture Making and Construction A/M/V

Topic	Comment	Course Development Team Response
Q1 Which school are you from?	4 answers/ 2 skipped 3 AIS 1 CE	
Q2 Shape Paper Background The background provides a clear sense of the disciplinary, systemic and national parameters under which the course will be written.	<p>Agree 3, Disagree 3</p> <ol style="list-style-type: none"> 1. A main purpose of this course is to develop knowledge and understanding for students to enter into a vocational career. There is limited information on how the course will develop a student to give them VET qualifications. This is evident with the following; A/M/V is mentioned 24 times, VET is mention 1 time and Vocational is mentioned only 1 time. 2. Where there is a discussion about how the paper relates to and gives students the ability to develop skills for the furniture making industry, there is no specific reference to the VET qualifications or trade skills students will gain. This is a little ambiguous and has confused a lot of colleges in this feedback process. 3. 3.6 concepts and skills were limited and should include specific industry/technical skills - • engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment. • evaluate and use technologies in a range of contexts Knowledge • design process (investigate, design, plan, manage, create, evaluate solutions) 	<ol style="list-style-type: none"> 1. The course documents will provide more details on this aspect. The Shape Paper is to indicate the general direction of the course. 2. Response 1 3. Inclusion of the suggested concepts and skills will be considered for inclusion by the writing team. The Goals in the Shape Paper come from the Industry and Services Framework and the Content Descriptions will draw specific focus of these goals within the Furniture course.
Q3 COURSE GOALS The "Aims of the Furniture Making and Construction Curriculum" is clear about the intended	<p>Strongly Agree 1, Agree 2, Disagree 3</p> <ol style="list-style-type: none"> 1. The shape paper does not go into what Certificate a student could receive if all competencies are obtained. 	<ol style="list-style-type: none"> 1. This detail would be determined following the agreement of the goals of the course and unit descriptions. The appropriate

Public Consultation Report

Furniture Making and Construction A/M/V

<p>learning and priorities, yet allows for flexibility.</p>	<ol style="list-style-type: none"> 2. There should be more specific details on technical skills and technologies 3. I would suggest that the course name should be Furniture Making Pathways - and NOT include construction. This suggested title aligns with the Construction Pathways and Automotive Pathway programs. Adding the name Construction in the title would create confusion for students, parents, employers as this course should duplicate content of the construction pathways course. 4. See response to Question 6 (The 3rd unit listed is not very flexible. It means the student will need to construct a cabinet in order to complete the course. In schools where there are multiple classes of up to 18 students - this is a lot of storage space required and expense on materials. It is Furniture Construction/Making....why restrict the choice of project this way? I understand that the cabinet could be constructed as part of a group project - but this too creates problems in itself.) 	<p>qualification for senior secondary students based on the final content will be available for delivery.</p> <ol style="list-style-type: none"> 2. Noted for the course writing teams to consider. There was a considered shift to focus on including design and ICT applications. Further inclusions may be considered. More detail will also be provided in the course documents to provide flexibility to schools and its application in a Program of Learning based on context and available resources. 3. Noted for the consideration of the writing team. Furniture Making Pathways will be the updated course name. 4. See Response at Question 6.
<p>Q4 The rationale for the course and unit structure is well-explained and well-justified</p>	<p>Agree 5, Skipped 1</p>	
<p>Q5 The proposed units are conceptually distinct</p>	<p>Agree 4, Strongly Disagree 1, Skipped 1</p>	
<p>Q6. The unit descriptions are clear and provide for innovative approaches</p>	<p>Agree 4, Disagree 1, Strongly Disagree 1</p> <ol style="list-style-type: none"> 1. I would suggest removal of the Cabinet Making unit as it is very restrictive. The term Furniture Making encompasses Furniture and Cabinet making - as evidence in the Furniture Making Training Package. This unit doesn't provide college with a wide variety of options except for making cabinets (boxes). This unit 	<ol style="list-style-type: none"> 1. Noted for discussion by the course writing team. Duplication of content between the Cabinet Making and Furniture Making units will be considered and a possible alternative unit explored. The Furniture

