

**Written under the VET Quality Framework**

**Accredited from 2016 – 2022**

**Supporting Qualifications from MSF Furnishing Training Package (refer to training.gov.au):**

MSF10113 **Certificate I** **Furnishing**

MSF20313 **Certificate II** **Furniture Making**

Statement of Attainment towards partial completion of **Cert III** **Furniture Making** MSF30213

Furniture Construction

C Course

Front Cover Art provided by Canberra College student Aidan Giddings

|  |  |
| --- | --- |
|  | Course Adoption Form for Accredited C Course |
|  |
| **Note**: The college must be entered on the National Register (training.gov.au) to award Certificates or Statements of Attainment (SOA) delivered by this course. |
| College: |
| Course Title: Furniture Construction | Classification: C |
| Framework: VET Quality Framework  |
| Dates of Course Accreditation:  | From | 2016 | to | 2022 |
| Identify units to be adopted by ticking the check boxes |
| Adopt | Unit Title | Value (1.0/0.5) | Length |
| 🞏 | Working with Wood 1: Fundamentals | 1.0 | S |
| 🞏 | Working with Wood 1: Introduction | 0.5 | Q |
| 🞏 | Working with Wood 1: Basic Skills | 0.5 | Q |
| 🞏 | Working with Wood 2: Furniture Making | 1.0 | S |
| 🞏 | Working with Wood 2: Joining Timber | 0.5 | Q |
| 🞏 | Working with Wood 2: Furniture Assembly | 0.5 | Q |
| 🞏 | Working with Wood 3: Trade Skills | 1.0 | S |
| 🞏 | Working with Wood 3: Furnishing Industry | 0.5 | Q |
| 🞏 | Working with Wood 3: Hardware Use | 0.5 | Q |
| 🞏 | Working with Wood 4: Project | 1.0 | S |
| 🞏 | Working with Wood 5: CAD Production | 1.0 | S |
| 🞏 | Working with Wood 6: CNC Machining | 1.0 | S |
| 🞏 | Furniture Making Trade Skills SWL 1 | 0.5 | Q |
| 🞏 | Furniture Making Trade Skills SWL 2 | 0.5 | Q |
| 🞏 | Furniture Making Trade Skills SWL 3 | 0.5 | Q |
|  |
| Adoption The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course. |
| **Principal:** / /20 | **College Board Chair:** / /20 |
| BSSS Office Use Entered into database: / /20 |

**Table of Contents**

[VET Qualifications 3](#_Toc513020061)

[Construction Induction, National OHS White Card 3](#_Toc513020062)

[VET Competencies Mapped to Course Units 5](#_Toc513020063)

[Course Name 7](#_Toc513020064)

[Course Classification 7](#_Toc513020065)

[Training Package Code and Title 7](#_Toc513020066)

[Course Framework 7](#_Toc513020067)

[Course Developers 7](#_Toc513020068)

[Evaluation of Previous Course 7](#_Toc513020069)

[Course Length and Composition 8](#_Toc513020070)

[Implementation Guidelines 9](#_Toc513020071)

[Subject Rationale 10](#_Toc513020072)

[Goals 11](#_Toc513020073)

[Student Group 11](#_Toc513020074)

[Recognition of Prior Learning (RPL) 11](#_Toc513020075)

[Content 12](#_Toc513020076)

[Teaching and Learning Strategies 13](#_Toc513020077)

[Reasonable adjustment 13](#_Toc513020078)

[Assessment 14](#_Toc513020079)

[Moderation 15](#_Toc513020080)

[Resources 16](#_Toc513020081)

[Physical Resources 20](#_Toc513020082)

[Proposed Evaluation Procedures 23](#_Toc513020083)

[Standards for Registered Training Organisations 2015 24](#_Toc513020084)

[Guidelines for Colleges Seeking Cert III Scope 24](#_Toc513020085)

[Working with Wood 1: Fundamentals Value 1.0 25](#_Toc513020086)

[Working with Wood 1: Introduction Value 0.5 28](#_Toc513020087)

[Working with Wood 1: Basic Skills Value 0.5 30](#_Toc513020088)

[Working with Wood 2: Furniture Making Value 1.0 32](#_Toc513020089)

[Working with Wood 2: Joining Timber Value 0.5 35](#_Toc513020090)

[Working with Wood 2: Furniture Assembly Value 0.5 37](#_Toc513020091)

[Working with Wood 3: Trade Skills Value 1.0 39](#_Toc513020092)

[Working with Wood 3: Furnishing Industry Value 0.5 43](#_Toc513020093)

[Working with Wood 3: Hardware Use Value 0.5 45](#_Toc513020094)

[Working with Wood 4: Project Value 1.0 47](#_Toc513020095)

[Working with Wood 5: CAD Production Value 1.0 49](#_Toc513020096)

[Working with Wood 6: CNC Machining Value 1.0 51](#_Toc513020097)

[Furniture Making Trade Skills SWL 1 Value: 0.5 53](#_Toc513020098)

[Furniture Making Trade Skills SWL 2 Value: 0.5 54](#_Toc513020099)

[Furniture Making Trade Skills SWL 3 Value: 0.5 55](#_Toc513020100)

[Appendix A – Example of a Checklist for a Unit of Competency 56](#_Toc513020101)

# VET Qualifications

Construction Induction, National OHS White Card.

This course includes the attainment of CPCCOHS1001A Work safely in the construction industry (White Card). Due to the complex needs in meeting the requirements of this competency, it is strongly recommended that CPCCOHS1001A Work safely in the construction industry is delivered by an external RTO.

Successful completion of this competency is required to enter a construction worksite.

The Training Package identifies that licensing arrangements for training apply and that the regulatory requirements of each jurisdiction must be met. The ACT Office of Regulatory Services (ORS) registers RTOs for delivery of the White Card. For a listing of ORS authorised RTOs in the ACT for Construction Induction Training Refer to the Worksafe ACT website: <http://www.worksafe.act.gov.au/page/view/1832/title/rtos-for-construction-induction-training>

Once a Statement of Attainment is achieved for this competency it will be recognised by the BSSS through credit transfer arrangements.

## MSF10113 Certificate I in Furnishing

Refer to: - <https://training.gov.au/Training/Details/MSF10113>

To be awarded the MSF10113 Certificate I in Furnishing, competency must be achieved in eight (8) units of competency:

* five (5) core units of competency
* three (3) elective units of competency from Group A or B electives. For Group B electives, two (2) units may be chosen from units available in this Training Package or from other endorsed Training Packages and accredited courses. The units must be aligned at Certificate I or II level
* one (1) Structured Workplace Learning (SWL) unit

|  |
| --- |
| Structured Workplace Learning Units |
| According to the MSF Furniture Training Package, meaningful involvement of industry is essential to achieving this qualification outcome and workplace visits and placement to ensure exposure of learners to realistic workplace conditions and employer expectations is required. Colleges are also encouraged to develop industry partnerships to provide access to computer aided design and specialist production equipment. |

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

## Competencies for Certificate MSF10113 Certificate I in Furnishing

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSAENV272B | Participate in environmentally sustainable work practices | Core |
| MSAPMOHS100A | Follow OHS procedures | Core |
| MSAPMOPS101A | Make measurements | Core |
| MSAPMSUP102A | Communicate in the workplace | Core |
| MSAPMSUP106A | Work in a team | Core |
| MSFFM1001 | Construct a basic timber furnishing product | Elective Group A |
| MSFFM2001 | Use furniture making sector hand and power tools | Elective Group B |
| MSFFM2006 | Hand make timber joints | Elective Group B |

## MSF20313 Certificate II in Furniture Making

Refer to: - <https://training.gov.au/Training/Details/MSF20313>

To be awarded the MSF20313 Certificate II in Furniture Making, competency must be achieved in thirteen (13) units of competency:

* five (5) core units of competency
* eight (8) elective units of competency consisting of:
* one (1) unit from Group A
* minimum of four (4) units from Group B with a maximum of two (2) units coded MSS
* up to 3 relevant units from Group C – may be chosen from other units available in the MSF Training Package, other endorsed Training Packages and accredited courses; these units must be aligned at Certificate II level (maximum 3 units) or Certificate III level (maximum 1 unit)
* three (3) Structured Workplace Learning (SWL) units

|  |
| --- |
| Structured Workplace Learning Units |
| According to the MSF Furniture Training Package, meaningful involvement of industry is essential to achieving this qualification outcome and workplace visits and placement to ensure exposure of learners to realistic workplace conditions and employer expectations is required. Colleges are also encouraged to develop industry partnerships to provide access to computer aided design and specialist production equipment. |

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

## Competencies for Certificate MSF20313 Certificate II in Furniture Making

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSAENV272B | Participate in environmentally sustainable work practices | Core |
| MSAPMSUP102A | Communicate in the workplace | Core |
| MSAPMSUP106A | Work in a team | Core |
| MSFFM2001 | Use furniture making sector hand and power tools | Core |
| MSFGN2001 | Make measurements and calculations | Core |
| CPCCOHS1001A\* | Work safely in the construction industry | Elective Group A |
| MSFFF2004 | Prepare surfaces for finishing | Elective Group B |
| MSFFM2002 | Assemble furnishing components | Elective Group B |
| MSFFM2003 | Select and apply hardware | Elective Group B |
| MSFFM2005 | Join solid timber | Elective Group B |
| MSFFM2006 | Hand make timber joints | Elective Group B |
| MSFFM2007 | Follow plans to assemble production furniture | Elective Group B |
| MSS402051A | Apply quality standards | Elective Group B |

**\***Due to the complex needs in meeting the requirements of CPCCOHS1001A Work safely in the construction industry (White Card), it is strongly recommended that this competency is delivered by an external RTO.

## Statement of Attainment MSF30213 Cert III Furniture Making

In order to gain a Statement of Attainment for MSF30213 Cert III Furniture Making, the college needs to have this competency listed on their scope. Students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSFFM3009 | Produce manual and computer-aided production drawings | Core |
| MSFFM3022 | Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres | Elective |

# VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges. Grouping of half units is restricted to patterns shown below.

NOTE: When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

### VET Implementation Summary

|  |  |
| --- | --- |
| BSSS Unit Title | Competencies |
| Working with Wood 1: Fundamentals 1.0 | **MSAPMOHS100A Follow OHS procedures** **MSAPMOPS101A Make measurements** **MSFFM2001 Use furniture making sector hand and power tools** **MSFFM1001 Construct a basic timber furnishing product****MSS402051A \*\* Apply quality standards**  |
| Working with Wood 1: Introduction 0.5 | MSAPMOHS100A Follow OHS procedures MSFFM2001 Use furniture making sector hand and power tools MSS402051A \*\* Apply quality standards |
| Working with Wood 1: Basic Skills 0.5 | MSAPMOPS101A Make measurements MSFFM1001 Construct a basic timber furnishing product |
| **Working with Wood 2: Furniture Making 1.0** | **CPCCOHS1001A\* Work safely in the construction industry** **MSFFM2006 Hand make timber joints** **MSFFM2005 Join solid timber** **MSFFM2007 Follow plans to assemble production furniture** |
| Working with Wood 2: Joining Timber 0.5 | MSFFM2006 Hand make timber joints MSFFM2005 Join solid timber |
| Working with Wood 2: Furniture Assembly 0.5 | CPCCOHS1001A\* Work safely in the construction Industry MSFFM2007 Follow plans to assemble production furniture |
| **Working with Wood 3: Trade Skills 1.0** | **MSAPMOHS100A Follow OHS procedures****MSAPMSUP102A Communicate in the workplace****MSAENV272B Participate in environmentally sustainable work practices** **MSFFM2003 Select and apply hardware** **MSFGN2001 \*\* Make measurements and calculation**  |
| Working with Wood 3: Furnishing Industry 0.5 | MSAPMOHS100A Follow OHS proceduresMSAPMSUP102A Communicate in the workplace |
| Working with Wood 3: Hardware Use 0.5 | MSAENV272B Participate in environmentally sustainable work practices MSFFM2003 Select and apply hardware MSFGN2001 \*\* Make measurements and calculations |
| **Working with Wood 4: Project 1.0** | **MSAPMSUP106A \*\* Work in a team****MSFFM2002 Assemble furnishing components****MSFFF2004 Prepare surfaces for finishing** |
| **Working with Wood 5: CAD Production 1.0** | **MSFFM3009 Produce manual and computer-aided production drawings** |
| **Working with Wood 6: CNC Machining 1.0** | **MSFFM3022 Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres** |
| Furniture Making Trade Skills SWL 1 0.5 | MSS402051A Apply quality standards |
| Furniture Making Trade Skills SWL 2 0.5 | MSFGN2001 Make measurements and calculations |
| Furniture Making Trade Skills SWL 3 0.5 | MSAPMSUP106A Work in a team |

**\*** Due to the complex needs in meeting the requirements of CPCCOHS1001A Work safely in the construction industry (White Card), it is strongly recommended that this competency is delivered by an external RTO.

\*\*For this competency, the content will be delivered in the unit, but students must be assessed through the relevant structured workplace learning (SWL) unit in an industry setting.

# Course Name

Furniture Construction

# Course Classification

C

# Training Package Code and Title

MSF Furnishing Training Package

# Course Framework

Written under the VET Quality Framework

# Course Developers

|  |  |  |
| --- | --- | --- |
| Name | Qualifications | College |
| Joseph Willmott | B. Teaching; B Design and Technology; Cert IV TAE | UCSSC Lake Ginninderra |
| Peter Blunt | B. Education; Cert IV TAE | UCSSC Lake Ginninderra |
| Lydia Smith | B. Education; Cert IV Careers; Cert IV TAE | ACT ETD |

# Evaluation of Previous Course

The Australian Federal Government has identified Furnishing as an industry area of skills shortage. This industry is included on the National Skills Needs List. The National Trade Training Centre project provides funding and support for colleges to develop infrastructure and equipment required to deliver pathway training to Certificate III level in the furnishing industry.

The A/V course in Furnishing provides an introduction to furnishing with certification available at Certificate I level (MSF10113 Certificate I Furnishing). Much teaching and learning in the A/V course progressed beyond this level. This course recognises student achievement at this higher level and provides CNC Machining opportunities at the latest industry standard using high level design and manufacturing equipment and skills. This C course builds on and extends the A/V course and is more specifically industry focussed providing recognition at Certificate I, II and III level.

Students completing this course will be able to pursue an accelerated pathway to employment through articulation to further training at CIT, TAFE or with private training providers.

# Course Length and Composition

The following combinations of 0.5 units have been approved by the Industrial Trades and Technology panel as having coherence of purpose and clarity. No other combinations of 0.5 units have been accredited.

|  |  |
| --- | --- |
| Unit Titles  | Unit Value |
| Working with Wood 1: Fundamentals | 1.0 |
| Working with Wood 1: Introduction | 0.5 |
| Working with Wood 1: Basic Skills | 0.5 |
| Working with Wood 2: Furniture Making | 1.0 |
| Working with Wood 2: Joining Timber | 0.5 |
| Working with Wood 2: Furniture Assembly | 0.5 |
| Working with Wood 3: Trade Skills | 1.0 |
| Working with Wood 3: Furnishing Industry | 0.5 |
| Working with Wood 3: Hardware Use | 0.5 |
| Working with Wood 4: Project | 1.0 |
| Working with Wood 5: CAD Production | 1.0 |
| Working with Wood 6: CNC Machining | 1.0 |
| SWL Units |
| Furniture Making Trade Skills SWL 1 | 0.5 |
| Furniture Making Trade Skills SWL 2 | 0.5 |
| Furniture Making Trade Skills SWL 3 | 0.5 |

## Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To receive a course, students must complete at least the **minimum** units over the whole minor, major, major/minor or double major course.

|  |  |
| --- | --- |
| **Course**  | **Number of standard units to meet course requirements** |
| Minor  | Minimum of 2 units  |
| Major  | Minimum of 3.5 units  |
| Major Minor | Minimum of 5.5 units  |
| Double Major  | Minimum of 7 units  |

# Implementation Guidelines

## Compulsory units

Completion of core Units of Competence is required for the achievement of a vocational certificate qualification. In addition, Training Package rules for completion of core and elective competencies must be adhered to. Refer to qualification guidelines in the MSF Furnishing Training Package.

## Prerequisites for the course or units within the course

There are no formal prerequisites for units or competencies within the course. The course has been structured to ideally be delivered in a sequential manner. Initial introductory units lead on to project units and trade skills. Structured Workplace Learning should take place alongside units 4, 5 and 6 following completion of the White Card and OHS competency. **Working with Wood 1: Fundamentals** is the beginning unit and it is highly recommended that this unit is studied in order to achieve a minor.

## Arrangements for students continuing study in this course

Students continuing in this course from the previous course must study course units not previously undertaken. Please refer to Duplication of Content rules below and mapping tables on pages 6 - 7 for further information on duplication in units within the course.

## New and/or Updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the combination of competencies within a qualification. Where qualifications from the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies.

Granting of RPL for competencies does not equate to units towards the Senior Secondary Certificate. Refer to RPL on 11.

## Duplication of Content

### Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. While it is acceptable for a student to be given the opportunity to demonstrate competence over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

### Duplication of Units

There is no significant duplication of content in units within this course.

Significant duplication of content and competencies exists between units in this course and units in the Furniture Construction A/V/M course. If a student is changing courses, it is essential that content and competencies are compared to ensure there is no duplication.

### Relationship to other courses

This course contains content that overlaps with content in other BSSS accredited courses:

* Furniture Construction A/V/M

This course shares common competencies with other BSSS accredited courses:

* Furniture Construction A/V/M

## Suggested Implementation Patterns

Units in this course have been carefully sequenced to enable completion of Certificate I Furnishing MSF10113 and Certificate II Furniture Making MSF20313. However units of competency from both certificates have been structured across the two year program sequence. The expected completion time for Certificate I Furnishing MSF10113 is 4 standard units and Certificate II Furniture Making MSF20313 is also 4 standard units. Two additional semester units, CAD Production and CNC Machining, are also available to enable completion of units of competency in Certificate III Furniture Making MSF30213.

Implementation may vary according to individual college choice of units.

|  |  |
| --- | --- |
| Implementation Pattern | Units |
| Semester 1, Year 11 | **Working with Wood 1: Fundamentals 1.0**Working with Wood 1: Introduction 0.5Working with Wood 1: Basic Skills 0.5 |
| Semester 2 , Year 11 | **Working with Wood 2: Furniture Making 1.0**Working with Wood 2: Joining Timber 0.5Working with Wood 2: Furniture Assembly 0.5 |
| Semester 1, Year 12 | **Working with Wood 3: Trade Skills 1.0**Working with Wood 3: Furnishing Industry 0.5Working with Wood 3: Hardware Use 0.5 |
| Semester 2, Year 12 | **Working with Wood 4: Project 1.0** |

The two extension units**, Working with Wood 5: CAD Production** and **Working with Wood 6: CNC** Machining can be undertaken in Year 12, provided the students have completed at least two semesters of study in either Furniture Construction C or Furniture Construction A/M/V.

# Subject Rationale

The Australian Federal Government has identified Furnishing as an industry area of skills shortage. This industry is included on the National Skills Needs List. The National Trade Training Centre project provides funding and support for colleges to develop infrastructure and equipment required to deliver pathway training to Certificate III level in the furnishing industry. This C course provides the structure for colleges to provide this vital training at Certificate I, II and III level.

This course promotes skills and knowledge for further training in the Furniture or Construction industry trades. Further training may be in the areas of Cabinet Making, Carpentry, Formwork, Kitchen Renovation, Upholstery, Antique Restoration, Picture Framing, Soft Furnishing, Wood Machining, Furniture Polishing, Floor Covering and Finishing, Bed and Mattress Making, Glass and Glazing and Musical Instrument construction.

Furnishing and Construction industry members, regardless of discipline, work in highly technical and continually changing environments. Science and technology continues to influence existing products, processes and equipment to meet global and local demands. This course provides students with an opportunity to develop skills in communication, research, oral delivery, writing, control of technical equipment, assessment and appraisal of situations and application of diagnostic and problem solving techniques.

# Goals

Goals are statements of intended student outcomes. This course should enable students to develop and demonstrate:

* Understanding of the concepts, techniques, terminology and content appropriate to the furnishing industry
* employment related practical skills and workplace best practice
* problem solving ability incorporating evaluation techniques and skills
* numeracy and measurement skills relevant to the furnishing industry
* oral, written and graphical communication skills
* the ability to work independently and collaboratively in accordance with occupational health and safety principles and industry standards
* an awareness of existing and emerging technologies and career pathways

## **Student Group**

This course is designed for students interested in the furnishing industry. It focuses on the fundamental skills and underpinning knowledge required to pursue further training and work in a range of furnishing trade areas.

# Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual’s formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfill the time based component of units that contributes to points and for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview or other means that the teacher deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competency must be demonstrated in the furnishing industry context.

# Content

The essential concepts and content in this course is guided by the industry endorsed Furnishing Training Package.