Public Consultation Report

Furniture Making and Construction A/M/V

	<p>would not be appealing to students as many choice Furniture to create a range of items using the process of design. Cabinet Making is very descriptive with very limited extension being offered. I also think that the two units of Furniture Making and Cabinet Making would have significant duplication of content as shown in the unit descriptions. The furniture Making unit is well developed and will provide sufficient depth and range of experience for students to engage in.</p> <p>2. The 3rd unit listed is not very flexible. It means the student will need to construct a cabinet in order to complete the course. In schools where there are multiple classes of up to 18 students - this is a lot of storage space required and expense on materials. It is Furniture Construction/Making....why restrict the choice of project this way? I understand that the cabinet could be constructed as part of a group project - but this too creates problems in itself.</p>	<p>Making unit positive feedback is noted and appreciated.</p> <p>2. Noted for the consideration of the writing team. Storage of projects of particular discussion</p>
Q7 "Considerations", situates the course clearly in relation to curriculum priorities	Agree 5, Skipped 1	
Q8 This proposed course is distinct from other BSSS accredited courses.	<p>Agree 4, Disagree 2</p> <p>1. The proposed name of 'Furniture and Construction' is confusing. Is it Furniture making or is it Construction? For Colleges delivering both this is too ambiguous. Can it be called Furniture Making Pathways?</p>	<p>1. Noted for consideration of the writing team. Furniture Making Pathways determined to be course name.</p>
Q9 The course should have a VET Component that provides the opportunity for students to achieve a Qualification or a Statement of Attainment	<p>Agree 6</p> <p>1. I am confused as to why the BSSS is suggesting not to offer a Certificate I for this course. As a Head of Department at Daramalan College I have concerns with regards to; • Time: We do not have sufficient time to successfully deliver the Cert I. Why would</p>	<p>1. The Qualifications achieved through this course will be discussed by the course panel in light of the feedback received by survey responses. The inclusion of Cert I or Cert II in association with the requirements</p>

Public Consultation Report

Furniture Making and Construction A/M/V

<p>towards vocational certification.</p>	<p>you be suggesting to deliver a Cert II that has more competencies that require more time? • Time allocation for staff: The proposal is to increase the number of competencies, this will increase the administration time and workload for all teachers. To satisfactorily assess if a student is competent requires up to three (3) evidence of competency. • Equity: Does every school have the resources to deliver the Cert II. • Finance: Colleges continually complain about cutting of their technology budgets. A Cert II will require more complex projects to satisfactorily see students obtaining the Cert II. • The standard of achievement will be watered down by increasing the number of competencies. • The argument that other jurisdictions typically offer a Cert II should not be a deciding factor in what we do in the ACT.</p> <p>2. We unquestionably would like to deliver the MSF10113 Cert I in Furnishing without the SWL component. If others would like a Cert II in should be the MSF20516 Cert II in Furniture making pathways.</p> <p>3. However the correct VET qualifications need to be embedded. The current Cert I (MSF10113) provides achievement outcomes for students with lower abilities. The SWL component should not be mandated as IBSA advise that meaningful engagement in the industry is sufficient. i.e. guest speakers white card, site visit. I recommend that this VET qualification remains without the mandated SWL. Cert II in Furniture Making Pathways (MSF20516) is written specifically for our student cohort and would be appropriate for this course.. Descriptor states: This qualification applies to a learning and assessment environment</p>	<p>of the Training Package and industry recommendations have been considered. The Course document will contain this detail and will be available for public consultation.</p> <p>2. The provision of a VET qualification has been ensured in the Shape Paper; the specific qualification was not able to be determined until further feedback on the proposed learning outcomes was collected. This will be addressed during the subsequent course writing, which will then be provided for further consultation.</p> <p>3. Addressed through Response 1 and 2.</p> <p>4. Addressed through Response 1 and 2.</p> <p>5. Addressed through Response 1 and 2.</p>
--	--	---

Public Consultation Report

Furniture Making and Construction A/M/V

	<p>where access to structured on-the-job learning in a workplace may not be available. This qualification is only for institutional delivery.</p> <ol style="list-style-type: none"> 4. This is not specific in the Shape Paper and has caused a great deal of confusion in review of the shape paper. The VET side of things should be more specifically spelt out. 5. There should be both a Certificate I and II being available as it the Business Service and Construction Pathways courses. The Certificate I should be VET : Certificate I – MF10113 – and not include the SWL as this was incorrectly added to the previous course which is not supported by IBSA- skills council. The Certificate II – MSF20516 is the qualification that is appropriate for VET delivery to secondary student - this can be found at https://training.gov.au/Training/Details/MSF20313 Under access and equity principles having both the Certificate I and II enable a full range of students to gain full qualification rather than a statement of attainment. 	