### Concepts

* Workplace safety and OHS
* Standards and quality in Furnishing
* Sequencing and organisation of work
* Workplace communication
* Environmental sustainability
* Management of self in the workplace

### Industry Practices and Workplace Knowledge

Essential practices in Furnishing are based on industry standards as presented in the MSF Furnishing Training Package.

* Measurement and calculation
* OHS practices and procedures
* Furniture making assembly and finishing techniques, processes and skills
* Use of hand and power tools in the furnishing industry
* Selection of materials and hardware

### Essential Skills Development

* Communicating with colleagues in the workplace.
* Working within a team structure to fit in with the scheduling of activities to meet operational guidelines.
* Dealing with non-routine issues, problem solving, anticipating issues that may arise with operational activities and applying creative solutions.
* Time management, organisation and planning to a professional, competent level in a variety of industry contexts.
* Use of initiative, enterprise and self-management skills to ensure quality standards are achieved.
* Sourcing, organising, analysing, and evaluating relevant information and products to acceptable industry standards.
* Literacy and numeracy specific to industry concepts.
* Competent use of technology to enable safe and appropriate operation of machinery and equipment leading to quality products.

# Teaching and Learning Strategies

This C course will attract students with a wide range of abilities and interests. The aim is to achieve a national Certificate qualification. A Statement of Attainment will be awarded for partial completion when all competencies are not attained according to Training Package rules. Teaching and learning strategies must accommodate delivery of underpinning essential skills and knowledge required as identified in the Training Package. Any tasks should contribute to the evidence required to deem a student competent.

It is recommended that teachers use a variety of modes of presentation to address different learning styles. Structured Workplace Learning is highly recommended for students’ understanding of the real world of work. Simulated work environments are also valuable. Variety in delivery mode can also contribute to more meaningful and motivating learning experiences.

Teaching strategies that are particularly relevant and effective include:

* in-class exercises and class discussions
* quizzes
* individual and group demonstrations
* individual tutorials
* regular and meaningful feedback
* research assignments
* awareness of materials and processes
* use of information and communication technologies
* questionnaires
* practical projects
* industry visits
* guest speakers
* work placements
* establishing industry links with individuals or groups

## **Reasonable adjustment**

The units in this course are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

# Assessment

The identification of assessment task types, together with examples of tasks, provides a common and agreed basis for the collection of evidence of student achievement of competencies. This collection of evidence also enables a comparison of achievement within and across colleges, through moderation processes. BSSS requirements and Standards for Registered Training Organisations (RTOs) stipulate that assessment of competencies must be reliable, valid, fair and flexible. Refer to the Standards for RTOs 2015 in this document on page 24 for further information.

There should be a variety of assessment tasks delivered each semester, in line with other BSSS Accredited courses. Collectively, these assessment tasks need to provide evidence for **every** element of **every** competency being delivered in the relevant semester.

An assessment checklist for one core competency is included in Appendix A. This will assist in ensuring that evidence collected will be valid and sufficient. A similar checklist needs to be created for ALL competencies included in the relevant semester.

Students will be assessed based on whether they are able to demonstrate competence to the standard required in the Training Package against Units of Competency. Essential skills and knowledge will be incorporated. Students will be deemed competent or not yet competent. Students must have timely access to current and accurate records of their progress towards achieving competence. RTO Colleges must ensure that regular feedback and further opportunities are provided for students to develop the knowledge and skills required to be deemed competent.

## Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

* **Task skills –** undertaking specific work place task(s)
* **Task management skills –** managing a number of different tasks to complete a whole work activity
* **Contingency management skills –** responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
* **Job/role environment skills –** dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the Integrated Competency Assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

* use the appropriate key competencies,
* apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, and
* integrate the most critical aspects of the competencies for which workplace competency must be demonstrated.

## Structured Workplace Learning (SWL): Assessment

Structured Workplace Learning is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence, and achievement of outcomes and requirements of a particular Training Package. (Please refer to BSSS Policies and Procedures Manual for Board policy on SWL)

Students must be able to demonstrate identified competencies in SWL units with direct reference to elements of competence and required skills and knowledge from the relevant Training Package. Assessment of SWL units is competency based and reliant on the gathering of sufficient evidence from a student’s work placement. Students will be awarded a grade Pass or Participated in the SWL unit (refer section 4.3.6.3 Unit Grades – BSSS Policies and Procedures Manual).

# Moderation

Moderation is a system designed and implemented to:

* provide comparability in the system of school-based assessment
* form the basis for valid and reliable assessment in senior secondary schools
* involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
* maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

### The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of assessment instruments for all accredited C courses. Moderation commences within individual colleges. Teachers develop assessment programs and instruments according to the VET Quality Framework. Teachers of C courses are required to present portfolios of student work for verification that units are taught and assessed as documented and validation that assessment meets industry standards.

### Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of competency assessment against the NVR standards. This is achieved by matching student performance with the elements, skills, knowledge and critical aspects for assessment outlined in each competency in the relevant training package. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

### Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment tasks and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T, M and C course/units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

### The College C Course Presentation

The package of materials presented by a college for review on moderation days in each C course area will comprise the following:

* a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges. As there is no BSSS course framework for C courses, it is essential that all details for each unit of competency delivered over the relevant semester are included. These competencies can be found under the relevant qualification on *training.gov.au*
* **one** student portfolio. This portfolio contains the VET assessments as presented by the student. Details of the competencies covered are to be included on the ‘C’ Individual Student Profile (ISP), which is available from ACS. Ensure that the college grade, ‘**P**’ or ‘**Q**’, is indicated on Part B on the Presentation Review Proforma (PRP).

Requirements for specific subject areas will be outlined by the Board Secretariat through memoranda and Information Papers.

Teachers should consult the BSSS guidelines at: <http://www.bsss.act.edu.au/grade_moderation/information_for_teachers> when preparing photographic evidence.

# Resources

#### Books

Barrington, J., et al, Practical Australian Carpentry Book 1 Framing and Construction McGraw-Hill Australia

Barrington, J., et al, Practical Australian Carpentry Book 2 - Joinery and Advanced Framing McGraw-Hill Australia

Buchanan, G 1998, Making Country Furniture. 15 Step-by-Step Projects*,* The Taunton Press, USA.

[Bullar](http://www.amazon.com/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=John+Bullar&search-alias=books&text=John+Bullar&sort=relevancerank), J, 2008 Furniture Making: A Foundation Course

Bullar, J, 2013 The Complete Guide to Joint-Making

Burch, M. 2008, Tool School; The Missing Manual for your Tools, Betterway Books, Ohio.

Day, [D. 1996 [Jackson](http://www.amazon.com/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Albert+Jackson&search-alias=books&text=Albert+Jackson&sort=relevancerank), A,](http://www.amazon.com/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=David+Day&search-alias=books&text=David+Day&sort=relevancerank) 1996 The Complete Manual of Woodworking

Editors of Fine Woodworking, 1985, Fine WoodWorking on Boxes, Carcases and Drawers; 41 Articles Selected by the Editors of Fine Woodworking Magazine,The Taunton Press, USA.

Finney, M 1997, The Stanely Book of Woodwork,B.T. Batsford Ltd, London.

Hamlyn (ed.) 2001, Woodworking Workshops; Joints and Jointmaking, Professional Skills Made Easy*,* Octopus Publishing Group Ltd, UK.

Haxell, P & K 2002, Simple Handmade Garden Furniture; 23 Step by Step Weekend Projects,Cico Books, London.

Hemachandra, R (ed.) 2007, *500 Tables*. Inspiring Interpretations of Function and Style*,* Lark Books, New York.

Hylton, B, 2008 [Illustrated Cabinetmaking – How to Design and Construct Furniture that Works](http://www.amazon.com/Illustrated-Cabinetmaking-Design-Construct-Furniture/dp/1565233697/ref%3Dsr_1_1?ie=UTF8&qid=1250190067&sr=8-1)*,* An American Woodworker Book, Fox Chapel Publishing Co, East Petersburg, PA 203,

Jones, P, 1987, Shelves, Closets & Cabinets, From A-Frames to Z-Outs*,* Popular Science Books, New York.

[Korn](http://www.amazon.com/Peter-Korn/e/B001K8HTKA/ref%3Ddp_byline_cont_book_1), P, 2003 Woodworking Basics - Mastering the Essentials of Craftsmanship - An Integrated Approach With Hand and Power tools

Levell, S 2009, Limited Edition. Prototypes, One-Offs and Design Art Furniture,Birkhauser, Berlin.

Mackenzie, D 1998, Pine Furniture Projects for the Home*,* Guild of Master Craftsman Publications Ltd, East Sussex.

Matthew, C, Morrison, A 2001, Simple Handmade Furniture; 23 Step-by-Step Weekend Projects*,* Cima Books Ltd, London*.*

Miller, J, 2005 [Furniture – World Styles From Classical to Contemporary](http://www.amazon.com/Furniture-World-Styles-Classical-Contemporary/dp/1405306548/ref%3Dsr_1_2?ie=UTF8&qid=1250190119&sr=8-2), DK Publishing, New York, NY

Postell, J, 2007 [Furniture Design](http://www.amazon.com/Furniture-Design-Jim-Postell/dp/0471727962/ref%3Dsr_1_1?ie=UTF8&qid=1250190154&sr=8-1), John Wiley and Sons, Hoboken, NJ,

Rae, [A,](http://www.amazon.com/Andy-Rae/e/B001JP3RZK/ref%3Ddp_byline_cont_book_1)  2001 The Complete Illustrated Guide to Furniture & Cabinet Construction Hardcover

Saville, L & Stoddard, B (Curator) 2008, Design Secrets: Furniture. 50 Real-Life Projects Uncovered,Rockport Publishers Inc. Massachusetts, USA.

Schlyder, D., Furnishing – An Industry Study for Secondary Schools

Simpson, C 2000, The Essential Guide to Woodwork,Murdock Gooks Australia Pty Ltd, Australia.

Stack, J 2002, Design your own Furniture, from Concept to Completion,F&W Publications, Ohio.

Stack, J, 2002 [Design Your Own Furniture](http://www.amazon.com/Design-Your-Furniture-Popular-Woodworking/dp/1558706135/ref%3Dsr_1_2?ie=UTF8&s=books&qid=1250189853&sr=1-2), Popular Woodworking Books,Cincinnati, OH,

Stem, Seth, 1989 [Designing Furniture from concept to shop drawing: a practical guide](http://www.amazon.com/Designing-Furniture-Concept-Drawing-Practical/dp/0942391020/ref%3Dsr_1_3?ie=UTF8&qid=1250190029&sr=8-3), A Fine Woodworking Book from The Taunton Press, Newtown, CT

Stender, T 2000, Making Contemporary Wooden Tables. 18 Elegant Projects from Designer-Craftsmen*.* Lark Books, NY.

The Woodworker’s Library, 2000, Practical Design Solutions and Strategies. Key Advice for Sound Construction from Fine Woodworking,The Taunton Press, Newtown, USA.

The Woodworker’s Library, [Practical Design Solutions and Strategies, Key Advice for Sound Construction from Fine Woodworking](http://www.amazon.com/Practical-Design-Solutions-Strategies-Construction/dp/1561583448/ref%3Dsr_1_1?ie=UTF8&qid=1250189994&sr=8-1), The Taunton Press, Newtown, CT, 2000

Wood Magazine, Finishing Handbook*,* 2004, Sterling Publishings Co. Inc. New York.

#### Websites

<http://www.vcaa.vic.edu.au/Pages/vet/programs/Furnishing/furnish.aspx> VCE Furnishing course

<http://toolboxes.flexiblelearning.net.au/series8/803.htm> Furniture Making and Design Toolbox

<http://www.actsafe.act.gov.au> Online ACT Safety Modules

http://training.gov.au. MSF10113 Furnishing Training Package

Actsafe Education Modules – Module 7 is for Building and construction <http://www.workcover.act.gov.au/actsafe/education.cfm>

ACT WorkCover Construction Industry Updates <http://www.ors.act.gov.au/workcover/WebPages/Industry/construction.htm>

Aspire learning resources <https://aspirelr.com.au/>

On Guard Safety Training – subscription provides access to: OHS Safety tests, safe working procedures and instructions for machines, machine risk assessments and safety signage <http://www.1300beonguard.com/>

<http://www.finewoodworking.com/> Videos, plans, projects

[www.asknature.org/](http://www.asknature.org/)
Biomimicry

[www.mbdc.com/](http://www.mbdc.com/)
Cradle to Cradle Design

<http://europa.eu/legislation_summaries/environment/waste_management/index_en.htm>
European Union Waste Management legislation

[www.greenflyonline.org/](http://www.greenflyonline.org/)
Greenfly – Life Cycle modelling

[www.geca.org.au/](http://www.geca.org.au/)
Good Environmental Choice Australia

[www.greenpeace.org/australia/take-action/live-greener/shopping/goodwood-guide](http://www.greenpeace.org/australia/take-action/live-greener/shopping/goodwood-guide)
Green Peace – Sustainable timbers

<https://fscaustralia.org/>
Forest Stewardship Council of Australia

[www.o2.org/index.php](http://www.o2.org/index.php)
International Network for Sustainable Design

[www.naturallyaust.com.au/index.html](http://www.naturallyaust.com.au/index.html)
Naturally Australian

[www.materia.nl/](http://www.materia.nl/)
New & Sustainable materials database – useful resource

[www.publish.csiro.au/onborrowedtime/sections/for\_home.html](http://www.publish.csiro.au/onborrowedtime/sections/for_home.html)
On Borrowed Time – useful learning resource for forest management

[www.pre.nl/ecodesign/ecodesign.htm](http://www.pre.nl/ecodesign/ecodesign.htm)
Product Ecology Experts – Guidelines for eco-design & eco-indicators

[www.productstewardship.asn.au/](http://www.productstewardship.asn.au/)
Product Stewardship Australia

<http://recycledproducts.org.uk/view/index.cfm>
Recycled Products Guide

[www.redesigndesign.co.uk/](http://www.redesigndesign.co.uk/)
Redesign – useful UK site for sustainable design ideas

[www.cfd.rmit.edu.au](http://www.cfd.rmit.edu.au/)
RMIT Centre for Design

[www.practicalaction.org.uk/education/sustainable\_design\_technology](http://www.practicalaction.org.uk/education/sustainable_design_technology)
Sustainable Design & Technology – very useful UK resource

<http://stepin.org/>
Sustainable Design & Technology – very useful UK resource

[www.designers-atlas.net/index.html](http://www.designers-atlas.net/index.html)
The Designers Atlas to Sustainability

[www.powerhousemuseum.com/education/ecologic/youngdesigners.htm](http://www.powerhousemuseum.com/education/ecologic/youngdesigners.htm)
The Powerhouse Museum – sustainable design resources

[www.trada.co.uk/index.html](http://www.trada.co.uk/index.html)
Timber database for sustainability – UK based

[www.techitoutuk.com/index.html](http://www.techitoutuk.com/index.html)
UK DT site – lots of useful resources including history of design styles

[www.ecoinnovationlab.com/](http://www.ecoinnovationlab.com/)
Victorian Eco-Innovations Lab

[www.vwa.org.au/](http://www.vwa.org.au/)
Victorian Woodworkers Association

|  |
| --- |
| DVDs and videosDesigning a Chair; Sitting Pretty (DVD) 2002, Australasia.Engineered Wood Products: Chipboard, MDF, ply, fibreboard, manufacture and *uses* (VHS & DVD) 2000, Classroom Video, Australia.Furniture Design – Part 2, Designers from Australia, Canada, *UK* (DVD) 1999, Classroom Video, Australia.National Furnishings. Broad Based Skills. ABC 1-13, ACTRAC. 1995Timber: Production and Processing Series (VHS), 2004, Video Education Australasia, Australia.Wood Properties and Uses: Simple Tests in The Workshop To Find The Best Wood (DVD) 2001, Classroom Video, Australia.Journals and PeriodicalsChoice Magazine, Australian Consumers Association (Choice), Marrickville, Australia. Curve,Beesting Publishing Pty Ltd*,* Mt Eliza, Australia[www.curve.com](http://www.curve.com/)Designing. The Design and Technology Magazine for Schools, Colleges and Universities,The Design and Technology Association, Warwickshire, UK.D&T Practice. The Design and Technology Publication for the Profession*,* The Design and Technology Association, Warwickshire, UK.G Magazine. Green Living Made Easy*,* Next Media, NSW, Australia.[www.mymagazines.com.au](http://www.mymagazines.com.au)GreenPages Magazine,CEO & Founder Katie Patrick, NSW, Australia.[www.thegreenpages.com.au](http://www.thegreenpages.com.au/)Manufacturer’s Monthly,Michael Northcott, Eltham, Australia.Sustainability Matters, Westwick-Farrow Media, NSW, Australia.Technology and Engineering Teacher. The Voice of Technology and Engineering Education,Kendall, N. Starkweather DTE, USA.The Technology Teacher. The Voice of Technology Education,Kendall, N. Starkweather DTE, USA. |

# Physical Resources

#### List of minimum Physical Resources - Hand Tools

|  |
| --- |
| **All to meet current OH&S standards** |
| Tool | Suggested No. |
| Marking knife 1x 3 students | As req. |
| Try Square  | 10 |
| 300 mm Steel Rule | 10 |
| 600 mm Steel Rule | 3 |
| 1m Steel Rule | 1 |
| 3m Retractable Tape Measure | 1 |
| Marking Gauge 1x 3 students | As req. |
| Mortise Gauge 1x 3 students | As req. |
| Sliding Bevel 1x 3 students | As req. |
| Coping Saw | 5 |
| Tenon Saw 1x 3 students | As req. |
| Dovetail Saw 1x 3 students | As req.  |
| Panel Saw | 1 |
| Cross Cut Saw | 1 |
| Rip Saw | 1 |
| Keyhole Saw | 1 |
| Stanley Knife | 1 |
| Glass Cutter | 1 |
| Bevel Edge Wood Chisels 6 mm | 5 of each |
| Mortise Wood Chisels 6 mm to 25 mm | 5 of each |
| Oil or Diamond Stone | 1 |
| Trying Plane | 1 |
| Jack Plane | 5 |
| Smoothing Plane | 5 |
| Block Plane  | 2 |
| Combination Plane | 1 |
| Flat Spokeshave | 1 |
| Rounded Spokeshave | 1 |
| Scraper | 1 |
| Cross Peen Hammer | 10 |
| Claw Hammer  | 1 |
| Mallet | 5 |
| Nail Punch | 2 |
| Pincers | 1 |
| G Cramp Range of sizes | 10 |
| Quick Acting Cramp | 2 |
| Mitre Cramp | 2 |
| Sash Cramp Range of Lengths | 10 |
| Bench Hook 1 x 2 students | As req. |
| Twist Drill Bits 1 mm to 13 mm | 1 |
| Speed Bore Bits. Range of sizes. | 1 |
| Expanding Bit or Set of Forstner Bits 6mm – 80mm | 1 |
| Hole Saw Kit (range of sizes) | 1 |
| Countersink | 1 |
| Screwdrivers Range of sizes and types. | 1 |
| Rasp | 1 |
| Files - range of grades and shapes | 1 |
| Adjustable Wrench | 1 |
| Multigrips | 1 |
| Vice Grips | 1 |
| Pliers  | 1 |
| Spanners - as required for machinery | As req. |
| Face Masks. 1 per lathe. | 3 |
| Eye Protection. 1 x student. | As req. |
| Ear Muffs. 1 x student. | As req. |
| Dust Mask. 1 x student. | As req. |

#### List of minimum Physical Resources - Portable Power Tools

|  |
| --- |
| (All to meet current OH&S standards) |
| PORTABLE POWER TOOL |
| CNC Machining Cord |
| Air Line |
| Circular Saw |
| Corded Electric Drill |
| Cordless Drill |
| Jig Saw |
| Planer |
| Router 12.7mm chuck |
| Trimming Router |
| Belt Sander |
| Random Orbital Disc Sander |
| Biscuit Joiner |
| Steam Iron |
| Air Compressor |
| Pneumatic Stapler |

#### List of minimum Physical Resources - Machinery / Facilities

|  |
| --- |
| Facilities |
| Reasonable Workbench space and vice for each student |
| Storage space for Materials |
| Secure Storage space for Projects |
| It is highly recommended that students have access to a Theory/Drawing Room with Drawing Boards, Equipment and access to Computers for CAD etc. |
| Machinery |
| Table Saw |
| Band Saw |
| Radial Arm or Mitre Saw or Compound Slide Saw |
| Thicknesser 20” |
| Jointer |
| Lathe |
| Bench Grinder |
| Linisher |
| Wet wheel |
| Drill Press |
| Routing equipment could include – CNC Router Table, Spindle Moulder, overhead or inverted pin routing machine |
| Mortising Machine |
| Drum Sander 24” |

#### List of minimum Physical Resources - Other

|  |
| --- |
| Selection of measurement and calculation devices which may include – callipers, rules, squares, tape measures, weighing scales, calculators, computers, laser or equivalent technology, dip sticks, thermometers |
| Selection of hardware materials which may include – hinges, handles, drawer-runners, metal drawer systems, sliding rail systems, rotating storage systems and slide out storage systems |
| Selection of furnishing components which may include – carcases, drawers, shelves, doors, frames, ends, tops |
| Selection of communication devices which may include – two way radios, mobile phones, fixed line phones, computers |
| Selection of additional PPE relevant to workplaces which may include – hard hats, safety footwear, UV protecting clothing, sunscreen, high visibility reflective vests, gloves, aprons |

# Proposed Evaluation Procedures

Course evaluation will be a continuous process. Teachers will meet regularly to discuss the content of the course and any requirements for modification of activities, teaching strategies and assessment instruments. The current trends and innovations in the teaching of **furnishing** will be considered as teachers attend workshops, seminars and participate in discussion groups with other teachers such as on Moderation Day.

Teachers will monitor student performance and progress and student responses to various teaching, learning and assessment strategies. Students and teachers will complete evaluation questionnaires at the end of each unit. The results of these will be collated and reviewed from year to year. There will also be a continuous monitoring of student numbers between Years 11 and 12.

Informal discussions between teachers and students, past students, parents and other teachers will contribute to the evaluation of the course.

In the process of evaluation; students, teachers and others should, as appropriate, consider:

* Implementation issues
* Curriculum issues
	+ Relevance
	+ Scheduling
	+ effectiveness of RPL processes
	+ integration of training and assessment procedures (on and off the job)
* Student outcomes (achievement of qualification levels)
* Student pathways (further education and training, employment etc)
* Feedback from students, employers, CIT and any partnering RTOs
* Retention rates to graduation, any reasons for non-completion
* Were the goals achieved?
* Was the course content appropriate?
* Were the teaching strategies used successful?
* Was the assessment program appropriate?
* Have the needs of the students been met?
* How many students completed the course in each of the years of accreditation?

# Standards for Registered Training Organisations 2015

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

* *National Vocational Education and Training Regulator Act 2011*
* VET Quality Framework

The purpose of these Standards is to:

* set out the requirements that an organisation must meet in order to be an RTO;
* ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study; and
* ensure RTOs operate ethically with due consideration of learners’ and enterprises’ needs.

To access the most recent version of the standards, refer to:

<https://www.legislation.gov.au/Details/F2017C00663>

To access the most recent version of the Users’ Guide to the Standards refer to:

<https://www.asqa.gov.au/standards>

# Guidelines for Colleges Seeking Cert III Scope

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package.

## Assessment of Certificate III Units of Competence

Colleges delivering any Units of Competence from Certificate III (apart from those competencies allowed in training package rules) will need to have them listed on their scope **or** negotiate a Memorandum of Understanding (MOU) with a scoped training partner. This document must be kept on record by the college as the RTO.

# Working with Wood 1: Fundamentals Value 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

### Working with Wood 1: Introduction Value 0.5

### Working with Wood 1: Basic Skills Value 0.5

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 9.

## Specific Unit Goals

This unit should enable students to:

* recognise hazards commonly occurring at the workplace and follow appropriate health and safety instructions and procedures
* make or take measurements in a variety of sites or locations
* construct, assemble and finish a basic timber furnishing product
* demonstrate use of hand and power tools in applications relating to furniture making
* interpret and apply workplace standards and identify and address problems that interfere with quality outcomes
* demonstrate initiative, enterprise and self – management skills to ensure quality standards are achieved.

## Content

## All content below must be delivered:

* health and safety of self and others in the workplace – recognition of hazards, hazard control, emergency procedures, reporting
* following OHS policies and procedures
* measurements using physical and/or chemical equipment
* recording measurements manually and using ICT
* measurement problems and responses
* preparation for construction, assembly and finishing of furnishing products
* construction and assembly skills and techniques
* identification, selection and use of hand tools
* identification, selection and use of power tools
* cleaning, maintenance and storage of hand and power tools
* assessment of own work and the quality of received components, materials and parts
* measurement of components, materials and parts
* recording of information relating to quality
* investigation of causes of quality deviations.

## Units of Competency

Competence must be demonstrated over time and in the full range of furnishing contexts. Teachers must use this unit document in conjunction with the Units of Competence from the MSF - Furnishing Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSAPMOHS1OOA | Follow OHS procedures | C Cert I Furnishing |
| MSAPMOPS101A | Make measurements | C Cert I Furnishing |
| MSFFM2001 | Use furniture making sector hand and power tools | E Cert I FurnishingC Cert II Furniture Making |
| MSFFM1001 | Construct a basic timber furnishing product  | E Cert I Furnishing |

For the following competency, the content will be delivered in this unit, but students must be assessed through the relevant structured workplace learning (SWL) unit in this course in an industry setting:

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSS402051A | Apply quality standards | E Cert II Furniture Making |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF10113 Certificate I Furnishing <https://training.gov.au/Training/Details/MSF10113>

MSF20313 Certificate II Furniture Making <https://training.gov.au/Training/Details/MSF20313>

## Teaching and Learning Strategies

Refer to page13.

## Assessment

Refer to page 14.

## Resources

Bullar, J 2008, Furniture Making: A Foundation Course

Burch, M 2008, Tool School; The Missing Manual for your Tools*,* Betterway Books, Ohio.

Finney, M 1997, The Stanely Book of Woodwork,B.T. Batsford Ltd, London.

[Korn](http://www.amazon.com/Peter-Korn/e/B001K8HTKA/ref%3Ddp_byline_cont_book_1), P 2003, Woodworking Basics - Mastering the Essentials of Craftsmanship - An Integrated Approach With Hand and Power tools

Miller, Judith, 2005 [Furniture – World Styles from Classical to Contemporary](http://www.amazon.com/Furniture-World-Styles-Classical-Contemporary/dp/1405306548/ref%3Dsr_1_2?ie=UTF8&qid=1250190119&sr=8-2),DK Publishing, New York, NY

Rae, A 2001 The Complete Illustrated Guide to Furniture & Cabinet Construction

Simpson, C 2000, The Essential Guide to Woodwork*,* Murdock Gooks Australia Pty Ltd, Australia.

#### DVDs and videos

Designing a Chair; Sitting Pretty (DVD) 2002, Australasia.

Wood Properties and Uses: Simple Tests in The Workshop To Find The Best Wood (DVD) 2001, Classroom Video, Australia.

#### Journals and Periodicals

Designing. The Design and Technology Magazine for Schools, Colleges and Universities*,* The Design and Technology Association, Warwickshire, UK.

The Technology Teacher. The Voice of Technology Education*,* Kendall, N. Starkweather DTE, USA.

#### Websites

Online ACT Safety Modules <http://www.actsafe.act.gov.au>

Aspire Learning Resources <https://aspirelr.com.au/>

On Guard Safety Training – subscription provides access to: OHS Safety tests, safe working procedures and instructions for machines, machine risk assessments and safety signage <http://www.1300beonguard.com/>

# Working with Wood 1: Introduction Value 0.5

This half unit (0.5) combines with Working with Wood 1: Basic Skills (0.5) to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 9.

## Specific Unit Goals

This unit should enable students to:

* recognise hazards commonly occurring at the workplace and follow appropriate health and safety instructions and procedures
* demonstrate use of hand and power tools in applications relating to furniture making
* interpret and apply workplace standards and identify and address problems that interfere with quality outcomes
* demonstrate initiative, enterprise and self – management skills to ensure quality standards are achieved.

## Content

## All content below must be delivered:

* health and safety of self and others in the workplace – recognition of hazards, hazard control, emergency procedures, reporting
* following OHS policies and procedures
* identification, selection and use of hand tools
* identification, selection and use of power tools
* cleaning, maintenance and storage of hand and power tools
* assessment of own work and the quality of received components, materials and parts
* measurement of components, materials and parts
* recording of information relating to quality
* investigation of causes of quality deviations.

## Units of Competency

Competence must be demonstrated over time and in the full range of furnishing contexts. Teachers must use this unit document in conjunction with the Units of Competence from the MSF - Furnishing Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSAPMOHS1OOA | Follow OHS procedures | C Cert I Furnishing |
| MSFFM2001 | Use furniture making sector hand and power tools | E Cert I FurnishingC Cert II Furniture Making |

For the following competency, the content will be delivered in this unit, but students must be assessed through the relevant structured workplace learning (SWL) unit in this course in an industry setting:

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSS402051A | Apply quality standards | E Cert II Furniture Making |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF10113 Certificate I Furnishing <https://training.gov.au/Training/Details/MSF10113>

MSF20313 Certificate II Furniture Making <https://training.gov.au/Training/Details/MSF20313>

## Teaching and Learning Strategies

Refer to page13.

## Assessment

Refer to page 14.

## Resources

Refer to page 27.

# Working with Wood 1: Basic Skills Value 0.5

This half unit (0.5) combines with Working with Wood 1: Introduction (0.5) to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 9.

## Specific Unit Goals

This unit should enable students to:

* make or take measurements in a variety of sites or locations
* construct, assemble and finish a basic timber furnishing product

## Content

## All content below must be delivered:

* measurements using physical and/or chemical equipment
* recording measurements manually and using ICT
* measurement problems and responses
* preparation for construction, assembly and finishing of furnishing products
* construction and assembly skills and techniques

## Units of Competency

Competence must be demonstrated over time and in the full range of furnishing contexts. Teachers must use this unit document in conjunction with the Units of Competence from the MSF - Furnishing Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSAPMOPS101A | Make measurements | C Cert I Furnishing |
| MSFFM1001 | Construct a basic timber furnishing product  | E Cert I Furnishing |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF10113 Certificate I Furnishing <https://training.gov.au/Training/Details/MSF10113>

MSF20313 Certificate II Furniture Making <https://training.gov.au/Training/Details/MSF20313>

## Teaching and Learning Strategies

Refer to page13.

## Assessment

Refer to page 14.

## Resources

Refer to page 27.

# Working with Wood 2: Furniture Making Value 1.0

This unit includes the attainment of a Construction Induction, National OHS White Card. Due to the complex needs in meeting the requirements of CPCCOHS1001A Work safely in the construction industry, it is strongly recommended that this competency is delivered by an external RTO.

Successful completion of this competency is required to enter a construction worksite.

The Training Package identifies that licensing arrangements for training apply and that the regulatory requirements of each jurisdiction must be met. The ACT Office of Regulatory Services (ORS) registers RTOs for delivery of the White Card. For a listing of ORS authorised RTOs in the ACT for Construction Induction Training Refer to the Worksafe ACT website: <http://www.worksafe.act.gov.au/page/view/1832/title/rtos-for-construction-induction-training>

Once a Statement of Attainment is achieved for this competency it will be recognised by the BSSS through credit transfer arrangements.

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

### Working with Wood 2: Joining Timber Value 0.5

### Working with Wood 2: Furniture Assembly Value 0.5

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 9.

## Specific Unit Goals

This unit should enable students to:

* attain the basic OHS knowledge required prior to undertaking designated work tasks within any of the sectors within the construction industry
* join solid timber required for the manufacture of solid timber flat surfaces
* join timber by constructing joints using hand and portable power tools
* assemble production furniture using modular construction methods and components to a given plan

## Content:

All content below must be delivered:

* OHS legislative requirements and procedures in the construction industry, hazards and controls
* joining of solid timber including the preparation of work, layout and preparation of materials, skills and procedures, task completion and equipment maintenance and storage
* joining of timber using joints including the preparation of work, joint construction skills and processes, task completion and equipment maintenance and storage
* production furniture assembly including preparation of work, assembly sequencing, skills and processes, task completion and equipment maintenance and storage

## Units of Competency

Competence must be demonstrated over time and in the full range of furnishing contexts. Teachers must use this unit document in conjunction with the Units of Competence from the MSF - Furnishing Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CPCCOHS1001A\* | Work safely in the construction industry  | E Cert II Furniture Making |
| MSFFM2006 | Hand make timber joints | E Cert I FurnishingE Cert II Furniture Making |
| MSFFM2005 | Join solid timber | E Cert II Furniture Making |
| MSFFM2007 | Follow plans to assemble production furniture | E Cert II Furniture Making |

**\***Due to the complex needs in meeting the requirements of CPCCOHS1001A Work safely in the construction industry, it is strongly recommended that this competency is delivered by an external RTO.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF10113 Certificate I Furnishing <https://training.gov.au/Training/Details/MSF10113>

MSF20313 Certificate II Furniture Making <https://training.gov.au/Training/Details/MSF20313>

## Teaching and Learning Strategies

Refer to page13.

## Assessment

Refer to page 14.

**Resources**

Actsafe Education Modules – Module 7 is for Building and construction <http://www.workcover.act.gov.au/actsafe/education.cfm>

ACT WorkCover Construction Industry Updates <http://www.ors.act.gov.au/workcover/WebPages/Industry/construction.htm>

Barrington, J., et al, Practical Australian Carpentry Book 2 - Joinery and Advanced Framing McGraw-Hill Australia

Bullar, J 2003 The Complete Guide to Joint-Making

Hamlyn (ed.) 2001, Woodworking Workshops; Joints and Jointmaking, Professional Skills Made Easy*,* Octopus Publishing Group Ltd, UK.

# Working with Wood 2: Joining Timber Value 0.5

*This half unit (0.5) combines with Working with Wood 2: Furniture Assembly (0.5) to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.*

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 9.

## Specific Unit Goals

This unit should enable students to:

* join solid timber required for the manufacture of solid timber flat surfaces
* join timber by constructing joints using hand and portable power tools

## Content

## All content below must be delivered:

* joining of solid timber including the preparation of work, layout and preparation of materials, skills and procedures, task completion and equipment maintenance and storage
* joining of timber using joints including the preparation of work, joint construction skills and processes, task completion and equipment maintenance and storage

### Units of Competency

Competence must be demonstrated over time and in the full range of furnishing contexts. Teachers must use this unit document in conjunction with the Units of Competence from the MSF - Furnishing Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSFFM2006 | Hand make timber joints | E Cert I FurnishingE Cert II Furniture Making |
| MSFFM2005 | Join solid timber | E Cert II Furniture Making |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF10113 Certificate I Furnishing <https://training.gov.au/Training/Details/MSF10113>

MSF20313 Certificate II Furniture Making <https://training.gov.au/Training/Details/MSF20313>

## Teaching and Learning Strategies

Refer to page13.

## Assessment

Refer to page 14.

## Resources

Refer to page 34.

# Working with Wood 2: Furniture Assembly Value 0.5

*This half unit (0.5) combines with Working with Wood 2: Joining Timber (0.5) to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.*

This half unit includes the attainment of a Construction Induction, National OHS White Card. Due to the complex needs in meeting the requirements of CPCCOHS1001A Work safely in the construction industry, it is strongly recommended that this competency is delivered by an external RTO.

Successful completion of this competency is required to enter a construction worksite.

The Training Package identifies that licensing arrangements for training apply and that the regulatory requirements of each jurisdiction must be met. The ACT Office of Regulatory Services (ORS) registers RTOs for delivery of the White Card. For a listing of ORS authorised RTOs in the ACT for Construction Induction Training Refer to the Worksafe ACT website: <http://www.worksafe.act.gov.au/page/view/1832/title/rtos-for-construction-induction-training>

Once a Statement of Attainment is achieved for this competency it will be recognised by the BSSS through credit transfer arrangements.

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 9.

## Specific Unit Goals

This unit should enable students to:

* attain the basic OHS knowledge required prior to undertaking designated work tasks within any of the sectors within the construction industry
* assemble production furniture using modular construction methods and components to a given plan

## Content

## All content below must be delivered:

* OHS legislative requirements and procedures in the construction industry, hazards and controls
* production furniture assembly including preparation of work, assembly sequencing, skills and processes, task completion and equipment maintenance and storage

## Units of Competency

Competence must be demonstrated over time and in the full range of furnishing contexts. Teachers must use this unit document in conjunction with the Units of Competence from the MSF - Furnishing Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| CPCCOHS1001A\* | Work safely in the construction industry | E Cert II Furniture Making |
| MSFFM2007 | Follow plans to assemble production furniture | E Cert II Furniture Making |

**\***Due to the complex needs in meeting the requirements of CPCCOHS1001A Work safely in the construction industry, it is strongly recommended that this competency is delivered by an external RTO.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF10113 Certificate I Furnishing <https://training.gov.au/Training/Details/MSF10113>

MSF20313 Certificate II Furniture Making <https://training.gov.au/Training/Details/MSF20313>

## Teaching and Learning Strategies

Refer to page13.

## Assessment

Refer to Assessment on page 14.

## Resources

Refer to page 34.

# Working with Wood 3: Trade Skills Value 1.0

This standard unit (1.0) combines the following two half units (0.5) – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

### Working with Wood 3: Furnishing Industry Value 0.5

### Working with Wood 3: Hardware Use Value 0.5

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 9.

## Specific Unit Goals

This unit should enable students to:

* recognise hazards commonly occurring at the workplace and follow appropriate health and safety instructions and procedures
* receive, relay and record written and oral messages and provide relevant information to requests within appropriate time frames
* measure current resource use and carry out improvements including those reducing negative environmental impacts of work practices
* select and apply hardware to new and refurbished furniture
* take measurements and make calculations for furnishing in a variety of sites and locations

## Content

## All content below must be delivered:

* health and safety of self and others in the workplace – recognition of hazards, hazard control, emergency procedures, reporting
* following OHS policies and procedures
* receiving and relaying of messages, interpretation of messages, responding to information
* completing workplace forms
* environmental sustainability
* identification of current resource use and environmental issues
* compliance with environmental regulations
* improvement plans for environmental practices and resource efficiency
* planning and preparation of hardware use
* application, fitting and finishing of hardware
* cleaning, maintenance and storage of hardware and machinery
* measurement units, equipment, processes and skills
* calculation methods, techniques, tools and skills including problem solving
* calculation and measurement recording

## Units of Competency

Competence must be demonstrated over time and in the full range of furnishing contexts. Teachers must use this unit document in conjunction with the Units of Competence from the MSF - Furnishing Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSAPMOHS1OOA | Follow OHS procedures | C Cert I Furnishing |
| MSAPMSUP102A | Communicate in the workplace | C Cert I FurnishingC Cert II Furniture Making |
| MSAENV272B | Participate in environmentally sustainable work practices  | C Cert I FurnishingC Cert II Furniture Making |
| MSFFM2003 | Select and apply hardware | E Cert II Furniture Making |

For the following competency, the content will be delivered in this unit, but students must be assessed through the relevant structured workplace learning (SWL) unit in this course in an industry setting:

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSFGN2001 | Make measurements and calculations | C Cert II Furniture Making |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF10113 Certificate I Furnishing <https://training.gov.au/Training/Details/MSF10113>

MSF20313 Certificate II Furniture Making <https://training.gov.au/Training/Details/MSF20313>

## Teaching and Learning Strategies

Refer to page13.

## Assessment

Refer to page 14.

## Resources

Bullar, J, 2008 Furniture Making: A Foundation Course

Day, D, Jackson, J, 1996 The Complete Manual of Woodworking

Hylton, B, 2008 [Illustrated Cabinetmaking – How to Design and Construct Furniture that Works](http://www.amazon.com/Illustrated-Cabinetmaking-Design-Construct-Furniture/dp/1565233697/ref%3Dsr_1_1?ie=UTF8&qid=1250190067&sr=8-1),An American Woodworker Book, Fox Chapel Publishing Co, East Petersburg, PA 203

Jones, P 1987, Shelves, Closets & Cabinets, From A-Frames to Z-Outs,Popular Science Books, New York.

Saville, L & Stoddard, B (Curator) 2008, Design Secrets: Furniture. 50 Real-Life Projects Uncovered*,* Rockport Publishers Inc. Massachusetts, USA.

Stem, S, 1989 [Designing Furniture from concept to shop drawing: a practical guide](http://www.amazon.com/Designing-Furniture-Concept-Drawing-Practical/dp/0942391020/ref%3Dsr_1_3?ie=UTF8&qid=1250190029&sr=8-3), A Fine Woodworking Book, The Taunton Press, Newtown, CT,

The Woodworker’s Library, 2000, Practical Design Solutions and Strategies. Key Advice for Sound Construction from Fine Woodworking,The Taunton Press, Newtown, USA.

DVDs and videos

Engineered Wood Products: Chipboard, MDF, ply, fibreboard, manufacture and uses (VHS & DVD) 2000, Classroom Video, Australia.

Timber: Production and Processing Series (VHS), 2004, Video Education Australasia, Australia.

Journals and Periodicals

Choice Magazine, Australian Consumers Association (Choice), Marrickville, Australia.

Curve*,* Beesting Publishing Pty Ltd*,* Mt Eliza, Australia
[www.curve.com](http://www.curve.com/)

D&T Practice. The Design and Technology Publication for the Profession,The Design and Technology Association, Warwickshire, UK.

G Magazine. Green Living Made Easy*,* Next Media, NSW, Australia.
[www.mymagazines.com.au](http://www.mymagazines.com.au)

GreenPages Magazine*,* CEO & Founder Katie Patrick, NSW, Australia.
[www.thegreenpages.com.au](http://www.thegreenpages.com.au/)

Manufacturer’s Monthly,Michael Northcott, Eltham, Australia.

Sustainability Matters, Westwick-Farrow Media, NSW, Australia.

Websites

[www.asknature.org/](http://www.asknature.org/)
Biomimicry

[www.mbdc.com/](http://www.mbdc.com/)
Cradle to Cradle Design

<http://europa.eu/legislation_summaries/environment/waste_management/index_en.htm>
European Union Waste Management legislation

[www.greenflyonline.org/](http://www.greenflyonline.org/)
Greenfly – Life Cycle modelling

[www.geca.org.au/](http://www.geca.org.au/)
Good Environmental Choice Australia

[www.greenpeace.org/australia/take-action/live-greener/shopping/goodwood-guide](http://www.greenpeace.org/australia/take-action/live-greener/shopping/goodwood-guide)
Green Peace – Sustainable timbers

<https://fscaustralia.org/>
Forest Stewardship Council of Australia

[www.o2.org/index.php](http://www.o2.org/index.php)
International Network for Sustainable Design

[www.naturallyaust.com.au/index.html](http://www.naturallyaust.com.au/index.html)
Naturally Australian

[www.materia.nl/](http://www.materia.nl/)
New & Sustainable materials database – useful resource

[www.publish.csiro.au/onborrowedtime/sections/for\_home.html](http://www.publish.csiro.au/onborrowedtime/sections/for_home.html)
On Borrowed Time – useful learning resource for forest management

[www.pre.nl/ecodesign/ecodesign.htm](http://www.pre.nl/ecodesign/ecodesign.htm)
Product Ecology Experts – Guidelines for eco-design & eco-indicators

[www.productstewardship.asn.au/](http://www.productstewardship.asn.au/)
Product Stewardship Australia

<http://recycledproducts.org.uk/view/index.cfm>
Recycled Products Guide

[www.redesigndesign.co.uk/](http://www.redesigndesign.co.uk/)
Redesign – useful UK site for sustainable design ideas

[www.cfd.rmit.edu.au](http://www.cfd.rmit.edu.au/)
RMIT Centre for Design

[www.practicalaction.org.uk/education/sustainable\_design\_technology](http://www.practicalaction.org.uk/education/sustainable_design_technology)
Sustainable Design & Technology – very useful UK resource

<http://stepin.org/>
Sustainable Design & Technology – very useful UK resource

[www.designers-atlas.net/index.html](http://www.designers-atlas.net/index.html)
The Designers Atlas to Sustainability

[www.powerhousemuseum.com/education/ecologic/youngdesigners.htm](http://www.powerhousemuseum.com/education/ecologic/youngdesigners.htm)
The Powerhouse Museum – sustainable design resources

[www.trada.co.uk/index.html](http://www.trada.co.uk/index.html)
Timber database for sustainability – UK based

[www.techitoutuk.com/index.html](http://www.techitoutuk.com/index.html)
UK DT site – lots of useful resources including history of design styles

[www.ecoinnovationlab.com/](http://www.ecoinnovationlab.com/)
Victorian Eco-Innovations Lab

[www.vwa.org.au/](http://www.vwa.org.au/)
Victorian Woodworkers Association

# Working with Wood 3: Furnishing Industry Value 0.5

## *This half unit (0.5) combines with Working with Wood 3: Hardware Use (0.5) to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.*

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 9.

## Specific Unit Goals

This unit should enable students to:

* recognise hazards commonly occurring at the workplace and follow appropriate health and safety instructions and procedures
* receive, relay and record written and oral messages and provide relevant information to requests within appropriate time frames

## Content

## All content below must be delivered:

* health and safety of self and others in the workplace – recognition of hazards, hazard control, emergency procedures, reporting
* following OHS policies and procedures
* receiving and relaying of messages, interpretation of messages, responding to information
* completing workplace forms

## Units of Competency

Competence must be demonstrated over time and in the full range of furnishing contexts. Teachers must use this unit document in conjunction with the Units of Competence from the MSF - Furnishing Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSAPMOHS1OOA | Follow OHS procedures | C Cert I Furnishing |
| MSAPMSUP102A | Communicate in the workplace | C Cert I FurnishingC Cert II Furniture Making |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF10113 Certificate I Furnishing <https://training.gov.au/Training/Details/MSF10113>

MSF20313 Certificate II Furniture Making <https://training.gov.au/Training/Details/MSF20313>

## Teaching and Learning Strategies

Refer to page13.

## Assessment

Refer to page 14.

## Resources

Refer to pages 41-42.

# Working with Wood 3: Hardware Use Value 0.5

## *This half unit (0.5) combines with Working with Wood 3: Trade Skills (0.5) to equate to one standard unit – these should be delivered together as a semester unit. Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late entry or early exit in a semester.*

## Prerequisites

Nil.

## Duplication of Content Rules

Refer to page 9.

## Specific Unit Goals

This unit should enable students to:

* measure current resource use and carry out improvements including those reducing negative environmental impacts of work practices
* select and apply hardware to new and refurbished furniture
* take measurements and make calculations for furnishing in a variety of sites and locations

## Content

## All content below must be delivered:

* receiving and relaying of messages, interpretation of messages, responding to information
* completing workplace forms
* environmental sustainability
* identification of current resource use and environmental issues
* compliance with environmental regulations
* improvement plans for environmental practices and resource efficiency
* planning and preparation of hardware use
* application, fitting and finishing of hardware
* cleaning, maintenance and storage of hardware and machinery
* measurement units, equipment, processes and skills
* calculation methods, techniques, tools and skills including problem solving
* calculation and measurement recording

## Units of Competency

Competence must be demonstrated over time and in the full range of furnishing contexts. Teachers must use this unit document in conjunction with the Units of Competence from the MSF - Furnishing Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSAENV272B | Participate in environmentally sustainable work practices  | C Cert I FurnishingC Cert II Furniture Making |
| MSFFM2003 | Select and apply hardware | E Cert II Furniture Making |

For the following competency, the content will be delivered in this unit, but students must be assessed through the relevant structured workplace learning (SWL) unit in this course in an industry setting:

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSFGN2001 | Make measurements and calculations | C Cert II Furniture Making |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF10113 Certificate I Furnishing <https://training.gov.au/Training/Details/MSF10113>

MSF20313 Certificate II Furniture Making <https://training.gov.au/Training/Details/MSF20313>

## Teaching and Learning Strategies

Refer to page13.

## Assessment

Refer to page 14.

## Resources

Refer to pages 41-42.

# Working with Wood 4: Project Value 1.0

## Prerequisites

Students must have completed at least two semesters of study in either Furniture Construction C or Furniture Construction A/M/V. Alternatively students must demonstrate equivalent skills development to a commensurate level.

Three Structured Workplace Learning placements are required to achieve the Cert II in Furniture Making qualification.

## Duplication of Content Rules

Refer to page 9.

## Specific Unit Goals

This unit should enable students to:

* construct and finish a major piece of furniture as a project from start to completion
* work within a team structure to fit in with the scheduling of activities to meet operational guidelines
* assemble timber components to produce furniture frames or furniture
* prepare a range of furniture surfaces for the application of surface coatings by hand or machine

## Content

## All content below must be delivered:

* planning and organisation of work activities
* use of interpersonal skills to contribute to effective teamwork including seeking of assistance
* completion of reports and logs
* furniture assembly preparation, processes and skills
* cleaning, maintenance and storage of furniture assembly and surfacing materials and machinery
* surface preparation, processes and skills

## Units of Competency

Competence must be demonstrated over time and in the full range of furnishing contexts. Teachers must use this unit document in conjunction with the Units of Competence from the MSF - Furnishing Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSFFM2002 | Assemble furnishing components | E Cert II Furniture Making |
| MSFFF2004 | Prepare surfaces for finishing | E Cert II Furniture Making |

For the following competency, the content will be delivered in this unit, but students must be assessed through the relevant structured workplace learning (SWL) unit in this course in an industry setting:

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSAPMSUP106A | Work in a team | C Cert I FurnishingC Cert II Furniture Making |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF10113 Certificate I Furnishing <https://training.gov.au/Training/Details/MSF10113>

MSF20313 Certificate II Furniture Making <https://training.gov.au/Training/Details/MSF20313>

## Teaching and Learning Strategies

Refer to page13.

## Assessment

Refer to page 14.

## Resources

Editors of Fine Woodworking, 1985, Fine WoodWorking on Boxes, Carcases and Drawers; 41 Articles Selected by the Editors of Fine Woodworking Magazine,The Taunton Press, USA.

Haxell, P & K 2002, Simple Handmade Garden Furniture; 23 Step by Step Weekend Projects, Cico Books, London.

Levell, S 2009, Limited Edition. Prototypes, One-Offs and Design Art Furniture*,* Birkhauser, Berlin.

Matthew, C, Morrison, A 2001, Simple Handmade Furniture; 23 Step-by-Step Weekend Projects*,* Cima Books Ltd, London*.*

Stack, J 2002, Design your own Furniture, from Concept to Completion*,* F&W Publications, Ohio.

Stack, J, 2002 [Design Your Own Furniture](http://www.amazon.com/Design-Your-Furniture-Popular-Woodworking/dp/1558706135/ref%3Dsr_1_2?ie=UTF8&s=books&qid=1250189853&sr=1-2), Popular Woodworking Books,Cincinnati, OH

The Woodworker’s Library, , 2000 [Practical Design Solutions and Strategies, Key Advice for Sound Construction from Fine Woodworking](http://www.amazon.com/Practical-Design-Solutions-Strategies-Construction/dp/1561583448/ref%3Dsr_1_1?ie=UTF8&qid=1250189994&sr=8-1), The Taunton Press, Newtown, CT

Wood Magazine, Finishing Handbook*,* 2004, Sterling Publishings Co. Inc. New York.

DVDs and videos

Furniture Design – Part 2, Designers from Australia, Canada, UK (DVD) 1999, Classroom Video, Australia.

Videos, plans, projects <http://www.finewoodworking.com/>

# Working with Wood 5: CAD Production Value 1.0

## Prerequisites

Students must have completed at least two semesters of study in either Furniture Construction C or Furniture Construction A/M/V. Students must have demonstrated a high level of technical expertise and project management skills in furniture making.

Three Structured Workplace Learning placements are required to achieve the Cert II in Furniture Making qualification.

## Duplication of Content Rules

Refer to page 9.

## Specific Unit Goals

This unit should enable students to:

* produce manual and computer-aided production drawings to utilise their full potential and capacities in the production of furniture

## Content

## All content below must be delivered:

* processes and skills in the production of manual and computer-aided production drawings

### Units of Competency

Competence must be demonstrated over time and in the full range of furnishing contexts. Teachers must use this unit document in conjunction with the Units of Competence from the MSF - Furnishing Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSFFM3009 | Produce manual and computer-aided production drawings | C Cert III Furniture Making |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF30213 Certificate III Furniture Making https://training.gov.au/Training/Details/MSF30213

## Teaching and Learning Strategies

Refer to page13

## Assessment

Refer to page 14

## Resources

Buchanan, G 1998, Making Country Furniture. 15 Step-by-Step Projects*,* The Taunton Press, USA.

Hemachandra, R (ed.) 2007, 500 Tables. Inspiring Interpretations of Function and Style,Lark Books, New York.

Mackenzie, D 1998, Pine Furniture Projects for the Home,Guild of Master Craftsman Publications Ltd, East Sussex.

Stack, J, 2002, [Design Your Own Furniture](http://www.amazon.com/Design-Your-Furniture-Popular-Woodworking/dp/1558706135/ref%3Dsr_1_2?ie=UTF8&s=books&qid=1250189853&sr=1-2)Popular Woodworking Books,Cincinnati, OH

Stender, T, 2000, Making Contemporary Wooden Tables. 18 Elegant Projects from Designer-Craftsmen*,* Lark Books, NY.

The Woodworker’s Library, 2000, [Practical Design Solutions and Strategies, Key Advice for Sound Construction from Fine Woodworking](http://www.amazon.com/Practical-Design-Solutions-Strategies-Construction/dp/1561583448/ref%3Dsr_1_1?ie=UTF8&qid=1250189994&sr=8-1), The Taunton Press, Newtown, CT,

DVDs and videos

<http://www.finewoodworking.com/> Videos, plans, projects

Websites

Furniture Making and Design Toolbox <http://toolboxes.flexiblelearning.net.au/series8/803.htm>

# Working with Wood 6: CNC Machining Value 1.0

## Prerequisites

Students must have completed at least two semesters of study in either Furniture Construction C or Furniture Construction A/M/V. Students must have demonstrated a high level of technical expertise and project management skills in furniture making.

Three Structured Workplace Learning placements are required to achieve the Cert II in Furniture Making qualification.

## Duplication of Content Rules

Refer to page 9.

## Specific Unit Goals

This unit should enable students to:

* set up, operate and maintain computer numerically controlled (CNC) machining and processing centres to produce furniture or components

## Content

## All content below must be delivered:

* processes and skills in the preparation, setup and operation of machining and processing centres
* cleaning, maintenance and storage of materials and machinery

## Units of Competency

Competence must be demonstrated over time and in the full range of furnishing contexts. Teachers must use this unit document in conjunction with the Units of Competence from the MSF - Furnishing Training Package, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made to the mode of delivery, context and support provided according to individual student needs.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency Title | Core/Elective |
| MSFFM3022 | Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres | E Cert III Furniture Making |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF30213 Certificate III Furniture Making <https://training.gov.au/Training/Details/MSF30213>

## Teaching and Learning Strategies

Refer to page13

## Assessment

Refer to page 14

## Resources

Buchanan, G 1998, Making Country Furniture. 15 Step-by-Step Projects*,* The Taunton Press, USA.

Hemachandra, R (ed.) 2007, 500 Tables. Inspiring Interpretations of Function and Style,Lark Books, New York.

Mackenzie, D 1998, Pine Furniture Projects for the Home,Guild of Master Craftsman Publications Ltd, East Sussex.

Stack, J, 2002, [Design Your Own Furniture](http://www.amazon.com/Design-Your-Furniture-Popular-Woodworking/dp/1558706135/ref%3Dsr_1_2?ie=UTF8&s=books&qid=1250189853&sr=1-2)Popular Woodworking Books,Cincinnati, OH

Stender, T, 2000, Making Contemporary Wooden Tables. 18 Elegant Projects from Designer-Craftsmen*,* Lark Books, NY.

The Woodworker’s Library, 2000, [Practical Design Solutions and Strategies, Key Advice for Sound Construction from Fine Woodworking](http://www.amazon.com/Practical-Design-Solutions-Strategies-Construction/dp/1561583448/ref%3Dsr_1_1?ie=UTF8&qid=1250189994&sr=8-1), The Taunton Press, Newtown, CT,

#### DVDs and videos

<http://www.finewoodworking.com/> Videos, plans, projects

#### Websites

Furniture Making and Design Toolbox <http://toolboxes.flexiblelearning.net.au/series8/803.htm>

# Furniture Making Trade Skills SWL 1 Value: 0.5

## **Prerequisites**

Structured Workplace Learning can be undertaken on successful completion of at least one standard unit.

The content of the competency in this SWL unit will be delivered in the course, but it must be assessed in an industry setting.

## Specific Unit Goals

This unit should enable students to:

* consolidate learning and demonstrate competence in an industry environment
* provide evidence that can contribute to the competency identified for this placement
* develop personal, technical and social skills to enhance their performance as an employee
* work individually and as a team member to achieve organisational goals
* interpret and apply workplace standards and identify and address problems that interfere with quality outcomes

## Units of Competency

Teachers must use this document in conjunction with the Units of Competence from MSF Furnishing Training Package, which provides performance criteria, range statements and assessment contexts. Competence must be demonstrated over time and in the full range of furnishing industry environments.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency | Core/Elective |
| MSS402051A | Apply quality standards | E Cert II Furniture Making |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF20313 Certificate II Furniture Making <https://training.gov.au/Training/Details/MSF20313>

## Assessment

Students need to complete a minimum of 27.5 hours in a Vocational Placement to obtain credit for this unit (0.5).

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor’s reports, third party peer and client reports.

### Structured Workplace Learning Assessment

Refer to page 15.

### Competency Based Assessment

Refer to page 14.

# Furniture Making Trade Skills SWL 2 Value: 0.5

## **Prerequisites**

Structured Workplace Learning can be undertaken on successful completion of at least one standard unit.

The content of the competency in this SWL unit will be delivered in the course, but it must be assessed in an industry setting.

## Specific Unit Goals

This unit should enable students to:

* consolidate learning and demonstrate competence in an industry environment
* provide evidence that can contribute to the competency identified for this placement
* develop personal, technical and social skills to enhance their performance as an employee
* take measurements and make calculations for furnishing

## Units of Competency

Teachers must use this document in conjunction with the Units of Competence from MSF Furnishing Training Package, which provides performance criteria, range statements and assessment contexts. Competence must be demonstrated over time and in the full range of furnishing industry environments.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency | Core/Elective |
| MSFGN2001 | Make measurements and calculations | C Cert II Furniture Making C Cert III Furniture Making  |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF20313 Certificate II Furniture Making <https://training.gov.au/Training/Details/MSF20313>

MSF30213 Certificate III Furniture Making https://training.gov.au/Training/Details/MSF30213

## Assessment

Students need to complete a minimum of 27.5 hours in a Vocational Placement to obtain credit for this unit (0.5).

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor’s reports, third party peer and client reports.

### Structured Workplace Learning Assessment

Refer to page 15.

### Competency Based Assessment

Refer to page 14.

# Furniture Making Trade Skills SWL 3 Value: 0.5

## **Prerequisites**

Structured Workplace Learning can be undertaken on successful completion of at least one standard unit.

The content of the competency in this SWL unit will be delivered in the course, but it must be assessed in an industry setting.

## Specific Unit Goals

This unit should enable students to:

* consolidate learning and demonstrate competence in an industry environment
* provide evidence that can contribute to the competency identified for this placement
* develop personal, technical and social skills to enhance their performance as an employee
* work within a team structure to fit in with the scheduling of activities to meet operational guidelines

## Units of Competency

Teachers must use this document in conjunction with the Units of Competence from MSF Furnishing Training Package, which provides performance criteria, range statements and assessment contexts. Competence must be demonstrated over time and in the full range of furnishing industry environments.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

|  |  |  |
| --- | --- | --- |
| Code | Competency | Core/Elective |
| MSAPMSUP106A | Work in a team | C Cert I FurnishingC Cert II Furniture Making |

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies. A direct link to the specific qualification can be found at:

MSF10113 Certificate I Furnishing <https://training.gov.au/Training/Details/MSF10113>

MSF20313 Certificate II Furniture Making <https://training.gov.au/Training/Details/MSF20313>

## Assessment

Students need to complete a minimum of 27.5 hours in a Vocational Placement to obtain credit for this unit (0.5).

Assessment of competence on the job must include observation of real work processes and procedures.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in gathering evidence to assess competence. Evidence can also be collected through supervisor’s reports, third party peer and client reports.

### Structured Workplace Learning Assessment

Refer to page 15

### Competency Based Assessment

Refer to page 14

# Appendix A – Example of a Checklist for a Unit of Competency

### Every competency delivered in the relevant semester requires an Assessment Checklist

|  |  |  |
| --- | --- | --- |
| **TRAINING PACKAGE** | MSF | Furnishing Training Package |
| **COMPETENCY** | MSAENV272B | Participate in Environmentally Sustainable Work Practices |
| **QUALIFICATION** | MSF10113MSF20313MSF30213 | Certificate I in Furnishing Certificate II in Furniture Making Certificate III in Furniture Making  | **Practical Demonstration\*** | **Written/Oral Questions\*** | **Third Party Report** | **Project or portfolio** | **C/NYC** |
| **ELEMENT** | **PERFORMANCE CRITERIA** |
| **1** | **Identify current resource use and environmental issues**. **Tick method of assessment** |
| **1.1** | Identify workplace environmental and resource efficiency issues. |  |  |  |  |  |
| **1.2** | Identify resources used in own work role. |  |  |  |  |  |
| **1.3** | Measureand record current usage of resources usingappropriate techniques***.*** |  |  |  |  |  |
| **1.4** | Identify and report workplace environmental hazards to appropriate personnel. |  |  |  |  |  |
| **2** | **Comply with environmental regulations.** |
| **2.1** | Follow procedures to ensure compliance. |  |  |  |  |  |
| **2.2** | Report environmental incidents to appropriate personnel. |  |  |  |  |  |
| **3** | **Seek opportunities to improve environmental practices and resource efficiency** |
| **3.1** | Follow enterprise plans to improve environmental practices and resource efficiency. |  |  |  |  |  |
| **3.2** | Make suggestions for improvements to workplace practices in own work area. |  |  |  |  |  |

\* Please be aware of moderation requirements for these forms of evidence. The requirements can be found at:

<http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers>